

*19th APPI Conference*  
*22nd April 2005*

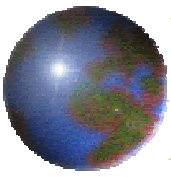
# *Portfolio as a pedagogical tool*

Universidade de Aveiro

Escola Sec/3 Dr.<sup>a</sup> Maria Cândida

*Maria de Lurdes Santos Gonçalves*

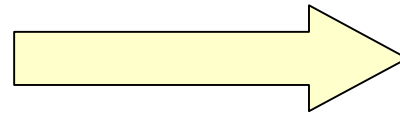
*mgoncalves@dte.ua.pt*



## Language Portfolio

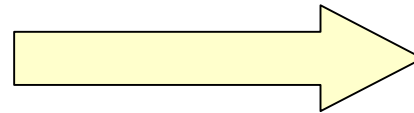
systematic collection of student work that is analysed to show progress over time with regard to instructional objectives

process-oriented



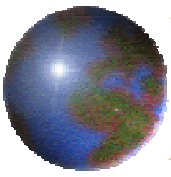
learning

product-oriented



reporting

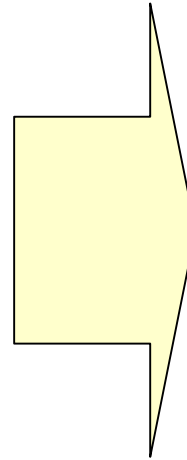
European Language Portfolio



## *Portfolio as a pedagogical tool*

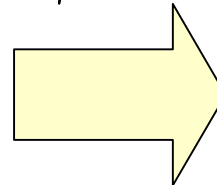
### European Language Portfolio

- Language Passport
- Language Biography
- Dossier (showcase portfolio + learning portfolio)



Reporting Function

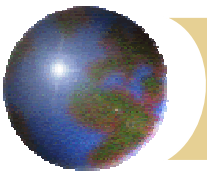
Exploring the use of the **Dossier**



Learning Function

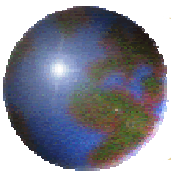
### Portfolio as a pedagogical tool

- regular learning instrument in the classroom work and private study
- autonomous and socially responsible learning processes



## ELP and CEFR

- It is a tool to promote **plurilingualism** and **pluriculturalism**;
- It is the **property of the learner**;
- It values the full range of the learner's language and **intercultural competence and experience** regardless of whether acquired within or outside formal education;
- It is a tool to promote **learner's autonomy**;
- It has both a **pedagogic function** to guide and support the learner in the process of language learning and a **reporting function** to record proficiency in languages;
- It is based on the CEFR (Common European Framework of Reference) with explicit reference to the **levels of competence** specified in the model;
- It encourages the learner's **self-assessment** (combined with teacher assessment) and assessment by educational authorities and examination bodies
- It incorporates a minimum of **common features** which make it recognisable and comprehensible **across Europe**.



# Language Education and the ECFR + ELP

## • **Competencies:**

- sum of knowledge, skills and characteristics that allow a person to perform actions (CEF, 2001:9)
- complex cognitive capacities and affective responses (Byram, 2002:17)

## • **Individual general competencies:**

declarative knowledge (saber)

skills and know-how (saber-fazer)

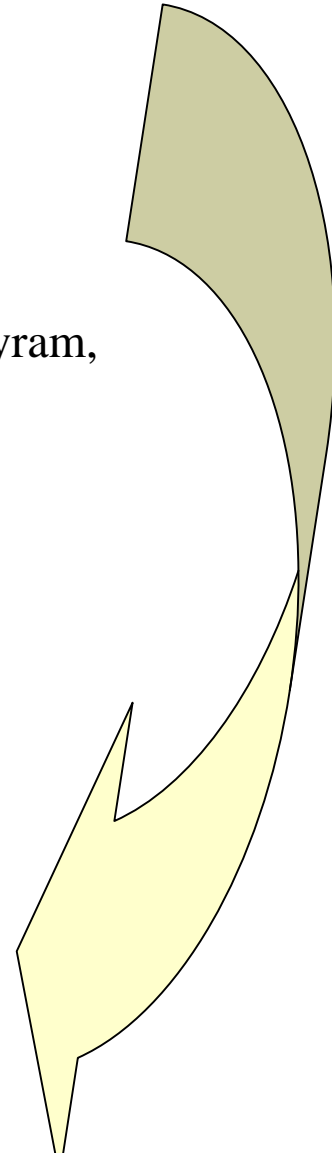
existential competence (saber-ser e saber-estar)

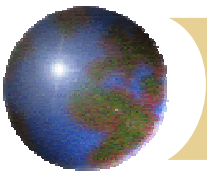
ability to learn (saber-aprender) (autonomia/responsabilidade)

## • **Communicative language competence:**

sociolinguistic, pragmatic, linguistic

**Intercultural communicative competence**



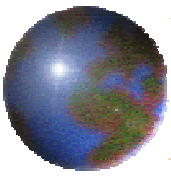


## Intercultural Communicative competence

- willingness and ability to interact with someone of different cultural origins on the basis of a conscious awareness of one's own cultural origins and the relationships between the two (Byram, 2002: 18)

## Plurilingual Competence

- involves a complex, multiple language competence on which the user may rely in intercultural contexts
- ability to use the competence in the mother tongue and knowledge and skills learned in a foreign language for the learning and use of other languages



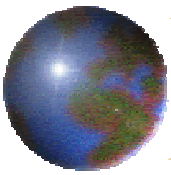
## Plurilingual competence

- capacity to expand language and cultural competence in a purposeful way in intercultural interaction, producing a more skilled language learner and user.

### **Dimensions of the plurilingual competence:**

1. interaction management
2. learning repertoires
3. linguistic and communicative repertoires
4. socio-affective

(Andrade; Araújo e Sá et al. 2001)



## School Knowledge

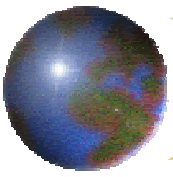
Autonomous and responsible learning (experiential learning)

- **learner empowerment** (awareness of the learning processes)
- **learner reflection** (personal awareness and self-direction)
- **appropriate target language use** (awareness of language and communication)



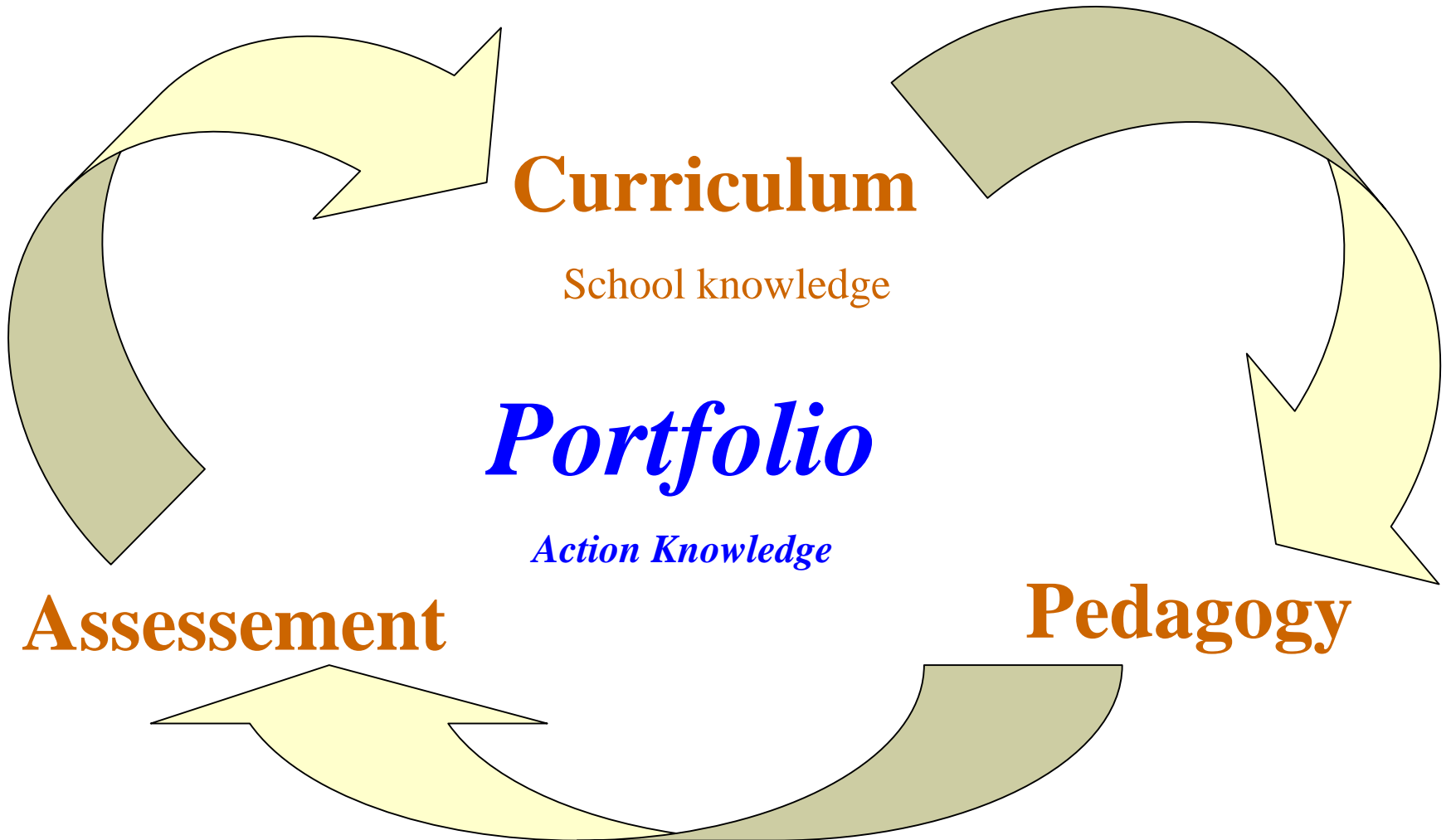
Action knowledge

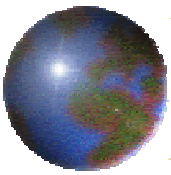




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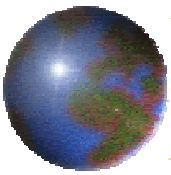
## **Learning Cycle**





## Principles

- New perspective on learning
- Developmental process
- Analyses of achievements and learning
- Self-evaluation
- Student choice and reflection on work
- Teacher's facilitative role



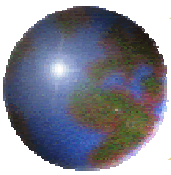
## Principles

- **New perspective on learning**

(agency shift - from teacher to student)

Teacher prepares **learning activities** which:

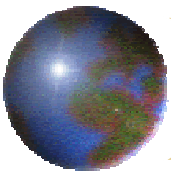
- provide opportunities to be creative and inventive;
- incorporate novelty and challenge;
- offer choice and a sense of ownership;
- raise awareness and progress;
- integrate assessment in the learning process.



# Principles

## 2. Developmental process

- focus on student growth in various curriculum areas
- chronological sequenced work
- process over a period of time
- long term evolution
- constant process-monitoring



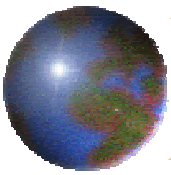
# Principles

## 3. Analyses of achievements and learning

- evaluation of work by self, peers, teacher
- emphasis on the process
- metacognitive growth and self-awareness

(by analysing learning practices through dialogue:

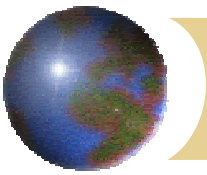
- sensitising existing constructions through personal awareness;
- analysing them consciously;
- soliciting conflicting perspectives;
- resolving the conflicts into new, better-informed constructions.)



# Principles

## 4. Self-evaluation

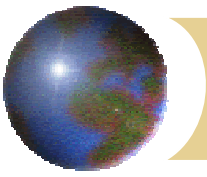
- learner is his/her own learning coach
- monitor his/her own progress (prioritizing, planning reviewing progress, revising strategy, changing track)
- be aware of criteria (transparent evaluation)
- peer review
- teacher feedback



# Principles

## 5. Student choice and reflection on work

- decision-making power on work to include in Portfolio
- understand the criteria and standards for the assessment
- make reasoned judgements about the quality of their work
- help students to develop a critical reflective capacity (through guided reflections)
- analysis of learning, self-development learning characteristics, values and beliefs

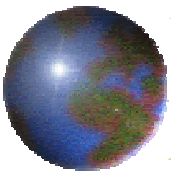


# Principles

## 6. Teacher's facilitative role

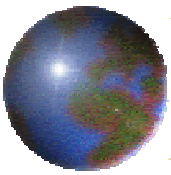
- prepares and manages the learning environment
- identifies curriculum aims and standards
- clarifies pedagogical principles and assessment strategies.
- provides feedback which is transformative in facilitating students learning and in guiding reflexivity
- promotes dialogue about the development of work
- knows what the student can do in varying levels of assistance
- encourages learners to develop their own strategies and discover their own solutions





## Portfolios allow the assessment of:

- development in physical and emotional skills;
- cognitive skills as reflected in course work or individualised curriculum as documented over time;
- group work such as cooperation and social skills;
- growth in a range of academic subject areas;
- learning processes and quality of thinking through self-evaluation and reflective statements;
- progression in learning such as plans, drafts of work, final products
- cultural awareness and intercultural competence



*Portfolio as a pedagogical tool*

\*mastering  
learning  
strategies  
\*self-  
directed  
work

\*language-related  
creativity  
\*communication  
strategies

**learner**

**communicator**

**autonomy**

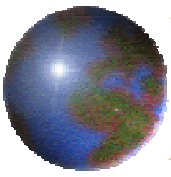
**through**

**portfolio**

**person**

\*making use of personal environments  
\*expressing personal meanings

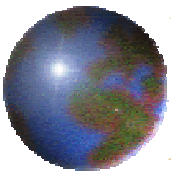
**motivation + self-confidence + knowledge + skills**



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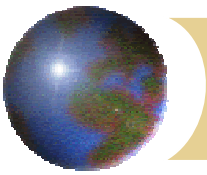
# *Plurilingual competence*

“As the students were working on two languages at the same time in their ELPs, the skills and attitudes acquired in one language supported the work in the second language. This helped the self-assessment of their language skills. The students could also notice different profiles of performance in their first and second foreign languages. The common ways of working in the two language classes promoted their learning and reflective skills and made the aims more concrete and accessible for them. They were thus developing their plurilingual skills.” Kohonen (2002: 10)



## To conclude....

- Considering the Portfolio as a pedagogical tool in the language classroom assures that lived and reflected experiences become part of the student's self.
- It is therefore a tool for experiential and significant learning, thus promoting individual creativity and success.



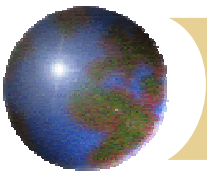
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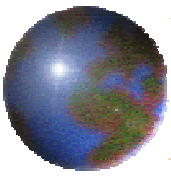


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***Thank you...***

***Maria de Lurdes Santos Gonçalves***

***mgoncalves@dte.ua.pt***