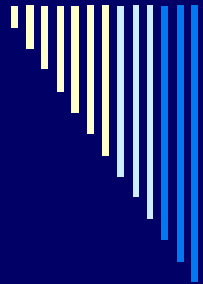


Hanna Komorowska
SOCIO-CULTURAL DIVERSITY
MANAGEMENT AND TEACHING
EUROPEAN PORTFOLIO FOR STUDENT
TEACHERS OF LANGUAGES
(EPOSTL)



SOCIO-CULTURAL DIVERSITY AND TEACHING

TEACHING NEEDS TO CATER FOR

- **INDIVIDUAL DIFFERENCES (personality, aptitude)**
- **S.E.N. (special educational needs)**
- **SOCIALLY AND CULTURALLY CONSTRUCTED DIVERSITY**
- **STRUCTURAL DIVERSITIES related to immigrant background, religion, ethnicity, gender**



Roots and sources of the EPOSTL

- **New roles of language teachers (supporting learning)**
 - **Teacher trainees as learners - learner-centred education**
 - **Process and product**
 - **autonomy**
 - **reflection**
 - **self-assessment**
 - **planning future development**
-



WHO? WHERE? WHEN? of the EPOSTL

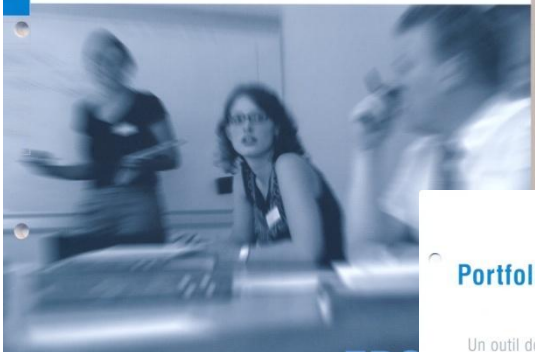
- **A PROJECT OF THE EUROPEAN CENTRE FOR MODERN LANGUAGES IN GRAZ (2004-2007)**
 - **TEAM**
 - David Newby – coordinator
 - Barry Jones
 - Anne-Brit Fenner
 - Rebecca Allan
 - Kristine Soghikyan
 - **English, French, German, Italian, Spanish, Polish, Lithuanian, Romanian, Albanian**
-

Languages for social cohesion **A C**
 Les langues pour la cohésion sociale **E D**

European Portfolio for Student Teachers of Languages

A reflection tool for language teacher education

David Newby, Rebecca Allan, Anne-Britt Fenner,
Barry Jones, Hanna Komarowska and Kristine Soghikyan



EPO

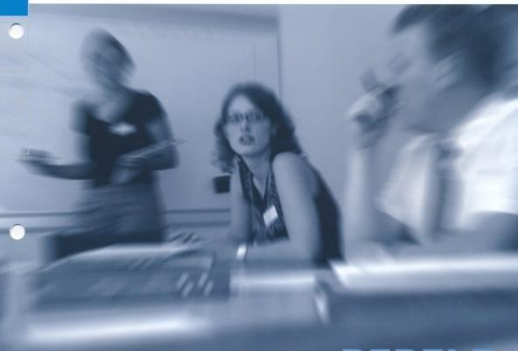
European Centre for Modern Languages
Centre européen pour les langues vivantes

Languages for social cohesion **A C**
 Les langues pour la cohésion sociale **E D**

Portfolio européen pour les enseignants en langues en formation initiale

Un outil de réflexion pour la formation des enseignants en langues

David Newby, Rebecca Allan, Anne-Britt Fenner,
Barry Jones, Hanna Komarowska et Kristine Soghikyan



PEPELF

Portfolio européen pour les enseignants en langues en formation initiale

European Centre for Modern Languages
Centre européen pour les langues vivantes

Languages for social cohesion **A C**
 Les langues pour la cohésion sociale **E D**

Europäisches Portfolio für Sprachlehrende in Ausbildung

Ein Instrument zur Reflexion

David Newby, Rebecca Allan, Anne-Britt Fenner,
Barry Jones, Hanna Komarowska, Kristine Soghikyan



Europäisches Portfolio für Sprachlehrende

European Centre for Modern Languages
Centre européen pour les langues vivantes

David Newby • Rebecca Allan • Anne-Britt Fenner
Barry Jones • Hanna Komarowska • Kristine Soghikyan

EUROPEJSKIE PORTFOLIO DLA STUDENTÓW

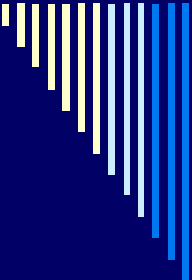
— przyszłych nauczycieli języków

Narzędzie refleksji w kształceniu nauczycieli języków



Aims of the EPOSTL

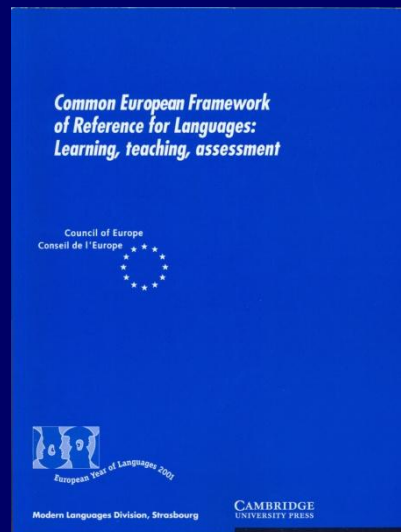
- **To help ST reflect on their competences, knowledge, skills and values**
 - **To help ST self-assessment of their didactic competences**
 - **To promote discussion among ST, between ST and the teacher educator, between ST and the mentor, between the mentor and the teacher educator**
 - **To provide an instrument which would help chart the student teacher's progress**
-

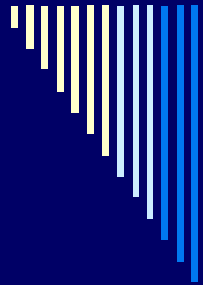


EPOSTL SYNERGIES

(1)

- **The Common European Framework of Reference for Languages (CEFR)**





EPOSTL SYNERGIES

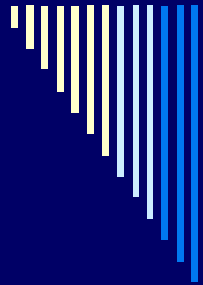
(CEFR 1a - SIMILARITIES)

CEFR and EPOSTL:

- the concept of LEARNING TO LEARN as a general competence

- the concept of aims of language education

„what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop in order to use the language so as to be able to act effectively“



EPOSTL SYNERGIES

(CEFR 1b - DIFFERENCES)

TEACHING vs. LEARNING

- **CEFR**
 - describes what **LEARNERS** have to know and be able to do to use the language for communication
 - introduces levels to quantify competences - while

- **EPOSTL**
 - describes what **TEACHERS** have to know and be able to do in order to make it possible for the learners to use the language for communication
 - reflection but no quantification

EPOSTL SYNERGIES

○ ELP

EUROPEJSKIE PORTFOLIO JĘZYKOWE

dla uczniów od 10 do 15 lat

European Language Portfolio
Portfolio européen des langues
Europäisches Sprachenportfolio
Европейский языковой портфель



CONSEIL DE L'EUROPE
COUNCIL OF EUROPE

CO
N
Wieloletnie
Członkostwo w Unii Europejskiej
Dobrowolne uczestnictwo



Europejskie
portfolio
językowe

EUROPEAN LANGUAGE PORTFOLIO
PORTFOLIO EUROPÉEN DES LANGUES

EUROPEJSKIE PORTFOLIO JĘZYKOWE
EUROPEAN LANGUAGE PORTFOLIO
PORTFOLIO EUROPÉEN DES LANGUES
EUROPÄISCHES SPRACHENPORTFOLIO
ЕВРОПЕЙСКИЙ ЯЗЫКОВОЙ ПОРТФЕЛЬ

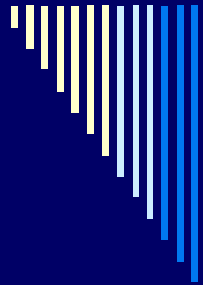
CONSEIL DE L'EUROPE
COUNCIL OF EUROPE
Wieloletnie Członkostwo w Unii Europejskiej
Dobrowolne uczestnictwo



EPOSTL SYNERGIES

(2a - SIMILARITIES)

- **ELP and EPOSTL:**
 - **the concept of qualitative descriptors**
 - **the concept of CAN DO statements**
-



EPOSTL SYNERGIES

(2b - DIFFERENCES)

DIDACTIC not LANGUAGE COMPETENCES

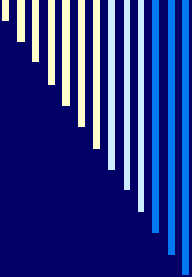
- **ELP**

- **self –assessment related to linguistic skills
with scaled descriptors**

while

- **EPOSTL**

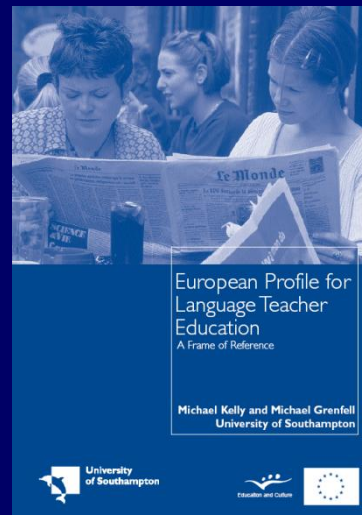
- **self-assessment related to didactic skills
with open bars to colour in S's progress**

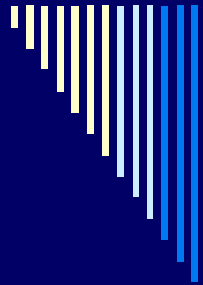


EPOSTL SYNERGIES

(3)

- **The European Profile for Language Teacher Education**



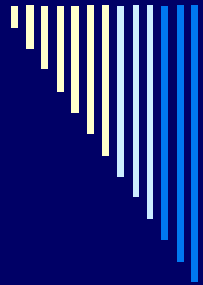


EPOSTL SYNERGIES

(3a - SIMILARITIES)

- **EPLTE and EPOSTL**

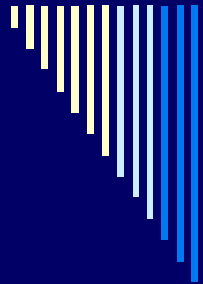
- **related to teacher education in terms of institutional courses and curricula**



EPOSTL SYNERGIES ***(3b - DIFFERENCES)***

INDIVIDUALS not INSTITUTIONS

- **EPLTE**
 - **takes the perspective of institutions offering teacher education programmes**
- **EPOSTL**
 - **takes the perspective of individual teacher trainees**



EPOSTL - CHAPTERS

6 chapters – 3 working sections

- **INTRODUCTION**
 - **PERSONAL STATEMENT** (former experience, focus)
 - **SELF-ASSESSMENT** (195 descriptors)
 - **DOSSIER** (documents, samples of work)
 - **GLOSSARY OF TERMS**
 - **INDEX**
 - **USER'S GUIDE**
-



| | |
|--------------------------|----|
| Introduction | 5 |
| Personal Statement | 9 |
| Self-Assessment | 13 |
| Dossier | 59 |
| Glossary of Terms | 73 |
| Index | 81 |
| Users' Guide | 83 |



SELF-ASSESSMENT COMPONENTS

- **CONTEXT (4 categories)**
 - **METHODOLOGY (7 categories)**
 - **RESOURCES (no subdivisions)**
 - **LESSON PLANNING (3 categories)**
 - **CONDUCTING A LESSON (5 categories)**
 - **INDEPENDENT LEARNING (6 categories)**
 - **ASSESSMENT OF LEARNING (5 categories)**
 - 7 categories with brief introduction to each**
 - subdivided into 32 areas**
 - composed of CAN DO statements with open bars**
-

A. Designing Assessment Tools

B. Evaluation

D. Language Performance

E. Culture

F. Error Analysis

ASSESSMENT OF LEARNING

A. Learner Autonomy

B. Homework

C. Projects

D. Portfolios

E. Virtual Learning Environments

F. Extra-curricular Activities

INDEPENDENT LEARNING

A. Using Lesson Plans

B. Content

C. Interaction with Learners

D. Classroom Management

E. Classroom Language

CONDUCTING A LESSON

A. Identification of Learning Objectives

B. Lesson Content

C. Organisation

LESSON PLANNING

1 CONTEXT

A. Curriculum

B. Aims and Needs

C. The Role of the Language Teacher

D. Institutional Resources and Constraints

2 METHODOLOGY

A. Speaking/Spoken Interaction

B. Writing/Written Interaction

C. Listening

D. Reading

E. Grammar

F. Vocabulary

G. Culture

3 RESOURCES

Self-Assessment

Descriptors – charting progress

EPOSTL SELF ASSESSMENT

A. Curriculum

1. I can understand the requirements set in national and local curricula.

22/10/07 5/4/08 9/4/08

2. I can design language courses around the requirements of the national and local curricula.

6/12/07 13/5/08

3. I can understand the principles formulated in relevant European documents (e.g. Common European Framework of Reference, European Language Portfolio).

22/10/07

4. I can understand and integrate content of European documents (e.g. Common European Framework of Reference, European Language Portfolio) as appropriate in my teaching.

| Descriptor | Progress | Handwritten Dates |
|---|----------------------|--------------------------|
| 1. I can understand the requirements set in national and local curricula. | Yellow, Pink, Orange | 22/10/07, 5/4/08, 9/4/08 |
| 2. I can design language courses around the requirements of the national and local curricula. | Yellow, Pink | 6/12/07, 13/5/08 |
| 3. I can understand the principles formulated in relevant European documents (e.g. Common European Framework of Reference, European Language Portfolio). | Yellow | 22/10/07 |
| 4. I can understand and integrate content of European documents (e.g. Common European Framework of Reference, European Language Portfolio) as appropriate in my teaching. | Empty | |



Reflection grid

The grid below will help you to record your reflections on the descriptors.

| Descriptor number(s) | Date of reflection | Your comments |
|----------------------|--------------------|---------------|
| | | |





EPOSTL STRENGTHS

- **OFFERS TRANSPARENT AIMS FOR TEACHER EDUCATION**
 - **ENABLES INTER-INSTITUTIONAL AND INTERNATIONAL COMPARISONS**
 - **BRIDGES THE GAP BETWEEN CURRICULAR REQUIREMENTS AND INDIVIDUAL NEEDS**
-



EPOSTL AND CLUSTERS 1&2

EPOSTL considers competences as a readiness to respond to didactic situations and not as a narrow set of behaviours

1st cluster „KNOWLEDGE AND UNDERSTANDING”

- **Recommendation 1 („investigating national and local context”)**

2nd cluster „COMMUNICATION AND RELATIONSHIPS”

- **Recommendation 2 (student teachers get personal experience of and training in reflecting and communicating their views, successes and failures”)**
-



EPOSTL AND CLUSTER 3

EPOSTL considers the nature of teaching as constantly requiring situational judgements based on complex situations and diverse setting

3rd cluster „MANAGEMENT AND TEACHING”

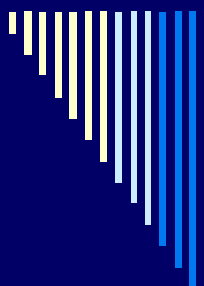
- Recommendation 8 („expanding the resources, encouraging creativity in search of resources...”)**
 - Recommendation 9 („socio-cultural diversity at the heart of courses...”)**
 - Recommendation 10 („systematic evaluation of policies and practices...critical reflection on practice throughout the system”)**
-



3rd CLUSTER OF COMPETENCES MANAGEMENT AND TEACHING - CHALLENGES FOR LANGUAGE EDUCATION

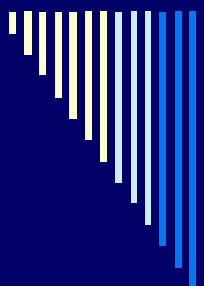
The main aim is to build up a cooperative, non-discriminatory organisational culture which realizes optimally the idea of living and learning together.

- ADDRESSING DIVERSITY IN CURRICULUM**
 - CREATING INCLUSIVE LEARNING ENVIRONMENT**
 - SELECTING TEACHING METHODS TO TARGET EACH CHILD**
 - CRITICALLY EVALUATING DIVERSITY WITHIN TEACHING MATERIALS**
 - USING A VARIETY OF APPROACHES TO CULTURALLY SENSITIVE TEACHING AND ASSESSMENT**
 - SYSTEMATIC REFLECTION AND EVALUATION OF OWN PRACTICE AND ITS IMPACT ON STUDENTS.**
-



INTERNAL STRUCTURE OF SELF-ASSESSMENT COMPONENTS ***„CONTEXT” (23)***

- ***Diversity in the curriculum - CURRICULUM (4)***
I can design language courses around the requirements of the national and local curricula. (A2)
 - ***Methods which will target each child - AIMS AND NEEDS (7)***
I can take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc. (B4).
I can take into account the affective needs of learners (sense of achievement, enjoyment etc. (B5)
 - ***Inclusive learning environment - THE ROLE OF THE L.TEACHER (10)***
I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds. (C2).
INSTITUTIONAL RESOURCES AND CONSTRAINTS (2)
I can recognise the organisational constraints and resource limitations existent at my school and adapt my teaching accordingly. (D2)
-



INTERNAL STRUCTURE OF SELF-ASSESSMENT COMPONENTS „METHODOLOGY” (57)

Methods which will target each child

- **SPEAKING / SPOKEN INTERACTION (12)**
I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc. (A3)
 - **WRITING / WRITTEN INTERACTION (12)**
I can evaluate and select meaningful activities to encourage learners to develop their creative potential (B1).
 - **LISTENING (8)**
I can select texts appropriate to the needs, interests and language level of the learners. (C1)
 - **READING (9)**
as above (D1)
 - **GRAMMAR (5)**
 - **VOCABULARY (3)**
 - **CULTURE (8)**
-



INTERNAL STRUCTURE OF SELF-ASSESSMENT COMPONENTS „METHODOLOGY” (57) – CULTURE

Culturally sensitive teaching and learning - CULTURE (8)

- I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.). (G1)
 - I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc).(G2)
 - I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behaviour'.(G3)
 - I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.(G4)
 - I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of 'otherness' and understand different value systems.(G5)
 - I can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these. (G6)
 - I can evaluate and select activities which enhance the learners' intercultural awareness.(G7)
 - I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.(G8)
-

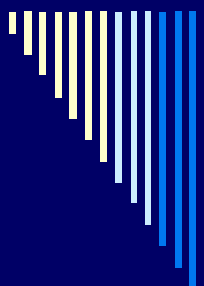


INTERNAL STRUCTURE OF SELF-ASSESSMENT COMPONENTS „RESOURCES” (11)

Learner involvement

NO INTERNAL SEGMENTATION

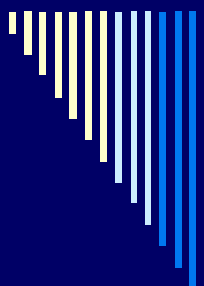
- I can locate and select listening and reading materials appropriate for the needs of my learners from a variety of sources, such as literature, mass media and the Internet. (3)**
 - I can guide learners to produce materials for themselves and for other learners. (7)**
-



INTERNAL STRUCTURE OF SELF-ASSESSMENT COMPONENTS ***„LESSON PLANNING” (22)***

Methods which will target each child

- **IDENTIFICATION OF LESSON OBJECTIVES (6)**
I can set objectives which take into account the differing levels of ability and special educational needs of the learners. (A4)
 - **LESSON CONTENT (12)**
I can vary and balance activities in order to respond to individuals learners' learning styles. (B10)
 - **ORGANISATION (4)**
I can select from and plan a variety of organisational forms (frontal, individual, pair, groupwork) as appropriate. (C1)
-



INTERNAL STRUCTURE OF SELF-ASSESSMENT COMPONENTS ***„CONDUCTING A LESSON” (27)***

Learner cooperation

- **USING LESSON PLANS (6)**
 - **CONTENT (4)**
I can relate what I teach to learners' knowledge and previous language learning experiences. (B2)
 - **INTERACTION WITH LEARNERS (6)**
I can encourage learner participation whenever possible (C4).
 - **CLASSROOM MANAGEMENT (5)**
I can create opportunities for and manage individual, partner, group and whole class work. (D2)
 - **CLASSROOM LANGUAGE (6)**
I can create opportunities for and manage individual, partner, group and whole class work. (E6)
-



INTERNAL STRUCTURE OF SELF-ASSESSMENT COMPONENTS

„INDEPENDENT LEARNING” (28)

Reflection, learning environments, resources

- **LEARNER AUTONOMY (6)**

I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles. (A2)

- **HOMEWORK (4)**

- **PROJECTS (6)**

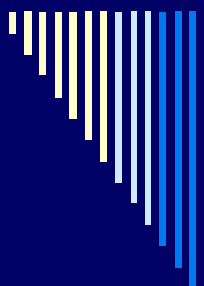
I can encourage learners to reflect on their work (diaries, logs, etc.) (C4)

- **PORTFOLIOS (5)**

- **VIRTUAL LEARNING ENVIRONMENTS (3)**

I can advise learners on how to find and evaluate appropriate ICT resources (web sites, search engines, computer programmes etc.). (E2)

- **EXTRA-CURRICULAR ACTIVITIES (4)**



INTERNAL STRUCTURE OF SELF-ASSESSMENT COMPONENTS „ASSESSMENT OF LEARNING” (27)

Culturally sensitive teaching and assessment

- **DESIGNING ASSESSMENT TOOLS (3)**

- **EVALUATION (8)**

I can present my assessment of a learner’s performance and progress in the form of a descriptive evaluation, which is transparent and comprehensible to the learner, parents and others. (B4)

- **SELF AND PEER ASSESSMENT (3)**

- **LEARNING PERFORMANCE (6)**

- **CULTURE (3)**

I can assess the learners’ ability to make comparisons between their own and the culture of target language communities. (E2)

- **ERROR ANALYSIS (4)**



*European Centre for Modern
Languages - Graz*

EPOSTL 2 – the follow-up project



<http://epostl2.ecml.at>
