



Maximize the language learning efficiency: monitoring language learning with **e-portfolios**



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Presentation outline

1. What is e-portfolio?
2. E-portfolio examples:
 - European Language Portfolio (ELP)
 - LinguaFolios Online
3. Creating an e-portfolio with



Part One

KNOWING E-PORTFOLIOS

e-portfolios

- Portfolios are reflective of growth and development.
- Portfolio is “a systematic and selective collection of student work that has been assembled to demonstrate the student’s motivation, academic growth, and level of achievement.” (Norton & Wiburg, 1998)

What does “e-” mean?

- Electronic portfolio, web-based portfolio, technology-based portfolio and digital portfolio
- E-portfolios is a tool for gathering, organizing , and evaluating the best works as well as mastering learning skills and self-assessment. (DiBiase, 2002)

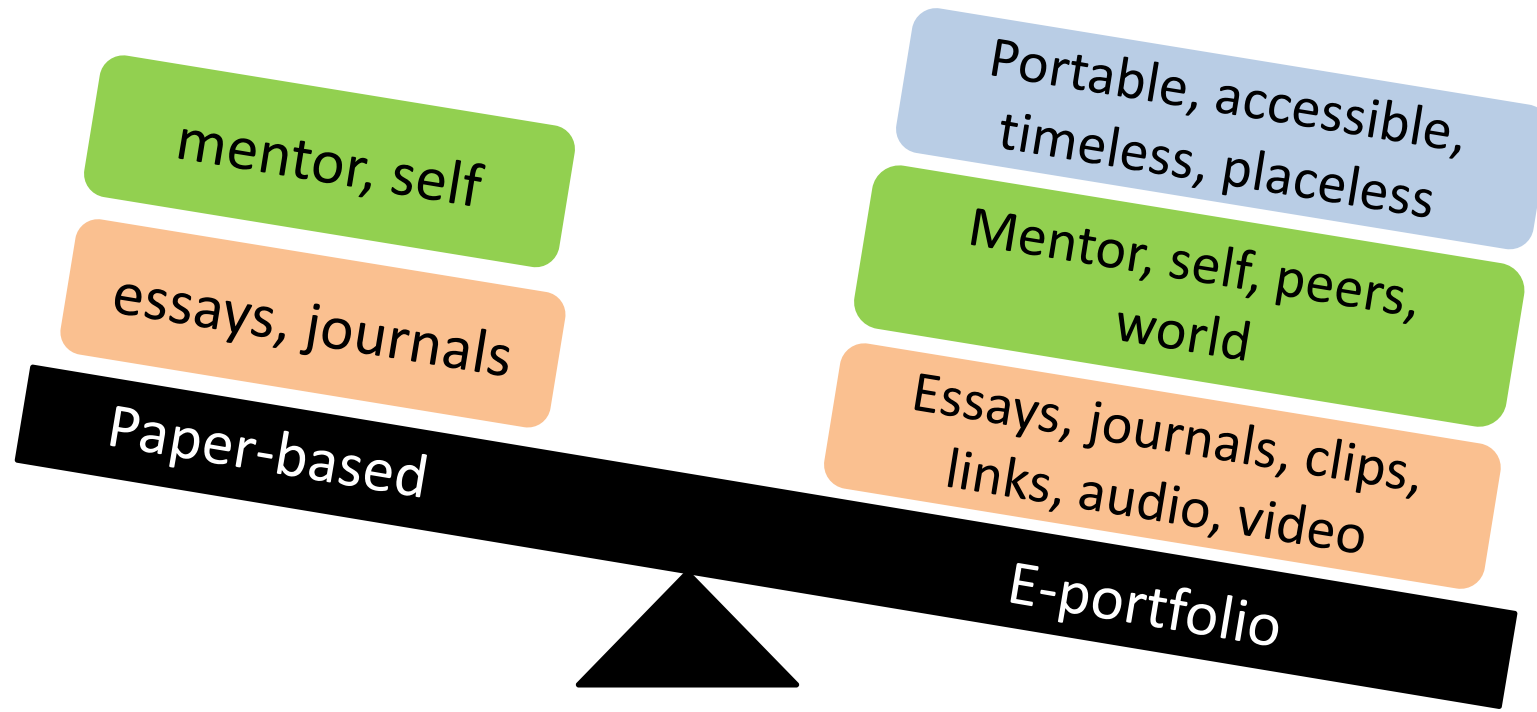
Functions of e-portfolios

(Karsenti & Collin, 2010)

- **Exposure function:** represent students' learning path
- **Assessment function:**
 - Provide additional source of Information
 - as a self-assessment tool to foster learner autonomy
- **Reflective function:** encourage students to provide learning feedback and write a self-evaluation report
- **Social function:** enables greater communication between students and other parties in the education process

Paper-based portfolio vs. e-portfolio

(Alawdat, 2013)



Users' feedback



- Track learning progress
- Identify areas in need of improvement
- Encourage learning motivation
- Promote self-learning and learner autonomy
- Create more social interactions



- Time-consuming
- Additional effort
- Irrelevant to their work or job

Part Two

E-PORTFOLIO EXAMPLES

E-portfolio examples:



Purpose

1. Support the development of learner autonomy, plurilingualism and intercultural awareness and competence
 2. Allow users to record their language learning achievements and their experiences learning and using languages
- Users assess themselves in relation to the CEFR's six proficiency levels (*Common European Framework of Reference for Languages*)

E-portfolio examples:



Language Passport

Self-assessment section

	Language Langue		A1 - +/ - +	A2 - +/ - +	B1 - +/ - +	B2 - +/ - +	C1 - +/ - +	C2 - +/ - +
 Listening Écouter								
 Reading Lire					✓			
 Spoken interaction Prendre part à une conversation						✓		
 Spoken production S'exprimer oralement en continu	<i>Example/Exemple</i>				✓			
 Writing Écrire						✓		
								

E-portfolio examples:

LinguaFolio

- Owned by NCSSFL
(National Council of State Supervisors for Languages)
- Formats: LinguaFolio Online & Mobile App

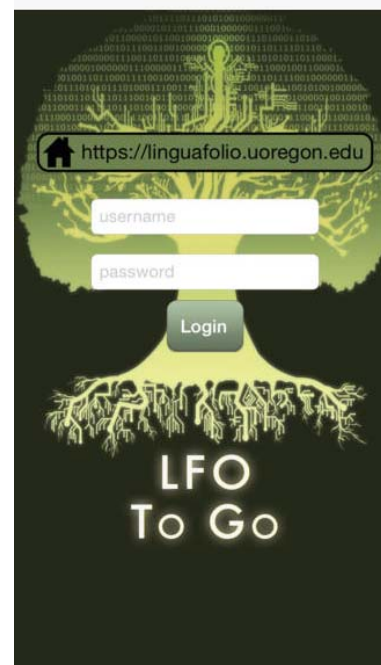
- Includes three parts:

1. Biography

- Language Background
- Interculturality
- Can-Do Self-Assessment

2. Dossier

3. Passport

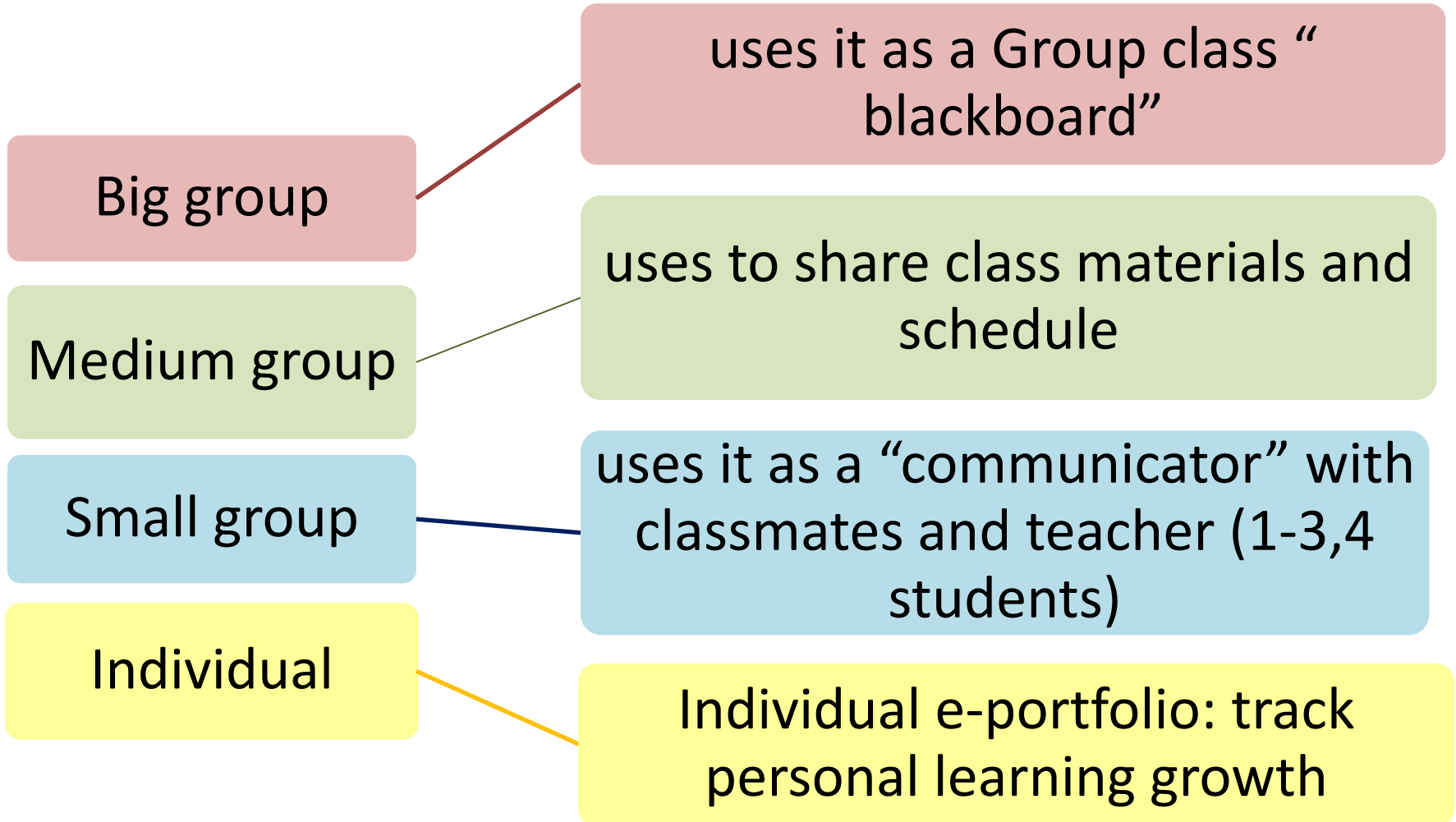


Part Three

CREATING E-PORTFOLIOS WITH



Usage of Google Sites



What can we do with this site?

Who can access this site?

How to create your own site?



What can we do in this site?

- Track students' language development
- Assign homework and provide feedback
- Promote student-teacher interaction
- Encourage online peer collaboration



Who can access this site?

- People with your authorization
- Otherwise



How to create your own site?

- Free!
- A Google account (Gmail) is required
- Keep tracking students' progress

[Mr. P's Chinese studying](#)

What can we do? (for big group or medium group)

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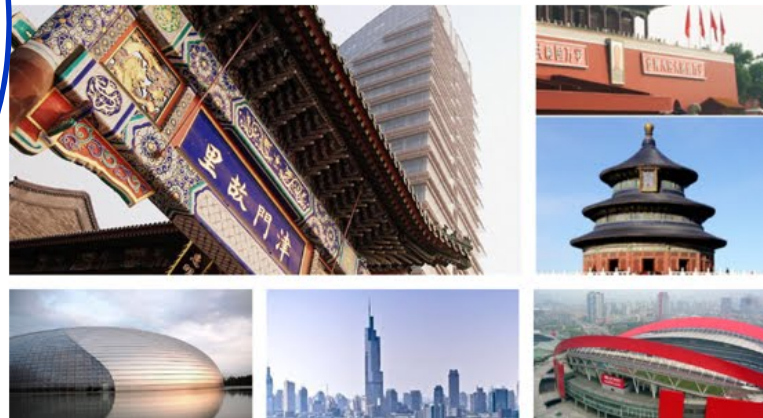
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What can we do? (for small group or individual learner)

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Mr.P's Chinese learning

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At the beginning

Purpose of this e-portfolio:

With the development of new technology, a variety of free online resources have been used in language instruction. For learners who are required to meet language requirements within a certain period of time, it is particularly important to track their progress and identify their areas in need of improvement at every learning phase.

In this website, we would like to share our experience of using Google products to create an e-portfolio aiming to demonstrate a learners' language development and their mastery of a challenging foreign language -- Chinese.

Navigation of this site:

- **On the Left:** learner's learning progress and work
 1. Listening: video links or clips for weekly practice
 2. Speaking: mini verbal reports
 3. Weekly Reading: vocabulary and grammar structure
 4. Writing: weekly journals with instructor's notes
- **On the Top:** learner's plans and goals
 1. Self-assessment list: Can-Do statements
 2. ILR proficiency level descriptions
 3. Important links (i.e. NCCFL)



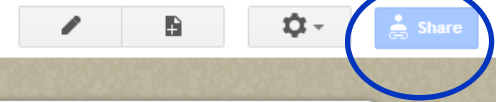
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References

- Alawdat, M. (2013). Using E-portfolios and ESL Learners. *US-China Education Review, 13(5)*. 339-351.
- Karsenti, T., & Collin, S. (2010). *The Multiples Uses of the E-portfolio in Second Language Education*. Paper presented at the Teaching and Learning Innovation Symposium.

Websites:

- European Language Portfolios
<http://www.coe.int/t/dg4/education/elp/>
- LinguaFolio
http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index
- Can-Do Statements (NCSSFL-ACTFL)
<http://www.actfl.org/sites/default/files/pdfs/1-InterpersonalCommunication.pdf>