

Portfolios

**to Assess Literacy and
Second Languages**

An Annotated Bibliography

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Abstract

This annotated bibliography surveys key resources and research related specifically to language learning and literacy. It focuses on resources that will be valuable to teaching professionals and researchers who specialize in the areas of foreign and second language teaching, language arts and first and second language literacy.

Acknowledgements

I wish to thank all those who helped to shape and create this work, which began several years ago while working at the Language Research Centre at the University of Calgary, when I was asked to organize the first western Canadian event on the Common European Framework of Reference for Languages, in collaboration with Alberta Education. It was then that my interest in frameworks and asset-based approaches to languages began.

Friends at the Southern Alberta Heritage Language Association introduced me to the work of community-based language programs and the idea that non-formal language learning enriches our communities. I learned from them how to value and appreciate language learning in contexts outside the classroom.

My thesis supervisor, Dr. J. Tim Goddard, has always encouraged me to keep an open mind and often reminded me that there is often “more than one way to do things right”, including different ways to assess and evaluate learning.

I owe much of what I know about literacy to Audrey Gardner of Bow Valley College. Colleagues at Literacy Alberta helped me to understand the nature of the Volunteer Adult Literacy Tutor Programs and their impact on our province. Diana Twiss has also been a significant source of inspiration in recent months and I appreciate her contributions to my understanding of the literacy field.

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Table of Contents

<i>Introduction</i>	6
<i>Methodology</i>	6
<i>Intended audience</i>	7
<i>Categories of Resources</i>	7
<i>Practical Classroom Resources</i>	8
<i>Video and Multimedia Resources</i>	11
<i>Scholarly Articles and Related Research Materials</i>	12
<i>References</i>	15

Introduction

Significant theoretical research and applied classroom practice has been done in the field of alternative assessment, and specifically in area of using portfolios and e-portfolios (Barrett, 2010; Brear, 2007; Dominguez, 2011; JISC, 2008; Meuller, 2011; North Carolina Regional Educational Laboratory, n.d.; Shao-Ting & Heng-Tsung).

The practice of using portfolios for second and foreign language teaching has increased in popularity, with an increased understanding and adoption of the Common European Framework of Reference for Languages (Council of Europe, 2001). Almost simultaneously, there has been a rise in the use of similar frameworks in the field of literacy (Alberta Advanced Education and Technology, 2009; Literacy BC, n.d.). However, there is little collaboration between those who work in literacy and those who teach second and modern languages (Eaton, 2010).

This annotated bibliography is an attempt to collect, select and share resources that may be relevant, helpful and useful to professionals working in both the second language and literacy sectors. The deeper values that guide this work are predicated on the belief that researchers and practitioners working in both fields have much in common and would benefit greatly from increased dialogue and shared resources.

Methodology

This literature review was conducted with a view to maintaining the highest standards of academic and professional rigor, while at the same time remaining open-minded and inclusive. This research focusses narrowly on literacy and languages and only resources applicable to these fields were considered in this project. Each resource was carefully scrutinized to assess its quality and validity. Every effort has been made to cite all bibliographic and reference materials correctly.

Intended audience

The intended audience for this work is professionals who work in the fields of literacy or second and foreign language education. These may include, but are not limited to: literacy coordinators, practitioners and tutors; K-12 classroom teachers and administrators, pre-service language teachers, researchers and scholars. As such, number of different types of resources are included in this research including:

- Scholarly journal articles
- Research reports
- Online resources (e.g. web pages and Wikis)
- Videos and multimedia resources.

Categories of Resources

The sources have been collected, reviewed and divided into the following categories:

Practical Classroom Resources - These materials fall generally into the category of more hands-on, practical or applied resources that may be most useful to active teachers who want to start using (or improving their use of) portfolios for student assessment.

Video and Multimedia Resources - These materials may be of interest to both classroom teachers and researchers. They may also serve as excellent resources to review with pre-service teachers or student teachers, as part of an education program or teacher preparation course.

Scholarly Articles and Related Research Materials - Those who are engaged in active research and scholarly pursuits may find these resources most helpful. While not all of the resources are peer-reviewed, they are generally more theoretical or conceptual in nature.

Practical Classroom Resources

The National Capital Language Resource Center (NCLRC). (n.d.). Portfolio Assessment in the Foreign Language Classroom. Retrieved June 3, 2011, from <http://www.nclrc.org/portfolio/modules.html>

This resource is part of the Portfolio Assessment Project conducted by the [The National Capital Language Resource Center \(NCLRC\)](#), a consortium of [Georgetown University](#), [The George Washington University](#), and the [Center for Applied Linguistics](#).

Subject Centre for Languages Linguistics and Area Studies. (n.d.). Assessment and Independent Language Learning. Retrieved June 3, 2011, from <http://www.llas.ac.uk/resources/gpg/1407>

A selection of resources on strength-based assessment from the [Subject Centre for Languages, Linguistics and Area Studies](#) in the UK.

Cummins, P. (2008). Global Language Portfolio. Retrieved June 3, 2011, from <http://glp.elenes.com/index.html>

A project directed by Patricia Cummins, the Global Language Portfolio (GLP) is an electronic document used by learners, teachers, educational institutions, employers and other organizations to present information about language. It promotes language learning and the development of cultural competence, and it is modelled on the European Language Portfolio (ELP).

University of Manchester. (n.d.). Independent language learning. Retrieved June 2, 2011, from <http://www.ulc.manchester.ac.uk/resources/online/support-advice/learning-guide/independent/>

This site by the University of Manchester covers a number of aspects of independent language learning, including assessment. But it goes further than that. It also talks about how learners can set goals and stay motivated.

British Council, & BBC. (2010). Portfolios in ELT. Retrieved June 2, 2011, from <http://www.teachingenglish.org.uk/think/articles/portfolios-elt>

A site from the BBC that talks mostly about using portfolios to use English, but the principles can be applied to any language. This resource also references the Council of Europe's portfolio page.

Manitoba Labour and Immigration - Adult Language Training Branch. (2004). Collaborative Language Portfolio Assessment: Manitoba Best Practices Guide - A Resource for Integrating Collaborative Language Portfolio Assessment (CLPA) into the Teaching-Learning Cycle of Adult ESL Instruction. Retrieved from http://www.atesl.ca/cmsms/uploads/File/Resources/LTPproject%20Reference_1.pdf

A 68-page downloadable .pdf that includes best practices and examples. It is directed towards adult ESL learners, but the principles could be applied for any language.

Dellevoet, L., & Muresan, L. The European Language Portfolio: A Guide for Language Learners (15+). Retrieved from http://www.prosper.ro/EuroIntegrELP/materiale%20pentru%20site%20EuroIntegrELP_12%20sept/Materials/for%20students/EN_ELP%20Guide%20for%20learners.pdf

An 8-page downloadable .pdf on the European Language Portfolio. This resource is a simple, plain language document that is easy to understand.

Council of Europe, & National Centre for Languages (Producer). (2006) My Languages Portfolio: European Language Portfolio – Junior version: Revised edition. retrieved from http://www.primarylanguages.org.uk/resources/assessment_and_recording/idoc.ashx?docid=2ff934db-45bb-4712-a051-21e8abd9d48e&version=-1

The junior version of the European Language Portfolio is a Council of Europe initiative, launched in the 2001 European Year of Languages. The ELP provides pupils with a record of their achievements and progress in languages.

Council of Europe, & National Centre for Languages (Producer). (2006) My Languages Portfolio: European Language Portfolio: Teacher's Guide – third edition. retrieved from http://www.primarylanguages.org.uk/resources/assessment_and_recording/idoc.ashx?docid=7860836a-8905-46fb-87d1-6743420ec741&version=-1

This teachers' guide accompanies the Junior Language Portfolio. Like the portfolio itself, hard copies are available for sale from the National Centre for Languages. This 26-page .pdf version is free.

FLTEACH. (n.d.). Student Portfolios in the Foreign Language Classroom - FLTEACH FAQ. Retrieved June 2, 2011, from <http://www.cortland.edu/flteach/faq/faq-student-portfolios.html>

A synopsis prepared by Lee Risley that includes topics such as the purpose of a portfolio, contents of a portfolio, assessment of portfolios and resources.

Video and Multimedia Resources

Wisconsin Public Television (Producer). (2008) World Language Assessment | Using Feedback in Assessment. retrieved from <http://www.youtube.com/watch?v=O8hhHgnbl9M&feature=youtu.be>

A production of Wisconsin Public Television. Jennifer Block, Kari Ewoldt, and Jaci Collins use literature circles, LinguaFolio, and student portfolios to provide students with the crucial feedback they need as they continue to learn and grow.

European Language Portfolios

A series of five videos. This series is a recording of a webinar of a live presentation on the European Language Portfolio by Margarete Nezbeda, project coordinator of the ECML-project Training Teachers to use the European Language Portfolio. I recommend watching them in order, otherwise it seems a bit disjointed. Here are the links to: [Part 1](#) (09:58), [Part 2](#) (09:48), [Part 3](#) (09:59), [Part 4](#) (07:03), [Part 5](#) (07:16).

Scholarly Articles and Related Research Materials

Kohonen, V. (2000). Student Reflection in Portfolio Assessment: Making Language Learning More Visible. <http://www.uta.fi/laitokset/okl/tokl/projektit/eks/pdf/babylonia100.pdf>

By Viljo Kohonen at the University of Tampere, this article was published in Babylonia in 2000. It is available as a 6-page .pdf download and it addresses topics such as visible and invisible outcomes in language learning, how to increase visibility of learning using portfolios, how to get started, and how to get students thinking about learning processes.

Lynch Gómez, E. (1998). Portfolio Assessment and English Language Learners: An Annotated Bibliography Available from http://www.alliance.brown.edu/pubs/ass_port_ell/portellbib.pdf

By Emily Lynch Gómez, published by the Northeast and Islands Regional Educational Laboratory at Brown University. This 25-page .pdf download addresses topics such as performance assessment, using portfolios at the state and district levels and classroom-based use of portfolios.

Ali, S. Y. (2005). An Introduction to Electronic Portfolios in the Language Classroom. The Internet TESL Journal, XI(8) <http://iteslj.org/Techniques/Ali-Portfolios.html>

This article by Sadia Yasser Ali offers an introduction to portfolios before offering ideas on how to use electronic portfolios in language classrooms; the steps of developing electronic portfolios and the technological requirements for developing them.

García-Carbonell, A., Watts, F., & Rising, B. (1998). Portfolio Assessment in Simulation for Language Learning. Retrieved June 2, 2011, from Tilburg University Press: <http://www.upv.es/diaal/publicaciones/amparo5.pdf>

By Amparo García-Carbonell, Frances Watts and Beverly Rising, this 6-page article published by the Tilburg University Press discusses experiences from two different universities in three different fields of study. The principal purpose of the simulations used is to learn English as a second or foreign language within a specific field of study.

Kohonen, V., & Westhoff, G. (1999). Enhancing the pedagogical aspects of the European Language Portfolio (ELP). http://www.coe.int/T/DG4/Portfolio/documents/studies_kohonen_westhoff.doc

This document (in .doc format) is published by the Council of Europe. More of a research document than for classroom practical use.

California Foreign Language Project. (1997). Development and Implementation of Student Portfolios in Foreign Language Programs. Retrieved June 4, 2011, from <http://www.stanford.edu/group/CFLP/research/portfolio/portfolio1.html>

Developed by the California Foreign Language Project, this website contains a variety of pages including: purpose of a portfolio, audience of a portfolio, method, analysis and results, conclusions and recommendations.

Kuperschmid, C., & Cerulli, S. (n.d.). Using a Literacy Portfolio in a Third-Grade Class. Retrieved June 4, 2011, from http://www.prenhall.com/literacy_portfolios/pdf/chapter1.pdf

A 30-page .pdf download by Caroline Kuperschmid, Third-Grade Teacher, and Sandra Cerulli, Reading Specialist. Contains information on how to implement reading-writing portfolios in class and authentic examples from grade 3 students.

Taylor, M. C. (1994). Literacy Portfolio Assessment: A Resource for Literacy Workers. Retrieved June 2011, from National Literacy Secretariat: <http://www.eric.ed.gov/PDFS/ED372222.pdf>

In this 71-page resource, Maurice Taylor, University of Ottawa addresses topics such as testing and assessment in adult education, alternative assessment, and how to develop a literacy portfolio.

Roger, F. (1991). Portfolios: Assessment in Language Arts. Retrieved June 2, 2011: <http://searcher.eric.org/digests/ed334603.html>

A brief overview of using portfolios for assessment in language arts courses by Roger Farr, archived by the ERIC Clearinghouse on Reading and Communication Skills.

Nakayama, K. A Case Study of Using Portfolios to Make Language Learning More Visible at a Japanese High School. from Proceedings PAAL9,: <http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Nakayam.pdf>

A 6-page research article by Kenji Nakayama. (You may need to install Japanese character fonts on your Adobe reader to access this resource.)

Rehorick, S., & Lafargue, C. (2005). The European Language Portfolio and its Potential for Canada (Proceedings of a conference held at UNB). Retrieved from http://www.unbf.ca/L2/Resources/PDFs/ELP/UNB_ELP_fullreport.pdf

By Rehorick, S., & Lafargue, C. (2005) this paper is from the Proceedings of a conference held at the University of New Brunswick.

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