



Enhancing language learning through the European Language Portfolio

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In this presentation we present a research and development study, in which we have implemented the European Language Portfolio (ELP) in our classroom practices. We discuss the ways in which the ELP can be used as a tool to enhance pupils' language learning throughout the 9-year basic education in Finland. We consider the ELP as an adequate instrument for this, as it encourages pupils to reflect upon their use and learning of different languages in versatile ways.

The ELP was launched in 2001 at the first European ELP Seminar (Little et al., 2011), and the first Finnish version was published in 2012. A few years later, language portfolio was taken up as a suggested tool for teaching and assessment in the 2014 Finnish core curriculum for basic education. An updated Finnish version was introduced in 2023 (Kantelinen et al., 2020).

In our presentation, we propose an outline for using the ELP as a tool to increase the pupils' language awareness as well as their language learning strategies at various stages of their language studies during basic education. We illustrate this with concrete examples of tasks and exercises that we have used in the classroom to promote effective language learning by making our pupils more aware of their language use and, thus, helping them to improve their language learning strategies.

Our data consist of pupils' answers to a semi-structured questionnaire (N = 49) on their attitudes towards the ELP. Content analysis (see e.g., Elo et al., 2014) has been used to analyze the answers to the open-ended questions. The preliminary results suggests that pupils find the ELP as a motivating tool in enhancing their language learning.

Keywords: The European Language Portfolio, Language learning strategies, Language education

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