

The European Language Portfolio

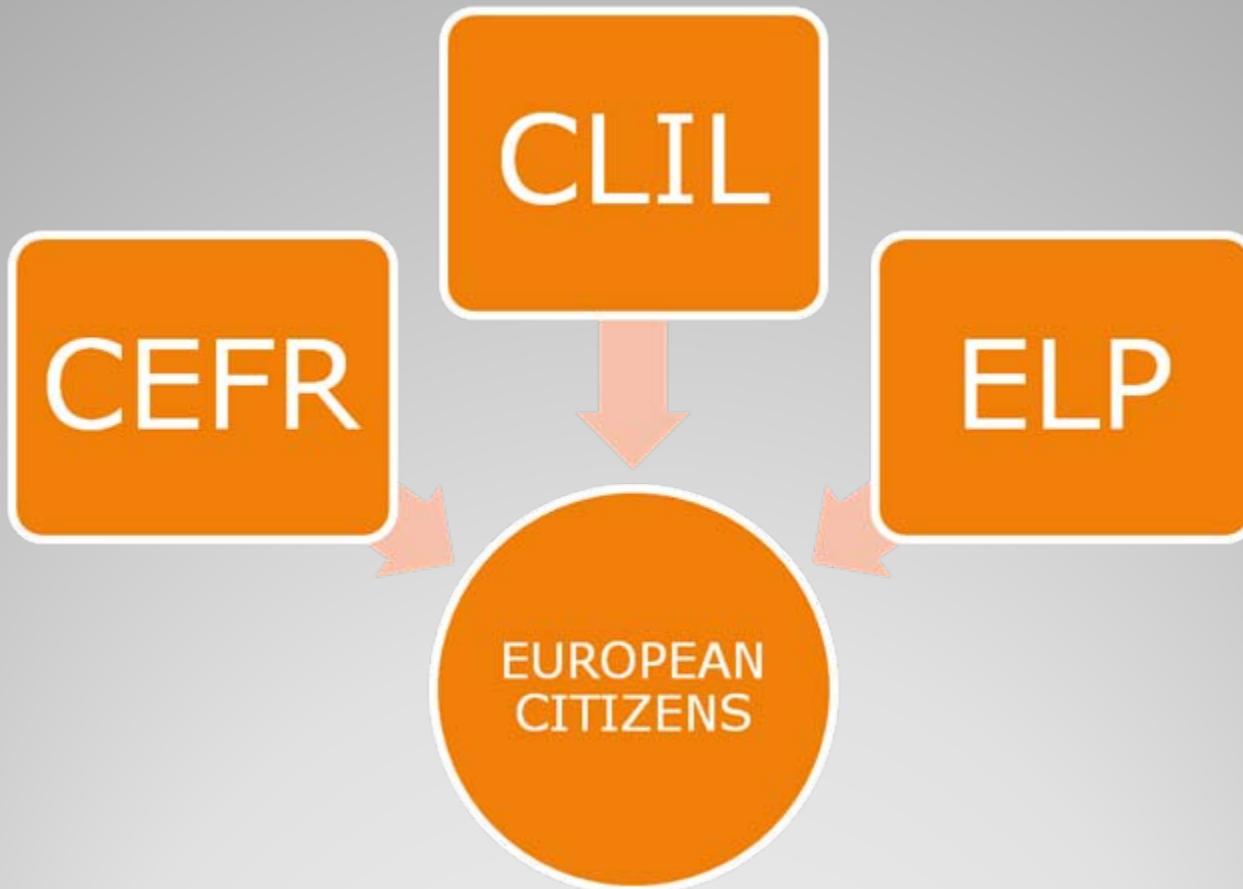
A Pedagogical Tool for CLIL Education

C.P. ATALÍA



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LINGUISTIC POLICIES WITHIN THE EUROPEAN UNION

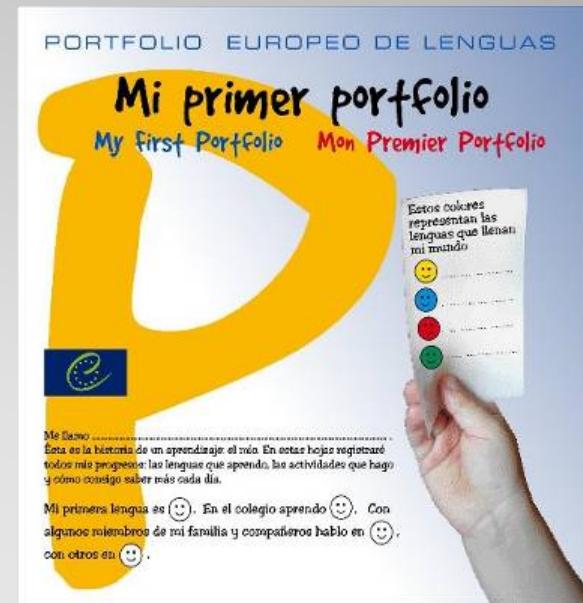
THE RESEARCH

- SUMMATIVE ASSESSMENT AT THE END OF THE INFANTS CYCLE TO CLIL STUDENTS.
- TWO GROUPS:
 - **GROUP A** USES THE ELP
 - **GROUP B** IS OUR CONTROL GROUP



EUROPEAN LANGUAGE PORTFOLIO

- E.L.P. WAS USED BY GROUP A FOCUSING ON THREE MAIN ASPECTS:
 1. **Families**
 2. **Dossier: Dossier & Biography**
 3. **Assessment and self assessment (Assessment for Learning): Passport & Biography**



FAMILIES

- Contact the families to inform them about the ELP and the CLIL methodology and the objectives to be reached.
- Meetings
- Interviews
- Questionnaire

FAMILIES: information collated from the questionnaire showed

- Parents were not given the information they needed about the Project.
- Parents felt intimidated in the school.
- Parents did not know how to support their children.
- Other issues related to resources at home.

Measures Adopted

- More meetings
- More Interviews
- Open lessons
- Parents taking an active role: recording lessons, taking pictures, helping with displays...
- Information on the website of the school
- School magazines
- Build partnership with parents to support the children

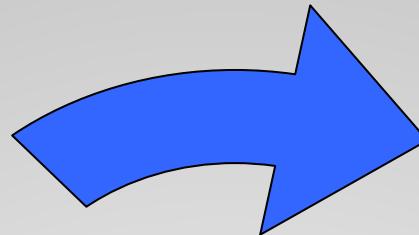
GUIDELINES TO THE FAMILIES

- Digital resources:
- Web pages
- CD-roms
- E-books
- Books with CD
- The benefits of watching DVD´s or TV programmes in the target language.
- CD´s with the songs used in the classroom.

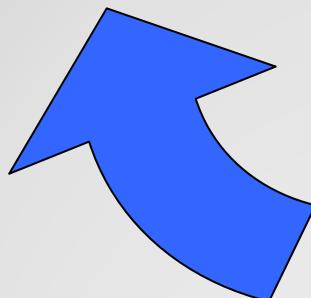
The Travelling Portfolio



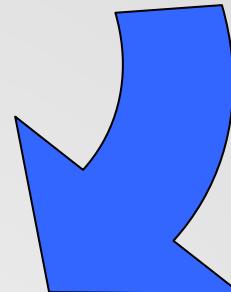
FAMILY



SCHOOL



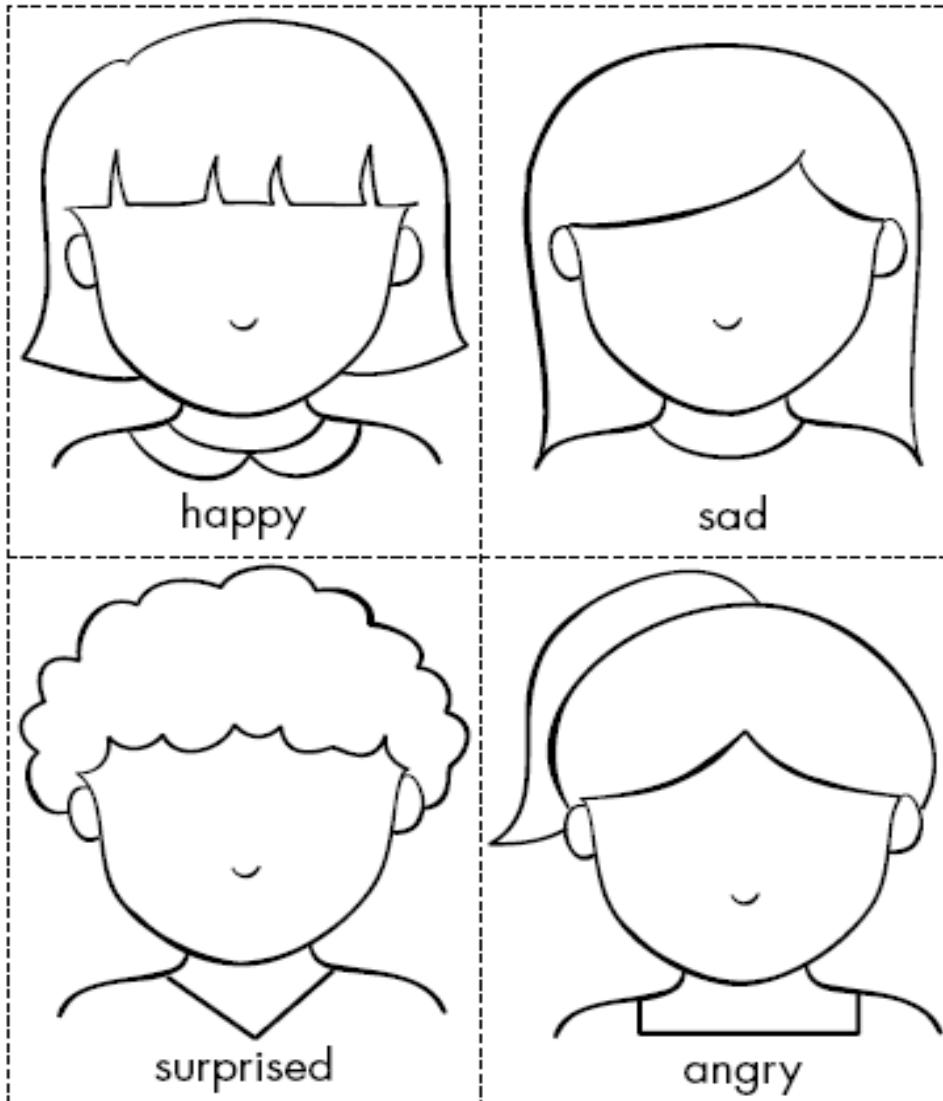
CHILD





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Feeling Face Cards

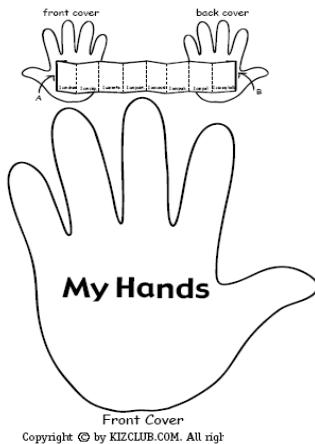


ACTIVITY: FEELINGS

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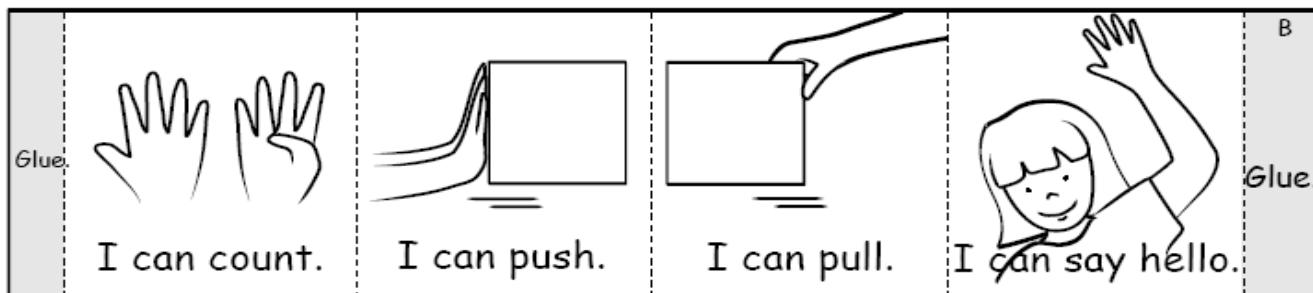
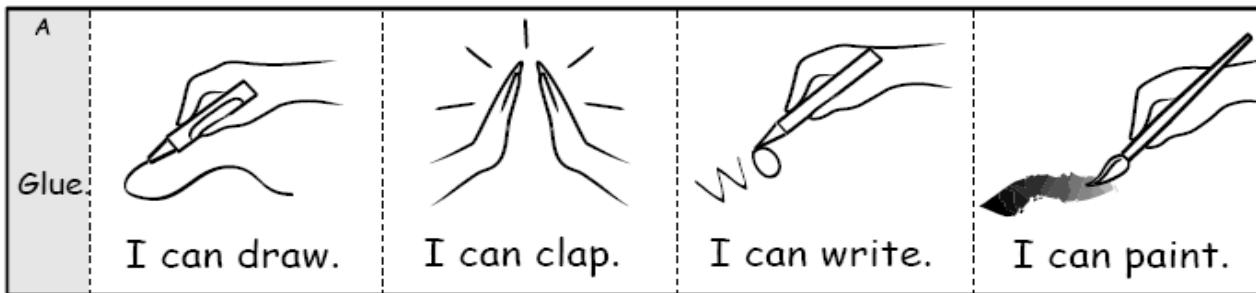
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I can do many things with my hands!



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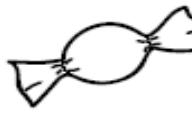
ACTIVITY: THINGS I CAN DO WITH MY HANDS



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ACTIVITY: HEALTHY EATING

Good for Teeth

| | cheese | candy | fruit | chocolate | vegetable | milk |
|------|---|---|--|---|---|---|
| GOOD |  |  |  |  |  |  |
| BAD |  |  | | | | |

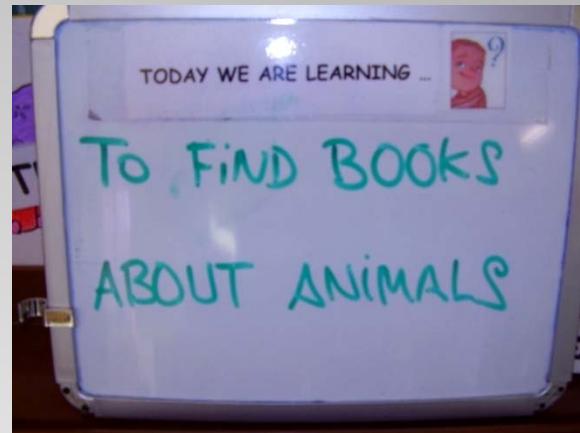
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ASSESSMENT AND SELF-ASSESSMENT

FORMATIVE ASSESSMENT

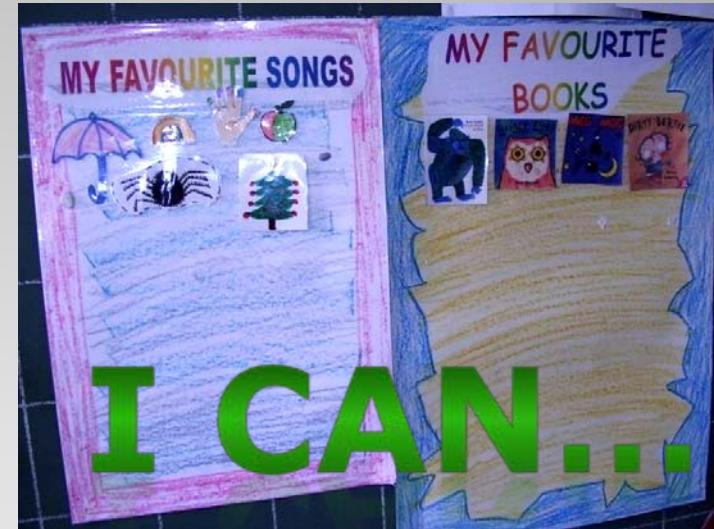
- Defining the learning intention for the day and establishing routines very clearly.



ASSESSMENT AND SELF-ASSESSMENT

FORMATIVE ASSESSMENT

- Displays: visual support of songs and stories worked in class, more mediators in our daily practice.
- Thumbs up, down or sideways to express their thoughts



ASSESSMENT AND SELF-ASSESSMENT

FORMATIVE ASSESSMENT

- SELF ASSESSMENT & PEER ASSESSMENT TO BECOME AWARE OF OUR OWN PROCESS OF LEARNING AND WHAT WE NEED TO DO IN ORDER TO PROGRESS EVERY DAY



DOSSIER

- Children learnt to choose meaningful products.
- The criteria may vary.
- Families help was fundamental



What is there in each dossier?

FAMILIES WERE ABLE TO ASSESS THEIR CHILDREN

- GENERAL RESULTS
- FAMILIES QUESTIONNAIRE
- RESULTS
- Feed-back from the families