

CLIL LOTE as an addition to an existing portfolio: the example of the Norwegian portfolio

Pedagogical scenario for CLIL in the language classroom and in other subjects

Why is this teaching/learning scenario interesting?

- The ELP is a flexible tool for learners, and it allows elements to be added either in the language biography or the dossier.
- CLIL LOTE is an asset for language learners and therefore important in their self-assessment.
- The Norwegian portfolio shows how information on CLIL experience can be integrated easily in existing portfolios and give information about a learner's experiences and expectations.

Short description:

This teaching/learning scenario exemplifies how the materials such as on the CLIL LOTE Portfolio & formative assessment page (hyperlink) can be included in an existing European Language Portfolio (ELP).

The Norwegian portfolio is available in a version for primary education (6-12 years old students) and in a version for secondary education (13-18 years). The two Norwegian portfolios were first published in 2008 (ELP 13-18) and in 2009 (ELP 6-12). The portfolios were developed by Telemarkforskning-Notodden on behalf of the Norwegian Directorate for Education and Training (design: Magnolia Design). In 2013, responsibility for the portfolios was transferred from the Norwegian Directorate for Education and Training to the Foreign Language Centre. In 2015, the Foreign Language Centre published a digitalised and slightly revised version of both portfolios. The Norwegian ELP for primary education has been translated into Danish: <https://ecml.dk/viden-og-inspiration/europaeisk-sprogportfolio>.

The Norwegian portfolio is an inspiring example of attention being paid to pupils' plurilingualism. However, CLIL is not being taken into account explicitly in the Norwegian ELP.

This teaching/learning scenario suggests that worksheets such as 'My best CLIL LOTE experience in primary school and the CLIL experience I enjoyed the least' and 'My dream CLIL LOTE lessons' are used in the transition between primary and secondary education, and hereby:

- include the students' CLIL experiences and expectations in the ELP, and
- build a bridge between the Norwegian ELP for primary and secondary education.

Please find more information about the Norwegian ELP, including a teacher handbook here:


<https://www.hiof.no/fss/leringsressurser/den-europeiske-sprakpermen/>


Please find information about the European Language Portfolio, including ELP in use, here:

<https://www.ecml.at/Thematicareas/EvaluationandAssessment/EuropeanLanguagePortfolio/tabid/4179/language/en-GB/Default.aspx>

How does this scenario support transitions?

The scenario supports vertical transitions between primary and secondary education and horizontal transitions through the focus on plurilingual education.

	Description of the collaboration	Major objectives	Activities / Tools
Primary education (6-12 years)	<p>At this level the students work with parts of the Norwegian ELP for primary education.</p>  <ul style="list-style-type: none"> • Europeisk språkperm 6-12, bokmål (pdf) • Europeisk språkperm 6-12, nynorsk (pdf) 	<p>The Norwegian ELP for primary education is described as follows (translation by the authors):</p> <p>The European Language Portfolio is a multilingual language learning tool with various forms of support materials that contribute to reflection on language learning and documentation of language skills.</p> <p>The Norwegian version for primary education is adapted for pupils in Norwegian primary schools and fulfils several of the Norwegian curriculum's learning objectives, connected to core elements such as communication, intercultural competence, and language learning and plurilingualism. Self-assessment is another important element of the ELP as a language learning tool.</p>	<p>See the Norwegian ELP for primary education and the teacher handbook.</p>

<p>Secondary education (13-18 years)</p>	<p>At this level the students work with parts of the Norwegian ELP for secondary education.</p>  <ul style="list-style-type: none"> • Europeisk språkperm 13-18 bokmål • Europeisk språkperm 13-18 nynorsk 	<p>The Norwegian ELP for secondary education is described as follows (translation by the authors):</p> <p>The European Language Portfolio is a multilingual language learning tool with various forms of support materials that contribute to reflection on language learning and documentation of language skills.</p> <p>The Norwegian version for primary education is adapted for pupils in Norwegian secondary schools and fulfils several of the Norwegian curriculum's learning objectives connected to core elements such as communication, intercultural competence, and language learning and plurilingualism. Self-assessment is another important element of the ELP as a language learning tool.</p>	<p>See the Norwegian ELP for secondary education and the teacher handbook.</p> <p>This teaching/learning scenario suggests that worksheets such as 'My best CLIL LOTE experience in primary school and the CLIL experience I enjoyed the least' and 'My dream CLIL LOTE lessons' are included as a supplement in the biography or in the dossier of the Norwegian ELP for secondary education.</p>
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Short description how the teaching material establishes links between CLIL and plurilingual education:

Plurilingual education is at the heart of the Norwegian ELP. The worksheets for CLIL LOTE transitions support plurilingual education including a reflection on the languages (e.g., foreign languages, home languages) that the students have used and would like to use in secondary education.

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