

LinguaFolio®
**A National Tool for
Can-Do Language Learning**

**Vision 2020
Oklahoma City, OK, 2013**

Dr. Jacque Van Houten – Kentucky DOE



AGENDA

- **Conceptual Framework**
- **LinguaFolio Components**

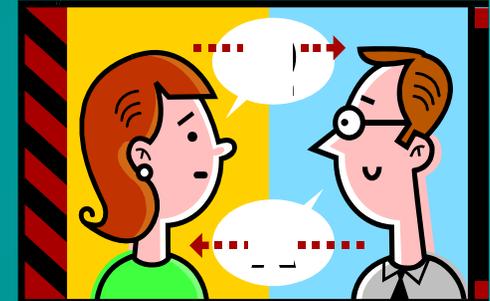
BREAK

- **Performance-Based Learning & Assessment**
- **Overview of LinguaFolio Research**
- **Reflective Learning Process with a Focus on Goal Setting**
- **Interculturality**
- **Other Innovative Uses of LinguaFolio**

Goals for the Workshop

- I can explain the importance of learner autonomy to a colleague or supervisor.
- I can set SMARTER goals.
- I can envision ways to apply a reflective learning cycle in my own classes.
- I can provide opportunities for my learners to document their intercultural experiences.
- I can explain how LinguaFolio® can positively impact student achievement?
- I can...

It's Your Turn... *Assessing Background Knowledge*



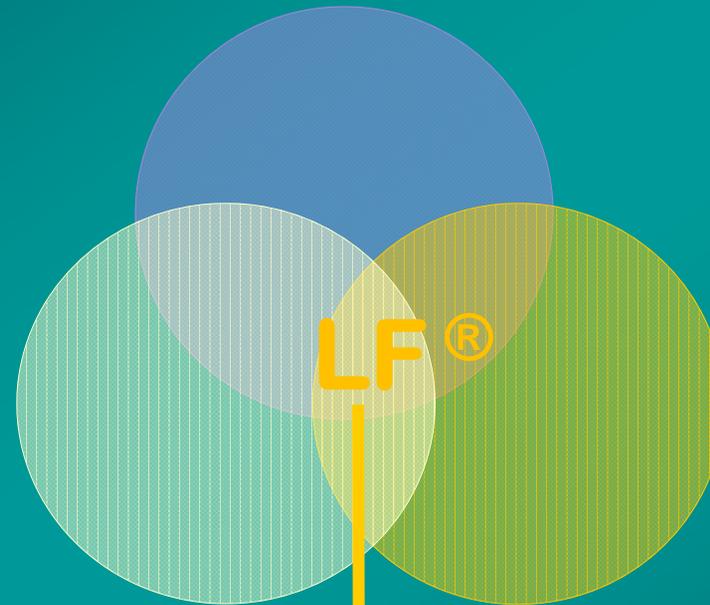
- What tools exist for us to assess language performance?
- What types of formative and summative assessments are used in your schools/districts?

Formative & Summative Assessment Options

- Work samples
- Documentation of life experiences
- Performance tasks
- Self-assessments or peer-assessments of language competencies
- Self-assessment of intercultural experiences
- ELLOPA
- SOPA
- NOELLA
- STAMP
- IPAs
- Proficiency-based End-of-Course Exams
- AP Exams
- OPI / WPT
- AAPPL

ACTFL National Standards

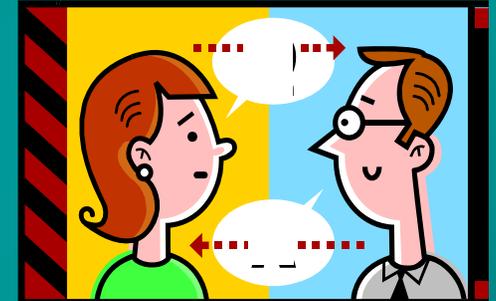
**ACTFL
Proficiency &
Performance
Guidelines**



**Common
European
Framework of
Reference &
European
Language
Portfolio**

LinguaFolio®

It's Your Turn



What do you think LinguaFolio® is?

(Let's tap that background knowledge!)

LinguaFolio®

- standards- and proficiency-based tool for language learners
- self-directed goal-setting and formative assessment
- comprehensive, portable record of learner proficiency & ongoing progress
- record of cultural experiences and intercultural growth

LinguaFolio® Partners



CENTER FOR APPLIED SECOND LANGUAGE STUDIES
THE NORTHWEST NATIONAL FOREIGN LANGUAGE RESOURCE CENTER



Providing Policy and Planning for Languages in the U.S.



LinguaFolio®

LinguaFolio

SHOW THE WORLD WHAT YOU CAN DO

Passport

Language Learner's Name:

State:

Date:

Additional information you wish to include:

The LinguaFolio Language Passport provides a comprehensive picture of what the language learner can do with language. It summarizes the self-assessments from the Language Biography and provides validation for results from formal external assessments. It is a record of formal qualifications, certificates or diplomas, along with self-assessments that serve as a summary of experiences and competency with different languages. The grid on the back describes in more detail the proficiency levels.

LinguaFolio

SHOW THE WORLD WHAT YOU CAN DO

Biography

Language Learner's Name:

State:

Date:

Additional information you wish to include:

LinguaFolio

SHOW THE WORLD WHAT YOU CAN DO

Dossier

Language Learner's Name:

State:

Date:

Additional information you wish to include:

LinguaFolio Jr.
Parent Connection
Supporting Language and
Culture Learning
Teacher Guide
Create the Plan
Create the LF Enhancement
LF in the Classroom
Interculturality Jr.
Supporting Interculturality
Sample STARTALK Unit/Lesson
Learning Tools

LinguaFolio Jr.

We are pleased to present LinguaFolio Junior for STARTALK programs. LinguaFolio Jr. can help younger learners start reflecting on their language learning progress and become more independent learners. We have developed a series of tools that can be utilized for STARTALK programs. Since every program is so unique, we have developed templates so programs can customize their program goals.

Parent Connection

The purpose of the parent guide is to help parents interact with their children in a way that motivates and supports student learning. Even if parents cannot speak the target language, we believe that reinforcing the message that learning a language and culture opens doors and helps you connect with other people will stick better if it is reinforced at home.

[LinguaFolio Jr. Parent Guide](#)

Teacher Guide

The teacher's guide can help teachers think through how to integrate LinguaFolio® Jr into their curriculum in a manner consistent with the core tenets of Can-Do learning.

- Prompts teachers to talk about goal setting and reflection in language comprehensible to primary and elementary children.
- Interculturality guidance prompts that resonate with younger learners, such as "Did you notice...?"
- Prompts to lead learners to understand what evidence is and deem what is good evidence, again in kid-friendly language. "What's the reason to collect evidence and do LF anyway?"

[LinguaFolio Jr. Teacher Guide](#)

Sample STARTALK Unit/Lesson

- Shows alignment between learner goals and classroom outcomes through narrative/visuals based on the relationship among theme, unit objectives, and Can-Do statements and vice versa.

[Sample Unit/Lesson](#)

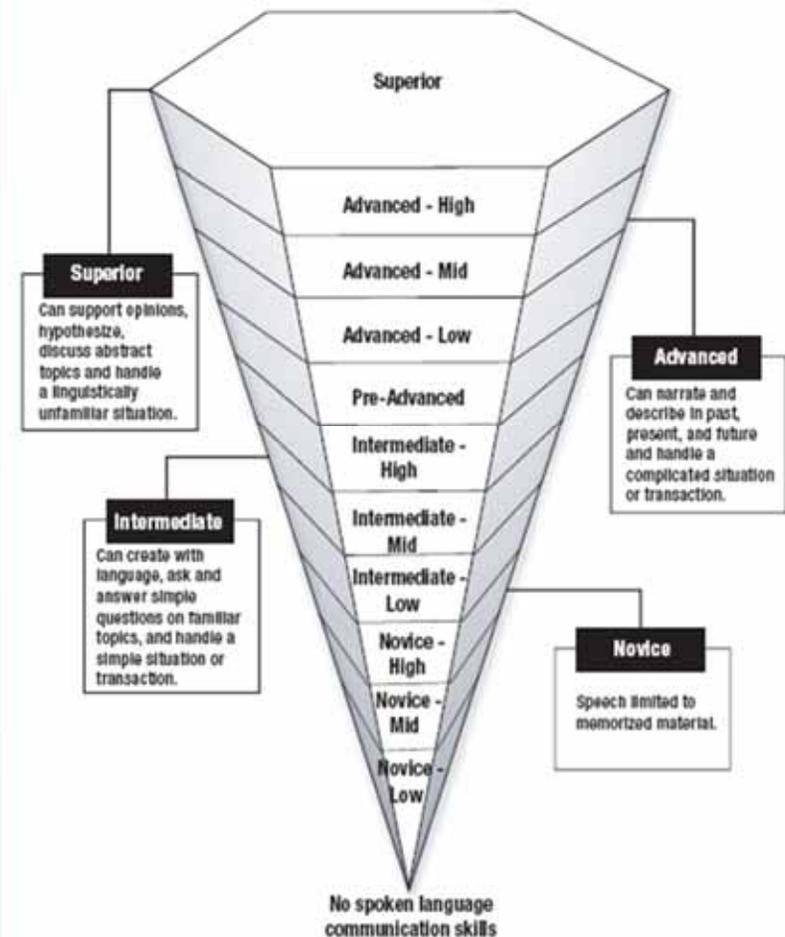
Passport

- Multiple Languages
- Comprehensive Levels
- Modes of Communication
- Proficiencies within each language
- External Evaluations

Self-Assessment Grid

- Proficiency Levels
 - Novice, Intermediate, Advanced, Superior and Distinguished
 - Low, Mid, High
- Modes
 - Interpretive
 - Interpersonal
 - Presentational

ACTFL Performance and Proficiency Guidelines for Language Learners



Language Biography

- Languages I have learned in my family
- Languages I have learned in school
- Languages I have learned outside school instruction
- Language experiences (travel abroad, work exchange)

Can-Do Statements

- Statements from Self-Assessment Grid (Main can-do statements)
- Sub-statements
- Examples
- Customized statements

Novice High

GRID OR MAIN CAN-DO

I can understand some ideas on familiar topics containing phrases, simple sentences, and frequently used expressions. I can understand the main point in short conversations, messages, and announcements.

Interpretive Listening

SUB CAN-DO

I can understand some short conversations or descriptions.

- I can understand short conversations about hobbies and sports.
- I can understand conversations related to daily life and routine.
- I can understand short descriptions of people I know.
- I can

EXAMPLES

I can understand some short, simple messages and familiar topics.

- I can understand an announcement on the school intercom related to school activities.
- I can understand a phone message, such as when and where to meet a friend.
- I can understand when and where an event is taking place, such as a concert or sporting event.
- I can understand a radio advertisement for products I know.
- I can

CUSTOMIZED CAN-DO

Can-Do Statements

- I can do this easily and well.
- This is one of my goals.

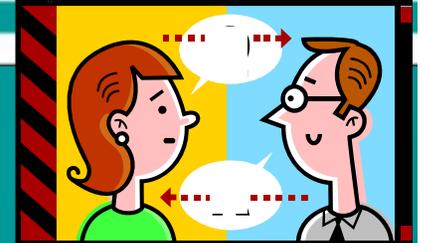
Additional LinguaFolio Online Descriptor

- I can do this with help.

Customized Can-Do statements

- I can.....

It's Your Turn



“I Can” statements are communicative and performance-based in nature. Can you and your partner tell which of the following are the REAL “I Can’s” ?

1. I can understand a radio ad for products I know.
2. I can conjugate commonly used verbs in the past tense.
3. I can properly punctuate an e-mail message that I write.
4. I can describe people I know.

Examples of Other Biography Resources

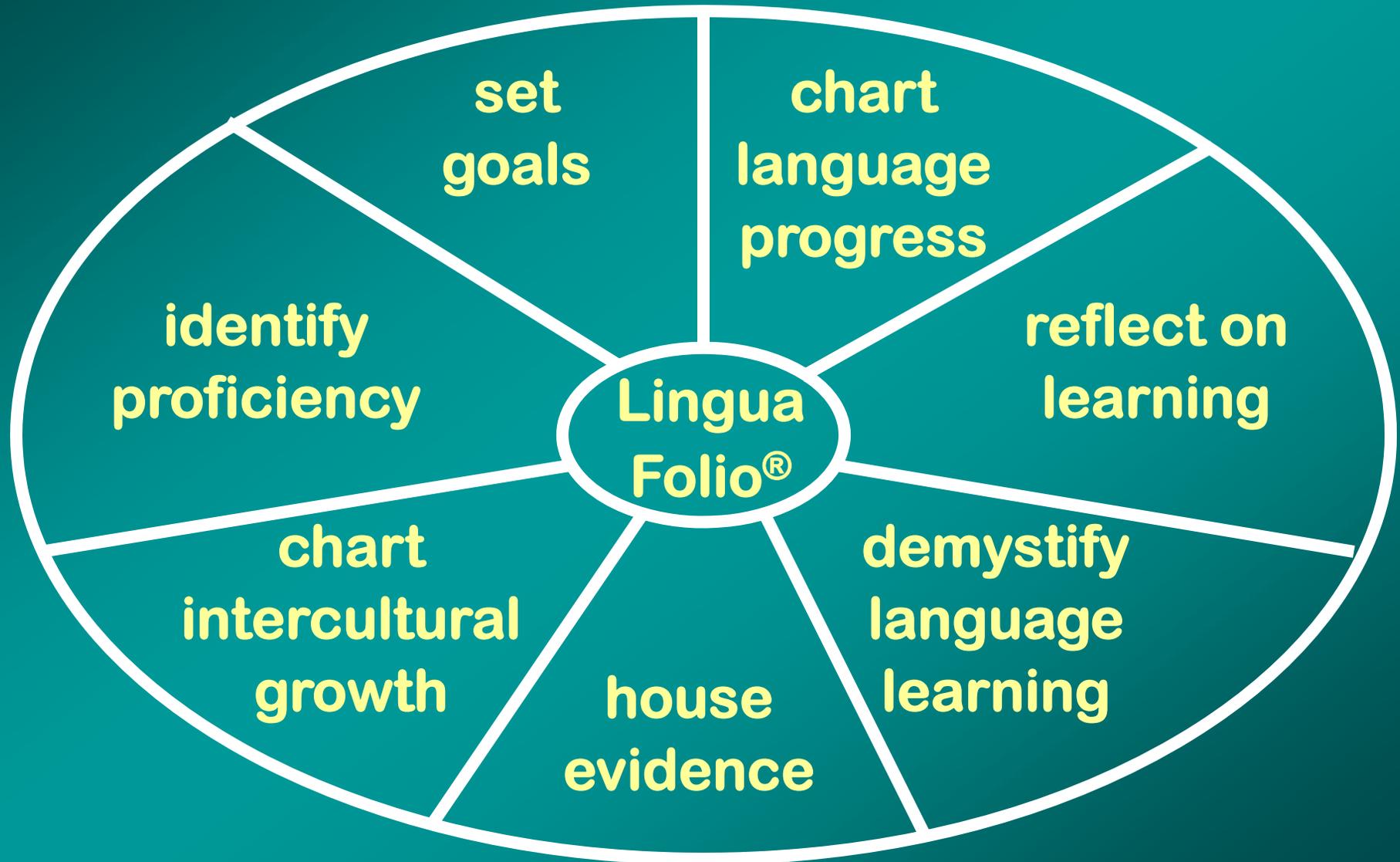
- **Learner Inventory**
 - Requires learners to consider all of the ways in which they've used the target language.

- **“How Do I Learn?” Inventory**
 - Has learners better understand their individual learning styles by considering the learning strategies that are most effective to them.

Dossier

Examples of evidence:

- Role Play (Digital Recording)
- Poster Board (Photographs)
- Written Presentation (Scanned)
- Oral Presentation (Mp3 File)
- Blog Entry
- Multimedia Presentation

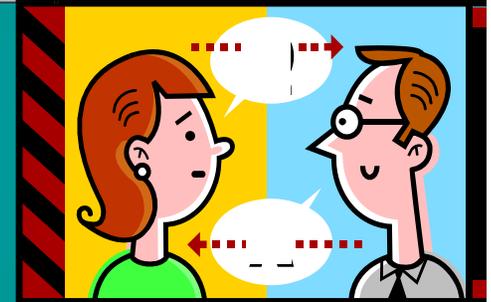


Backward Design



- Identify desired results
- Determine acceptable evidence
- Plan learning experiences / instruction

It's Your Turn



- What part of LinguaFolio should be used to identify desired results for a lesson or unit?
- Where in LinguaFolio would your learners place their acceptable evidence?
- What LinguaFolio tool is at your disposal to help determine how to plan learning experiences for diverse learners?

Questions to Consider

- With the goal of proficiency in mind, how do we get learners to take charge of their own learning?
- What skills, tools, and mentality do learners require?
- How does the role of the learning facilitator (teacher) change?

LinguaFolio®
A National Tool for
Can-Do Language Learning

Lunch BREAK



Performance-Based Approach

Promotion of real-life language competencies by

- engaging the learner in contextualized, meaningful, and communicative-oriented learning tasks.
- focusing on functional language (language as an applied skill).
- IPA=integrated performance assessment

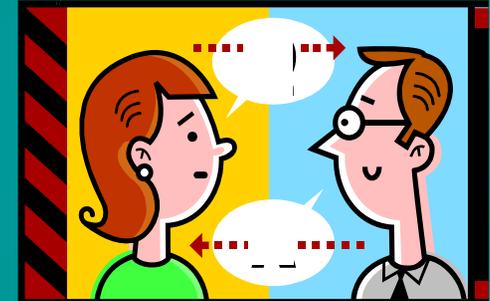
Performance-Based Approach

Learner-Centered

Teacher-Centered

Learner-driven	Teacher-driven
Active participants	Passive recipients
Intrinsically motivated	Extrinsically motivated
Learning how to learn	Direct instruction
Indirect assessment	Direct assessment

It's Your Turn



Consider the roles of learning facilitator and learner in autonomous, performance-based environments.

- What does the learning facilitator do?
- What does the learner do?

Teachers as Learning Facilitators

Provide opportunities for learners to:

- set their own goals;
- help select and use meaningful learning strategies to attain goals;
- self-assess;
- reflect on their learning outcomes;
- respond to can-do statements; and
- provide evidence of what they know and can do.



Autonomous Learning Environments

Learners:

- understand the purpose for learning what is being presented;
- explicitly accept responsibility for their own learning;
- share in the setting of learning goals;
- participate in the selection and implementation of learning strategies and activities that will meet their individual learning styles and needs; and
- reflect on learning outcomes & collect evidence.

Learner Self-Check

- What am I learning?
- Why am I learning it?
- How am I learning it?
- How can I demonstrate my learning?
- What am I going to do next?



Effective Teachers

- Challenge students
- Positive Classroom Environment
- Intentional about their teaching

High Leverage Strategies

How, when and why they work

Purpose: what am I hoping to have students demonstrate?

Why am I breaking students into small groups?

Why am I giving a particular writing prompt?

Identifying Similarities & Differences

- Deepens knowledge by linking to prior learning
- Venn Diagrams & other graphic organizers
- Tables, charts

Summarizing and Note Taking

- Weeds out extraneous information
- Repeats information more likely to remember
- Reinforcing Effort and Providing Recognition
 - effort should be praised

Homework and Practice

- practice new skills, develops work habits
- deepens knowledge of old concepts
- “Homework probably works best when the material is not complex or extremely novel” (Cooper, 1994)

Nonlinguistic Representations

- “Vision trumps all other senses”
(Medina, 2008)
- “If information is presented orally, people remember about 10 percent, tested 72 hours after exposure. That figures goes up to 65 percent if you add a picture”
- Deepens knowledge and supports recall through visual learning

Cooperative Learning

- Opportunity to “talk through” material with peers
- Positive interdependence = higher motivation

Setting Goals & Providing Feedback

Motivates by personalizing learning

Focuses teaching & learning on content

Builds intrinsic motivation

Feedback: offer guidance against clear criteria and clear up misconceptions

Questions, Cues, and Advance Organizers

- Focuses learning on important content
- Motivates by increasing student interest in topic
- Connect new and old knowledge
- Sets up the learning

Self-Assess



This is a Goal

I Can Do With
Help

I Can Do

Evidence

- I can explain the background of LF®.
- I can anticipate how to use the 4 types of can-do statements.
- I can explain the facilitator role in LF®.
- I can think of ways LinguaFolio® might be used in my classes to promote learner autonomy.

Research & LF

- **Teachers** (Qual. Case Study)
- **LF Users** (Action Research)
- **Goal Setting** (Quant. Quasi Experimental longitudinal study)
- **Self-Regulation** (Quant)

Research & Evidence

Dr. Ali Moeller, University of Nebraska, has completed a five-year longitudinal study with 23 school districts and their students in grades 7-12 investigating

- the impact of goal setting on student achievement; and
- the role of self-assessment.

**Transference of goal
setting & achievement
across disciplines: ex post
facto studies (quantitative)**

		STAMP Reading	STAMP Writing	STAMP Speaking
Goal	Pearson Correlation	.263**	.376**	.341**
	Sig. (2-tailed)	.000	.000	.000
	N	846	836	801
Action Plan	Pearson Correlation	.211**	.419**	.383**
	Sig. (2-tailed)	.000	.000	.000
	N	817	807	777
Reflection	Pearson Correlation	.237**	.249**	.221**
	Sig. (2-tailed)	.000	.000	.000
	N	845	835	800

******. Correlation is significant at the 0.01 level (2-tailed).

Formula for Success

- Setting goals
- + documenting progress
- + self-assessing learning
- =student achievement

- “Setting goals keeps students motivated, especially speaking goals. What they are really excited about is when they can go back and listen to what they did last year comparing to what they have done this year. At the beginning of the year my Spanish III and IV students wanted to go back. They told me ‘can we listen to what we did last year?’ ”

- LinguaFolio gave her students “a chance to see their progress”
- “if they don’t have something tangible in front of them it is hard for them to say what they learn, by using LF they know exactly what they learned and they can see it”

- “The amount of information they are getting is almost overwhelming and goals help them look at the information they are given and focus it toward the goal . . . (goal setting) is a way to limit this information to what is appropriate and meaningful to students.”

Teachers reported a shift in students' attitude and way of thinking as a result of goal setting

- More driven and determined to succeed
- Empowers the students and think about long term goals for future
- They “are not thinking just ‘here and now’ but they are thinking ‘when I go to college, when I get a job.’”

Promoting Autonomy

How do we position students to...

- think about their own learning and
- make connections inside and outside the classroom

...in order to monitor their learning development?

Weight Watchers

Result: A Formula for Success

Setting Goals
+
Documenting Progress
+
Self-assessing Learning
=
Learner Achievement



**Expectations that learners
establish for themselves**



**Academic expectations
established by teachers**

Effects on Learner Achievement

Principles of
Assessment
for Learning

+

LinguaFolio®

4x to 5x

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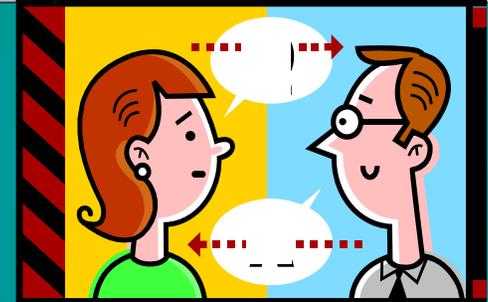
Reduced
Class
Size

Most Recent Research Findings

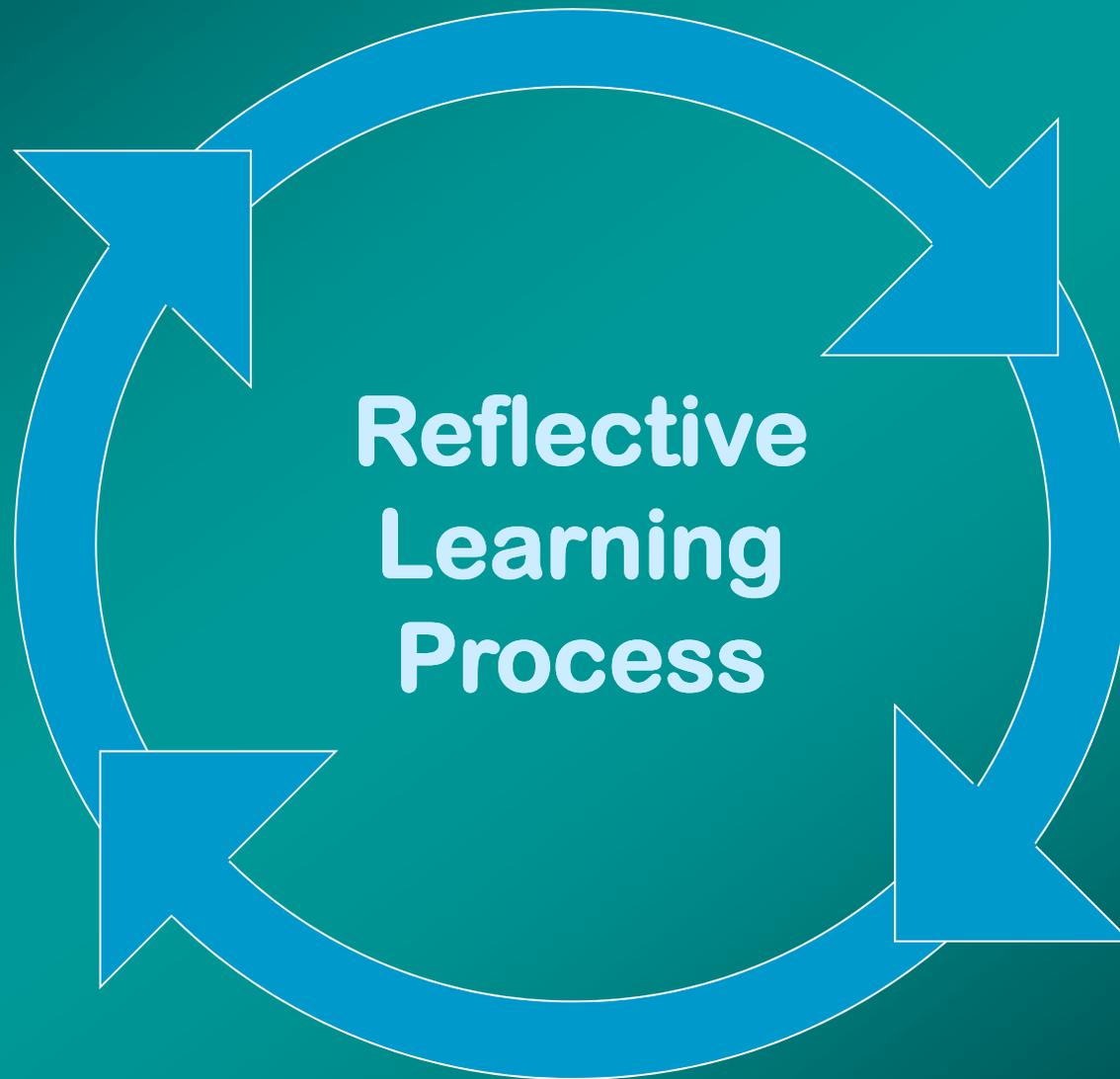
- LinguaFolio use is linked to increased student intrinsic motivation, increased task-value, and more accurate self-assessment.
- The study supports LinguaFolio as an effective approach to increase students' self-regulated learning.

Ziegler, N and Moeller, A. J.(2012). Increasing Self-Regulated Learning through the LinguaFolio. *Foreign Language Annals*, 45 (3).330-348.

It's Your Turn

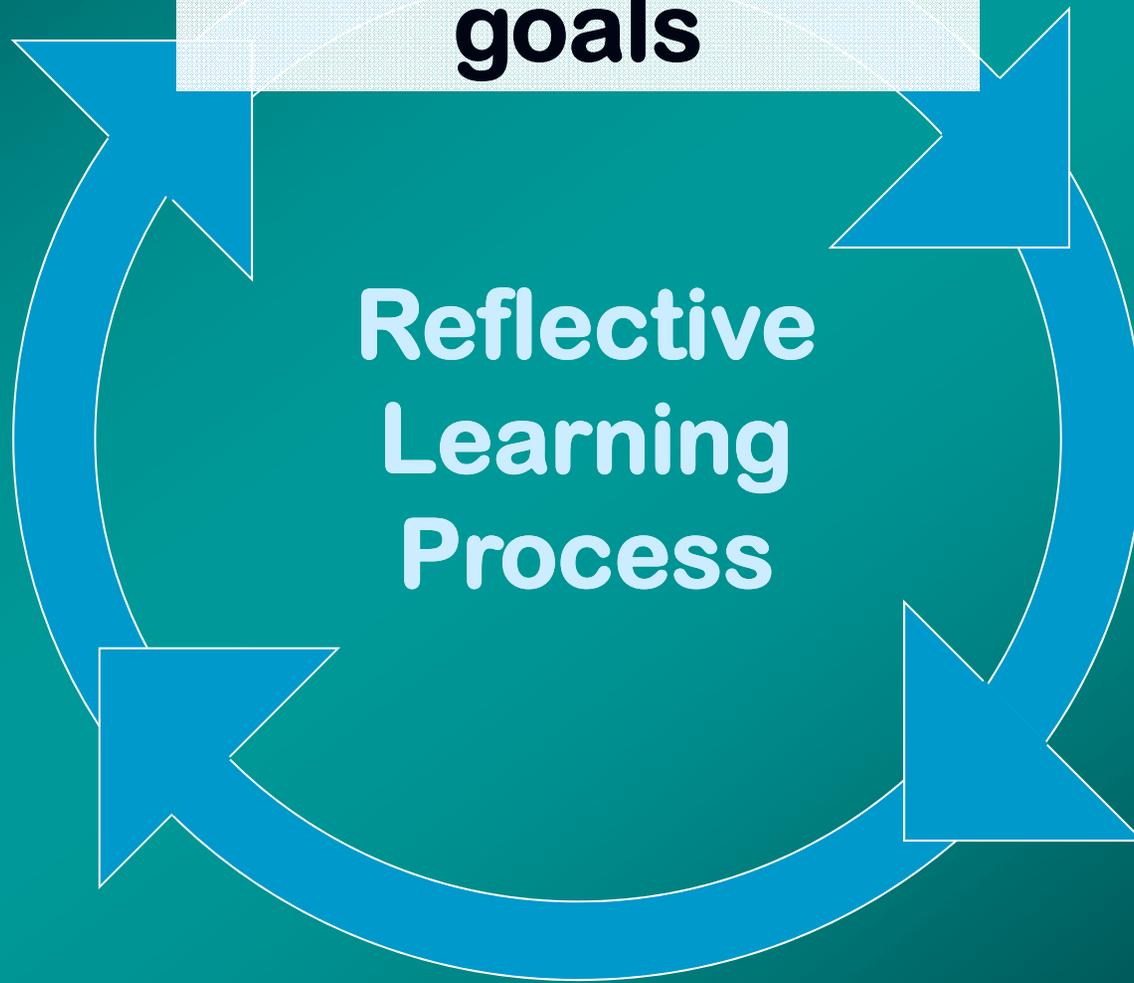


- Consider the implications of the Nebraska longitudinal research study of LinguaFolio. With a neighbor, discuss the implications for motivating your own language learners and “loosening up on the reins” in your classrooms.



1. Set learning goals

Reflective Learning Process



Long-Term Goals and Purpose

What do you ultimately want to achieve / be able to do and at what level of accomplishment?



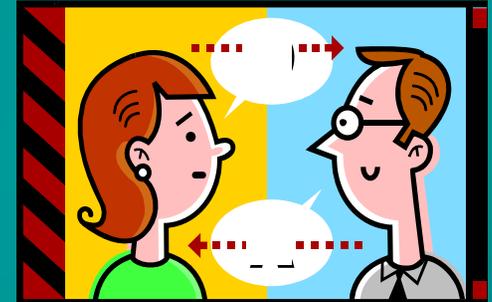
Facilitator Role in Goal Setting

- Model goal setting.
- Focus on functional use of language.
- Employ the principles of backward design in goal-setting.
- Provide ample opportunities for learners to set their own goals and reflect on them.
- Ensure students set SMARTER goals.

LinguaFolio® SMARTER Goals

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound
- Evidenced
- Reflected

It's Your Turn: SMART(ER) or Not?



I can...

- order from a McDonald's menu.
- conjugate the verb "to be."
- count to 100.
- list irregular adjectives and their endings.
- describe a recent experience.
- read and summarize a real estate ad from a Web site.
- get an "A" on my language test.

Facilitator Goals

- Write/talk about our visit to the zoo.
- Write a note to a friend.
- Communicate ideas about fitness.
- Compare two works of art.
- Design a personal resume.

Learner Goals

- Describe animals I see at the zoo.
- Text a message to a friend.
- Design my own personal fitness plan.
- Tell why I like or dislike a piece of art.
- Recognize the parts of a resume.

Can you set SMART goals?

■ Elementary School

Color My World

Caring for My Pet

Going to Camp

Come to OK

■ Secondary

What Do You Do for Fun?

Summer Jobs

Planning a Party

OK's Trade Partners

Helping at a Clinic



Now, in the target language

■ Elementary School

Color My World

Going to Camp

Caring for My Pet

Come to OK

■ Secondary

What Do You Do for Fun?

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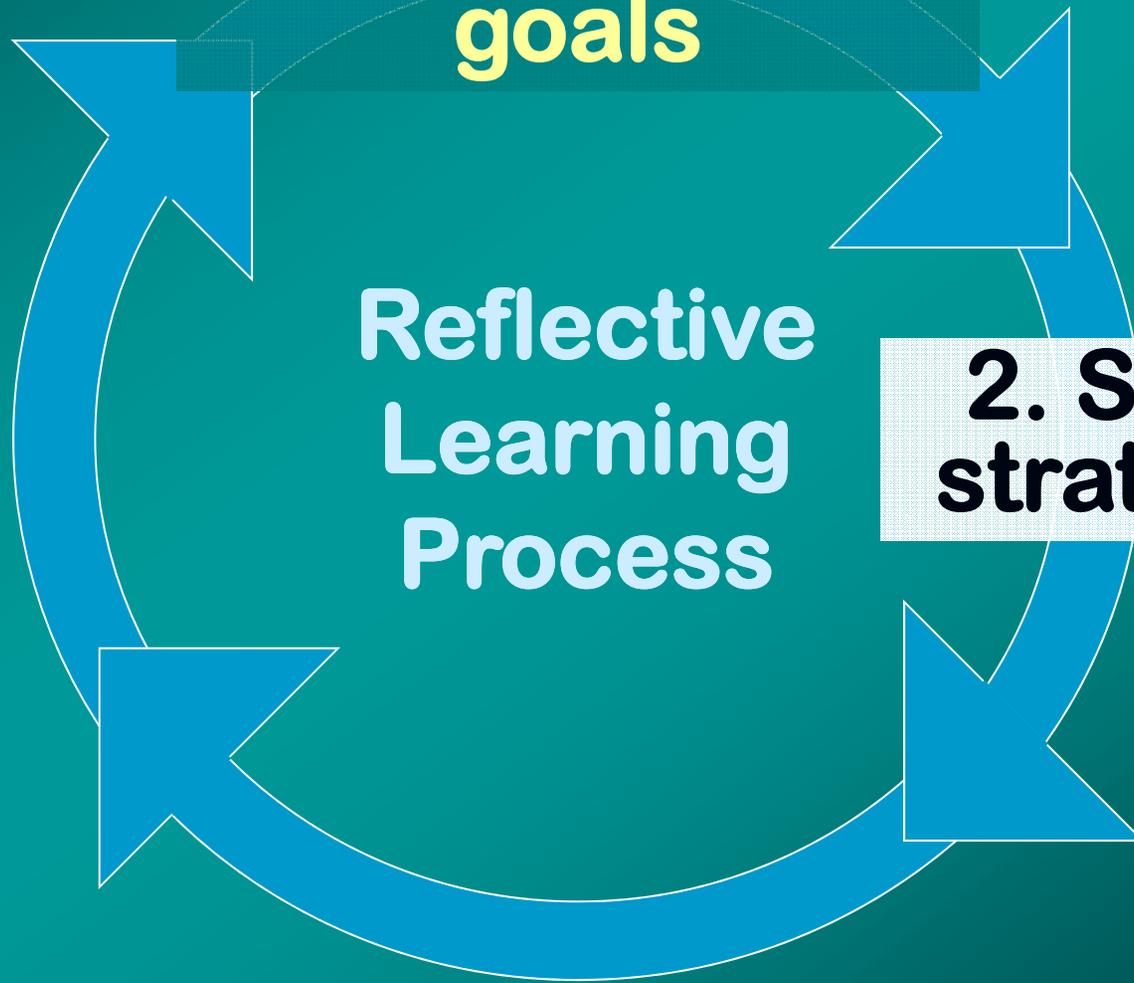
Planning a Party

Helping at a Clinic

1. Set learning goals

Reflective Learning Process

2. Select strategies



Select Strategies

- Brainstorm words I need to know.
- Make and use flash cards.
- Participate in role-play.
- Find and read Internet resources.
- Listen to native speakers discuss my topic.
- Share a draft with a classmate for peer review.
- Teach a concept to a sibling or a friend.
- Record and critique myself.
- Put concept to music or use movement.

What strategies..?

■ Elementary School

Color My World

Going to Camp

Caring for My Pet

Come to OK

■ Secondary

What Do You Do for Fun?

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Planning a Party

Helping at a Clinic

1. Set learning goals

Reflective Learning Process

2. Select strategies

3. Provide evidence



Provide Evidence

Goals: I can...

- describe animals I see at the zoo.
- text a message to a friend.
- create my own fitness plan.
- tell why I like or dislike a piece of art.
- read a resume and identify the component parts.

Evidence

- captions on photos of animals at the zoo
- uploaded text mssg
- oral or written personal fitness plan
- Digital capture of an oral or written presentation on a work of art
- resume with major parts clearly identified and labeled.

Evidence for your goals?

■ Elementary School

Color My World

Going to Camp

Caring for My Pet

Come to OK

■ Secondary

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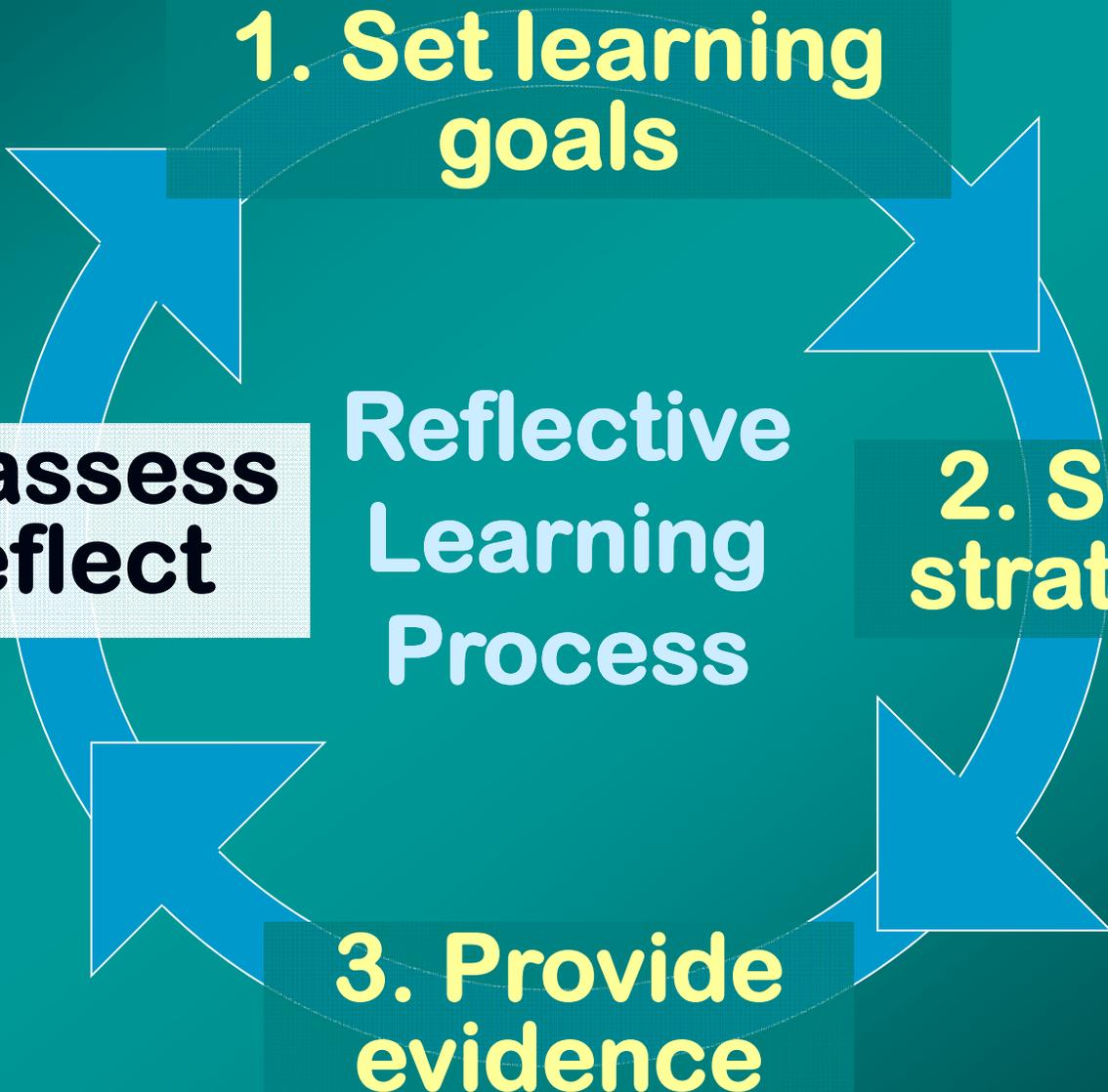
1. Set learning goals

2. Select strategies

3. Provide evidence

4. Self-assess and reflect

Reflective Learning Process



Learner Self-Assessment

- Use a class rubric.
- Check off lesson/unit can-do statements.
- Reflect based on peer feedback.
- Compare evidence to original goal.
- Identify next steps.

Learner (Language) Reflection

About my learning:

- I have learned...
- I can...
- I am good at...
- I have difficulty in...

About the lesson:

- I like ... best b/c...
- The most interesting thing is...

■ What surprised me about the students we Skyped was...

■ To prepare for the next time we videoconference, I need to...

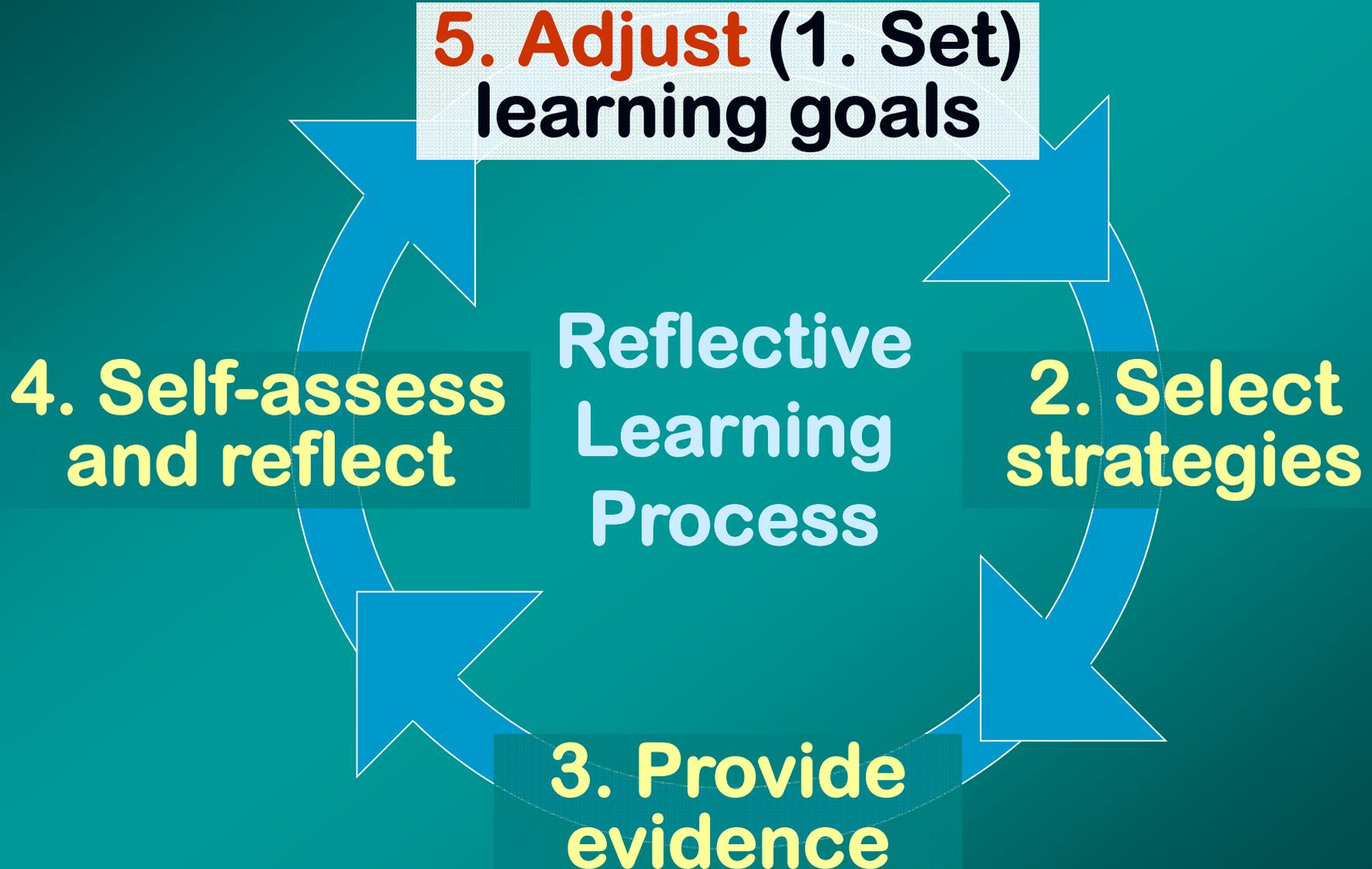
Learner (Intercultural) Reflection

Examples from a FLES Program:

- What I'd like to share about how we celebrate birthdays with our partner class is...
- I thought that the song/game from ... was ...

Examples from Middle & High School Programs:

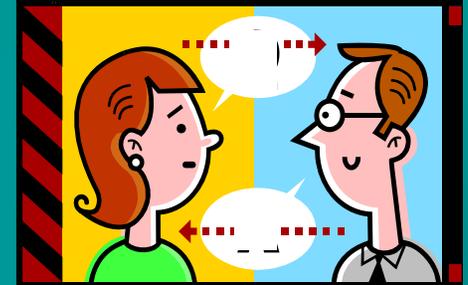
- Last week I texted with a friend from ___ and I misunderstood ____. Now I realize...
- When my friend from ___ laughed at my comment, I felt ____. Upon reflection, I realized that...



Adjust Goals

- Before I text another message, I have to know more texting shortcuts in the target language.
- I still have trouble describing animals, so I have to learn more colors and review size words to tell what they look like.
- The next step for me in the process of writing a better personal fitness plan is to consider my food choices.

It's Your Turn



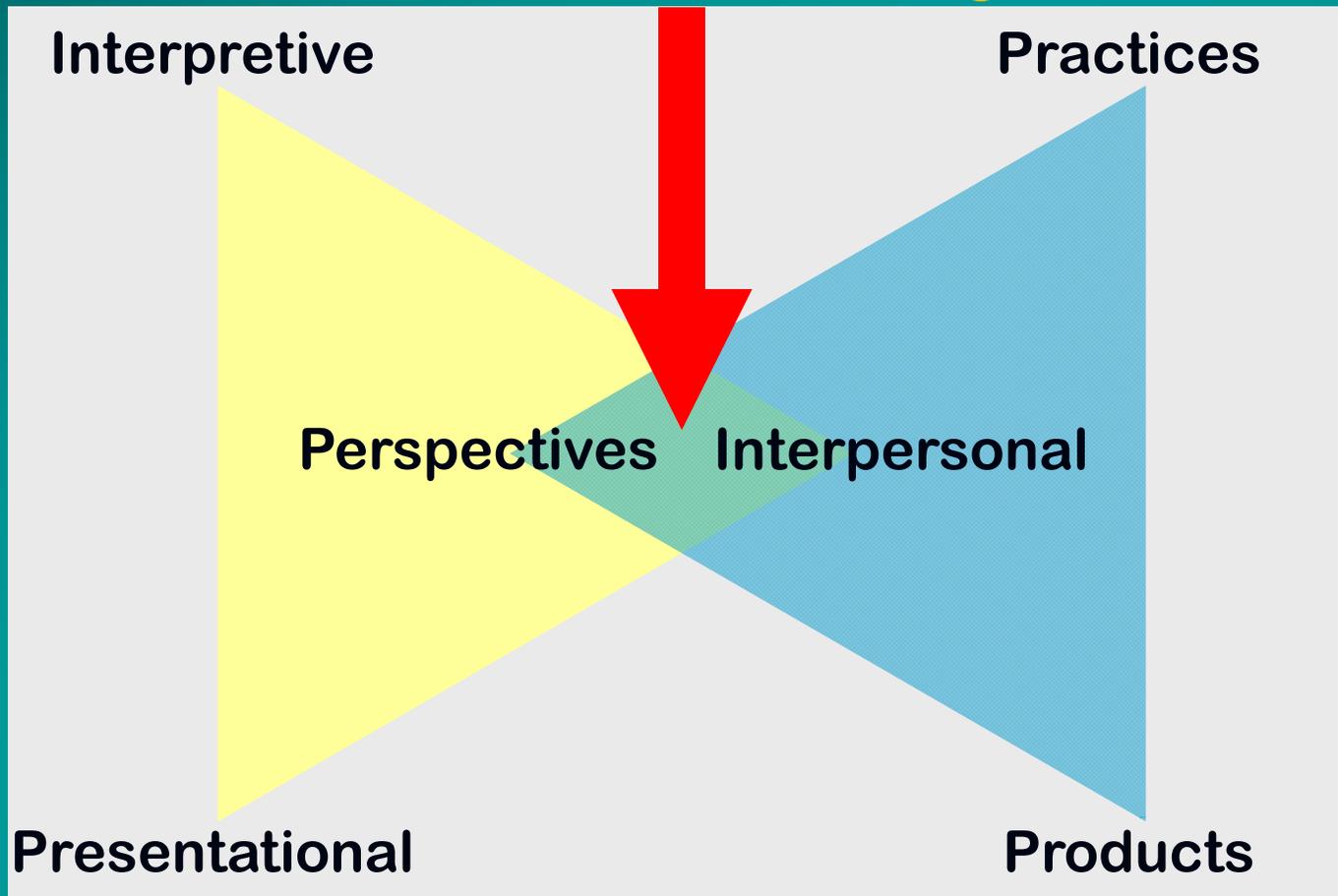
For a lesson titled “Introducing my Family”
Novice High, Interpersonal...

- Write 1 functional language goal that is aligned to the can-do statements.
- Suggest 2 strategies & 2 activities for learners to use.
- Identify some acceptable evidence.
- Write a reflective prompt for use by your students.

Interculturality

Communication

Cultures



Intercultural Documentation

1. Who, What, Where, When

2.



Feel



Know



Act

3. Reflect and Edit

Reflecting on Interculturality

Learning Facilitators

- provide insight into their own culture.
- share their intercultural experiences.
- provide opportunities for intercultural encounters.
- demystify cultural differences.
- facilitate learner reflection.

Building Reflective Capacity

Examples from a FLES Program

- What I really liked about the...festival is ...
- What I'd like to share about how we celebrate birthdays with our partner class is...
- I thought that the song/game from ... was ...
- Kids in ... don't celebrate Thanksgiving because...but they do celebrate ...

Building Reflective Capacity

Examples from an Immersion Program

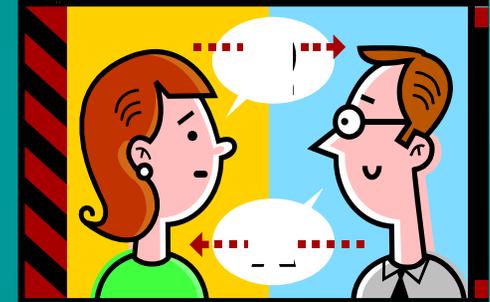
- I felt ___ when I realized that the students in ___ do long division differently.
- When working on our environmental science project with the school in ___, I was surprised that ___.
- What I discovered by comparing the US food pyramid with the one in ___ was ___.

Building Reflective Capacity

Examples from Middle & High School Programs

- Last week I texted with a friend from ___, and I misunderstood ___. Now I realize...
- What I understood from the speaker was... What I still don't understand is...,but I will...
- When my friend from ___ laughed at my comment, I felt ___. Upon reflection, I realized that...

It's Your Turn



- Think of a recent cross-cultural encounter you had. Now imagine yourself in the role of learner. What kind of prompt would elicit the best reflection and learning based on that encounter? Reflect and share with a neighbor.

New Intercultural Competency Can Dos

- **Investigation of Cultural Products and Practices**

I can use my language skills to investigate the world beyond my immediate environment.

- **Understanding of Cultural Perspectives**

I can use my language skills to recognize and understand others' ways of thinking as well as my own.

- **Participation in Cultural Interaction**

I can use my language skills and cultural understanding to interact in a cultural context other than my own.

Understanding Cultural Perspectives

- *I can identify some basic cultural beliefs and values.*

I can identify some characteristics of national identity.

I can identify some elements of geography that define a nation.

I can identify symbols that represent a nation.

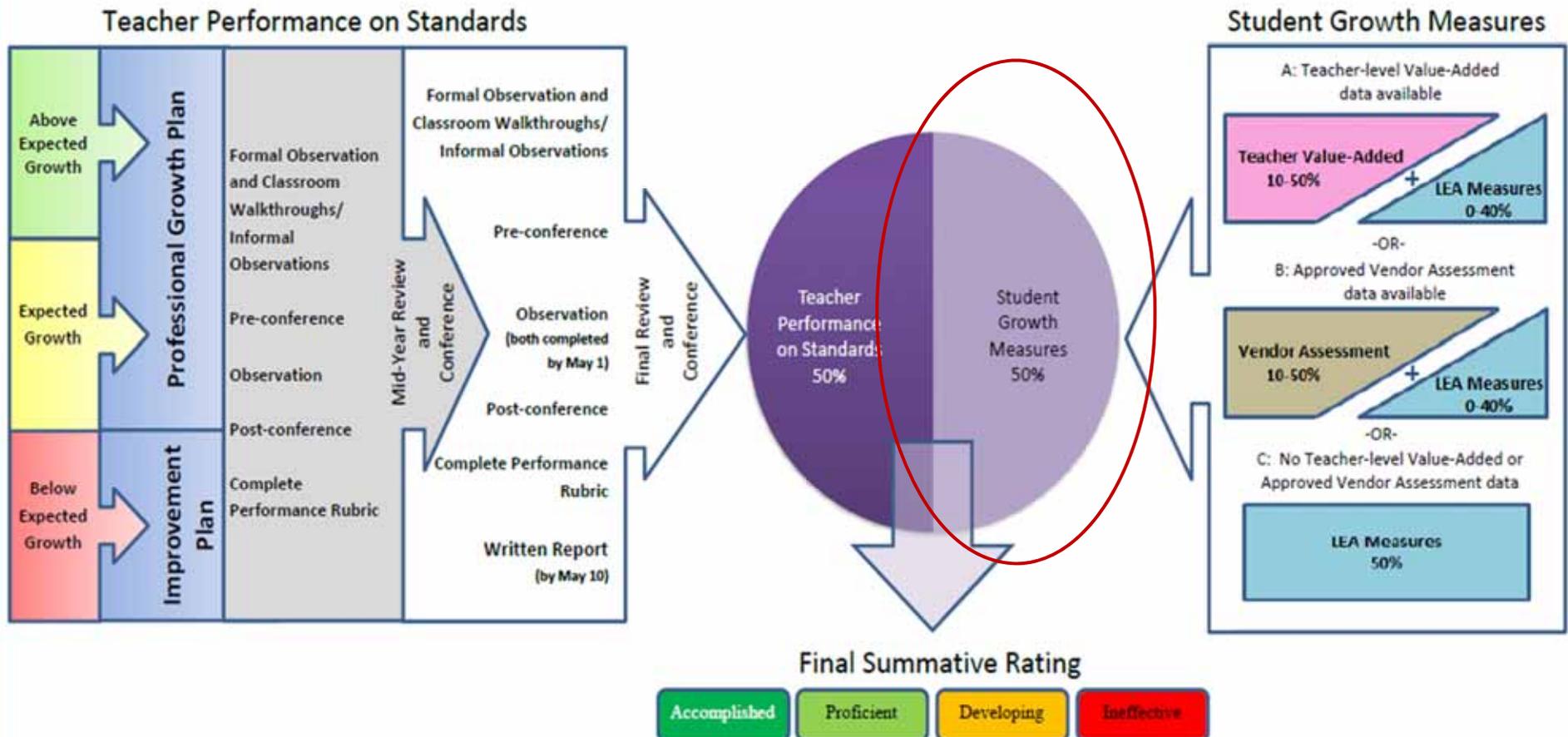
I can identify the importance of some historical events through their celebration on national holidays and monuments.

Demonstrator 4. Student Performance

All students have access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, resulting in student performance at a consistently high level.

No Implementation	Needs Improvement	Proficient	Distinguished
a) Students demonstrate little growth in language proficiency.	a) Students demonstrate slow and uneven growth in language proficiency in the interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing) modes of communication.	a) Students demonstrate consistent growth in language proficiency in the interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing) modes of communication.	a) Students demonstrate consistently strong growth in language proficiency in the interpretive (listening /reading), interpersonal (speaking /writing) and presentational (speaking/writing) modes of communication.
b) Students demonstrate little growth in in the development of their intercultural competencies.	b) Students demonstrate some sporadic growth in the development of their intercultural competencies.	b) Students demonstrate consistent growth in the development of their intercultural competencies.	b) Students demonstrate consistently high growth in the development of their intercultural competencies.
c) Students do not engage in goal setting or reflection.	c) Students sometimes set performance goals for learning, provide evidence of meeting those goals, but rarely reflect upon of their performance.	c) Students set performance goals based on the Kentucky Standard for World Language Proficiency, provide evidence of meeting those goals, reflect upon of their performance and set new goals.	c) Students consistently set high performance goals based on the Kentucky Standard for World Language Proficiency, provide evidence of meeting those goals, reflect upon of their performance and set new goals.
d) Students only have an opportunity to use the language in class.	d) Students have few opportunities to use the language outside of class.	d) Students use the language outside of class for community service, personal enjoyment or career development.	d) <u>Students are expected to use and provided opportunities to demonstrate the language outside of class for community service, personal enjoyment or career development.</u>

Ohio Teacher Evaluation System (OTES)



Self-Assess

This is a Goal	I Can Do With Help	I Can Do	Evidence
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- I can explain the importance of learner autonomy to a colleague or supervisor.
- I can set SMARTER goals.
- I can envision ways to apply the reflective learning cycle in my own classes.
- I can provide opportunities for my learners to document their intercultural experiences.
- I can explain how LinguaFolio® can positively impact student achievement?



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