ISATT Conference 2005
"Challenges for the Profession: Perspectives and Directions for Teachers, Teaching and Teacher Education"

Connecting languages: the use of Portfolio as a means of exploring and overcoming frontiers within the curriculum

PhD (Foundation for Science and Technology)

LALE (Open Laboratory for Foreign Language Learning)

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Structure of the presentation

- How it all began…

- Portfolio: a pedagogical tool

- Plurilingual and Intercultural Competence

- Teacher Education Programme

- A working platform …

- A first glance … highlights

- Basis for the next step...

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1. How it all began...

– **Classroom project 2000/2001**

- personalized curriculum management strategy

(according to pupil's tastes, needs and interests within national curriculum)

- pupils committed to their learning and engaged in the learning process

- portfolio as a pedagogical tool

– **School Project 2001/2002**

- autonomy: the driving force

- implementing the use of the Portfolio

– **PhD on Teacher Education / Curriculum Development**

- The portfolio and the curriculum construction for a Language Education: potentials and constraints within the Portuguese school context

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2. Portfolio: a pedagogical tool

Language Portfolio

- systematic and purposeful collection of student language related work;
- shows progress over time and respects instructional objectives;
- combines both the national and personal curriculum;
- possibility of a true continuous evaluation

(Gonçalves, 2002; Klenowski, 2002, Kohonen, 2002)

2. Portfolio: a pedagogical tool

2001 European Year of Languages
Common European Framework
European Language Portfolio (ELP)

- **Language Passport**
- **Language Biography**
- **Dossier**

"The integration of the ELP with the national/local language curricula is crucial for any wide-scale and sustained use of the ELP in language classes. If the work assignments and self-assessment of language skills are only done as extra-curricular work, outside the curriculum-based contents, the work load soon becomes impossible for the students to do" (Kohonen, 2004: 3)

Portfolio: *axis of all curricular planning and class work*

personalized curriculum development

Assessment

diversification of the evaluation instruments

Portfolio-

oriented language learning and teaching

Pedagogy

Register and analysis of difficulties and progress

Curriculum

contextualization of the evaluation

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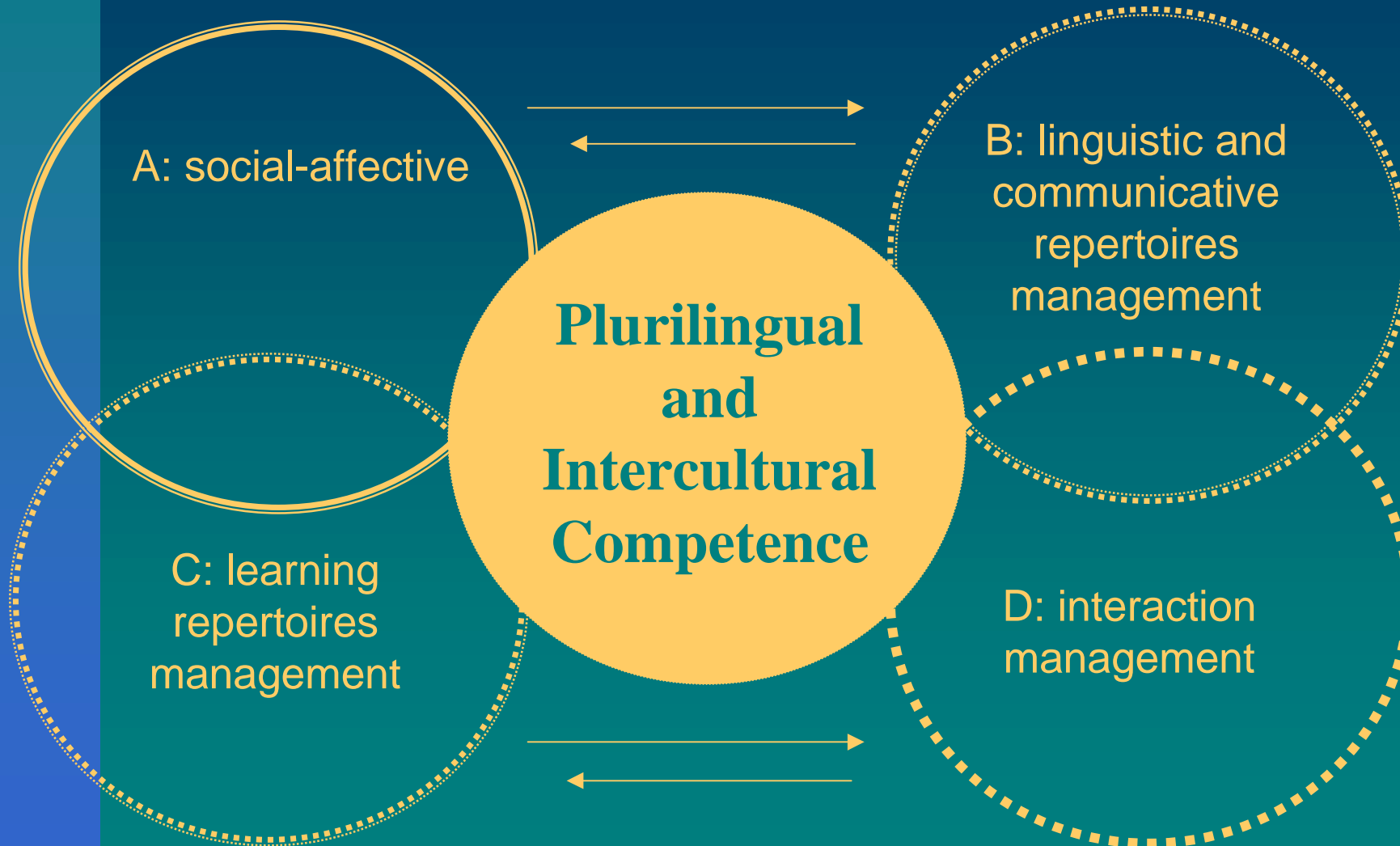
3. Plurilingual and Intercultural Competence

Definition

"the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a social agent has proficiency, on varying degrees, in several languages and experience of several cultures: This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw" (Council of Europe, 1998: 95).

Analysing this competence is to analyse a **linguistic-communicative** process where **multiple resources** are activated and shape the way how each **individual** relates with **Otherness**.

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3.Plurilingual and Intercultural Competence

DIMENSIONS

A: social-affective

B: linguistic and communicative repertoires management

Plurilingual and Intercultural Competence

C: learning repertoires management

D: interaction management

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4. Teacher Education Programme

Preparation

- Presented to all language teachers of the school
- Included in the current professional development national rules

Two Phases

- **2004/2005**
  Teacher Education Programme (10 sessions = 25 hours)
  Visiting Harbours (25 hours)
  Teachers organised their own Portfolio

- **2005/2006**
  Unit planning, work monotoring, class observation, group discussion

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4. Teacher Education Programme

working with the portfolio, developing the plurilingual competence

01 – Professional and Linguistic Biography

02 – Plurilingual Biographies and "What's a Language Educator?"

03 – Selection of 10 principles for a Plurilingual approach.

04 – ELP - learning strategies and methodological principles

05 – Classroom practices of awareness and transfer

06 – Analysis of national language Syllabuses and of CEF.

07 – Preparation for the planning of a teaching unit.

08 – Concept clarification. Unit plan construction

09 – Unit plan conclusion.

10 – Unit plans presentation and evaluation. Reflection on future work

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5. A working platform

teaching culture linked to the biography and working context
(Durand, Ria & Flavier, 2002)

- ■   know the participating teachers
  know their concepts and representations on language education
2.   analyse their discourse at the end of the education programme

Data   Questionnaire (Quest) – Oct/Nov 2004

         (Before starting the education programme)

     Written Reflections (during the education programmme)

     Arriving Harbour 1 (AH1) – Impressions… 19/05/05 (7th Session)

     Arriving Harbour 2 (AH2) – Clarifications… 02/06/05 (8th Session)

     Arriving Harbour 3 (AH3) – Projections… 14/06/05 (10th Session)

5. A working platform - questionnaire

Meeting the teachers…

Célia
30, Plu - Port, French, Engl, Germ (Spanish, Italian)
[4 years service] Eng/Germ

Eugénia
37, Plu - Port, French, Engl, Germ (Spanish)
[14 years service] Eng/Germ

Eunice
34, Plu - Port, Italian, Engl, Germ (0)
[10 years service] Eng/Germ

Isabel
38, Plu - Port, French, Engl (Spanish)
[14 years service] Eng/French

Zélia
38, Plu - Port, Engl, Germ Spanish (0)
[18 years service] Eng/Germ

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5. A working platform - questionnaire

Professional Development

* link to classroom practices

* teaching/ learning processes

* learning results

* School responsibility

It would be great to participate in teacher education programmes in the most forgotten areas, such as teaching vocabulary, learning from the mistakes or how to make the classes more profitable, Quest. Célia, Oct/Nov 04.

The school should promote teacher education programmes that will lead to a more profitable/worthy teaching and learning process, Quest. Eugénia, Oct/Nov 04.

Teacher Education Programme

subject-related needs

clarifying the ambiguities about the role of the school

5. A working platform - questionnaire

Teaching Practices

* planning

* classroom methodo-logies

*curriculum

*languages

In what my department is concerned, I would like that the several teachers teaching the same level would organize themselves in pedagogical teams, so as to prepare lessons in a more complete way, Quest. Isabel, Oct/Nov 04.

The teacher should promote, as often as possible, real communicating situations (almost simulations), so as to develop learners' communication competencies, Quest. Isabel, Oct/Nov 04.

Maybe syllabus reduction, so as to develop a more integral and stress-free study of the different topics, Quest. Eugénia Oct/Nov 04.

The mother tongue is the most important language because it is our identity, the first reference point and the transmitter of our culture, Quest. Eugénia, Oct/Nov 04

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5. A working platform - questionnaire

...sum of different starting points....

Teaching Process

value materials' and source diversification
do not include the CEF nor ELP
one mentions the Portfolio as an assessment instrument

Plurilingual and

Inter-cultural

Compe-tence

A (social-affetive) not mentioned
B (linguistic and communicative repertoires management) some signs
C (learning repertoires management)
 not operational / related to an utilitarian use of the foreign language.
D (interaction management) mentioned, yet in a bilingual perspective

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6. A first glance... highlights

Topics

*Plurilingal

And Intercultural

Competence

*Reflection

*Conscious-ness

*Dialogue

As positive impressions I must highlight some read texts such as "Multilingual Lives". The class conducted by Judite [teacher who has presented her work with her students on plurilingual competence] *was very interesting because of her work with the pupils. I find it interesting to see the learning processes in the acquisition of a new language when we make use of the other languages from our linguistic luggage,* AH1 Célia.

I feel that all activities made me conscious of subject-matters/concepts that deserve reflection, however, we, as professionals, for some reason do not dedicate time to them, AH1 Eugénia.

The dialogue and discussions/analysis of each session promote self-reflection and have helped me to question my performance as English teacher and have also enriched my (our) pedagogical thinking, AH1 Isabel.

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6. A first glance... highlights

Portfolio

three level scale

1. differences between something which is familiar and ELP, something still distant, belonging to other sphere of the educational context;

2. integrated vision – stress on main features – process-oriented, reflection on work done and certification of competencies;

3. integrated vision – values all its features and integrating it in the national curriculum + wider context of Europe and beyond its frontiers

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6. A first glance... highlights

Plurilingual and Intercultural Competence

three level cross-communication

1. cross-communication only among the languages the individual knows;

2. cross-communication among several different languages and cultures, either known or unknown;

3. cross-communication among languages and cultures unknown to the individual.

Competence that allows the learner to make himself/herself understood and communicate in languages / cultures which he/she doesn't know using mechanisms he/she has from other known languages and cultures, establishing common parallels AH2 Zélia, 2nd June.

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7. Basis for the next stept

Portfolio-centred learning and teaching approach

Challenge

- agents (teachers, pupils, parents)

- work itself (real collaborative work among teachers, materials, integration of the work within the school context)

I feel highly motivated to something different but I am also prepared to the anguish of sometimes wanting and not being able AH3 Eunice, 14th June;

(…) in what the articulation between both aspects (portfolio and plurilingual competence) is concerned, I still feel insecure and needing some time to cement what has been discussed in these sessions AH3 Isabel, 14th June.

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7. Basis for the next stept

... valuing and considering the possibility of practice ... towards:

Portfolio

The use of the **Portfolio** may play an important role as a means of exploring and overcoming frontiers within the curriculum as it allows teachers to take into account and recognise a plurilingual and intercultural profile which includes the ability to cope with several languages or cultures and manage such repertoire.

Language Educator

The **Language Educator** is thus a comprehension professional, a bridge builder between individuals, languages and cultures. He/she is the comprehension individual himself/herself (cf. Larrosa & Skliar, 2001) who connects languages using the means at his/her disposal as, in this case, the portfolio.

Connecting languages: the use of Portfolio as a means of exploring and overcoming frontiers within the curriculum

Thank you…

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