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Piloting the Swiss Model of the European Language Portfolio  
May 1999 – June 2000

# Evaluator's Final Report

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## Summary

### Overview

More than 450 classes covering all educational sectors from the lower secondary level upward took part in the Swiss ELP piloting which started in mid-1999 and ended in July 2000. The pilot classes were based in 19 different cantons, around half of them in the canton of Ticino alone, where the ELP was actually disseminated rather than piloted in a narrow sense during that period.

The evaluation measures taken consisted primarily of two questionnaire surveys of learners, teachers and coordinators. The first was conducted only a few weeks after the ELP was introduced into the classes, the second at the end of the pilot phase. In between, telephone interviews, teacher-coordinator meetings and personal contacts were used for evaluation purposes.

The present report is based mainly on the data gathered from the final questionnaire survey. Certain points are complemented and highlighted by insights gained on other occasions. The final evaluation focussed on known or expected problem areas and tried to gather as many suggestions for solutions and improvements as possible. For that reason, positive aspects may not be treated as extensively as they would deserve.

### Working with the ELP

An analysis of how the ELP was actually used by teachers and learners showed that the self-assessment instruments based on the scaled descriptors (grid and checklists) were used by virtually all learners: usually once at the beginning of the pilot phase and a second (and sometimes third) time at the end of a semester or school year. Much more seldom, the descriptors in the checklists were also used to plan learning objectives. The only other instrument that was used by most learners was the overview of one's language learning biography (form 2.2). A mere 25% of all learners used the dossier to file evidence of their language proficiency, and this evidence consisted mainly of school products like tests and compositions. Hardly any learners presented their ELP in a "real-world" context – a fact the experimental status of the ELP may be responsible for. Few classes worked continuously with the ELP. Some teachers, on the one hand, argued positively in favor of using the ELP that way. Others, on the other hand, gave reasons that prevented them from using the ELP more frequently, such as lack of time, difficulties embedding the ELP into regular teaching, learners' disinterest or even resistance, levels which are too broad to show progress etc. Some teachers reported that they had used the ELP successfully in the context of stays abroad and for counseling otherwise self-directed (adult) learners. A large majority of teachers found that the ELP was particularly useful for themselves as teachers: in order to plan courses and organize assessment. They also consider the ELP as a good basis for modifying exams. Some exams have already been modified under the influence of the ELP.

The conditions under which teachers piloted the ELP were rather varied: some of the teachers were thoroughly introduced to the ELP and its applications, worked with colleagues who also piloted the ELP, had regular regional meetings with other pilot teachers, and had to teach 1 hour less every week; others had one introductory meeting at best and otherwise worked on their own. It seems that a good introductory meeting with concrete suggestions how the ELP can be integrated into teaching/learning, and a number of follow-up meetings with colleagues (and coaches) would have been helpful for all teachers. Moreover, most teachers consider a one hour reduction in their weekly timetable during the pilot phase as appropriate.

During the pilot phase, the ELP also had an influence on reforms undertaken by educational authorities: most prominently on the Swiss CDIP's global concept for language learning in schools but also on new foreign language curricula in the cantons of central Switzerland and in the canton of Zurich. In the cantons of Ticino and Jura, the ELP has been declared obligatory for certain school sectors.

### How good is the ELP?

At the end of the pilot phase, nearly all teachers who participated in the survey still think that piloting the ELP was an enriching experience although their attitude towards the ELP became tendentially more critical, mainly due to problems with the use of the ELP in class (compatibility with regular teaching, lack of time, negative learner reactions).

Most of the central functions and features of the ELP are still valued highly by learners *and* teachers, particularly:

- the central role of self-assessment, and the self-assessment instruments provided;
- the reporting tools which facilitate a comprehensive overview of one's plurilingual language proficiency and which allow for transparency, transnational comparability and the recognition of in- and out-of-school learning;
- the usefulness of the ELP as a pedagogic instrument supporting reflective language learning and teaching.

Negative comments most often concerned the physical appearance of the ELP and problems with its use under the given circumstances. The following aspects were often mentioned:

- The ELP ring binder is too big and too heavy
- A lack of guidance and visual aids makes the file appear complex and hard to access by its users
- The usefulness of the ELP is doubtful because it is not known well enough in schools and among employers
- Working with the ELP takes more time than there is available
- There is not enough coherence with regular teaching (curricula, textbooks, exams; use of self-assessment)

- Teachers need more ideas and supporting materials (corresponding tests in particular) to introduce the ELP into their courses and sustain its use

It also came out that many learners were poorly motivated to work with the ELP and that – often as a result – working with the ELP in class was not very motivating for a number of teachers, either. Motivation problems were often connected with doubts concerning the usefulness of the ELP.

As had been expected by the authors from the outset, the piloting showed that the present Swiss ELP model is hardly suitable for learners of less than 15 years of age.

While the checklists were often used during the piloting and are considered, by teachers and learners, as one of the best elements of the ELP, they were still quite often criticized for the following sorts of reason:

- The checklists tend to be too long
- The tasks described by the descriptors are too remote from school reality
- Many descriptors are not suitable for younger learners
- There are too many descriptors which seem almost identical and are difficult to distinguish from each other
- Some descriptors are too open to interpretation
- Progress can hardly be established using the checklists because the levels are too broad
- Cultural competence should play a more important role if the ELP is to be used in a school context

### Revision of the ELP

The data gathered in the evaluation process allows for a number of suggestions concerning modifications of the present ELP model:

- A graphic design that provides more guidance to users of the ELP should be developed; it should facilitate access to the file and make clearer the uses that can be made of the ELP; improved versions of the colored divider pages may help to achieve this goal
- The newly developed common European ELP Passport should be adopted instead of the present passport booklet because it helps to highlight the transnational dimension and therefore the potential usefulness of the ELP as a reporting tool
- The ELP needs to be lighter and less bulky; the "portability" of the ELP, or of each of its parts, needs to be improved; the collection of forms to photocopy should be presented in such a way that they can be kept separately. They should, however, not be eliminated. Certain sample forms (e.g. attestations) should be made available in another fashion (e.g. in print: several forms on one A4 page; via the Web: as downloadable electronic forms)
- The inclusion of pages that are mainly targeted at teachers and/or institutions (e.g. scale for the calibration of exams) should be reconsidered; they might be included in a separate booklet and made available on the Web
- The checklists should be revised: the instructions at the top of each page should be clearer and more helpful; the number of items should be distributed more equally between the different skills and aspects; very similar items should be eliminated; the number of items should generally be reduced etc. (see criticism above)
- Checklists for (narrower) intermediate levels should be made available
- A very practical teacher's guide providing practical advice and containing supplementary material like the existing *Oral assessment grid* should be considered
- The different language versions should be cross-checked again; the language of the French version needs to be checked for stylistic and linguistic errors

For younger learners a separate, more suitable ELP model should be developed.

### Wider dissemination

The majority of teachers and learners support a general introduction of revised and adapted (age of learners) versions of the ELP into the Swiss school system. Teachers and coordinators think that such a large scale launch needs to be accompanied by supporting measures that help to create more coherence between the ELP and curricula, exams (esp. at interfaces between educational sectors), report cards, etc.

Many doubts concerning the usefulness of the ELP would not arise if the ELP was widely known and recognized within the school system and by employers. If the educational authorities adopt a clear position in favor of the ELP, this would facilitate changes in curricula, exams etc., which again would make it easier to work with the ELP in class. However, as many teachers pointed out, it might be counter-productive to force teachers who are opposed to the ELP to adopt it in their teaching right away. Therefore, solutions will have to be found so that the introduction of the ELP will be large-scale enough to assume the "critical mass" it needs in order to be successful, but does not generate unwanted and unnecessary resistance among those who hesitate.

Experience shows that the ELP is not entirely self-explanatory for teachers so they should be supported at least initially. Measures that were most often suggested by the pilot teachers include: introductory workshops, in-service training, regular meetings with experienced colleagues and experts, team work within schools and a user's guide.

Quite many pilot teachers are ready to work as disseminators for the ELP: as in-service trainers, by participating in meetings to pool experience, by collaborating in school-internal professional development, as members of project teams, or simply on a personal basis within their respective teams.

## 1. Introduction

The present report had to be written under an enormous time pressure within a very tight evaluation schedule (data were gathered until mid-July). It has to be seen as a sequel to the *Swiss Progress Report* from December 1999. Some aspects mentioned there will not be repeated. An article written in April 2000 and published in the Swiss journal *Babylonia* may also be of interest (Lenz, Peter, "Erfahrungen mit dem Europäischen Sprachenportfolio in der Schweiz", in: *Babylonia* 1/2000, p. 23 – 28. Abstract: <http://babylonia.romsem.unibas.ch>). It highlights how the ELP was received and what challenges it posed in different educational sectors. Also, the report on the ELC project written by Brigitte Forster Vosicki should be taken into account since most ELC member universities used the Swiss ELP version for their piloting.

In the final evaluation campaign rather long questionnaires were used in order to get information on as many aspects and uses of the ELP as possible. The information thus gathered consists of thousands of single observations and suggestions from learners and teachers, which necessarily had to be reduced – quantitatively and qualitatively – to fit into this report. However, the raw data was collected in a computer database and is available to those who would like - or will need - to get into more detail.

There is another great source of information and know-how which can be made use of in the future: all those teachers (and coordinators) who invested much time and effort to make the best uses of the ELP during the pilot phase. Bringing together so many competent professionals has been one of the many pleasant side-effects of the ELP project.

## 2. Dimensions of the Swiss ELP pilot project

It is virtually impossible to determine exactly to what extent the ELP has been used in Switzerland during the last 15 months, mainly due to the fact that anybody could order, photocopy, or download and print it. Altogether, around 10'000 printed copies in one of the four language versions were sold.

The Swiss version (or mostly photocopied elements of it) was also used by the ELC member universities that piloted the ELP in a separate project co-ordinated by Brigitte Forster Vosicki from the University of Lausanne.

For the number of classes involved in the Swiss pilot project only an estimate, albeit reasonably precise, can be made; exact numbers cannot be determined for two reasons: 1) some pilot teachers never sent back a questionnaire although they actually worked with the ELP in class; 2) in the canton of Ticino the ELP was made available to all schools (and learners), and the schools where the ELP was used were merely *invited* to participate in the evaluation procedures; a formal pilot setting was not established.

The following estimate can be made about the number and types of classes that were using the ELP during the pilot phase:

Schools	Switzerland (w/o Ticino)	canton of Ticino	Switzerland
Number of schools involved:	~ 100	~ 50	~ 150
Number of teachers involved	~ 190	?	?

Classes	Switzerland (w/o Ticino)	canton of Ticino	Switzerland	%
Total number of classes involved	~ 230	~ 240	~ 470	100%
Lower secondary level	45	40	85	18%
Upper secondary level (Ecole de Culture Générale/grammar school/teacher ed.)	55	63	118	25%
Upper secondary level (vocational/commercial)	30	100	130	28%
Higher education	45	37	82	17%
Adults	55	> 2	~ 57	12%

Most ELP classes in the adult sector were taught at the *Université populaire* in Berne. Those teachers and classes did not participate in the official evaluation. Therefore, the experience gained there is not represented in the results of the questionnaire survey. However, a few teachers from Migros Club Schools took part in one or both questionnaire surveys.

**8 teachers from public schools gave notice that they left the pilot scheme prematurely**, 5 of these were replaced. In two cases the teachers brought forward as a reason that the ELP was not suitable for 7<sup>th</sup> graders.

Remark: the authors of the Swiss model as well as the project coordinators never had the intention to use the ELP with such young learners.

### 3. The final questionnaire survey

The progress report from December was based on questionnaires which teachers and students were asked to fill in only a few weeks after first working with the ELP. The cantonal coordinators were also questioned by means of a questionnaire. Other evaluation measures followed in late winter and spring: loosely structured telephone interviews with selected teachers and coordinators; participation in teacher/coordinator meetings; analysis of minutes of such meetings. In May/June 2000, teachers, learners and cantonal coordinators were asked to fill in questionnaires again.

#### Final questionnaires returned (May – July 2000)

Teachers from **19** (out of 26 full and half) cantons of all regions of Switzerland took part in the survey.

**Total of teacher** questionnaires returned: **86**

- **65 teacher questionnaires** were returned out of **144** that were sent to personal addresses of teachers (rate: 45%).
- **21** more came in from teachers who were reached via their schools (esp. Ticino).

The return rate is still considerable under the given circumstances: many teachers and learners were confronted with stressful weeks at the end of the school year and particularly the teacher questionnaire was rather long. (The questionnaires may be viewed or downloaded from the Internet. At the same URL, the two questionnaires containing summaries of the answers to all questions are also available: <http://www.unifr.ch/ids/Portfolio>). It was somewhat disappointing that although the teachers were asked to react in any case after receiving a questionnaire, only a minority sent a message saying that (and why) they could not contribute to the final evaluation. The reasons they gave concerned mainly organisational problems. Other teachers mentioned that they had not used the ELP enough to be able to provide relevant information and judgements. This last point is interesting since it seems to be a quite common feeling; other teachers who filled in their questionnaires but did not have their learners fill one in, gave the same reason. Lack of experience was also mentioned by many learners in their questionnaires.

Distribution of the returned teacher questionnaires according to regional **CDIPs** (Conferences des Directeurs d'Instruction Publique):

Regional CDIP	# teachers
CIIP-SP	18
Ticino	13
NW-EDK	27
IEDK	7
EDK-Ost	5
others (universities/private schools)	16
<b>Total</b>	<b>86</b>

The return rate was particularly low among the teachers from the canton of Zurich (NW-EDK): only 4 teachers out of 20 returned their questionnaire(s). This may be explained through the fact that Zurich ran a partly independent ELP evaluation project.

**Total of learner** questionnaires returned: **586** (male: 256; female: 330)

57 teachers who had filled in their questionnaire also sent learner questionnaires; 2 teachers only sent learner questionnaires.

Given the limited amount of time and resources available, a **sample** had to be drawn for data entry and analysis: for each class the learners' names were sorted in alphabetical order and then the first **five** of them were chosen, provided 5 learners were available and these five had filled in more than half of their questionnaire (which was only very rarely not the case).

That way, the data from **293 learners** (119 male; 174 female) could be entered and analysed.

The distribution according to school sectors is as follows:

Lower secondary level (7 <sup>th</sup> grade / lower achievement level)	5
Lower secondary level (7 <sup>th</sup> grade / regular class)	15
Lower secondary level (8 <sup>th</sup> /9 <sup>th</sup> grade / lower achievement level)	5
Lower secondary level (8 <sup>th</sup> /9 <sup>th</sup> grade / regular class)	47
Lower secondary level (8 <sup>th</sup> /9 <sup>th</sup> grade / pre-grammar school)	26
<b>Lower secondary level / Total</b>	<b>98</b>
Upper secondary level (Ecole de culture générale)	20
Upper secondary level (grammar school/Gymnasium)	56
Upper secondary level (teacher training)	10
Upper secondary level (vocational/trade orientation)	22
Upper secondary level (commercial orientation)	30
<b>Upper secondary level / Total</b>	<b>138</b>
Higher education (university lang. courses)	8
Higher education (prof. college/lang. courses)	24
Higher education (teacher training)	21
<b>Higher education / Total</b>	<b>53</b>
<b>Adults Total</b>	<b>4</b>
<b>TOTAL</b>	<b>293</b>

In the following analyses only four groups of learners will normally be distinguished:

- **lower secondary**
- **upper secondary / academic** (= grammar schools, Ecole de culture générale, primary school teacher training institutions)
- **upper secondary / VOLL** (= vocationally oriented language learning: trade and commercial schools)
- **higher education & adults** (= university, professional college; adults in the private sector/université populaire)

## 4. Results of the evaluation

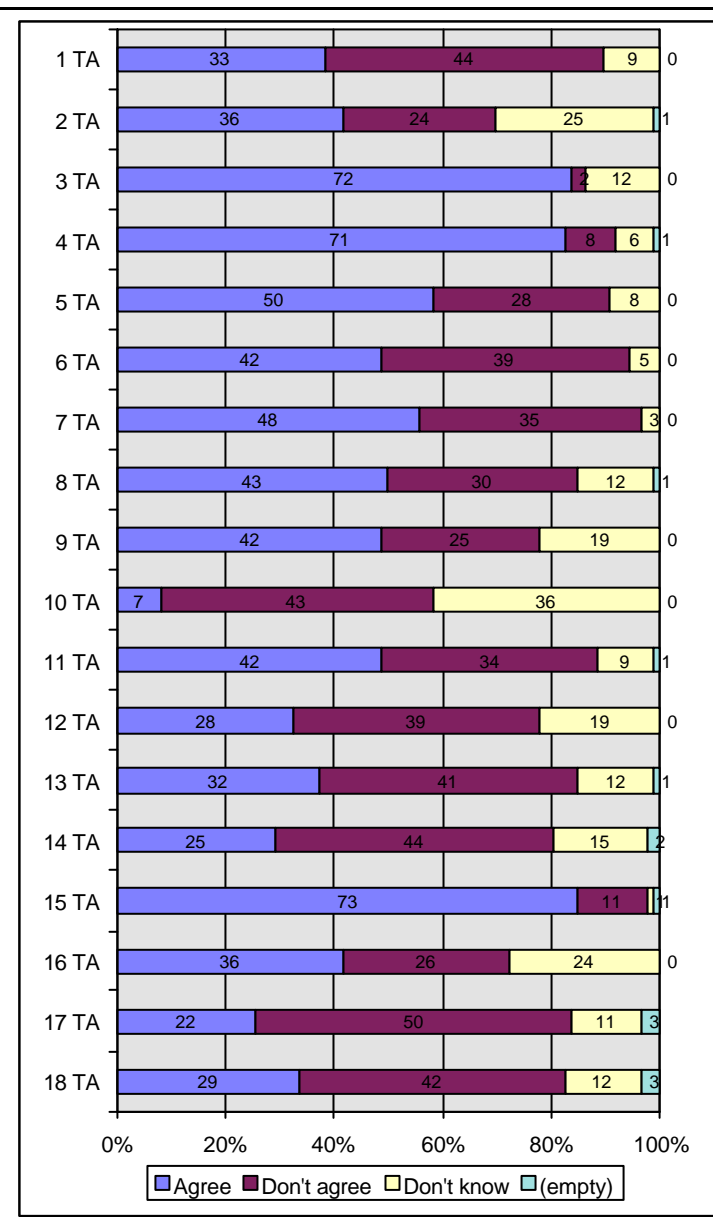
In a first section the quantitative results of the "European questions" of the final questionnaires will be **presented** but not discussed. In the sections that follow, the questionnaire items from the learner and teacher questionnaires (quantitative and qualitative), including the "European questions", will be re-grouped and presented according to **topics**. In order to allow for maximum transparency, all relevant items will be reproduced for each topic, usually accompanied by a brief comment. In some cases, additional information from other sources will also be provided. Obviously, the answers to the open questions had to be summarised and weighed.

### 4.1. The final set of "European questions"

The "European questions" provided by the General Rapporteur were integrated into the Swiss questionnaires. In some cases, the exact wording of the "European questions" was changed in the sense that they were concretised, exemplified, disambiguated or pre-interpreted whenever it seemed necessary, however not so much that the answers could not be considered as answers to the original questions.

Teacher questionnaire – European Agree questions (1 TA – 18 TA) – summary of all sectors/groups

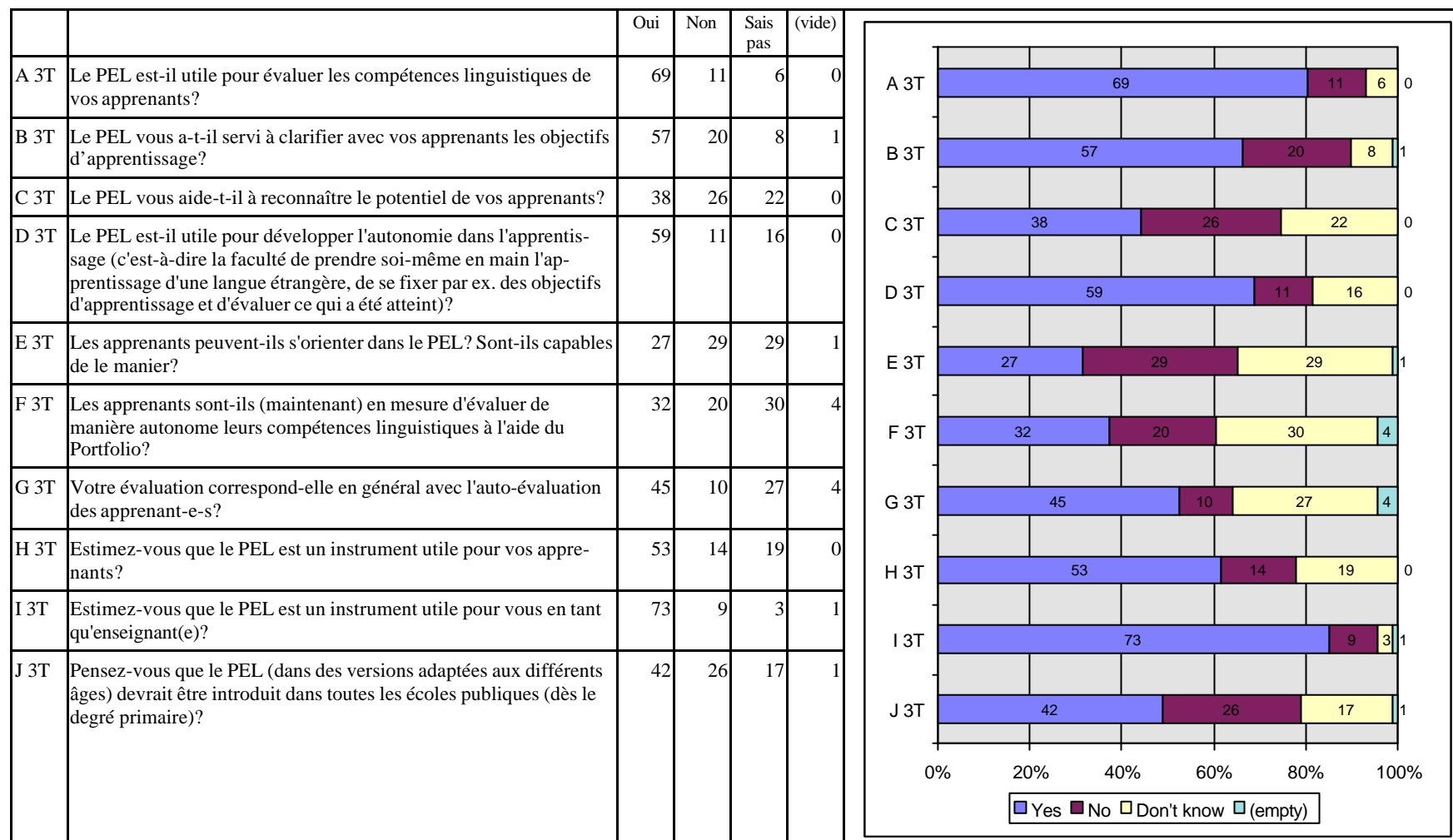
		D'accord.	Pas d'acc.	Sais pas	(vide)
1 TA	<i>Les six niveaux sont si vastes qu'ils ne permettent pas à mes élèves de constater leurs progrès.</i>	33	44	9	0
2 TA	<i>Par le Portfolio dans son ensemble, les progrès sont bien visibles.</i>	36	24	25	1
3 TA	<i>Il est utile de gérer un Portfolio, parce que cela suscite l'autoréflexion.</i>	72	2	12	0
4 TA	<i>Le Portfolio m'aide et incite mes élèves à réfléchir à une langue et aussi à se demander comment et pourquoi ils l'apprennent.</i>	71	8	6	1
5 TA	<i>Le statut officiel du PEL doit être clarifié avant que je puisse l'introduire comme un élément définitif de mon enseignement.</i>	50	28	8	0
6 TA	<i>La grille pour l'auto-évaluation n'est pas toujours claire.</i>	42	39	5	0
7 TA	<i>Les descripteurs dans les listes de repérage ne sont pas toujours clairs.</i>	48	35	3	0
8 TA	<i>J'espère que des listes de repérage plus détaillées seront à disposition pour les différents niveaux.</i>	43	30	12	1
9 TA	<i>Mes apprenants ont estimé qu'il est difficile de dire s'ils seraient capables de comprendre des textes oraux, dont ils n'ont pas ou peu d'expériences (par ex. vidéo ou cours ex cathedra).</i>	42	25	19	0
10 TA	<i>Le PEL a amélioré la motivation de mes élèves.</i>	7	43	36	0
11 TA	<i>L'auto-évaluation est l'élément critique, car elle ne relève d'aucune tradition établie.</i>	42	34	9	1
12 TA	<i>J'ai beaucoup appris sur mes apprenants, sur leur motivation et leur potentiel.</i>	28	39	19	0
13 TA	<i>Quand nous avons utilisé le Portfolio en classe, j'ai en règle générale investi plus de temps que précédemment pour la préparation de mes leçons.</i>	32	41	12	1
14 TA	<i>Quand nous avons utilisé le Portfolio en classe, ce n'est qu'au début que j'ai investi plus de temps pour préparer mes leçons.</i>	25	44	15	2
15 TA	<i>Il m'a fallu du temps pour moi-même, afin de pouvoir assimiler cette nouvelle expérience.</i>	73	11	1	1
16 TA	<i>Mes apprenants ne voient pas l'utilité du PEL, jugeant qu'il n'apporte aucun profit complémentaire.</i>	36	26	24	0
17 TA	<i>Mon attitude à l'égard du Portfolio est devenue plus positive avec le temps.</i>	22	50	11	3
18 TA	<i>D'une certaine manière, le PEL n'est pas compatible avec le degré de développement de mes apprenants.</i>	29	42	12	3



For details about the different educational sectors see Appendix.



Teacher questionnaire – European **Yes - No** questions (A 3T – J 3T) – summary of all sectors/groups



For details about the different educational sectors see Appendix.

## Questions complementing the quantitative "European questions" for teachers

In order to get as much useful information as possible out of the closed "European questions" they were complemented in the following ways:

- A first *Agree/Don't agree* question of a general nature was added in order to get hard evidence of a positive effect of working with the ELP which was repeatedly mentioned during personal contacts:

		D'accord	Pas d'accord	Je ne sais pas	(vide)
FL3-1	<i>Je trouve que l'évaluation du Portfolio européen des langues (PEL) est dans son ensemble une expérience enrichissante.</i>	81	3	2	0

The result confirmed rather clearly this positive effect.

- The *Agree/Don't agree* question 10 TA (*Our teachers and learners reported that the ELP enhances motivation*) was split up into two components so that an unambiguous interpretation became possible:

		D'accord	Pas d'accord	Je ne sais pas	(vide)
10.1 TA	<i>Par le travail avec le PEL ma motivation pour l'enseignement a augmenté.</i>	17	53	16	0
10.2 TA	<i>Le PEL a amélioré la motivation de mes élèves.</i>	7	43	36	0

The answers to both of these questions suggest that motivation is a major issue on the teacher as well as on the learner side although the interpretation of these numbers may not be as straightforward as it seems.

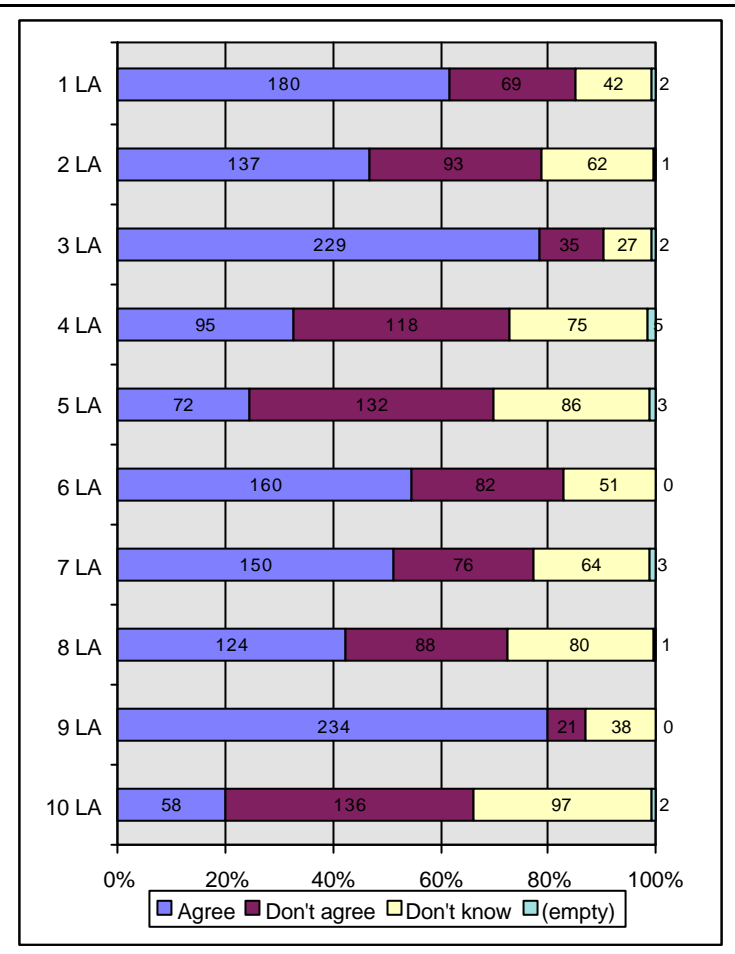
- The teachers were also given the opportunity to insert comments after the *Agree/Don't agree* and after the *Yes/No* sets of questions. Additionally they were asked to comment on question J 3T which concerns a large scale introduction of the ELP in schools.

A wide range of relevant points were raised by the teachers at this early stage of the questionnaire. Many of them were brought up again later on, especially in the answers to the open questions towards the end of the questionnaire, among them the "European questions" K 3T (What do you like best ...?) and L 3T (What do you like least ...?).

The answers to these items will be discussed below.

Learner questionnaire – European **Agree** questions (1 LA – 10 LA) – summary of all sectors/groups

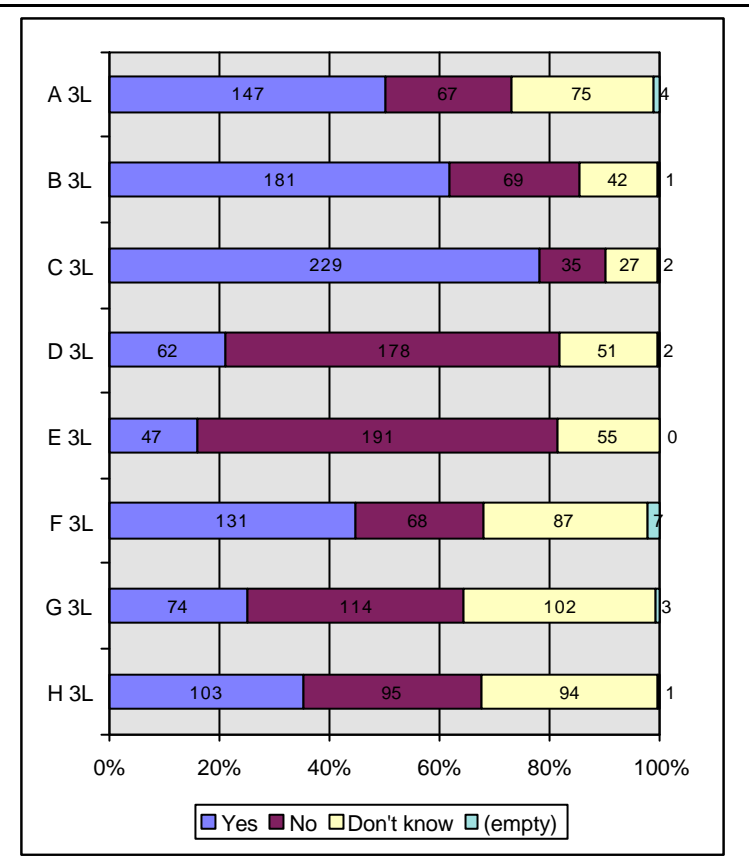
		D'accord.	Pas d'acc.	Sais pas	(vide)
1 LA	<i>J'estime que le Portfolio est utile, car il aide à déceler ce qu'il faut encore apprendre.</i>	180	69	42	2
2 LA	<i>Le Portfolio m'aide à réfléchir à l'apprentissage des langues.</i>	137	93	62	1
3 LA	<i>Le Portfolio m'aide à savoir où j'en suis dans l'apprentissage d'une langue.</i>	229	35	27	2
4 LA	<i>Le temps à consacrer au Portfolio est trop important.</i>	95	118	75	5
5 LA	<i>A quoi sert un Portfolio? Des notes suffisent!</i>	72	132	86	3
6 LA	<i>Je compare volontiers mes connaissances linguistiques à une échelle de compétences européenne.</i>	160	82	51	0
7 LA	<i>Le Portfolio des langues devrait être en rapport étroit avec ce qui se fait dans les cours.</i>	150	76	64	3
8 LA	<i>Le Portfolio devrait être actualisé au moins une fois par mois.</i>	124	88	80	1
9 LA	<i>Le Portfolio n'a un sens que lorsqu'il est utilisé régulièrement.</i>	234	21	38	0
10 LA	<i>Grâce au Portfolio, je peux mieux discuter des langues et de l'apprentissage de langues avec mon enseignant(e).</i>	58	136	97	2



For details about the different educational sectors see Appendix.

Learner questionnaire – European **Yes - No** questions (A 3L – H 3L) – **summary of all sectors/groups**

		Oui	Non	Sais pas	(vide)
A 3L	Le Portfolio vous permet-il de montrer ce que vous savez <b>faire</b> dans les langues étrangères?	147	67	75	4
B 3L	Est-ce que vous pouvez, à l'aide du Portfolio, constater vos progrès dans l'apprentissage?	181	69	42	1
C 3L	<i>Le Portfolio m'aide à savoir où j'en suis dans l'apprentissage d'une langue. [= 3 LA]</i>	229	35	27	2
D 3L	Est-ce que le Portfolio vous incite à prendre vous-même plus activement en main votre apprentissage de langues?	62	178	51	2
E 3L	Avez-vous l'impression que le Portfolio vous donne plus de responsabilités en ce qui concerne votre apprentissage des langues?	47	191	55	0
F 3L	<i>J'assume volontiers une plus grande responsabilité en ce qui concerne mon apprentissage de langues – comme le Portfolio le prévoit. [inserted in agree block]</i>	131	68	87	7
G 3L	Avez-vous l'impression que le temps consacré au Portfolio a été du temps bien investi?	74	114	102	3
H 3L	Pensez-vous que tous les apprenants de langues devraient être encouragés à gérer un Portfolio (dans une version correspondante à leur âge)?	103	95	94	1



For details about the different educational sectors see Appendix.

## Questions complementing the (quantitative) "European questions" for learners

In the Swiss final questionnaire for learners, the "European questions" were complemented by additional questions.

- In the *Agree/Don't agree* section five questions (or statements) were added that were actually made by learners in the first phase of the ELP piloting, and which seemed worth further inquiry:

		D'accord	Pas d'accord	Je ne sais as	(vide)
FS3-2	<i>Grâce au Portfolio, mes enseignants sont mieux orientés sur tout ce que je sais faire dans des langues étrangères.</i>	74	119	100	0
FS3-3	<i>Le Portfolio est une affaire personnelle. Je n'ai besoin de personne pour me dire ce que je dois en faire.</i>	101	119	68	5
FS3-4	<i>Le Portfolio me motive pour l'apprentissage d'autres langues.</i>	55	181	56	1
FS3-5	<i>Le Portfolio est un instrument pour les écoliers, pas pour les adultes.</i>	30	199	63	1
FS3-6	<i>Il ne faudrait pas écrire les résultats de l'auto-évaluation dans le Passeport de langues car il serait alors possible de frauder.</i>	68	109	110	6

The results yielded by three of these questions show that they were well worth asking:

Questions FS3-2 and FS3-4 suggest that in the pilot phase, at least, the ELP did not fulfill too well some of its main intended functions: reporting to teachers and motivating for further language learning.

Question FS3-6, however, is quite reassuring as concerns the face validity of self-assessment in the eyes of the learners.

- One question was added to the *Yes/No* section because a very similar question had yielded interesting results and explanations in the first questionnaire so that a follow-up seemed appropriate:

		D'accord	Pas d'accord	Je ne sais as	(vide)
FS3-7	Si vous en aviez la possibilité, voudriez-vous continuer à travailler avec le Portfolio dans l'enseignement?	97	119	74	3

The comparison shows that the *No* answers have proportionally increased a little since last fall/winter. Again, as became visible in the first questionnaire, some of the *no* answers simply mean that not all learners like to use the ELP in school.

		Ja	Nein	Weiss nicht	(leer)
E 1L	Estimez-vous que la tenue d'un Portfolio devrait faire partie d'un travail régulier en classe?	415	309	370	19

The learners' answers to the two open "European questions" I 3L (*What do you like best ...?*) and K 3L (*What do you like least ...?*) brought a great wealth of single comments. They will be presented and discussed below.

## 4.2. The Swiss questionnaire survey

The following chapters intend to give a rather detailed account a) of the ways the ELP was worked with in the experimental groups and classes, and b) of the teachers' and learners' opinions and suggestions. For the quantitative questions, overall numbers as well as detailed numbers for 4 different educational sectors are given; striking differences between the sectors are highlighted. The questionnaire results are presented in so much detail in order to give readers of this report the chance to draw their own conclusions instead of having to rely completely on the author's interpretations.

The chapters are all organised in the same manner: a presentation of the results obtained through the final learner and teacher questionnaires are accompanied by comments and sometimes additional information (e.g. from the coordinator questionnaires or personal communications, partly obtained through telephone interviews in spring 2000).

A first chapter intends to provide a first and global overview of positive and problematic aspects of the ELP and its use. The three chapters that follow describe how the ELP was worked with. Then, several important aspects are presented and commented on in more detail.

**Remark on the quantitative answer format:** in most cases, learners and teachers had to decide between *yes* and *no*, or between *agree* and *don't agree*. This concerns particularly the European questions. Many teachers mentioned that they would have preferred to be more precise since, in some cases, big differences existed between the learners *within* one class as concerns their interest in language learning, motivation and attitude towards reflective learning. Some teachers who used the ELP with more than one class also reported big differences *between* classes depending on their respective "spirit".

**For reasons of simplicity and clarity, the learner questionnaire items are presented with a shaded background.**

### 4.2.1. The ELP globally

Overall, the pilot teachers from the various sectors believe that the ELP is an important innovation, and virtually all of them think that piloting the ELP was a worthwhile experience. While a majority of the teachers indicate that their (mostly positive) attitude towards the ELP has not changed over the last year, 19 out of 86 teachers write that their attitude has become more negative in the course of the piloting. The main reasons given were demotivating experiences in class and lack of time.

Item number	Question	Summary of results				
		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-88	Estimez-vous que le Portfolio est une innovation importante?	59	15	4	0	8
results per educational sector	lower secondary	18	4	1	0	1
	upper secondary / academic	15	7	1	0	0
	upper secondary / VOLL	9	2	2	0	2
	higher education & adults	17	2	0	0	5
FL3-1	<i>Je trouve que l'évaluation du Portfolio européen des langues (PEL) est dans son ensemble une expérience enrichissante.</i>	81	3	2	0	
	lower secondary	23	1	0	0	
	upper secondary / academic	20	2	1	0	
	upper secondary / VOLL	15	0	0	0	
	higher education & adults	23	0	1	1	
17 TA	<i>Mon attitude à l'égard du Portfolio est devenue plus positive avec le temps.</i>	22	50	11	3	
	lower secondary	9	12	3	0	
	upper secondary / academic	3	17	1	2	
	upper secondary / VOLL	2	10	3	0	
	higher education & adults	8	11	4	1	

Item number	Question	Oui	Non	Je ne sais pas	(vide)
				pat	
FL3-7	Votre attitude à l'égard du Portfolio a-t-elle changé au cours de l'expérimentation?	28	54	1	3
	lower secondary	5	17	0	2
	upper secondary / academic	11	12	0	0
	upper secondary / VOLL	4	10	1	0
	higher education & adults	8	15	0	1

FL3-8	Le cas échéant, veuillez expliquer ce changement: <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <b>positive</b> (4 teachers): <ul style="list-style-type: none"> <li>▪ got to know better the ELP and its logic</li> <li>▪ my learners and I now understand that all languages are important</li> </ul>				
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	<p><b>negative</b> (19 teachers)</p> <ul style="list-style-type: none"> <li>▪ <b>my attitude was very favorable in the beginning but using the ELP was demotivating</b></li> <li>▪ it is difficult to integrate the ELP into teaching</li> <li>▪ my students did not accept / could not follow the ELP</li> <li>▪ we lacked time to really use it / were busy with other activities</li> </ul>
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While some teachers were negatively influenced by their experiences, some teachers explicitly stated that despite negative reactions from their classes, they still thought that the ELP was a good and innovative instrument.

The most **positive aspects** of the ELP most frequently mentioned by teachers and learners are

- the central role of self-assessment and the instruments provided for that purpose and
- the transnational dimension of the project providing Europe-wide transparency and comparability.

The most **negative aspect** mentioned is the size and bulkiness of the ELP file. While positive mentions of the checklists prevailed, they were also criticised for various reasons.

**Positive:**

K 3T	<p>Qu'est-ce qui vous plaît particulièrement concernant le Portfolio / le projet Portfolio? (justification?)</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>student self-assessment; supports learner autonomy</b></li> <li>▪ <b>grid and checklists</b></li> <li>▪ <b>transnational dimension</b></li> <li>▪ transparent and positively descriptive instruments of assessment</li> <li>▪ incites didactic reflection among the teachers (and between L and T)</li> <li>▪ brings together various languages in one file</li> <li>▪ good general idea</li> <li>▪ takes into account out-of-school learning</li> </ul>
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I 3L	<p>Qu'est-ce qui vous plaît particulièrement concernant le Portfolio?</p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>▪ <b>self-assessment, the self-assessment instruments</b></li> <li>▪ <b>Europe-wide transparency and comparability</b></li> <li>▪ ELP provides a good overview of one's language skills</li> <li>▪ the ELP as a whole and its basic ideas</li> <li>▪ passport</li> <li>▪ design of the file, its structure, colors, layout</li> <li>▪ nothing!</li> </ul>
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FS3-35	<p>Qu'est-ce que vous avez fait avec le plus de plaisir lors de l'expérimentation?</p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>▪ <b>self-assessment:</b> (find out where one stands; do it by oneself); <b>tools: esp. checklists</b>, also passport</li> <li>▪ biography, dossier</li> <li>▪ nothing</li> </ul>
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Other positive learner remarks include the following:

FS3-38	<p><b>Summary (positive remarks):</b></p> <ul style="list-style-type: none"> <li>▪ the ELP is a good idea overall</li> <li>▪ the ELP (self-assessment) is particularly useful before and after stays abroad: authentic tasks are performed, progress can be observed</li> </ul>
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**Negative:**

L 3T	<p>Qu'est-ce qui ne vous plaît pas concernant le Portfolio / projet Portfolio? (justification?)</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>Size and design of the file (it's not for young people)</b></li> <li>▪ <b>complex, badly arranged contents</b></li> <li>▪ <b>checklists</b>: too long, too detailed, language too complex, items too much open interpretation (what does 'I can' mean?); tasks described in the items are too far away from the learners reality</li> <li>▪ ELP is still too little known</li> <li>▪ FL teaching may become too uniform (and purely functional) due to the ELP</li> <li>▪ tendencies to force teachers to introduce the ELP</li> </ul>
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Further problematic aspects mentioned by teachers:

FL3-3	<p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>▪ weak learner motivation had a negative impact or raised doubts among some teachers</li> <li>▪ problems arose where the learners did not have a background in autonomous learning</li> </ul>
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FL3-5	<ul style="list-style-type: none"> <li>▪ time is definitely a crucial factor when working with the ELP</li> <li>▪ in vocationally oriented language learning (VOLL) there is a serious time problem due to very few weekly lessons</li> <li>▪ the Swiss ELP model is not suitable for younger learners at the lower secondary level</li> <li>▪ the descriptors for Writing in the checklists pose more problems than the others: too much open to interpretation</li> <li>▪ older learners in the adult sector don't see the value of the ELP for presentation purposes</li> </ul> <ul style="list-style-type: none"> <li>▪ <b>the ELP is highly useful to many teachers but not very suitable for the learners</b></li> <li>▪ students are difficult to assess on the basis of the checklists (esp. for higher levels); and this process is very time-consuming (i.e. virtually impossible if a teacher has many classes)</li> <li>▪ it is difficult to motivate learners to work with the ELP when it is used in only one language subject</li> <li>▪ students don't see the usefulness of autonomy</li> <li>▪ students for whom language learning is no priority won't invest time in the ELP</li> </ul>
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K 3L	<p>Qu'est-ce qui vous plaît le moins concernant le Portfolio?</p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>▪ <b>Ring binder is too big and heavy</b></li> <li>▪ <b>lack of colors and visual concepts within the file; too much to read</b></li> <li>▪ working with it is time consuming</li> <li>▪ usefulness is doubtful</li> <li>▪ the wording of the descriptors (too academic; too vague; too "bureaucratic")</li> <li>▪ too big steps from one level to the next</li> <li>▪ Checklists boring and repetitive</li> </ul>
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FS3-36	<p>Qu'est-ce qui vous a ennuyé le plus lors de l'expérimentation?</p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>▪ <b>fill in checklists / check boxes (questions too similar)</b></li> <li>▪ <b>too much to read and to write</b></li> <li>▪ <b>too much time needed</b> (or wasted) for understanding / working with the ELP</li> <li>▪ nothing</li> <li>▪ cannot tell because I haven't worked enough with it</li> </ul>
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Other negative learner remarks include the following:

FS3-38	<p><b>Summary (negative remarks):</b></p> <ul style="list-style-type: none"> <li>▪ ELP should be better known in order to be useful (official and presentable)</li> <li>▪ diplomas and grades alone would be sufficient</li> <li>▪ the uses of the ELP are not clear</li> </ul>
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As a reaction to findings in an earlier phase of the piloting, the learners were asked in two different ways whether they found working with the ELP efficient or rather *chronophage*, as a francophone student put it. The results the two items yielded seem slightly contradictory. However, they are clear enough to renew the doubts concerning efficiency.

		D'accord	Pas d'accord	Je ne sais pas	(vide)
4 LA	<i>Le temps à consacrer au Portfolio est trop important.</i>	95	118	75	5
	lower secondary	34	34	29	1
	upper secondary / academic	26	39	20	1
	upper secondary / VOLL	17	24	11	0
	higher education & adults	18	21	15	3

		Oui	Non	Je ne sais pas	(vide)
G 3L	Avez-vous l'impression que le temps consacré au Portfolio a été du temps bien investi?	74	114	102	3
	lower secondary	28	38	32	0
	upper secondary / academic	21	35	29	1
	upper secondary / VOLL	16	20	16	0
	higher education & adults	9	21	25	2

It was also investigated to what extent teachers from different educational sectors think that the ELP suits their learners. Not surprisingly, a majority of the teachers at the lower secondary level indicate that the ELP does not suit this target group, among them 5 out of 7 teachers of 7<sup>th</sup> grade or lower achievement classes. It is not clear why so many teachers of older students think that the ELP is incompatible with their learners' state of development. Possibly, some teachers did not refer so much to the state of development as to conflicting objectives, a fact which was mentioned repeatedly, e.g. in the case of vocationally-oriented classes.

		D'accord	Pas d'accord	Je ne sais pas	(vide)
18 TA	<i>D'une certaine manière, le PEL n'est pas compatible avec le degré de développement de mes apprenants.</i>	29	42	12	3
	lower secondary	12	7	3	2



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		D'accord	Pas d'accord	Je ne sais pas	(vide)
	upper secondary / academic	4	12	6	1
	upper secondary / VOLL	6	8	1	0
	higher education & adults	7	15	2	0

## 4.2.2. Working with the ELP

This and the following two chapters intend to give a more precise impression of how pilot teachers and learners actually worked with the ELP so that the basis of the judgements and suggestions made becomes more transparent.

		Oui	Non	Je ne sais pas	(vide)
FL3-9	Est-ce que, en principe, tous les apprenants de votre classe / vos classes sont en possession du PEL?	72	14	0	0
	lower secondary	22	2	0	0
	upper secondary / academic	20	3	0	0
	upper secondary / VOLL	12	3	0	0
	higher education & adults	18	6	0	0
FL3-10	Si non, veuillez l'expliquer s.v.p: <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ some (adult) learners who had the choice did not want to buy it: lack of interest, cost, failure to see its utility</li> <li>▪ for some students a mother-tongue version did not exist (Sp/ Russ. ...)</li> </ul>				

During the pilot phase students at the lower and upper secondary levels usually received their ELPs for free. Some upper secondary students had to pay for their personal ELP (depending on the canton/school). In higher education, students were often forced to buy an ELP and to pay the full price, which caused frictions between teachers/schools and learners in some cases. Teachers also reported that they felt rather uneasy as "ELP salespersons" and lost too much time with purely administrative work.

In adult education the ELP was not generally introduced into the classes; it was usually presented by the teachers and could then be bought by those learners who were interested, which means that the ELP was not an instrument common to the whole group that could be used in regular teaching. Some teachers confronted with this limitation provided photocopies of those elements they wanted to work with.

### Teaching hours used

FL3-11	Combien d'unités d'enseignement (par classe) avez-vous consacrées, depuis le début de l'expérimentation, spécialement aux activités liées au PEL?  <b>Median: 5</b> teaching hours; <b>average: 7</b> teaching hours; min.: 1 – 2; max.: 30
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These numbers cannot provide more than a rough impression of how high the teachers rated their "investment" of teaching hours. Those who worked for the dossier part with their learners may have counted these hours or not.

### Which parts of the ELP were used?

Avec quels éléments du PEL avez-vous travaillé dans le cadre de vos cours (y-compris les devoirs)?		Oui	Non	(vide)	
FL3-14	Grille pour l'auto-évaluation et/ou échelle globale (1.1/1.3)	85	1	0	
		lower secondary	23	1	0
		upper secondary / academic	23	0	0
		upper secondary / VOLL	15	0	0
		higher education & adults	24	0	0
FL3-15	Passeport de langues (livret)	56	27	3	
		lower secondary	14	10	0
		upper secondary / academic	18	5	0
		upper secondary / VOLL	10	4	1
		higher education & adults	14	8	2
FL3-16	Description(s) d'examen (1.4)	17	62	7	
		lower secondary	2	19	3
		upper secondary / academic	5	16	2
		upper secondary / VOLL	2	12	1
		higher education & adults	8	15	1
FL3-17	Certifications concernant d'autres expériences d'apprentissage de langues (1.5)	31	49	6	
		lower secondary	8	14	2
		upper secondary / academic	12	10	1
		upper secondary / VOLL	5	9	1
		higher education & adults	6	16	2
FL3-18	Biographie d'apprentissage linguistique (2.2)	75	8	3	
		lower secondary	22	1	1
		upper secondary / academic	21	2	0
		upper secondary / VOLL	13	2	0
		higher education & adults	19	3	2

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FL3-19	Listes de repérage (2.3)		81	5	0
		lower secondary	22	2	0
			Oui	Non	(vide)
		upper secondary / academic	22	1	0
		upper secondary / VOLL	15	0	0
FL3-20	Formulaire pour les expériences linguistiques et interculturelles (2.4)	higher education & adults	22	2	0
			32	45	9
		lower secondary	9	11	4
		upper secondary / academic	11	10	2
		upper secondary / VOLL	4	10	1
FL3-21	Description(s) de l'enseignement des langues étrangères (2.5)	higher education & adults	8	14	2
			16	62	8
		lower secondary	5	16	3
		upper secondary / academic	3	18	2
		upper secondary / VOLL	3	11	1
FL3-22	Présentation détaillée des objectifs (2.6)	higher education & adults	5	17	2
			31	44	11
		lower secondary	5	15	4
		upper secondary / academic	9	12	2
		upper secondary / VOLL	5	9	1
FL3-23	Dossier (3)	higher education & adults	12	8	4
			42	36	8
		lower secondary	13	9	2
		upper secondary / academic	10	12	1
		upper secondary / VOLL	7	7	1
		higher education & adults	12	8	4

FL3-24	<p>Quels étaient les deux éléments les plus importants?</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <p><b>1. checklists (44 mentions)</b></p> <p><b>2. grid / scale (29)</b></p> <p><b>3. biography (28)</b></p> <p>4. self-assessment (15)</p> <p>5. formulating objectives (14)</p> <p>6. dossier (12)</p>
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		Oui	Non	Je ne sais pas	(vide)
FS3-8	Avez-vous déjà écrit votre <b>biographie d'apprentissage linguistique</b> (cf. 2.2)?	197	83	12	1
	lower secondary	66	25	6	1
	upper secondary / academic	63	18	5	0
	upper secondary / VOLL	30	21	1	0
	higher education & adults	38	19	0	0
FS3-9	Avez-vous utilisé la <b>grille</b> pour l'auto-évaluation (1.1) pour vous situer?	235	42	14	2
	lower secondary	74	16	7	1
	upper secondary / academic	73	10	3	0
	upper secondary / VOLL	43	5	3	1
	higher education & adults	45	11	1	0
FS3-10	Avez-vous travaillé avec les <b>listes de repérage</b> (2.3) pour vous classer vous-même?	224	44	22	3
	lower secondary	83	7	7	1
	upper secondary / academic	66	12	7	1
	upper secondary / VOLL	41	5	6	0
	higher education & adults	34	20	2	1
FS3-11	Avez-vous planifié <b>vos objectifs d'apprentissage</b> au moyen des listes de repérage?	107	161	24	1
	lower secondary	27	59	12	0
	upper secondary / academic	43	39	4	0
	upper secondary / VOLL	17	29	6	0
	higher education & adults	20	34	2	1
FS3-16	Avez-vous rempli le <b>Passeport de langues</b> (livret)?	135	144	14	0
	lower secondary	54	38	6	0
	upper secondary / academic	44	36	6	0
	upper secondary / VOLL	20	31	1	0
	higher education & adults	17	39	1	0
FS3-17	Avez-vous porté au <b>dossier</b> quelque chose que vous avez écrit ou enregistré sur cassette ou vidéo?	71	211	11	0

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		Oui	Non	Je ne sais pas	(vide)
	lower secondary	20	69	9	0
	upper secondary / academic	24	61	1	0
	upper secondary / VOLL	12	40	0	0
	higher education & adults	15	41	1	0

Apparently, for a large majority of teachers and learners, using the ELP means, above all, learner self-assessment with the help of the descriptors that were originally taken and adapted from the Common European Framework of Reference. Almost as many worked with the language learning biography.

Less than half of those who used the checklists for assessment, used them also for planning objectives, as well. If the descriptors were used for planning purposes or not, may be taken as an indicator of whether the ELP actually served as a basis for language teaching/learning during the pilot phase. It should be noted that the group *upper secondary/academic* used the checklists noticeably more often for planning purposes than the other groups. This may be due to the fact that teachers at that level have a greater freedom to choose their (concrete) objectives and teaching materials than other teachers, especially those in the vocationally oriented (VOLL) sector.

A more detailed analysis of the uses teachers made of the checklists follows in the next chapter.

**How was the ELP integrated into language teaching?**

		Oui	Non	Je ne sais pas	(vide)
FL3-12	Au cours de l'année passée, avez-vous travaillé de manière continue avec le PEL dans vos cours?	12	66	5	3
	lower secondary	4	17	2	1
	upper secondary / academic	3	19	1	0
	upper secondary / VOLL	1	13	0	1
	higher education & adults	4	17	2	1

FL3-13	Si non, veuillez l'expliquer s.v.p: <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ time constraints given by regular program, curriculum, exams</li> <li>▪ ELP is difficult to embed into teaching</li> <li>▪ disinterest and resistance from the part of the learners</li> <li>▪ working with the descriptors is soon exhausted</li> <li>▪ working continuously is not really necessary; it makes more sense to use the ELP at the end of a period</li> </ul>
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		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-25	Travaillez-vous volontiers avec le Portfolio durant vos cours?	24	42	14	3	3
	lower secondary	7	12	2	2	1
	upper secondary / academic	3	15	5	0	0
	upper secondary / VOLL	4	6	3	1	1
	higher education & adults	10	9	4	0	1
FL3-26	Le Portfolio convient-il à votre conception générale de l'enseignement?	41	31	12	2	0
	lower secondary	12	7	4	1	0
	upper secondary / academic	6	13	4	0	0
	upper secondary / VOLL	7	5	3	0	0
	higher education & adults	16	6	1	1	0

Although there seems to be an overall compatibility between the ELP and most teachers' language teaching, these items show that fully embedding the ELP was (or would have been) a challenge, and was seldom achieved.

The overall compatibility of the ELP with regular teaching was questioned by a number of grammar school teachers who criticised the lack of "cultural descriptors" and an alleged "utilitaristic" approach of the ELP as a whole.

The following items show that a large majority of the learners would have wished tight integration and regular use of the ELP in class. This point was repeatedly raised by learners whenever they had the chance to put down comments.

		D'accord	Pas d'accord	Je ne sais pas	(vide)
7 LA	<i>Le Portfolio des langues devrait être en rapport étroit avec ce qui se fait dans les cours.</i>	150	76	64	3
	lower secondary	43	34	21	0
	upper secondary / academic	41	20	24	1
	upper secondary / VOLL	31	11	10	0
	higher education & adults	35	11	9	2
9 LA	<i>Le Portfolio n'a un sens que lorsqu'il est utilisé régulièrement.</i>	234	21	38	0
	lower secondary	70	10	18	0
	upper secondary / academic	76	4	6	0
	upper secondary / VOLL	42	5	5	0

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		D'accord	Pas d'accord	Je ne sais pas	(vide)
	higher education & adults	46	2	9	0
8 LA	<i>Le Portfolio devrait être actualisé au moins une fois par mois.</i>	124	88	80	1
	lower secondary	49	28	11	0
	upper secondary / academic	31	27	28	0
	upper secondary / VOLL	20	19	13	0
	higher education & adults	24	14	18	1
FS3-3	<i>Le Portfolio est une affaire personnelle. Je n'ai besoin de personne pour me dire ce que je dois en faire.</i>	101	119	68	5
	lower secondary	39	37	20	2
	upper secondary / academic	23	37	25	1
	upper secondary / VOLL	18	20	14	0
	higher education & adults	21	25	9	2

**Using the ELP with special activities**

		Oui	Non	(vide)
FL3-45	Avez-vous utilisé le PEL en relation avec des activités particulières (par ex. échanges, phases intensives, projets, immersion)?	17	65	4
	lower secondary	5	19	0
	upper secondary / academic	4	19	0
	upper secondary / VOLL	3	11	1
	higher education & adults	5	16	3

FL3-46	Si oui: en relation avec quelles activités? Quelles observations avez-vous faites? <b>Observations / summary of the answers on the first part of the question</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ <b>individual student or class exchange</b></li> <li>▪ stay abroad</li> <li>▪ seminar in didactics</li> <li>▪ small projects</li> </ul>
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It was mentioned by teachers and learners that the real-world orientation of the descriptors lent itself particularly to a use in the context of stays in a target language region.

**Changes in teaching practice effected by the ELP**

		Oui	Non	Je ne sais pas	(vide)
FL3-27	Par le travail avec le PEL, avez-vous apporté des modifications à certains éléments de votre conception de l'enseignement que vous souhaitez maintenir aussi à l'avenir (par ex. plus de transparence en ce qui concerne les objectifs d'enseignement; plus d'auto-évaluation; plus ou d'autres objectifs d'apprentissage)?	44	32	9	1
	lower secondary	10	9	5	0
	upper secondary / academic	12	10	0	1
	upper secondary / VOLL	6	6	3	0
	higher education & adults	16	7	1	0

FL3-28	Si oui, citez les plus importantes: <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ <b>determine/define objectives together with learners</b> (more transparency)</li> <li>▪ <b>more self-assessment</b></li> <li>▪ look beyond the classroom (experiences, objectives, activities)</li> <li>▪ objectives-oriented / modular teaching</li> </ul>
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		Oui	Non	(vide)
FL3-42	Le Portfolio joue-t-il un rôle dans votre façon de noter?	20	57	9
	lower secondary	4	19	1
	upper secondary / academic	4	18	1
	upper secondary / VOLL	3	12	0
	higher education & adults	9	8	7

FL3-43	Si oui: quel rôle joue-t-il dans les situations de notation? <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ <b>helps to assess oral communicative skills</b></li> <li>▪ try to relate grades to a level</li> <li>▪ ELP is used to elaborate transparent criteria</li> <li>▪ ELP helps to control the objectives</li> </ul>
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As was expected by its authors, the ELP seems to influence language teachers' practice in intended ways. Some teachers now include the ELP into their grading practice, particularly in the context of oral interaction.

### **Excursus: the ELP at the *Université populaire* of Berne**

At the *Université populaire* of Berne, around 60 language teachers introduced the ELP to their classes. Classes for beginners were left aside because the teachers had the feeling that it would be demotivating for beginners if they were "bothered" with lengthy reflective tasks done in the mother-tongue right at the beginning. All learners were given the chance to buy an ELP but there was no obligation. All learners in those classes where the ELP had been introduced, were given copies of the checklists of their approximate level because they were used in class. In many cases, working with the ELP did not go beyond that.

According to the person in charge, the *Université populaire* profited most from the ELP by using the system of levels as a framework for positioning the language courses offered – including Latin courses. The official course program now contains a rough indication of the level of each language course, plus the self-assessment grid, so that learners can look up what course they should take.

Remark: The Migros Club Schools, which are much in the same position as the *Université populaire*, also refrained from forcing the learners to buy an ELP on a mandatory basis. – Unlike the classes of the *Université populaire*, several Migros classes participated in the regular questionnaire surveys.

### 4.2.3. Using the instruments based on the descriptors

Undoubtedly, the descriptors of language competence based on the CEF and the instruments developed using them, are core elements of the ELP, and are understood as that by the users. During the pilot phase, especially the checklists were in the center of interest for most teachers (and also learners).

The questionnaires were used to find out a) how these instruments were used, b) how well they could be used, and c) what improvements should be made. (This last aspect will be dealt with in a later chapter.)

#### How were the descriptor-based instruments used?

FL3-29	<p>Dans quelles circonstances avez-vous utilisé (si vous l'avez fait) les listes de repérage en classe? (par ex.: "1. au début de l'année scolaire: évaluation initiale, planification des objectifs")</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ (usually/most frequently:) <b>at the beginning of the school year for self-assessment</b> and sometimes for planning</li> <li>▪ (usually/most frequently:) <b>at the end of a semester or the school year for re-assessment</b> (and sometimes further planning)</li> </ul> <p><b>other uses:</b></p> <ul style="list-style-type: none"> <li>▪ before and after stays abroad</li> <li>▪ evaluation of certain aspects that were trained specifically during a period of time (e.g. oral presentation)</li> <li>▪ as a basis for assigning the learners to level-specific courses or exams (higher ed.)</li> <li>▪ as a basis for giving grades</li> </ul> <p>Remark: it was mentioned that the <i>oral assessment grid</i> (and a corresponding grid for writing) would be a useful assessment tool for the hands of the teacher and should therefore be part of the ELP.</p>	
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		Oui	Non	(vide)
FL3-32	Avez-vous déjà tiré des <b>objectifs</b> concrets du PEL pour planifier les objectifs de votre enseignement?	39	45	2
	lower secondary	9	14	1
	upper secondary / academic	9	14	0
	upper secondary / VOLL	5	10	0
	higher education & adults	16	7	1

The proportion of those teachers who adopted ELP objectives for their own teaching *within one school year* is remarkably high. Objectives contained in the ELP were transferred much more often into course objectives in higher education than in other sectors. Part of the reason for this may be that many of these teachers have been acquainted with the European levels for some years (participation in the Swiss National Science Foundation project by Schneider/North). In the professional college of the Ticino, the European levels were introduced as a basis of the foreign language course system even before the ELP piloting started.

FL3-33	<p>Si vous avez écrit des descripteurs pour votre propre usage dans vos cours: de quel genre de descripteurs s'agit-il? (domaine, but, ...):</p> <p><b>Summary of the answers:</b> (only single mentions)</p> <ul style="list-style-type: none"> <li>▪ competence in other culture</li> <li>▪ oral production / interaction</li> <li>▪ university: general academic, for specific purposes and mediation (not finished)</li> <li>▪ language for specific purposes according to various departments (prof. college)</li> <li>▪ assessment of compositions</li> <li>▪ business correspondence</li> <li>▪ new technologies</li> <li>▪ descriptions of what the learners can do</li> <li>▪ descriptions of what the learners would like to learn</li> <li>▪ grammar</li> </ul> <p><b>Remark:</b> descriptions of objectives are being produced at an official level for different purposes: commercial schools, school for construction workers, asylum seekers (and probably more)</p>	
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At most introductory meetings the participants of the piloting were encouraged to develop descriptors for the checklists that serve their specific purpose. Some participants explicitly refrained from doing so because they could not see how their descriptors could meet the quality standards of those contained in the ELP, which were developed using empirical methods. Others argued that enhancing the checklists with specific descriptors would destroy their character as reference tools common to all users of the ELP. Some teachers asked themselves whether adding descriptors i.e. descriptions of communicative target tasks to a checklist belonging to a certain level would not raise that level.

These are important concerns that have to be taken seriously. They will have to be dealt with when specific ELP models for younger learners or specific groups like refugees are developed. It also seems necessary that teachers are informed about the status of the existing checklists and about techniques to develop *relatively* valid descriptors for specific purposes.

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The checklists (in addition to the other specific instruments provided) were also used by some teachers to describe and situate their exams within the system of levels. In the canton of Valais the cantonal standard exam for the lower secondary level as well as the Matura, the final exam at the end of grammar school, were described. The teachers involved found the ELP instruments helpful and successfully reached a consensus. They particularly stressed the value of the ELP as an instrument that could help standardise exams and diplomas and make transparent what they are; they would also expect a washback effect which could help to reform foreign language teaching.

**How good are the instruments that are based on descriptors?**

		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-30	Estimez-vous judicieux les objectifs d'apprentissage décrits dans les descripteurs des listes de repérage?	51	30	1	2	2
	lower secondary	16	8	0	0	0
	upper secondary / academic	15	7	0	1	0
	upper secondary / VOLL	8	6	0	1	0
	higher education & adults	12	9	1	0	2

FL3-31	<p>Commentaires concernant la dernière réponse:  <b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>the descriptions are generally considered ok, even good</b></li> </ul> <p>specific remarks:</p> <ul style="list-style-type: none"> <li>▪ they represent a functional view of language learning</li> <li>▪ not precise enough</li> <li>▪ not specific enough</li> <li>▪ too close together</li> <li>▪ too many</li> <li>▪ same number of items per skill would be better</li> <li>▪ only partial compatibility with curricula, exams, textbooks</li> <li>▪ language too difficult</li> </ul>					
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		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-34	Estimez-vous judicieuse la subdivision en <b>6 niveaux</b> de l'échelle de compétences?	46	28	5	4	3
	lower secondary	12	9	3	0	0
	upper secondary / academic	12	8	1	1	1
	upper secondary / VOLL	11	3	0	1	0
	higher education & adults	11	8	1	2	2

FL3-35	<p>Si vous souhaitez des <b>niveaux intermédiaires affinis</b>: Quels seraient ces niveaux? Pourquoi ces niveaux?</p> <p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>▪ <b>many teachers wish intermediate levels (normally 1 between the existing) around their learners' range of levels</b> (from below A1 up to C1) in order to have more concrete goals and to make progress better visible;</li> <li>▪ some teachers fear that with narrower bands the levels could no longer be distinguished clearly.</li> </ul>					
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FL3-36	<p>Remarques concernant les descripteurs et les niveaux:</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ some descripteurs are vague / not clear for some learners</li> <li>▪ not fine enough for schools</li> <li>▪ the attribution of some descripteurs to a certain level is not obvious/accidental</li> <li>▪ it should be made clearer to the learners that they could be at different levels with their different skills</li> <li>▪ developing more and more specific descripteurs would be counter-productive since they would no longer provide a common reference framework for all</li> <li>▪ C2 is a utopia (very demanding skills)</li> <li>▪ persons who are not used to school language learning have problems using the checklists</li> </ul>					
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		D'accord	Pas d'accord	Je ne sais pas	(vide)
6 TA	<i>La grille pour l'auto-évaluation n'est pas toujours claire.</i>	42	39	5	0
	lower secondary	15	8	1	0
	upper secondary / academic	8	13	2	0
	upper secondary / VOLL	9	6	0	0
	higher education & adults	10	12	2	0
7 TA	<i>Les descripteurs dans les listes de repérage ne sont pas toujours clairs.</i>	48	35	3	0
	lower secondary	18	5	1	0
	upper secondary / academic	13	8	2	0
	upper secondary / VOLL	7	8	0	0



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		D'accord	Pas d'accord	Je ne sais pas	(vide)
	higher education & adults	10	14	0	0
8 TA	<i>J'espère que des listes de repérage plus détaillées seront à disposition pour les différents niveaux.</i>	43	30	12	1
	lower secondary	16	4	4	0
	upper secondary / academic	6	13	3	1
	upper secondary / VOLL	8	6	1	0
	higher education & adults	13	7	4	0
9 TA	<i>Mes apprenants ont estimé qu'il est difficile de dire s'ils seraient capables de comprendre des textes oraux, dont ils n'ont pas ou peu d'expériences (par ex. vidéo ou cours ex cathedra).</i>	42	25	19	0
	lower secondary	17	3	4	0
	upper secondary / academic	13	6	4	0
	upper secondary / VOLL	5	6	4	0
	higher education & adults	7	10	7	0
1 TA	<i>Les six niveaux sont si vastes qu'ils ne permettent pas à mes élèves de constater leurs progrès.</i>	33	44	9	0
	lower secondary	15	7	2	0
	upper secondary / academic	9	12	2	0
	upper secondary / VOLL	4	7	4	0
	higher education & adults	5	18	1	0

		Oui	Non	Je ne sais pas	(vide)
FS3-12	Comprenez-vous les listes de repérage (maintenant) sans l'aide de tiers?	195	38	55	5
	lower secondary	69	10	18	1
	upper secondary / academic	61	9	15	1
	upper secondary / VOLL	26	10	16	0
	higher education & adults	39	9	6	3

		Oui	Non	Je ne sais pas	(vide)
F 3T	Les apprenants sont-ils (maintenant) en mesure d'évaluer de manière autonome leurs compétences linguistiques à l'aide du Portfolio?	32	20	30	4
	lower secondary	4	11	8	1
	upper secondary / academic	12	1	8	2
	upper secondary / VOLL	4	6	5	0
	higher education & adults	12	2	9	1
G 3T	Votre évaluation correspond-elle en général avec l'auto-évaluation des apprenant-e-s?	45	10	27	4
	lower secondary	12	3	9	0
	upper secondary / academic	15	0	4	4
	upper secondary / VOLL	6	3	6	0
	higher education & adults	12	4	8	0

		Oui	Non	Je ne sais pas	(vide)
FS3-13	Votre enseignant(e) vous a également situé à l'aide des <b>listes de repérage</b> ?	129	115	45	4
	lower secondary	43	39	15	1
	upper secondary / academic	45	29	11	1
	upper secondary / VOLL	15	28	9	0
	higher education & adults	26	19	10	2

		Oui	Ça va	Non	Je ne sais pas	(vide)
FS3-14	Les deux évaluations sont-elles bien concordantes?	73	78	10	99	33
	lower secondary	25	25	4	28	16
	upper secondary / academic	16	26	4	34	6
	upper secondary / VOLL	11	14	2	20	5
	higher education & adults	21	13	0	17	6
FS3-15	Estimez-vous que la comparaison des deux évaluations a été utile pour vous?	66	56	39	96	36
	lower secondary	23	21	12	25	17
	upper secondary / academic	23	17	13	27	6
	upper secondary / VOLL	5	11	8	20	8
	higher education & adults	15	7	6	24	5

In a few of the above questions the results for the single groups do not correspond with each other and/or the general trend. Again, as in the first questionnaire survey, mainly the group of the **lower secondary classes** is concerned. These younger students apparently have more problems understanding and *interpreting* (due to a lack of practical experience) the

descriptors than others. Teachers reported that they had to invest lots of time to prepare their pupils to approach the descriptors in a suitable way and to explain the meaning of the descriptors to them. Teachers at this level also reported that the checklists were demotivating in the sense that they could hardly be used to show progress since the levels (A1, A2) were too broad (cf. 1 TA). It is interesting to note that most lower secondary pupils believe that they would be able to understand the checklists on their own, now, (FS3-12) while their teachers are rather sceptical (F 3T).

While two teachers left the pilot scheme because of problems with the descriptors, other teachers reported that they finally managed to get their pupils to like working with the descriptors because the descriptors gave them the chance to show in a positively descriptive way what they were able to do. This was especially the case with migrant children who had the chance to show (to their peers etc.) what they are able to do in foreign languages. Overall, despite some success stories, it has become clear that the descriptors, and the instruments based on them, should be adapted for the use by under 15-year-old pupils. Also, finer, intermediate levels will have to be described.

#### 4.2.4. Using the dossier

According to the results of the survey, the dossier part was not in the center of interest during the pilot phase although only few teachers deny its importance entirely. The fact that usually only "normal" school products like tests and compositions were filed in the dossier and that hardly any learner dossiers were produced which could be presented as good examples (cf. FL3-96) underpins this impression.

		Oui	Non	Je ne sais pas	(vide)
FS3-17	Avez-vous porté au <b>dossier</b> quelque chose que vous avez écrit ou enregistré sur cassette ou vidéo?	71	211	11	0
	lower secondary	20	69	9	0
	upper secondary / academic	24	61	1	0
	upper secondary / VOLL	12	40	0	0
	higher education & adults	15	41	1	0

FS3-18	<p>Si vous avez fait figurer quelque chose dans le dossier: qu'est-ce que c'est? Et pourquoi ce choix précis?</p> <p><b>Summary of the answers</b> [most frequent mentions first/bold]:</p> <p>Remark: the Dossier was often used to file school "products" like tests, compositions, summaries etc.</p> <p>Products filed:</p> <ul style="list-style-type: none"> <li>▪ <b>tests</b></li> <li>▪ <b>compositions, letters</b></li> <li>▪ certificates like DELF</li> <li>▪ oral presentations (written or recorded on audio cassette)</li> </ul> <p>Reasons given why product was chosen: (most often no reason was given)</p> <ul style="list-style-type: none"> <li>▪ <b>it gives a good impression of what I'm able to do (at my best)</b></li> <li>▪ teacher told us to put it down</li> <li>▪ interesting to look at and compare with later on</li> </ul>
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		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-37	Estimez-vous que la partie " <b>Dossier</b> " qui réunit les travaux significatifs des élèves est un élément important du PEL?	42	19	17	7	1
	lower secondary	14	7	3	0	0
	upper secondary / academic	7	5	5	6	0
	upper secondary / VOLL	6	4	5	0	0
	higher education & adults	15	3	4	1	1

FL3-38	<p>Si vous avez travaillé avec le dossier: quels sont les travaux qui y ont principalement été portés?</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>written school-specific texts</b> (compositions, summaries, stories, translations etc.), sometimes including samples from the past</li> <li>▪ <b>tests</b></li> <li>▪ <b>sample real-world texts</b> (letters, CV, article, text of oral presentation)</li> <li>▪ attestations (e.g. DELF, stay abroad)</li> <li>▪ audio/video cassettes (very rarely)</li> </ul>
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FL3-39	<p>Remarques concernant le Dossier:</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ some learners are enthusiastic about the dossier</li> <li>▪ it is a problem to keep a dossier within the ELP ring binder, it can become very voluminous; it should be kept separately</li> <li>▪ using the dossier was left up to the learners (and many did not use it)</li> <li>▪ it is good as a documentation that covers several years</li> <li>▪ it is more suitable for lower secondary schools than for grammar schools</li> <li>▪ it is a very important instrument for self-directed learning</li> <li>▪ its value on the labor market is doubtful</li> </ul>
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		Oui	Non	Je ne sais pas	(vide)
FL3-96	Est-ce qu'il y a parmi les Portfolios constitués par vos apprenants des exemplaires intéressants à présenter à titre d'exemples réussis?	4	58	16	8
	lower secondary	1	15	5	3
	upper secondary / academic	1	19	2	1
	upper secondary / VOLL	0	11	2	2
	higher education & adults	2	13	7	2

## 4.2.5. Some basic functions: promotion of plurilingualism, documentation of language proficiency, development of learner autonomy

### Promotion of plurilingualism and linguistic diversity

One of the central political functions of the ELP is to support plurilingualism and linguistic diversity. This objective behind the ELP is shared by virtually all teachers.

Considerably more teachers than in the first survey now share the impression that the ELP actually helps to raise learners' awareness of plurilingualism and linguistic diversity.

		D'accord	Pas d'accord	Je ne sais pas	(vide)
FL3-2	<i>Il est particulièrement important que le Portfolio réunit toutes les langues étrangères (scolaires et non-scolaires) connues par un(e) apprenant(e).</i>	77	0	8	1
	lower secondary	22	0	1	1
	upper secondary / academic	21	0	2	0
	upper secondary / VOLL	13	0	2	0
	higher education & adults	21	0	3	0
		Oui	Non	Je ne sais pas	(vide)
FL3-4	Le PEL contribue-t-il à rendre les apprenants plus sensibles au multi-linguisme ou à la diversité des langues?	54	15	17	0
	lower secondary	19	2	3	0
	upper secondary / academic	13	5	5	0
	upper secondary / VOLL	10	2	3	0
	higher education & adults	12	6	6	0

### Documentation of language proficiency

It has been shown that overall, despite some criticism, the users consider the assessment tools based on the scaled descriptors as the most important and best elements of the ELP. Therefore, it is not surprising that most teachers and learners think that the ELP is a valuable tool to assess and document language proficiency.

		Oui	Non	Je ne sais pas	(vide)	
A 3T	Le PEL est-il utile pour évaluer les compétences linguistiques de vos apprenants?	69	11	6	0	
	lower secondary	20	2	2	0	
	upper secondary / academic	17	3	3	0	
	upper secondary / VOLL	9	5	1	0	
	higher education & adults	23	1	0	0	
		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-44	Dans son ensemble, le Portfolio est-il approprié pour documenter les compétences actuelles dans les langues étrangères?	55	24	2	4	1
	lower secondary	15	9	0	0	0
	upper secondary / academic	13	8	0	1	1
	upper secondary / VOLL	10	4	0	1	0
	higher education & adults	17	3	2	2	0
		Oui	Non	Je ne sais pas	(vide)	
A 3L	Le Portfolio vous permet-il de montrer ce que vous savez <b>faire</b> dans les langues étrangères?	147	67	75	4	
	lower secondary	47	17	32	2	
	upper secondary / academic	44	24	16	2	
	upper secondary / VOLL	32	9	11	0	
	higher education & adults	24	17	16	0	
		D'accord	Pas d'accord	Je ne sais pas	(vide)	
3 LA C 3L	<i>Le Portfolio m'aide à savoir où j'en suis dans l'apprentissage d'une langue.</i>	229	35	27	2	
	lower secondary	84	9	5	0	
	upper secondary / academic	61	14	11	0	
	upper secondary / VOLL	42	7	2	1	
	higher education & adults	42	5	9	1	

Considering the limitations caused by the breadth of each of the six levels of the European scale, the percentage of those learners who indicate that **progress** can be established with the help of the ELP seems quite high. Teachers in higher education are less sceptical than the others. This may be partly due to the fact that some language classes in that sector move on rather fast and use real-world objectives that are compatible with those contained in the ELP (cf. B 3T).

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		Oui	Non	Je ne sais pas	(vide)
B 3L	Est-ce que vous pouvez, à l'aide du Portfolio, constater vos progrès dans l'apprentissage?	181	69	42	1
	lower secondary	61	27	10	0
	upper secondary / academic	50	20	16	0
	upper secondary / VOLL	35	13	4	0
	higher education & adults	35	9	12	1

		D'accord	Pas d'accord	Je ne sais pas	(vide)
2 TA	<i>Par le Portfolio dans son ensemble, les progrès sont bien visibles.</i>	36	24	25	1
	lower secondary	6	6	12	0
	upper secondary / academic	8	9	6	0
	upper secondary / VOLL	8	4	2	1
	higher education & adults	14	5	5	0

		Oui	Non	Je ne sais pas	(vide)
B 3T	Le PEL vous a-t-il servi à clarifier avec vos apprenants les objectifs d'apprentissage?	57	20	8	1
	lower secondary	14	5	4	1
	upper secondary / academic	14	8	1	0
	upper secondary / VOLL	8	5	2	0
	higher education & adults	21	2	1	0

**Development of learner autonomy**

The main pedagogic goal of the ELP is to develop learner autonomy in order to improve motivation and to support life-long learning. Reflection is one of the elements intended to develop autonomy. Teachers think very strongly that the ELP actually helps to reflect language learning. Learners are more sceptical.

		D'accord	Pas d'accord	Je ne sais pas	(vide)
3 TA	<i>Il est utile de gérer un Portfolio, parce que cela suscite l'autoréflexion.</i>	72	2	12	0
	lower secondary	21	1	2	0
	upper secondary / academic	19	0	4	0
	upper secondary / VOLL	10	0	5	0
	higher education & adults	22	1	1	0

		D'accord	Pas d'accord	Je ne sais pas	(vide)
4 TA	<i>Le Portfolio m'aide et incite mes élèves à réfléchir à une langue et aussi à se demander comment et pourquoi ils l'apprennent.</i>	71	8	6	1
	lower secondary	19	0	4	1
	upper secondary / academic	19	4	0	0
	upper secondary / VOLL	9	4	2	0
	higher education & adults	24	0	0	0

		D'accord	Pas d'accord	Je ne sais pas	(vide)
2 LA	<i>Le Portfolio m'aide à réfléchir à l'apprentissage des langues.</i>	137	93	62	1
	lower secondary	53	27	18	0
	upper secondary / academic	45	24	17	0
	upper secondary / VOLL	12	24	16	0
	higher education & adults	27	18	11	1

Learners generally do not think that they take more responsibility for their own learning *because* of the ELP although they readily accept more responsibility (cf. F 3L). Differences in the answers between the school sectors may be explained in various ways: the points of departure may not have been the same for all students, so it is not clear how much "more responsibility" is; the ELP may have played an important role in some classes – self-assessment etc. may have been introduced together with the ELP – while in other classes the ELP was used only marginally.

		Oui	Non	Je ne sais pas	(vide)
E 3L	Avez-vous l'impression que le Portfolio vous donne plus de responsabilités en ce qui concerne votre apprentissage des langues?	47	191	55	0
	lower secondary	23	57	18	0
	upper secondary / academic	14	59	13	0
	upper secondary / VOLL	6	35	11	0
	higher education & adults	4	40	13	0
D 3L	Est-ce que le Portfolio vous incite à prendre vous-même plus activement en main votre apprentissage de langues?	62	178	51	2
	lower secondary	25	55	17	1
	upper secondary / academic	22	55	9	0
	upper secondary / VOLL	9	32	11	0
	higher education & adults	6	36	14	1

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		D'accord	Pas d'accord	Je ne sais pas	(vide)
F 3L	<i>J'assume volontiers une plus grande responsabilité en ce qui concerne mon apprentissage de langues – comme le Portfolio le prévoit.</i>	131	68	87	7
	lower secondary	43	22	33	0
	upper secondary / academic	38	23	19	6
	upper secondary / VOLL	20	11	21	0
	higher education & adults	30	12	14	1

Self-assessed language proficiency plays a prominent role even in the passport section of the ELP. Most learners seem to support this approach. While, in general, doubts concerning the "real-world" value of self-assessment are rather common – because cheating is possible – item FS3-6 shows that only a minority of the learners in the pilot project are concerned about that point (many of them lower secondary pupils). At the same time, item 5 LA shows that a majority of learners share the Portfolio authors' view that grades alone are not sufficient.

		D'accord	Pas d'accord	Je ne sais pas	(vide)
FS3-6	<i>Il ne faudrait pas écrire les résultats de l'auto-évaluation dans le Passeport de langues car il serait alors possible de frauder.</i>	68	109	110	6
	lower secondary	30	23	44	1
	upper secondary / academic	15	38	32	1
	upper secondary / VOLL	13	16	21	2
	higher education & adults	10	32	13	2
5 LA	<i>A quoi sert un Portfolio? Des notes suffisent!</i>	72	132	86	3
	lower secondary	28	41	29	0
	upper secondary / academic	22	36	26	2
	upper secondary / VOLL	10	25	17	0
	higher education & adults	12	30	14	1

From the beginning of the project, a missing "culture of self-assessment" in many schools, particularly the learners' lack of experience in self-assessment, were repeatedly mentioned as major a obstacle for the ELP. About half the teachers still share this concern. Especially teachers from the French-speaking part of Switzerland also mentioned that point in open questions.

		Oui	Non	Je ne sais pas	(vide)
11 TA	<i>L'auto-évaluation est l'élément critique, car elle ne relève d'aucune tradition établie.</i>	42	34	9	1
	lower secondary	13	8	3	0
	upper secondary / academic	11	9	2	1
	upper secondary / VOLL	4	8	3	0
	higher education & adults	14	9	1	0

In the first questionnaire survey only about 15% of the teachers indicated that their class as a whole had had a self-assessment background prior to the ELP experience. This has changed considerably. The ELP actually seems to promote a "culture of self-assessment", i.e. learner autonomy.

		Oui	Non	(vide)
FL3-40	<i>L'auto-évaluation des compétences linguistiques fait-elle aujourd'hui partie intégrante et constante de votre enseignement (en plus de l'utilisation listes de repérage)?</i>	44	38	4
	lower secondary	13	11	0
	upper secondary / academic	9	13	1
	upper secondary / VOLL	7	8	0
	higher education & adults	15	6	3
FL3-41	<i>Depuis l'introduction du PEL, avez-vous fait avec vos apprenants des exercices spéciaux pour développer la faculté de s'autoévaluer?</i>	23	62	1
	lower secondary	8	16	0
	upper secondary / academic	6	17	0
	upper secondary / VOLL	2	13	0
	higher education & adults	7	16	1

#### 4.2.6. Usefulness and motivation

The ELP pilot project had among others the following goals:

- to explore the impact on learner and teacher motivation.
- to explore whether the benefits of keeping a PF outweigh the efforts needed;

(cf. CoE document ACC (98) 13)

A number of questions in the final questionnaire provide information that help to establish whether these goals were reached. However, there is one important caveat concerning the interpretation of the data gathered: in many classes the ELP played only a very marginal role within the school year altogether so that a decisive impact on learner (and teacher) motivation can hardly be expected in those cases. Also, it is understandable that learners doubt the "real-world" benefits of a product which has just entered its pilot phase.

Item FS3-19 shows that many learners are not even convinced that they have understood what an ELP may be used for. This may be an information problem or a conceptual problem. It is important to know about this uncertainty in our context because it may have influenced in a negative manner learner motivation and particularly the learners' opinions about the ELP's usefulness.

		Oui	Ça va	Non	Je ne sais pas	(vide)
FS3-19	Comprenez-vous bien les utilisations que vous pouvez faire du Portfolio?	110	134	39	9	1
	lower secondary	37	49	10	2	0
	upper secondary / academic	31	42	12	1	0
	upper secondary / VOLL	20	24	6	2	0
	higher education & adults	22	19	11	4	1

#### Motivation

The results suggest that the ELP has not strengthened most learners' motivation for language learning. Teachers and learners repeatedly mentioned in open questions that motivation problems occurred when the ELP was used in class. It seems that learner motivation for using the ELP has decreased since the first survey. At that point, teachers described the most common learner attitude towards the ELP as one of "positive interest".

		D'accord	Pas d'accord	Je ne sais pas	(vide)
10.2 TA	<i>Le PEL a amélioré la motivation de mes élèves.</i>	7	43	36	0
	lower secondary	3	13	8	0
	upper secondary / academic	1	13	9	0
	upper secondary / VOLL	0	8	7	0
	higher education & adults	3	9	12	0

		D'accord	Pas d'accord	Je ne sais pas	(vide)
FS3-4	<i>Le Portfolio me motive pour l'apprentissage d'autres langues.</i>	55	181	56	1
	lower secondary	31	51	15	1
	upper secondary / academic	12	58	16	0
	upper secondary / VOLL	8	35	9	0
	higher education & adults	4	37	11	1

Although motivation problems seem to be quite common, this does not automatically mean that a clear majority of learners would like to get rid of the ELP right away. The following item shows a trend against using the ELP in class. However, as the first questionnaire survey showed, a 'no' answer does not automatically signal opposition towards the ELP, it may simply mean that somebody would not want to continue using the ELP *in class* but would like to continue on a private basis.

		Oui	Non	Je ne sais pas	(vide)
FS3-7	Si vous en aviez la possibilité, voudriez-vous continuer à travailler avec le Portfolio dans l'enseignement?	97	119	74	3
	lower secondary	34	41	23	0
	upper secondary / academic	26	37	22	1
	upper secondary / VOLL	21	21	9	1
	higher education & adults	16	20	20	1

Some teachers indicated that they were demotivated themselves by weak learner motivation, or even resistance, as well as difficulties to embed the ELP into regular teaching. The results for item 10.1. TA look rather negative but they, too, are wide open to interpretation.

		D'accord	Pas d'accord	Je ne sais pas	(vide)
10.1 TA	<i>Par le travail avec le PEL ma motivation pour l'enseignement a augmenté.</i>	17	53	16	0
	lower secondary	3	15	6	0
	upper secondary / academic	4	14	5	0
	upper secondary / VOLL	3	10	2	0

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		D'accord	Pas d'accord	Je ne sais pas	(vide)
	higher education & adults	7	14	3	0

**Usefulness**

Many teachers believe that the ELP is a useful instrument for their learners and that it will remain useful for them in their further career. However, a considerable number of "Don't know" answers reveal a certain scepticism. Also, many teachers have the impression that their learners doubt the usefulness of the ELP. In fact, learners are generally more sceptical than teachers.

		Oui	Non	Je ne sais pas	(vide)
H 3T	Estimez-vous que le PEL est un instrument utile pour vos apprenants?	53	14	19	0
	lower secondary	16	2	6	0
	upper secondary / academic	12	5	6	0
	upper secondary / VOLL	8	3	4	0
	higher education & adults	17	4	3	0

		Oui	Non	Je ne sais pas	(vide)
FL3-59	Pensez-vous que le Portfolio sera utile à vos apprenants dans les écoles subséquentes ou dans d'autres écoles?	41	11	31	3
	lower secondary	11	2	11	0
	upper secondary / academic	8	4	11	0
	upper secondary / VOLL	7	3	4	1
	higher education & adults	15	2	5	2

		Oui	Non	Je ne sais pas	(vide)
FL3-60	Estimez-vous que le Portfolio sera utile à vos apprenants dans leurs activités professionnelles?	32	15	35	4
	lower secondary	8	2	14	0
	upper secondary / academic	6	7	10	0
	upper secondary / VOLL	7	3	4	1
	higher education & adults	11	3	7	3

		D'accord	Pas d'accord	Je ne sais pas	(vide)
16 TA	<i>Mes apprenants ne voient pas l'utilité du PEL, jugeant qu'il n'apporte aucun profit complémentaire.</i>	36	26	24	0
	lower secondary	8	9	7	0
	upper secondary / academic	12	4	7	0
	upper secondary / VOLL	8	5	2	0
	higher education & adults	8	8	8	0

During the pilot phase, learners hardly used the ELP for "real" presentation purposes outside school. The fact that the ELP was only being piloted and was therefore little known in and out of school, has certainly influenced their decision not to use it. Item FS3-27 may give an impression of how great the scepticism about the future role of the ELP is among the learners.

		Oui	Non	Je ne sais pas	(vide)
FS3-27	Pensez-vous que le Portfolio vous sera utile dans votre formation et dans l'exercice de votre profession?	72	105	116	0
	lower secondary	29	29	40	0
	upper secondary / academic	17	41	28	0
	upper secondary / VOLL	12	18	22	0
	higher education & adults	14	17	26	0

		Oui	Non	Je ne sais pas	(vide)
FS3-28	Avez-vous déjà montré votre Portfolio (ou des parties de celui-ci) à quelqu'un à votre place de travail ou lors de la recherche d'un emploi?	1	282	4	6
	lower secondary	1	88	3	6
	upper secondary / academic	0	86	0	0
	upper secondary / VOLL	0	52	0	0
	higher education & adults	0	56	1	0

		Oui	Non	Je ne sais pas	(vide)
FS3-30	Avez-vous l'intention de montrer votre Portfolio (ou des parties de celui-ci) à quelqu'un à votre place de travail ou lors de la recherche d'un emploi?	59	126	107	1
	lower secondary	18	41	39	0
	upper secondary / academic	23	46	17	0
	upper secondary / VOLL	10	16	26	0
	higher education & adults	8	23	25	1

FS3-31	A qui (d'autre) avez-vous montré le Portfolio jusqu'ici? <b>Summary</b> <ul style="list-style-type: none"> <li>▪ [nobody]</li> <li>▪ parents</li> </ul>				
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	<ul style="list-style-type: none"> <li>▪ teacher</li> </ul>
FS3-32	<p>Comment ces personnes ont-elles réagi?</p> <p><b>Summary (concerning parents' answers)</b></p> <ul style="list-style-type: none"> <li>▪ <b>thought it was interesting / good / potentially useful</b></li> <li>▪ skeptical concerning its usefulness</li> </ul>

While many learners seem to doubt that the ELP is a relevant presentation tool, the majority of them agree that it fulfills well a number of pedagogic functions, e.g. the following:

		D'accord	Pas d'accord	Je ne sais pas	(vide)
1 LA	<i>J'estime que le Portfolio est utile, car il aide à déceler ce qu'il faut encore apprendre.</i>	180	69	42	2
	lower secondary	63	17	17	1
	upper secondary / academic	53	25	8	0
	upper secondary / VOLL	28	15	8	1
	higher education & adults	36	12	9	0
6 LA	<i>Je compare volontiers mes connaissances linguistiques à une échelle de compétences européenne.</i>	160	82	51	0
	lower secondary	51	26	21	0
	upper secondary / academic	47	27	12	0
	upper secondary / VOLL	28	16	8	0
	higher education & adults	34	13	10	0

**Conclusion**

The Swiss ELP piloting could not establish that working with the ELP motivates learners and teachers. Also, in many learners' opinion, the ELP does not seem to add enough value in relation to the work that has to be put into it. Teachers rate its usefulness much higher than learners although they often mention a considerable investment of time as a problem, as well.

This seemingly negative outcome has to be interpreted very carefully and with the concrete circumstances in mind (see above).

#### 4.2.7. The ELP as a tool for teachers

Although the ELP is made for the hands of the learner, it is also intended to help teachers, mainly in planning and assessment. A large majority of the teachers found that the ELP was a useful instrument for them as teachers. Many of them mentioned that the ELP was even more useful to them than to the learners.

		Oui	Non	Je ne sais pas	(vide)
I 3T	Estimez-vous que le PEL est un instrument utile pour vous en tant qu'enseignant(e)?	73	9	3	1
	lower secondary	22	1	0	1
	upper secondary / academic	19	3	1	0
	upper secondary / VOLL	10	4	1	0
	higher education & adults	22	1	1	0

The ELP was expected to help teachers to know their learners better and to improve the dialogue on languages, language competence and language learning between teachers and learners. However, teachers as well as learners tend to comment negatively on these points. The problem behind the negative answers may have little to do with the ELP and very much with time constraints that kept teachers and learners from communicating at a meta level.

		Oui	Non	Je ne sais pas	(vide)
C 3T	Le PEL vous aide-t-il à reconnaître le potentiel de vos apprenants?	38	26	22	0
	lower secondary	9	8	7	0
	upper secondary / academic	10	9	4	0
	upper secondary / VOLL	5	5	5	0
	higher education & adults	14	4	6	0

		D'accord	Pas d'accord	Je ne sais pas	(vide)
12 TA	<i>J'ai beaucoup appris sur mes apprenants, sur leur motivation et leur potentiel.</i>	28	39	19	0
	lower secondary	4	14	6	0
	upper secondary / academic	6	10	7	0
	upper secondary / VOLL	3	9	3	0
	higher education & adults	15	6	3	0

		D'accord	Pas d'accord	Je ne sais pas	(vide)
FS3-2	<i>Grâce au Portfolio, mes enseignants sont mieux orientés sur tout ce que je sais faire dans des langues étrangères.</i>	74	119	100	0
10 LA	<i>Grâce au Portfolio, je peux mieux discuter des langues et de l'apprentissage de langues avec mon enseignant(e).</i>	58	136	97	2
	lower secondary	16	47	35	0
	upper secondary / academic	20	36	29	1
	upper secondary / VOLL	6	31	15	0
	higher education & adults	16	22	18	1

Several teachers reported that they found the ELP (mainly the scaled descriptors) extremely valuable for developing courses and exams. At the University of Lausanne teachers who counsel otherwise self-directed learners welcomed the ELP (esp. descriptors and dossier) as a long-expected instrument on which they could comfortably base their recommendations and learning contracts.

It was repeatedly mentioned by teachers that they would like to have an ELP version for teachers which would contain teacher-specific tools like (more) detailed descriptors, qualitative descriptors (cf. the existing oral assessment grid), tests related to checklist items, a teacher's guide, photocopiable forms for attestations etc.

#### 4.2.8. The ELP within the school environment

In some schools the ELP became a team project of teachers of different language subject. Working in such settings was often experienced as an enrichment. In the majority of cases, however, the ELP was used by one teacher per school only. Several teachers reported that they had hoped to establish more cooperation with other foreign language teachers but did not succeed for various reasons (lack of time, disinterest, even resistance). It is remarkable how much was undertaken by teachers involved in the piloting to spread out the ELP ideas and elements in the various schools. It is not surprising that measures like changing exams, which take time, consensus and concerted action (and probably more than an experimental status of the ELP) have hardly taken place although a majority of teachers would recommend such changes.

		Oui	Non	(vide)
FL3-47	Avez-vous présenté le Portfolio à des collègues qui ne participent pas au projet?	56	28	2
	lower secondary	14	9	1
	upper secondary / academic	18	5	0
	upper secondary / VOLL	11	4	0
	higher education & adults	13	10	1

		Oui	Non	Je ne sais pas	(vide)
FL3-48	D'autres enseignants de votre école, qui ne sont pas officiellement impliqués dans le projet, sont-ils intéressés à utiliser le PEL?	24	23	36	3
	lower secondary	9	5	9	1
	upper secondary / academic	5	3	14	1
	upper secondary / VOLL	5	6	4	0
	higher education & adults	5	9	9	1

FL3-49	Existe-t-il dans votre école des ententes entre les enseignants de différentes disciplines sur l'utilisation du Portfolio?	22	56	3	5
	lower secondary	4	20	0	0
	upper secondary / academic	4	18	1	0
	upper secondary / VOLL	5	10	0	0
	higher education & adults	9	8	2	5

FL3-50	Avez-vous / a-t-on dans votre école décrit des examens ou des certifications avec l'aide du PEL (1.3 et/ou 1.4)?	23	55	4	4
	lower secondary	2	22	0	0
	upper secondary / academic	6	16	1	0
	upper secondary / VOLL	2	11	2	0
	higher education & adults	13	6	1	4

FL3-51	Dans votre école, a-t-on modifié, sur la base du Portfolio, les examens finaux ou de passage?	7	67	5	7
	lower secondary	0	22	1	1
	upper secondary / academic	2	19	2	0
	upper secondary / VOLL	1	14	0	0
	higher education & adults	4	12	2	6

FL3-52	De telles modifications sont-elles envisagées?	7	44	24	11
	lower secondary	1	15	6	2
	upper secondary / academic	2	13	8	0
	upper secondary / VOLL	0	11	2	2
	higher education & adults	4	5	8	7

FL3-53	Recommanderiez-vous de modifier les examens finaux ou de passage sur la base du PEL?	40	15	23	8
	lower secondary	12	3	8	1
	upper secondary / academic	10	5	6	2
	upper secondary / VOLL	5	6	4	0
	higher education & adults	13	1	5	5

FL3-54	Remarques concernant ce bloc: <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ <b>the teachers are not unanimous in their interest/enthusiasm</b> (concerning the ELP or change in general)</li> <li>▪ exams are changing anyway</li> <li>▪ former versions of the ELP have influenced our exams</li> <li>▪ it would be good to have standard exams for all levels</li> <li>▪ moving towards a functional view of language competence is desirable</li> <li>▪ and where is culture?</li> <li>▪ all tests and exams are based on the ELP already</li> <li>▪ as concerns the matura exams – I don't see a need</li> </ul>
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In some environments, changes based on the ELP (or the Common European Framework) have been planned or effected "from above", most notably the project of a global concept for language learning in Switzerland by the Swiss CDIP and curriculum reforms in central Switzerland and in the canton of Zurich. Other innovations triggered by the ELP are limited to much smaller environments.

In the cantons of Ticino and Jura, the ELP has been declared obligatory for certain school sectors because positive effects are expected.

		Oui	Non	Je ne sais pas	(vide)
FL3-55	Le PEL a-t-il engendré des (autres) modifications dans votre environnement scolaire (proche ou éloigné)?	14	49	21	2
	lower secondary	1	20	3	0
	upper secondary / academic	2	16	5	0
	upper secondary / VOLL	2	9	3	1
	higher education & adults	9	4	10	1

FL3-56	<p>Si oui: lesquelles?</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>curricula were adapted</b> (central Switzerland, Zurich)</li> <li>▪ evaluation is being discussed/reconsidered (again), esp. the assessment of oral skills</li> <li>▪ the CDIP is working on ELP-compatible descriptions of objectives at educational interfaces</li> <li>▪ courses offered are defined in terms of the ELP levels (higher ed.); level is mentioned on attestations</li> <li>▪ a waste of numerous teaching hours</li> <li>▪ the description of Swiss university entrance exams in the ELP sense is envisaged</li> </ul>
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**Parents** were involved less than had been expected in the beginning so that only very few feedbacks were gathered. They were mostly positive, sometimes enthusiastic; some parents feared even more work for their children, others doubted that such a voluminous file would be accepted on the labor market.

		Oui	Non	(vide)
FL3-57	Si vous enseignez au degré secondaire I ou II: avez-vous eu l'occasion de vous entretenir avec les parents de vos élèves à propos du Portfolio?	6	59	21
	lower secondary	4	20	0
	upper secondary / academic	2	20	1
	upper secondary / VOLL	0	14	1
	higher education & adults	0	5	19

FL3-58	<p>Remarques/réactions:</p> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>▪ hardly any feedback from parents but mostly positive</li> </ul>
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#### 4.2.9. Suggestions for the revision of the ELP

On different occasions, learners, teachers and coordinators were asked to make suggestions for the revision of the present version of the ELP. It had soon become clear during the piloting that changes – concerning the physical format, the accessibility of the contents etc. – would be necessary.

In a first section opinions on the ELP file and its handling by the learners are reproduced:

		Oui	Ça va	Non	Je ne sais pas	(vide)
FS3-20	Est-ce que vous vous repérez aisément tout(e) seul(e) dans le classeur du Portfolio?	111	132	39	11	0
	lower secondary	37	47	11	3	0
	upper secondary / academic	34	40	10	2	0
	upper secondary / VOLL	17	26	9	0	0
	higher education & adults	23	19	9	6	0

For comparison: the teachers' view of the same aspect

		Oui	Non	Je ne sais pas	(vide)
E 3T	Les apprenants peuvent-ils s'orienter dans le PEL? Sont-ils capables de le manier?	27	29	29	1
	lower secondary	3	11	10	0
	upper secondary / academic	11	4	8	0
	upper secondary / VOLL	6	4	5	0
	higher education & adults	7	10	6	1

		Oui	Ça va	Non	Je ne sais pas	(vide)
FS3-21	Pensez-vous que les indications et les illustrations sur les pages en couleur du registre sont utiles?	161	73	26	33	0
	lower secondary	49	31	7	11	0
	upper secondary / academic	50	17	10	9	0
	upper secondary / VOLL	30	11	6	5	0
	higher education & adults	32	14	3	8	0
FS3-22	D'une manière générale, comprenez-vous le langage qui est utilisé dans le Portfolio?	188	89	9	6	1
	lower secondary	51	43	2	2	0
	upper secondary / academic	58	22	5	1	0
	upper secondary / VOLL	36	12	2	2	0
	higher education & adults	43	12	0	1	1
FS3-23	Estimez-vous que le format du Portfolio des langues (classeur A4) est bon?	167	52	62	10	2
	lower secondary	58	17	20	2	1
	upper secondary / academic	49	10	23	4	0
	upper secondary / VOLL	27	9	13	3	0
	higher education & adults	33	16	6	1	1
FS3-24	Estimez-vous judicieux que le Portfolio comprenne les trois éléments <i>passport de langues, biographie d'apprentissage linguistique et dossier</i> ?	153	60	14	65	1
	lower secondary	56	22	7	13	0
	upper secondary / academic	42	12	6	26	0
	upper secondary / VOLL	26	13	0	13	0
	higher education & adults	29	13	1	13	1
FS3-25	Pensez-vous qu'il est bon que tous les modèles pour photocopier se trouvent aussi dans le classeur?	228	22	9	33	1
	lower secondary	73	14	4	7	0
	upper secondary / academic	62	3	4	16	1
	upper secondary / VOLL	44	3	0	5	0
	higher education & adults	49	2	1	5	0

This view that the forms for photocopying belong in the ELP file contrasts with many teachers' and coordinators' opinions that they should be made available separately (e.g. the teacher-centred suggestion that only teachers should have the forms).

**Opinions and concrete suggestions by the teachers:**

**Errors**

FL3-67	<p>Si vous avez relevé des erreurs linguistiques ou de contenu dans le Portfolio, veuillez s.v.p les signaler ici (en indiquant la/les page(s) concernée(s)); vous pouvez également les réunir sur une liste séparée ou photocopier la page concernée, marquer l'erreur et la commenter.</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <p><b>Only very few of the participating teachers mentioned errors. This does not necessarily mean that the quality of the language in all four versions is excellent.</b></p> <p>At least one pilot teacher argues very strongly for a complete overhaul of the French language version, particularly for a cross-comparison between the French translation and the original version(s). She also provides a number of examples of incorrect or ambiguous language.</p> <p>According to one teacher the Italian language version sometimes sounds "bureaucratic".</p> <p>Errors mentioned in the first questionnaire:</p> <ul style="list-style-type: none"> <li>▪ checklist 2.3.3, B1, lire, 4<sup>th</sup> item: ... <i>que le sujet en question soit me familier</i></li> <li>▪ French version II.1 (yellow page) paragraph 2: "la traduction en quatre...": only one "t"</li> <li>▪ front cover: no accent on <i>jazyk</i>; other languages should be checked</li> </ul> <p>Possibly missing elements:</p> <ul style="list-style-type: none"> <li>▪ should be mentioned in the imprint: SNF, KOST</li> <li>▪ the conditions under which parts of the CH-ELP may be re-used or reproduced</li> </ul>
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**The format of the future ELP**

Given several options, a majority of teachers prefer an A4 ring binder which is reduced in weight and content. Surprisingly, a large number of teachers think that complementary material should be made available *exclusively* on the Web.

	<b>Différentes propositions</b> ont été faites concernant <b>la forme</b> que le Portfolio devrait avoir lorsqu'il aura été mis à jour. Cochez <b>au maximum 2 variantes sur 6</b> (a – f) que vous trouvez bonnes. Désignez le format que vous préférez.			
FL3-68	a) <b>classeur complet</b> (approximativement comme maintenant)			<b>35 bon</b>
FL3-69		<b>20</b> format A4	<b>22</b> format A5	
FL3-70	b) <b>contenu</b> du classeur <b>sans le classeur lui-même</b>			<b>6 bon</b>
FL3-71		<b>11</b> format A4	<b>10</b> format A5	
FL3-72	c) classeur complet sous forme de <b>brochure reliée</b> (explications et formulaires pour photocopier; les apprenants constituent leur propre classeur ou un autre instrument de documentation et présentation)			<b>18 bon</b>
FL3-73		<b>12</b> format A4	<b>13</b> format A5	
FL3-74	d) <b>Classeur réduit</b> : seraient disponibles séparément (sous forme d'imprimés et sur Internet) par ex. formulaires pour les confirmations; descriptions d'examens, de cours et d'expériences; listes de repérage; tous les autres formulaires pour photocopier. Dans le classeur resterait une liste de ces éléments avec explications.			<b>45 bon</b>
FL3-75		<b>25</b> format A4	<b>19</b> format A5	
FL3-76	e) <b>contenu</b> du classeur réduit <b>sans le classeur</b> lui-même			<b>12 bon</b>
FL3-77		<b>9</b> format A4	<b>14</b> format A5	
FL3-78	f) Classeur réduit sous forme de <b>brochure reliée</b> (explications et formulaires pour photocopier; les apprenants constituent leur propre classeur ou un autre instrument de documentation et présentation)			<b>25 bon</b>
FL3-79		<b>14</b> format A4	<b>20</b> format A5	

**Additional elements:**

		Oui	Non	Je ne sais pas	(vide)
FL3-80	Pourriez-vous imaginer que les éléments du Portfolio réduit, disponibles séparément, puissent être mis à disposition non pas sous forme d'imprimés, mais <b>uniquement sur le Web</b> ?	38	34	11	3
	lower secondary	12	9	3	0
	upper secondary / academic	9	9	5	0
	upper secondary / VOLL	7	7	0	1
	higher education & adults	10	9	3	2

A **reporting tool** like the new European Language Passport which is being developed is strongly advocated:

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		Oui	Non	Je ne sais pas	(vide)
FL3-81	Souhaitez-vous maintenir un Passeport de langues amovible dans le <b>format type du passeport?</b>	61	11	10	4
	lower secondary	19	1	4	0
	upper secondary / academic	18	1	4	0
	upper secondary / VOLL	10	3	1	1
	higher education & adults	14	6	1	3

		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-82	Estimez-vous bonne l'idée de réunir dans un <b>élément amovible de présentation</b> ou dans un Passeport de langues les résultats actuels de l'auto-évaluation, les diplômes / certificats et confirmations (de contacts linguistiques, etc.)?	55	12	5	8	6
	lower secondary	15	5	2	2	0
	upper secondary / academic	16	2	2	2	1
	upper secondary / VOLL	10	1	1	2	1
	higher education & adults	14	4	0	2	4
FL3-83	Au niveau européen, une proposition visant à prévoir <b>«un élément de présentation européen»</b> (Passeport de langues) commun à tous les Portfolios pour adultes reconnus est en discussion. Estimez-vous que cette proposition est bonne?	59	10	3	10	4
	lower secondary	15	5	1	3	0
	upper secondary / academic	19	1	2	1	0
	upper secondary / VOLL	10	0	0	4	1
	higher education & adults	15	4	0	2	3

**Divider pages:**

In principle, the colored divider pages are considered useful but many users criticized the small font size used.

		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-84	Considérez-vous utiles les instructions et les illustrations sur les pages en couleur du <b>registre?</b>	52	19	1	4	10
	lower secondary	16	6	0	0	2
	upper secondary / academic	10	10	0	2	1
	upper secondary / VOLL	11	2	0	0	2
	higher education & adults	15	1	1	2	5

FL3-85	Vos remarques et propositions [concerning the physical appearance of the ELP]: <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ <b>the colored divider pages are useful but the print should be larger</b></li> <li>▪ file should be lighter and more colorful</li> <li>▪ there is no alternative to A4</li> <li>▪ ELP should contain a separate A5-format passport</li> <li>▪ ELP should <i>also</i> be available via the Web</li> </ul>
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**Most frequent suggestions for improvements by teachers and learners**

FL3-86	Quels sont les 2 éléments de la version actuelle que vous abandonneriez en premier? <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ the originals for photocopying (make them available in other ways: teachers, Web)</li> <li>▪ the integrated dossier</li> <li>▪ the ring binder</li> <li>▪ the forms for situating and describing exams</li> <li>▪ LL biography</li> <li>▪ passport</li> </ul>
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FL3-87	Quels sont les 2 améliorations les plus importantes qui devraient être apportées au PEL? <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ <b>formal improvements:</b> lighter and less bulky; more and more attractive graphical elements; better readable type size; a more intuitive page numbering system</li> <li>▪ <b>general reduction and simplification of the content</b></li> <li>▪ <b>an ELP for young people:</b> design, less complex language</li> <li>▪ more levels (up to 6 more); check again on C1 and C2</li> <li>▪ less descriptors; more detailed/specialized descriptors</li> <li>▪ introduction of cultural aspects into the checklists</li> <li>▪ offer tests to go with the checklists</li> <li>▪ include the oral assessment grid (for evaluation by teachers etc.); create a similar grid for Writing</li> <li>▪ split up the ELP and create different versions for teachers, learners and possibly others.</li> </ul>
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FS3-26	<p>Avez-vous des propositions pour une présentation différente du Portfolio?</p> <p><b>Summary of the answers</b> [most frequent mentions first]:</p> <ul style="list-style-type: none"> <li>▪ <b>smaller and handier</b></li> <li>▪ <b>reduced in content, more modest</b></li> <li>▪ <b>more colors (and pictures)</b></li> <li>▪ it is ok the way it is</li> <li>▪ better overview and more explanations</li> </ul>
FS3-37	<p>Si vous pouviez apporter deux modifications à l'ensemble du Portfolio – qu'est-ce que vous feriez concrètement?</p> <p><b>Summary</b></p> <ul style="list-style-type: none"> <li>▪ <b>change format (smaller)</b>, slimmer, conciser</li> <li>▪ <b>more colors</b> and pictures, more attractive design, visualize file</li> <li>▪ <b>simpler structure, better overview</b>, simpler language, easier examples</li> <li>▪ include tests / control tasks</li> <li>▪ checklists: fewer and more distinct questions</li> <li>▪ checklists: it should be clarified what '✓', '✓✓' and '!', '!!' mean (also in relation to each other)</li> <li>▪ checklists: the meaning of "I can" has to be made clearer</li> <li>▪ introduce intermediate levels</li> <li>▪ improve passport</li> <li>▪ introduce in more schools</li> <li>▪ ELP not obligatory</li> <li>▪ cheaper</li> </ul>



#### 4.2.10. Working conditions and support of pilot teachers

Not all teachers piloted the ELP under the same conditions: some were basically on their own, some had colleagues in the same school; some were closely accompanied by a regional or cantonal coordinator, while others were not; a few teachers had a compensatory one-hour reduction in their teaching timetable (cantons GE and JU), while others had not any, etc.

The main purpose of this section is to report on the conditions under which the pilot teachers worked and to make suggestions for improvement in order to prepare the ground for others who will start working with the ELP in the future.

##### Investment of time for piloting

FL3-62	Combien d'heures <b>supplémentaires</b> dues à l'expérimentation du PEL avez-vous faites? <b>average: 15 hours</b> (0 – 60 hours)
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It was not clear in many cases whether the hours teachers spent on meetings are included in the numbers they indicated or not. The average number of additional working hours does not look dramatic. However, some teachers reported that serious piloting would have taken much more time than what they could actually invest.

		Oui	Non	Je ne sais pas	(vide)
13 TA	<i>Quand nous avons utilisé le Portfolio en classe, j'ai en règle générale investi plus de temps que précédemment pour la préparation de mes leçons.</i>	32	41	12	1
	lower secondary	13	9	2	0
	upper secondary / academic	9	10	4	0
	upper secondary / VOLL	3	8	4	0
	higher education & adults	7	14	2	1
14 TA	<i>Quand nous avons utilisé le Portfolio en classe, ce n'est qu'au début que j'ai investi plus de temps pour préparer mes leçons.</i>	25	44	15	2
	lower secondary	4	16	3	1
	upper secondary / academic	5	13	5	0
	upper secondary / VOLL	3	8	4	0
	higher education & adults	13	7	3	1
15 TA	<i>Il m'a fallu du temps pour moi-même, afin de pouvoir assimiler cette nouvelle expérience.</i>	73	11	1	1
	lower secondary	20	4	0	0
	upper secondary / academic	18	4	1	0
	upper secondary / VOLL	12	2	0	1
	higher education & adults	23	1	0	0

##### Suggestions for teacher relief

FL3-64	Une <b>décharge de combien d'heures par semaine</b> aurait été judicieuse à votre avis pour une expérimentation approfondie du PEL? <b>average: &lt; 1 hour</b> (0: 14 mentions; 0.5: 3 ment.; 1: 19 ment.; 2: 5 mentions)
FL3-65	Commentaires et propositions: <b>Observations / summary of the answers</b> [most frequent mentions first/bold]: <ul style="list-style-type: none"> <li>▪ <b>more time with the learners</b> would be more important than relief for the teacher</li> <li>▪ 1 teaching hour less per week would be ok (1 hour was offered in Geneva and Jura)</li> <li>▪ relief is not necessary in such experiments because only motivated teachers should participate</li> <li>▪ insufficient team work was more of a problem than the workload</li> <li>▪ the pilot coordinators should have made their expectations clearer from the beginning</li> </ul>

People involved in the piloting in GE and JU confirmed that a relief of 1 weekly teaching hour had been about right.

##### Support by coordinators / meetings

		Oui	Ça va	Non	Je ne sais pas	(vide)
FL3-61	Durant l'expérimentation, les responsables du projet vous ont-ils apporté un soutien suffisant?	45	24	8	1	8
	lower secondary	14	5	3	0	2
	upper secondary / academic	9	12	0	0	2
	upper secondary / VOLL	5	4	4	0	2
	higher education & adults	17	3	1	1	2
FL3-63	Avez-vous participé à des rencontres sur le plan cantonal ou régional avec d'autres enseignants impliqués dans l'expérimentation pour un échange d'expériences?	62		20		4
	lower secondary	18		6		0
	upper secondary / academic	22		1		0

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		Oui	Non	(vide)
	upper secondary / VOLL	13	1	1
	higher education & adults	9	12	3

FL3-63a	<p>Commentaires concernant les rencontres pour échange d'expériences:</p> <p><b>Observations:</b></p> <p>The meetings were not the same for everybody; <b>the majority of the participants were satisfied</b>, some, however, weren't.</p> <p><b>Characteristics of good and useful meetings:</b></p> <ul style="list-style-type: none"> <li>▪ there is more than 1 meeting over the whole period</li> <li>▪ participants actually have worked with the ELP before</li> <li>▪ participants have done their "homework" (mentioned on the invitation letter)</li> <li>▪ there are more than just a handful of participants but not too many</li> <li>▪ the moderators are competent</li> <li>▪ exchange of (positive and negative) experiences is facilitated</li> <li>▪ concrete support is provided (possibly even material that can be used in teaching)</li> </ul>
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**Further remarks on the piloting**

FL1-97	<p>Remarques, souhaits, propositions (concernant le Portfolio, l'<b>expérimentation</b>, les questionnaires):</p> <p><b>Observations / summary of the answers:</b></p> <p>As intended, this section was used for various kinds of remarks and suggestions. Only comments on the <b>ELP piloting</b> (including the evaluation) will be summarised here.</p> <ul style="list-style-type: none"> <li>▪ the piloting was done with too many people and it was not organised strictly enough</li> <li>▪ the pilot phase was too short to introduce and use the ELP, and to understand its utility</li> <li>▪ don't hasten things too much now!</li> <li>▪ working with colleagues from other language subject and schools was particularly interesting</li> <li>▪ I would have appreciated the possibility to answer "so – so" in the first sets of questions of this questionnaire</li> <li>▪ the questionnaires were too similar and too laborious</li> <li>▪ <i>Bonne chance pour la suite et longue vie au PEL!</i></li> </ul>
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**Pilot teachers' continuation of the work with the ELP**

		Oui	Non	Je ne sais pas	(vide)
FL3-92	Continuez-vous à travailler avec le PEL durant l'année scolaire 2000/01?	43	20	15	8
	lower secondary	11	9	3	1
	upper secondary / academic	9	7	5	2
	upper secondary / VOLL	6	4	4	1
	higher education & adults	17	0	3	4

FL3-93	<p><b>Si oui:</b> pourquoi et dans quel cadre? <b>Si non:</b> pourquoi pas?</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <p><b>Yes</b></p> <ul style="list-style-type: none"> <li>▪ go on with existing classes; round everything up</li> <li>▪ the ELP is obligatory</li> <li>▪ hope to find more positive aspects</li> <li>▪ go on with only the preferred aspects</li> </ul> <p><b>No</b></p> <ul style="list-style-type: none"> <li>▪ class is no longer available</li> <li>▪ experience was not very positive</li> <li>▪ do not want to waste more time</li> <li>▪ pilot phase is over, the ring folder is no longer available</li> </ul>
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#### 4.2.11. Wider dissemination of the ELP

At the beginning of July, even before the final evaluation round was finished, the Swiss CDIP took basic decisions in favor of a wider dissemination of the ELP. Deadlines set by the agenda of the European Year of Languages (2001) made this important step necessary. For the evaluation process this means that certain fundamental questions do not have to be asked (and answered) any longer. The most important decisions were that the presently available Swiss ELP will be revised immediately and that in March 2001 the ELP will be launched with the official political support of the Swiss CDIP, and possibly other central institutions. Also, the preparation of an ELP for younger learners (end of primary to end of lower secondary) will be taken charge of by the CDIP.

By means of the final questionnaires, learners, teachers and cantonal coordinators were asked their opinions and advice – based on their past experience – concerning some aspects of wider dissemination of the ELP. Teachers were also asked about their potential future role within the ELP project.

##### Should the ELP be introduced on a large scale / on a mandatory basis?

		Oui	Ça va	Non	Je ne sais pas	(vide)
FS3-33	Estimez-vous qu'il serait bon que le Portfolio soit introduit dans toutes les écoles suisses? (une autre version pour les jeunes élèves)	95	77	58	59	4
	lower secondary	35	35	15	11	2
	upper secondary / academic	30	18	20	17	1
	upper secondary / VOLL	16	10	16	10	0
	higher education & adults	14	14	7	21	1

		Oui	Non	Je ne sais pas	(vide)
H 3L	Pensez-vous que tous les apprenants de langues devraient être encouragés à gérer un Portfolio (dans une version correspondante à leur âge)?	102	95	94	1
	lower secondary	37	30	31	0
	upper secondary / academic	29	35	22	0
	upper secondary / VOLL	15	18	19	0
	higher education & adults	22	12	22	1

While less than half of the learners wish to continue using the ELP in school, as has been shown above, they are less critical when it comes down to a general introduction of the ELP. This may be due to the fact that for many learners the experimental, unofficial status of the ELP created a credibility problem. Similarly, the majority of teachers is in favor of a large-scale introduction of the ELP (after revision), and an even larger majority indicate that official recognition of the ELP is a prerequisite for a definite integration of the ELP into their teaching.

		D'accord	Pas d'accord	Je ne sais pas	(vide)
5 TA	<i>Le statut officiel du PEL doit être clarifié avant que je puisse l'introduire comme un élément définitif de mon enseignement.</i>	50	28	8	0
	lower secondary	15	8	1	0
	upper secondary / academic	12	8	3	0
	upper secondary / VOLL	9	4	2	0
	higher education & adults	14	8	2	0

		Oui	Non	Je ne sais pas	(vide)
J 3T	Pensez-vous que le PEL (dans des versions adaptées aux différents âges) devrait être introduit dans toutes les écoles publiques (dès le degré primaire)?	42	26	17	1
	lower secondary	15	8	1	0
	upper secondary / academic	8	8	7	0
	upper secondary / VOLL	3	6	5	1
	higher education & adults	16	4	4	0

FL3-6	<p>Remarques, réserves, conditions (concernant la dernière question):</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>a general introduction of the ELP would be desirable but not in its present form</b> (too demanding, not attractive enough)</li> <li>▪ <b>forcing teachers with a negative attitude to introduce the ELP would be counter-productive</b> because they would convey their attitude to the learners</li> <li>▪ the additional time needed for the ELP will have to be taken into account</li> <li>▪ not everybody wants self-assessment</li> <li>▪ in the case of a general introduction, curricula, exams and grades would have to be made compatible</li> <li>▪ more and finer levels are necessary</li> <li>▪ in grammar schools, teachers are free to choose their teaching material, so, an obligation is not possible</li> <li>▪ it should be introduced in a separate version on the lower secondary level</li> <li>▪ in primary school learners should mainly be made familiar with self-assessment and self-reflection</li> </ul>				
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**Conditions that help successful introduction**

FL3-89	<p>Quels sont les <b>2 facteurs</b> les plus favorables à une introduction réussie du PEL dans votre environnement? (exemple de facteur: un examen de passage sera décrit de manière transparente au moyen du PEL)</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>objectives at educational interfaces</b> are defined on the basis of the CoE/ELP scales</li> <li>▪ <b>ELP is widely used and recognised within the educational systems and by the employers</b></li> <li>▪ <b>in-service training and support is available for teachers</b></li> <li>▪ ELP is compatible with exams and school reports</li> <li>▪ ELP is compatible with curricula</li> <li>▪ the usefulness of the ELP</li> <li>▪ an improved version of the ELP</li> <li>▪ teachers, schools, employers and the general public are informed</li> <li>▪ ELP is compatible with international diplomas</li> <li>▪ a coordinated, centralistic introduction</li> <li>▪ availability of examples for teaching</li> </ul>
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**Coordinators** mentioned the following factors:

- Adaptation of the existing ELP
- previous definition of common so-called *points of encounter* (objectives for foreign language learning at the end of primary and lower secondary schools)
- creation of a coherent system including the ELP, curricula, learning materials, exams and international diploma
- international recognition
- positive reports on the ELP
- good information available

**Conditions that jeopardize successful introduction**

FL3-90	<p>Quels sont les <b>2 facteurs susceptibles d'être les plus problématiques</b> pour une introduction réussie du PEL dans votre environnement?</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>the time needed for introducing and using the ELP</b></li> <li>▪ <b>the present form of the ELP</b></li> <li>▪ <b>the resistance from some teachers (other views, passivity)</b></li> <li>▪ the heavy workload on the teachers</li> <li>▪ financing the ELP</li> <li>▪ the lack of official recognition; low status</li> <li>▪ learners are not motivated</li> <li>▪ no wide dissemination</li> <li>▪ employers are not interested</li> </ul>
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**Coordinators** mentioned the following factors:

- high cost (ELPs, in-service training)
- no satisfactory revision of the ELP
- resistance on the part of the teachers
- objectives incompatible with school environment
- too much pressure from other projects

**Recommended measures to support the launch of the ELP**

**Coordinators' view:**

- media campaign
- teacher training and thorough introduction of the teachers
- information meeting and direct information of schools
- good documentation and collection of arguments in favor of the ELP, FAQ
- elaboration of guides
- experienced disseminators

**Recommended measures to support teachers introducing the ELP**

FL3-91	<p>Sous quelle forme (matériel, manifestations, centres de contacts) les enseignants qui introduisent le PEL devraient-ils être soutenus?</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ <b>introductory workshop</b></li> <li>▪ <b>in-service training</b></li> <li>▪ <b>regular/periodical meetings with experienced colleagues and experts</b></li> </ul>
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	<ul style="list-style-type: none"> <li>▪ regional information exchange meetings</li> <li>▪ team work / school-internal information exchange</li> <li>▪ local contact person(s)</li> <li>▪ teacher's brochure / user's guide</li> <li>▪ concrete material as illustrative examples</li> <li>▪ concrete material for use in the classroom (worksheets, tests)</li> <li>▪ use of the Internet (discussion group, source for materials)</li> </ul>
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**Recommended contents of a teacher's guide**

FL3-66	<p>Quelles aides devrait contenir un <b>guide d'utilisation du Portfolio pour enseignants</b>?</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <ul style="list-style-type: none"> <li>▪ information on how the ELP is best introduced/used in the long run in class</li> <li>▪ Information/examples of how all the elements are used (at what occasions)</li> <li>▪ information about the background and the purposes of the ELP</li> <li>▪ assessed learner products as samples</li> <li>▪ tests for all levels and skills</li> <li>▪ an introductory meeting</li> <li>▪ the help of colleagues who have worked with the ELP</li> <li>▪ practical information on how to bring together the ELP and existing textbooks</li> <li>▪ information on how to practice self-assessment</li> <li>▪ a collection of arguments for the ELP and against frequent objections</li> <li>▪ a collections of frequently encountered problems and corresponding solutions</li> <li>▪ nothing: an improved version of the ELP should be self-explanatory</li> </ul>
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**Future role of the pilot teachers**

The now-experienced pilot teachers are an important "human resource" for the dissemination or implementation phase. Therefore, they were asked whether they were ready to function as disseminators, and under what conditions.

		Oui	Non	Je ne sais pas	(vide)
FL3-94	Pensez-vous que vous pourriez agir, dans votre environnement scolaire (parmi vos collègues; au cadre de la formation continue) en tant que multiplicatrice ou multiplicateur pour le PEL et transmettre les expériences que vous avez faites?	35	23	26	2
	lower secondary	10	7	7	0
	upper secondary / academic	9	6	8	0
	upper secondary / VOLL	5	5	4	1
	higher education & adults	11	5	7	1

FL3-95	<p>Si oui: sous quelle <b>forme</b> et à quelles <b>conditions</b> (décharge, paiement ...) seriez-vous d'accord de le faire?</p> <p><b>Observations / summary of the answers</b> [most frequent mentions first/bold]:</p> <p><b>forms:</b></p> <ul style="list-style-type: none"> <li>▪ in-service training cours(es)</li> <li>▪ participation at information exchange seminars</li> <li>▪ school-internal professional development</li> <li>▪ project team</li> <li>▪ on an informal/"private" basis</li> </ul> <p><b>conditions:</b></p> <p>The teachers generally expect fair treatment, in the sense that this kind of work should be rewarded like any other teacher training or support activities. As soon as the work involved exceeds a (small) minimum and has more of an official character (e.g. workshops with participants from other schools), most teachers would like to either get paid or to compensate with teaching hours.</p>
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In addition, the cantonal coordinators were also asked which of their pilot teachers would be particularly valuable resource persons. These names were taken note of but, for obvious reasons, are not listed in this report.

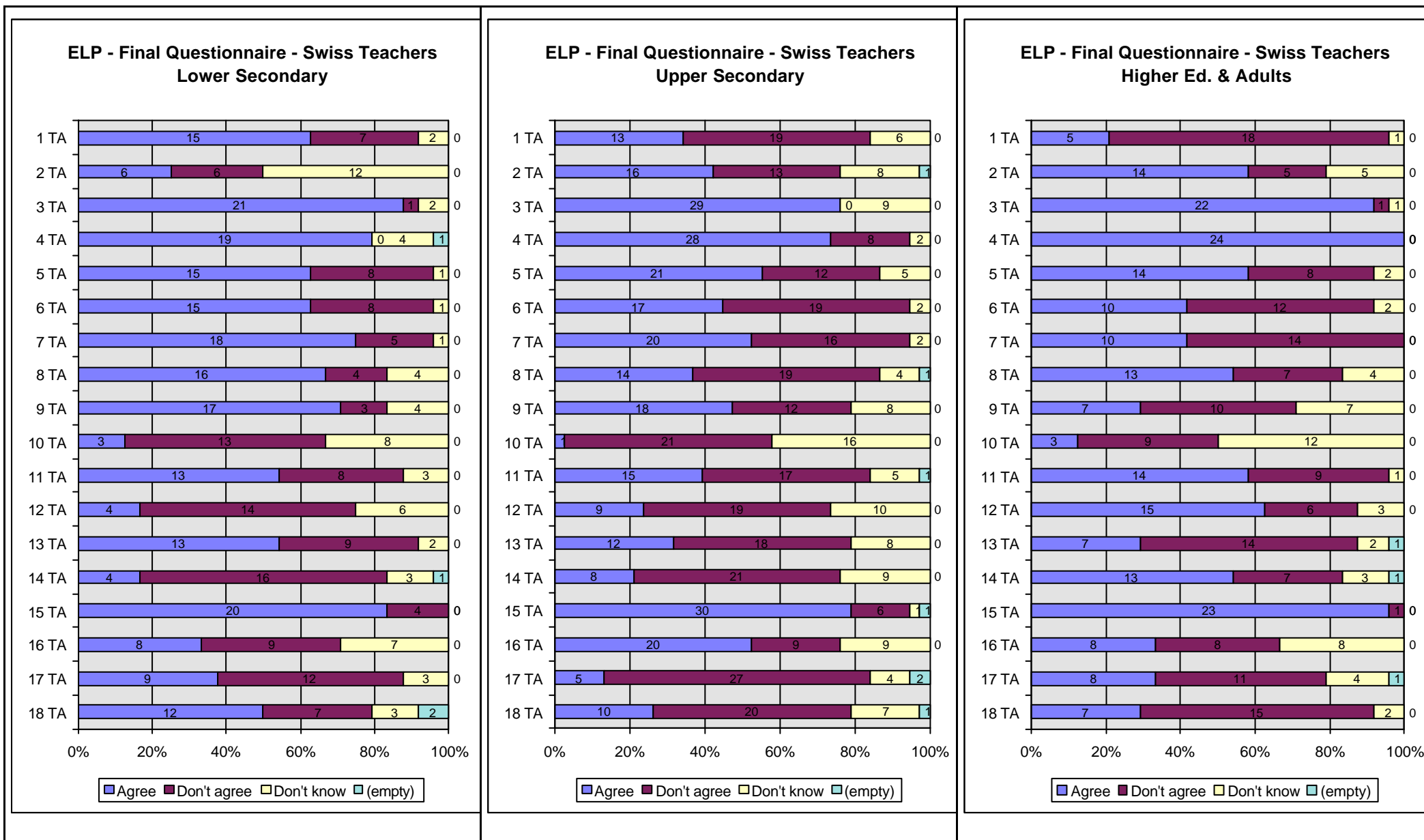
The official recommendation the Swiss CDIP will make in 2001, is an important basis for the decisions that will have to be taken by the cantons before a wider (and official) dissemination of the ELP. However, according to the information provided by the coordinators, not all cantons will put the recommendation into practice, right away. There is a tendency in some cantons to wait for the final version of the global language learning concept that is being elaborated before they launch the ELP on a large scale. Other cantons intend to go ahead with the ELP but only in a concerted action with their fellow regional CDIP members. At least one canton wishes careful piloting of the revised and new versions of the ELP before they consider introducing either of them. In the cantons of Ticino and Jura the ELP has been declared obligatory at least in parts of its educational system.

## Appendix

## Teacher questionnaire – European Agree questions (1 TA – 18 TA) – details on educational sectors – diagrams

		lower secondary				upper secondary (all)				upper sec. / academic				upper sec. / VOLL				higher ed. & adults			
		D'acc.	Pas d'acc.	Sais pas	(vide)	D'acc.	Pas d'acc.	Sais pas	(vide)	D'acc.	Pas d'acc.	Sais pas	(vide)	D'acc.	Pas d'acc.	Sais pas	(vide)	D'acc.	Pas d'acc.	Sais pas	(vide)
1 TA	<i>Les six niveaux sont si vastes qu'ils ne permettent pas à mes élèves de constater leurs progrès.</i>	15	7	2	0	13	19	6	0	9	12	2	0	4	7	4	0	5	18	1	0
2 TA	<i>Par le Portfolio dans son ensemble, les progrès sont bien visibles.</i>	6	6	12	0	16	13	8	1	8	9	6	0	8	4	2	1	14	5	5	0
3 TA	<i>Il est utile de gérer un Portfolio, parce que cela suscite l'autoréflexion.</i>	21	1	2	0	29	0	9	0	19	0	4	0	10	0	5	0	22	1	1	0
4 TA	<i>Le Portfolio m'aide et incite mes élèves à réfléchir à une langue et aussi à se demander comment et pourquoi ils l'apprennent.</i>	19	0	4	1	28	8	2	0	19	4	0	0	9	4	2	0	24	0	0	0
5 TA	<i>Le statut officiel du PEL doit être clarifié avant que je puisse l'introduire comme un élément définitif de mon enseignement.</i>	15	8	1	0	21	12	5	0	12	8	3	0	9	4	2	0	14	8	2	0
6 TA	<i>La grille pour l'auto-évaluation n'est pas toujours claire.</i>	15	8	1	0	17	19	2	0	8	13	2	0	9	6	0	0	10	12	2	0
7 TA	<i>Les descripteurs dans les listes de repérage ne sont pas toujours clairs.</i>	18	5	1	0	20	16	2	0	13	8	2	0	7	8	0	0	10	14	0	0
8 TA	<i>J'espère que des listes de repérage plus détaillées seront à disposition pour les différents niveaux.</i>	16	4	4	0	14	19	4	1	6	13	3	1	8	6	1	0	13	7	4	0
9 TA	<i>Mes apprenants ont estimé qu'il est difficile de dire s'ils seraient capables de comprendre des textes oraux, dont ils n'ont pas ou peu d'expériences (par ex. vidéo ou cours ex cathedra).</i>	17	3	4	0	18	12	8	0	13	6	4	0	5	6	4	0	7	10	7	0
10.TA	<i>Le PEL a amélioré la motivation de mes élèves.</i>	3	13	8	0	1	21	16	0	1	13	9	0	0	8	7	0	3	9	12	0
11 TA	<i>L'auto-évaluation est l'élément critique, car elle ne relève d'aucune tradition établie.</i>	13	8	3	0	15	17	5	1	11	9	2	1	4	8	3	0	14	9	1	0
12 TA	<i>J'ai beaucoup appris sur mes apprenants, sur leur motivation et leur potentiel.</i>	4	14	6	0	9	19	10	0	6	10	7	0	3	9	3	0	15	6	3	0
13 TA	<i>Quand nous avons utilisé le Portfolio en classe, j'ai en règle générale investi plus de temps que précédemment pour la préparation de mes leçons.</i>	13	9	2	0	12	18	8	0	9	10	4	0	3	8	4	0	7	14	2	1
14 TA	<i>Quand nous avons utilisé le Portfolio en classe, ce n'est qu'au début que j'ai investi plus de temps pour préparer mes leçons.</i>	4	16	3	1	8	21	9	0	5	13	5	0	3	8	4	0	13	7	3	1
15 TA	<i>Il m'a fallu du temps pour moi-même, afin de pouvoir assimiler cette nouvelle expérience.</i>	20	4	0	0	30	6	1	1	18	4	1	0	12	2	0	1	23	1	0	0
16 TA	<i>Mes apprenants ne voient pas l'utilité du PEL, jugeant qu'il n'apporte aucun profit complémentaire.</i>	8	9	7	0	20	9	9	0	12	4	7	0	8	5	2	0	8	8	8	0
17 TA	<i>Mon attitude à l'égard du Portfolio est devenue plus positive avec le temps.</i>	9	12	3	0	5	27	4	2	3	17	1	2	2	10	3	0	8	11	4	1
18 TA	<i>D'une certaine manière, le PEL n'est pas compatible avec le degré de développement de mes apprenants.</i>	12	7	3	2	10	20	7	1	4	12	6	1	6	8	1	0	7	15	2	0

Teacher questionnaire – European Agree questions (1 TA – 18 TA) – details on educational sectors – diagrams



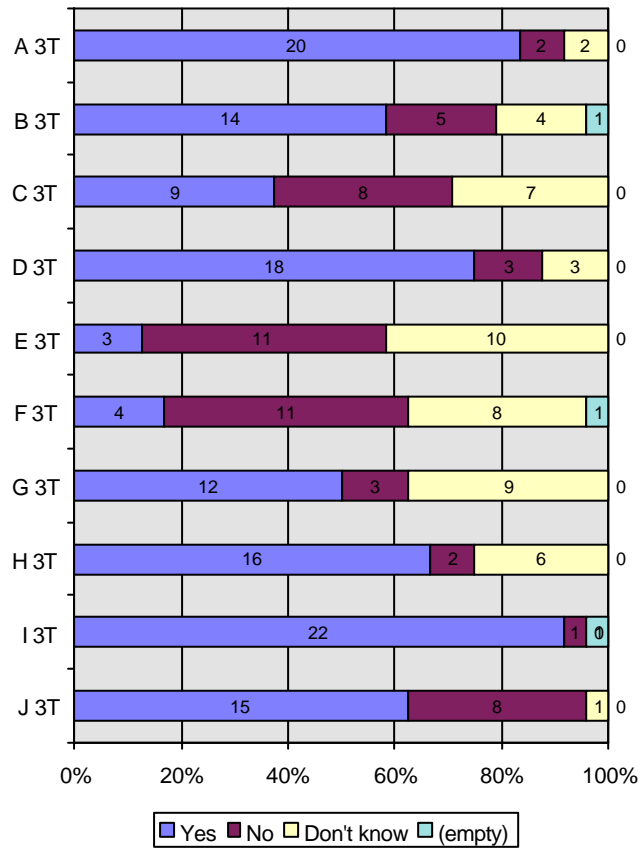


Teacher questionnaire – European **Yes - No** questions (A 3T – J 3T) – **details** on educational sectors – **numbers**

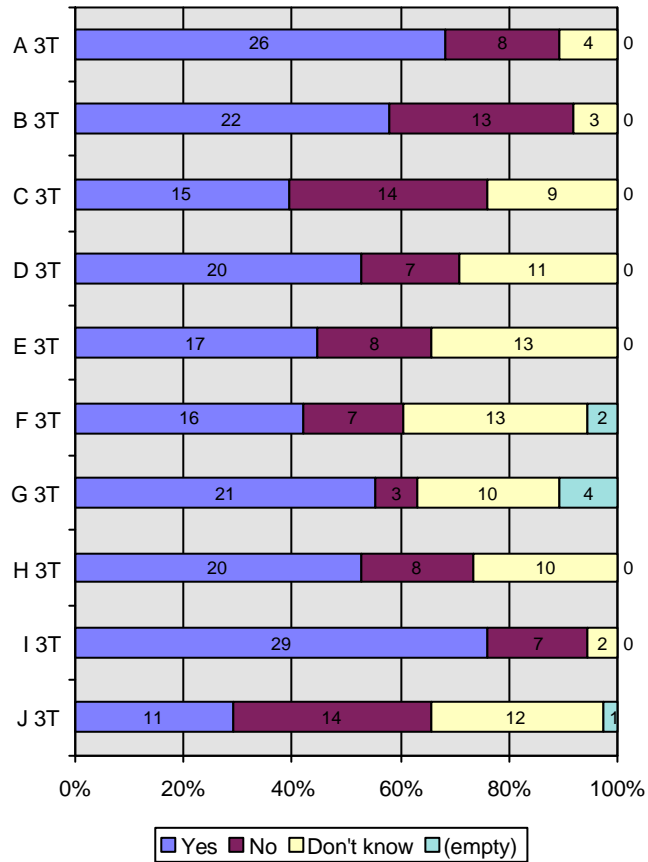
		lower secondary				upper secondary (all)				upper sec. / academic				upper sec. / VOLL				higher ed. & adults			
		Oui	Non	Sais pas	(vide)	Oui	Non	Sais pas	(vide)	Oui	Non	Sais pas	(vide)	Oui	Non	Sais pas	(vide)	Oui	Non	Sais pas	(vide)
A 3T	Le PEL est-il utile pour évaluer les compétences linguistiques de vos apprenants?	20	2	2	0	26	8	4	0	17	3	3	0	9	5	1	0	23	1	0	0
B 3T	Le PEL vous a-t-il servi à clarifier avec vos apprenants les objectifs d'apprentissage?	14	5	4	1	22	13	3	0	14	8	1	0	8	5	2	0	21	2	1	0
C 3T	Le PEL vous aide-t-il à reconnaître le potentiel de vos apprenants?	9	8	7	0	15	14	9	0	10	9	4	0	5	5	5	0	14	4	6	0
D 3T	Le PEL est-il utile pour développer l'autonomie dans l'apprentissage (c'est-à-dire la faculté de prendre soi-même en main l'apprentissage d'une langue étrangère, de se fixer par ex. des objectifs d'apprentissage et d'évaluer ce qui a été atteint)?	18	3	3	0	20	7	11	0	14	3	6	0	6	4	5	0	21	1	2	0
E 3T	Les apprenants peuvent-ils s'orienter dans le PEL? Sont-ils capables de le manier?	3	11	10	0	17	8	13	0	11	4	8	0	6	4	5	0	7	10	6	1
F 3T	Les apprenants sont-ils (maintenant) en mesure d'évaluer de manière autonome leurs compétences linguistiques à l'aide du Portfolio?	4	11	8	1	16	7	13	2	12	1	8	2	4	6	5	0	12	2	9	1
G 3T	Votre évaluation correspond-elle en général avec l'auto-évaluation des apprenant-e-s?	12	3	9	0	21	3	10	4	15	0	4	4	6	3	6	0	12	4	8	0
H 3T	Estimez-vous que le PEL est un instrument utile pour vos apprenants?	16	2	6	0	20	8	10	0	12	5	6	0	8	3	4	0	17	4	3	0
I 3T	Estimez-vous que le PEL est un instrument utile pour vous en tant qu'enseignant(e)?	22	1	0	1	29	7	2	0	19	3	1	0	10	4	1	0	22	1	1	0
J 3T	Pensez-vous que le PEL (dans des versions adaptées aux différents âges) devrait être introduit dans toutes les écoles publiques (dès le degré primaire)?	15	8	1	0	11	14	12	1	8	8	7	0	3	6	5	1	16	4	4	0

Teacher questionnaire – European Yes - No questions (A 3T – J 3T) – details on educational sectors – diagrams

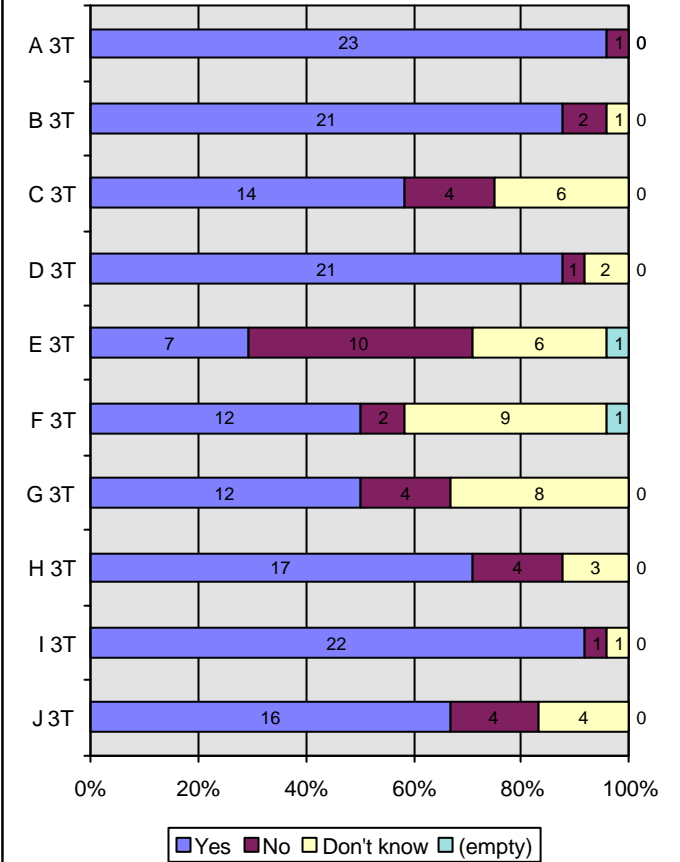
ELP - Final Questionnaire - Swiss Teachers  
Lower Secondary



ELP - Final Questionnaire - Swiss Teachers  
Upper Secondary



ELP - Final Questionnaire - Swiss Teachers  
Higher Ed. & Adults

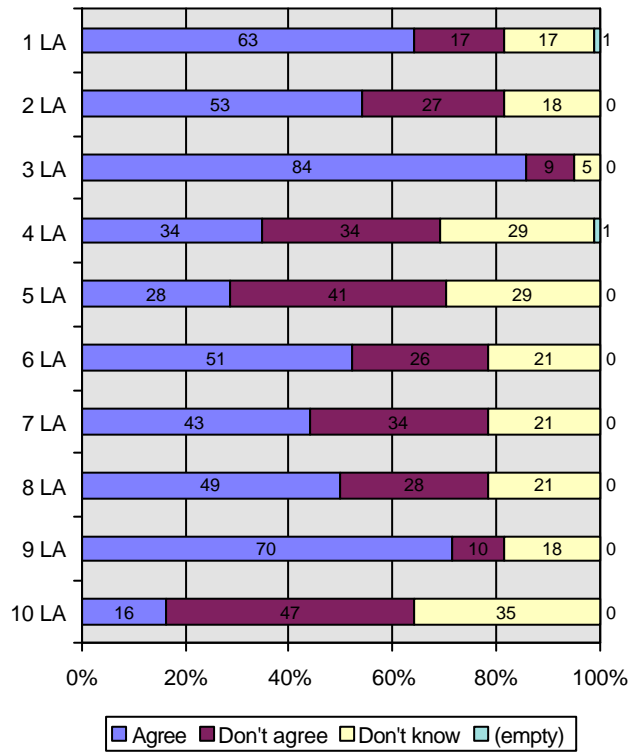


## Learner questionnaire – European Agree questions (1 LA – 10 LA) – details on educational sectors – numbers

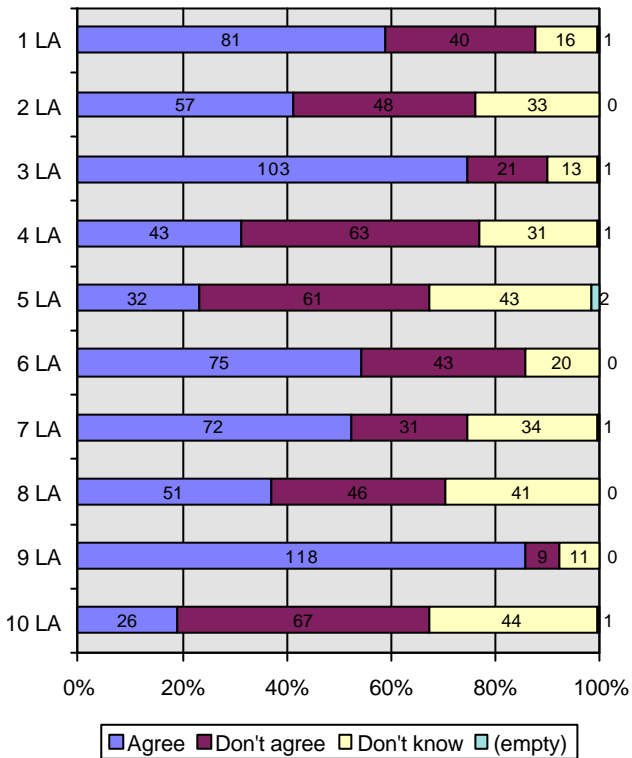
		lower secondary				upper secondary (all)				upper sec. / academic				upper sec. / VOLL				higher ed. & adults			
		D'acc.	Pas d'acc.	Sais pas	(vide)	D'acc.	Pas d'acc.	Sais pas	(vide)	D'acc.	Pas d'acc.	Sais pas	(vide)	D'acc.	Pas d'acc.	Sais pas	(vide)	D'acc.	Pas d'acc.	Sais pas	(vide)
1 LA	<i>Les six niveaux sont si vastes qu'ils ne permettent pas à mes élèves de constater leurs progrès.</i>	63	17	17	1	81	40	16	1	53	25	8	0	28	15	8	1	36	12	9	0
2 LA	<i>Par le Portfolio dans son ensemble, les progrès sont bien visibles.</i>	53	27	18	0	57	48	33	0	45	24	17	0	12	24	16	0	27	18	11	1
3 LA	<i>Il est utile de gérer un Portfolio, parce que cela suscite l'autoréflexion.</i>	84	9	5	0	103	21	13	1	61	14	11	0	42	7	2	1	42	5	9	1
4 LA	<i>Le Portfolio m'aide et incite mes élèves à réfléchir à une langue et aussi à se demander comment et pourquoi ils l'apprennent.</i>	34	34	29	1	43	63	31	1	26	39	20	1	17	24	11	0	18	21	15	3
5 LA	<i>Le statut officiel du PEL doit être clarifié avant que je puisse l'introduire comme un élément définitif de mon enseignement.</i>	28	41	29	0	32	61	43	2	22	36	26	2	10	25	17	0	12	30	14	1
6 LA	<i>La grille pour l'auto-évaluation n'est pas toujours claire.</i>	51	26	21	0	75	43	20	0	47	27	12	0	28	16	8	0	34	13	10	0
7 LA	<i>Les descripteurs dans les listes de repérage ne sont pas toujours clairs.</i>	43	34	21	0	72	31	34	1	41	20	24	1	31	11	10	0	35	11	9	2
8 LA	<i>J'espère que des listes de repérage plus détaillées seront à disposition pour les différents niveaux.</i>	49	28	21	0	51	46	41	0	31	27	28	0	20	19	13	0	24	14	18	1
9 LA	<i>Mes apprenants ont estimé qu'il est difficile de dire s'ils seraient capables de comprendre des textes oraux, dont ils n'ont pas ou peu d'expériences (par ex. vidéo ou cours ex cathedra).</i>	70	10	18	0	118	9	11	0	76	4	6	0	42	5	5	0	46	2	9	0
10.LA	<i>Le PEL a amélioré la motivation de mes élèves.</i>	16	47	35	0	26	67	44	1	20	36	29	1	6	31	15	0	16	22	18	1

Learner questionnaire – European Agree questions (1 LA – 10 LA) – details on educational sectors – diagrams

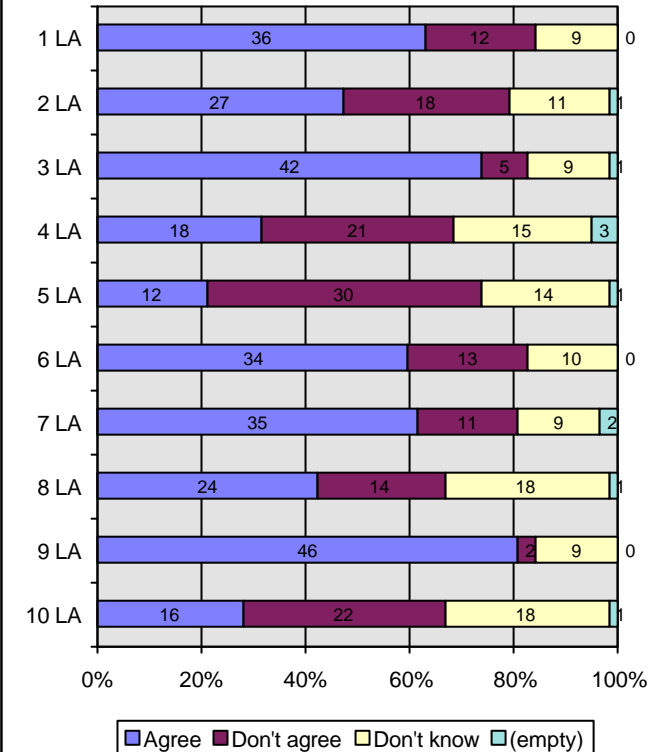
ELP - Final Questionnaire - Swiss learners  
Lower Secondary Level



ELP - Final Questionnaire - Swiss learners  
Upper Secondary Level



ELP - Final Questionnaire - Swiss learners  
Higher Education & Adults

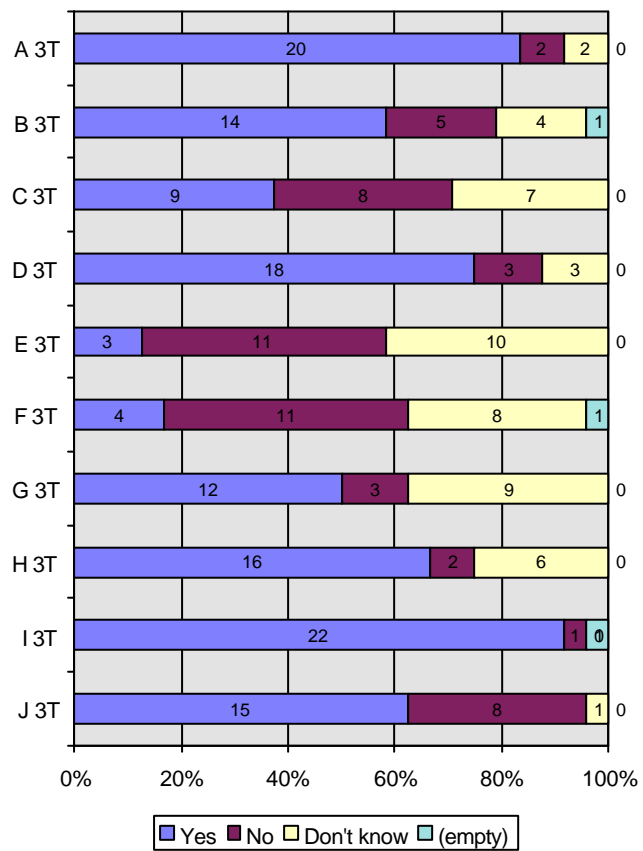


Learner questionnaire – European **Yes - No** questions (A 3L – H 3L) – **details** on educational sectors – **numbers**

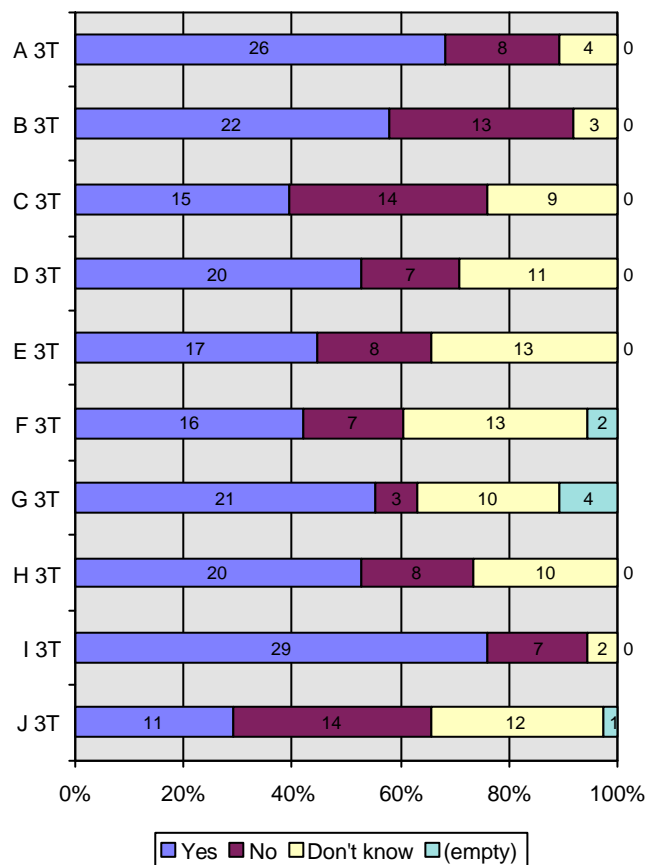
		lower secondary				upper secondary (all)				upper sec. / academic				upper sec. / VOLL				higher ed. & adults			
		Oui	Non	Sais pas	(vide)	Oui	Non	Sais pas	(vide)	Oui	Non	Sais pas	(vide)	Oui	Non	Sais pas	(vide)	Oui	Non	Sais pas	(vide)
A 3L	Le Portfolio vous permet-il de montrer ce que vous savez <b>faire</b> dans les langues étrangères?	47	17	32	2	76	33	27	2	44	24	16	2	32	9	11	0	24	17	16	0
B 3L	Est-ce que vous pouvez, à l'aide du Portfolio, constater vos progrès dans l'apprentissage?	61	27	10	0	85	33	20	0	50	20	16	0	35	13	4	0	35	9	12	1
C 3L	<i>Le Portfolio m'aide à savoir où j'en suis dans l'apprentissage d'une langue. [= 3 LA]</i>	84	9	5	0	103	21	13	1	61	14	11	0	42	7	2	1	42	5	9	1
D 3L	Est-ce que le Portfolio vous incite à prendre vous-même plus activement en main votre apprentissage de langues?	25	55	17	1	31	87	20	0	22	55	9	0	9	32	11	0	6	36	14	1
E 3L	Avez-vous l'impression que le Portfolio vous donne plus de responsabilités en ce qui concerne votre apprentissage des langues?	23	57	18	0	20	94	24	0	14	59	13	0	6	35	11	0	4	40	13	0
F 3L	<i>J'assume volontiers une plus grande responsabilité en ce qui concerne mon apprentissage de langues – comme le Portfolio le prévoit. [inserted in agree block]</i>	43	22	33	0	58	34	40	6	38	23	19	6	20	11	21	0	30	12	14	1
G 3L	Avez-vous l'impression que le temps consacré au Portfolio a été du temps bien investi?	28	38	32	0	37	55	45	1	21	35	29	1	16	20	16	0	9	21	25	2
H 3L	Pensez-vous que tous les apprenants de langues devraient être encouragés à gérer un Portfolio (dans une version correspondante à leur âge)?	37	30	31	0	44	53	41	0	29	35	22	0	15	18	19	0	22	12	22	1

Learner questionnaire – European Yes - No questions (A 3L – H 3L) – details on educational sectors – diagrams

ELP - Final Questionnaire - Swiss Teachers  
Lower Secondary



ELP - Final Questionnaire - Swiss Teachers  
Upper Secondary



ELP - Final Questionnaire - Swiss Teachers  
Higher Ed. & Adults

