

The experience of the Language On-Line Portfolio Project (LOLIPOP): A new web-based European Language Portfolio for Language Learners in Higher Education Contexts

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Outline

- LOLIPOP in the context of the European Language Portfolio (ELP)
- Why going digital?
- What exactly was planned?
- What is innovative about LOLIPOP?
 - The interactive dimension
 - The “share” function
 - The intercultural dimension
- Issues left – future opportunities



LOLIPOP in the context of the European Language Portfolio (ELP)

What is an ELP?

“The European Language Portfolio is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences”.

Source: <http://www.coe.int/portfolio>



ELP - Functions

1. Reporting:

- displays the owner's capabilities in relation to foreign languages
- not to replace the certificates and diplomas, but to supplement them by presenting additional information about the owner's experience and concrete evidence of his or her foreign language achievements (and cultural experiences)

2. Pedagogic

- means of making the language learning process more transparent to learners
- helping them to develop their capacity for reflection and self-assessment
- Enabling them gradually to assume more and more responsibility for their own learning



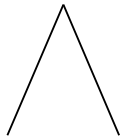
ELP - 5 Skills + 1

- Listening
 - Reading
 - Spoken interaction
 - Spoken production
 - Writing
- + **Lolipop**: Intercultural Competence



Common European Framework of Reference: Language Levels

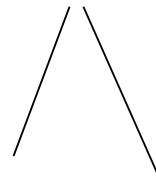
A
Basic User



A1

A2

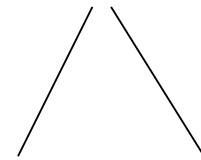
B
Independent User



B1

B2

C
Proficient User



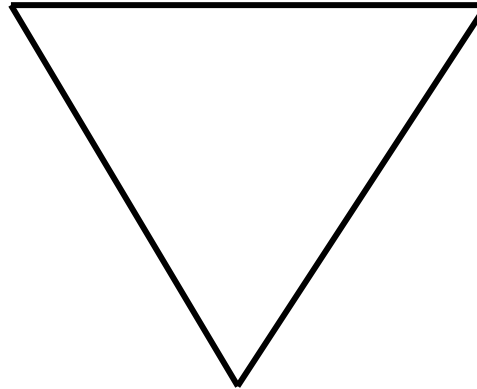
C1

C2



ELP - 3 Components

Passport



Biography

Dossier



Why going digital?

Paper vs ePortfolio (Barrett, 2005)

- | | | |
|--|----|--|
| <ul style="list-style-type: none">• Collecting• Selecting• Reflecting• Projecting• Celebrating | vs | <ul style="list-style-type: none">• Archiving• Linking / thinking• Storytelling• Collaborating• Publishing |
|--|----|--|

Barrett, 2005: <http://www.electronicportfolios.com/portfolios.html#pubs>



The LOLIPOP project

EU-Funded Lingua 2 Project (2004-2007): 12 partners
from 8 countries with 7 languages:



The LOLIPOP project

- Aim: Create a multilingual, on-line, interactive ELP with enhanced intercultural dimension
- Uses Moodle as VLE
 - Project development
 - LOLIPOP learning platform
- 8 countries (Austria, France, Germany, Ireland, Latvia, Norway, Poland, Spain)
- 12 partners, 7 target languages
- 4 teams: Foreign Language Pedagogy, CALL, Intercultural, Technical



What is innovative about LOLIPOP?

- The interactive dimension
- The “share” function
- The intercultural dimension



The interactive dimension

Biography Homepage:

I want to Self-Assess

SELF-ASSESS

I want to report on my language and intercultural learning and transferable skills

REPORT



I want to plan my future language and intercultural learning

PLAN

BIOGRAPHY

PASSPORT

DOSSIER









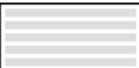
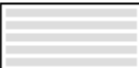
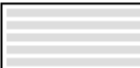
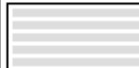
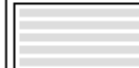
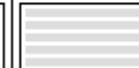






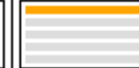

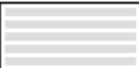
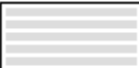
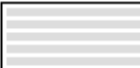
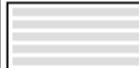
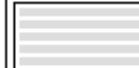
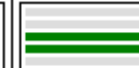








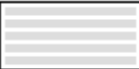
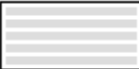




RESOURCES



Key page: Self-Assessment Grid

SELF-ASSESSMENT: can-do statements




Target language:

	A1	A2	B1	B2	C1	C2
						
						
						
						
						
						

Listening



Key page: Self-Assessment Grid

Listening - C1		
		 I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> I want to be able to understand in detail long stretches of speech on topics of a specialist nature beyond my field of knowledge, although I may need to confirm details to fully understand, especially when the accent is unfamiliar.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="checkbox"/> I can extract the information I need from poor quality, audibly distorted public announcements, eg: in a station, sports stadium, sports' commentaries.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> I can understand lectures, reports and presentations which directly or indirectly relate to my vocational field, provided I have some foreknowledge of the topic.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> I want to be able to understand a wide range of recorded material using non-standard language, eg: TV / radio broadcasts, CDs, cinema.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> I can understand a wide range of idiomatic expressions and colloquialisms and identify finer points of detail including the mood and tone of the speakers, eg: in TV sitcoms, radio broadcasts, CD lyrics, DVDs.



Self-Assessment and Goal Setting

Self-assessment page: setting objectives:

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I want to be able to understand texts written in a very colloquial style and containing, eg: many idiomatic expressions and / or slang.	Estimated Completion Date:	1	January
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	I want to be able to understand any complex factual documents, eg: technical manuals and legal contracts.	Estimated Completion Date:	1	January

Planning:

I want to set my objectives

- ◆ SHORT-TERM
- ◆ LONG-TERM

Objectives
I want to be able to understand texts written in a very colloquial style and containing, eg: many idiomatic expressions and / or slang.
I want to be able to understand any complex factual documents, eg: technical manuals and legal contracts.



Examples and Uploading evidence

Examples for receptive skills listening and reading

Examples





Option of uploading evidence for spoken interaction, spoken production and writing skills

Examples

 03/12/07

Upload

Upload

 01/01/07

Upload



What is innovative about LOLIPOP?

The “share” funcion



The “Share“ Function

Two Aspects:

“Share“ the Lolipop ELP with entire Moodle community: Offer LOLIPOP as freeware to the HE sector across Europe and beyond via moodle.org

- 27.000 Moodle sites
- 200.000 users are registered on modle.org



The second “Share“ Function

The LOLIPOP 'share' space



 DCU - Brest tandem exchange 2007

 DCU-Brest chat



Issues left – future opportunities: wish list for the future

- Enable the student to share selected parts with teacher and/ or other students (enable allocation of various roles within Lolipop ELP)
- Populate the resources data base with intercultural www links (and more linguistic links)
- Make it Moodle independent (to be able to implement it in other VLEs or use it independently of a VLE)
- Incorporate language learning strategies
- Be able to upload evidence of intercultural skills
- Be able to upload evidence of transferable skills
- ...
- ...



The Lolipop Team at the Moment...

- is testing testing testing
 - in order to remove bugs and errors
 - make everything work as planned
- If you want to test Lolipop yourself, please contact for enrolment key:

lolipop@dcu.ie



LOLIPOP: Where to find it?

<http://polya.computing.dcu.ie/tmoodle>

Mail for enrolment key to:
lolipop@dcu.ie



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<http://www.eradc.org/papers/ePortfolio_Weblog.pdf> [Accessed 3 July 2006].

Websites

Lolipop project

<http://www.lolipop-portfolio.eu>

Council of Europe ELP site:

<http://www.coe.int/t/dg4/portfolio/>

Intercultural Development Inventory

<http://www.intercultural.org/idi/idi.html>

Council of Europe: Language Policy
Division

http://www.coe.int/t/dg4/linguistic/default_en.asp



Thank you for your attention



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