Education and Culture DG

Lifelong Learning Programme

APEE
**COMENIUS
PARTNERSHIPS**
2008-2010

Sharing Evaluation, Portfolio & Self Assessment Strategies in MFL Learning

Council of Europe

Programa de aprendizaje permanente

SCHOOLS, TEACHERS AND STUDENTS INVOLVED IN THE PROJECT

APEE

IES Juan de Herrera San Lorenzo de El Escorial. Madrid.Spain (Coordinator School)

Lycée Louise Michel Bobigny. Paris France

Käthe- Kollwittz - Schule Recklinghausen Germany

Escola Secundaria 3 de Valbom Oporto Portugal

TEACHERS

From Spain:

Sabine Abram (Subject: French)
Nuria Cabellos (Subject: English)
Ana Saborido (Subject: English, Coordinator)
Ana Suarez (Subject:Link Classroom)

Collaborator Teacher:

Beatriz Leoz (Design)

From Germany:

Martin Marks(Coordinator)
Heidi Beckmann
Ulrike Myller
Ralf Holtmann
Harald Klocke

From France:

Arlène Drabble (Coordinator)
Magali Virgine Fenoy
Christine Michel
Anne Calmat
Isabelle Mathias

From Portugal:

Sofia Fonseca (Coordinator)
Dulce Cleto

Education and Training

From Spain:

Students /Groups from:

1º ESO (year 5/ 6)
2º ESO (year 7/ 8)
3º ESO (year 8/ 9)
4º ESO (year 9 /10)
1º Bachillerato (years 10 &11)

From Germany:

Groups from
Years:
5 (Vera)
6 (Heidi)
9 (Ulrike)
10 (Ralf)
11 (Martin)

STUDENTS

From France:

Year 10 (15 – 16 year-old students) > Seconde
Year 11 (16-17 year-old students) > Première

From Portugal:

Groups from
years:
10 and 11

Programa de aprendizaje permanente

AIMS

To stimulate the **improvement of the processes of education**

To promote the aptitude to **LEARN TO LEARN**

To promote among pupils the **importance of the multilingual communicative competence**

Linguistic and Cultural Diversity
Better International Cooperation

To promote a **unified document of Evaluation on MFL according to the EUREF and Portfolio**

What is a European Language Portfolio?

- It is a 3-part document in which language learners can record their language learning and cultural experiences. There is an adult version, with standard presentation of the passport across Europe, and a junior version for younger learners. The portfolio belongs to the learner and can be added to and up-dated as needed.

- The European Languages Portfolio developed from the Common European Framework of Reference for Language Learning (CEF), in order to support lifelong language learning and to promote understanding and tolerance across languages and cultures. It was launched in 2001 by the Modern Languages Division of the Council of Europe.

It's divided in 3 sections:

- **Language Passport**
  The Passport section provides a summary of learners' proficiency in different languages and is linked to the common reference levels in the CEF. Learners record their formal qualifications and language and intercultural skills, experiences and achievements. There is also a grid for self assessment.
- **Language Biography**
  The Language Biography helps learners to plan, reflect on and assess their progress.
- **Dossier**
  The Dossier is for storing evidence of the language skills, acquired both formally and informally, which have been recorded in the biography or passport.

ORIGIN of OUR PROJECT

<u>Some questions:</u>

1. How do other teachers from Europe work with Portfolio if they do?

2. How is Portfolio integrated as part of Assessment?

3. What assessment weight is allocated to Portfolio?

SURVEY CONCLUSIONS

Methodology

Most teachers describe their MFL Teaching as:

- Teacher centered

Strategies:

- Pair and Individual work
- All skills are trained in every lesson
- Motivate students by using New Technologies
- Based on reading, rephrasing, repeating (written and oral)
- Oriented towards comprehension and expression, and the use of phonetics
- Trying to integrate English learning in real life.

Do you follow a communicative approach in your teaching?

YES
100%

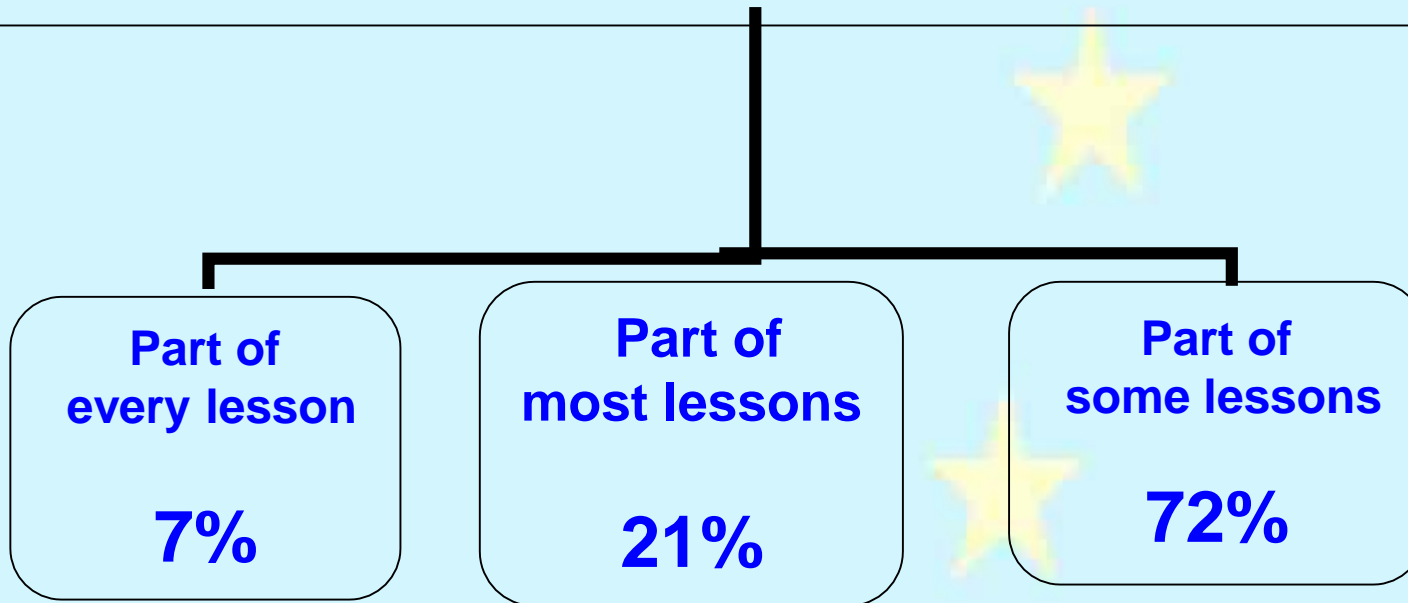| In every lesson	In most lessons	In some lessons	Never
28%	36%	36%	0%

Is Grammar Important, How important is it?

**Part of
every lesson**

7%

**Part of
most lessons**

21%

**Part of
some lessons**

72%

CONCLUSION: Grammar is only important within a context, never by itself.

**What about new Technologies? (ICT)
How important are they?**

VERY IMPORTANT
+ 60%
BUT ….

Little experience

21%

**They are important, but
I seldom use them**

**Only for
Videos, DVDs**

**Lack of
equipment in
most Schools**

**CONCLUSION: Even when they are considered very useful, they are
used less than they should or would like to.**

Teaching facilities in each Class

GERMANY:

- Textbooks
- Blackboard
- OHP
- In teachers' room to take into class: CD Players, DVD players, Video
- No Language Lab.

PORTUGAL:

- Textbooks
- CD players
- DVD players
- Laptops
- Interactive whiteboards
- No language lab.

FRANCE:

- Textbooks
- Blackboard
- CD players
- DVD players, TV
- Language Laboratory, but it's not used very often.

SPAIN:

- Textbooks
- Blackboard
- CD players to be taken in each class.
- TVs only in some classrooms.
- Language Laboratory used when there are hours allocated.

Assessment criteria

GERMANY:

- **In grades 5 to 10 there are 6 written exams per academic year.**
- **Two reports per year (in writing) but there is also oral feedback in autumn and spring (teachers meeting parents)**
- **Marking from 10(minimum) to 1 (maximum).**

PORTUGAL:

- **Cognition (tests)**
- **Procedures (practising homework, lessons)**
- **Attitudes (punctuality, behaviour)**
- **Reports: Christmas , Easter**
- **Marking from 1 to 5 until year 9.**
- **From 1 to 20 years 10 to 12.**

FRANCE:

- **There are mock exams once a term in each subject, once a year minimum.**
- **Teachers correct other classes different from their own students.**
- **Apart from these official tests they can do as many as they want.**

SPAIN:

- **Departmental policy.**
- **Minimum two exams per term, per class.**
- **Marking from 1 to 10**
- **Ongoing Assessment.**

France, Germany and Portugal have <u>official examimations</u> at the end of Secundary School.

However,there's an official exam at the end of Post 16 education in the four countries.

MFL is included as part of these exams in every country, all of them have WRITTEN & ORAL exam, but Spain: NO ORAL EXAM.

PORTFOLIO

- Portfolio is not compulsory or relevant in any country. It depends on teachers.

  - *"Is there a relation between the portfolio descriptors and the assessment criteria in your syllabus design?"*

    "NO"

  "The majority of teachers feel that Portfolio work should be encouraged, but not compulsorily be included in assessment."

Is there a relation between the Common European Framework of Reference (CEFR) descriptors and those in your MFL department?

Germany:

The CEFR descritor criteria are part of the official curricula laying down

the guidelines for the individual schools.

France:

No.

Spain:

It depends on the teacher's methodology.

Portugal:

Not much.

Is Portfolio a useful tool for Assessment?

- Most teachers claim that they have only very little or no experience with Portfolio.
- Individual responses state that Portfolio is a useful or very useful tool, especially for the pupils to assess their own progress.
- It can be useful for Self- reflection.
- It's very useful, but it should be more accessible to all teachers in order to use it more effectively.
- Yes, teaching becomes easier because students can take part of their own learning curve.
- The concept of assessment changes giving big relevance to self assessment.
- It's more useful for students than for teachers.

Advantages & Disadvantages of using Portfolio

Advantages:

- It helps students to see their progress.
- Learning is more structured.
- The systematical collection of work provides a feedback for the pupils and supports the development of self-responsibility

Disadvantages:

- It can cause disorder and caos, if pupils do not know under which category to put their products.
- It seems to be difficult to find the time to work with Portfolio. The main problem is lack of time.
- Some teachers feel that a lot of extra control is needed in addition to the normal and extreme challenge for the teacher.
- It is not compulsory.
- Differences between the evaluation criteria of the different departments and those of the portfolio.
- Oral proficiency should be given more importance.
- Differences between teachers methodology in order to implement Portfolio philosophy.
- A general consensus should be establised.

What should be done to improve Portfolio?

It should be a compulsory way of Assessment

There should be a common criteria connection between descriptors achievements and marking, otherwise teachers work twice

There should be an official recognition for students once they achieve each Portfolio level.

CONCLUSION:

Portfolio could be an excellent tool in MFL Learning. The Modern Languages Division of the Council of Europe has done a great work which should be taken into account by the Ministry of Education of the different countries and they should agree on the way Portfolio must be an important part of assessment criteria and create a common connection between Portfolio and Europass. That would be a good way to involve teachers and students in the real Portfolio philosophy.
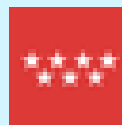
Thank you very much for your attention!!!

Comenius Team

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