

# The European Language Portfolio

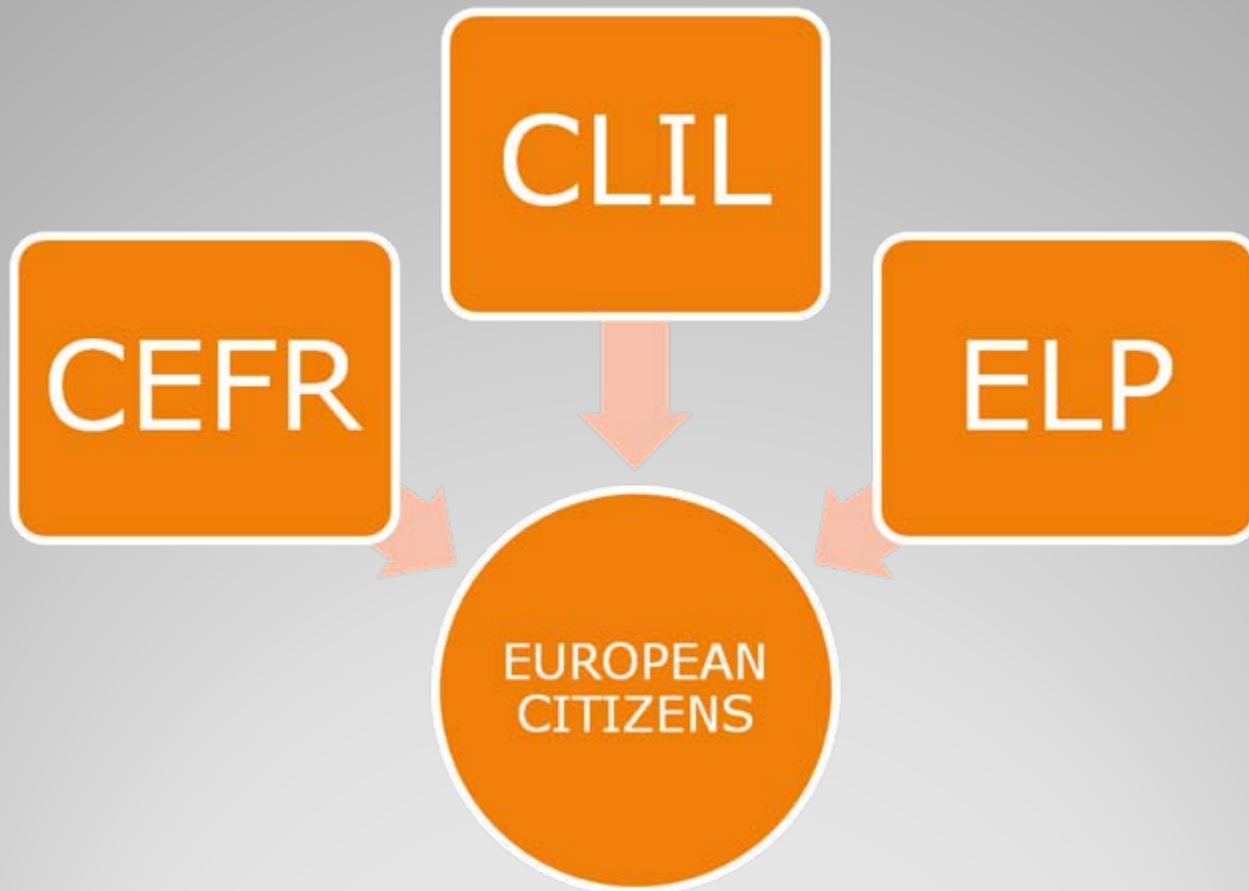
A Pedagogical Tool for CLIL Education

**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

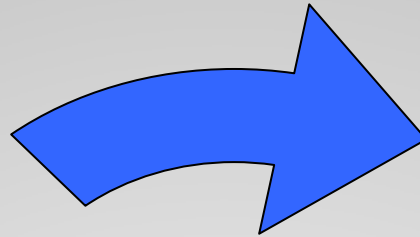
- Digital resources:
- Web pages
- CD-roms
- E-books
- Books with CD
- The benefits of watching DVD 's or TV programmes in the target language.
- CD 's with the songs used in the classroom.



# The Travelling Portfolio



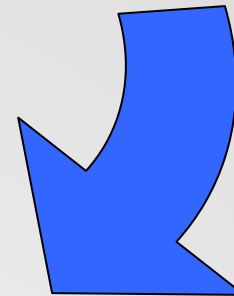
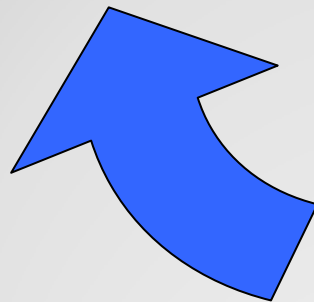
**FAMILY**

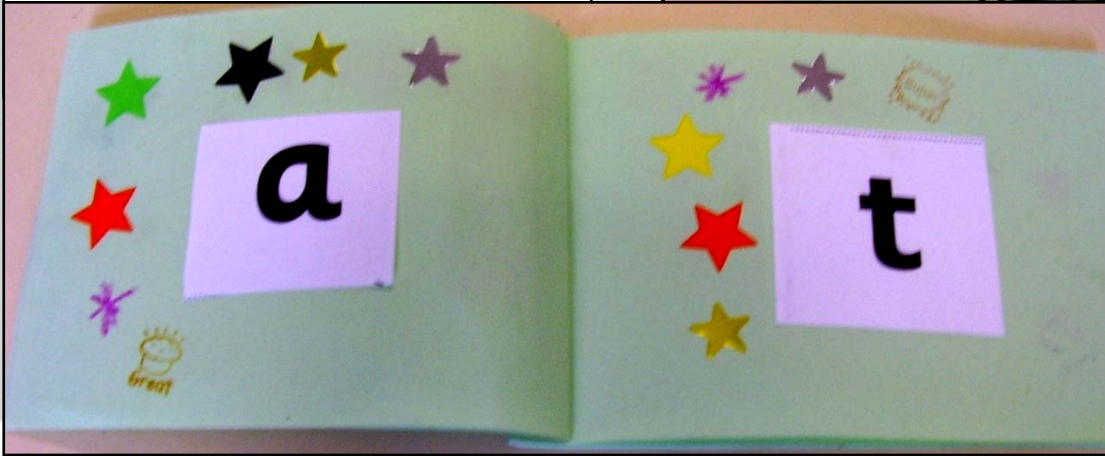
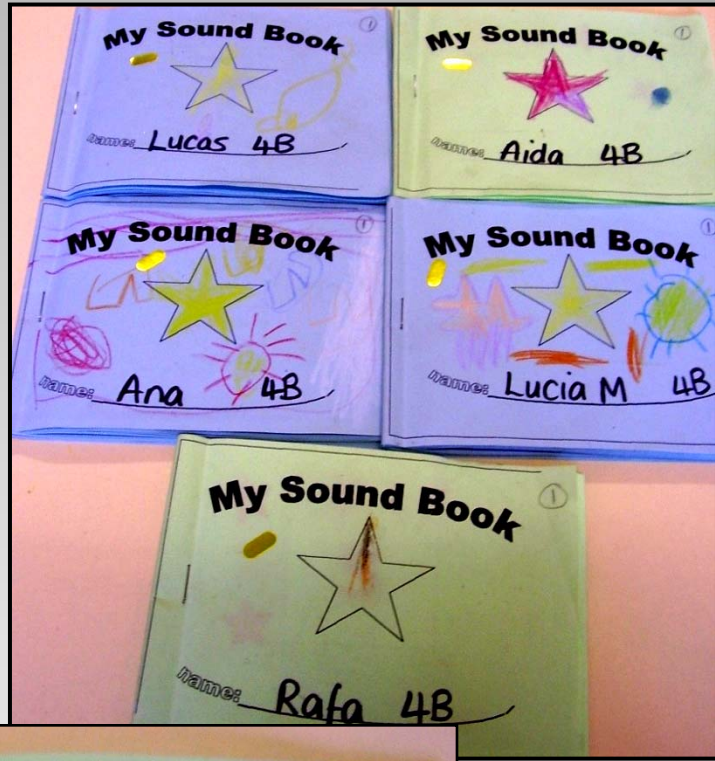
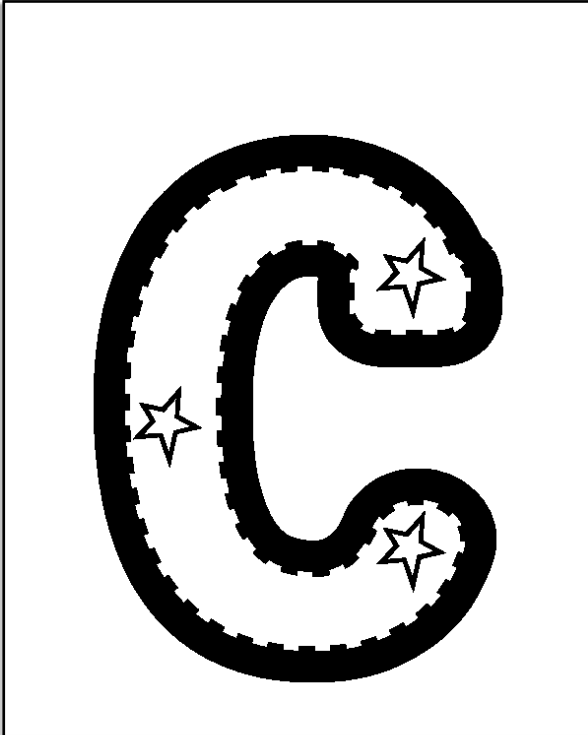


**SCHOOL**



**CHILD**





## Feeling Face Cards



happy



sad



surprised



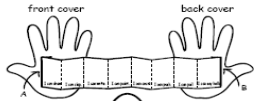
angry

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# ACTIVITY: FEELINGS





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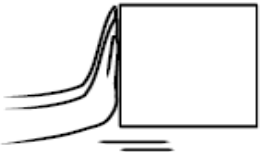
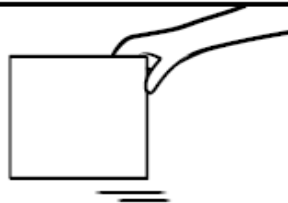

I can do many things with my hands!



Front Cover  
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# ACTIVITY: THINGS I CAN DO WITH MY HANDS




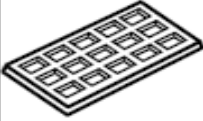





A				
Glue	I can draw.	I can clap.	I can write.	I can paint.

Glue					B
	I can count.	I can push.	I can pull.	I can say hello.	Glue.

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# ACTIVITY: HEALTHY EATING

## Good for Teeth

	 cheese	 candy	 fruit	 chocolate	 vegetable	 MILK
GOOD 						
BAD 						

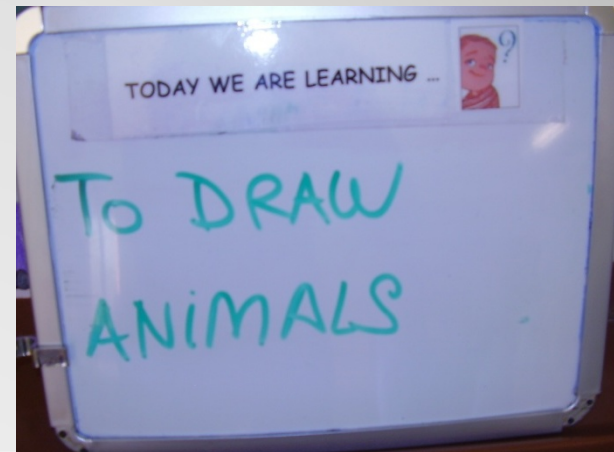
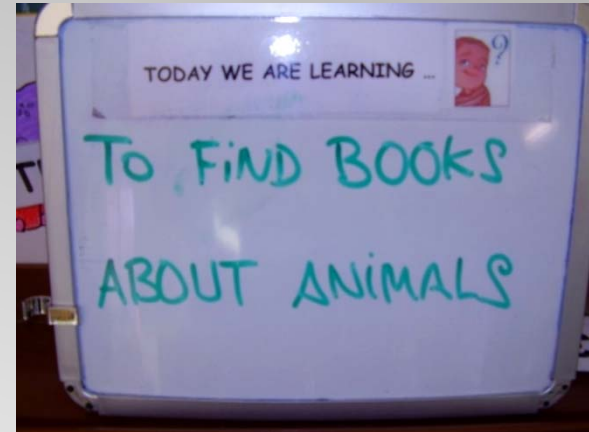
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# ASSESSMENT AND SELF-ASSESSMENT

## FORMATIVE ASSESSMENT

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

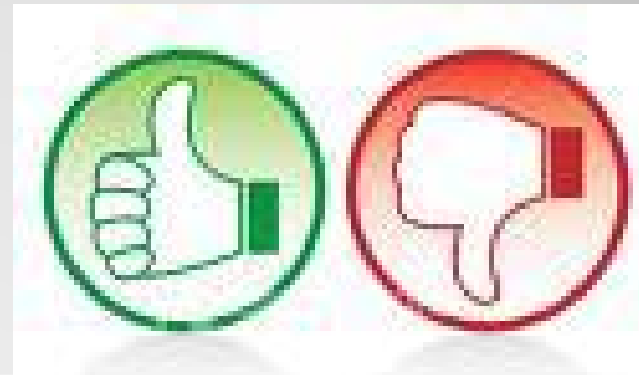




# ASSESSMENT AND SELF-ASSESSMENT

## 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