



## **1. Sharing of aims between participants and project coordinators**

- Participant aims:
  - To learn about the ELP
  - To implement it in the classroom
- Coordinator aims:
  - To present the validated Primary model
  - To monitor the implementation
  - To design guidelines

## **2. Presentation of the Common European Framework of Reference**

- Presentation of the aims of the document
- Presentation of the global scales and the classroom practice
- Presentation of activities and their correspondence to one of the scales
- Exchange of first impressions about the document and its implications in the new curriculum

## **3. Presentation of the collaborative work-space ratiu**

- Practical session
- Presentation of the space and its structure: useful links, schedule, shared materials and forum

## **4. Presentation of the ELP**

- Aims of the ELP; this dealt with the pedagogic side, not the informative
- The box and its contents
- The Biography: my language biography, the languages around me, how I learn languages.
  - Which of these aspects is already dealt with in class, and how. Which are new?



- How can they be handled?
- The Biography: The descriptors  
Do these descriptors relate to the contents that are taught in primary school? Is there a progression? Are there gaps? Which should be included? Are the descriptors applicable to the languages in the curriculum or only to the foreign language?
- Practical issues: How do you think you could incorporate the ELP? What is your proposal?
- Collection of proposals and doubts

This structure was repeated with the other two components: the Dossier and the Passport.

#### **5. The ELP and the handling of learning to learn**

- Brainstorming around the expression 'learning to learn'
- Sharing of all the material collected: definitions, comments, explanations
- The ELP, a tool in the training of the learner
- The ELP as a mediating tool
- The ELP as a tool of interaction In the classroom ula

#### **6. Work on the concept of scaffolding in learning**

#### **7. Extension of the concept of task to the teaching sequence**

- Presentation of the tasks proposed by the participants
- Steps in the development of a teaching sequence
- Proposal of an example of a sequence based on the tasks presented

#### **8. The design of a sequence linked to the ELP**