



KATHOLIEKE UNIVERSITEIT
LEUVEN



L'expérience du portfolio européen des langues ELP - KULeuven

Lut Baten
Instituut voor Levende Talen

Feb. 3, 2012

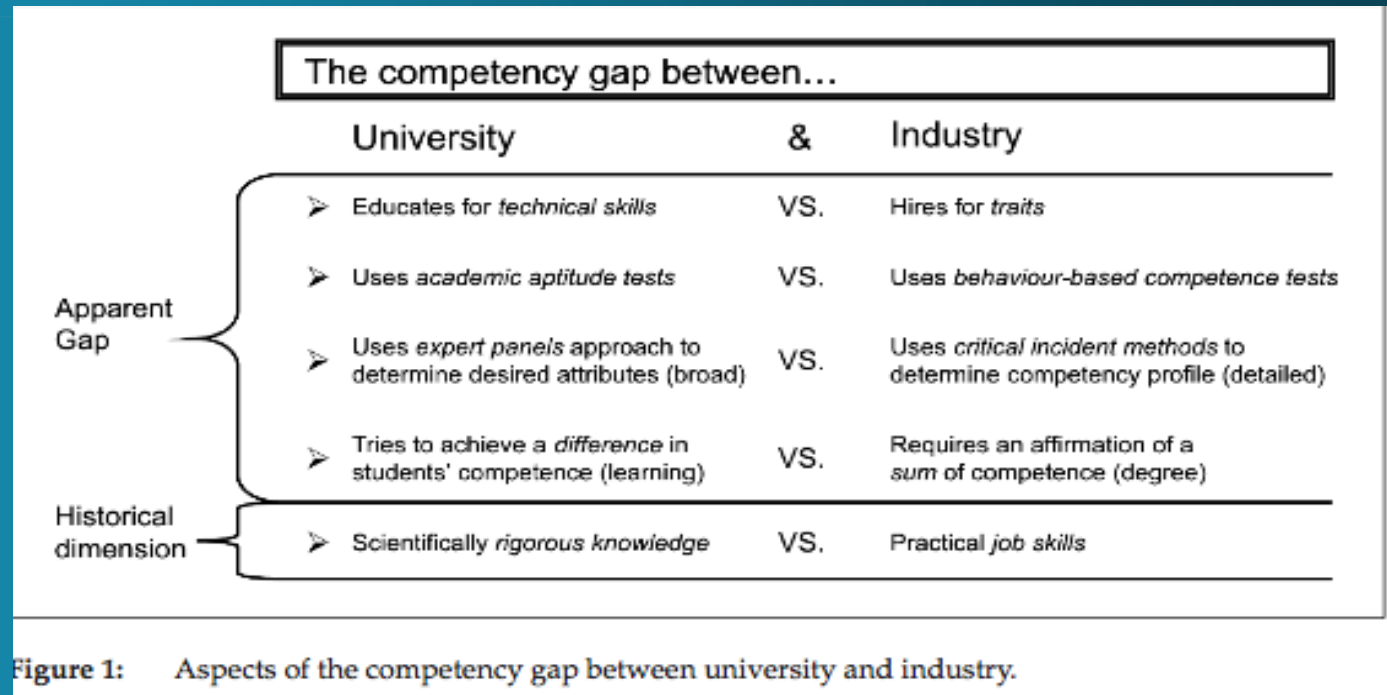


Figure 1: Aspects of the competency gap between university and industry.

J Waltherand DF Radcliffe (2010) The competence dilemma in engineering education: Moving beyond simple graduate attribute mapping * The University of Queensland, Brisbane, Australasian Journal of Engineering Education Vol 13,N° 1

1. Where are we?



ELP – certified portfolios

Customized portfolios

Intercultural Portfolio

Digital ePortfolio

ELP-Desk.eu



EAQUALS-ALTE ePortfolio/l'ePortfolio d'EAQUALS-ALTE

K.U. Leuven
ILT L.Baten

Doel: Ontwikkeling generiek portfolioconcept – van papieren versie naar e-folio – catalysator voor flexibilisering en innovatie. Ontwikkeling modulaire trajecten vreemde talen voor professionele doeleinden.

Methode: Actieonderzoek: van papieren vakpilootprojecten via meting, evaluatie en bijstelling naar opleidingsbrede competentiegebaseerde e-folio's. Uitgebreide literatuurstudie.

Resultaten:

- Zes OO-gepersonaliseerde portfolio's gebaseerd op het generieke concept: Portfolio Schrijfvaardigheid Nederlands (A. Clement & G. Deryck) - Portfolio Vertalen (M. Lanootte) - Portfolio Interculturele Communicatie (P. Catteeuw) - Portfolio Juridisch Bronnenonderzoek (L. Noels en C. Danau) - Het Sociaal Portfolio (R. Van Audenrode) - Portfolio Leren Leren (L. Jorissen).
- Workshops, presentaties, consulting, artikels.
- Verhoogd aandeel van permanente evaluatie.

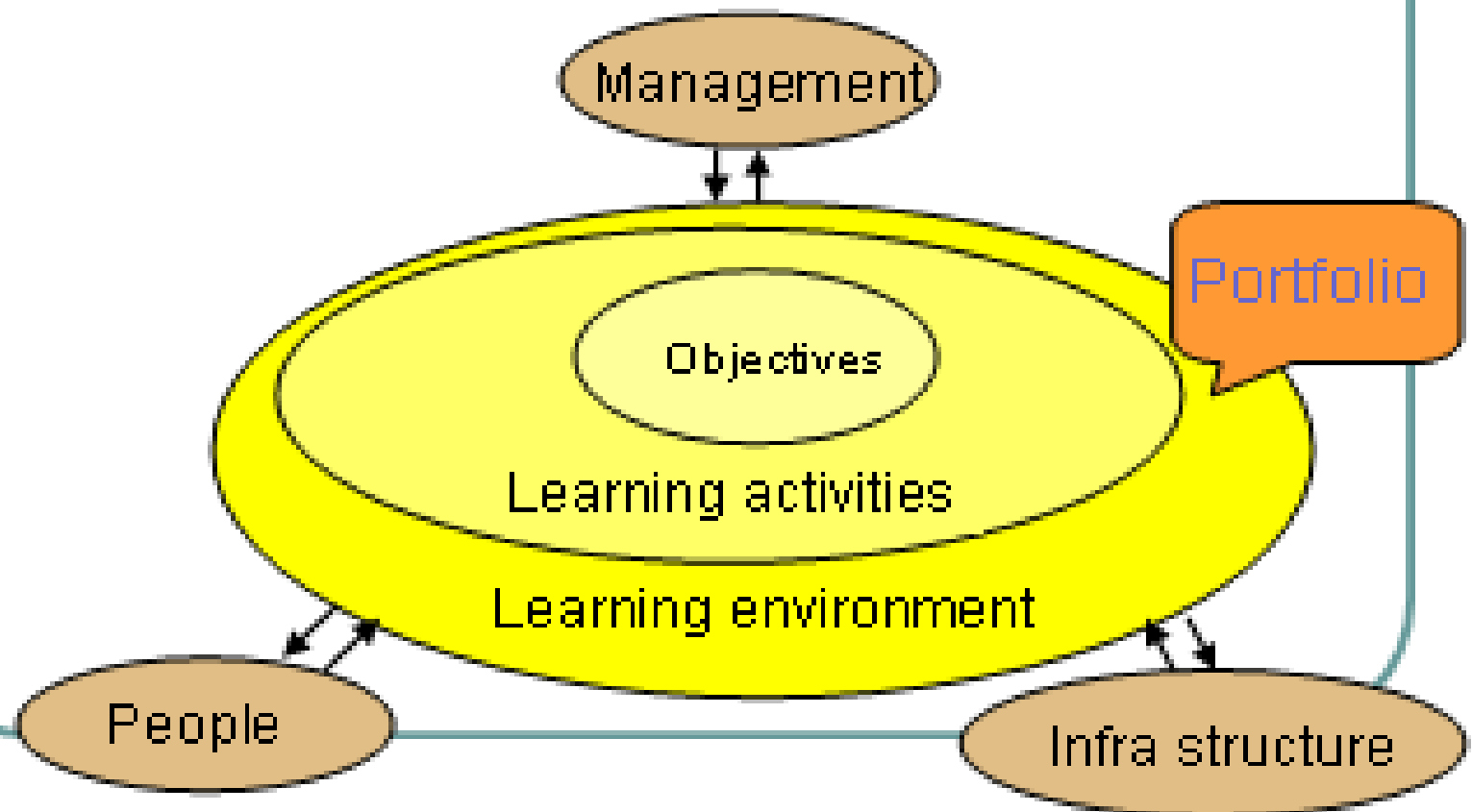
MEERWAARDE VAN EEN PORTFOLIO

- Stimuleert het ontwikkelen van metacognitieve vaardigheden zoals kunnen reflecteren, zichzelf doelen stellen en het verbinden van acties aan die leerdoelen, samenwerkend leren, jezelf evalueren, het spreiden van de werkbelasting. Die vaardigheden zijn bovendien overdraagbaar naar andere situaties.
- Transparant leerproces.
- Erkenning van informele leerresultaten.

RANDVOORWAARDEN

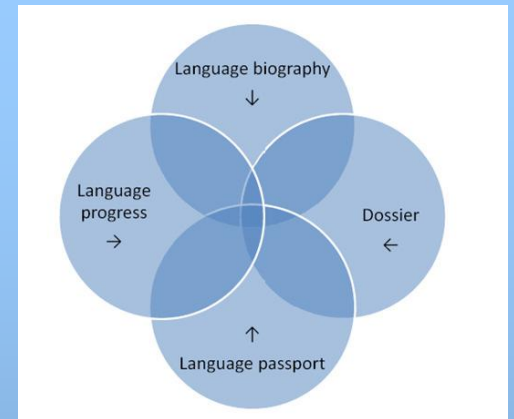
- Er is een competentie-gebaseerd curriculum en docenten kunnen de leerdoelen formuleren zodat ze aansluiten op de competenties.

Portfolio is a means, not a goal in itself



Portfolio as a tool

- = a learning companion
- for reflecting, documenting and assessing
 - development: learning process oriented
 - showcase: evidence of mastery and achievement
 - evaluation: self/peer/expert assessment
- needs accustomisation
- needs integration
- part of CliL approach
- students mature through self-reflection



New design approach



- ELP - Curriculum – How to integrate?
 - › Paper-based
 - › Stand-alone version on pc: www.eelp.org
 - › Institution-wide (Blackboard, Moodle)
 - › Web: www.europeestaalportfolio.nl
- ELP - Prior to the Web 2.0 'revolution'.
 - Changed functionality and accessibility
 - new requirements universities and potential employers.
- ELP – CercleS, Groningen 2011, K. Haines:
 - “If we build it, will they come?” (Kim 2009)



Statements by students 1

- *"It's more important to give students insight in the matter and letting them think on how to use new information in their field of expertise than only accumulating a heap of data in their minds"* Bart Costermans 16 May 2001
- *"The professor needs to remain objective in marking since different opinions or interpretations can be correct."*
- *"The role of the professor is no longer instructing but assisting the student: she can answer their questions, help them by giving advice, thus a more supporting role than a leading role"* Ann Goeminne, July 2001
- *"As portfolio is lifelong learning, it should be spread throughout our entire academic training, not only the year of graduation"*

Goal: Learner Makes Options towards Life Long Learning

Role of ELP:

Responsibility of the
outcome is with the learner
learning environment is with the tutor

FEB ILT Digital language portfolio

Title sheet

Welcome

Curriculum Vitae

Language Biography

Proposal

Dossier

Language Passport

Conclusion

Certificate

The implementation of ELP for economics

Intercultural portfolio

Completed

Name:
Address:

EUROPEAN LANGUAGE PORTFOLIO



Katholieke Universiteit Leuven
ILT

Interfacultair Instituut Levende Talen
Faculteit Economische en Toegepaste Economische Wetenschappen





The implementation of ELP in Economics

- Personal input is mandatory
- Management of, exchange and interaction among groups are essential.
- End-performance in class is vital.
- Peer assessment is integrated.
- Qualification certificates for (re)acquired subskills.

Requirements of integrating ELP in English for Special Purposes

- *100 % integrated in the course itself*
- *teachers are concerned coaches*
- *well-organised learning environment for autonomy, awareness and authenticity*
- *(CEFR) standards of achievement (templates for assessments)*
- *student management*
 - no draft work in final version
- *scalability and sustainability (storage + duration)*
 - *as short as possible*
 - enable automatic browsing
 - storing and updating and customization
- *data transportability (+ownership)*



2. Challenge: How to create that powerful (self-directed) learning environment?

- Case 1: 3rd BA/1st MA Meeting skills
English III: English Interaction in the Professional World of Business
 - 125 students
- Case 2: 1MA/2MA: Intercultural Communicative Competence
English IV: Communication in the International World of Business
 - 40 students

Self-assessment : know yourself ?!

- Selection of needs:
 - the stronger, the better the insight in their needs
 - Advice: weaker students: reduce nr of domains
- Compatibility in grades and tasks students and trainer:
 - the stronger, the higher level tasks
 - Advice : provide good tools and models
 - from merely downloading prepared list of words to authentic document search and manipulation FOR OWN PURPOSES
 - for placement testing and data mining
e.g. WordClassifier, c-test, Calliope, Dialang...
- Consultation:
 - peer assessment (speaker's profile), appraisal talk in group
 - upgrade possible in case of low performance
(time? Focus?...?)

c-test result

Employment1 82% Organisation1 92% Employment1 86% Organization 75% Administration
1 90% Administration2 74% Accounting 86% Agenda 80% Accounting 83% Minutes2 85% Half
year results1 81% Half year results2 93% Abstract1 84% Abstract2 76 Abstract1 88%
Summary2 88% Case Study1 83% Case Study2 56%

Dialang:[http:// ilt.kuleuven.be/dialang](http://ilt.kuleuven.be/dialang)

- Self-assessment (SA) statements are used for two reasons in the DIALANG system. Firstly, self-assessment is considered an important activity in itself. It is believed to encourage autonomous learning, to give learners greater control over their learning and to enhance learner awareness of their learning process.
- The second purpose of self-assessment in DIALANG is more ‘technical’: the system uses the Vocabulary Size Placement Test and self-assessment results to pre-estimate the learners’ ability and then directs them to the test whose difficulty level best matches their ability.

3. Que sera?

wwwmagicc@unil.ch

■ Modularising Multilingual and Multicultural Academic Communication Competence

ePortfolio académique et "contenant" pour le module de scénarios et les outils développés (WP3)

Création d'un **ePortfolio académique pour les étudiants des cycles Bachelor et Master**. Cet outil permettra d'accroître la visibilité et la reconnaissance des compétences de communication académique au niveau de l'éducation supérieure et du secteur professionnel.

Basé sur le Portfolio européen des langues (PEL) version du Conseil de l'Europe, ce ePortfolio académique en étendra les caractéristiques en incluant les compétences de communication indispensables pour suivre et réussir les enseignements dispensés. Il permettra aux étudiants de suivre leurs progrès en langues et de documenter leur profil plurilingue de manière exhaustive.

A noter que les jeux de scénarios, outils de transparence et autres documents élaborés lors du projet seront disponibles sur cette plateforme.

E-Portfolio – Scenarios – Transparency tools

Modularising Multilingual and Multicultural Academic Communication Competence

- The MAGICC-project deals with transnationally shared learning outcomes, aligned activities, assessment forms and criteria and competence level benchmarks at European level
- The project builds on the well-established reference levels of the Common European Framework of Reference for Languages
- All the elements will be available in an academic ePortfolio
- These complementary reference tools will be specific to the needs and aims of the higher education sector and the multilingual and multicultural academic communication core competences, including academic mother tongue

Groningen – Lausanne – Jyväskylä – Open University - ...

Jeu de scénarios pour le développement de la compétence de communication dans un contexte académique

Elaboration d'un module transversal avec au minimum cinq **scénarios pour les cycles Bachelor et Master**. Ces scénarios comprendront divers types d'activités innovantes **pour les besoins académiques et professionnels**. Les critères et méthodes d'évaluations des tâches proposées seront en lien avec les outils définis dans le cadre du projet.

Afin de garantir la cohérence et transparence au niveau transnational des scénarios, ceux-ci seront:

- reliés aux éléments constitutifs de la compétence de communication académique multiculturelle et multilingue telle que définie dans le cadre conceptuel
- en adéquation avec les niveaux de référence du Cadre européen commun de référence pour les langues (CECR)
- établis selon le modèle de qualité du projet européen LanQua (five-stage Quality Model - LanQua LLP-project 2007 – 2010)

Outils de la transparence transnationale pour la communication académique

Conformément aux exigences de Bologne, différents outils pour améliorer la transparence et comparabilité transnationales de la communication académique seront développés:

Jeu d'exemples de calibration de la communication académique pour les niveaux Bachelor et Master

Outil de calibration accessible en ligne pour:

- promouvoir la standardisation internationale
- promouvoir une compréhension commune des niveaux de référence du Cadre européen commun de référence pour les langues (CECR)
- contrer les échelles de valeur subjectives

Procédures de notation pour améliorer la qualité de l'évaluation élargie

- Grilles critériées permettant une standardisation des procédures de notation
- Exemples de notation de travaux d'élèves par niveau de compétence et couvrant également les compétences interculturelles, translingues et apprendre à apprendre

Attestations de cours

Directives pour l'élaboration d'attestations de cours dans les institutions partenaires qui:

- indiquent clairement le niveau et profil langagiers de l'étudiant
- permettent l'authentification du document délivré
- correspondent aux exigences de Bologne

Benchmarking: Job Application and European Mobility

- **CEFR:** B2 Business English or C1/C2?
- **Knowledge Management:** integration of contents in communicative situations and problem-solving
- **Professional & Communic. Incl. Writing Skills**
- **Attitude towards business life**
 - Incl intercultural skills



Specific descriptors as to business interaction

Doublecheck on strategies for audience addressing (meetings...)

IDENTIFYING CUES & INFERRING (Spoken & Written)

TURNTAKING

CO-OPERATING

ASKING FOR CLARIFICATION

COMPENSATING

MONITORING & REPAIR PLANNING

INTERCULTURAL COMMUNICATION

ELP as Guidance

Finally someone who asks us what we think and want and starts from that.

- *Positive acceptance of*

- *portfolio*

- *define own objectives and contents*
 - *choose own procedure and timing*
 - *reflect interactively*

- *Negative : students as organizers*

- *time and content management*

- *Solution: phased consulting, learning platform, tutorials, regular performance, 'corrected' documenting*
Illustration -> induction -> interaction

Confidence building

- 'Can do': ☺ statements
- Progress within descriptors
- Can do : Non linear
 - Abilities at different levels
- Reporting on performance by students
 - self and peer assessment

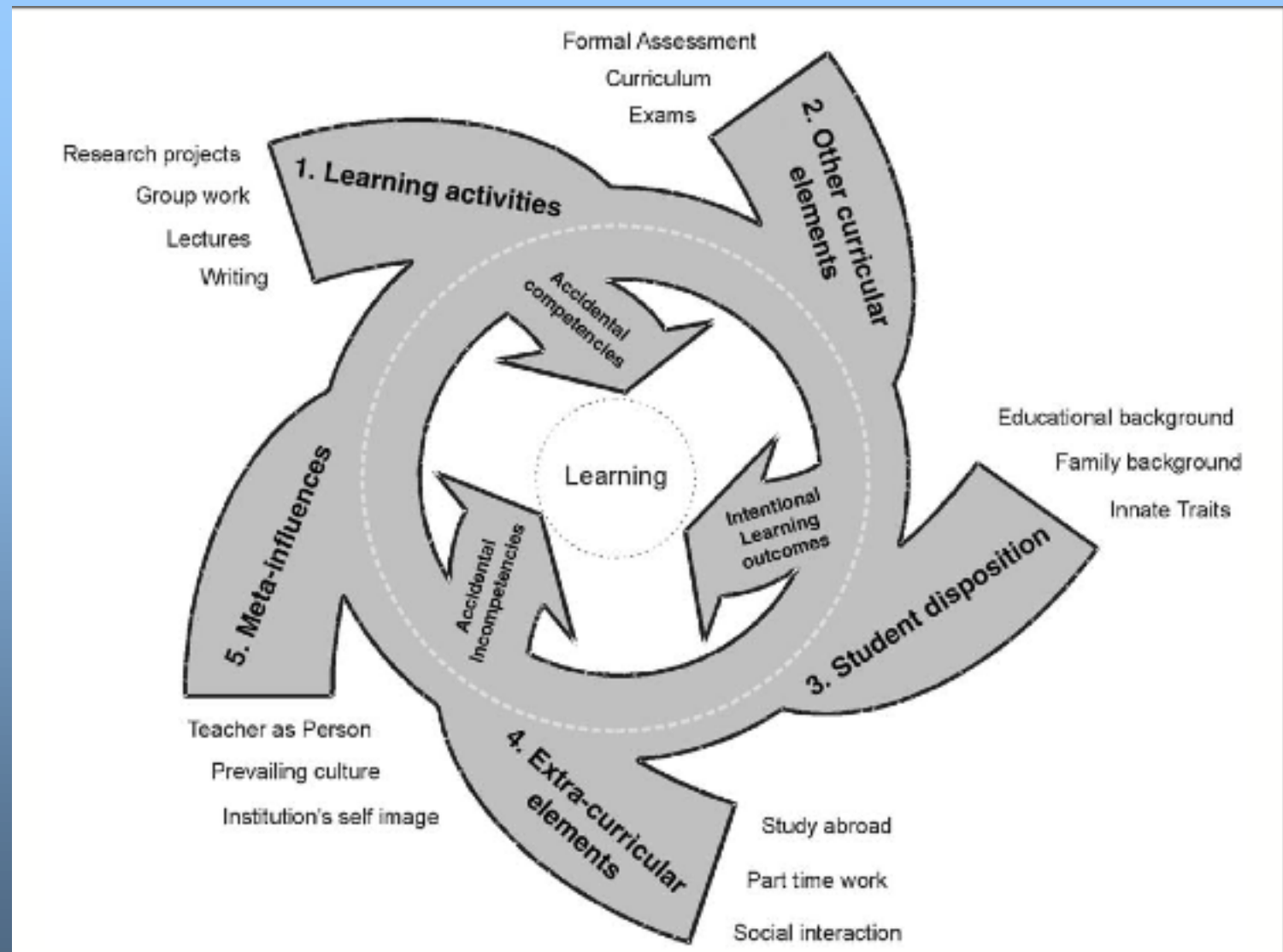



Figure 3: The Spiral Model of competency formation.

3. ELP for ESP: requirements of tutor

- Knowledge of learning styles, methods, didactic materials
- Expertise with needs analysis and confidence building
- Flexibility, class management, shared responsibility
- Close relationship with students
- Acquaintance with IT
 - Digital portfolio - flexibility
- Work intensive
- Approach to assessment



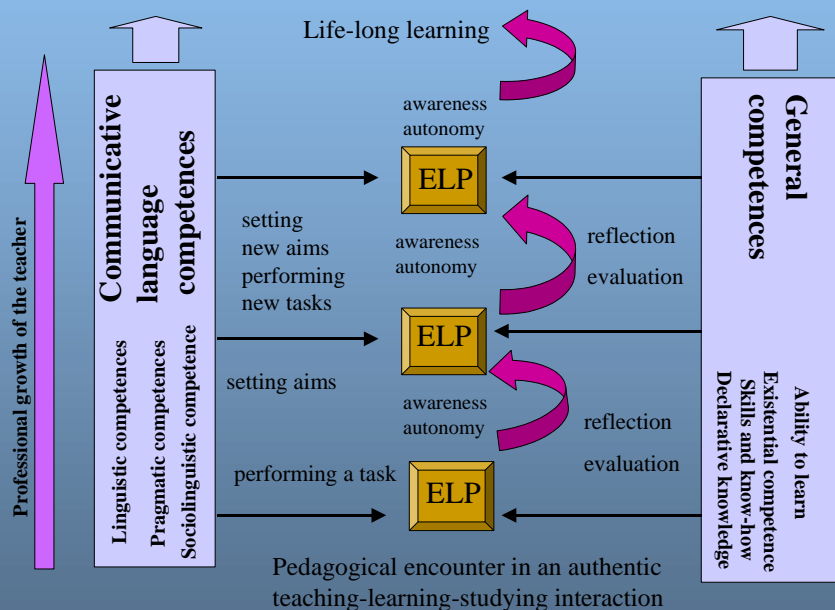
When filling in my language biography, I came across the competence turntaking and realized I only reached a B1 level for that while in general I fluctuate between a B2 and C1 level. I am very glad that I was able to practice this competence during the meetings. During the first meeting I did not feel comfortable and thus did not perform well enough, but I really focused on turntaking during the second meeting and now I feel I have reached my goal of at least a B2 level.

When being in contact with a language, you pick up things without really working for it. I think that is why a lot of competences improved with half a level or a quarter of a level. My coherence and cohesion, for instance, improved from a B2 to a B2+ level, although I did not work on that directly. But when you look at all the discussions I engaged in, all the English courses that I followed during which long argumentation was given, it is not surprising to see that I improved a bit.

This conclusion, and parts of the portfolio, is based on evaluations received from my English tutor, teachers and assistants from other courses, peers and study friends. Therefore, I would like to thank all of them for their contributions and good advice.

■ Kim Vermeulen, 2011

Appreciative inquiry?



Industry

Hires for *traits*

Uses *behaviour-based competence tests*

Uses *critical incident methods* to determine competency profile (detailed)

Requires an affirmation of a *sum of competence (degree)*

Objectifs

L'objectif principal du projet est l'intégration des compétences de communication académiques multilingues et multiculturelles comme résultats d'apprentissage dans le diplôme au niveau BA et MA.

La première partie du projet consiste dans la recherche structurée des pratiques existantes, des outils et des concepts, leur classification et leur analyse (WP1), ainsi que dans l'élaboration d'un cadre conceptuel en incluant les acteurs principaux (WP2). Ce sera la base pour les résultats principaux, qui seront créés comme ressources sur le web (ICT-based pedagogy) et qui appliqueront une approche multilingue et multiculturelle très novatrice. Sera conçu, dans le cadre d'une structure ePortfolio académique (WP3), un module transversal européen composé d'un set de scénarios de curriculum afin de développer les compétences de communication fondamentales multilingues et multiculturelles des étudiants au regard des besoins de communication académiques et professionnels (WP4). Le module des scénarios sera accompagné d'outils pour améliorer la transparence et la comparabilité transnationale (WP5), dans le but de les rendre compréhensibles pour les acteurs internes et externes. WP 6 et 7 se consacreront à la dissémination et à l'exploitation en développant un projet de site sur le web, en organisant des actions de dissémination, des résumés permettant aussi bien une adaptation généralisée que des tests concrets, la mise en pratique et des accords avec les facultés. WP 8 et 9 s'occuperont d'activités spécifiques concernant la gestion de projets et le contrôle de qualité.


Le projet constituera un pas vers l'intégration systématique et informée de cette compétence dans les programmes d'études ainsi que son évaluation basée sur des critères multidimensionnels, réfléchis et communs.

Integrating certification: EuroPass (?Elp-desk/Magicc?/)

- Add diagnostic testing facility
 - ☐ Dialang.org
 - ☐ C-test (tailored to students)
 - ☐ Common Errors (in business)
- Add certificate
 - ☐ based on specific achievements
 - ☐ a level is not linked to a grade
- Show progress and way of working (personal career planning)
 - ☐ beginning and end version?
 - ☐ video
 - ☐ profiling ys
 - ☐ Intercultural portfolio

Uploader details	
Name: Anonymous	
Age: undefined	
Sex: Female	
Nation of origin: Belgium Native language: Dutch Working language: English	
Sample details	
Sample title: Joris instruction	
Created: 2011-11-28 00:00:00 Uploaded: 2011-11-28 15:43:25 Data modified: 0000-00-00 00:00:00	
Target level: C1	
Register: Formal	
Setting: Learning	
Task details	
	
Overall Spoken Interaction	
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
General comments	
Giving instructions is not easy. You are clear in your address but you don't really appeal to the audience. E.g. 1. what is the learning effect? 2. How do you use your voice to motivate people and to help them understand the instructions? 3. how do you build coherence in your instruction?	





Function of ELP in future European mobility : helps students to

- document their learning
- plan their on-going learning
- compare their competencies and skills on an international / European scale
- ELP replacement or complimentary to
 - Internationally validated tests?
 - Proficiency levels stated by language institutes

ELP for Business English

- Tracing Learning process: ***Biography***

- ***RfP***

- Showcase: ***Dossier***


- Exportable, Samples of best work, Record

Community Building:

Welcome, Conclusion, Personal Website

- Stocktaking: Language ***Passport***,
EuroPass, ***Certificate***

“Finally we are not only asked what we want to learn but also how we want to proceed”.



We need to make longitudinal
and professional choices
in team

Thank you

