



Teachers' manual

This is me

Portfolio biography LASLIAM

My languages

Language passport LASLIAM

Colofon

This manual, the Portfolio Biography and the Language Passport are developed by Melkweg⁺ Foundation:

Kaatje Dalderop

Merel Borgesius

Willemijn Stockmann

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LASLLIAM:

<https://rm.coe.int/prems-008922-eng-2518-literacy-and-second-language-learning-couv-texte/1680a70e18>

What is a Portfolio?

A Language Portfolio is a tool that supports the language learning process. The portfolio is used to explore previous (language) learning experiences, and it supports reflection on learning goals, on progress and on strategies.

A European Language Portfolio consists of :

- The Language Passport
- Biography
- Checklist
- Dossier

A Language Passport provides an overview of the learners' language learning experiences and qualifications. In the Biography learners describe themselves and their previous learning. The checklist is an overview of can-do statements and it supports goals setting and evaluation of progress. In the Dossier, evidence of the learner's second language use is filed.

For LASLLIAM, a Language Passport and Biography were developed.

Note that this is not a complete European Language Portfolio.

What is the Portfolio Biography?

The Portfolio Biography is comparable to an extended resume. Goals of the Portfolio Biography are:

- Raising awareness of previous learning experiences;
- Empowerment: making learners feel proud of who they are, what they have achieved and learned in their lives;
- Building self-efficacy, raising learners' confidence in their (language) learning skills;
- Starting a conversation about longer term wishes and learning goals.

How to work with the Biography?

Goals

The biography consists of a series of work sheets. After building a Portfolio Biography the following goals are achieved:

- Learners are aware of their ability to learn new skills;
- Learners have set specific learning goals.

Principles

The following principles apply to working with the Portfolio and the Biography:

- The Biography is a resume of the learner. The learner is the owner of the Biography.
- The Biography is asset based, it focusses on strengths. Users may adapt the Biography as they wish, but worksheets filing things that the learner cannot or not yet do, are not in line with the principles.
- Reflection on one's own learning history takes time. Work on the biography over a time span of weeks or months.
- The conversation on previous learning may well be held in the learners' first languages. Don't force learners to speak the second language in class.
- The biography does not heavily draw on written language. Learners can draw, use photo's and pictures, or write as they wish. Make it look good! Drawing combined with writing some words can also work fine.
- The first work sheets do not require much reading skills. The worksheets at the end do require more reading. teacher support is fine, but it is important that the learner has access

to the information. If this is not yet possible, don't select the text heavier worksheet for your learners.

Experiences

In the period May- October 2022 the Portfolio Biography has been piloted in the Netherlands in about ten language classes. The teachers were very enthusiastic and have stressed the following points:

- All learners can do this!
- Using the Portfolio Biography strengthens self confidence of learners. It activated learners who otherwise seemed less motivated;
- Working with the Portfolio takes time and learners need guidance. A conversation about the topics on the worksheets is needed.
- Working with the Portfolio promotes interaction among learners. Learners want to share their life stories with their peers, and learn new vocabulary in doing so.
- Appendix B presents some examples of learners' work.

Adaption

The Portfolio Biography is created in Microsoft Word. This allows teachers to add, delete or rename sections. Writing and drawing spaces can be moved, enlarged or deleted. When adapting the portfolio, always respect the general principles applied to working with a Language Portfolio.

The chapters

1 This is me

Learners make drawings, paste pictures or write words or sentences about: themselves, their house, their family, their social network, and about a country they love (country of origin, new home country, or any other place the learners choses).

2 Prior learning

In this section, learners construct their learning history. They reflect on what they have learned in different periods in their lives. This is something learners may find hard. That is why a two steps procedure is proposed. First learners reflect on what they did, then they think about how they have learned the skills they have applied. Tutors can ask questions to promote reflection: Who was involved in an activity, did this person show you what to do? Did you ask questions? Did you copy what they did?

The next section is on language skills: which languages do you speak with whom? Keep in mind that literacy students may speak more than one language. The language Passport addresses language skills more extensively.

The section concludes with work sheets on what learners are good at. Learners may be reluctant to mention something they are good at. Try and support learners by mentioning something you have noticed, and encourage them to ask the people in their networks. Learners may need a bit of support, but the results can be very powerful!

3 This is what I do now

Learners file their current activities. There is a strong focus on informal learning activities. To promote reflection, the work sheet 'Activities' (Appendix A) can be used. Discuss the meaning of the icons with the learners, learners may have some difficulties with interpreting the icons.

More icons can be found on the following websites:

<https://www.derand.be/nl/taalpromotie/pictogrammenboekjes>

<https://www.sclera.be/nl/picto/overview>

<https://thenounproject.com/>

Pictures showing activities can be found at:

<https://vu.nl/nl/onderwijs/meer-over/de-deur-uit-materiaal-voor-participatie-van-migranten>

<https://vu.nl/nl/onderwijs/meer-over/kies-je-route-materiaal-voor-participatie-van-migranten>

4 This is how I am

Here, learners describe their personal qualities. They assess their own qualities and ask for other people opinions on what kind of person they are. The aim of the worksheets is to stress that everyone is different, that that is fine, and that it may be important with regards to the learning goals learners will set for themselves.

5 My goals

In this section the learner is supported in setting specific learning goals, from 'learning the language' to 'speaking with my neighbours', 'Find a job', or 'Talking to my child's teachers'.

Learners may have more than one learning goal. They learn more effectively if they can work on their goals and become aware of the progress they are making towards their goals. It also enables teachers to provide tailor made tuition.

The 'stairs' drawing can be used to discuss distance towards the learning goals. If the goal is on the top of the stairs, on which step are you now? What would help you to take a next step?

What is the LASLLIAM Language Passport?

The language Passport is an overview of the language proficiency of the learner. The sections in the Language Passport are:

- Language in my family
- Language at school
- More languages
- Languages I know / self-assessment grid, print based and non-print based
- Where I learn languages
- Where I use languages
- Language assessments

Working with the Language Passport

The aim of the Language Passport is to establish an overview of the languages the learner knows and thus to promote appreciation of linguistic diversity. It is part of the European policy of promoting multilingualism.

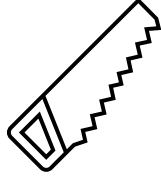
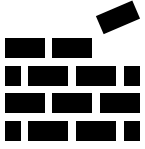
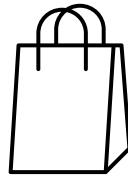
The Language Portfolio too, is owned by the learner.

In the section 'Languages I know', learners assess their own language skills based on the four levels of the LASLLIAM Framework, or above. In the non-print based version, they indicate based on the smileys if they possess a skill to some extent or to a high extent. The works sheet can be copied if learners know more languages. The print based version uses print and requires reading skills. The tutor choses the worksheets that best suit the needs and skills of their learners.

The last section provides space to record more formal assessments. Different evaluation methods can provide results to be logged in this section. It is useful if you could indicate what kind of assessment the learner took, in what skill(s), on what date, and on which LASLLIAM reference level.

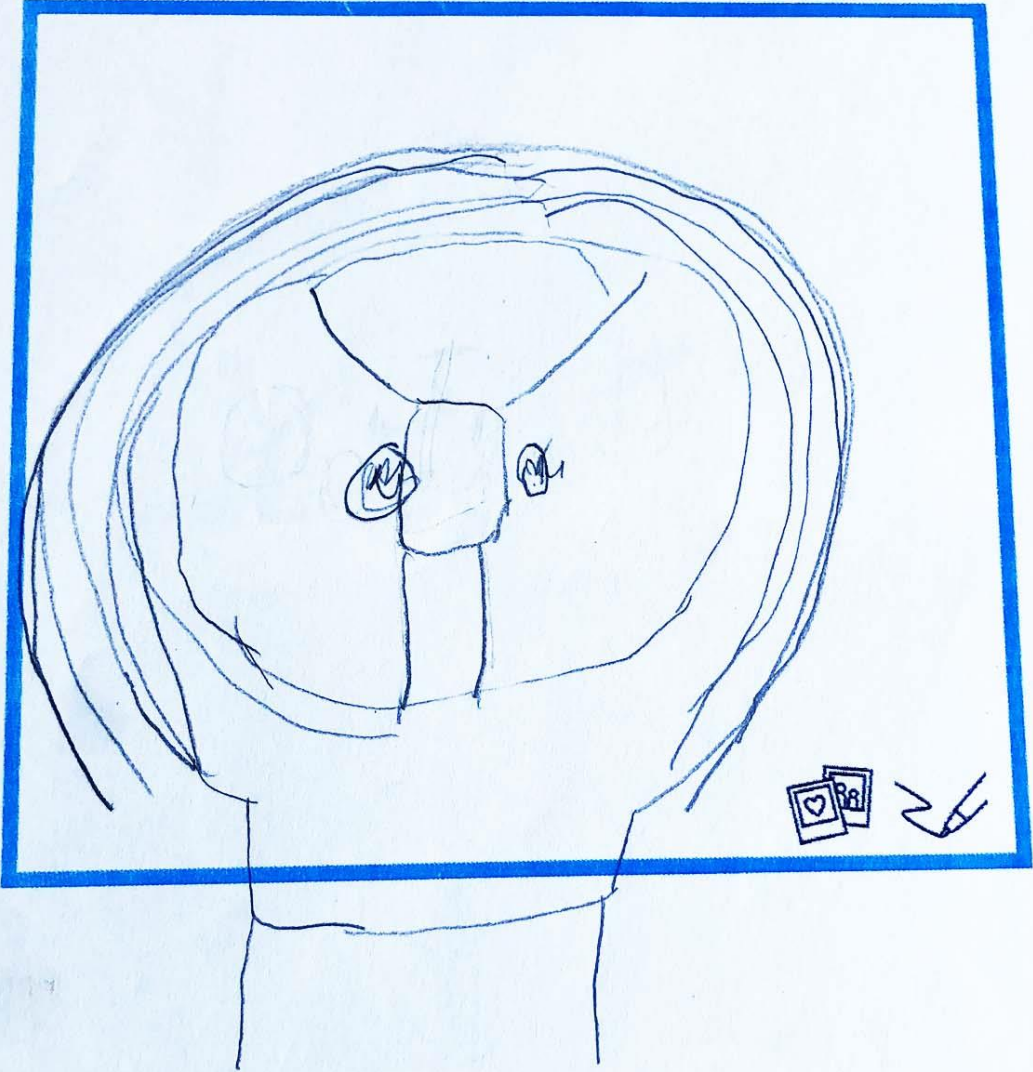
Appendix A: Activities





Appendix B: Examples of worksheets from the Biography

1 Dit ben ik



ik woon in BUERN Het huis bestaat
uit een woonkamer en drie slaapkamers
keuken bedkamer snoekbaars en
kamer. Magazijn en buitentuin

