

Using the Language Portfolio in the Classroom Facilitator Guide

Canadian Association of
Second Language Teachers



Association canadienne des
professeurs de langues secondes



Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

1-877-727-0994 | admin@caslt.org | www.caslt.org

This professional development package was produced under the leadership of the Canadian Association of Second Language Teachers (CASLT) in collaboration with the Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools.

© CASLT/ACPLS 2016

Project Coordinator: Michelle De Abreu

**We acknowledge the financial
support of the Government of Canada**

Canada 

Introduction

This workshop facilitator guide provides training materials and processes for inservice and preservice teachers to support the use of the Language Portfolio in French as a Second Language (FSL) primary and secondary levels. However, this workshop and all the resources mentioned in it can easily be adapted to and used in other languages.

The goals of the workshop are for participants to:

1. Strengthen their understanding of the components of the Language Portfolio.
2. Discuss and explore how the Language Portfolio can be used to promote:
 - a. Learner autonomy
 - b. Inclusive practices
 - c. Self-assessment
 - d. Lifelong language learning
3. Reflect on their own practice and how the Language Portfolio can be used in their context.

Workshop Series Overview

These training materials will explore the components of the Language Portfolio and its use within primary and secondary French as a Second Language (FSL) classrooms.

Overview of Sections

This facilitator guide for the *Using the Language Portfolio in the Classroom* is organized into the following sections:

1. Facilitator Notes

- A. Planning Considerations
- B. Workshop Notes — slideshow slides with facilitator notes and suggested activities

2. Workshop Handouts

- A. Participant copy of slideshow presentation
- B. *Small Picture and Big Picture of Languages*
- C. *My Language Proficiency T-Chart*
- D. *CEFR K-W-L-Q Chart*
- E. CEFR Self-assessment grid
- F. *When I Think of the Language Portfolio...* graphic organizer
- G. *Language Portfolio Note Taker*
- H. *Implementing the Language Portfolio in My Context* graphic organizer

3. Workshop Materials

- A. Slideshow Presentation
- B. Teacher Testimonial Videos
 - o When I Think of the Language Portfolio (3:10)
 - o Impact on Students of the Language Portfolio (2:00)
 - o Advice for Using the Language Portfolio (7:26)
- C. Macrophotography Cards
- D. Examples of CEFR-aligned CASLT resources (to be gathered by facilitator)
- E. Models of Language Portfolios (to be gathered by facilitator)
- F. Optional: Facilitator-selected materials (to be added by facilitator)

4. Appendices

- A. References
- B. Workshop Sharing Processes
- C. Post-Workshop Learning Facilitation Tips

This facilitator guide describes a sequence of activities designed to support teachers in learning more about the Language Portfolio within an FSL context. The activities have been grouped into topic areas (for example, *Getting to Know the Language Portfolio*). The activities can be presented in a variety of formats ranging from a full day workshop to short, individual training sessions pertaining to a particular topic area presented over time, depending on participants' needs and time availability. The workshop can be delivered in a variety of formats, including in-person and online.

The Workshop Overview Chart (page 7) provides a list of each topic area group and its related activities. Facilitators may choose to adapt workshop activities in order to meet the needs and interests of those with whom they are working, as well as to align with the timelines of the format of workshop chosen.

Step-By-Step Instructions

Facilitator Notes

Slide #1

Using the Language Portfolio in the Classroom

[show slide #1]

1. Display this slide while participants are getting settled as it provides information regarding the session and ensures that participants understand that this presentation was developed by the Canadian Association of Second Language Teachers (CASLT).
2. Welcome participants and briefly introduce yourself.
3. If appropriate, share some information about CASLT, its purpose and resources, and how it can support second language teachers. Consider exploring CASLT's website with participants: www.caslt.org
4. Share background about the Language Portfolio workshop with participants:
 - CASLT issued a request for proposals in July 2015 to develop a workshop and training session around the use of the Language Portfolio in the classroom.
 - The Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools was awarded the contract to develop this workshop for CASLT.



Materials

Participant Copy of Slide Show Presentation (one per participant)

Slide #11

What is the CEFR?

[show slide #11]

1. This slide relates to agenda item #3.
2. Explain to participants that they will now view the first part of a CASLT video that talks about the Common European Framework of Reference for Languages (CEFR) and the Language Portfolio.
3. Ask participants through a show of hands who has heard of the CEFR to give you an idea of how much time you might need for discussion after viewing the video.
4. Give participants time to first jot down keywords and phrases in the *CEFR K-W-L-Q Chart* handout. Invite them to refer to the video word bank on the handout to stimulate their thinking.
5. View up to 1:30 of the video, *What is the CEFR?* This segment ends after mention of the Language Portfolio and alerts participants to the link between the CEFR and the Language Portfolio.
6. Allow participants time to finish their K-W-L-Q chart to note what they have learned about the CEFR, what questions they might still have, and what new questions they may have from watching the video.
7. Ask participants to share their thoughts on the CEFR video with another participant with whom they have not yet worked.
8. Use the next slide as a group debrief.

Tips

You may choose to show the complete video, *What is the CEFR?* to introduce the Language Portfolio, depending on time and background of the workshop participants. If you do, inform participants that for this part of the workshop, activities will focus on the CEFR. Tell them that they will have an opportunity to re-watch the video later in the workshop (slide #29) when activities focus on the Language Portfolio.

Materials

- *CEFR K-W-L-Q Chart* handout (one per participant)
- CASLT video: *What is the CEFR?* (The image in the slide show presentation is hyperlinked to this video) www.youtube.com/watch?v=-n_LoFjt09E.



My Language Proficiency T-Chart

Languages I know	How well I can use the language



1-877-727-0994 | 613-727-0994 | admin@caslt.org | www.caslt.org