


Report from ILEA Ontario



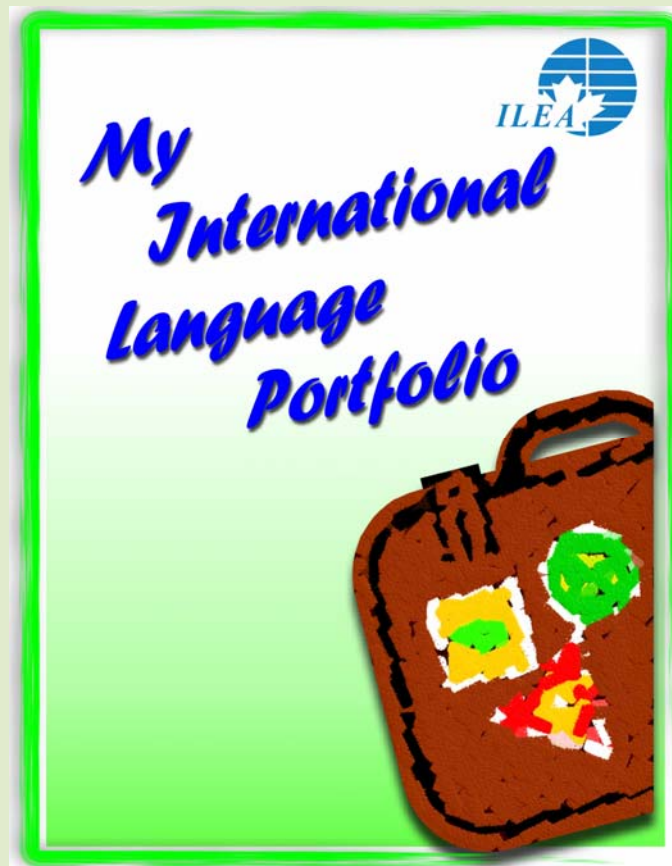
International Language Educators' Association



www.ilea.ca

- Refresh your memory: IL is mandated in Ontario, therefore ILEA is an association to support Ministry-funded programs
 - Institutional and Individual
 - Best practices
 - Ongoing projects
 - *Accents on Language Newsletter*
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Work in progress.....
The ILEA Portfolio Package






The Portfolio

- Language Awareness
- Language Performance
- Language Competence
- Language Process

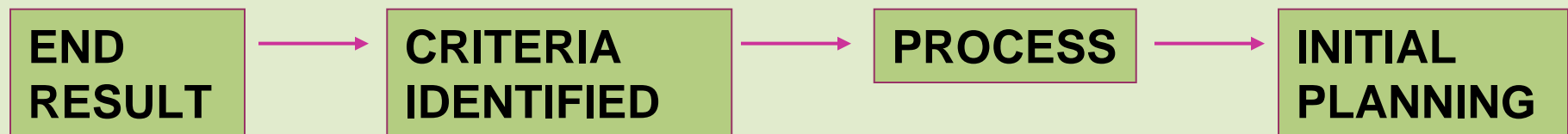


Language Awareness.....

- Knowledge, beliefs about additional language teaching and learning
 - Commitment to responsibility of language learning
 - Documenting learning experiences
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Language Performance

- what students can do by end of a course of study
- will vary across programs
- backward design



Language Competence


- Expectations
- Functions of the language
- The “WRITE-SAY-DOs”



- not a deposit place
- selective
- conferencing
- documenting
- used for setting future goals



Portfolio Benefits

- Ensures assessment is an integral part of instruction
 - Showcases personal work for each student
 - Shows student growth over time
 - Encourages students to take responsibility for their learning
 - Promotes students thinking about their strengths and needs
 - Illustrates process vs. product
 - Serves as a vehicle to dialogue with teachers, peers and parents.
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Why Portfolios in IL?

- Multilevel/multi-age
- Community involvement
- Diverse learners
- Modification ability
- Thematic approaches





Portfolio Types

1. **Project Portfolios** – focused on the work from an individual project
 2. **Growth Portfolios** – show progress toward competence on one or more learning targets
 3. **Achievement Portfolios** – document the level of student achievement at a point in time
 4. **Competence Portfolios** – offer evidence in support of a claim to have attained an acceptable or exemplary level of achievement
 5. **Celebration Portfolios** – allow students the chance to show the achievement of which they are the most proud
 6. **Working Folders** – function as holding bins
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Language Process

- Strategies for skill development
 - Ongoing tasks
 - Links to language awareness
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The 3 Cs!

Content-based

Cooperative

Communicative



Content-based...

a couch

a stove

a refrigerator

a dryer

an iron

a mirror

a desk

a television

a sink

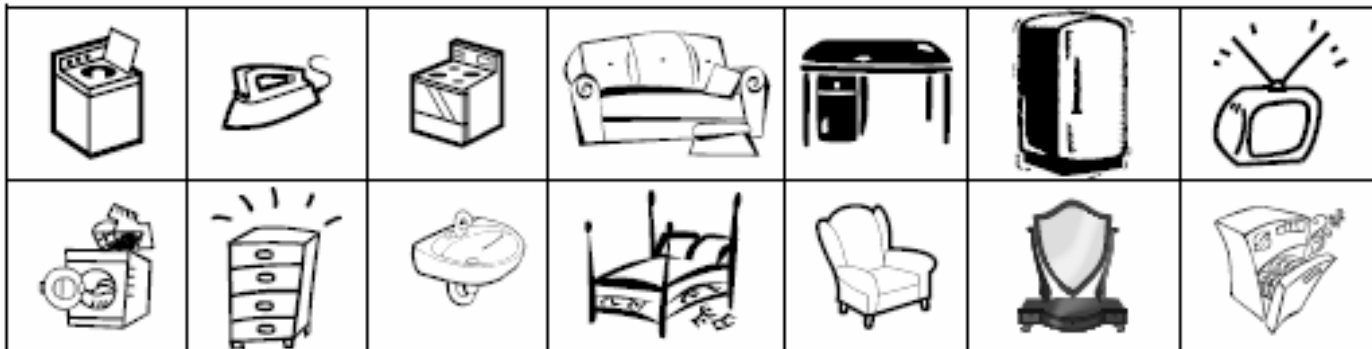
an armchair

a bed

a dresser

a dishwasher

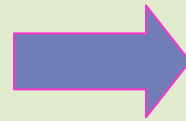
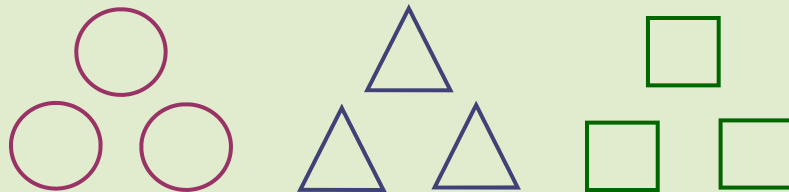
a washing machine



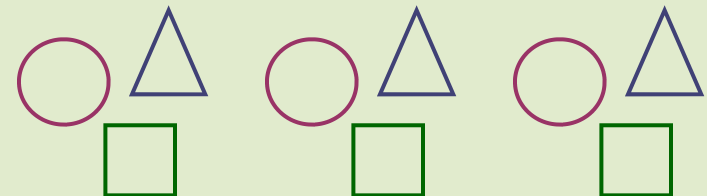
Cooperative



Expert Groups



Share Groups



Postcard Jigsaw Activity

- A. Each group receives a portfolio of postcards related to the same place. The group reads the texts and discusses them so that the information is understood.
- B. Notes are taken.
- C. Each member of each original group goes to newly-formed groups to share the information.

Communicative

A Weekend in Niagara Falls

● You are packing your bags for a trip to Niagara Falls (or other). ● You will be staying with other classmates and a chaperone teacher at a fairly good hotel. ● You are taking the following:

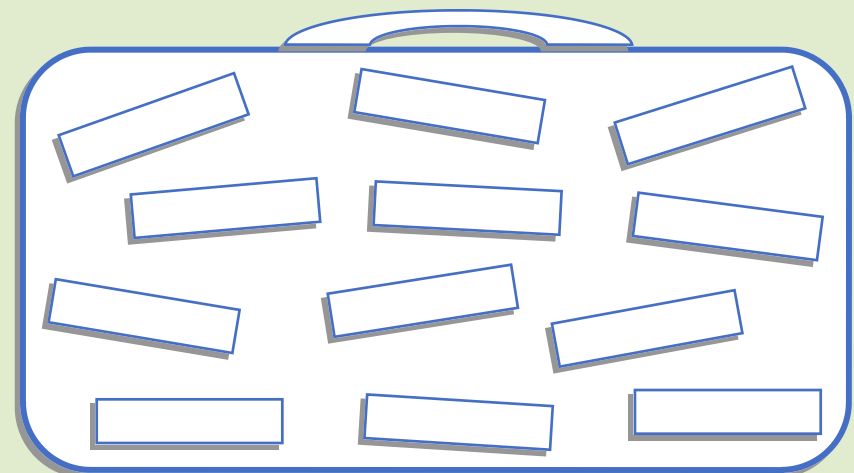
- | | | |
|---------------------|---|---|
| 1. a pair of shorts | 7. brochures about entertainment in Niagara Falls | 13. a bathing suit |
| 2. your diary | 8. a novel | 14. something nice to wear to the theatre |
| 3. a camera | 9. an umbrella | 15. a jacket for the evening |
| 4. a pair of pants | 10. a pair of running shoes | 16. socks |
| 5. a video camera | 11. a blow dryer | 17. shampoo & conditioner |
| 6. a guide book | 12. a toothbrush, toothpaste & dental floss | 18. a T-shirt |

Step 1: There is no room! Pair up with a friend and decide which items to take out. (5 minutes)

Step 2: Done! Now, you and your friend must take out five more things! (5 minutes)

Step 3: The suitcase is still tight! Take out 3 more things and then complete the visual below. You should have a total of 12 items.

Step 4: Compare all the suitcases in the class.






END RESULT?

Competent users focused on
**why, how, what, when, who(m),
where of speech**

Summary?

- All language teachers need to work together to determine awareness, process, performance, strategies and common elements such as portfolios and authentic assessment
 - Each language program must be ready to modify for age, level of ability, previous knowledge and purpose/goal
 - Language teaching is language teaching yet all language teaching in Ontario still works in silos.....
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