LOLIPOP
LANGUAGE ON-LINE PORTFOLIO PROJECT

Dr Fionnuala Kennedy
Waterford Institute of Technology, Ireland

Technische Universität Dresden
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Outline of Presentation

- ☐ The intercultural dimension of LOLIPOP

- ☐ Assessment or self-assessment?

- ☐ Students' feedback (WIT)

- ☐ Creating a virtual intercultural space

Issues with existing ELPs

- Focus on linguistic competence

- Intercultural = cultural

- Write reflectively (no guidance on this)
  - Describe experience of another culture
  - Describe cultural attitudes and behaviour

- No self-assessment grids for intercultural dimension

- Testing = testing of *cultural knowledge*

Conceptual models

- Common European Framework of Reference (CEFR)
- Byram's *savoirs*
- Bennett's Developmental Model of Intercultural Sensitivity
- INCA portfolio

Conceptual model: Byram's *Savoirs?*

- *Savoirs* - Knowledge
- *Savoir être* - Attitudes
- *Savoir comprendre* - Skills of interpreting and relating
- *Savoir apprendre/faire* - Skills of discovery and interaction
- *Savoir s'engager* - Skills of critical cultural awareness

Conceptual model: Bennett's Scale

Denial	Defence	Minimisation	Acceptance	Adaptation	Integration

Ethnocentric   Ethnorelative

Issues which arose during the development of the IC dimension

- opaque nature of ICC
- difficulty of designing a progressive scale from A1 to C2
- lack of familiarity with IC terminology (learners and teachers)
- possibility of being A1 on one dimension and C2 on another
- where to include ICC in ELP?

Progression (savoir-être)

- A1: I can appreciate the opportunity to have new intercultural experiences, although I have not yet had many opportunities to do so. (savoir-être)

- A2: I can see some of my own culture's products and practices as they might be seen by people from other cultures. (savoir être)

- B1: I can understand the reasons for the different values, beliefs and practices of the other culture, although I sometimes feel that my own perspective is more natural. (savoir être)

- B2: I can accept that people from other cultures have different ways of behaving and thinking, and I can see many of my own culture's behaviours and values from the perspective of an outsider (savoir être)

- C1: I can happily take up the challenge of operating in a multi-cultural environment and am aware that my own culture is neither inferior nor superior to other cultures (savoir être)

- C2: I can see my own and other cultures from an outsider's and insider's perspectives, which allows me to 'decentre' and mediate between cultures (savoir être)

Focus of assessment

- ☐ Assessment *of* learning - summative
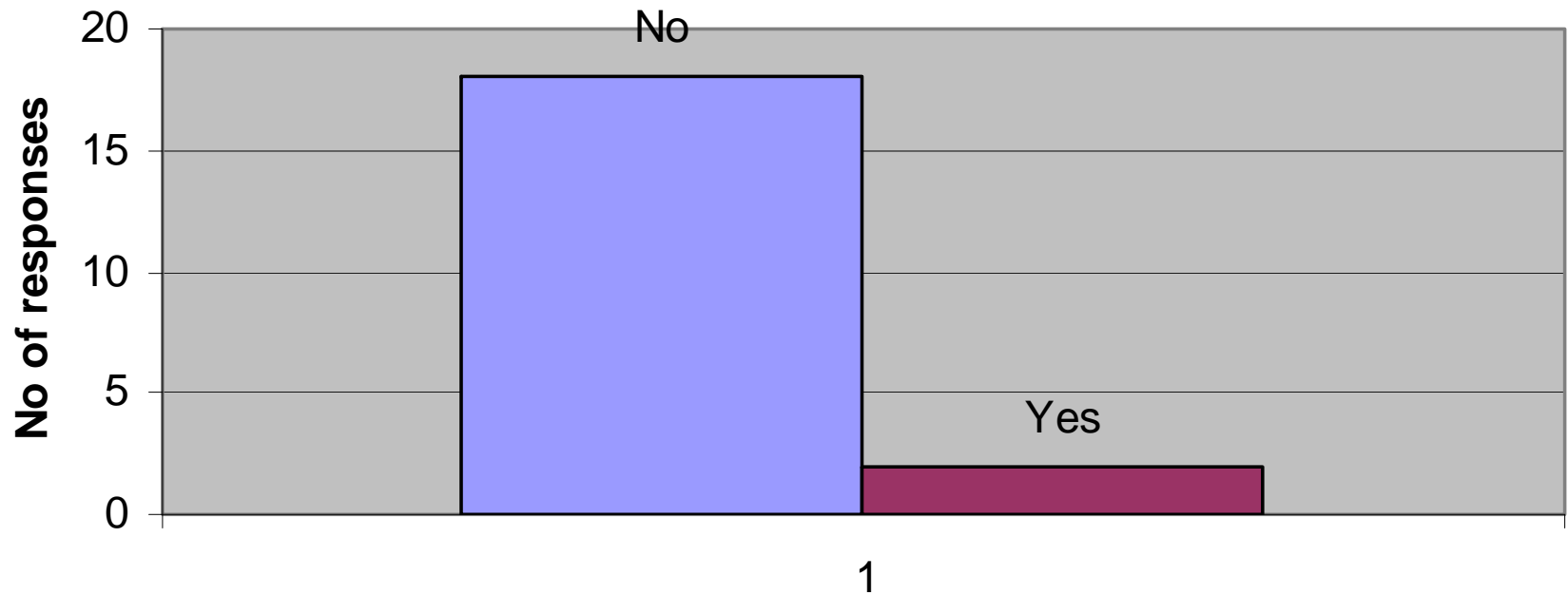
- ☐ Assessment *for* learning - formative

Direct/Indirect   Holistic/Analytic

Intercultural self-assessment

Prevoius experience with intercultural self-assessment

Context of ICC and LOLIPOP at WIT

- Intercultural Communication for language learners

- *LOLIPOP* for self-assessment and reflection

- *TANDEM* language learning

Assessment or self-assessment?

I prefer to make an assessment in a kind of exam to find out which level I am

I felt it was not so much beneficial as we already know our level from school as well as it is difficult to evaluate the level on the questions/ examples.

it's really hard to give notes to your own abilities. I would prefer that you do such a test and others correct it ….. when doing it on your own the results might be too subjective

Feedback on Self-assessment (WIT 07)

...... I thought it was very tricky and I am not sure if the assessment is really showing where I am at.

The most difficult thing has been to be objective when assessing because I have not been used to doing it before.

You always end up being too hard on yourself and it is difficult to make a good evaluation.

Assessing myself is equal to admit my own limitation. I know I have to do that, but I don't feel very comfortable.

I felt good doing it, I felt that I could be honest and reasonable in my self-assessment

At the beginning it was difficult because I didn't know how to self assess correctly. It was difficult to assess my real level.

Linguistic vs Intercultural Self-assessment

the intercultural self-assessment is more difficult because it is something very intangible and relative.

So far, I didn't have enough time to develop my intercultural knowledge and that is why I think the language self assessment was easier.

I think it was more difficult because the culture is not only composed of the language issue. There are much more elements to understand that is why my level, from the intercultural point of view, is lower than the language one.

Feedback 07: How to achieve objectives

I think I will be able to achieve these skills ......
Maybe one day
I will come back to Ireland
to achieve these objectives

To achieve the shills
I have set
as an objective,
I can speak more
with Irish or I can
read more news paper.

Yes, I set a date by which
to achieve the skills I
would like to have.
For that, I have been trying
to watch more movies
or read more
to learn new vocabulary
and reach my expectations.

Feedback 07: Students' evidence of ICC

I took some pictures of my intercultural exchanges and with my tandem partner. I try to find evidences such as paper (invitations…) or music I heard during my stay here.

One kind of evidence would be to upload audio recordings and videos of your intercultural encounters.

Take photos when engaging in intercultural activities and recording conversations on a MP3-player

We did a case study in international marketing and I think that is a good evidence of my capacity to work on an English problem.

If you are B2 (interculturally) in French, do you think you'll be B2 in another language?

Yes, may be because in intercultural, we go beyond the language barrier

I think that I'm B1 level and that I have learned a lot from this class. I did the same course in Germany and compare to that I think that I just now understood what interculturality is about.
I think that the class is very practical. Whit all the analyses of articles. It helped me to understand the Irish people more as well as to understand why I behave in way I behave. And also to understand why my German boyfriend is like he is.
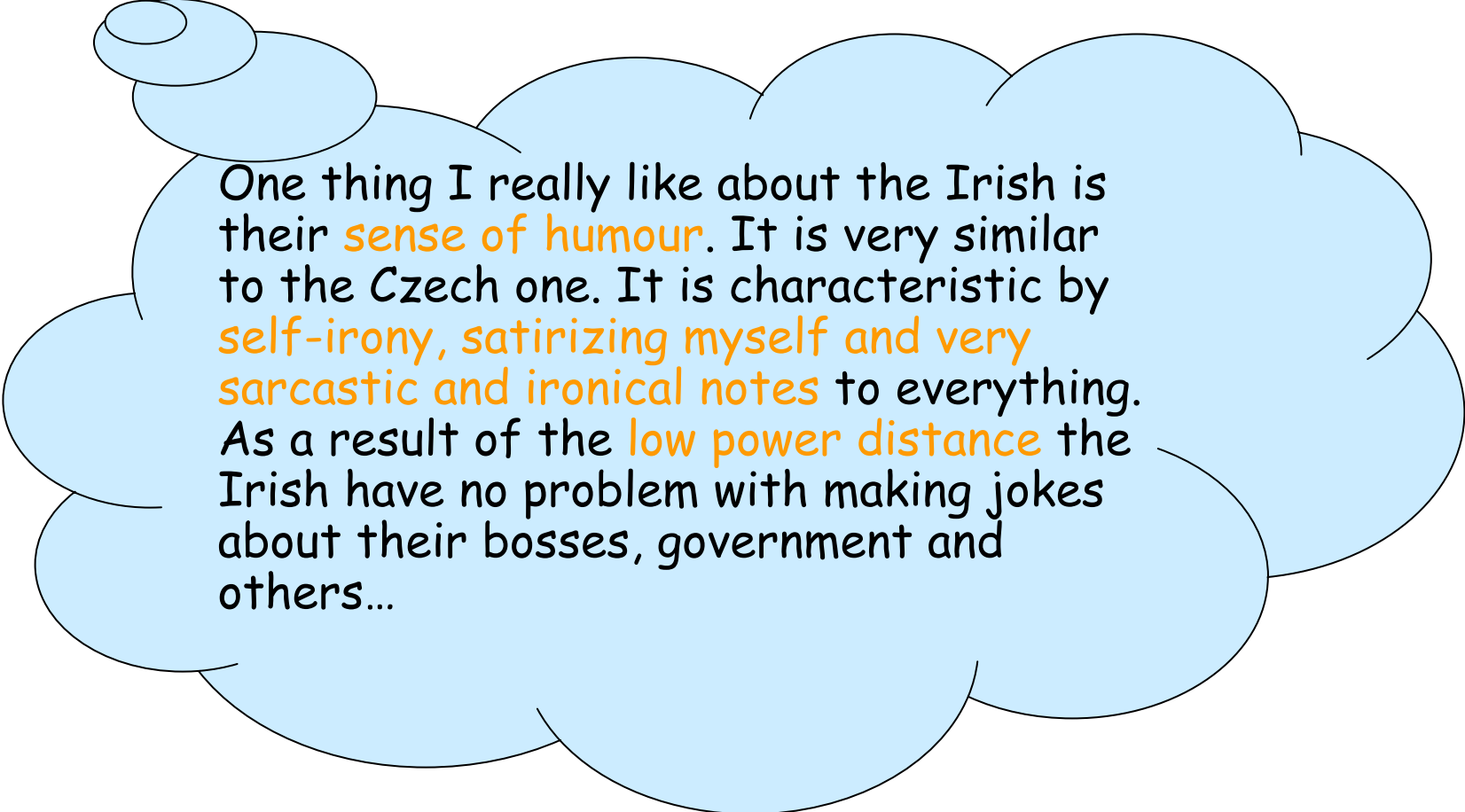
Since the Scandinavian cultures are quite similar to another, I would think that I am B2 in Danish and Norwegian as well.

Reflections from Erasmus students at WIT

Emilie (Sweden)

You really notice how Swedish you really are once you step outside your normal culture. Things I find annoying in the Irish culture, native Irish people might never considered as being annoying I have come to learn that I am more Swedish than I ever thought I was. It is not until you go abroad that you realise how much your country and culture influence you.

Reflections from Erasmus student at WIT

Tereza (Czech Rep):

One thing I really like about the Irish is their sense of humour. It is very similar to the Czech one. It is characteristic by self-irony, satirizing myself and very sarcastic and ironical notes to everything. As a result of the low power distance the Irish have no problem with making jokes about their bosses, government and others…

How can the 'share' function enhance the IC dimension?

- Moodle community online
  - Chat
  - Forums
  - Blogs (in Moodle?)
  - Wikis
- E-tandem exchanges:
  - Brest – DCU
  - Dresden - Waterford

Future directions …

- ☐ Add to examples and resources

- ☐ Test validity, reliability and feasibility of assessment of the IC component

- ☐ Seek accreditation for LOLIPOP from the CoE

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Culture Active www.cultureactive.com

INCA:
www.incaproject.org

The International Profiler http://www.worldwork.biz/legacy/www/docs2/tip.phtml

Intercultural Development Inventory http://www.intercultural.org/idi/idi.html

ECML http://www.ecml.at/mtp2/LEA/presentation/**pluriculturalism**.pps

Digital Storytelling association http://www.dsaweb.org/index.html

ICC in TE (ECML project):

savoirs	Savoir faire	Savoir être
Multiple-choice Matching items Short answer items Culture log Profile diagram	Tasks: simulation, role play (teacher observes) Case studies Problem solving	anecdotal records, observation checklists, observation rating scales, documentation of task-related behaviours, attitudes inventories, surveys, portfolios, journals, self-evaluation reports, collection of written products, interest inventories, logs
Indirect assessment	Direct assessment	Direct assessment
Identify and describe knowledge, Compare, Infer knowledge, Interview		