LinguaFolio Online: Tales from the Classroom

By: Jenny Beltman
Real life experiences fuel my motivation and passion to learn and teach languages and culture.
Webinar Focus

♟ What is LinguaFolio Online?
♟ LinguaFolio Online mini-tutorial
♟ The student perspective of LinguaFolio Online
What is LinguaFolio Online?

Online portfolio

✦ Learner centered
✦ Self-reflective
✦ Standards based
✦ Goal-oriented
✦ Positive Can Do approach
✦ Honors out-of-the-classroom experiences

Timeline of development

✦ 2001 European Language Portfolio (ELP).
✦ 2003 American version LinguaFolio USA!
✦ 2008 LinguaFolio Online.
Home

Welcome!

- Passport
- Interculturality
- Biography
- Can Do
- Review
- Learning Styles Inventory
- Evidence Examples

© 2012 Center for Applied Second Language Studies (CASLS)
As the year progressed I understood the French culture more with the help of my French host family.

How did you feel during this encounter?

- Very Comfortable
- Comfortable
- Neutral
- Uncomfortable
- Very Uncomfortable

Did you know enough to handle the encounter?

- Everything
- Partly
- Very Little
Languages I have learned in my family

French 1973-1976 - Growing up we had several Amity aids and exchange students living with my family. Dalinda from Tunisia, Saia from Tunisia, Danielle from France, and Marielle from France.


Languages I have learned in school

<table>
<thead>
<tr>
<th>Language learned</th>
<th>Type of Program</th>
<th>Years From - To</th>
<th>Average Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>exploratory</td>
<td>1 quarter 6th grade</td>
<td>1.5</td>
</tr>
<tr>
<td>French</td>
<td>language instruction</td>
<td>1 semester 7th grade</td>
<td>3</td>
</tr>
</tbody>
</table>
I can understand some everyday words, phrases, and questions about me, my personal experiences, and my surroundings, when people speak slowly and clearly or there is repetition.

<table>
<thead>
<tr>
<th>Can Do Statement</th>
<th>This is a goal</th>
<th>I Can Do with help</th>
<th>I Can Do</th>
<th>Evidence</th>
<th>Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand simple words and phrases about daily activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I can understand when someone describes his/her school or daily schedule.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can understand when someone describes his/her daily routine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can understand when someone describes his/her holiday routine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can understand when someone describes his/her holiday routine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can understand when someone describes his/her holiday routine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
LinguaFolio Online Can Do Matrix

Language: French

<table>
<thead>
<tr>
<th>Interpersonal Communication</th>
<th>Novice Low</th>
<th>Mid</th>
<th>High</th>
<th>Intermediate Low</th>
<th>Mid</th>
<th>High</th>
<th>Advanced Low</th>
<th>Mid</th>
<th>High</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentational Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentational Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentational Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence for Can Do

**Evidence For CanDo:** French, Novice Mid, Interpretive Listening

**CanDo:** I can understand simple words and phrases about daily activities.
**Status:** I can do

In class when we watched the video about Genevieve's school day - I was able to follow along and complete her class schedule.

- [Upload New Writing Sample]
- [Upload New Web 2.0 Evidence]
- [Upload New MP3 Sound]
- [Upload New Speech Recording]
- [Upload New Picture File]
- [Upload New PDF Document]

Click Here to view Evidence Examples
LinguaFolio Online Evidence for Can Do
Qualitative Method

If there is a metric by which I measure the achievements of the Central Asia Institute, it is not the amount of donations we receive each year, or the number of people who have read Three Cups of Tea, or even the number of schools we have built. In fact, it really has nothing to do with math and everything to do with the girls whose lives have been changed through education. In the end, the thing I care most about - the flame that burns at the center of my work, the heat around which I cup my hands - are stories. (Mortensen, 2009, p.15)
Qualitative methodology supports my focus

The purpose of my study is to show the realities of LinguaFolio Online.

Research tools

✧ Observation and conversation
✧ Ticket-out-the-door survey
✧ Focus group interview
Findings

- Powerful impact on student affect.

 handwritten note:

it made me feel good about myself
Findings

✨ Student Awareness of . . .

✨ Purpose LinguaFolio Online
✨ Applied technology skills
✨ Learning is fun!
✨ Individual learning style
✨ Place on learning continuum
Conclusions

✧ LinguaFolio Online suits my middle students; they see value in LinguaFolio Online.
  ✧ Learning transparency
  ✧ Awareness of his or her abilities
  ✧ Functional language application
  ✧ Beneficial over time
Conclusions

Competence, confidence, and fun can promote life-long learning.

“... once teaching stops, further learning has to be autonomous (Council of Europe: 141-142)” (Little, 2009, p.1).
Final thoughts

“What teachers need is a variety of living examples of implementation, as practiced by teachers with whom they can identify and from whom they can derive the confidence that they can do better” (Black and Wiliam, 1998, p. 146).

✧ Positive contribution
✧ Living example
✧ Beneficial and feasible