Portfolio as an Indicator of Young Learners' English Proficiency in Mainstream Language Instruction (EFL) and Bilingual Content Instruction (CLIL)

Taina Wewer
MA Thesis
University of Turku
School of Languages and
Translation Studies
Department of English;
English Philology
April 2015

TURUN YLIOPISTO
Englannin kieli/Humanistinen tiedekunta

WEWER, TAINA: Portfolio as an Indicator of Young Learners' English Proficiency in Mainstream Language Instruction (EFL) and Bilingual Content Instruction (CLIL)

Pro Gradu -tutkielma, 87 s., 7 liites.
Englannin kieli; englantilainen filologia

Huhtikuu 2015

Tämä soveltavan kielitieteen ja kielitaidon arvioinnin toimintatutkimus tarkasteli kieliportfolion ominaisuuksia ja mahdollisuuksia nuorten oppijoiden englannin kielen arvioinnissa kahdessa eri oppimiskontekstissa: englanti oppiaineena (EFL) ja kaksikielinen sisällönopetus (CLIL). Tutkielman itsenäiset, kahteen eri englannin kielen rekisteriin (arkikieli ja akateeminen kieli) kohdistuneet portfoliokokeilut olivat erillisiä tapaustutkimuksia. Molemmat portfoliot perustuivat väljästi Eurooppalaiseen kielisalkkumalliin, ja ne olivat osa tutkielmantekijän luokkaopetusta ja -toimintaa.

EFL -portfoliokokeilu 9-10-vuotiaille kolmasluokkalaisille toteutettiin marraskuun 2011 ja toukokuun 2012 välisenä aikana, kun CLIL -portfoliokokeilu n. 7-9-vuotiallle ensimmäisen ja toisen luokan oppilaille kesti kaksi lukuvuotta 2012–2014. Molemmissa kokeiluissa myös oppilaiden vanhemmat kuuluivat tutkimusjoukkoon, samoin CLIL -portfolion toteutuksessa avustaneet ja opettajanäkökulmaa edustaneet opettajaopiskelijat. Portfoliokokeilun aloitti myös kaksi muuta CLIL -opettajaa, mutta kumpikin kokeilu päättyi alkuvaiheeseensa.

Tarkemman tarkastelun kohteina olivat tutkimuksen osallistujien kokemukset ja mielipiteet portfoliokokeiluista. Erityisesti tavoitteena oli selvittää, miten informatiivisena englannin kielitaidon indikaattorina kieliportfoliota pidettiin. Myös kehitysehdotuksia kerättiin. Trianguloitu aineisto koottiin sekä puolistrukturoiduin kyselyin että vapaaehtoisin teemahaastatteluin, jotka äänitettiin. EFL -aineisto koostui 18 oppilaskyselystä, 17 huoltajakyselystä ja 7 oppilashaastattelusta. CLIL -aineistoon sisältyi 19 oppilaskyselyä, 18 huoltajakyselyä, 7 oppilashaastattelua ja yksi opettajaopiskelijoiden (N=3) ryhmähaastattelu. Aineisto analysoitiin pääosin kvalitatiivisin menetelmin temaattisen sisältöanalyysin keinoin, mutta myös laskien frekvenssejä ja prosenttisosuuksia.

Osallistujien mielipiteet ja kokemukset olivat hyvin samankaltaiset ja positiiviset kummassakin portfoliokokeilussa. Merkittävä enemmistö sekä oppilaista että huoltajista koki, että portfolion avulla on mahdollista osoittaa englannin kielitaitoa ja sen kehittymistä. Oppilaat kuvailivat portfoliotyötä hauskaksi ja kivaksi, ja heidän mielestään portfoliotehtävien pitäisi olla tarpeeksi haastavia, sisältää taiteellisia ja luovia elementtejä sekä kohdistua tuttuihin, mielenkiintoisiin aiheisiin. He totesivat, että portfolion avulla voi oppia lisää kieltä. Vanhempien mielestä portfolio kertoo koulun vieraiksi jääneistä oppisisällöistä, auttaa ymmärtämään lapsen ajatusmaailmaa ja motivaatiotasoa sekä paljastaa heidän kielitaidostaan uusia ulottuvuuksia. Opettajaopiskelijat havaitsivat, että portfolion avulla voi tutustua oppilaiden kieli- ja kulttuuritaustoihin sekä kartoittaa heidän kielellisiä tarpeitaan.

Tämän tutkielman teoreettisen tarkastelun ja tulosten mukaan kieliportfolio tukee erinomaisesti uuden Perusopetuksen Opetussuunnitelman (NCC 2014) tavoitteita ja arvioinnin uudistuspyrkimyksiä sekä lainsäädännön arvioinnille asettamia edellytyksiä. Portfolio on erittäin suositeltava nuorten oppijoiden kielitaidon arviointimenetelmä perinteisten rinnalle.

Asiasanat: arviointi, kielitaito, englannin kieli, portfoliot, vieraskielinen opetus

Contents

List of tables

List of figures

List of abbreviations

BICS	basic interpersonal communication skills
CALP	cognitive academic language proficiency
CLIL	content and language integrated learning, bilingual content instruction
ELP	European Language Portfolio
EFL	English as a foreign language
ESL	English as a second language
L2	additional language(s) acquired/learned after mother tongue(s)
NCC	Finnish National Core Curriculum for Basic Education
Q	quote
S	content (sisältö) in the NCC (2014)
SLA	second language acquisition
T	objective (tavoite) in the NCC (2014)
TL	target language
U.K.	United Kingdom
YLL	young language learner (ca. 6-12-year-old pupils)

1 INTRODUCTION

There have been interesting developments in the field of language assessment, as other means than paper-and-pencil tests have been actively sought to diversify the assessment methods traditionally used in schools. The trend is towards more individual assessment which is rather interested in students' learning and their development than producing data for educational comparisons (see e.g. Birenbaum *et al.* 2006, Black & Jones 2006, Fox 2008). This is a principle stipulated in the Basic Education Act (628/1998: §22), the document laying the foundation for the Finnish basic education. Furthermore, the Act maintains that the task of assessment is to develop pupils' skills for self-assessment (*ibid.*). Consequently, Finland is one of the trailblazers in modernising assessment methodologically and finding perspectives that accentuate the active and reflective role of the learner in assessment. These views are also strongly reflected in the current reshaping of the educational landscape in Finland.

Finnish education is going through a transitional phase, as all the national core curricula from early childhood education and care to upper secondary school, even teacher training level, are being reformed. The modernisation of education also applies to assessment. The recently published, renewed *National Core Curriculum for Basic Education* (NCC 2014) will replace the current, still valid NCC (2004) starting from 2016[1], and in this regenerated document assessment is – even more explicitly than before – seen as a process, instead of a product, that encourages and supports learning and produces information for enhancing further development and learning. Therefore, the new NCC (2014) has adopted the term *assessment of learning* instead of the term *pupil assessment* used both in the Basic Education Act (628/1998: § 22) and current NCC (2004).

Following from the strong emphasis on assessment for learning and self-assessment, the new NCC (2014) highlights issues such as multimodality, interaction and student participation in assessment. It requires developing a new assessment culture in order to "help pupils understand their learning process and make the progress visible during the whole learning process" (NCC 2014: 46; my translation). The portfolio as an "alliance of assessment and learning" (Linnakylä 1994: 9) has been perceived as a particularly appropriate method for making learning visible and providing concrete

[1] See the official web site of Finnish National Board of Education for updates in English: http://www.oph.fi/english/education_development/current_reforms/curriculum_reform_2016 (9 April 2015).

material for assessment. The language portfolio, specifically *the European Language Portfolio* (ELP), is named and recommended in connection to all foreign languages and language learning environments recognised by the NCC (2014). Since the NCC is normative and binding as a guiding educational document, its views, regulations and contents must be taken into account in instruction.

The portfolio as an assessment method in the European language learning contexts is also strongly promoted by the Council of Europe. The ELP aims at supporting the development of "learner autonomy, plurilingualism and intercultural awareness and competence" (ELP 2014). Additionally, it provides tools for reporting and recording one's language profile and language growth, simultaneously presenting proof of language proficiency acquired in different languages (*ibid.*). The ELP is a descendant of the *Common European Framework of Reference for Languages* (CEFR 2001) – a taxonomy of proficiency descriptions in different areas of language use on which the assessment scales of the ELP are based. There are a large number of accredited European versions of the ELPs for various ages of language learners and levels of education, also accessible on the Internet. The design for the first official Finnish and Swedish version of ELP for basic education, in both national languages, was started as late as in 2011 (Kielisalkku 2014; Salo *& al.* 2013), and it was published online in 2013.

More than a year prior to its release, towards the end of 2011, I had started to systematically experiment with a language portfolio, loosely based on the ELP, for *English as a Foreign Language* (EFL) instruction. The participants were the 3rd graders (ca. 9-year-olds) I taught at that time both as a regular English (EFL) subject teacher and class teacher in bilingual content instruction aka *Content and Language Integrated Learning* (CLIL). That portfolio experiment lasted approximately seven months and pertained to the demonstration of language proficiency in regular EFL settings. Since bilingual CLIL and regular EFL instruction differ from each other in significant ways, the ELP intended for EFL learners is not, as such, applicable for CLIL learners. Starting with a new group of CLIL first graders (ca. 7-year-olds) in August 2012, I commenced a new portfolio experiment also taking the demonstration of subject-related language use into consideration. That experiment lasted two school years 2012-2014. Both these experiments for *young language learners* (YLLs) conducted in the Teacher Training School of Turku University, Finland, are reported in this thesis.

Although the ELP is promoted by the Council of Europe and Finnish authorities, there are indications that the language portfolio is not very frequently used as an assessment method in Finnish primary-level language education (Salo *et al.* 2013: 38), neither does

it seem to be widely adopted in Finnish primary CLIL. According to a study conducted by Wewer (2014), it was the language assessment method least used by CLIL class teachers. There also appears to be a need for portfolio research in general, for reports on the use of the portfolio are not common in the field of CLIL – any type of assessment research is scarce. Therefore, this thesis, in its part, attempts to fill these research gaps. Assessment research can be conducted for different general purposes (McKay 2006: 65) of which this study serves three: 1) investigating and sharing "information about current assessment practices", 2) finding out "more about the nature of young language learner language proficiency and language growth" as well as 3) investigating and improving "the impact of assessment on young language learners, their families, their teachers and their school". These general purposes are reflected in the three specific purposes of the study.

One specific purpose is to create an overall description of the use and affordances of the language portfolio as a part of young language learners' classroom assessment both in EFL and in CLIL. Another purpose is to investigate how informative pupils and their parents perceive language portfolios as an indicator of children's English proficiency and its development. The third purpose is to see how both language portfolios can be further developed and to provide suggestions for further improvement. The three specific purposes are directly reflected in the research questions. The design of this study is heuristic, descriptive and mainly qualitative, and it represents participatory practitioner research also known as action research. The two experiments reported here are independent case studies. To achieve a more valid and diverse description of the topic, both methodological and data triangulation were used.

The organisation of this report follows traditional guidelines: it is divided into a theoretical section (Chapters 2, 3 and 4) which provides a literature and research review of the three main areas of the study and an empirical section starting from Chapter 5. In Chapter 2, the two different language learning environments, EFL and CLIL, are contrasted in order to give the reader an overview of the frame within which this study was conducted, to show how the two differ from each other and to justify why the portfolios need to have different emphases. Chapter 3 looks into the language assessment of YLLs, and Chapter 4 pertains to the language portfolio as an assessment method in general and in language education as well as attempts to seek both theoretical and research-based underpinnings for the use of the portfolio.

Chapter 5 reports the research methods. It elucidates the exact research questions, introduces the participants and explains the principles and main characteristics of the

two portfolio experiments. It also presents the data collection and analysis methods with a short section on research ethics. Subsequently, Chapter 6 disentangles the most notable findings both for the EFL and CLIL portfolio experiments simultaneously examining and discussing the results obtained. It also alludes to the significance of the results. The final Chapter 7 encapsulates the study by drawing conclusions of the findings in addition to considering major implications of the findings to language assessment in EFL and CLIL at primary level.

To conclude this chapter, a few words on the background of this study and general terminology are needed to avoid any misconceptions or obscurities. This study is an extension to a piece of doctoral research conducted by Wewer (2014) which examined the CLIL stakeholder perceptions on language assessment and experimented with language simulations as a potential assessment method in the field of CLIL. Therefore, the main concepts and viewpoints have been adopted, although slightly updated and partly enhanced, from that study. In this study, SLA is perceived to cover any type of additional – foreign or second – language learning or acquisition. However, this thesis differentiates between foreign and second language. The former refers to language studied in an environment where the target language (TL) is not commonly spoken, while the latter is a language that is commonly spoken in the environment where it is also learned or acquired. In this study, the focus is on foreign language. Language learning and acquisition will be treated synonymously in this study. The YLLs will be interchangeably referred to as pupils, children or language learners, while the term students is reserved to refer to older learners such as the teacher trainees who were practising in the Teacher Training School and participating in the second portfolio experiment. They will be interchangeably referred to as teacher students or teacher trainees.

2 CLIL AND EFL CONTRASTED

In SLA and language instruction, there are certain basic features that provide points for contrasting various language programmes or approaches to language instruction (see Thornbury 2011 for a detailed characterisation of instructional methodologies and their features). In this chapter, I will briefly contrast primary-level mainstream English instruction and bilingual content instruction through seven features that most significantly differentiate between the two approaches to foreign language learning. In this study, for the sake of convenience, mainstream English instruction is mostly referred to by the abbreviation EFL, whereas the acronym CLIL is used for bilingual content instruction.

Principally, language programmes in primary basic education (grades 1-6) can be divided into two polarities according to several features: purpose of language study (general or specific), teacher qualification (subject teacher or class teacher with language requirements), number of languages of instruction (mono- or bilingual), status of language (target or tool), focus of instruction (focus on meaning, form or forms), type of target language intake (learning or acquisition), primary role of the pupil (language learner or user) and type of language proficiency promoted (social or academic). EFL differs from CLIL in all of these basic features as depicted in Table 1. In the following, I will address each of these features individually after which, in sub-chapter 2.1, I will take a closer look into the language proficiency generated through these different types of language instruction.

Feature/Language Programme in primary education (grades 1-6)	**EFL** (mainstream English instruction)	**CLIL** (bilingual content instruction)
Purpose of language study	general	specific
Teacher qualification	subject teacher	class teacher with language requirements
Number of languages	increasingly monolingual	more or less bilingual
Status of language	target	both target and tool
Focus of instruction	forms	both meaning and form
Type of intake	learning	both learning and acquisition
Primary role of pupils	language learner	language learner and user
Type of language proficiency	social	academic

Table 1. Basic features of EFL and CLIL contrasted

Purpose of language study

EFL refers to teaching and learning of English as a school subject for general purposes (e.g. Ellis 2005: 3) such as coping in everyday life situations, while CLIL is a specific purpose bilingual programme. The subject-specificity of CLIL, i.e. the study of various school subjects such as mathematics, arts or environmental sciences through a foreign language, differentiates it from EFL. Both language programmes promote learning of a foreign language which is a language that is not commonly spoken in the surrounding community. Attending a CLIL programme often requires passing an admission test focussing on language aptitude; CLIL normally starts in the 1st grade. In Finland, EFL traditionally is a part of every pupil's curriculum from the 3rd grade onwards; CLIL pupils thus attend both CLIL and EFL lessons.

Teacher qualification

Another differentiating feature is the teacher qualification. EFL instruction is normally, but not always, given by language subject teachers, while CLIL is most often conducted by class teachers. Although the linguistic prerequisites for CLIL educators defined in an Ordinance by the Finnish National Board of Education are notably high, CLIL teachers' linguistic background education may vary considerably from no specific language studies to double qualifications (see e.g. Nikula & Järvinen 2013). According to the Ordinance (25/011/2005), CLIL teachers should demonstrate excellent proficiency in both spoken and written TL. The language proficiency can be exhibited by three means: 1) a minimum level of 5/6 in the National Certificate of Language Proficiency, 2) 80 or more credits of university-level TL studies or 3) teacher education in a TL country (*ibid.*).

Number of languages

CLIL can be implemented in many forms, and the exposure to the foreign language varies. The current *Finnish National Core Curriculum for Basic Education* (NCC 2004) uses a general term *instruction in a foreign language* of CLIL, but this term is deceptive, because it implies that the teaching occurs through the TL only. The misleading term will be replaced in the NCC reform 2016 by the term *bilingual instruction* (NCC 2014), for in Finnish CLIL contexts, the instruction is mostly bilingual, as the definition adopted from Wewer (2014: 18) makes explicit.

> CLIL is a dual-focussed teaching and learning approach in which the main language of schooling and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.

Furthermore, the definition acknowledges that the learners may have other home languages than the one of the dominating society. In the context of this study, the two languages of instruction are Finnish and English, the former being the main language of schooling and the latter the TL. The proportion of the two languages fluctuates largely in Finland due to the high independence education providers have in determining the nature of bilingual instruction they supply. Most typically, as argued by Nikula and Järvinen (2013: 145), the proportion of the TL is less than 50%. Consequently, instruction is bilingual to a varying degree; the two languages are not necessarily used concurrently in every lesson – hence the description 'more or less bilingual'.

The NCC (2004) does not make any explicit statement of the language(s) used in the EFL instruction, but principally, it may also be implemented through different combinations of languages. Especially in the initial stages, the proportion of Finnish is high, and the aim normally is to move toward total or near-total use of English in the classroom. Increasingly monolingual EFL instruction, therefore, refers to the fact that English will be used as the sole language of instruction as soon as the learners' English language proficiency tolerates it and their understanding of the TL is high enough. In other words, EFL strives to move from bilingual instruction to a monolingual classroom.

Status of language

The status of the TL is one of the major differences between EFL and CLIL, and this issue is closely linked to the following two features covered in this chapter: the focus of instruction and the type of intake. In EFL, English is clearly the target of learning; the main purpose is to learn the language, while in CLIL, two emphases have been placed on the language: it is the target of learning, but it also is the instrument ('tool') used for teaching and learning of various contents, such as photosynthesis in science studies or the order of operations in mathematics. CLIL strives for significantly higher levels of linguistic input across the curriculum than EFL (NCC 2004: 270) which traditionally is restricted to a few hours of weekly lessons. Both approaches, however, incorporate cultural aspects and pursue increased understanding and knowledge of the Anglo-American TL culture.

Focus of instruction

In language education, three different foci of instruction can be differentiated: meaning, forms and form (see e.g. Graaff & Housen 2009; Lightbown & Spada 2008; Ellis 2012).

In simple terms, *meaning* equals content (something to be learnt), *forms* refer to various structures needed to formulate accurate, grammatically correct language (e.g. tenses) and *form* denotes language needed to convey content knowledge in a manner that is appropriate and accurate enough for the given circumstance (see e.g. Ellis 2005: 12-13; Wewer 2014: 38-41). These foci further differentiate between EFL and CLIL. EFL is more likely to drive focus on forms, as it is more interested in teaching and practising language structures such as relative clauses or past tense systematically one at a time according to a premeditated sequence (Lightbown & Spada 2008: 185). The focus of EFL is also implied in the new NCC which establishes of the task of EFL that "[a]s vocabulary and structures accumulate, also communication and information retrieval skills will develop" (NCC 2014: 62-63; my translation).

As was stressed in the CLIL definition (see p. 6) and stated in Table 1, CLIL instruction has a dual focus: teaching and learning both content (meaning) and language that is functional in different subject areas (form). Focus on form refers to instruction where the teacher anticipates pupils' plausible linguistic difficulties in certain subject-specific circumstances and plans pedagogical measures to alleviate those difficulties (Lightbown & Spada 2008: 186) by, for example, explicit linguistic scaffolding or directing pupils' attention to specific linguistic aspects. Because CLIL pertains to a study of school subjects through a foreign language, the language needed is more academic and subject-specific in nature. I will return to that quality of language in sub-chapter 2.1.

Type of intake

The division between focus on forms and focus on form as well as the status of language (tool or target) in CLIL and EFL is closely related to the dichotomy of learning and acquisition (see the comparative Table 2 adopted from Cook 2013). The dichotomy originates from early theoretical models of language acquisition versus learning, most notably Krashen and Terrel's (1983) Natural Approach to language learning and Krashen's (1985) Input Hypothesis which have been influential in shaping views of particularly bilingual CLIL instruction. As notable in Table 2, *language acquisition* is perceived as implicit, unconscious, and it occurs in informal situations which school is often not considered to be. *Language learning* is seen as opposite to acquisition; it is explicit and result of conscious actions; it takes place in formal situations as in classrooms and it is more concerned with grammatical correctness than acquisition. Language learning has resemblances with the focus on forms approach, and language acquisition intersects with focus on form.

Acquisition	Learning
implicit, subconscious	explicit, conscious
informal situations	formal situations
uses grammatical 'feel'	uses grammatical rules
depends on attitude	depends on aptitude
stable order of acquisition	simple to complex order of learning

Table 2. Krashen's dichotomy of acquisition and learning (Cook 2013)

This dichotomy between language acquisition and learning is commonly seen as a basic feature that distinguishes CLIL from EFL; CLIL is associated with acquisition and EFL with learning. The scholars are not in total agreement of the type of language intake in CLIL. Some scholars (e.g. Järvinen 2004) maintain that in CLIL contexts, language is acquired without any specific attention to it. CLIL, as Järvinen (2004) claims, thus principally represents an implicit language acquisition environment, but this view has been strongly challenged by a substantial record of research in the fields of immersion, content-based instruction and CLIL providing evidence of the positive impact of focus on form on students' language development (e.g. Cormier & Turnbull 2009; Perez-Vidal 2007; Rodgers 2006; Xanthou 2011).

Research has concluded that explicit language focus related to the content study enhances language acquisition and enables more precise linguistic production in the TL. Therefore, CLIL in itself should entail both implicit and explicit teaching and learning of the TL - an issue that is notably argued for in the contemporary CLIL literature and perceived as essential for effective CLIL instruction (see e.g. Graaff *et al.* 2007). Thus, EFL instruction is not sufficient enough to cover the need for the construction of subject-specific language proficiency intrinsic to CLIL. As for the interrelationship between acquisition and learning in EFL environments, the new NCC (2014: 244; my translation) posits that "[EFL i]nstruction builds bridges between different languages and pupils' leisure-time language use". The boundaries between acquisition and learning seem to become increasingly blurred in the modern world where foreign languages are encountered in multiple, diverse contexts, and therefore, the division in formal and informal language learning appears to fade. Following from this practice-oriented convergence of the learning versus acquisition polarisation, this thesis will use the terms interchangeably and synonymously.

A mixture of implicit language acquisition and explicit learning apparently becomes acknowledged in EFL contexts, but the merger of the two seems to be appropriate particularly for CLIL circumstances. The theoretical model of (second) language learning proposed by Bialystok (1978) and presented in Figure 1 describes such

circumstances. This is an illuminating theoretical premise for CLIL I have not encountered in prior CLIL literature, and for this reason, I find it relevant to introduce it in this thesis. The model takes into consideration several variables influencing language acquisition at the levels of input (exposure), knowledge (storage) and output (use). This descriptive and explanatory model recognises language exposure as a whole which can be disintegrated into various types of knowledge (implicit, explicit and other) depending on the type of practice: formal and functional.

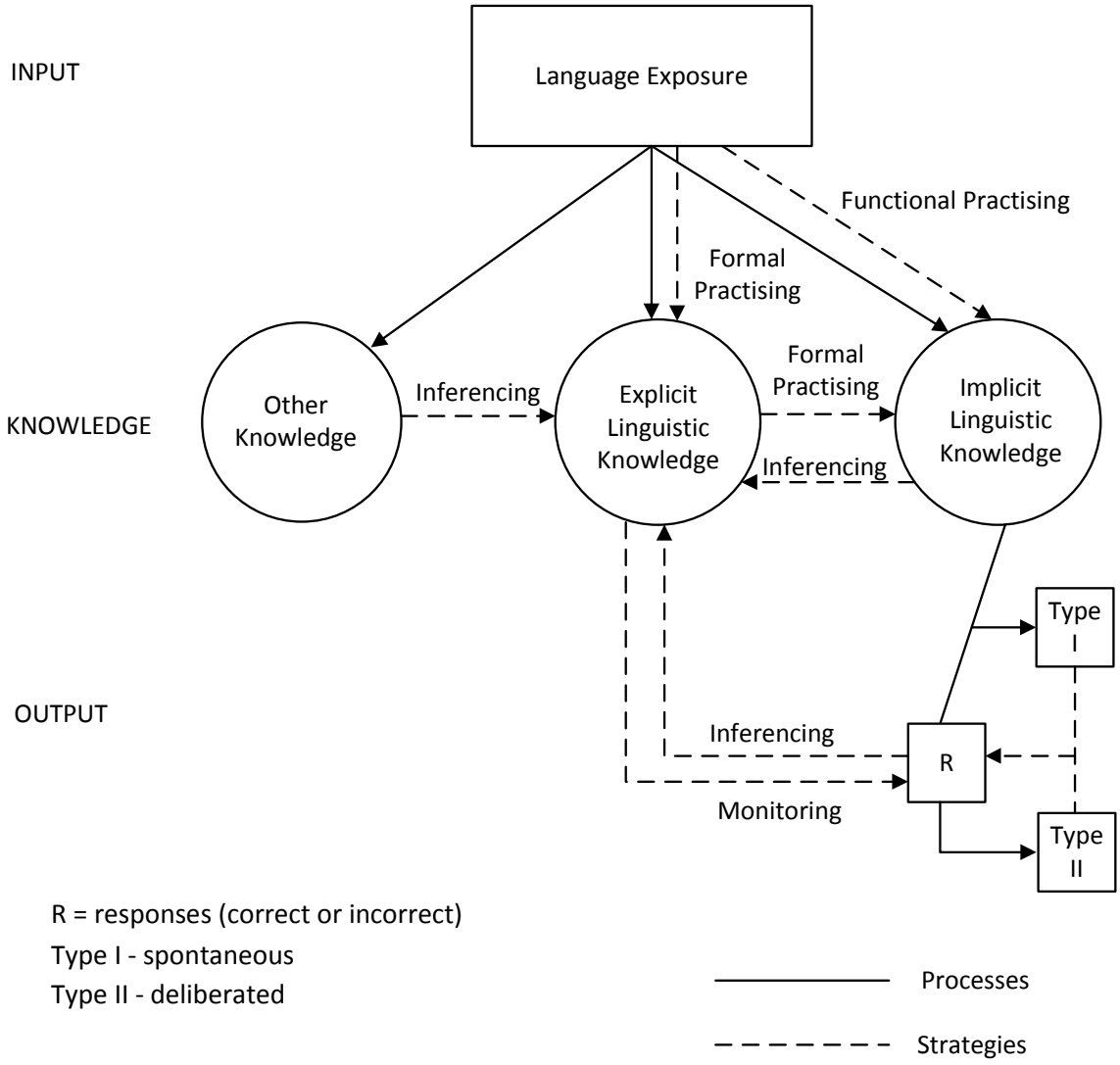

Figure 1. Model of second language learning (Bialystok 1978: 71)

Bialystok (1978: 76) explains that "[f]ormal language focuses on the code and refers to the information the learner has about the properties of that code", while "[f]unctional language is the use of the language in communicative situations. […I]t is the meaning of the message that is of primary concern, rather than the systematic features of the code used to represent that meaning". Drawing from this explanation, the formal

practising of language can be interpreted to refer to EFL situations (focus on forms and language as a target of learning) contributing to explicit linguistic knowledge, whereas functional practising equals CLIL classes (focus on form and language as a tool) resulting in implicit linguistic knowledge. As was stated earlier in this chapter, CLIL learners also attend regular EFL lessons, which is why the Bialystok model can be harnessed to describe the language instruction and acquisition especially in CLIL programmes including all variants.

The model also allows the incorporation of extramural, other exposure to language (e.g. media and social contacts). Bialystok (1978: 73) states that other knowledge refers to any other knowledge the language user capitalises on in the language use task – other knowledge could thus be interpreted as subject-specific language knowledge, content knowledge and any background knowledge of the world. In the Bialystok model, both implicit language knowledge acquired through language exposure and other knowledge contribute to explicit language knowledge through inferencing which is one of the language learning strategies perceived as critical.

Explicit language knowledge has several functions: 1) it acts as “a buffer” for any new linguistic knowledge regardless of the source, but explicit knowledge becomes implicit after automatisation is achieved by practising and through continuous language use; 2) it is the source of simple rules which can be monitored to produce correct language; and 3) it translates more complex rules acquired implicitly into explicit knowledge (Bialystok 1978: 72). As for the output or production phase and to finalise the explanation of the model, the letter R stands for correct or incorrect responses that the language user produces either through comprehension or active production. Type I responses are “spontaneous and immediate” whereas type II responses require deliberation and longer processing through monitoring, i.e. retrieval and application of explicit rules (Bialystok 1978: 74).

Primary role of the pupil

When the role of the language learners is defined literally, in EFL, the pupil is primarily seen as a language learner (trainee), while in CLIL the students are mostly using the TL as a vehicle to learn content (learner and user applying content and language knowledge, be it explicit or implicit). The new NCC (2014) inarguably states the two roles of a CLIL learner thus reinforcing the dual role of the TL (target and tool). In practice, however, pupils in both learning contexts exhibit both roles, but the emphases may change and be more salient in one than the other.

Type of language

The final basic feature distinguishing EFL from CLIL is the type of language promoted through the language programme. EFL aims at advancing communicative language proficiency, whereas CLIL study necessitates the development of academic language proficiency. Examination of the two basic types of language proficiency, social and academic, will be the topic of the following sub-chapter which will concentrate more on academic language and introduce its main features because it is a topic that has not, so far, been appreciably addressed in CLIL literature.

2.1 English language proficiency

Language proficiency, language competence and language ability are terms that are used in overlapping meanings in the literature (Piggin 2012: 80). This study adopts the term language proficiency which in this context pertains to the following characteristics: "1) the extent and [effectiveness] of the learner's control of the (foreign) language, 2) the ability to use language in particular communicative situations with the help of several interrelated sub-skills such as syntax or socio-cultural competence, 3) the functional[ly appropriate] application of one's linguistic knowledge, and 4) the subjective understanding of that language use in different social situations" (Wewer 2014: 51, emphasis omitted). In short, language proficiency denotes the functional use of language which manifests itself in language learner's language ability and communicative competence in a specific context (Cf. Bialystok's functional language on p. 10). Proficiency is synonymous to language use which becomes noticeable, and also assessable, in language performance.

Since EFL and CLIL have different purposes of study, foci and features, they principally do not promote similar types of language proficiency. The current NCC (2004 137) emphasises communicativeness, practice and cultural sensitiveness in the foreign language instruction EFL, as the following quote shows.

> Foreign-language instruction must give the pupils capabilities for functioning in foreign-language communication situations. The tasks of the instruction are to accustom the pupils to using their language skills and educate them in understanding and valuing how people live in other cultures, too. The pupils also learn that a language, as a skill subject and means of communication, requires long-term and diversified practice with communication. As an academic subject, a foreign language is a cultural and skill subject.

CLIL instruction, in turn, aims at more extensive and stronger proficiency than in EFL instruction alone; the content study requires academic English which is the language needed in school study, as the text in the NCC (2004: 270) implies.

> Regardless of how extensive the instruction in a foreign language […] is, the pupil is to achieve such a language proficiency in the school's language of instruction and in the foreign or language-immersion language that the objectives of the different subjects can be attained.

The new NCC (2014) makes the academic nature of bilingual instruction even more salient, as evident in the following passage, by stressing learner skills in understanding and composing factual texts as well as discussing them. The different text types and conventions in diverse school subjects as well as the accuracy of the TL are also addressed as basis for linguistic learning goals. This is a marked change in comparison to the transient NCC (2004).

> When the study of school subjects becomes increasingly conceptual, also skills to produce and understand more demanding factual texts as well as to discuss demanding topics are needed. Furthermore, attention is increasingly paid to the correct language. […] It needs to be mutually contemplated what kind of language use conventions and texts are typical for each school subject. In this way, linguistic objectives are determined in different subjects.
>
> (NCC 2014: 92; my translation)

Drawing a distinction between the two different types of English is crucial because there are inconsistencies and misconceptions in the CLIL field about the status of language, type of intake and focus of instruction (e.g. Hüttner, Dalton-Puffer & Smit 2013). On one hand, CLIL can be considered to be an extension of EFL (*ibid.*); on the other hand, EFL could be perceived to be included as a part of or in support of CLIL instruction (Wewer 2014: 208). The type of language promoted – communicative language with sociocultural emphasis in EFL and more academic English in CLIL – is, however, clearly stated in the NCCs, both current NCC (2004) and future NCC (2014).

This distinction between the two types of language proficiency stems from Cummins (1982) who, in his framework of language proficiency, differentiated between *Basic Interpersonal Communication Skills* (BICS) and *Cognitive Academic Language Proficiency* (CALP) already in the 1980s. BICS employs social language used in everyday communicative situations (e.g. maintaining relationships and running errands) and CALP supports more complex discourse in diverse fields of disciplinary study (e.g. writing an essay or listening to a lecture on photosynthesis). In short, BICS could be described as general or social language and CALP as specialised or academic language (Zwiers 2008: 20).

More recently, the two types of language, BICS and CALP, are rather perceived as different uses of language in a continuum (e.g. Snow & Uccelli 2009) than absolute binaries. In other words, language use can be more or less academic (Snow & Uccelli 2009: 115) in a similar manner as it can be more or less casual. It is obvious that the language of study becomes increasingly more academic along the years, and therefore, learners have to master the academic *register*, i.e. the variety of language in school (see e.g. Gottlieb & Ernst-Slavit 2014) in order to succeed in their studies. This principle is widely acknowledged. For example, according to Krashen and Brown (2007), academic language is one of the two main facets comprising general academic proficiency; knowledge of specialised subject matter is the other. Both are underpinned by various learning strategies (e.g. inferencing in the Bialystok model, see Figure 1).

Becoming proficient in academic English requires not only strategies but also practice. It takes a considerably longer time to acquire and build up functionally adequate proficiency in subject-specific, academic-type language than in casual, everyday-type language. Development of conversational fluency (BICS proficiency) takes approximately two years, while the estimations of the time needed to develop academic language proficiency vary from 5 to 7 years (Cummins 2008; Cummins & Man 2007). It is important, however, to note that these estimations were made on the basis of studies conducted on immigrant learners studying in environments in which the TL was the predominant language of the society. Thus, the language exposure was extensive. Consequently, it is reasonable to assume that in opposite situations, as in Finnish CLIL instruction, the acquisition of academic language proficiency may take considerably longer. The main characteristics of such academic language will be covered in the following sub-chapter.

2.1.1 Academic language and literacy

Academic language and academic literacy have, in recent years and all educational environments, become a subject of study in SLA and education (see e.g. Lucero 2012) as their relevance and potential for the development of learners' language and educational achievement have been realised more fully. In school contexts, *academic language* is one variety of language that "refers to the language used in school to acquire new or deeper understanding of the content and communicate that understanding to others" (Gottlieb & Ernst-Slavit 2014: 4). In comparison to casual BICS-type language, academic language of schooling contains dense information and technicality; it carries multiple semiotic systems and holds expectations for

conventional structure and appropriate voice (Schleppegrell 2006: 51). Academic language has, according to Zwiers (2008: 23–27), three major functions: 1) to describe complexity in a clear and concise way (e.g. explaining concepts and phenomena), 2) to describe higher order thinking (e.g. analysing, synthesising and evaluating), and 3) to describe abstraction (e.g. expressing ideas without concrete cues or realia). Disentangling the construct of academic language into smaller components in the following passages clarifies the nature of it.

There are several fairly detailed frameworks of academic English (e.g. Scarcella 2003; Snow & Uccelli 2009) but in this context, I will use the simple, hierarchical representation by Gottlieb and Ernst-Slavit (2013) to demonstrate how academic language comprises not only a vocabulary level but also sentence and discourse levels that can be further dismantled to areas of coverage (Table 3). Language emblematic of EFL and CLIL differ from each other at all levels but particularly at the levels of vocabulary and discourse.

Academic Language	***General Areas of Coverage***
Discourse Level	• Text types • Genres • Voice/perspective • Cohesion across sentences (e.g. through connectors) • Coherence of ideas • Organisation of text or speech • Transition of thoughts
Sentence Level	• Types of sentences (simple, compound, complex, compound-complex) • Types of clauses (relative, coordinate, embedded) • Prepositional phrases • Syntax (forms and grammatical structures)
Word/Phrase Level	• Vocabulary (general, specialised, technical academic words and expressions) • Multiple meanings of words • Nominalisations • Idiomatic expressions • Metaphors • Double entendres

Table 3. Dimensions of academic language (slightly modified from Gottlieb & Ernst-Slavit 2013: 3)

For instance, the focus in the EFL of basic education is on general vocabulary, whereas more specialised vocabulary is needed for CLIL study. Moreover, CLIL learners are more inclined to encounter more complex sentences and nominalisations

due to their frequency in academic texts. At the discourse level, CLIL students need to master several different text types (genres) in order to succeed in content study. Certain text types are typical of certain disciplines and therefore also school subjects (see Llinares, Morton & Whittaker 2012 for an extensive review of genres, grammar and lexis in different subjects and Gottlieb & Ernst-Slavit 2014: 30 for a list of different discourse types in various subjects).

The introduction of academic language, as Gottlieb and Ernst-Slavit (see also Zwiers 2008) claim, often follows an order ‘”from simple to complex”: it starts with vocabulary extension and advances through phrase and sentence formation to larger pieces of cohesive texts representing a certain disciplinary genre. Academic language proficiency is the result of construction work, as the architectural approach to language instruction by Dutro and Moran (2003) maintains. Their “bricks and mortar” analogy views content-specific vocabulary as bricks and general academic vocabulary as mortar that attach bricks into a chain or row of bricks (phrases and sentences) which in turn build up into a solid wall (academic discourse). These two approaches to academic language accentuate the staged nature of growth in academic language and see vocabulary as the starting point.

In the continuum of different language uses, academic language evolves gradually from BICS-type language. CLIL study incorporates both types of language of which the proportion of academic English gradually increases as the degree of content complexity increases. Therefore, especially in the initial phases, the vocabulary used for conveying content knowledge contains proportionally more content-compatible than content-obligatory language (see University of Cambridge 2014a; 2014b). The two types of language are thus complementary. Content-compatible language is closer to every-day language (BICS) and contains general, frequent words, while content-obligatory language features terms that are not always inferable and must therefore be conceptually learned and mastered. Examples of such terms are displayed in Table 4 which also makes clear that academic terms do not exist in isolation; they are accompanied by general vocabulary.

Advancing from word level to sentence and discourse levels relates to literacy development which is vital for growth in foreign language acquisition. Shanahan and Shanahan (2008) see stages also in the development of literacy which in its most constricted sense means the ability to read and write. They differentiate between three levels of literacy with increasing speciality advancing from basic literacy through intermediate to disciplinary literacy of which the last mentioned represents the most

academic level of literacy. Basic literacy denotes decoding texts that include the most frequent words encountered in almost every text, whereas intermediate literacy entails basic fluency, generic comprehension strategies and grasping common word meanings, and disciplinary literacy is needed to work with specialised subject matter (*ibid.*). Every school subject represents a specific field of discipline and therefore, has adopted textual conventions characteristic to the given discipline. Following from this, there are a number of subject-specific literacies in school.

Subject	Content-obligatory language (CALP)	Content-compatible language (BICS)
Science topic: vertebrates	vertebrate – invertebrate endoskeleton – exoskeleton bones, backbone terrestrial aquatic (*explaining differences)* Vertebrates have endoskeletons but/whereas invertebrates have exoskeletons or no skeleton.	short – long group, class head, body, tail They lay eggs. They catch fish. (*defining*) It's an animal that lives in the sea / on the land.
Geography topic: river	source – mouth delta estuary (*explaining processes*) It is the process of dropping sediment.	small – large rain water (*defining*) It's the place where…

Table 4. Content-obligatory and content-compatible language in science and geography (modified and merged from University of Cambridge 2014a and 2014b)

Different school subjects adhere to subject-specific language conventions because the disciplines they are grounded on "create, disseminate, and evaluate knowledge" in distinct ways and require different reading processes (Shanahan & Shanahan 2008: 48). In mathematics, for example, re-reading and close reading are the most important strategies, while in chemistry, transforming text to alternative representations such as charts or pictures is seen as essential for understanding; and in history, reading involves interpretation of the intention and possible biases of the author (Shanahan & Shanahan 2008: 48–49). Mastery of various disciplinary genres becomes increasingly relevant in the upper years of CLIL, but it needs to be constructed, as the architectural approach by Dutro and Moran (2003) shows, from the very elementary beginning.

2.2 Main curricular objectives and core contents

As has been previously demonstrated, EFL and CLIL study differ from each other in several manners. Therefore, the main objectives and core contents determined in the national core curricula, both the current NCC (2004) and future NCC (2014), are also different. The local curricula are sketched according to the normative NCC, and following from that, they are more precise. Especially the CLIL curricula may vary significantly according to the extent of language exposure which explains why there may be considerable fluctuation in the depth of local CLIL curricula. In this sub-chapter, I will contrast EFL and CLIL in respect to the main objectives set and core contents defined, but also show the changes in emphases that will occur along the transition to the new NCC (2014) in 2016. I consider this pivotal because those guidelines are largely being taken into account already now in the field of education, and they will define in which direction future language instruction will take its course.

The current NCC (2004) groups the objectives and core contents according to the subject taught, whereas the new NCC (2014) arranges them according to grade levels 1–2, 3–6 and 7–9. Since this study is interested in young language learners (YLLs) only, I will concentrate on the grades 1–2 and 3–6. First, I will examine the main objectives and then continue to the core contents. The objectives and core contents further elucidate the differences between the two language programmes and also shed light to the choice of portfolio tasks. Additionally, I will tap on the school-specific CLIL curriculum of the Teacher Training School in which the two portfolio experiments took place.

Main curricular objectives

I have pointed out that, principally, CLIL is concerned with academic-type language acquisition through content study, whereas EFL rather contributes to the accumulation of social-type language. In the current NCC (2004), CLIL study is compared to EFL: CLIL students are expected to achieve a wider and deeper language command than EFL learners. The new NCC (2014) does not make such comparisons but rather stresses acquisition of good and broad language proficiency in both language programmes. Instead of language instruction, the new NCC (2014: 243) has adopted a new, broader term *language education* to describe instructional assistance into linguistic growth which is multi-layered, complex and intertwined with cultural aspects. EFL is perceived as part of language education. Language education includes encouragement to language use in authentic situations; it supports promotion of

multilingualism, emergence of language awareness and respect towards linguistic and cultural identities of other people; and it is closely connected with multiple literacies and requires provision of collaboration of several school subjects (*ibid.*).

Language education is not mentioned at all in the NCC (2014) chapter dedicated to bilingual CLIL instruction, although many of the above mentioned aspects of language education can be detected in that chapter as well. The current NCC (2004: 270) states that language objectives should be defined in accordance with the extent of the CLIL provision, and it sets the least possible level for that: "[a]s a minimum, the objectives specify what sort of level is sought, in the course of basic education, in listening- and reading-comprehension skills, speaking, writing, and cultural skills". Conversely, the new NCC (2014) does not mention the four basic language skills any more but retains the education provider's obligation to define linguistic objectives in general. Moreover, it requires that the most central linguistic objectives in each CLIL subject should also be pointed out. Other issues to be locally decided are listed at the end of corresponding chapter in the NCC (2014: 95) which makes it easier to draft a proper local CLIL curriculum.

Bilingual instruction as such is defined in more detail in the new NCC (2014) than in the current NCC (2004): exact TL proportions are given which has its implications in the incorporation of the TL and the designation of the programme. The new document, which will be translated into English in the near future, differentiates between two basic forms of bilingual education: large-scale (*laajamittainen*) and more concise (*suppeampi*) of which the first mentioned form can be further divided into Swedish-language immersion and other large-scale bilingual instruction (NCC 2014: 91). Bilingual instruction is considered as large-scaled when at least 25% of the whole curriculum is taught through the TL; more concise bilingual instruction is composed of less than 25% TL instruction in which case it is called language-enriched instruction (NCC 2014: 94). In order for bilingual instruction to be called CLIL, it should thus comprise of at least 25% instruction in English irrespective of subject.

Unlike in CLIL, the learning path and language objectives of EFL are reasonably clearly sketched in the current national curriculum. Although the majority of children in Finland start their English studies in the 3rd grade, the NCC (2004) has included a description of EFL study in the first and second grade. It states of language instruction commencing before the regular onset of EFL as follows.

> [T]he focus at first is on the comprehension, repetition, and application of what one has heard, and on practising oral communication. The written form of the language is

> used to support oral practice according to the situation. The instruction is to be integrated into contents and themes that lie within the pupil's sphere of experience or have already been treated in the instruction. The pupil also gets a preliminary introduction to intercultural differences. The instruction is functional and playful in nature. (NCC 2004: 138)

The local, school-specific CLIL curriculum for the grades 1–2 (TTS 2015) applied in this study follows this description, but additionally, it also requires teaching the basic core concepts of the contents studied through English and incorporation of English classroom language. The new NCC (2014: 134) sharpens this description by adding that if EFL is started prior to the conventional time of onset, already in grades 1–2, such minor, initial introduction to the TL is called a *language shower*, and it occurs through playful means such as songs, plays, games and kinaesthetic activities (*ibid.*). In case of more structured introduction to the TL, the guidelines of grades 3–6 should be followed, yet taking the age and maturity of children into account (*ibid.*).

As to the EFL instruction in grades 3–6, the NCC (2004: 139) maintains the following general depiction.

> The task of the instruction is to accustom the pupil to communicating in the foreign language in very concrete, personally immediate situations, at first orally for the most part, the gradually increasing the written communication. The pupil is to realize that languages and cultures are different, but not different in value. The pupil must develop good language study habits.

The tendency is thus from personal to general and from oral to textual as well as foregrounding cultural values and solid study skills. Also more specific objectives are listed in the areas of language proficiency, cultural skills and learning strategies. The NCC reform in 2016 divides 11 general language objectives (T) in grades 3-6 into five content (S) areas (NCC 2014: 244-245; my translation): 1) growth into cultural diversity and language awareness (T1–T4) 2) skills in language study (T5–T6), 3) developing proficiency, communication skills (T7–T9), 4) developing proficiency, skills in interpreting texts (T10) and 5) developing proficiency, skills in producing texts (T11). These 11 objectives are described in more detail in the NCC document (NCC 2014: 219–220).

Core contents

The content objectives for CLIL are exactly the same as for monolingual, regular content instruction. However, in a similar manner as with the linguistic objectives, the education provider must come to the decision of "what subjects, and how much of their

instruction, are to be taught in the foreign language" (NCC 2004: 270; see also NCC 2014: 95). Not necessarily all subjects and all contents are taught through the TL. Thus, the extent of the TL exposure has an effect on which contents are taught through English which may substantially vary from municipality and school to another. Unfortunately, CLIL curricula have not been drafted in every CLIL-providing municipality or school (see Wewer 2014) which contributes to the inequality of pupils as CLIL teachers then teach the contents they see fit and to the linguistic levels that best suit their own language proficiency.

The contents of EFL are more regulated by the NCC, and most study materials and books have been designed to follow the objectives and core contents. The core contents listed by the NCC (2004: 138) for the grades 1-2 in the TL are:

- everyday life,
- immediate environment, home and school age-appropriate songs,
- nursery rhymes and games and
- general key information on the target language's culture and language region.

The core contents in the grades 3-6 are more specific than in the beginning grades:

- situations and subject areas from the the pupil's language region and the TL,
- the immediate environment and persons, such as home and family members,
- school, schoolmates and teachers,
- rural and urban living,
- leisure-time functions associated with the age group,
- doing business in various situation and
- basic knowledge of one's own and the TL culture (NCC 2004: 140)

In addition to the core contents, the NCC spells out, in a very general manner, structures and communication strategies relevant for the study at this level, and provides a description of criteria based on the Common European Framework of Reference (CEFR 2001) that should be applied when assessing pupils' English performance at the end of the 6th grade. The criteria level for listening and text comprehension is A2.1 (initial phase of basic language proficiency) and A1.3 (functional elementary language proficiency) for speech and writing. Leaning on the CEFR (2001) in assessment has, at least at the theoretical level, become an established practice in Finland.

3 LANGUAGE ASSESSMENT

Assessment is an aspect that forms an inseparable educational whole together with the curriculum (learning objectives) and actual pedagogical instruction. The ultimate purpose of assessment is to gather representative evidence based on which one can draw inferences of the phenomenon under scrutiny and use those inferences for various kinds of decisions or judgements (e.g. Bachman & Palmer 2010). Assessment in this study is defined as follows drawing from Wewer (2014: 73); the term assessment can refer to the process of assessment or the end product of that process:

> Assessment is a) either the systematic and well-grounded process of information gathering, or b) the product which describes the extent and/or quality of [foreign] language acquisition, its degree of correspondence with the objectives of language acquisition and its relationship with the EFL or CLIL environment for the purposes of a) making decisions or judgements about the language proficiency of individuals and b) giving feedback in order to enhance learning.

Assessment is perceived as a participatory process which includes also feedback and documentation gathered from various sources and in different situations over a longer period of time thus producing a versatile account of a person's language proficiency.

In Finland, assessments administered in any school subject or learning programme must follow the general guidelines mandated by the Basic Education Act (628/1998: 22§) and the Decree on Basic Education (852/1998: Chapter 2). According to those guidelines, assessment must be guiding, encouraging, sufficient and versatile; it must be developmental in nature and improve pupils' self-assessment skills. These principles are further reflected in curricula which exist from two to three levels: the national level securing educational equity throughout the country and local level maintaining regional characteristics; even school-specific curricula may exist, particularly in CLIL. The local curricula have been drafted according to the National Core Curriculum. As all curricula are based on legislation, they are normative and binding documents also concerning language assessment. Because this study was conducted at the time when the NCC (2004) was in effect and the new NCC (2014) coming into effect in 2016 was being prepared, both NCCs are taken into consideration in this chapter in a similar manner as in the previous one. The NCC (2004) framed the portfolio experimentation and the new NCC (2014) sets the boundary conditions within which assessment will be administered in the future.

In the Finnish basic education, only two forms of assessment are recognised by both NCCs: formative and summative, which are referred to as *assessment occurring during the course of studies* and *final assessment* occurring at the end of studies, respectively (NCC 2004, NCC 2014). These two forms of assessment are briefly defined in the following passages.

Formative, continuous assessment

Formative assessment occurring during the course of studies, also known as assessment for learning, is perceived to be the predominant form of assessment during the basic education. For the sake of convenience and descriptiveness, I will term this form of assessment *continuous assessment.* The current NCC (2004: 260) allocates continuous assessment the following tasks.

> The tasks of assessment during the course of studies are to guide and encourage studying and to depict how well the pupil has met the objectives established for growth and learning. It is the task of assessment to help the pupil to form a realistic image of his or her learning and development, and thus support the pupil's personal growth, too.

Hence, the quintessential purpose of continuous assessment is to enhance and reinforce learning. These principles have remained the same in the new NCC (2014) and they will be addressed in more depth in sub-chapter 3.2.

Summative, final assessment

The task of final assessment is "to define how well, at the conclusion of his or her studies the pupil has achieved the objectives of the basic education syllabus in the different subjects" (NCC 2004: 264). The term final assessment is thus reserved to the very final assessment occurring at the end of the basic education, and it is crystallised in the final report in the 9th grade which defines the level of learning at that stage in comparison to the criteria given for the grade 8 (in the scale of 4–10) in each subject. Due to equity reasons, CLIL English is assessed according to the EFL criteria in the final assessment to guarantee everyone an equal chance when seeking post-basic education study places.

The demarcation of assessment in this study is to continuous assessment only. Moreover, this study was conducted in primary classes, grades 1-3, which is why it is necessary to have a closer but brief look into one specific area within the field of assessment studies: assessment of young language learners. This is the topic of the next sub-chapter.

3.1 Assessment of young language learners

Within research, the branch of assessment of young language learners (YLLs) is a node where assessment studies and language studies meet investigating assessment of foreign or second language learners aged approximately 6–13 (Hasselgreen 2005; Ioanniou-Georgiou & Pavlou 2003). YLLs require special approaches to language instruction and assessment due to their vulnerability to criticism and physical and mental development still in progress (McKay 2006), although, according to research, they generally are very confident about their own academic potential (Kärkkäinen 2011) and language skills (Mård-Miettinen, Kuusela & Kangasvieri 2014). Pinter (2011: 35–36) lists instructional issues and implications related to YLLs that language teachers should take into account when planning assessment tasks. She recommends simple, one-dimensional, here-and-now and hands-on tasks that are collaborative, creative and allow peer and teacher/tutor perspectives as well as scaffolding. Furthermore, she emphasises that the versatile tasks should be based on children's prior knowledge and promote various cognitive strategies, growth of positive linguistic self-esteem as well as awareness of one's own learning processes and products in the form of self-assessment (*ibid.*).

Hasselgreen (2005: 38) points out characteristics for adequate assessment of YLLs, and names several traits of assessment tasks that are especially suitable for them:

- The tasks should incorporate elements of game and fun, be age-appropriate and interesting.
- Assessment should be multimodal with different stakeholder perspectives (pupils, teachers, parents).
- Actual assessments and the given feedback should highlight pupils' strengths rather than weaknesses.
- Support should be provided, when possible, to the learner while carrying out the tasks.
- Assessment tasks could be used also as learning tasks.

It appears that instruction and assessment should be relatively closely connected to each other. The more assessment tasks resemble those embedded in everyday school work, the better suited they are for YLLs. A similar conclusion has also been reached by Ioanniou-Georgiou and Pavlou (2003: 5) who state that such assessment tasks for YLLs are less likely to cause test anxiety. They suggest techniques that allow short attention span, generate children's interest and give "a start in their learning career":

portfolio assessment, structured assessment activities, projects, self- and peer-assessment, take-home tasks, conferencing (i.e. one-to-one conversations) and assessment tasks developed by the learners (*ibid.*).

3.2 Modernising foreign language assessment

The rapid changes in the world demand a reformation of education (see e.g. the visions of Finnish education in 2030 reported by Linturi and Rubin 2011) and, therefore, those changes also require reconceptualisation of assessment. In the new NCC (2014), these demands of technologised society, altered ways of working and new skills have been taken into consideration. Especially multiliteracy, participation, team work, problem solving and critical thinking skills as well as integration of topics from different school subjects (cross-curricular teaching and learning) requiring teacher collaboration have been foregrounded. Actually, these new approaches to education are also reflected in assessment, for the NCC (2014) obliges schools to develop what is called an *assessment culture.* The assessment culture manifests central features that are, according to the NCC (2014: 46; my translation) the following:

- encouraging atmosphere that invites effort,
- participatory, discussing and interactive operation modes,
- supporting pupils in understanding their own learning processes and making their progress visible during the whole learning process,
- fairness and ethicality of assessment,
- versatility of assessment and
- utilising the information gained through assessment in planning instruction and other school work.

Since continuous assessment is the predominant form of assessment in the Finnish basic education, its role as part of daily routines is accentuated in the NCC (2014), and it is expected to represent the new assessment culture which necessitates, for instance, constant teacher observation and interaction with learners. It also constitutes the development of pupils' self- and peer assessment skills even more clearly as one of the core objectives in continuous assessment (NCC 2014: 50). The main idea is to increase the agency of the pupil as an independent and reflective learner. Assessment includes both the process of learning and the end product, i.e. actual learning which

also allows recognising, for example, pupil's effort, positive attitude towards language as well as planning and assessing one's own studying (NCC 2014: 49).

Self-assessment and feedback, more specifically reciprocal feedback, is perceived as an essential part of continuous assessment and assessment culture. Assessment discussions are seen as beneficial for learners. According to the NCC (2014: 50; my translation), "the task of the teacher is to create situations in which, through mutual pondering, feedback enhancing and motivating [pupils'] learning is given and received". In other words, also teachers are to receive feedback on their teaching from pupils. The purpose of feedback given by the teacher, according to the new NCC (2014: 51; my translation) is to "make the learning process visible" and to help learners visualise the learning goals, items already learned and "how they can enhance their own learning and improve their achievement" which in turn helps pupils in their self-assessment. It is believed that when learning has become visible through reflection and feedback, it is easier for pupils to organise individual learning items into entities of knowledge and skills as well as to develop their metacognitive skills and studying habits (*ibid.*).

Due to the pedagogical independence intrinsic to the Finnish educational system, individual teachers are allowed to use assessment methods they prefer or consider most suitable for their own contexts. Hence, continuous assessment is primarily teacher-driven, classroom-based and characterised by diverse practices. Despite these qualities, assessment is not arbitrary; assessment in Finland is also criterion-referenced. This denotes that learning is proportioned to and reflected against pre-defined national criteria that describe the content mastery for the grade 8 (good skills or knowledge). These criteria apply regardless of language of instruction. The national criteria guiding the assessment in important transition points of the 6th grade and final 9th grade are defined in the new NCC (2014).

Finland is an exception in the educational world map with its continuous assessment practices and a good example of a nation that has fully embraced the principles of formative assessment for learning for which assessment experts have strongly advocated worldwide (e.g. Birenbaum *et al.* 2006). The strive for assessment for learning stems from accountability assessment practices still dominant in several prominent countries, many of them being Anglo-American (see e.g. Gottlieb & Nguyen 2007 for the situation in the United States). Accountability assessment denotes assessment administered for the sake of holding educators and educational administrators responsible for the learning results, not to support learning (see e.g. Shohamy 2001 for the effects of such testing practices). Standardised, high stakes

tests represent accountability assessment. The counter movement opposing accountability testing has resulted in the emergence of diverse alternative approaches in assessment, collectively called as alternative assessment (see e.g. Brown & Hudson 1998; Fox 2008).

In language assessment, the dawn of alternative assessments has meant various descriptive prefixes attached to assessment. Among these are authentic, dynamic, collaborative, task-based, performance-based, sustainable, and technology-based. There are, however, a number of common attributes shared by these alternative approaches to assessment. For instance, alternative language assessments are embedded in the instruction and they are expected to enhance learning; they are fairer and less threatening to the learners than high-stakes tests; they are better accommodated to the new learning environments and activate the learners to produce and create something concrete rather than just express their knowledge; and they employ multimodal, meaningful tasks that allow using multiple skills (Brown & Hudson 1998: 654-655; Dochy 2001: 16-18). These distinctive features seem to coincide with the characteristics of appropriate assessment for YLLs (see p. 24).

Also actual methods of language assessment perceived as representatives of alternative assessments resemble and overlap with those recommended for YLLs. Alternative methods are, for instance, portfolios, composition tests, role play tests, group tests, diaries, conferences, self-assessments, journals, teacher observation and peer assessments (Brown & Hudson 1998: 657). Stefanakis (2010: 22) portrays different degrees in the continuum of assessment for learning towards accountability assessment (Figure 2).

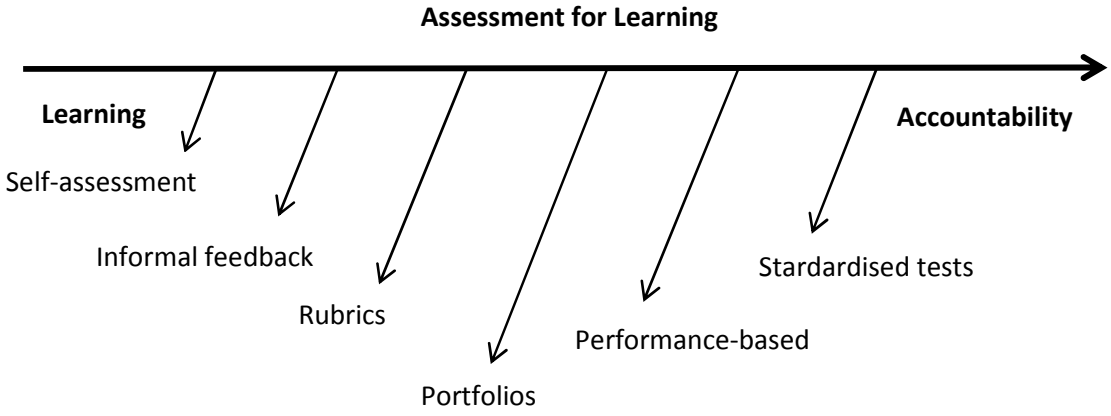

Figure 2. Continuum in assessment for learning (Stefanakis 2010: 22)

In one end are more self-contained assessment methods such as self-assessment and informal feedback that are associated with actual learning. The test administrator's control increases towards the other end, assessment through standardised tests for accountability purposes. Portfolios are considered as a semi-controlled means of assessment by Stefanakis (*ibid*.).

Although alternative assessment methods as such serve learning, they are said to pose validity threats to the trustworthiness of judgements and decisions made on the basis of them. They require more individual inferencing which is characterised by the rater's own values and beliefs, and the assessment circumstances may be inconsistent, just to name a few pitfalls of alternative assessments (see e.g. Fox 2008: 98; Rea-Dickins & Gardner 2000). Validity and reliability of alternative assessments have to be taken into careful consideration, because they, more than traditional and standardised tests, require subjective analysis and interpretation. The benefits of alternative assessment lie elsewhere than in providing comparable assessment information as in normative assessment.

Alternative assessment methods are specifically apt for Finnish circumstances. The new NCC (2014) does not, due to teachers' pedagogical independence, foreground any specific alternative assessment method except for one: it mentions the European Language Portfolio (ELP) by name 22 times in respect of both foreign language education and bilingual content instruction. The NCC (2014) sees the ELP as a useful tool in monitoring for the progress in language proficiency and practising self- and peer assessment. Moreover, the NCC (2014) also mentions the Finnish modification of the Common European Framework of Reference for Languages (CEFR 2001) as an assessment reference tool. The language portfolio in general, the ELP in specific and their theoretical premises will be investigated in the following chapter.

4 LANGUAGE PORTFOLIO

In general, a *language portfolio* is a selection of an individual pupil's work allowing direct linking of instruction and assessment as well as showing evidence of one's language proficiency and its development over a longer period of time. (see e.g. Ioanniou-Georgiou & Pavlou 2003: 23; Smith & Tillema 2003). It is considered to be appropriate as an assessment method for YLLs and helpful in providing a diverse account of children's learning to parents also in general contexts (see e.g. Chen & Cheng 2011). The portfolio showcases samples of language use in a variety of contexts and captures language skills that might otherwise remain undetected. According to the contemporary socio-constructivist views on learning, it is essential that learning is perceived as a developmental, holistic and comprehensive phenomenon which should, instead of being merely quantitatively measured, be monitored, documented and made visible particularly for the learners, but also teachers and parents (see e.g. Portfolio 2014; Smith & Tillema 2003). This is strongly in line with the viewpoints of the new *Finnish National Core Curriculum for Basic Education* (NCC 2014).

In addition to displaying language knowledge and language proficiency in the form of concrete tasks or assignments, portfolio assessment may emphasise a range of other aspects. Ioanniou-Georgiou and Pavlou (2003: 23) mention that portfolios also provide "insight into children's views, attitudes, and language-learning strategies", whereas Jones (2012: 414) brings up children's beliefs and ideas as targets of language teacher's portfolio examination. Jones (2012: 402) depicts the language portfolio as an active and reflective means of assessment that tolerates "work in progress, even imperfect work, yet of some pride to the learner". Jones also highlights the inclusive and supportive nature of portfolios in that they allow "all children possibilities to show what they know, however modest that knowledge might be, and what they can do, however limited" (*ibid.*). The portfolio as an assessment method for learning is, at least theoretically, apt to lower learners' affective filter and reduce assessment anxiety.

Portfolios are also perceived as instruments that enable reflection and thorough considerations of one's own learning and studying processes as well as outcomes. As opposed to single grade assessments, the portfolio allows learners "to review a broad range of work and study aspects of the process of that work" (Fernsten & Fernsten 2005: 303). Thus, reflection and reviews are an essential part of portfolio assessment since, as Fernsten and Fernsten (2005) emphasise, fostering reflection in connection

with portfolio work enables to create a supportive learning environment and shared learning-related discourse, embody metacognitions of learning and self-regulation, make individual learning styles more explicit, enhance learner autonomy and critical thinking as well as assignment evaluation. I will return to reflection in the following sub-chapter.

What is presented above suggests that personalised portfolios should raise learners' consciousness of language learning and help imprinting the learning events on their memory because the portfolio work is meaningful and personal. These notions are also supportive of what the new Finnish NCC (2014) expects of assessment. Portfolios make learning visible - another assumption of assessment in the new NCC (2014). Stefanakis (2010: 10) recommends portfolios for additional, differentiating assessment because they "capture both the process and products of students' learning and reflect their multiple languages, multiple intelligences, and multiple abilities". The portfolio is especially apt for longitudinal monitoring and documentation which is why they are tools recommended in early childhood education but also promoted in the upper levels of education (Salo *et al.* 2013: 38). The age of learners is one factor when selecting the portfolio type, but also the focus of use, as there are portfolios with different emphases.

Four different types of portfolios can be distinguished according to the purpose or setting of use: 1) dossier, 2) training, 3) reflective and 4) personal development portfolios (Smith & Tillema 2003). The portfolio can be oriented to selection, promotion, learning or development, and the setting of use may be dependent on external requirements, or the portfolio can be self-directed or voluntarily initiated (*ibid.)*. The four portfolio types are briefly defined below (Smith and Tillema 2003: 627):

- **a dossier portfolio** is a showpiece of competency for programme admission purposes;
- **a training portfolio** elicits the relevant skills or competences acquired within a curriculum, and it includes samples selected for evidence of learning;
- **a reflective portfolio** is a more personal type of portfolio which provides "evidence of growths and accomplishments" for various purposes, mostly self-assessment; and
- **a personal development portfolio** is more related with identity building, and it is a basis for "sustained conversation with peers and colleagues".

The portfolio type experimented with in this study represents primarily the training-type of portfolio construction with the intention to display language proficiency.

There is no fixed physical form for a portfolio implementation. A language portfolio may structurally vary from a shoe box or a notebook to a memory stick, a computer file or an Internet site. Furthermore, a myriad of language use documents can be included in the portfolio: traditional tests, teachers' notes, parents' comments and observations, self- and peer-assessments, mind maps, drawings, photographs, video or audio recordings, compositions or booklets. In short, everything the language learner produces can be included in the portfolio, but in order to be representative of the learner's language proficiency, the work should be multifaceted (see e.g. Linnakylä, Pollari & Takala 1994; Kohonen 2005). Kohonen (2005: 37) describes the language portfolio as the interface of language learning and teaching, the amalgamation of assessment and learning which underpins the transformation of internalised information into functional, truly digested skills and knowledge.

The portfolio assessment method is not entirely without problems. Similarly, as with other forms of alternative assessments, there are a few concerns raised by various scholars. For example, Lynch and Shaw (2005) discuss issues such as validity and ethics. They challenge raters to consider the power relations in portfolio assessment and fairness of rating in so far that everyone is treated in an equal manner in the assessment process so that the learners truly gain information through that process. The latter is an issue also accentuated by Smith and Tillema (2003: 645): feedback should be incorporated in and during the portfolio work to reinforce the formative nature of the assessment method. Jones (2012: 414) in turn is concerned about primary school portfolios as cliché-like realisations of 'lifelong learning' or 'learning to learn' -type discourse rather than pursuits to produce practical, concrete evidence of children's language learning and to study and reflect that evidence. This viewpoint brings me to the theoretical background of portfolio work - experiential learning.

4.1 Experiential learning and reflection

Methods such as gaming, role play and simulations are often associated with experiential learning (e.g. Russell & Shepherd 2010: 994), but from the theoretical perspective, also portfolios represent experiential learning (Kohonen 2005: 8; see also Mäkinen 2009). Experiental learning is often concretised by the Lewenian experiental learning model (Figure 3). The learning process is depicted as a cycle which ideally starts from an immediate, "here-and-now", personal and concrete experience which is

reviewed in a preferably shared, interactive reflection and leads to formation of a renewed conceptual understanding of the experience (Kolb 1984: 21-22). The conceptual understanding formed may then be applied and tested in inexperienced arenas constituting a new concrete experience for reflection (*ibid.*). In language learning circumstances, a learner has an experience by using the TL or learning a new feature of that TL which is tested in new language use contexts or, for instance, by creating a portfolio assignment. The accumulated portfolio tasks work, through either own or external observations, as a spring board for a new understanding which can be repeatedly tested in new circumstances.

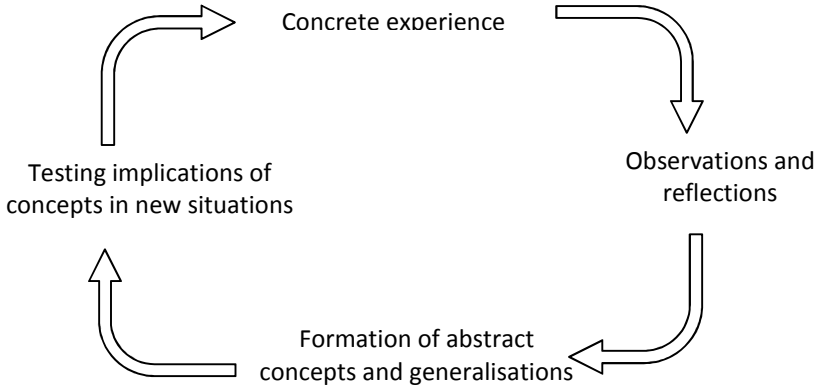

Figure 3. The Lewinian experiential learning cycle (Kolb 1984: 21)

Hence, the corner stone of experiental learning is that the learner develops skills to apply previously acquired knowledge in new situations, and then re-examines those skills in the light of the concrete experience obtained.

An even more detailed, lengthier definition of experiential learning is provided by Itin (1999: 93, emphasis added) who stresses the comprehensive nature of experiential learning and the active role of the learner.

> Experiental education is a holistic philosophy, where **carefully chosen experiences supported by reflection, critical analysis, and synthesis**, are structured to require the learner to take initiative, make decisions, and be accountable for the results, through actively posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, **being creative, constructing meaning, and integrating previously developed knowledge**. Learners are engaged intellectually, emotionally, socially, politically, spiritually, and physically in an uncertain environment where the **learner may experience success, failure, adventure, and risk taking**.

According to this description, experimental learning approach treats the learner as an active agent and creative investigator of one's own learning. Reflectivity is thus an integral part of experiential learning. *Reflection* pertains to the learner's "awareness of

his or her own experiences, learning functions and results as well as emotions, attitudes and appreciation of those functions" (Linnakylä 1994: 20; my translation). Costa and Kallick (2008: 221) note that reflection is about meaning making - it creates links between prior and present learnings. It also needs to be realised that self-assessment and reflection are not synonyms (Alanen & Kajander 2011). Self-assessment is more about objectives and self-esteem, while reflection is connected to self-knowledge and conscious contemplation of one's learning, yet reflection is needed in proper self-assessment (*ibid.*).

The capacity for reflection can be developed, also that of YLLs'. In fact, explicit teaching of reflection skills to learners is seen to be an important objective in education (Alanen & Kajander 2011). Costa and Kallick (2008: 230) note that in order to help learners to advance from "testimonials about how good or bad" a learning experience was, teachers need to help them to describe possible alterations in their work in their own words and covey that meaning to another person. They differentiate stages in the development of pupils' reflective skills and also give some examples of primary-aged learners' reflective comments on writing that became more sophisticated with practice and experience. Teachers' role in teaching reflective skills cannot be overlooked. There are several teacher strategies that enhance learner reflection: discussions, interviews, questioning, logs and journals, sentence stems, self-talks, peer assessment called external voices and modelling reflection (Costa & Kallick 2008).

Furthermore, the interactive nature of experiential learning and the roles of the educator as a facilitator and scaffolder rather than an instructor are foregrounded in experiential learning (Itin 1999: 93). This is supported by Beard and Wilson (2006: 246-247) who discuss, as opposed to spontaneous, learner-directed reflection, coached reflection or retrospective learning which is planned for specific times and supported by the facilitator. In relation to portfolio work, the situation remains the same. Also Kohonen (2005: 39) notes the shift in the professional teacher role which requires multifaceted expertise evolving from teacher's own reflection. The teacher's role is decisive in the long process of introducing of the portfolio and reflection method, accustoming and committing learners to its implementation as well as learning to tolerate incompleteness in the portfolio work (*ibid.*).

Since the European Language Portfolio (ELP) model is currently strongly promoted by the Finnish education authorities and mentioned, unlike any other assessment method, several times in the new normative National Core Curriculum for Basic Education (NCC

2014), it is likely to become increasingly implemented Finland. The ELP will be introduced in the following sub-chapter.

4.2 The European Language Portfolio

The concept of the *European Language Portfolio*, with its roots in the Swiss Rüschlikon symposium in 1991 (Kohonen 2005: 11), is probably the most widely known in the European context. The ELP was, according to the official website (ELP 2014) developed by the Language Policy Division of the Council of Europe primarily for two reasons: 1) "to support the development of learner autonomy, plurilingualism and intercultural awareness and competence" as well as 2) "to allow users to record language learning achievements and their experience of learning and using languages". The concept is thus utterly user-oriented, but also policy-driven, because the ELP is a pragmatic implementation of the *Common European Framework of Reference for Languages* (CEFR 2001). The CEFR aims at providing a mutual, "action-oriented" basis for the European language education in presenting verbal taxonomies of 'can do' statements in various fields of language use for diverse purposes, for instance assessment and instruction planning (CEFR 2001: 1, 9). The CEFR describes communicative competences, the knowledge and skills as well as situations and domains related to the communicative competences (ELP 2014).

The official ELP model consists of three parts: 1) Language Passport, 2) Language Biography and 3) Dossier (ELP 2014). The Language Passport contains the language user's self-assessments of the current language proficiency based on the CEFR taxonomy and the accounts of the most central cultural experiences; the Language Biography is a self-reflection of oneself as a language learner and user, an analysis of one's learning processes, cultural experiences and language skills; the Dossier is the part in which selected, representative and authentic samples of the acquired language proficiency are showcased (Kohonen 2005: 12). The parts of the ELP represent different areas of the NCC as well as skills and knowledge of the learner: the Language Passport demonstrates language proficiency and cultural skills, the Language Biography also reflects cultural skills, and the Dossier mirrors learning strategies, language proficiency and communicative strategies (Hildén & Takala 2005: 318).

There have been a number of ELP experimentations in Finland at different levels of education, in several languages and forms such as the more traditional paper version

and digital realisation (e.g. Kohonen 2005). These reports have been utterly positive towards the portfolio implementation in several aspects. Increasing meaningfulness in language use and learner autonomy as well as practicing reflective assessment skills were the leading ideas in the portfolio experiments.

Reflectivity is the permeating quality of the ELP, also foregrounded in the Finnish portfolio experimentation reports available (e.g. Alanen & Kajander 2011; Aula 2005; Kohonen 2005; Linnakylä, Pollari & Takala 1994; Perho & Raijas 2011; Salo *et al.* 2013). Interestingly, the reflective approach of the ELP to language is not, according to Morgan (2006: 4) from the U.K., that relevant for CLIL learners who "are likely already to be reflective because of the way their lessons are taught". This viewpoint is in total disagreement with the aspirations of the Finnish NCC (2014) which endorses pupils' development of language awareness and reflective self-assessment skills – also in bilingual content instruction.

In addition to reflectivity, the individualism the ELP represents is markedly seen in the primary-level experimentation reports (e.g. Aula 2005; Perho & Raijas 2011; Viita-Leskelä 2005); the portfolio serves as a platform to become acquainted with oneself as a language learner. Other positive features that were highlighted in the experimentations and affiliated with the portfolio work were the sophistication of portfolio tasks and development of metalinguistic skills when learning skills were under discussion (Viita-Leskelä 2005). Also personal, joyous products of children provided concrete proof of advancement (*ibid.*), teachers became familiar with the CEFR and were more inclined to adopt a 'learning by doing' -type methodology in their classrooms (Aula 2005). Through peer assessment, pupils also learned to know each other better (*ibid.*).

The experimentations did not come without problems and challenges. For example, some teachers considered the full implementation of the ELP model as stressful and redundant; especially the necessity of having a language passport was called into question (Sivonen-Sankala 2005: 139). Other problems were related to documentation of spoken language (Viita-Leskelä 2005), lack of time and challenges in practical organisation of the work (Sivonen-Sankala 2005; Viita-Leskelä 2005), and underachievement of boys in portfolio tasks (Viita-Leskelä 2005). Salo and colleagues (2013) note that in order not to exhaust language learners with too frequent self-assessments, adopting a synchronised timetable of portfolio work among different language teachers within one school is in order.

Regardless of the Europe-wide initialisation of the ELP since the 1990s and the portfolio experimentations mentioned above, the assessment method has not been embraced widely in Finnish basic language education (Salo *et al.* 2013: 38) or in primary CLIL instruction (Wewer 2014). One reason for this might be that the ELP has been inaugurated for the Finnish basic education (grades 1–3, 4–6 and 7–9) as late as in autumn 2013 (Kielisalkku 2014). The ELP is now available in both national languages, Finnish and Swedish. Another reason might be that the portfolio is, according to some CLIL teachers, perceived as a passing, time-consuming assessment fashion (Wewer 2014), the heyday of which was around the millennium. It seems that in this regard there is a methodological assessment gap; the ELP has not found its way into language classrooms. Therefore, this study, which started drawing on the ELP model already before the launch of the Finnish ELP, attempts to find ways to implement the language portfolio in primary language education and to diversify the methods of continuous assessment.

5 THE PRESENT STUDY

The present study represents an action study in its desire to experiment with and further develop the language portfolio as a formative and practical classroom assessment method. Action study is an investigative approach which, in amalgamating action and research, seeks improvement and change in local, pragmatic contexts (Cohen, Manion & Morrison 2007: 297, 312). It enables practitioners and professionals to "increase the effectiveness of the work in which they are engaged" and "find effective solutions to problems they confront in their everyday lives" (Stringer 2007: 1). In other words, an action study is highly developmental in nature and can also be referred to as practitioner research which echoes an investigative voice from the field and combines theory with practice. Furthermore, the present study has a qualitative approach to the investigation, for it seeks to "arrive at an understanding of a particular phenomenon from the perspective of those experiencing it" (Vaismoradi, Turunen & Bondas 2013: 398).

Stringer (2007: 6) asserts that action research is a participatory process: all stakeholders "who affect or are affected by the issue investigated" should be included in the inquiry as participants. Therefore, this study involved pupils and their parents as well as other participants (see Table 6 and sub-chapter 5.2). Reflectivity is a pivotal notion also for an action study due to the participatory role of the investigator(s) and therefore, a high rate of self-awareness is required from the "participants-as-practitioners-and-researchers" of the effects their personality brings into the research process, for their "values, attitudes, perceptions, opinions, actions, feelings etc." are mirrored in the process (Cohen, Manion & Morrison 2007: 310). As a result, objectivity cannot be totally reached in action research.

In order to help the reader to form an initial, overall understanding of this action study, I will use the eight-staged basic action research framework presented and discussed by Cohen, Manion and Morrison (2007: 307). These eight stages elucidated below in respect of this study provide a concise recount of the inquiry process as a whole before moving into a more detailed introduction of the process.

1. **Identification, evaluation and formulation of the problem.** At the time of the experiments, no common language portfolio model was available for the Finnish context. I had become familiar with the ELP in primary language education in other European countries, mainly Greece and Germany, and wished to experiment with

the assessment method I perceived as potential in CLIL contexts. I had also used an English language documentation model during years 2008-2009 that could be perceived as a predecessor of the two portfolio models experimented with in this study.

2. **Preliminary discussion and negotiations among the interested parties.** It is typical of the Finnish context that classroom teachers are independent agents who enjoy substantial pedagogical freedom; no specific authorisation from the head teachers was necessary for the experiments. The pupils, however, were informed of the portfolio experiments, and particularly the longer CLIL portfolio experiment was officially introduced to the parents in the first parental evening. I also invited a colleague to join the first EFL experiment in her own classroom and provided her with crucial background information and some of the tasks I had prepared for my own class. Subsequently, another colleague wished to pilot the CLIL portfolio as well.

3. **A possible review of research literature.** The official ELP website (ELP 2014) was very comprehensive and gave a solid description of the different parts of that particular portfolio model and practical guidance on how to compile one. Furthermore, the portfolio experiment conducted in the Teacher Training School of the University of Eastern Finland concerning young learners of the Russian language and reported in Perho and Raijas (2011) acted as an initial example of how to start in the Finnish context. A review of the portfolio research literature is presented in sub-chapter 4.2.

4. **The assumptions underlying the project are made explicit.** Based on the ELP models already accredited, registered and available online (see ELP 2014), the German ELP sketches otherwise accessible to me, the research literature and my own outlining, I opted for a simple notebook-type portfolio design which is functional and affordable in classroom contexts and familiar to pupils.

5. **Selection of research procedures such as sampling, choice of materials and methods of interventional implementation.** Sampling occurred through probability and convenience - it was logical to experiment with the CLIL pupils I taught. This stage of the action study entailed planning of and preparing for the actual portfolio implementation which was slightly different for the two experiments due to their varying purposes (EFL and CLIL), although both groups were CLIL learners. Since the total length of the experimentation was more than two and half

years, the implementation developed and became more sophisticated as more experience was gained. Especially the CLIL portfolio starting in the first grade involved a number of assisting people and external factors that affected the implementation of the experiment.

6. **Selection of the evaluation procedures.** Evaluation of the experiments was mainly continuous and occurred during the experimentations. *Continuous evaluation* refers to the on-going observation and reflection of the implementation success, although it also included one audio-recorded group discussion with the students who assisted the first graders in their initial portfolio work.

7. **Actual implementation of the process.** Portfolio work was practically always conducted during school hours in various ways. The EFL portfolio process was more uniform than the CLIL process, but both experimentations were concluded with data gathering. The experimentation processes are described profoundly in sub-chapter 5.3.

8. **Interpretation of the data and final evaluation.** Quantitative measures were incorporated in qualitative research methods. The data were primarily collected in the final stage of the experiments through questionnaires as well as interviews. The data collection process, analysis methods and the ethical code followed will be described in sub-chapter 5.4. The final evaluation of this action study is to be found in Chapter 7.

5.1 Research questions

One purpose of this study was to create an overall description of the use and appropriateness of language portfolios as part of YLLs' English proficiency assessment both in EFL and in CLIL. Another purpose was to define how informative pupils and their parents perceive language portfolios as indicators of children's language proficiency and its development. The third purpose was to investigate how language portfolios could be further developed in these contexts. These purposes are directly reflected in the four research questions. The first research question is concerned with the informativeness of portfolios, while the following two questions address the qualities

of the assessment method as perceived by the stakeholders. The last question investigates ways of improving the portfolio concept.

1. How informative do pupils and their parents perceive language portfolios as indicators of language proficiency and its development in EFL and CLIL?
2. What opinions and experiences do teachers, pupils and their parents have of the language portfolios?
3. What are the advantages and disadvantages of the language portfolio work?
4. How could language portfolios for young language learners be further developed in EFL and CLIL contexts?

Since this is primarily a qualitative and descriptive action study, no preliminary propositions are necessary (Creswell 2014: 139), and therefore, hypotheses have not been formulated.

5.2 Participants

The population of this action study were Finnish primary-level pupils both in mainstream English as a foreign language instruction and in bilingual content instruction. The selection of the research sample was based on probability, convenience and practicality. The sample participants can be categorised into three groups: primary and secondary participants as well as contributors (Table 5). The *primary participants* of this study were the 1-3 grade pupils in the Teacher Training School of Turku University, Finland, and their parents. All pupils were enrolled in CLIL instruction. The *secondary participants* were the two colleagues piloting the portfolios and the teacher students participating in the CLIL portfolio work. *Contributors* were not directly involved in the portfolio work but rather inspired it, influenced the creation of tasks or produced linguistic evidence for the portfolio. The participants will be introduced more closely in the following passages.

The **primary participants** in the EFL portfolio experiment from November 2011 till May 2012 were 18 3rd grade pupils (8 girls, 11 boys). I was both their CLIL class teacher and EFL teacher. They were exposed to English explicitly (three mainstream English lessons per week instead of regular two), implicitly (e.g. classroom language, CLIL instruction) and through focus on form (during CLIL lessons when applicable). Their English exposure was thus considerably more extensive than that of a regular 3rd

grader. In the CLIL portfolio experiment, lasting two complete school years 2012–2014, the participating pupils were 19 1st and 2nd graders (10 girls, 9 boys). They, unlike the 3rd graders, were not studying English as a school subject yet. The English language was introduced to them according to the curricular principles stated in sub-chapter 2.2. The additional, foreign language was present in the classroom mainly in the form of typical classroom language and recurring routines (e.g. morning calendar, weekly changing morning song) as well as content instruction occurring in the TL (see Sundell & Wewer 2013 for a description of CLIL first grade language activities).

Both groups of pupils were multicultural, and approximately half of them in each group were also multilingual and of immigrant background, i.e. their mother tongue was not Finnish. The Finnish language competence of all pupils was tested in a linguistic admission test prior to entrance to the CLIL programme. It is therefore reasonable to assume that their general language skills were good in the beginning stages. However, in reality, their Finnish language competence varied in a similar manner as that of their parents which had slight implications to the data collection and analysis (see 5.4). Some of the parents even needed an interpreter to communicate with me about more complicated school issues in development discussions, whereas they communicated well in everyday situations.

As it is obvious in action research, also the teacher-researcher and teachers engaged in the study are considered as participants; in this study they were named **secondary participants**. My intention was to gather a larger body of data from different sources. Two CLIL class teacher colleagues started the portfolio experiment – the first as an invited experimenter from another school for the EFL portfolio, the other volunteered of her own interest and initiative for the CLIL portfolio in the Teacher Training School. I gave them both initial training in the portfolio work and provided them with ample materials. However, neither of these two colleagues completed the experiment for different reasons. The invited teacher did not assimilate the principles portfolio as an assessment method – she started the portfolio experiment in 2011 but never really got it structurally in action. According to her description and in the absence of motivation, the portfolio work in her classroom was based on the voluntariness of pupils and considered as a reserve task. As the volunteered colleague left on maternity leave from which she never returned, also her experiment was discontinued. Since neither of my colleagues finished the portfolio experiment, I will rely on my own observations and a group of teacher students as the key sources of teacher-related information.

Most of the teacher trainees who were practising under my guidance in my classroom in the Teacher Training School during the academic years 2012-2014 were secondary participants. Teacher trainees were not involved in the EFL portfolio experiment, for EFL lessons were not normally accessible for them to practise, and the portfolio work was conducted during English lessons only. The situation was different for the CLIL portfolio. It was possible to incorporate portfolio work in any school subject; the English language permeated in all instruction, but I was not personally teaching most of the year because different groups of teacher trainees at various levels of their studies were giving the lessons. Yet, I was responsible for the classroom work and the portfolio was part of the classroom routines. Therefore, it was my requirement that the trainees participated actively in the CLIL portfolio experiment. There were four groups of teacher students active in the CLIL portfolio work. The first and third group were fourth-year students in their final student teaching period, and the second and fourth groups were second-year students in their second training period.

In the group of **contributors**, I have included English-language visitors such as exchange students who gave rise to a few EFL portfolio tasks. The collaboration and correspondence with the *Asinou Elementary School* in Cyprus was significant in providing topics and communicative reasons for the creation of English-language tasks and materials. As to the CLIL portfolio, the native teacher who generously supplied to the portfolio work was considered a contributor, because the tasks he assigned were not specifically designed for the portfolio but for his discussion groups. He used to pull a group of four pupils out of the classroom for various activities mainly requiring skills in listening comprehension and speaking (following instructions and reacting). The products of his English discussion group work were included in the portfolio notebook as proof of English use and a demonstration of pupils' language-related activities.

5.3 Experiments

The two experiments were conducted successively, and the cumulating experiences affected the planning of the following activities and choices of operational modes. In sub-chapter 4.1, I stated that the portfolio experimented with in this study was a training portfolio. When incorporating the ELP terminology addressed in sub-chapter 4.2, the portfolio type can be further specified and defined as a training dossier. Neither of the two portfolios experimented with contained the Language Passport or made use of the

CEFR scales but included elements of the Language Biography. The portfolio was primarily a Dossier of which no language samples were eliminated. Both portfolios consisted of authentic, curriculum-related pupil work and some reflective self-assessment instruments. Table 5 below summarises the core features of the two portfolio experiments.

The essential difference between the two portfolios experimented with was their focus: the first portfolio was solely for English as a school subject, i.e. tightly linked with mainstream EFL lessons, whereas the CLIL portfolio focussed on subject-specific language without neglecting the need to showcase the accumulation of general language proficiency and basic vocabulary. The age of the pupils set restrictions for the language presented and used in the portfolios. In both cases, it was fairly simple English, but the instructions were chiefly in Finnish as in *Kielisalkku* (2014). The portfolio work also complied with the basic assumptions included in the assessment of young language learners, i.e. the assessment tasks were designed to be age-appropriate, fun and comparable to those activities normally undertaken during lessons. Therefore, the portfolio form chosen needed to be familiar to the young language learners, as it turned out in a brief testing of the electronic online portfolio concept *Kyvyt.fi* (2015) which was originally designed for more mature users.

Portfolio focus	**EFL**	**CLIL**
Time span	November 2011–May 2012	August 2012–May 2014
Primary participants	3rd graders (CLIL instruction) and their parents, n=18 each	1st and 2nd graders (CLIL instruction) and their parents, n=19 each
Secondary participants	teacher-researcher, piloting colleague (another school)	teacher-researcher, teacher trainees, piloting colleague (same school)
Contributors	Asinou School, Cyprus, classroom visitors	native teacher
Portfolio form	paper file folder	notebook (A4/40 pages)
Explicit English	3 EFL lessons/week	none
Implicit English and Focus on form	classroom language, CLIL instruction and explicit focus on form when applicable	classroom language, CLIL instruction and explicit focus on form when applicable
Time interval	approximately twice a month	approximately once a month at initial stages, towards the end regularly once a week
Target subjects and contents	English as a foreign language, typical contents in EFL (e.g. clothing, food)	general language acquisition (e.g. numbers, colours) and predominantly environmental sciences and related contents (e.g. points of a compass, planets)

Table 5. Basic features of the two portfolio experiments

The language biography is an essential part of the ELP (see 4.2). Both portfolio experiments started with a language biography task in Finnish following the example of Perho and Raijas (2011). The aim of the biography was to establish the linguistic environment the pupils lived and studied in, map their knowledge of languages, tune the pupils into a linguistic mind set, point out their cultural mastery and raise their metacognitions of their own linguistic knowledge, skills, language awareness as well as linguistic self-esteem. The EFL pupils followed a set of instructions (sentence starters with supporting questions) thus creating an essay. The CLIL first graders were interviewed one by one with a help of a form in a separate small room next to the classroom by a teacher trainee who wrote down the children's answers and comments, for most of the children were not able to write yet or were slow at it. Both practices could be seen as simple coached reflection (Beard & Wilson 2006). The instructions or questions for the language biography entailed, for example, issues shown in Table 6. The original Finnish instructions have been translated into English. After having provided a general overview of the portfolio characteristics, I will now introduce the two portfolio experiments in more detail.

EFL 3rd graders	**CLIL 1st graders**
Title: **Minun kielenoppimiskertomukseni** (**The story of my language learning)** (date)	Title: **Minun kielitaustani** **(My language background)** (date and name of the assisting teacher student)
My mother tongue is _____. My father speaks_____ and my mother _____. At home we speak _____.	My name is ____. My mother tongue is ____. I can also speak _____. I would like to learn to speak _____.
I can also speak … (Which languages do you speak? What can you say?)	My friends speak the following languages with their parents: _____
I know that in the world there are… (What other languages do you know?)	I know that in the world there are also languages such as…
I have travelled abroad… (Where?)	I have visited (or I would like to visit) the following countries:
Abroad I have… (Give examples of different language use situations you have been involved in.)	Abroad I noticed that…
In Finland, I have heard/encountered… (Which languages?)	I am in a CLIL class because…
I would like to learn in English… (What?)	A space for parents to write their comments on the child's answers.

Table 6. Language biography instructions and questions

5.3.1 EFL portfolio

The EFL portfolio tasks were mostly connected with the topics of the English book series *Yippee! 3* (Kuja-Kyyny-Panula *et al.* 2009) used in the classroom. They could also pertain to activities related to the bilingual partner class we had in Asinou Elementary School, Cyprus, or classroom visitors as the School Uniform task in Table 7. I designed, implemented and monitored all tasks because I taught the subject. The portfolio tasks were typically carried out on the third or sixth lesson in the weekly or fortnightly cycle; CLIL classes in the Teacher Training School had, due to the language emphasis, been granted one weekly EFL lesson more than regular classes who had only two. Hence, there was plenty of time for the portfolio work.

The main idea was either to apply English already learned in new circumstances as in the cycle of experiential learning (see 4.1) or to use it for authentic communication with real people. The class had been exposed to CLIL English from the 1st grade onwards; their general language proficiency was also considerably higher than that of those who begin English in the 3rd grade. Following from this, the portfolio tasks could be designed to be more complicated than the ones suggested in teacher materials. Table 7 exemplifies a few selected EFL portfolio tasks, their purpose, characteristics and circumstances.

Portfolio task	Task purpose	Task characteristics	Task circumstances
Imaginary family/My family	to apply what learnt in EFL (family members) and describe people using adjectives	pupils created a small poster with a title 'Family ___', cut pictures of people from magazines and gave them new identities and descriptions	related to the study book *Yippee! 3*
School uniform	to practice names of clothes	pupils listened to a presentation of the school system in the U.K. and designed a school uniform	a visit from an exchange student from the U.K. and also related to the study book *Yippee! 3*
Menu	to apply and learn food words of pupils' own interest	pupils created a menu (starters, main dishes, desserts and drinks) for their own imaginary restaurant	templates downloaded and copied from various sites on the Internet

Table 7. Examples of EFL portfolio tasks

The tasks were often presented in the class, displayed on the wall or introduced to a class mate. No official peer assessment was involved in the experiment, although children readily provided feedback for each other. Additionally, the letters and materials

produced for Cyprus were copied and included in pupils' portfolio folder. A comprehensive list of all EFL portfolio tasks with their purpose, characteristics and circumstances can be found in Appendix 1.

5.3.2 CLIL portfolio

The age of pupils was strongly reflected in the CLIL portfolio experiment and tasks. Because the learners had just entered school and started to acquire English and contents through a foreign language, the instruction contained a substantial amount of very basic expressions of language (e.g. greetings and politeness words) but also basic subject-specific vocabulary (e.g. numbers and mathematical functions) which are entailed in the study of EFL as well. The proportion of subject-specific language manifested in the portfolio work increased as the language proficiency of the children developed, and the instruction in the TL became more specified. In Table 8, four portfolio task examples are itemised according to the task purpose, their linguistic focus (subject-related CALP or general language BICS), task characteristics and circumstances. A comprehensive list of CLIL portfolio tasks is in Appendix 2.

Portfolio task	Task purpose	BICS or CALP	Task characteristics	Task circumstances
Nämä asiat osaan jo englanniksi 1 (I can say these things in English)	to make English learned explicitly visible and to map what pupils would like to learn	social BICS	Instruction (in Finnish): tick off the things you already can say, e.g. "I can say 'thank you'", "I can tell who I am".	assisted by a teacher trainee, designed by Wewer
Fact or opinion	understanding the difference between a fact and an opinion and revising vocabulary related to time	academic science CALP	E.g. Statement: There are 12 months in a year. (fact) Statement: I think Wednesday is hard to spell. (opinion)	enchantedlearning.com
Math Mind Map	revision of the main mathematical concepts and calculation sentences	academic maths CALP	gap filling exercise	composed by a teacher trainee according to the instructions of Wewer

Table 8. Examples of CLIL portfolio tasks

The first year 2012-2013 of the CLIL portfolio experiment could be depicted as a running-in phase during which most tasks were based on demonstration of spoken

language. I designed most of the first year's tasks myself. The tasks conducted by the native teacher outside the sphere of normal classroom work were also included in the portfolio, although I had no control over them. The tasks were considered as demonstrations of pupils' language proficiency, and they seemed to be meaningful for pupils as a memory of the conversations and time spent with the native teacher. Furthermore, there was no other specific filing system for them.

The role of the teacher trainees was very important in the experiment. Because the teacher trainees were teaching most of the year, I was highly dependent on their input in the portfolio implementation. I needed to accommodate the student teaching requirements to truly establish the portfolio. Most of the first graders were not able to read and write in the beginning of the school year, whereupon I decided to offer the teacher trainees 'school work' (extracurricular hours needed to accomplish the student teaching credits) if they assisted pupils with their portfolio tasks. Many of the trainees grasped the opportunity and helped pupils by working as scribes, writing down pupils' replies and reactions to diverse linguistic issues. Hence, the first group of teacher students was active in helping in the establishment of the portfolio as an indicator of even minuscule language proficiency. The role of the teacher trainees evolved during the experiment from assistants towards more active agents. This was achieved by changing the requirements.

During the second year 2013-2014, pupils started to copy words and gradually produce some written language on their own. The portfolio tasks were taken as a regular part of the theme-based classroom work. To achieve this goal, I delegated the responsibility of creating portfolio tasks to the teacher trainees. This practice allowed for more regular, efficient and individual portfolio work, but also presented a few problems. The English skills of the second-year class teacher students varied substantially; hence varied also the quality of English exposure and the content instruction in the TL they provided. Additionally, their understanding of the purpose of the portfolio work and ability to compose linguistically appropriate portfolio tasks altered to some extent. In their tasks, the linguistic focus tended to shift towards BICS while the aim was to elicit evidence of content-related language mastery. This naturally was a matter of skilful guidance, but since this experiment was the first of its kind, it was a learning experience for all stakeholders – including me.

As part of the experiment and related to the research results obtained and recommendations given by Wewer (2014), I decided to use the CLIL portfolios for evidence-based assessment in development discussions executed in December 2013

and January 2014. In the Teacher Training School, no school reports were issued at the end of the autumn semester, but they were replaced by a development discussion between the teacher, pupils and their parents. Two assessment forms were sent home. A pupil self-assessment form was filled in at school prior to the discussion and then sent home for parents to see in addition to another form for parents and pupils to fill in together. These forms served as discussion generator. Because these forms did not take the CLIL factor and English language development into account in any way, I asked pupils to show the portfolio to the parents during the development discussion session, and I also played them the recording made by the native teacher as a sample of their oral English proficiency. The evidence of pupils' English proficiency initiated and directed the discussion towards CLIL scope in study and provided parents a glimpse into the CLIL classroom reality – studying subjects through English.

5.4 Data collection and analysis methods

The data were collected using triangulation which refers to the usage of multiple, two or preferably more, data elicitation methods to investigate patterns in the phenomenon studied in order to increase the scope and depth of insights and diversity of perspectives gained (Duff 2007: 975-976; Rothbauer 2008: 893; Seliger & Shohamy 1989: 123). Various aspects of research can be triangulated, for example theory (theoretical triangulation), methods (methodological triangulation), participant or informant groups (data triangulation) or researchers (team research) (Duff 2007: 976; Rothbauer 2008: 893). Triangulating data sources increases the validity of the inquiry, i.e. its trustworthiness (Creswell 2014: 201). In this study, both data triangulation and methodological triangulation were applied by including two participant groups (see 5.2 or Table 5) and two data collection methods. The two methods used in this study were questionnaires and two interview types, individual pupil interviews and a group interview of assisting teacher students. Table 9 summarises the quantity and methods of the data gathered and the point of time in data collection.

The questionnaires were anonymous and semi-structured both for pupils (Appendix 3 for EFL and Appendix 5 for CLIL) and parents (Appendix 4 for EFL and Appendix 6 for CLIL). All questionnaires were in Finnish. Since the questionnaires were directly connected with this unique experiment, no pre-testing of the questionnaire with another group of children or adults was possible or even sensible. The pupils' questionnaires

were administered during lessons, and they were considered to serve two purposes at once: formative self-assessment and this inquiry. Pupils had their portfolios at hand in order to refresh their memories and to retrieve tasks for analysis and evaluation. Additionally, their questions and requests for clarification were addressed immediately. It was also stressed that they were expected to give their own, true opinions regardless of the thoughts they believed their class mates or I might have of portfolios. The questionnaires contained questions with pre-determined reply options (e.g. yes, no, cannot say) but also lines for writing free supplementary comments or specifications.

	EFL portfolio data	**CLIL portfolio data**
Pupil questionnaires	n = 18, May 2012	n = 19, May 2014
Parent questionnaires	n = 17, May 2012	n = 18, May 2014
Pupil interviews	n = 7, May 2012	n = 7, May 2014
Teacher trainees' group interview		n = 1 , November 2012 with 3 teacher students

Table 9. Summary of the data collected

Due to the fact that the data collection was organised amidst the normal school work, data was obtained from all pupils. It was also possible for me to remind the pupils of returning the parents' questionnaires which were sent home together with the actual portfolios via pupils. Consequently, there was only one parent in each experiment who did not return the questionnaire. The questions pertained to issues such as the usefulness and informativeness of the portfolio as an indicator of language proficiency and assessment method, various tasks (e.g. pupils' likes, dislikes and preferences) and how to improve the portfolio concept. Particularly the pupils' questionnaire was designed to be 'child-friendly' and contain questions that I estimated the majority of pupils to be able to answer.

The questionnaires were analysed in two phases after each experiment; the EFL questionnaires in the summer 2012 and CLIL questionnaires in the summer 2014. There were a few minor problems with the interpretation of the questionnaires. First, it turned out that one of the EFL pupils had somehow misunderstood the purpose of the parents' questionnaire and filled it in himself, but it was finally returned and answered by a parent. I had to wait until the beginning of the following school year to re-send the questionnaire to the given parent. Second, although the questionnaires were in Finnish, some parents with another mother tongue than Finnish had difficulties in understanding a few questions and producing legible answers. Interpreting their meaning and

message was occasionally challenging. Such obstacles naturally decrease the trustworthiness of the study. Third, one pupil had missed two pages in the EFL questionnaire which is why information was not obtained and the ratio in calculating percentages fluctuates. When answers were left totally blank, they were omitted from the data thus affecting the total number of replies and the ratio.

The data analysis was primarily qualitative, but contained also quantitative calculation in forms of percentages and frequencies. Therefore, thematic analysis and content analysis was considered to be the most appropriate method for finding patterns and themes. Content analysis refers to "exploratory work on the unknown phenomenon", and it "uses a descriptive approach in both coding of the data and its interpretation of quantitative counts of the codes", while thematic analysis is keen on analysing narratives, describing and inferring the content non-linearly (Vaismoradi, Turunen & Bondas 2013). Although some theorists consider thematic analysis and content analysis as separate (e.g. Vaismoradi, Turunen & Bondas 2013), and some see the sole difference between them being that in thematic analysis, themes are typically not quantified (Braun & Clarke 2006), this study treats them synonymously. The term thematic content analysis will be employed to refer to the analysis process which included both quantifying data and finding patterns or themes in the data leading to non-linear inferences that shed light to the use of portfolio as an indicator of primary pupils' English proficiency.

Both experiments were concluded with seven pupil interviews. The EFL audio data constituted of 1:04:21 hours of interviews; the CLIL audio data was in total 0:36:34 hours. The interview method was chosen to gather pupils' perceptions of the language portfolio as an assessment method, to deepen understanding of the data obtained through the questionnaires and to introduce one additional perspective in order to increase the trustworthiness of the inferences made on the basis of the data. It also was faster and more eloquent for children to state their opinions by speaking than by writing. The participation in the interviews was voluntary, and the interviews that were audio-recorded took place during lessons in the small room next to the classroom. I conducted the interviews myself and invited one pupil at a time to be interviewed.

All interviews were rather theme-based (see Hirsjärvi & Hurme 2010) than containing closed sets of questions. Pupils were basically asked similar questions as in the questionnaire, and it was, again, emphasised that they were expected to express their true opinions. I was aware of the fact that the power relationship between the pupils and I might result in them giving "socially desirable rather than honest" (Bergman 2008:

33) answers to my questions because they might have wished to please me as their teacher. Furthermore, in a similar manner as the questionnaires, the pupil interviews were evidence-based, for the portfolios were used as a reference to stimulate pupils' recollections of their own portfolio work. In fact, Stringer (2007: 69) calls such interviews "guided reflection" and Silverman (2006: 117, italics in the original) adduces that interviews produce "a particular representation or account of an individual's views and opinions". In other words, interviews do not provide access to unnegotiable facts, but they add to the perspective taken on the phenomenon studied. Following from this, teacher trainees were also included in the interview inquiry.

Three teacher trainees in the first group (fourth year students in autumn 2012), who had helped the CLIL first graders in the portfolio work, volunteered for a group discussion which was audio-recorded and lasted 0:32:14 hours. The interview took place in a classroom after school hours, and it was rather a relaxed event over a cup of coffee than a serious research interview. Examples of pupil portfolios were present also in this interview to initiate and elicit ideas, thoughts and further suggestions. The themes that were touched upon in the student interview were the following: general thoughts and observations, dyadic portfolio work with pupils and issues or memories imprinted in mind, pupils' language biography, pupils' language proficiency, advantages and disadvantages of portfolio work and aspects to improve and develop in portfolio work. In the interview, I acted as the discussion leader. The students were credited for the participation in the interview which can be perceived as a reflection upon portfolio implementation.

The interview recordings were first transcribed at minimal level; 'imperfections' irrelevant for the meaning, such as hesitations and false starts, were omitted, and only the main meaning was included in the transcription. This was considered rational because the purpose was not to do discourse analysis but to map participants' opinions on the portfolio work in more words than is possible in the questionnaire. The transcriptions were then read, marked for quotes that represented recurrent themes and patterns in the participants' answers. The themes and patterns are presented in the subsequent Chapter 6, Analysis and discussion. Before disentangling the results, it is necessary to hold the study and analysis methods up to the light of the research ethics followed. I consider this particularly relevant because a considerable number of participants were young language learners.

5.4.1 Research ethics

A solid ethical research practice was followed to deliver credible, transparent findings. Silverman (2006: 317-327), in discussing ethically responsive research practice, foregrounds ethical pitfalls and safeguards. Among the former are exploitation or deception of the participants and revealing their identities, while included in the latter group are ensuring voluntary participation, confidentiality, protecting participants from harm and making certain that the trust between the researcher and participants is mutual. The sincere aim of this study was to contribute to the understanding of how well portfolios act as indicators of young learners' language proficiency in different linguistic surroundings. Therefore, the study phases contained no deception or exploitation of the pupils or their parents. The participation in the experiments was not totally voluntary, since they were part of the teacher-defined class-specific curriculum and practice. As a result, the portfolio work was inherent in the normal classroom work and a duty for the teacher trainees practising in the class. However, participation in the interviews and parents' questionnaire were based on total voluntariness.

The ethical code applied in this study was according to the rules and regulations of the inquiry context. As a unit of the Faculty of Education in the University of Turku, the Teacher Training School is a research-friendly environment in which various research projects are executed on a daily basis. When placing their children in such a school, parents concurrently give informed consent to their children to participate in scientific research, pedagogical and related experiments as well as developmental projects conducted in the classrooms. Also Stringer (2007: 55) posits that in action studies included in the daily classroom routines, no formal informed consent is needed. Furthermore, he notes that action research, in comparison to other types of study, requires awareness of "what is going on" from the stakeholders due to their higher engagement and control of the situation (*ibid.*). Such awareness was reached.

The stakeholders, particularly children, were aware of the experimental nature of both portfolio projects. The CLIL portfolio was introduced to the parents and used as part of the CLIL assessment scheme in developmental discussions, while the EFL portfolio was not. The inquiry project caused no harm to the participants, and the questionnaires were administered anonymously. The principle of anonymity applies to this report as well: none of the participants can be identified. Additionally, the data obtained will be stored appropriately. It will not be exposed to anyone, and after a certain retention period, it will be disposed of.

6 ANALYSIS AND DISCUSSION

The findings will be presented both separately and combined. The EFL and CLIL portfolio each form their own entities, and within these entities, the stakeholder perspectives (pupils, parents and teachers) will be grouped together under thematic bulks. The quotes originating from questionnaires or interviews, abbreviated by the letter Q, are numbered for the sake of easy referencing, and they will appear in two languages: the original Finnish language and English translations.

6.1 EFL portfolio

The principles of the EFL portfolio experiment are explained in sub-chapter 5.3.1. The details and descriptions of the EFL portfolio tasks can be found in Appendix 1, and the original questionnaire for pupils is in Appendix 3, while the parents' questionnaire is in Appendix 4. In May 2012, altogether 18 questionnaires were gathered from EFL pupils, seven volunteers were interviewed, and 17 questionnaires were obtained from their parents. The questions included in this section were categorised in five groups: opinions on portfolio tasks, demonstration of language skills, language biography, the portfolio as an indicator of language proficiency and its development as well as future visions. Additionally, relevant information obtained through the pupil interviews will be embedded in the account.

Opinions on portfolio tasks

The pupils' likes and dislikes of portfolio tasks are important in giving allusions of what type of portfolio tasks are worth keeping in future portfolios, which ones are best abandoned or further developed. Pupils were asked to name the portfolio task they had enjoyed the most and to justify their opinions. The task most liked (28%) was the *Imaginary family*, also referred to as *My family*, while other tasks received mentions more evenly. This suggests that variation in task design is important to serve a heterogeneous group of learners. The justifications, as the following quotes exemplify, are related to the use of imagination, creative freedom and intrapersonal factors.

> Q1. Uuden perheen tekeminen koska siinä käytettiin mielikuvitusta.
> Creating a new family, because you could use your imagination.

Q2. Minun kielenoppimiskertomuksesta, koska pystyin siinä kuvailemaan itseäni.
The story of my language learning because I was able to describe myself in that [task].

Q3. No, koska sai niin kun käyttää itse silleen omaa mielikuvitusta ja sai keksiä itse, mitä tekee ja sitä ei ollut silleen määrätty asia että miten se pitäisi tehdä.
Well, because you could like use your own imagination, you could yourself invent what to do, and it was not pre-dictated how to do it.

Some pupils found it difficult to define which task they liked best because many types of tasks had pleased them, while others, especially a few boys with a critical, generally negative attitude towards school displayed an adverse outlook on portfolio tasks regardless of their nature. It appears that tasks are favoured when they are original, not too structured and contain elements of creativity or drawing. Some pupils favoured tasks that allowed collaboration; especially *Super Toy* and *Menu* tasks were named by pupils who had joined their creative skills.

Pupils were asked not only about their favourite tasks, but also those they disliked the most. Tasks entailing assessment or reflection were most often (33%) brought up, but again, there was considerable variation in opinions. The source of their discontent was manifold. Some pupils complained about having had to write or draw, while others foregrounded the difficulty of assessing something as in Quotes 4 and 5.

Q4. Arviointi, koska siinä oli aika vaikeita kysymyksiä.
Assessment, because the questions in it were pretty difficult.

Q5. Juuri tästä, ei jaksa kirjoittaa.
Right this, don't feel like writing.

Reflection, judgement and self-assessment are skills that can and need to be practised (e.g. Alanen & Kajander 2011, Aula 2005, Costa & Kallick 2008) – doing so is a presupposition by the Basic Education Act (628/1998: §22). This finding indicates that especially in the beginning stages, scaffolding the development of reflective skills is crucially important (see also 4.1 on reflection) and reveals that in this particular classroom, there was no specific emphasis on such practice which is a point for development in the pedagogical classroom culture. Pupils' reactions suggest that reflections should be elicited through simple methods that do not require extensive writing or gathered through an interview-like technique, and when skills sharpen, more elaborate methods can be implemented.

Parents, in turn, were asked which part of their child's portfolio they found most interesting. Several parents (35%) stated that it was difficult to choose one section or part of the portfolio over the other for various reasons, mostly because they found

everything interesting or the extent of the portfolio was surprising. The example Quote 6 elaborates the nature of the EFL portfolio and shows how writing is perceived to be important. The extent of vocabulary mastered was mentioned by a few parents.

> Q6. Kaikki, etenkin kirjoitetut asiat. Nämä kirjoitetut osiot haastavat lapsen ajatteluun ja tämä näkyy näissä tehtävissä.
> Everything, specifically written things. These written parts challenge a child to think and this can be seen in these tasks.

Two parents were surprised by the attitude their children, boys, showed in their portfolio work. The Quote 7 below is a sarcastic response to the question of the most interesting part in the portfolio. The given child, whose name has been omitted, struggled with English studies, and he probably followed the behavioural and attitudinal model given by a few other fellow class mates who appeared to be indifferent to school and studying (Quote 8) and therefore were occasionally – but not always – fooling about portfolio work. The report by Viita-Leskelä (2005) also expounded that the portfolio work is more challenging for some boys.

> Q7. Kielenoppimiskertomus. En tiennytkään [oppilaan nimi] osaavan puhuvan noin monta kieltä.
> Language biography. I didn't know that [pupil's name] can speak so many languages.

> Q8. Itsearviointi… (?). Ei voi vähempää kiinnostaa -asenne vähän yllätti.
> Self-assessment… (?). Couldn't care less -attitude kind of got me off guard.

Based on the diverse reactions, the EFL portfolio provided parents also non-linguistic information, whether positive or negative, about their children to which they had no prior direct access (Cf. Ioanniou & Pavlou 2003 on p. 29).

Demonstration of language skills

In pupils' questionnaire, question 3 touched upon the self-perceived success in the tasks; it queried about the tasks pupils felt were the most successful but did not define according to which criteria the success is to be measured. This question further reveals pupils' preferences for certain task types because they were also asked to justify their choices for the most successful task. The justifying words very frequently used were 'good', 'well', 'funny' and 'easy' - these characterisations were mentioned in 72% of the replies. Drawing was also often brought up as a trait of a successful task.

> Q9. *Hello* :-D, koska kerroin itsestäni hyvin englanniksi.
> *Hello* :-D because I was able to tell things about myself well in English.

> Q10. No se kun mä löysin niin hyviä kuvia niihin [perheenjäseniin] niistä lehdistä ja

> sitten mä ehdin kirjoittaa paljon. Ja sitten mä ehdin vielä värittämäänkin ne tekstit ja sit mä panostin aika paljon siihen kun se oli niin hauska työ.
> Well, because I found such good pictures for those [family members] in the magazines, and then I had time to write a lot. And then I even had time to colour in the texts and then I put quite a lot of effort into it because it was such a nice work.

As can be noted in the above two example quotes, linguistic success is also important to pupils; 28% of them mentioned that as the source of self-perceived success. Quote 10 from an interview reinforces the impression already gained that playful and aesthetic aspects of school work are important for pupils. This quote also evinces how leisurely work is equally important. Elimination of the feeling of constant urgency that is typical of contemporary school life is one point that has been initiated in the new NCC (2014). Another issue is learning motivation – pupils are willing to put effort into activities they find meaningful and fun – aspects of appropriate YLL assessment tasks underlined by Hasselgreen (2005).

The previous Quote 9 also highlights how young language learners have a strong belief in their own abilities. The study by Kärkkäinen (2011: no page number), for instance, found that the "third graders were more optimistic about their [academic] improvement potential than the sixth-graders were", which alludes that the school system as such somehow discourages children's innate belief in their coping skills which was stronger than the belief their parents and teachers had of their abilities. It is worth-while for every educator to think of ways how to maintain children's positive attitudes towards and motivation for learning and make their progress visible. The portfolio appears to be one instrument for that, as described by one pupil in the interview (Quote 11). The pupil told me that the portfolio helps him in English, and I asked for more details.

> Q11. No esimerkiksi, nyt kun on tehty tätä tosi kauan niin englannin kieli vaan hyppää aivoihin paljon paremmin ja nyt mä osaan jo ymmärtää muitakin sanoja mitä me ei olla edes opeteltu. Niin että englannin kieli on pian mulle ihan täydellinen.
> Well, for example, now that we have done this so long, English just jumps into my brain much better and now I understand also words that we have not even studied. So, soon my English is perfect.

This pupil's description also demonstrates how implicit language knowledge combined with explicit language knowledge in CLIL instruction forms, together with functional and formal practising as in the Bialystok (1978) model of language learning (see p. 10), an entity in which it is difficult to know where the boundaries between CLIL English end and EFL English start. In that sense, it might be unnecessary to make a distinction between the two types of portfolio experimented – particularly in CLIL contexts. Pupils

most likely draw from any linguistic source they have available, and they do not make distinctions between academic and social language (see 2.1) – they simply use English. The distinction may be more relevant for the teacher to make so that s/he can orient towards certain types of tasks that elicit either type of language.

Parents, in turn, were asked in which task or tasks the language proficiency of their children was best exhibited. This question was sometimes misunderstood to represent any linguistic task outside the portfolio sphere; a few parents provided answers such as "speaking, rhymes, plays, songs – is creatively oriented", or "travelling – can easily use English in communication with other people", or "gaming & listening to music – these are the most common contact surfaces in the everyday life of a nine-year-old". Oftentimes, but not always, these replies revealed that these parents had other than a Finnish-language background. In retrospect, I should have added the word 'portfolio' in that question, but I assumed that the title and introduction would make it obvious that all the questions were related to the portfolio work.

In respect of actual portfolio tasks, a few parents mentioned *Γεια σου = Hello!* (introducing oneself) and productive writing tasks as informative, but in general, their replies were fairly widely distributed. Some parents appreciated all tasks, as the quote below shows.

> Q12. Kaikissa. Kielellisyys on kehittynyt kaikissa alueissa. Lauseet pidentyneet ja lauserakenne kehittynyt.
> In all of them. Language has developed in all areas. Sentences have become longer and their structure more sophisticated.

This type of a portfolio does not, however, allow demonstration of spoken TL proficiency which is why writing tasks were commented on.

Language biography

The question related to the language biography (see Table 6 for reference) evoked controversy in a similar vein as in the Russian language portfolio study reported by Perho and Raijas (2011). Pupils were asked to read the language learning story they had written six months earlier and then expound their comments on and observations of that text. This question was designed to elicit pupils' reflections on their multiple language abilities as well as raise their language awareness. The task was difficult especially since reflection was not specifically practised in this class. Question prompts might have helped pupils to reflect in more words than they did, but I did not wish to direct their ideas or opinions to any particular direction. A few boys stated that their language biography did not evoke any thoughts whatsoever (Cf. Viita-Leskelä 2005).

Some pupils paid attention to external factors such as the letter case and lack of punctuation instead of the content and meaning, while others made remarks on how their motivation to learn English was strong or how well they already mastered the language. Quote 13 is a good example of that kind of an approach to language learning.

> Q13. [Huomaan e]ttä olen innokas oppimaan kieliä ja että pidän englannista ja että haluan oppia lisää.
> [I notice] that I am eager to learn languages and that I like English and that I want to learn more.

> Q14. No… Minä huomaan ainakin että minun pitäisi panostaa enemmän äidinkieleeni.
> Well… I, for one, notice that I should invest more in my mother tongue.

Quote 14 shows how children with different linguistic backgrounds juggle between a number of languages to which they are exposed and they use in different circumstances. As in experiential learning, reflection helps pupils to direct their learning, focus and put effort into new inexperienced, undiscovered or under-utilised arenas of language proficiency (see 4.1). A study by Pitkänen-Huhta and Mäntylä (2014) shows that in foreign language education, the mother tongues of pupils with immigrant background are a resource to be more fully capitalised, and the capitalisation, so far, has concentrated on comparisons of languages at, for example, vocabulary and pronunciation level. Investing in multilingual language production is an interesting idea worth pondering.

Parents, as adults, took a different viewpoint on their children's language biography. They were also asked about the thoughts evoked after reading the language biography. Many of them (53%) commented positively either on the language learning motivation they saw in their children's text or the amount of language already learnt, as in the quote below (Q15). Also opposite comments were passed (Q16).

> Q15. Positiivisia ajatuksia, kertomus oli mukava, koska siinä huomasi että lapsi on myös omasta mielestään oppinut paljon uusia asioita ☺.
> Positive thoughts, the biography was nice, because you could notice that the child has, also in his own opinion, learned many new things ☺.

> Q16. Ei oikein vielä osaa itse arvostaa kielen osaamista/oppimista…
> S/he doesn't quite yet value language proficiency/learning…

The language biography helped parents to see, as already shown in connection with most interesting parts of the portfolio (p. 55-56), that it is not always the pupil him- or herself who is motivated to learn languages. It is the parents who mostly meet the decision of placing the child into a CLIL class, but the motivation to learn and the

appreciation of the TL are shaped during the programme and dependant on many factors that may be outside the influence of the teacher. Awakening of the pupil's own motivation to learn languages is the first priority of every language teacher, and motivation enhancement is a topic also addressed in the new NCC (2014).

Portfolio as an indicator of language proficiency and its development

Both pupils and parents were queried about the applicability of the portfolio concept as an indicator of English language proficiency. The parents' question was more complicated than that for pupils which contained only three answer options: 'yes', 'no' and 'cannot say' and a space for justifications. The results were quite unanimous: the overwhelming majority of both pupils and parents considered the portfolio as a good indicator of English proficiency.

Of pupils 89% perceived the portfolio as a good instrument to show English proficiency (Figure 4), while none of them evaluated it in the opposite manner. However, 11% of pupils were indecisive.

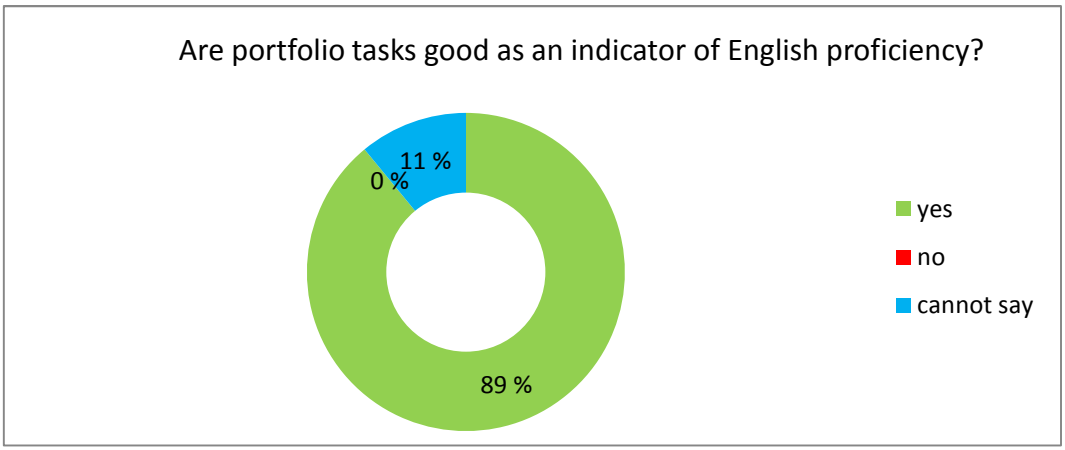

Figure 4. EFL portfolio as an indicator of TL proficiency (pupils)

The pupils who were indecisive justified their answer by stating that one only needs to demonstrate "what one masters/has learned". The ones in favour of the portfolio as a TL skills indicator established that portfolio provides proof of language proficiency, what one can do with a language, but also that one has the opportunity to learn more when working on a task (application function as in the cycle of experiential learning, Figure 3). This viewpoint emerged in the interviews as well. The *Menu* specifically was such a task (Q17). The latter quote (Q18) is another pupil's response to my interview question about which new words s/he had learned after s/he had indicated having learned new words.

Q17. No, siihen sai käyttää paljon näitä ruokasanoja ja mä olen niissä tosi hyvä. Joo. Paitsi chicken on vielä vähän vaikea kirjoittaa. Se pitää opetella.
Well, you could use rather many food words in it and I am very good in those. Yes. Except that 'chicken' is a bit hard to write. I need to learn that.

Q18. Bivalve on ainakin se simpukka ja sitten mustekala oli se ihme squid.
Bivalve is at least that 'simpukka' and then 'squid' was like the 'mustekala'.

In other words, the use of a dictionary and self-directed learning based on one's own linguistic needs were surfaced in the interviews as themes.

Pupils were also asked to estimate whether or not the portfolio tasks would reveal their level of language proficiency and progress in it. These questions, the first in particular, were difficult for them to determine and justify, possibly because of their young age, developmental stage, undeveloped reflective skills and complexity and conceptuality of the question. This uncertainty was reflected in the high percentage of pupils who chose the option 'cannot say' (29% for the level of English proficiency and 23% for the progress). However, 65% of pupils asserted that their level of English proficiency can be determined on the basis of their portfolio work; one disagreed. The two justification quotes below represent the majority viewpoint and also exemplify the bare scarcity of their justifications.

Q19. Koska portfoliotyö näyttää mitä olet oppinut ja mitä opettelet.
Because the portfolio displays what you have learned and what you are currently learning.

Q20. Siitä näkee että kuinka hyvin osaan ja että kuinka hyvin kirjoitan.
You can see in it how well I master [English] and how well I write.

An equally large number of pupils (65%) claimed that they were able to detect progress when examining their portfolio work. This is naturally a delightful result, because the prime goal of portfolio work (see Chapter 4) and the aspiration of the new assessment culture (NCC 2014, sub-chapter 3.2) is that learning becomes visible for the stakeholders. Most notably, the growth in vocabulary size and ease of writing were signs of progress for pupils, but, as in the quote below, progress can be determined in a very simple manner.

Q21. Huomasin että ensimmäinen työ oli huonompi kuin viimeinen.
I noticed that the first task was worse than the last.

Two pupils stated that there were no traces of language progress present in their portfolio.

Parents, as can be seen in Figure 5, agreed with their children on the issue of the portfolio being a good method to show language proficiency: 82% viewed the portfolio

positively, two were not sure and one parent did not consider the portfolio as a proper indicator of English proficiency. The question did not anatomise any aspects of language proficiency such as four basic skills of listening comprehension, speaking, reading comprehension or writing. Some parents may have considered as limitations of this particular portfolio that speaking and listening comprehension were not taken into account. This angle becomes obvious when the question about the portfolio conveying a general understanding of the child's TL proficiency is taken under scrutiny.

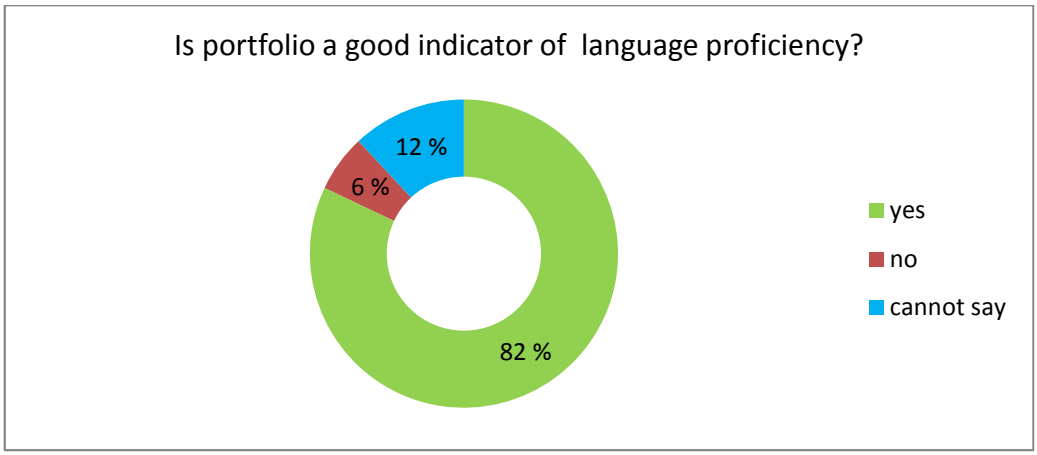

Figure 5. EFL portfolio as an indicator of TL proficiency (parents)

Most of the parents answered that question in a very similar manner: 94% of parents had captured a general idea; one said 'no', and another one 'cannot say'. One parent, however, had ticked both answers 'yes' and 'no', which slightly distorts the total percentage. This parent explained the choice as follows:

> Q20. Saa kuvan osittain, esim. aihealueita. Kuva kielenkäytöstä/rohkeudesta päivittäiskäytössä/tilanteissa jää uupumaan.
> One partially gets an understanding, for example different areas [of language]. The understanding of language use/courage in everyday use/situations is lacking.

Another parent who had opted for 'cannot say' elucidated the choice by pointing out that the portfolio does not contain any information or proof of pronunciation or speaking skills. This is naturally true and indicates that the portfolio concept and/or realisation should be extended towards digital execution or more multifaceted realisation that would also allow documentation of spoken language and films even. Unfortunately, there are currently no digital portfolio concepts available for YLLs.

As to issues that were prominently present in the portfolio, parents collectively listed the following: large vocabulary, writing skills, grammar, sentence structure, concrete nature and comprehensiveness of the portfolio as well as pupils' stand-taking and

positive attitude. Parents were also asked about the self-assessment function of the portfolio, the portfolio as a measure of language proficiency and means to contemplate language study. The majority of parents saw the portfolio as a good method for self-assessment (76%), means to reflect language study (82%) and measure of language proficiency (71%). This function received the most disagreeing opinions; three out of 17 parents did not think the portfolio as a good measure of language proficiency.

Future visions

Whether or not portfolio work had changed the ways pupils approached English language learning is an essential question when making decisions on continuing the assessment method. In this class, 47% of pupils stated the portfolio work had changed their stance towards English study; 35% of them said it had not had any impact on their attitude towards English study; and 18% were indecisive. The pupils who noticed change in their attitudes noted that they take English study more seriously, like English more, see progress in their language mastery and put more effort in studying English. Pupils who had chosen the negative or indecisive option did not provide any specific justifications to their answers.

However, when directly asked about their willingness to continue the portfolio work the following school year, 70% of the pupils were ready to do so, two of them were not and three could not say. One reluctant pupil justified the choice by stating that portfolio work was boring, the other would prefer advancing in the study book (Yippee! 3) to doing portfolio work. The overwhelmingly most popular justification for the continuation of portfolio work was that it was considered as fun and interesting. One pupil crystallised her opinion as follows:

> Q23. Koska haluaisin parantaa kielitaitojani ja vertailla viime vuoden portfoliota.
> Because I would like to improve my [English] language skills and make comparisons to last year's portfolio.

Innovative ideas and wishes were collected from pupils for future portfolio tasks. Apparently, topics and tasks that are close to their own sphere of experience are the most attractive to the children (Cf. the NCC objectives in 2.2). Most of them wished to write a story (e.g. "Invent a city of my own and tell about it") or draw a comic strip. They also suggested topics that were related to their hobbies (e.g. fishing, football) or themselves ("My – in other words, tell about me"). Giving learners a voice that will be heard increases their participatory experience which enhances their learning motivation – yet another pivotal theme in the new NCC (2014).

All parents (100%) expressed their interest in following their children's portfolio work also in the future. This was anticipated, for parents are normally keen on keeping track of the academic success and progress of their children. It needs to be stressed in this connection, that portfolios should not become means of indirect feedback – a term used by Wewer (2014: 149-150) referring to a phenomenon in which the teacher provides parents material based on which parents and their children are expected to make self-guided inferences on the language proficiency. Ideally, the portfolio provides evidence for stakeholder discussions. The portfolio could and should be added to the repertoire of other assessment and documentation methods used in the EFL classroom so that the expectation of multifaceted assessment becomes realised. This is a matter of delivering well-grounded, fair feedback and judgements, which is in the interest of all parties involved in assessment: teacher, pupil and the parents.

Two parents made a notion that in everyday life, their children's English proficiency does not come across. When the children brought the portfolio home, and the parents familiarised themselves with it in order to answer the study questionnaire, they got a glimpse of what had happened at school (Q24).

> Q24. Todella positiivisesti yllättynyt nähdessäni mitä kaikkea olette englanniksi opiskelleet! Hienoa!
> [I'm] truly positively surprised to see all that you have studied in English! Great!

Generally and based on these pupil and parent questionnaires, it can be argued that the language portfolio is deemed worthy of further use and development. The two quotes below pertinently summarise the purpose of the portfolio as an evidence-based assessment method.

> Q25. Mielestäni tämä portfolio näyttää enemmän kielitaidosta kuin mitä lapsi osaa kertoa.
> In my opinion, this portfolio shows more about language proficiency than a child is able to tell.

> Q26. Se on hyvä mittari josta näkee lapsen kehitystä.
> It is a good instrument to denote a child's development.

The analysis presented here is highly congruent with other Finnish portfolio experiments available (see 4.2), but it has also presented a few new points for contemplation, such as documenting the extramural collaboration, use of the portfolio in developmental discussions and most importantly, it has included the parents' views and opinions which has apparently not happened earlier in Finland.

6.2 CLIL portfolio

The principles of the CLIL portfolio experiment are explained in sub-chapter 5.3.2, while details and descriptions of the CLIL portfolio tasks can be found in Appendix 2. Altogether 19 pupil questionnaires (Appendix 5) and 18 parent questionnaires (Appendix 6) were gathered for the analysis. The pupils' and parents' questionnaires will be analysed together in a similar manner as in the EFL portfolio analysis, and I have categorised the questions into the following six areas, many of which are identical with the EFL portfolio analysis: perceived significance of the portfolio, opinions on the portfolio tasks, language biography, portfolio as an indicator of language proficiency and its development, subject-specificity and future visions. Quotes from the questionnaires as well as the individual pupil interviews (N=7) and the teacher trainee interview with three participants will be embedded in the text as examples when relevant. There are, according to my knowledge and background research, no prior CLIL portfolio studies available. Therefore, this report section is unique and a trailblazer in the field of CLIL research. The results will be, when applicable, compared to the EFL portfolio.

Perceived significance of the portfolio

When the pupils were asked about the importance they attached to their portfolio, the vast majority (95%) of them replied that the portfolio was for them either very important (42%) or important (53%). One pupil, a boy who had a somewhat general negative outlook on school work, stated that the portfolio was not important to him at all. Pupils were also encouraged to justify their answers. His reasoning for the choice was the following:

> Q27. koska meidän pitää tehdä tylsiä tehtäviä
> because we have to do boring tasks

The two following quotes represent pupils who considered the portfolio as important (Q28) or very important (Q29) for them. The young learners seem to be very proud of their linguistic accomplishments and those English tasks that were included in their portfolio. Few of them (4/19) brought up the memory function of the portfolio, three mentioned the fun factor, and many (7/19), similarly as in the Quote 29 and in the EFL questionnaire, foregrounded that it was possible to learn through portfolio work.

> Q28. Minulle portfolioni on ollut tärkeä koska se on tukenut omaa enlagin [sic] opiskeluani.
> My portfolio has been important to me because it has supported my study of English.

Q29. Koska sitä tarvitaan koulussa ja siitä saa hyviä muistoja ja niitä voi katsoa isona ja siitä oppii englantia.
Because it is needed at school and it provides good memories and you can watch them when you have grown up and you learn English through it.

Three interviewed pupils indicated that the portfolio was important for them because it contained English which in turn was important because it is needed when, for instance, travelling abroad. Many of the pupils in this class were already experienced travellers partly because they had often travelled to the birth country of their parents. This group of children was very motivated in learning English which is why this result does not surprise me. This overall positive attitude towards the portfolio work was also reflected in the daily classroom routines with the occasional exception of that one reluctant boy.

Also the teacher trainees adduced that the portfolio serves, later on, as a memory of the first CLIL years and provides benchmarking points for growth. Benchmarking and constant measurement and monitoring through standardised testing as a practice is characteristic of countries where accountability assessment is prevailing (see 3.2) – such an approach to assessment is totally contrary to the one aspired in Finland. As was pointed out in Figure 2, the portfolio is seen as a middle reference point in the continuum of assessment for learning between accountability assessment and learning-oriented assessment. It could be used for either purposes, but in Finland, there is no other option than continuous assessment. The teacher trainees suggested more points for growth monitoring in the portfolio which would further reinforce the progress-related function of it.

Two of the main principles of continuous assessment are that it is supposed to support pupils' growth and encourage learning. It appears, according to this study, that the portfolio is an instrument that underpins both aspects. The fact that half of the pupils (50%) had, according to the report of parents, discussed portfolio matters at home, also sustains the significance the pupils attached to their portfolio. Parents were familiar with the portfolio work also from the development discussions conducted once a year at the end of autumn term (see 5.3.2) in which the portfolios were used as a means for evidence-based assessment. As can be noticed in relation to assessment of young learners (see Hasselgreen 2005 in 3.1), the portfolio fulfils many of the requirements placed on assessments appropriate for YLLs: it contains tasks that were also used for learning, it takes all stakeholder perspectives into account and concentrates rather on language learned ('can do' approach as in the CEFR) than deficits in learning.

Opinions on the portfolio tasks

Similarly as in the EFL portfolio questionnaire, also the CLIL questionnaire collected opinions on tasks in order to gauge what kind of tasks might be worth maintaining in future undertakings. The results resemble those obtained from the EFL questionnaire: there was considerable variation in children's likes and dislikes. Six pupils had difficulties to decide which tasks they liked the least because, as they stated, all tasks were nice or a lot of fun. Three pupils named a task because it was too difficult for them (e.g. *Fact or Opinion? Calendar, The green grass grows all around, Points of a Compass and Nature Words),* whereas two YLLs named tasks that were too easy. The following Quote 30 is from one of them; she was in need of linguistic challenge.

> Q30. helpoista: koska kun ne on helppoja niin siinä portfolio työssä ei ole haastetta ja vaikeissa on
> easy ones: because they are so easy, so there is no challenge in the portfolio work, whereas with difficult ones there is

Some tasks in turn were found boring for various reasons: too little activation or displeasing topic (Bird vocabulary, Planets). As I previously explained in 5.2 and 5.3.2, this portfolio experiment was a conglomeration and co-effort of multiple people, most of them teacher trainees whose linguistic, didactic and pedagogic abilities varied substantially. This has most likely had an effect on the quality and unpreparedness of some tasks. The teacher students were advised and required to send me their materials before using them in the classroom but that was not always realised. This shared responsibility leading to inconsistency was clearly one impediment for the total success of the experiment. However, without the teacher trainees' impact I could never have been able to start as early and execute the experiment as comprehensively as I did. It was a learning experience for everyone involved.

The boy with negative stance against the portfolio work declared in this question that he disliked all tasks because he hated the portfolio. He used the same reason to state that he liked none of the tasks. Children's opinions of the tasks most favoured were distributed across the whole range of various tasks which indicates, similarly as in the EFL portfolio, that task variety is a positive property. No specific task type was preferred over other ones, but there were a few tasks that were mentioned twice by name: *Christmas crosswords*, *My week* and *Planets*. Two pupils also noted that answering questions either about oneself or one's opinions is most fun. A similar phenomenon also occurred in the EFL questionnaire: slightly introvert pupils reported that they most enjoyed tasks that concerned their person and doings.

The same wide distribution of opinions was displayed in the parents' questionnaire when asked about the task or tasks that best showed the child's language proficiency: no single task was indicated more often than others. Hence, the diversity in pupils as learners and persons is best catered with plurality of approaches and tasks. If the teacher is aware of the learning styles, preferences and predispositions of the learners, it is easier to decide what kinds of tasks to incorporate in the portfolio. It might be useful for the teacher to administer a questionnaire or make a series of observations in order to construct a profile of Multiple Intelligences (see e.g. Gardner 1993) to determine their learning preferences.

The parents' choices of the most interesting portfolio task varied considerably. The tasks that had caught their attention most often had a direct link to the child's life; the tasks revealed the child's thoughts or viewpoints. The next quote is an example of such a parent's notion.

> Q31. Lapseen liittyvät tehtävät, esim. ”My week”, ”Nämä asiat osaan jo englanniksi”: kertovat lapsen kielitaidosta ja lapsen omista ajatuksista.
> Tasks that are related to the child, for example ”My week”, ”These things I already master in English”: they tell about the child's language proficiency and the child's own thoughts.

The parents' arguments conveyed not only an impression of amazement of how much TL their children actually mastered, but also what they have studied in English. The English songs were twice adverted to; pupils seem to sing the catchy songs at home, and the parents recognised their names on the song list or their lyrics on the pages.

Task qualities were raised as an issue in the group interview of the teacher students who had been indispensable in the launching stage of the portfolio when pupils were not yet able to read and write fluently. They also made comments on the enthusiasm showed by the pupils when they had the opportunity to show what they can do with the TL. One teacher student vividly described the eager of pupils she assisted to show their emerging language skills in one of the very first 'can do' portfolio tasks within the very first months of school.

> Q32. Ja sitten kun siellä on se sivu missä on niitä että 'mitä osaan jo [englanniksi]', niin kun ne olivat niin innoissaan siitä että kun ne osaa jonkun ja sitten ne oli että ”oota, oota, oota… Good morning!” ja sitten ne keksi sen ja niitten kasvot ihan loisti. Ja [oppilaan nimi] ei meinannut pysyä edes penkillä kun hän tiesi niin hyvin. Se varmaan motivoi just englannin tähän [oppimiseen] ja sitten ne saa varmaan itsekin käsitystä siitä mitä ne osaa jo.
> And then, there' the page including the 'What I already master [in English]', and they were so enthusiastic of knowing something, and then they were “wait, wait, wait … Good morning!” and when they figured it out, their faces were really shining. And [name of a pupil] hardly could sit still because he knew so

> well. It must motivate to learn English and they also get an idea of what they already master.

This lengthy quote above provides a viewpoint to the learner motivation generated by an opportunity to have someone to listen and also admire YLLs' accomplishments. It is also important, as already shown and required in the new NCC (2014) that learning is made visible - portfolio work could be depicted as a linguistic celebration of the YLLLs' emerging English proficiency.

One feature of the portfolio that materialised in the group interview was the quality of reciprocal feedback. The teacher students, taking over the class instruction from the third school week, noticed from carrying out the portfolio tasks that they had not paid attention to the TL courtesy issues in their classroom work. It was a shock for them to realise that only very few pupils knew how to respond appropriately when someone thanks you – one is expected to say 'you're welcome'. Thus, portfolio work may surface language aspects that need special attention and provide feedback for the teacher of his or her instructional success.

Language biography

The language biography was the task commencing the portfolio work, and it was organised with the help of teacher trainees who interviewed the school new-comers and wrote their replies on the work sheet glued in the portfolio notebook. The pupils returned to their biography a considerably long time later, at the end of the second grade, and their statements, as illustrated in the following quotes, reveal their sentiments and increased mastery of English.

> Q33. Minulle tuli hassuja tunteita. Kun olin pienempi en ollut yhtä rohkea.
> It was a funny feeling. When I was younger, I wasn't as courageous.

> Q34. Silloin osasin vain vähän englantia, se tuntuu oudolta.
> At that time, I didn't know that much English and that feels weird.

The teacher trainees communicated that it was highly interesting for them to learn facts about the children, even irrelevant ones. They reported that one-to-one moments helped shy, introvert pupils to open their minds on non-linguistic issues as well. Teacher's spending time with individual pupils is important to create a trustworthy relationship with each child and to learn about their linguistically unique circumstances, which is especially relevant in multicultural and multilingual classes. The diversity of the children's world views also elicited discussion; it was surprising for the teacher trainees how well travelled some children were in comparison to others and how some could

name a number of languages while others could barely name one additional language besides Finnish.

The idea of writing a language biography in this portfolio experiment was to assist the emergence of language awareness and to help to understand one's language identity through guided reflection. The goals were markedly less far-reaching than the ones in the original ELP concept (ELP 2015) as the age of the learners, resources and time available needed to be regarded. There are accredited ELP models available even for YLLs; the Norwegian model[2] contains elements of the same kind as the CLIL portfolio experimented here, but it is more devoted to the ELP guidelines by, for instance, incorporating the CEFR language proficiency taxonomy. The Norwegian model is, although being perhaps too childish for a sixth-grader, worthy of closer examination and drawing from when embarking to the "next generation" of CLIL portfolio for first and second graders in autumn 2015.

While pupils found it strange to read their past statements, parents were primarily delighted by the motivation and discerning cultural and linguistic observations their children had made, for instance, during trips abroad. The following quotes, with names omitted, represent positive impressions obtained through the language biography.

> Q35. [Oppilaalla] on konkreettisia kokemuksia ja muistoja siitä kertonut mitä hän muistaa omasta lähimenneisyydestä. [Oppilas] on miettinyt tarpeellista kielitaitoa sen perusteella missä viimeksi on lomareissulla matkustettu. Nykyään [oppilas] pohtii kielten tarpeellisuutta laajemmin (ja haluaa oppia mahdollisimman monta kieltä).
> [The pupil] has concrete experiences and told memories of what s/he remembers from recent past. [The pupil] has pondered necessary language proficiency based on where we have last travelled. Nowadays [the pupil] contemplates the necessity of languages from a wider perspective (and wishes to learn as many languages as possible).
>
> Q36. Hienoa nähdä mitä havaintoja lapsi on tehnyt ympäristöstään, mahdollisuuksista käyttää englantia ja muita vieraita kieliä. Kysymyksien avulla on helppo nähdä, miten motivoitunut lapsi on oppimaan kieltä.
> It is great to see what observations the child has made in his environment, opportunities to use English and other foreign languages. With the help of questions it is easy to see how motivated the child is to learn the language.

The language biography elicited also one less positive discovery; a parent noticed that their child was not quite aware why s/he was a learner in bilingual content instruction

---

[2] See http://elp-implementation.ecml.at/Portals/1/documents/Norway-100-2009-Model-for-young-learners-aged-6-12.pdf

and commented that it was the parents' decision to opt for CLIL. This may be insignificant as a finding, but according to the unpublished data gathered for Wewer (2014), it was not uncommon that the reason for gravitating to CLIL came from the child which inevitably has its bearings for the intrinsic motivation to learn the TL.

Portfolio as an indicator of language proficiency and its development

The YLLs in the CLIL class deemed the portfolio very favourably is respect of the possibility of displaying their language skills. Approximately a third of the pupils (74%) judged the portfolio as an instrument which was helpful in presenting their English proficiency (Figure 6). There was only one pupil, the reluctant boy, who disagreed with the majority, and even this pupil had added an attribute to the choice 'no': he had added the word 'paljon' (in English: a lot). I interpret this that the intention of this learner was to say that the portfolio can be a method of showing language proficiency to a certain extent but not very much (not a lot). However, this boy had justified the choice by writing that he already knows a lot of English – he may have also meant that there is no need for him to prove the TL mastery in any specific way. Such views do not seem to be uncommon among YLLs. The study of Mård, Miettinen, Kuusela and Kangasvieri (2014) concluded that it is easy for pre-primary aged children (six-year-olds) to rely on their foreign language proficiency, although it was not yet very strong.

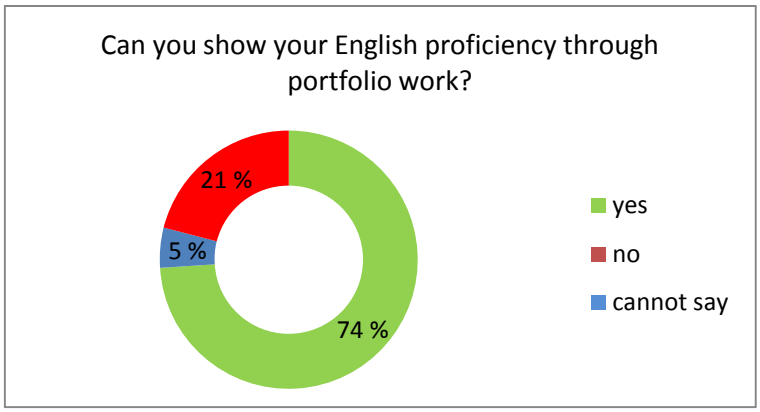

Figure 6. CLIL portfolio as an indicator of English proficiency (pupils)

A common explanation given by pupils was that because the portfolio was, at least partly, written in English, one can determine how good the proficiency is. The utterance below states the obvious:

> Q37. Portfolioon voi laittaa tehtäviä joiden avulla voi todistaa osaavansa englantia.
> In the portfolio, you can add tasks which prove that you master English.

However, when pupils were asked how informative the portfolio was in revealing their language proficiency, only 67% responded that the portfolio would disclose their English proficiency. This slight discrepancy may signify that the actual linguistic portfolio work is not equivalent to the linguistic potential pupils could reach when given the opportunity. As a matter of fact and in comparison to the EFL portfolio, the massive majority of CLIL tasks were considerably simple and needed no particular individual input. This principally was because, according to the CLIL curriculum of the school (TTL 2015), the emphasis during the first two CLIL years should be placed in developing speaking and listening comprehension skills. Therefore, there were not very many genuine production tasks.

Parents were asked about the portfolio as a conveyor of general understanding about their child's English proficiency, indicator of language proficiency and progress in it, self-assessment method, means to contemplate language studying, measurement of language proficiency and awakener of language awareness. All these labels of the portfolio were viewed very positively; more than half of the parents saw these qualities in the portfolio. It was possible for 89% of the parents to form a general understanding of their child's English proficiency with the help of the language portfolio. However, some parents commented on the lack of instructions of the tasks assigned by the native teacher. The tasks of the native teacher carried out in the small group discussions were largely based on spoken interaction and contained therefore no clues of how the task was performed. Additionally, parents noticed the low number of mathematical tasks. It can be established that, in this regard, there is room for improvement because mathematics was markedly taught through English.

Parents were even more convinced of the portfolio as an appropriate indicator of their children's language proficiency than their own children: a pronounced 94% of them reported quite in unison that the portfolio provides proof of English mastery. One parent was not certain (Figure 7). One representative of the majority commented:

> Q38. Portfoliosta selviää, että on opeteltu mm. numeroita, viikonpäiviä, jouluun liittyviä perinteitä, ilmansuunnat, maanosat ja kierrätykseen liittyviä asioita. Englantia on hyödynnetty monipuolisesti eri oppiaineissa.
> It becomes clear from the portfolio that pupils have studied, among others, numbers, weekdays, Christmas traditions, points of compass, continents and issues related to recycling. English has been utilised in a versatile manner in different subjects.

The majority of parents (67%) stated that the portfolio also manifested progress in their child's English proficiency, 28% of them were indecisive of that feature of the portfolio. Those parents who noticed progress mentioned advancement in pronunciation,

expanded size of vocabulary as well as increased level of task difficulty in content, language use and methods. The quote underneath exemplifies the increased level of difficulty.

> Q39. Harjoitukset ovat vaikeutuneet ajan kuluessa. Alun englannin ymmärtämisestä on siirrytty kielen käyttämiseen.
> Exercises have become more difficult over time. You have shifted from English comprehension in the beginning to usage of the language.

An equally large percentage of parents also thought that the portfolio helps pondering issues related to language study, while the portfolio as a awakener of language awareness was slightly less favourably, yet still extremely positively, viewed: 89% of parents agreed on that quality.

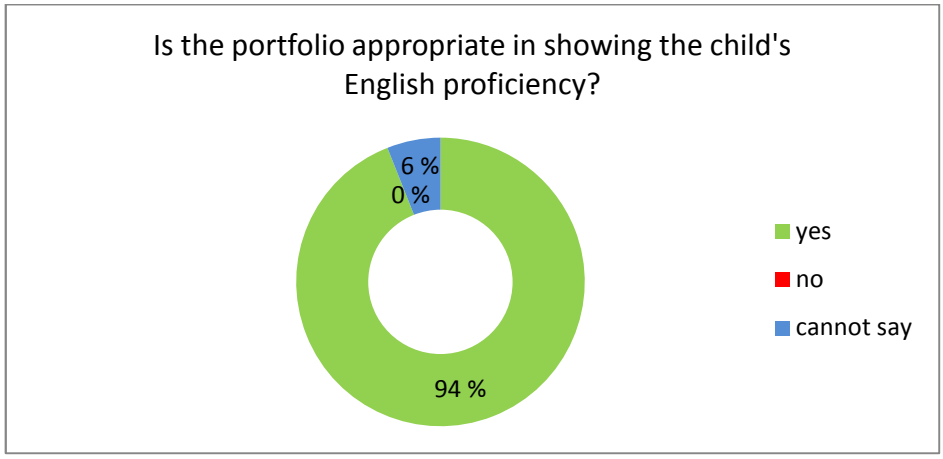

Figure 7. CLIL portfolio as an indicator of English proficiency (parents)

Assessment issues were approached from two angles: self-assessment and general TL assessment. The portfolio as a self-assessment method was less agreed: 72% of adults viewed the portfolio as an appropriate tool for that. One parent rightfully commented on the amount of self-produced language:

> Q40. Kielitaidon mittariksi ja itsearvioinnin välineeksi sisältöön olisi hyvä saada lisää itsetuotettua osuutta, lisäksi sopii vain englanninkielen itsearviointiin, ei muun osaamisen.
> To use the portfolio as a measure of language proficiency and tool in self-assessment, it would be good to have more self-produced parts, also suits in self-assessment of English only, not other mastery.

It is unclear to what this parent refers when saying that the portfolio is not appropriate for measuring other mastery: content, spoken language, writing skills or the ability to follow instructions, to name a few options. As in the case of the EFL portfolio, also here one parent noted that the portfolio is useful in measuring other language skills in a multifaceted way except for spoken production. This is naturally correct. In the Teacher Training School, the native teacher regularly collects evidence of spoken interaction

once a year (see e.g. Rahman 2012) which was considered as part of this portfolio but not physically attached to it. The recordings were used in the development discussion together with the portfolio (see 5.3.2). Using the portfolio in TL assessment received the least positive reactions: 61% thought it would be useful in that purpose, whereas 28% did not. It is possible that the parents generally shunned the TL assessment during the two first grades. Another possibility is that they had not even come to think of it because in the Teacher Training School, the CLIL pupils are not granted any kind of report of their studying diverse contents through English or academic English skills. These aspects may have affected the lower percentages obtained in questions pertaining to assessment issues.

From the parents' general comments, it was possible to infer that the portfolio is most valued as a sectional summary of pupils' studying through English and a tool that makes English progress salient for all stakeholders. This viewpoint is presented in the following fragment.

> Q41. Kieliportfolio on hyvä väline lapsen kielitaidon kehittymisen seuraamiseen. Vanhemmat saavat arvokasta tietoa lapsen kielitaidoista. Lisäksi lapsi oppii arvioimaan omaa osaamistaan, – taito, jota tarvitaan!
> The language portfolio is a good means to monitor the progress of the child's language proficiency. Parents get valuable information about the child's language proficiency. Additionally, the child learns to assess his own skills, – a skill that is needed!

One parent uttered concerns about spelling mistakes found in the child's portfolio. S/he asked whether that was intentional or not. This implies that the purpose and goal of the portfolio, if continued as a practice, needs to be made very clear to the parents and underlined that it is not intended as a demonstration of perfect, immaculate language (e.g. Jones 2012). The portfolio allows demonstration of learner language which may contain errors and imperfections; its aim is to give floor and celebrate even the slightest English skills available. When pupils were asked whether they were able to encounter signs of progress in their portfolio, 78% of them predicated having recognised such signals. The identified progress had occurred chiefly in the ability to write English, but pupils also listed general English proficiency and enlarged vocabulary as signs of progress in the TL.

Subject-specificity of the portfolio

The issue of subject-specificity was covered by querying parents whether or not it was possible to form an understanding of English coverage in different subjects based on the portfolio and pupils how well the portfolio reveals which subjects have been studied

through English. Of parents, 78% thought that the study of contents in different school subjects can be detected in the portfolio. In their opinion, as in the following quote, there was subject-specificity in mathematics and environmental sciences.

> Q42. Matematiikka ja ympäristötieto on helppo erottaa, mutta kaikkia sivuja ei osaisi liittää mihinkään tiettyyn oppiaineeseen.
> It easy to distinguish mathematics and environmental sciences but not all pages are to relate to any specific subject.

As was stated previously, mathematics was not represented in the portfolio in proportion to the extent the TL was used in actual instruction. This is an issue that needs to be addressed in the possible next generation portfolio version. The parents however, related tasks to subjects that were not explicitly represented in the portfolio. There were a few incidental references to arts, music and religion. The colouring tasks of the native teacher may have been deceptive in leading the parents to believe they were in connection with arts. The tasks were language-related rather than artistic; the native teacher gave oral instructions and prompts such as “colour in blue all droplets with number nine”. It was a logical mistake to associate song lyrics with music instruction, but the music subject teacher was not taking part in the portfolio work. Music was, nonetheless, an essential part of everyday classroom work and as such, music is a powerful mediator of language. Since the class was multicultural and therefore also multireligious, English contents related to Lutheran religion taught to a third of pupils were excluded from the portfolio and included in the subject notebook.

The subject-specificity of the TL study appeared to be somewhat unclear at least to one parent, as the following passage implies.

> Q43. Viimeisimmät tehtävät, mm. Recycling tree ja Points of a compass and Nature words: hyödyllisiä, yleissivistäviä ja ajankohtaisia asioita englanniksi.
> The latest tasks, among other things, the Recycling tree and Points of a compass and Nature words. Useful, general-education-giving and topical issues in English.

This is an issue that was also, although even more markedly, discovered in the study of Wewer (2014): parents of CLIL learners and CLIL teachers, even, were not always quite aware of the academic nature of the content study through the TL which inevitably has a bearing to the growth of academic, subject-specific English. It is the task of the teacher to help all parties involved to fully understand the differences in EFL and CLIL study. Nevertheless, there are ample beliefs related to the emphases and roles of language revolving around CLIL (see e.g. Hüttner, Dalton-Puffer & Smit 2013; Wewer 2014) and therefore, it ultimately is the duty of the education provider to determine what type of CLIL is sought and desired.

As to subject-specificity from pupils' perspective, all (100%) agreed on the fact that the portfolio proves what has been studied through English in various school subjects. It could be argued that this question was slightly naïve, but one needs to bear in mind that the respondents were 8-9-year-old children. Most markedly, pupils (N=15) foregrounded environmental sciences. This is accurate information, since most of the subject-specific tasks listed in Appendix 2 are connected to science. Mathematics (N=4) and music (N=2) were also acknowledged. Especially in the beginning, mathematical signs and later on, the concepts of basic calculations were included in the portfolio. Weekly songs and music performed in school celebrations were also named and lyrics saved in the notebook. Arts and physical education both received only one mention. Two pupils had named English specifically. Pupils (N=9) also mentioned mother tongue which is peculiar. I infer that they referred to English, but they may also have meant the Finnish language, as even many children from immigrant families called Finnish their mother tongue even though it was not. Their own mother tongue is not a plausible reference, for it was not the TL. The children were clearly aware of the linguistic function of the portfolio, regardless of language.

With respect to the continuum from social to academic language (see 2.1), as articulately visible in the CLIL task list (Appendix 2), BICS-type English dominated CALP-type language. This is understandable since academic, content-obligatory language emerges from casual, content-compatible language, which supports the first-mentioned and needs to be strengthened first (see Table 4). The portfolio work also strongly leaned on vocabulary acquisition which is the first step in the acquisition of academic language and literacy (e.g. Dutro & Moran 2001; Gottlieb & Ernst-Slavit 2013; Shanahan & Shanahan 2008; Zwiers 2008). Drawing from the dimensions of academic language identified by Gottlieb and Ernst-Slavit (2013) and presented in 2.1.1, the pupils were slowly advancing from word and phrase level through simple sentence level towards more complex subject-specific language. The CLIL curriculum of the Teacher Training School (TTS 2015) states that from the 3rd grade onwards also subject-specific texts are to be introduced to the learners in addition to gradually starting to produce them. The basis for that shift is built in the second grade.

Grounding the language on the needs of the learners is loosely connected to the issue of subject-specificity. One teacher trainee raised this issue in the group interview and noted that it is a necessary quality of the portfolio that it evolves along with the development of the learner language. She was concerned of the pupils' wishes to learn certain vocabulary they had collected and noted when assisting the pupils with the

portfolio work. Some pupils wished to learn larger entities such as animals, some were satisfied with a single word such as ‘ruoho’ (grass). These wishes were taken into account in the instruction. Thematic entities were designed according to children’s wishes. Similarly, the development of academic language should be acknowledged in the portfolio – when advancing in academic language proficiency, the task should become increasingly subject-specific and contain more content-obligatory language.

Future visions

All parents (100%) in this group, in a similar manner as in the EFL group, were keen on continuing to monitor the portfolio work and interested in seeing how the children’s language develops in the years to come, whereas only 83% of pupils shared their opinion. There were three pupils that did not wish to continue the experiment, and the portfolio-hostile boy had added the word “ever” after ticking the ‘no’ choice. He had justified this by stating that he hates the portfolio. In the interview, this pupil disclosed that he did not like the portfolio because, in his opinion, it only contained tasks related to environmental sciences that he, as a subject, did not like either. He wished to show his English proficiency in connection with mathematics, which was his favourite subject, and also the mother tongue. This child had another mother tongue than Finnish, and again, I cannot be absolutely sure whether he meant English, Finnish or his actual mother tongue. His relevant wish suggests that even though the general language proficiency of first and second graders is normally very modest, also tasks involving choice and free production should be encompassed in the portfolio concept. Incorporating issues of mother tongue – particularly in a multilingual surrounding – is also a valid point to be taken into account although the TL of the portfolio was English. This could occur in the language biography section or the portfolio of a multilingual child could be consisted of several languages.

Another pupil objecting to the continuation of the portfolio work apparently felt stressed about constituting constant evidence of language proficiency. She submitted the quote below:

> Q44. En halua enää äänityksiä, portfoliotehtäviä enkä halua niitä vaikeita kysymyksiä.
> I don’t want any more recordings, portfolio tasks, and I don’t want those difficult questions.

To what she was referring with “those difficult questions” remains unclear - questions are ubiquitous in school contexts. Should she have meant the questionnaire, the pronoun would probably have been ‘these’. The recordings, in turn, point out to the interview audio recordings gathered by the native teacher each spring to collect

evidence of the development in spoken language. One pupil was indecisive regarding the continuation. Most of the pupils (79%), however, were willing to continue the portfolio work. Practically all of them justified their answer by stating that the portfolio was fun or nice, one can learn more English, and one even described the portfolio as "the greatest (kivoin) book in the world!"

Their parents provided more sophisticated justifications for their interest in following the portfolio work in the future. Several issues were foregrounded. One of them was the collaboration between the school and home, for the portfolio was used as a reference in the development discussions and sent home for further investigation. Another fairly frequently mentioned issue was the possibility to know what contents and aspects are taught in English in the classroom. The curricula do not define which parts of instruction are affected by CLIL. The local (TTS 2015) or the national curricula (NCC 2004, NCC 2014) do not take any stand on the selected contents and English coverage – the choice is totally dependent on the teacher's (in this case, also teacher trainees') pedagogical and didactic preferences, for 25% of instruction was expected to be in English. Parents' often attached the description 'interesting' to the portfolio. Hence, they found it interesting to follow their children's progress, line of thinking and activities.

As to suggestions for improvement, the parents proposed minor language tests, attaching task instructions to all tasks, including English literature (poems) into the task materials, portfolio homework, more self-assessment on current skills and future linguistic needs, more self-produced materials and attaching audio recordings to the physical portfolio realisation. Some parents were content with the portfolio as it was. Also pupils were requested to provide ideas of a portfolio task that would allow them to demonstrate their English skills in the best possible way. According to their ideas, an ultimate portfolio tasks would be totally in English, require reading, writing and answering questions about themselves in English, be challenging but not too difficult and pertain to familiar topics or issues. These were all valuable suggestions that will be thoroughly considered when starting a new portfolio project.

The group discussion with the teacher trainees also elicited ideas for further improvement and task design. Those ideas pertained to the practical implementation of the portfolio, how to gather pupils' language-related wishes and have a more needs-based CLIL especially in the beginning, how to capitalise the portfolio more effectively in the school-home collaboration axis and how to make the progress within a certain time frame (e.g. one school year) more explicit to the learners.

7 CONCLUSION

In this study, my primary aim was to gauge the usefulness of the portfolio as an indicator of young pupils' English proficiency by gathering direct experiences and opinions from the stakeholders. Since there are no prior studies on CLIL portfolio implementations, and the parental viewpoint is scarcely represented in portfolio studies, this report is significant particularly in producing new information about language assessment of YLLs. Also the disadvantages and advantages of the portfolio as well as its further development were under scrutiny. In the preceding chapter, I have presented a detailed analysis of the findings; this chapter summarises the results obtained, provides general interpretations of them and suggests how these findings could be important for teachers and the portfolio realisations in their classrooms.

Both portfolio experiments were generally received very favourably by the vast majority of pupils and their parents. The overall positive review and judgement further corroborates similar results obtained in prior Finnish ELP experiments (see 4.2), and the views presented by the stakeholders are in line with the views of the new *National Core Curriculum for Basic Education* (NCC 2014). From the theoretical perspective, the portfolio also seems to fulfil all the characterisations Hasselgreen (2005: 38, see p. 24) gives for appropriate assessment of YLLs' language proficiency. Regardless of their distinct emphases, both experiments elicited very similar responses. Most markedly, the portfolio was seen as a valid asset when the TL learning and proficiency, be it casual or academic, needs be made visible over a longer period of time. The outstanding majority of pupils and their parents in both groups considered the portfolio as an appropriate indicator of English proficiency. However, the CLIL portfolio, which was considerably longer as an experiment, was perceived slightly more positively than the EFL portfolio. In retrospect, the EFL portfolio was more about adaptation of already learned language in new situations while the CLIL portfolio showed what was studied and pupils were supposed to show their skills acquired in English.

The CLIL/EFL distinction or emphasis of the portfolio appeared to be insignificant for parents and their children (see also Wewer 2014) - they were more concerned of the language development at general level. Additionally, both experiment groups were CLIL classes with quite young learners which further diminished the differences between the experiments. It seems that it is rather the choice and type of tasks that guides the portfolio disposition of language than the age of the YLLs which naturally places restrictions upon the complexity of the elicited language. The proportion of

purely academic language would have been significantly higher and more subject-specific in the CLIL portfolio and the differences between the portfolio emphases more salient had the participant group been in upper primary classes. Nevertheless, I find it important that CLIL teachers become aware of the nature and features of academic language which they are expected to convey to alleviate the pupils' subject study. This principle is clearly stated in the new NCC (2014). The architectural approach of Dutro and Moran (2003) provides a helpful analogy to grasp how advancing from word level to sentence level is crucial in order to move towards academic literacy.

The portfolio work was most often described as fun and nice by pupils. Tasks that related to the skills and personality of the pupils, had direct relevance in their interests or had a real-life communicative purpose were deemed most meaningful and motivational. Creational freedom was highly appreciated by them, but the tasks should also be challenging. Parents appeared to enjoy any kind of evidence of the linguistic undertakings their children were involved with. Especially the possibility to ascertain that development takes place is one of the main advantages of the portfolio according to all stakeholders. It also seems that boys, considerably more often than girls, are not inclined to prefer this type of work. However, the number of portfolio-resisting pupils was supremely low.

Also from the teacher perspective, the portfolio work was motivating and interesting, especially in the CLIL portfolio which was less regular and organised than the EFL portfolio that primarily followed the organisation of the study book and the communicative needs elicited by the Cyprus collaboration. Without a detailed CLIL curriculum, the contents selected by a variety of people were arbitrary. A deeper understanding of the portfolio methods grew while working hands-on. The disadvantages of the portfolio work were mainly related to the actual implementation of the portfolio in circumstances where the teacher trainees changed constantly in a similar manner as their linguistic preparedness. Regular portfolio work incorporated in the weekly routines proved out to be the best solution for this dilemma. In similar circumstances, I would give the teacher trainees more thorough instructions and require proofreading of all tasks prior to their introduction in class and secure the presence of all subjects.

Portfolio work seems to require strong motivation, structured work plan and good knowledge of the linguistic objectives from teachers. The success of the portfolio work is crucially dependent on the preferences, enthusiasm, perseverance and activity of the teacher (Cf. Chapter 4). Experiments and reporting them may somewhat lower the

threshold to embark on new assessment or rather documentation methods. The premature dropout of the two experimenting colleagues left the teacher perspective limited in this study. In the absence of other teacher participants, proper field notes or my keeping a researcher diary would have increased the coverage and trustworthiness of the study. The teacher trainees, however, provided valuable information on the details of the experiment from their unique viewpoint. Since the ELP is strongly promoted in the new NCC (2014), it is highly recommendable for every teacher to adopt this assessment method into their methodological repertoire. I believe that the portfolio will proliferate in the near future also in other than language subjects. The readiness for ELP implementation has recently significantly increased through various experiment reports and a national ELP model for primary grades.

I encourage language teachers to familiarise themselves with the portfolio and Garder's (1993) theory of Multiple Intelligences to construct a profile of their learners who exhibit distinct preferences in learning. Awareness of their heterogeneous preferences and learning styles also aids designing tasks that support their language learning in various ways. The pupils perceived their portfolios as important even though neither of these implementations entailed selection of representative evidence of English proficiency as expected in the ELP model. Incorporating such functions and a language passport adapted for YLLs would be logical steps in subsequent experiments. Self-assessment and the usage of the CEFR scales to materialise the language levels and development would also be worth consideration as well as teacher-pupil conferences; YLLs are very honoured when adults show interest in their learning, linguistic products and lines of thinking. Effort in language use or learner language, no matter how fractional, deserves recognition in all assessment.

Allowing time for reflection and teaching reflective skills also seem to be essential factors in the success of the portfolio. The younger the learners, the more they need assistance in reflection. The above mentioned aspects clearly are points of further development when engaging in a new portfolio experiment, but so are also the affordances of the portfolio as an assessment method. It could be embedded as an intrinsic part in the CLIL assessment plan which seems to be in its infancy (Wewer 2014). Parents, especially in connection with the CLIL portfolio, appreciated evidence-based assessment because no other assessments of the CLIL factor in their children's study were available. Thus, there is a need to create a CLIL assessment plan that provides all stakeholders accurate and encouraging information of the TL development.

The portfolio appears to build one informational bridge between home and school and another between the parents and their children. My recommendations for further study arise from the need to reshape or even establish an assessment plan. It would be interesting to monitor how parent satisfaction of the home-school collaboration would change through execution of a versatile, evidence-based assessment scheme (Cf. recommendations in Wewer 2014). Additionally, a plan to develop YLLs' reflection skills and a follow-up study to monitor how children's skills become more sophisticated over time would also be beneficial for the whole of the educational field. Experimenting with the portfolio and primary pupils in upper classes would provide more precise information on the development of academic language in CLIL. Moreover, capitalising on multilingualism and multiculturalism in the portfolio work is an avenue that should be explored in addition to promoting portfolio work in the learner group studying Finnish as their second language.

According to this study, the language portfolio as an assessment method seems to underpin the educational aspirations announced in the new NCC (2014), although one should keep in mind that the results obtained here are not widely generalisable – they apply to the specific circumstances in which the experiments were conducted. The portfolio work presents an opportunity to observe and reflect the language learned. The portfolio is at its best in making learning and language skills visible and boosting the learner's linguistic self-confidence. The portfolio challenges the conventional notions of assessment in encapsulating learners' own voices more profoundly and allowing them to show their language skills in a fun, modern way which can be taken to new spheres by adopting ICT into the portfolio implementation. One girl said that the portfolio is good in showing her English proficiency "because in it is almost everything I know in English".

References

Alanen Riikka & Kajander Kati 2011. Reflektio ja itsearviointi. Opettajan mielistelyä vai kriittistä oman toiminnan arviointia? (Reflection and self-assessment. Adulation of the teacher or critical evaluation of one's own actions?). In Hildén & Salo (eds): 65–82.

Aula Tarja 2005. Kielisalkku peruskoulun alaluokkien englannin kielen opetuksessa (Language portfolio in the English instruction of primary classes in basic education). In Kohonen (ed.): 103–116.

Bachman Lyle F. & Palmer Adrian 2010. *Language Testing in Practice*. Oxford: Oxford University Press.

Basic Education Act 628/1998 [online]. Available: http://www.finlex.fi/fi/laki/kaannokset/1998/en19980628.pdf (February 2 2015).

Beard Colin & Wilson John P. 2006. *Experiential Learning. A Best Practice Handbook for Educators and Trainers,* 2nd ed. London: Kogan Page.

Berg van der Marko, Mäkelä Riku, Ruuska Helena, Stenberg Katariina, Loukomies Anni & Palmqvist Riia (eds) 2013. *Tutki, kokeile ja kehitä* (Investigate, experiment and develop). Suomen harjoittelukoulujen julkaisu 2012. Helsinki: Yliopistopaino.

Bergman Manfred Max 2008. *Advances in Mixed Methods Research.* Los Angeles, CA: Sage.

Bialystok Ellen 1978. A theoretical model of second language learning. *Language Learning* 28 (1): 69–83.

Birenbaum M., Breuer K., Cascallar E., Dochy F., Dori Y., Ridgway J., Wiesemes R. & Nickmans G. 2006. A learning integrated assessment system. *Educational Research Review* 1: 61–67.

Black Paul & Jones Jane 2006. Formative assessment and the learning and teaching of MFL: sharing the language learning road map with the learners. *Language Learning Journal* 34: 4–9.

Braun Virginia & Clarke Victoria 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology* 3: 77–101.

Brown James D. & Hudson Thom 1998. The alternatives in language assessment. *TESOL Quarterly* 32 (4): 653–675.

CEFR 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, 3rd ed. Cambridge: Cambridge University Press.

Chen Shu-Chin Susan & Cheng Yu-Pay 2011. Implementing curriculum-based learning portfolio: a case study in Taiwan. *Early Childhood Development and Care* 181 (2): 149–164.

Cohen Louis, Manion Lawrence & Morrison Keith 2007. *Research Methods in Education,* 6th ed. London: Routledge.

Cook Vivian 2013. Krashen's Comprehension Hypothesis Model of L2 Learning. Key Issues in SLA [online]. Available: homepage.ntlworld.com/vivian.c/SLA/Krashen.htm (8 March 2014).

Cormier Marianne & Turnbull Miles 2009. Une approche littératiée: apprendre les sciences et la langue en immersion tardive (A literacy approach: learning science and language in late immersion). *The Modern Canadian Language Review* 65 (5): 817–840.

Costa Arthur L. & Kallick Bena 2008. *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success.* Alexandria, VA: ASCD.

Creswell John W. 2014. *Research Design. Qualitative, Quantitative and Mixed Methods Approaches,* 4th edition. Thousand Oaks, CA: Sage.

Cummins Jim 1982. Tests, achievement, and bilingual students. *FOCUS* 9: 2–9.

Cummins Jim 2008. BICS and CALP: empirical and theoretical status of the distinction. In Shohamy & Hornberger (eds): 71–83.

Cummins Jim & Davison Chris (eds) 2007. *International Handbook of English Language Teaching*. Boston, MA: Springer.

Cummins Jim & Man Yee-Fun Evelyn 2007. Academic language: what is it and how do we acquire it? In Cummins & Davison (eds): 797–810.

Decree on Basic Education 852/1998. *Perusopetusasetus 20.1.1998/852* [online]. Available in Finnish language only: http://www.finlex.fi/fi/laki/ajantasa/1998/19980852?search%5Btype%5D=pika&search%5Bpika%5D=perusopetusasetus (7 March 2015).

Dochy Filip 2001. A new assessment era: different needs, new challenges. *Research Dialogue in Learning and Instruction* 2: 11–20.

Duff Patricia A. 2007. Qualitative Approaches to classroom research with English language learners. In Cummins & Davidson (eds): 973–986

Dutro Susana & Moran Carrol 2003. Rethinking English language instruction: an architectural approach. In García (ed.): 227–258.

Ellis Rod 2005. *Instructed Second Language Acquisition. A Literature Review.* Report to the Ministry of Education. New Zealand: Auckland UniServices Limited.

Ellis Rod R. 2012. *Language Teaching Research and Language Pedagogy.* Chichester: Wiley-Blackwell.

ELP 2014. *The European Language Portfolio* [online]. Council of Europe. Available: www.coe.int/t/dg4/education/elp/Default_en.asp (21 June 2014).

ELP 2015. *The European Language Portfolio: Language Biography* [online]. Council of Europe. Available: http://www.coe.int/t/dg4/education/elp/elp-reg/ELP_biography_EN.asp (18 March 201).

Fernsten Linda & Fernsten Jeffrey 2005. Portfolio assessment and reflection: enhancing learning through effective practice. *Reflective Practice* 6 (2): 303–309.

Fox Janna 2008. Alternative assessment. In Shohamy & Hornberger (eds): 97–109.

García Gilbert G. (ed.) 2003. *English Learners: Reaching the Highest Level of English Literacy*. Newark, DE: International Reading Association.

Gardner Howard 1993. *Multiple Intelligences: the Theory in Practice.* New York: Basic Books.

Given Lisa M (ed.). *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks: SAGE.

Gottlieb Margo & Ernst-Slavit Gisela 2013. *Academic Language in Diverse Classrooms: Mathematics, Grades K-2.* Thousand Oaks, CA: Corwin.

Gottlieb Margo & Ernst-Slavit Gisela 2014. *Academic Language in Diverse Classrooms. Definitions and Contexts.* Thousand Oaks, CA: Corwin.

Gottlieb Margo & Nguyen Diep 2007. *Assessment & Accountability in Language Education Programs.* Philadelphia, PA: Caslon.

Graaff de Rick & Housen Alex 2009. Investigating the effects of L2 instruction. In Long & Doughty (eds): 726–755.

Graaff de Rick, Koopman Gerrit Jan, Anikina Yulia & Westhoff Gerard 2007. An observation tool for effective L2 pedagogy in content and language integrated learning (CLIL). *The International Journal of Bilingual Education and Bilingualism* 10 (5): 603–624.

Hasselgreen Angela 2005. Assessing the language of young learners. *Language Testing* 22 (3): 337–354.

Hildén Raili & Salo Olli-Pekka (eds) 2011. *Kielikasvatus tänään ja huomenna. Opetussuunnitelmat, opettajankoulutus ja kielenopettajan arki.* (Language education today and tomorrow. Curricula, teacher education and everyday work of a language teacher). Helsinki: WSOYpro.

Hildén Raili & Takala Sauli 2005. Kielisalkulla kohti selkeää ja monipuolista arviointia. (Towards explicit and versatile assessment with the help of the language portfolio). In Kohonen (ed.): 315–326.

Hirsjärvi Sirkka & Hurme Helena 2010. *Tutkimushaastattelu: teemahaastattelun teoria ja käytäntö*. (Research interview: theory and practice of the theme interview). Helsinki: Gaudeamus.

Hüttner Julia, Dalton-Puffer Christiane & Smit Ute 2013. The power of beliefs: lay theories and their influence on the implementation of CLIL programmes. *International Journal of Bilingual Education and Bilingualism* 16 (3): 267–284.

Ioanniou-Georgiou Sophie & Pavlou Pavlos 2003. *Assessing Young Learners*. Oxford: Oxford University Press.

Itin Chrstian M. 1999. Reasserting the philosophy of experiental education as a vehicle for change in the 21st century. *The Journal of Experiental Education* 22 (2): 91–98.

Jaatinen Riitta, Kohonen Viljo & Moilanen Pentti 2009. Kieikasvatus, opettajuus ja kulttuurienvälinen toimijuus (Language education, teacherhood and intercultural agency). Helsinki: Okka-säätiö.

Jones Jane 2012. Portfolios as 'learning companions' for children and a means to support and assess language learning in the primary school. *Education* 40 (4): 401–416.

Järvinen, Heini-Marja 2004. Kielitaidon kehittyminen peruskoulun vieraskielisessä opetuksessa (Language proficiency development in instruction in a foreign language). In Takala & Sajavaara (eds): 237–244.

Kärkkäinen Riitta 2011. Doing better? Children's and their parents' and teachers' perceptions of the malleability of the child's academic competencies. Joensuu: University of Eastern Finland.

Kielisalkku 2014 (Language Portfolio) [online]. Available: kielisalkku.edu.fi/fi (2 March 2014).

Kohonen Viljo (ed.) 2005. *Eurooppalainen kielisalkku Suomessa. Tutkimus- ja kehittämistyön taustaa ja tuloksia.* (The European Language Portfolio in Finland. Background and results of the research and development work). Helsinki: WSOY.

Kohonen Viljo 2005. Eurooppalaisen kielisalkun kehittämistyö ja tavoitteet: miten kielisalkku voi edistää kielikasvatusta? (The development and objectives of the European Language Portfolio: how can the language portfolio enhance language education?). In Kohonen (ed.): 7–44.

Kolb David A. 1984. *Experiental Learning. Experience as the Source of Learning and Development.* New Jersey: Prentice-Hall.

Krashen Stephen D. 1985. *The Input Hypothesis: Issues and Implications*. New York: Longman.

Krashen Stephen & Brown Clara Lee 2007. What is academic language proficiency? *STETS Language and Communication Review* 6 (1): 1–4.

Krashen Stephen D. & Terrell Tracy D. 1983. *The Natural Approach. Language Acquisition in the Classroom.* Oxford: Pergamon.

Kuja-Kyyny-Pajula Raija, Pelto Pirjo, Turpeinen Elfi & Westlake Paul 2009. *Yippee! 3* Reader. Helsinki: WSOYPro.

Kyvyt.fi 2015. A personal learning environment and platform for an online portfolio [online]. Available in English: https://kyvyt.fi/ (6 April 2015).

Lightbown Patsy M. & Spada Nina 2008. Form-focused instruction: isolated or integrated? *TESOL Quarterly* 42 (2): 181–207.

Lindberg Inger & Sandwall Karin 2006. *Språket och Kunskapen: att lära på sitt andraspråk I skola och högskola* (Language and sciences: to learn one's second language at school and university). Göteborg: Göteborgs universitet institutet för svenska som andraspråk.

Linnakylä Pirjo 1994. Mikä ihmeen portfolio? Arvioinnin ja oppimisen liitto (The portfolio, what is that? The alliance of assessment and learning). In Linnakylä, Pollari & Takala (eds): 9–32.

Linnakylä Pirjo, Pollari Pirjo & Takala Sauli (eds) 1994. *Portfolio arvioinnin ja oppimisen tukena* (Portfolio in support of assessment and learning). Jyväskylä: Jyväskylän yliopistopaino.

Linturi Hannu & Rubin Anita 2011. *Toinen koulu, toinen maailma. Oppimisen tulevaisuus 2030* (Another school, another world 2030. The future of learning 2030). TUTU-julkaisuja 1/2011. Turun yliopisto: Tulevaisuuden tutkimiskeskus.

Llinares Ana, Morton Tom & Whittaker Rachel 2012. *The Roles of Language in CLIL*. Cambridge: Cambridge University Press.

Long Michael H. & Doughty Catherine J. (eds) 2009. *The Handbook of Language Teaching.* Chichester: Wiley-Blackwell.

Lucero Audrey 2012. Demands and opportunities: analysing academic language in a first grade dual language program. *Linguistics and Education* 23: 277–288.

Lynch Brian & Shaw Peter 2005. Portfolios, power, and ethics. *TESOL Quarterly* 39 (2): 21.

Mäkinen Kaarina 2009. Portfolio vieraiden kielten opiskelijoiden reflektion ja ammatillisen kasvun välineenä (Portfolio as a medium of reflection and professional growth for foreign language students). In Jaatinen, Kohonen & Moilanen (eds): 178–202.

Mård-Miettinen Karita, Kuusela Elisa & Kangasvieri Teija 2014. Esikoululaisten käsityksiä kielten oppimisesta (Pre-primary learners' perceptions of language learning). *Kasvatus* 45 (4): 320–332.

McKay Penny 2006. *Assessing Young Language Learners*. Cambridge: Cambridge University Press.

Morgan Carol 2006. Appropriate language assessment in content and language integrated learning. *Language Learning Journal* 33: 59–67.

Mutta Maarit, Lintunen Pekka, Ivaska Ilmari & Peltonen Pauliina (eds) 2014. *Tulevaisuuden kielenkäyttäjä - Langauge Users of Tomorrow.* AFinLAn vuosikirja 2014. Jyväskylä: Jyväskylän yliopistopaino.

NCC 2004. *National Core Curriculum for Basic Education 2004* [online]. National Board of Education. Available: http://www.oph.fi/english/curricula_and_qualifications/basic_education (June 1, 2014)

NCC 2014. *Perusopetuksen Opetussuunnitelman Perusteet 2014* (National Core Curriculum for Basic Eduction 2014) [online]. National Board of Education. Available: http://www.oph.fi/download/163777_perusopetuksen_opetussuunnitelman_perusteet_2014.pdf (January 6, 2015).

Nikula Tarja & Järvinen Heini-Marja 2013. Vieraskielinen opetus Suomessa (Instruction in a foreign language in Finland). In Tainio & Harju-Luukkainen (eds): 143–166.

Nunan, David 1996. Towards autonomous learning: some theoretical, empirical and practical issues. In Pemberton *& al.* (eds): 13–26.

Olson David R. & Torrance Nancy (eds) 2009. *The Cambridge Handbook of Literacy*. New York: Cambridge University Press.

Ordinance 25/011/2005. Opettajalta edellytettävä kielen hallinta muulla kuin koulun opetuskielellä annettavassa esi- ja perusopetuksessa. Language proficiency requirements for teachers of instruction given through another language than the language of schooling in pre- and basic education [online]. Finnish National Board of Education. Available: www.finlex.fi/data/normit/26301-oph250112005su.pdf (February 14 2015).

Pemberton, Richard, Toogood Sarah & Barfield Andy (eds) 1996. *Taking Control: Autonomy in Language Learning.* Hong Kong: Hong Kong University Press.

Pérez-Vidal Carmen 2007. The need of focus on form (FoF) in content and language integrated approaches: an exploratory study. *Volumen Monográfico*: 39–54.

Perho Kaija & Raijas Marjo 2011. Kielisalkkuprojekti ja venäjän kieli alaluokilla (The language portfolio project and the Russian language in primary classes). In Hildén & Salo (eds): 183–205.

Piggin G. 2012. What are our tools really made out of? A critical assessment of recent models of language proficiency. *Polyglossia* 22 (March issue): 79–87.

Pinter Annamaria 2011. *Children Learning Second Languages*. Basingstoke: Palgrave Macmillan.

Pitkänen-Huhta Anne & Mäntylä Katja 2014. Maahanmuuttajat vieraan kielen oppijoina: monikielisen oppilaan kielirepertuaarin tunnistaminen ja hyödyntäminen vieraan kielen tunnilla (Immigrants as learners of a foreign language: recognition and capitalisation of the language repertoire of a multilingual student in the foreign language lesson). In: Mutta, Lintunen, Ivaska & Peltonen (eds): 89–106.

Portfolio 2014. Mikä on portfolio? (What is a portfolio?) [online]. Available: www04.edu.fi/portfolioy/index.html (28 March 2014).

Rahman Helinä 2012. *Finnish Pupils' Communicative Language Use of English in Interviews in Basic Education Grades 1-6*. Research Report 340. Helsinki: University of Helsinki.

Rea-Dickins Pauline & Gardner Sheena 2000. Snares and silver bullets: disentangling the construct of formative assessment. *Language Testing* 17 (2): 215–243.

Rodgers Daryl M. 2006. Developing content and form: encouraging evidence from Italian content-based instruction. *The Modern Language Journal* 90 (3): 373–386.

Rothbauer Paulette M. 2008. Triangulation. In Given (ed.): 893–895.

Russell Carol & Shepherd John 2010. Online role-play environments for higher education. *British Journal of Educational Technology* 41 (6): 992–1002.

Salo Olli-Pekka, Kalaja Mari, Kara Hannele & Kähkönen Kaija 2013. Kielisalkku kielikasvatuksen työvälineenä - Jyväskylän normaalikoulun kielisalkkuhankkeen taustoja ja tavoitteita (Language portfolio as a tool in language education - background and objectives of the portfolio project in Jyväskylä Teacher Training School). In Berg van der *& al.* (eds): 35–46.

Scarcella Robin 2003. *Academic English: A Conceptual Framework*. Technical Reports. University of California Linguistic Minority Research Institute, UC Berkeley.

Schleppegrell Mary J. 2006. The challenges of academic language in school subjects. In Lindberg & Sandwall (eds): 47–69.

Seliger Herbert W. & Shohamy Elana 1989. *Second Language Research Methods*. Oxford: Oxford eippUniversity Press.

Shanahan Timothy & Shanahan Cynthia 2008. Teaching disciplinary literacy to adolescents: rethinking content area literacy. *Harvard Educational Review* 78 (1): 40–59.

Shohamy Elana 2001. *The Power of Tests. A Critical Perspective on the Uses of Language Tests*. Essex: Pearson.

Shohamy Elana & Hornberger Nancy H. (eds) 2008. *Encyclopedia of Language and Education,* 2nd ed., Volume 7: Language Testing and Assessment. Boston, MA: Springer.

Silverman David 2006. *Interpreting Qualitative Data,* 3rd ed. London: Sage.

Simpson James (ed.) 2011. *The Routledge Handbook of Applied Linguistics.* Abingdon: Routledge.

Sivonen-Sankala Virpi 2005. Salkkutyöskentelyä Oulun seudulla vuosiluokilla 7-9 (Portfolio work at grades 7-9 in Oulu region). In Kohonen (ed.): 132–147.

Smith Kari & Tillema Harm 2003. Clarifying different types of portfolio use. *Assessment & Evaluation in Higher Education* 28 (6): 625–648.

Snow Catherine E. & Uccelli Paola 2009. The challenge of academic language. In Olson & Torrance (eds): 112–133.

Stefanakis Evangeline Harris 2010. *Differentiated Assessment. How to Assess the Learning Potential of Every Student.* San Fransisco: Jossey-Bass.

Stringer Ernest T. 2007. *Action Research,* 3rd ed. Thousand Oaks, CA: Sage.

Sundell Tony & Wewer Taina 2013. First steps to English: A description of one October school day in the class 1c. In *CLIL Classes 20 Years in Turun normaalikoulu*. Turun normaalikoulun julkaisu: 2–5.

Tainio Liisa & Harju-Luukkainen Heidi (eds) 2013. Kaksikielinen koulu – tulevaisuuden monikielinen Suomi (Bilingual school - the multilingual future Finland). Jyväskylä: Jyväskylän yliopistopaino.

Takala Sauli & Sajavaara Kari (eds) 2004. *Kielikoulutus tienhaarassa*. (Language education at crossroads). Jyväskylän yliopisto: Soveltavan kielentutkimuksen keskus.

Thornbury Scott 2011. Language teaching methodology. In Simpson (ed.): 185–199.

TTS 2015. *The CLIL curriculum of the Teacher Training School of Turku University* [online]. Available: http://www.utu.fi/fi/yksikot/tnk/perusopetus/opetussuunnitelmat/linjat/englantipainotteisen-opetuksen-linja/Sivut/home.aspx (March 21, 2015).

University of Cambridge 2014a. Cambridge English. Teaching Geography through English – a CLIL approach [online]. Available: http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/teaching_geography_through_clil.pdf (15 November 2014).

University of Cambridge 2014b. Cambridge English. Teaching Science through English – a CLIL approach [online]. Available: http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/teaching_history_through_clil.pdf (11 November 2014).

Vaismoradi Mojtaba, Turunen Hannele & Bondas Terese 2013. Content and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences* 15: 398–405.

Viita-Leskelä Ursula 2005. Kielisalkkutyöskentelyä perusopetuksen alaluokilla (saksa, A2-englanti) (Language portfolio work in primary-level basic education (German, A2 English)). In Kohonen (ed.): 117–131.

Wewer Taina 2014. *Assessment of Young Learners' English Proficiency in Bilingual Content Instruction CLIL.* Annales Universitatis Turkuensis B 385. Turku: University of Turku.

Xanthou Maria 2011. The impact of CLIL on L2 vocabulary development and content knowledge. *English Teaching: Practice and Critique* 10 (4): 116–126.

Zwiers Jeff 2008. *Building Academic Language. Essential Practices for Content Classrooms.* San Fransisco, CA: Josey-Bass.

List of appendices

Appendix 1. List of EFL portfolio tasks and their features

Appendix 2. List of CLIL portfolio tasks and their features

Appendix 3. Pupils' questionnaire (Portfolio assessment) for the EFL portfolio

Appendix 4. Parents' questionnaire for the EFL portfolio

Appendix 5. Pupils' questionnaire for the CLIL portfolio

Appendix 6. Parents' questionnaire for the CLIL portfolio

Appendix 7. Finnish summary - suomenkielinen tiivistelmä

All appendices are in Finnish.

Appendix 1. List of EFL portfolio tasks and their features (For Yippee! 3, see Kuja-Kyyny-Panula 2009)

Portfolio task	Task purpose	Task characteristics	Task circumstances or origins
The story of my language learning (language biography)	to embody the pupil's linguistic history and raise awareness in languages as well as linguistic issues	pupils created an essay using a set of sentence starters which they completed	the task starting the portfolio experiment, motivated by Perho & Raijas (2011), created by Wewer
The benefits of studying English	to highlight the purposes why to study a foreign language and to motivate the study	a task sheet, pupils estimated the importance of various benefits by ticking and chose aspects they already mastered or would like to master	created on the basis of Nunan (1996: 22-25)
Imaginary family/My family	to apply what learnt in EFL (family members) and describe people using adjectives	pupils created a small poster with a title 'Family X', cut pictures of people from magazines and gave them new identities and descriptions	related to the study book Yippee! 3
Γεια σου! (Hello in Greek)	to introduce oneself	pupils wrote an introduction of themselves, framed it and included a picture	the letters were sent to the pupils in Cyprus in exchange to the ones received from there
Christmas in Finland	to present cultural characteristics of Christmas in Finland	a group work of pupils entailing pictures and Christmas vocabulary	sent to the partner class in Cyprus
What's in the Christmas stocking?	to become familiar with Christmas traditions in Anglophone countries	a picture of a stocking, pupils were to write their Christmas present wishes on the list	origin: activityvillage.co.uk
Follow the instructions: draw and colour	to practice reading comprehension and revise winter vocabulary,	a task sheet with a winter picture and 15 instructions (e.g. Draw a black hat on the snowman. Colour the led red.)	origin: enchantedlearning.com
Winter in Finland	to illustrate and tell about winter activities in Finland	pupils took photos (or older ones from the teacher's archive were used) and added captions in English in pairs	a general activity sent to Cyprus
My best friend	to practice pronouns (personal, possessive)	pupils wrote a description of their best friend	related to the study book Yippee! 3
Week reports	to make learning and language exposure visible	pupils filled in a sheet asking various things of the use of English (e.g. This week I learned in English, I need help in this)	related to both EFL and CLIL study
My pet	to apply and practice pet-related vocabulary and previously learned aspects	pupils wrote about their real or imaginary pet	related to the study book Yippee! 3
School uniform	to practice names of clothes	pupils listened to a presentation of the school system in the U.K. and designed a school uniform	a visit of an exchange student from the U.K. and also related to the study book Yippee!3
Jazz chants (I'm thinking of a word, What do the animals say, Stop that noise)	to give pupils a memory and a chance to 'chant' independently, also to practice alphabet, pronunciation of /s/, /z/ and /ʃ/ and names and sounds of animals	jazz chants were practiced in a classroom occasionally and also presented in school festivities	related to Yippee! 3 syllabi, mainly adopted from the books of Carolyn Graham
Super toy	to incorporate a wide variety of English vocabulary and structures	pupils invented a super toy character of their own based on the model from the study book	Yippee! 3
Our school	to practice names of school subjects and related vocabulary	pupils took pictures all around the school and wrote captions to them	sent to Cyprus in exchange of their video presentation
Menu	to apply and learn food words of pupils' own interest	pupils created a menu (starters, main dishes, desserts and drinks) for their own imaginary restaurant	ready templates from various sites on the Internet
Own task	to apply any language skills and knowledge available	Pupils decided the topic and purpose of the tasks themselves.	pupils' wishes
Self- and portfolio assessment	to assess one's portfolio work and make language progress visible	questions pertained to likings and dissatisfactions, perceptions and language proficiency	self-assessment worked simultaneously as the research questionnaire

Appendix 2. List of CLIL portfolio tasks and their features

Portfolio task	Task purpose	Subject/General, BICS/CALP	Task characteristics	Task circumstances or origins
		1st grade		
Minun kielitaustani (My Language Background)	to embody the pupil's linguistic history and raise awareness in languages as well as linguistic issues	general	pupils created an essay using a set of sentence starters which they completed	the task starting the portfolio experiment, adapted from the EFL language biography
This is me!	to learn basic vocabulary related to school	general BICS	Fill in: e.g. My name is…, my school/class/teacher/is…	small group work assisted by a teacher trainee
A number of various colouring activities	to expose to authentic English, enhance listening comprehension, increase basic vocabulary and encourage interaction	general BICS	small group activities in a separate room; reacting to instructions, e.g. "Colour the balloon number 3 green."	native teacher
Nämä asiat osaan jo englanniksi 1 (I can say these things in English)	to make learned English explicitly visible and to map what pupils would like to learn	general BICS	Instruction (in Finnish): cross the things you already can say, e.g. "I can say 'thank you'", "I can tell who I am".	assisted by a teacher trainee, designed by Wewer
Nämä asiat osaan jo englanniksi 2	to make mathematical language learned visible	maths CALP	Instruction: the pupil names a mathematical shape or sign in English and draws it on a marked area	assisted by a teacher trainee, designed by Wewer
Nämä asiat osaan jo englanniksi 3	to make learning visible (colours, numbers and body parts)	general BICS	same characteristics as above	assisted by a teacher trainee, designed by Wewer
I CAN in English	to make any kind of English learning visible	any	a blank page (writing, drawing acceptable)	assisted by a teacher trainee, designed by Wewer
Mr. Hallin kanssa me… (With Mr. Hall we…) + Media in English	to help pupils and their parents understand what kind of work is done with the native teacher + help them notice English input around them	general BICS	pupil describes what happens in the small group work with Mr. Hall + names English-language TV programmes or songs in the radio	assisted by a teacher trainee, designed by Wewer
Nämä asiat osaan jo eglanniksi 4	to make learning visible (weekdays, seasons and months)	general BICS	naming in English, checking (x) the mastered words	assisted by a teacher trainee, designed by Wewer

2nd grade

Portfolio task	Task purpose	Subject/General, BICS/CALP	Task characteristics	Task circumstances or origins
Nämä laulut osaan laulaa englanniksi (I can sing these songs in English)	to compose a list of week songs to make learning through music visible and help pupils find the songs later on the Internet	BICS and CALP, any	Week song is a weekly changing song that is sung every morning with the intention to introduce theme-based (content) vocabulary. E.g.: The Continent Song, Going Green (recycling), the Planet Song	song chosen by Wewer or the responsible teacher trainee/substitute teacher
Planets	to remember the names of the Solar System in English + make learning visible	science CALP	instruction: "Copy the names of the planets in correct order in the paper. Signify whether you know the names of the planets and their correct order."	composed by a teacher trainee according to the instructions given by Wewer
Halloween words	to make the mastery (understanding) of key Halloween words visible	general BICS	a paper with several boxes, instruction e.g. "I can draw a skeleton/ghost/Jack O'Lantern."	composed by a substitute teacher according to the instructions given by Wewer
Independence Day	to learn/memorize Finnish nature words	science BICS and CALP	words in Finnish and English accompanied with a picture	composed by a substitute teacher
Vocabulary Crossword Puzzle	to revise general vocabulary	general BICS	picture cues	given by the substitute teacher, origin not known
Lapland	to make understanding of Lapland-related words visible	science CALP	Drawing instructions as in Halloween words, e.g. "Draw the Northern Lights in green and blue."	composed by the substitute teacher
Christmas-related items	to familiarize children with Christmas vocabulary and cultural customs	general BICS	Text of Advent and Christmas customs in Austria, Christmas crossword puzzle	copied by the substitute teacher, origin unknown
My week	to revise names of the weekdays	general BICS	weekdays table of the weekly schedule, pupils draw	idea by the substitute teacher
The Farm	to use already learned vocabulary and reading comprehension	general BICS and science CALP	Pictu re with instructions: E.g. "Can you name the animals?" and "Draw some cereals in the field. Draw three different types and name them."	composed by the substitute teacher, origin of the picture unknown
Fact or opinion	understanding the difference between a fact and an opinion and revising facts related to time	science CALP	E.g. Statement: There are 12 months in a year (fact) Statement: I think Wednesday is hard to spell (opinion)	enchantedlearning.com
Winter song lyrics + Penguin Song	to provide pupils the week song lyrics and help them remember the songs with winter vocabulary	general BICS	Instruction: "Fill in the missing words. Do you know the song?"	composed by a teacher trainee under the supervision of Wewer
The Green Grass Grows All Around	to show and apply knowledge of nature vocabulary	science CALP	Lyrics of a week song with the nature words highlighted and numbered - the numbers were to be written in the correct place in the adjacent picture.	composed by a teacher trainee, origin unknown

Portfolio task	Task purpose	Subject/General, BICS/CALP	Task characteristics	Task circumstances or origins
My picture	to share personal information	general BICS	a page as in "My friends" book	copied by a teacher trainee, origin unknown
Recycling tree	to revise and show knowledge of recycling-related vocabulary	science CALP	a picture of a tree, pupils were to draw items to recycle and name them	composed by a teacher student, an Internet source used for the tree
Valentine's Day Poem	to become familiar with Anglo-American culture related to this holiday	general BICS	gap filling exercise : (Roses) are red, (violets) are blue…	composed by a teacher trainee
Culture and I	to apply knowledge of cultural components into a personal mind map	general BICS	Culture and I - What do I like? (books, movies, sports and music)	composed by a teacher trainee
Animals	a simple exercise related to the weekly theme 'Animals'	general BICS	Instruction: connect the name of the animal and its picture	composed by a teacher trainee
Points of a Compass and Nature Words	a revision of the main concepts learned that week	science CALP	Gap filling exercise: "In the (north) there is (a mountain).	composed by a teacher trainee according to the instructions of Wewer
Continents	a revision of the names of the continents	science CALP	A map of the world with numbered continents: write the correct number in front of the name of the continent	composed by a teacher trainee
Fred the Moose	lyrics of the song on which the English Evening performance was based	general BICS	gap filling exercise	composed by a teacher trainee
Math Mind Map	revision of the main mathematical concepts and calculation sentences	maths CALP	gap filling exercise	composed by a teacher trainee according to the instructions of Wewer
Bird vocabulary	showing knowledge and mastery of science vocabulary related to birds	science CALP	picture vocabulary (words written by the pupil), e.g. a nest, to fly, a beak	composed by a substitute teacher

Appendix 3. Pupils' questionnaire (Portfolio assessment) for the EFL portfolio

PORTFOLIOARVIOINTI 3.lk TNK Nimi: _____

Tarkastele portfoliotasi ja vastaa seuraaviin kysymyksiin.

1. Mistä portfoliotyöstä pidit eniten?
   _____

   Miksi?
   _____
   _____
   _____
   _____

2. Mistä portfoliotyöstä pidit vähiten?
   _____

   Miksi?
   _____
   _____
   _____

3. Mikä työ on mielestäsi onnistunut parhaiten?
   _____

   Perustele.
   _____
   _____
   _____

4. Lue kielenoppimiskertomuksesi. Mitä ajatuksia se herättää?
   _____
   _____
   _____
   _____
   _____

5. Ovatko portfoliotyöt mielestäsi hyvä tapa osoittaa omaa kielitaitoa?
   ☐ kyllä ☐ ei ☐ en osaa sanoa

   Perustele.
   _____
   _____
   _____
   _____
   _____

6. Pystyykö portfoliotöittesi perusteella kertomaan kielitaitosi tason?
   ☐ kyllä ☐ ei ☐ en osaa sanoa

   Perustele.
   _____
   _____
   _____

7. Huomaatko edistymistä kielitaidossasi, kun katselet töitäsi?
   ☐ kyllä ☐ ei ☐ en osaa sanoa

   Mitä edistymistä huomaat, jos rastitit ”kyllä”?
   _____
   _____
   _____
   _____

8. Minkälainen portfoliotyö olisi sinusta sellainen, jossa voisit parhaiten osoittaa omaa kielitaitoasi?
   _____
   _____
   _____
   _____

9. Kenelle esittelisit portfoliosi kaikkein mieluiten?
   _____

10. Haluaisitko jatkaa portfoliotyöskentelyä myös ensi lukuvuonna?
    ☐ kyllä ☐ ei ☐ en osaa sanoa

    Miksi?
    _____
    _____
    _____
    _____
    _____

Appendix 4. Parents' questionnaire for the EFL portfolio

PORTFOLIOKYSELY 3c HUOLTAJAT 11.5.2012

Tämä on 3c-luokalla marraskuusta 2011 alkaen kokeiluna aloitettu kieliportfolio tai toiselta nimeltään kielisalkku. Portfolio on koostuu tavallisesti kolmesta osasta: kielielämänkerta, kielipassi ja näytekansio. Tässä kokeiluportfoliossa ei ole kielipassiosuutta.

Oppilas esittelee kotona vanhemmille portfolionsa, joka palautetaan takaisin koululle viimeistään maanantaina 21.5.2012. Kansion mukana palautetaan myös tämä portfoliokysely täytettynä.

---

1. *Tiesittekö kieliportfolion olemassaolosta ennen kuin saitte sen kotiin nähtäväksi?*
   ☐ kyllä ☐ ei

2. *Saako kieliportfoliosta yleiskuvan lapsen englanninkielen taidosta?*
   ☐ kyllä ☐ ei ☐ en osaa sanoa

   Perustelu:

   _____
   _____
   _____
   _____

3. *Missä työssä tai töissä teidän mielestänne lapsen kielitaito tai kyky käyttää kieltä pääsee parhaiten esille?*

   _____
   _____

   Miksi?

   _____
   _____
   _____
   _____

4. *Mitä ajatuksia lapsenne kielenoppimiskertomus herättää?*

   _____
   _____
   _____
   _____
   _____

5. *Mikä osuus lapsenne kieliportfoliossa oli mielenkiintoisin?*

_____
_____
_____

Perustelu:

_____
_____
_____
_____
_____

6. *Onko teidän mielestänne kieliportfolio hyvä*

a) *itsearvioinnin väline?* ☐ kyllä ☐ ei ☐ en osaa sanoa

b) *tapa osoittaa kielitaitoa?* ☐ kyllä ☐ ei ☐ en osaa sanoa

c) *tapa pohtia kielen opiskelua?* ☐ kyllä ☐ ei ☐ en osaa sanoa

d) *kielitaidon mittari?* ☐ kyllä ☐ ei ☐ en osaa sanoa

_____
_____

7. *Haluaisitteko seurata tulevaisuudessakin lapsenne portfoliotyöskentelyä?*

☐ kyllä ☐ ei ☐ en osaa sanoa

Perustelu:

_____
_____
_____
_____

8. *Muita ajatuksia tai kommentteja lapsenne kieliportfoliosta:*

_____
_____
_____
_____
_____

Appendix 5. Pupils' questionnaire for the CLIL portfolio

PORTFOLIOARVIOINTI 2.lk TNK Nimi: _____

Tarkastele portfoliotasi ja vastaa seuraaviin kysymyksiin.

1. Kuinka tärkeä oma kieliportfoliosi on sinulle?

   □ erittäin tärkeä □ tärkeä □ vähän tärkeä □ ei yhtään tärkeä

   Miksi?
   _____
   _____
   _____

2. Näkeekö portfoliosta, mitä asioita eri oppiaineissa on opiskeltu englanniksi?

   ☐ kyllä ☐ ei ☐ en osaa sanoa

   Mitä oppiaineita esimerkiksi?
   _____
   _____
   _____

3. Mistä portfoliotyöstä pidit eniten?

   _____

   Miksi?
   _____
   _____
   _____

4. Mistä portfoliotyöstä pidit vähiten?

   _____

   Miksi?
   _____
   _____
   _____
   _____

5. Mikä portfoliotyö on mielestäsi onnistunut parhaiten?

   _____
   _____

   Perustele.
   _____
   _____
   _____

6. Lue sivu 'Minun kielitaitoni' (alussa). Mitä ajatuksia se herättää?

_____
_____
_____
_____

7. Voiko portfolion avulla osoittaa omaa englannin kielien taitoa?

☐ kyllä ☐ ei ☐ en osaa sanoa

Perustele.

_____
_____
_____
_____

8. Pystyykö portfoliotöittesi perusteella kertomaan sen, miten hyvin osaat englantia?

☐ kyllä ☐ ei ☐ en osaa sanoa

Perustele.

_____
_____
_____
_____

9. Huomaatko edistymistä kielitaidossasi, kun katselet töitäsi?

☐ kyllä ☐ ei ☐ en osaa sanoa

Mitä edistymistä huomaat, jos rastitit "kyllä"?

_____
_____
_____
_____

10. Minkälainen portfoliotyö olisi sinusta sellainen, jossa voisit parhaiten osoittaa omaa kielitaitoasi?

_____
_____
_____
_____

11. Kenelle esittelisit portfoliosi kaikkein mieluiten?

_____

12. Haluaisitko jatkaa portfoliotyöskentelyä myös ensi lukuvuonna?

☐ kyllä ☐ ei ☐ en osaa sanoa

Miksi?

_____
_____
_____

Appendix 6. Parents' questionnaire for the CLIL portfolio

PORTFOLIOKYSELY 2c HUOLTAJAT 5.5.2014

Tämä on tutkimuskysely liittyen luokalla jo ensimmäisen luokan alusta aloitettuun kieliportfoliokokeiluun. Kyselyn tarkoituksena on arvioida sitä, miten portfoliotyöskentely sopii eri oppiaineissa opitun englannintaidon esille tuomiseen ja kielitaidon arviointiin alkuopetuksessa. Kysely on vain 2c -luokalle. Jokainen palautettu kysely on erittäin tärkeä, koska vastaajia on vähän.

Oppilas esittelee kotona vanhemmille portfolionsa, joka palautetaan takaisin koululle viimeistään tiistaina 13.5.2012. Kansion mukana palautetaan myös tämä portfoliokysely, jonka vanhemmat täyttävät.

1. *Onko lapsi puhunut kotona omasta kieliportfoliostaan ja siihen tehtävistä töistä?*

   ☐ kyllä ☐ ei ☐ en osaa sanoa

   *Kommentteja:*_____
   _____
   _____

2. *Saako kieliportfoliosta yleiskuvan siitä **mitä asioita koulussa on** muun muassa **opeteltu tai käsitelty englanniksi** kahden ensimmäisen lukuvuoden aikana?*

   ☐ kyllä ☐ ei ☐ en osaa sanoa

   Perustelu:_____
   _____
   _____
   _____

3. *Saako kieliportfoliosta käsityksen siitä **mitä lapsi osaa englanniksi**?*

   ☐ *kyllä* ☐ *ei* ☐ *en osaa sanoa*

   *Perustelu:*_____
   _____
   _____
   _____

4. *Saako kieliportfoliosta käsityksen siitä, **miten** lapsen **kielitaito on kehittynyt** kahden ensimmäisen lukuvuoden aikana?*

   ☐ *kyllä* ☐ *ei* ☐ *en osaa sanoa*

*Perustelu:*_____
_____
_____
_____

5. *Saako kieliportfoliosta käsityksen siitä,* ***missä oppiaineissa*** *englannin kieltä on käytetty koulussa?*

☐ *kyllä* ☐ *ei* ☐ *en osaa sanoa*

*Perustelu:*_____
_____
_____
_____

6. *Missä portfoliotyössä tai -töissä teidän mielestänne* ***lapsen kielitaito tai kyky käyttää kieltä pääsee parhaiten esille****?*

_____

*Miksi?*_____
_____
_____
_____

7. *Mitä ajatuksia lapsenne sivu* ***'Minun kielitaustani'*** *(alussa) herättää?*

_____
_____
_____
_____
_____
_____
_____

8. *Mikä osuus lapsenne kieliportfoliossa oli mielenkiintoisin?*

_____
_____

*Miksi?*_____
_____
_____
_____
_____
_____

9. *Soveltuuko teidän mielestänne portfolio*

a)	*itsearvioinnin välineeksi?*	☐ kyllä	☐ ei	☐ en osaa sanoa
b)	*tavaksi osoittaa kielitaitoa?*	☐ kyllä	☐ ei	☐ en osaa sanoa
c)	*tavaksi pohtia kielen oppimista?*	☐ kyllä	☐ ei	☐ en osaa sanoa
d)	*kielitaidon mittariksi?*	☐ kyllä	☐ ei	☐ en osaa sanoa
e)	*kielitietoisuuden herättäjäksi?*	☐ kyllä	☐ ei	☐ en osaa sanoa

Kommentteja:_____
_____
_____
_____
_____

10. *Haluaisitteko seurata tulevaisuudessakin lapsenne portfoliotyöskentelyä?*

☐ kyllä ☐ ei ☐ en osaa sanoa

Perustelu:

_____
_____
_____
_____
_____
_____

11. *Miten portfoliota saisi kehitettyä paremmaksi arviointivälineeksi?*

_____
_____
_____
_____
_____
_____
_____

12. *Muita havaintoja, ajatuksia tai kommentteja lapsenne kieliportfoliosta:*

_____
_____
_____
_____
_____

Appendix 7. Finnish summary - suomenkielinen tiivistelmä

Tutkielman nimiö

Taina Wewer: Portfolio as an Indicator of Young Learners' English Proficiency in Mainstream Language Instruction (EFL) and Bilingual Content Instruction (CLIL)

Tutkielman taustaa

Suomalainen peruskoulu on siirtymässä uuteen opetussuunnitelmaan vuoden 2016 syyslukukauden alusta. Uusi *Perusopetuksen Opetussuunnitelman Perusteet* (NCC 2014), joka korvaa noin 10 vuotta käytössä olleet perusteet (NCC 2004), ajaa uuden arviointikulttuurin omaksumista ja korostaa entistä voimakkaammin arvioinnin kehittävää, oppimista tukevaa luonnetta. Tässä arvioinnin lähestymistavassa Suomi eroaa monesta muusta valtiosta, joissa oppimisen arviointi ennemminkin perustuu vertailuun ja korostaa opettajien ja opetuksen tarjoajien vastuuta oppilaiden oppimisesta. Uusi perustedokumentti mainitsee parisenkymmentä kertaa *Eurooppalaisen kielisalkun* (ELP 2014, Kielisalkku 2015) suositeltavana kielen oppimisen arviointimenetelmänä. Vaikka arviointimenetelmä on Euroopassa suosittu ja yleinen, ei se ole vielä toistaiseksi saanut vahvaa jalansijaa Suomessa (Salo *et al.* 2013). Koska perustedokumentti on normatiivinen, on oletettavaa, että kieliportfolio tulee yleistymään Suomessa tulevaisuudessa, jolloin myös käyttäjäkokemuksia, erilaisia malleja sekä kehitysideoita tarvitaan enemmän.

Tämän tutkielman taustalla onkin ollut vahva halu kehittää ja kokeilla erilaisia arviointimenetelmiä *englanti vieraana kielenä* (EFL eli English as a Foreign Language) -oppiaineeseen ja erityisesti *kaksikielinen sisällönopetus* (CLIL eli content and language integrated learning) -kielenoppimisympäristöön, jossa eri oppiaineita opiskellaan englannin kielellä tavoitteena oppia sekä vierasta kieltä että oppiaineiden sisältöjä. Tuoreen tutkimuksen mukaan CLIL-opetuksessa vähiten käytetty kielenarviointimenetelmä – silloin kun kielen oppimista ylipäänsä arvioitiin – oli kieliportfolio (Wewer 2014). Portfoliokokeilut ja -tutkimus ovat siis tärkeitä varsinkin CLIL -kontekstissa yhtä lailla kuin on tutkimus nuorten oppijoiden kielitaidon arvioinnista. Tämä toimintatutkimuksen periaatteita (ks. esim. Cohen, Manion & Morrison 2007) noudattava Pro Gradu -tutkielma on jatkoa tekijän aikaisemmalle tutkimukselle (Wewer 2014), ja se perustuu kahteen erilliseen tapaustutkimukseen, joissa Eurooppalaisen kielisalkun periaatteita löyhästi noudattavaa kieliportfoliota kokeiltiin

opetuksessa vuosien 2011-2014 aikana. Molempien kokeilujen oppilaat opiskelivat Turun normaalikoulussa CLIL-opetuksessa.

Tutkielman teoriataustaa

Teoriataustana esitetään kolme asiakokonaisuutta, jotka valottavat ja vahvistavat portfoliokokeilujen tieteellistä pohjaa: 1) CLIL- ja EFL -lähestymistapojen eroavaisuuksien ja samankaltaisuuksien vertailu, 2) nuorten oppijoiden kielitaidon arviointi ja 3) kieliportfolion tausta ja ominaisuudet. Koska portfoliokokeilut on toteutettu Suomessa, jonka perusopetus, koulutuspoliittiset näkemykset ja toimintatavat eroavat valtavirrasta, ovat suomalaiset opetussuunnitelman perusteet (NCC 2004, NCC 2016) ja erityisesti suomalainen kielisalkkututkimus korostetummin esillä. CLIL- ja EFL -opetuksen vertailu auttaa hahmottamaan, miksi tarvitaan lähestymistavoiltaan erilaisia kieliportfolioita; nuorten oppijoiden kielitaidon arviointi puolestaan on oma alueensa kielitaidon arvioinnin kentällä ja määrittää sen, minkälainen arviointi on sekä eettisesti että metodisesti järkevää. Kieliportfolio edustaa vaihtoehtoista arviointikulttuuria, jolla on jo nyt Suomessa vahva asema, mutta joka on voimistumassa myös muualla maailmassa.

EFL- ja CLIL -kielenopetuksen eroavaisuuksia tarkastellaan seitsemästä eri lähtökohdasta, joista suluissa ensin mainittu piirre liittyy voimakkaammin EFL -opetukseen, jälkimmäinen puolestaan kaksikieliseen sisällönopetukseen. Tarkastelun kohteena ovat kielenoppimisen tarkoitus (yleinen/erityinen), opettajan pätevyys (aineenopettaja/luokanopettaja kielitaitovelvoitteella) kielten lukumäärä (yksikielinen/kaksikielinen), kielen asema (kohde/kohde ja väline), opetuksen kohde (muodot/sisältö ja muoto), oppimisen tapa (eksplisiittinen/sekä eksplisiittinen että implisiittinen), oppilaan rooli (kielen oppija/kielen käyttäjä) ja kielen rekisteri (arkikieli/akateeminen tiedonalojen kieli). Täysin yksiselitteinen polarisaatio ei kuitenkaan ole, koska nykymaailmassa kielenoppimisen ja erityisesti kielenkäytön tilanteiden rajat ovat hämärtyneet ja sekoittuneet ja kielellistä pääomaa voidaan saada monesta eri lähteestä. Tätä havainnollistaa hyvin teoriaosassa esitelty Bialystokin (1978) kielenoppimisen malli.

Yksi merkittävimmistä eroista EFL- ja CLIL -kielenoppimisen lähestymistavoissa on se, minkälaista kielen rekisteriä ne käyttävät. Tämä seikka on jäänyt suomalaisessa kaksikielistä sisällönopetusta koskevassa kirjallisuudessa ja tutkimuksessa vähäisemmälle huomiolle ja on vasta nyt tulossa uuden opetussuunnitelman myötä yleiseenkin opetukseen: EFL -opetuksessa pyritään ennemmin kommunikatiiviseen arkikielen oppimiseen, kun taas CLILissä oppiaineiden

opiskelu edellyttää akateemista kielitaitoa ja eri tiedonalojen kielen hallintaa (esim. Gottlieb & Ernst-Slavit 2013; Gottlieb & Ernst-Slavit 2014; Snow & Uccelli 2009; Zwiers 2008). Tämä on myös uuden Perusopetuksen opetussuunnitelman (NCC 2014) keskeinen painopisteen muutos aikaisempaan verrattuna sen lisäksi, että opetuksen järjestäjälle on nyt myös varsin selkeästi osoitettu velvollisuus määrittää CLIL -opetuksen kielelliset tavoitteet eri oppiaineissa, vieraskielisen opetuksen laajuus ja toteuttamistavat. Tämän vuoksi tutkielmassa nostetaan akateeminen kieli ja lukutaito omaksi aihepiirikseen.

Akateemisen kielitaidon saavuttamiseen voi tutkimusten mukaan (Cummins 2008; Cummins & Man 2007) kulua noin 5–7 vuotta, mutta on huomattava, että nämä tutkimukset oli suoritettu kohdekielisissä ympäristöissä. Kaksikielisessä sisällönopetuksessa aikaa voi kulua huomattavasti enemmän, minkä vuoksi rekisterin tietoinen harjoittaminen on tärkeää. Gottliebin ja Ernst-Slavitin (2013: 3) esittämä hierarkkinen akateemisen kielen typologia, joka etenee sana- ja lausetasolta virke- ja diskurssitasolle erilaisine aihekokonaisuuksineen, selkeyttää akateemisen kielitaidon osatekijöitä. On myös huomattava, että koska kyse on kielen rekistereistä, käyttävät ne osin samanlaista sanastoa ja rakenteita – onkin siis parempi puhua kielitaidon jatkumosta kuin kahdesta eri kielen tyypistä (Snow & Uccelli 2009), jotka ovat osin päällekkäisiä. Arkikielen oppiminen edeltää akateemista kielitaitoa, joka on systemaattisen rakennustyön tulos (Dutro & Moran 2003).

Kielitaidon arviointi suomalaisessa peruskoulussa noudattaa yleisiä arvioinnin periaatteita, jotka määritellään Perusopetuslaissa (Basic Education Act 628/1998) ja Perusopetusasetuksessa (Decree on Basic Education 852/1998), joihin puolestaan opetussuunnitelmat (NCC 2004; NCC 2014; TTS 2015) perustuvat. Arvioinnin tulee olla ohjaavaa, monipuolista, riittävää ja kannustavaa. Lisäksi sen tulee olla kehittävää ja edistää oppilaiden kykyä itsearviointiin. Perusopetuksen opetussuunnitelmat tunnistavat vain kaksi eri arvioinnin muotoa: formatiivisen, opintojen aikaisen arvioinnin sekä summatiivisen päättöarvioinnin, joka tapahtuu vasta perusopetuksen 9. luokan päätteeksi. Kaikki muu arviointi on luonteeltaan formatiivista eli sen tarkoitus on edistää oppimista. Uuden perustetekstin (NCC 2014) mukainen arviointikulttuuri on hyvin samankaltainen kuin arviointikirjallisuudessa käytetty termi *vaihtoehtoinen arviointi* (alternative assessment) ja se sisältää monia arviointiperiaatteita, joita suositellaan myös nuorille oppijoille eli noin perusopetuksen alakouluikäisille lapsille (ks. esim. Hasselgreen 2005: 38; Ioanniou-Georgiou & Pavlou 2003). Uudessa arviointikulttuurissa arvioinnin tulee kannustaa yrittämään; sen tulee olla osallistavaa ja vuorovaikutteista; sen pitää korostaa vahvuuksia heikkouksien sijaan; eri arvioinnin osapuolten (opettaja, oppilas ja huoltaja) näkemykset otetaan huomioon ja se on

sekä eettisesti kestävää että oikeudenmukaista (NCC 2014). Lisäksi uusi opetussuunnitelma korostaa erityisesti arvioinnin perustumista kriteereihin ja sitä, että oppiminen ja opinnoissa edistyminen tehdään näkyväksi kaikille arvioinnin osapuolille (*ibid.*).

Kieliportfolion nähdään toteuttavan monia edellä mainituista arvioinnin edellytyksistä; siksi uusi perusteasiakirja (NCC 2014) mainitsee Eurooppalaisen kielisalkun nimeltä. Portfolio nähdään myös holistisena työtapana, joka tuo oppimisen ja edistymisen näkyviin kielinäytteiden avulla (esim. Smith & Tillema 2003). Lisäksi se aktivoi oppijoita, kehittää heidän reflektointitaitojaan, auttaa ymmärtämään omaa oppimisprosessia, antaa mahdollisuuden oman persoonallisuuden ja ajatusten sekä vähäisenkin kielitaidon esittelemiselle mielekkäällä tavalla (esim. Ioanniou-Georgiou & Pavlou 2003: 23; Jones 2012: 402, 414). Kieliportfolion taustalla on kokeellisen oppimisen teoria (esim. Mäkinen 2009), joka kuvaa oppimista kehänä. Kehän alku on konkreettinen, välitön ja henkilökohtainen kokemus, jota reflektoimalla syntyy uusi käsitteellinen ymmärrys alkuperäisestä kokemuksesta; uutta näkemystä voi taas testata toisissa kokemusympäristöissä, jota jälleen reflektoidaan (esim. Kolb 1984; Beard & Wilson 2006). Reflektoinnin kautta syntyy uusia merkityksiä, ja se linkittää vanhaa ja uutta opittua ainesta. Portfoliotyöskentelyssä reflektoinnilla on merkittävä rooli, ja sitä pitää taitona harjaannuttaa jo nuorienkin oppijoiden kohdalla (Alanen & Kajander 2011; Costa & Kallick 2008).

On olemassa erilaisia portfoliomalleja (ks. Smith & Tillema 2003). Koska tässä toimintatutkimuksessa kokeillut portfoliomallit perustuivat vain osin Eurooppalaiseen kielisalkkuun, voi ne määritellä Smithin ja Tilleman (2003: 627) mukaan harjoittelunäytekansioksi (training dossier). Raportissa siitä kuitenkin käytetään yleisnimitystä kielisalkku (language portfolio). *Eurooppalainen kielisalkku* (European Language Portfolio, ELP 2014, Kielisalkku 2015) on Eurooppa-neuvoston Kielipolitiikkayksikön lanseeraama vaihtoehtoinen, opiskelijan omaa osallisuutta ja toimijuutta korostava formatiivisen arvioinnin malli, joka perustuu Eurooppalaiseen viitekehykseen (CEFR 2001). Sen tarkoituksena on edistää kielenoppijan autonomian lisäksi monikielisyyttä, kulttuurien välistä vuoropuhelua sekä mahdollistaa kielenoppimisen dokumentointi monipuolisella tavalla (ELP 2014). Suomessa kielisalkku ei näytä olevan laajasti käytössä peruskouluasteella (Salo ym. 2013; Wewer 2014). Euroopassa se kuitenkin on arviointikäytänteenä suosittu, mistä kertovat mm. eri-ikäisille oppijoille laaditut, akkreditoidut salkkumallit. Perinteiseen salkkumalliin kuuluu kolme osaa: 1) kielipassi, 2) kielibiografia ja 3) näytesalkku. Kielipassin tarkoituksena on osoittaa ja arvioida eri kielissä saavutettu viitekehyksen mukainen taitotaso, kun taas kielibiografia avaa kielenoppijan omaa kielitaustaa ja -kokemuksia, myös kulttuurisesta näkökulmasta. Näytesalkku sisältää

erilaisia oppijan valitsemia kielenkäyttöesimerkkejä. Virallinen suomalainen kielisalkkumalli peruskouluikäisille oppilaille (luokat 1–2, 3–6 ja 7–9) julkaistiin vasta syksyllä 2013 (Kielisalkku 2015).

Suomessa on tehty ja raportoitu kielisalkkukokeiluja jo noin 20 vuotta sitten (ks. esim. Linnakylä, Pollari & Takala 1994; Kohonen 2005), ja kokeiluista saadut kokemukset ovat olleet varsin positiivisia. Useimmat kielisalkkukokeilut perustuivat Eurooppalaiseen kielisalkkumalliin. Kielisalkkutyöskentelyn on muun muassa havaittu lisäävän oppija-autonomiaa, kielenoppimisen merkityksellisenä kokemista, metakognitioiden kehittymistä, kielitietoisuutta ja opettajien tietoisuutta Eurooppalaisesta viitekehyksestä (*ibid.*). Kuten vaihtoehtoisessa arvioinnissa yleensäkin, portfolioarviointikokeiluissa havaittiin myös ongelmia. Esimerkiksi täysimittaisen, kolmiosaisen Eurooppalaisen kielisalkkumallin toteuttaminen nähtiin hankalana ja kielipassin relevanssi kyseenalaistettiin (Sivonen-Sankala 2005), puhutun kielen arviointi koettiin haasteelliseksi (Viita-Leskelä 2005), ja ajan puute sekä käytännön organisointi rajoittivat työskentelyn laajuutta (Sivonen-Sankala 2005; Viita-Leskelä 2005).

Tutkielman tavoitteet ja tutkimuskysymykset

Tämän tutkielman tekemisellä oli sekä yleisiä että erityisiä tavoitteita. McKay (2006: 65) erottaa nuorten oppijoiden arviointitutkimuksessa erilaisia yleisiä tarkoituksia, joista tämän tutkielman tarkoituksena oli tutkia ja jakaa tietoa nykyisistä arviointimenetelmistä, oppia paremmin ymmärtämään nuorten oppijoiden eri konteksteissa esiintyvää kielitaitoa ja sen kehittymistä sekä tarkastella ja parantaa arvioinnin vaikuttavuutta nuorten oppijoiden, heidän vanhempiensa, opettajiensa ja koulunsa elämänpiirissä. Tarkempia tavoitteita oli myös kolme. Ensimmäisenä tavoitteena tutkielmalla oli luoda yleinen kuvaus kieliportfolion käytöstä ja käyttömahdollisuuksista sekä EFL- että CLIL -arvioinnissa. Toinen tavoite oli selvittää kieliportfolioiden informatiivisuutta. Kolmas tavoite oli tarkastella kieliportfoliokonseptin kehitysnäkymiä. Nämä tavoitteet ja tarkoitukset heijastuvat suoraan tutkimuskysymyksissä, joita on neljä:

1) Kuinka informatiivisena oppilaat ja heidän vanhempansa pitävät kieliportfolioita kielitaidon ja sen kehittymisen indikaattorina sekä EFL- että CLIL -opinnoissa?
2) Mitä mielipiteitä ja kokemuksia opettajilla, oppilailla ja heidän vanhemmillaan on kieliportfolioista?
3) Mitkä ovat kieliportfoliotyöskentelyn edut ja haitat?

4) Miten nuorten oppijoiden kieliportfoliota voisi edelleen kehittää EFL- ja CLIL -kontekstissa?

Laadullisessa, kuvailevassa toimintatutkimuksessa ei ole tarpeen muodostaa ennakko-odotuksia (Creswell 2014: 139), joten tässä tutkielmassa ei kirjattu hypoteeseja.

Tutkielman osallistujat, metodit ja aineisto

Toimintatutkimus on lähestymistapa, joka yhdistää sekä toimintaa että tutkimusta ja pyrkii muuttamaan ja parantamaan tutkimuksen kohteena olevia toimintatapoja ja käytänteitä (Cohen, Manion & Morrion 2007: 297, 312). Tämä toimintatutkimus koostui kahdesta painopisteeltään erilaisesta portfoliokokeilusta, jotka nähdään omina tapauksinaan. Ensimmäinen kokeilu, EFL -portfolio, kesti runsaan puoli lukuvuotta 2011–2012, ja se keskittyi englanti vieraana kielenä -opetukseen (3 vuosiviikkotuntia) kolmannella luokalla. Toinen kokeilu, CLIL -portfolio, oli kahden kokonaisen lukuvuoden mittainen vuosina 2012–2014, ja sen kohderyhmänä olivat ensimmäisen ja toisen vuosiluokan oppilaat, jotka eivät vielä opiskelleet englantia oppiaineena, vaan vieras kieli oli paitsi luokkakielenä, myös oppiaineiden kielenä erityisesti matematiikassa sekä ympäristö- ja luonnontieteessä. Molempien luokkien oppilaat olivat CLIL-opetuksessa, jossa koulun opetussuunnitelman mukainen englannin osuus kaikesta opetuksesta oli noin 25 % (TTS 2015). Kokeilut esitellään tiivistetysti Portfoliokokeilut -otsikon alla.

Toimintatutkimuksen osallistavan luonteen vuoksi se ei koskaan ole täysin objektiivinen lähestymistapa tutkittavaan aiheeseen (Cohen, Manion & Morrison 2007: 310). Jotta tämä pääasiassa laadulliseen tutkimusparametriin tukeutuva tutkimus olisi luotettavampi, turvauduttiin triangulointiin sekä osallistujien että metodien osalta. *Triangulointi* tarkoittaa useamman kuin yhden aineistonkeruuseen liittyvän menetelmän käyttämistä, jotta tutkittavasta ilmiöstä voitaisiin muodostaa syvempi ja tarkempi käsitys eri perspektiivien avulla (Duff 2007: 975-976; Rothbauer 2008: 893; Seliger & Shohamy 1989: 123). Tämän vuoksi tutkimukseen osallistui useita ihmisryhmiä ja aineistoa kerättiin eri tavoin.

Kaikki toimintaan osallistuvat henkilöt voidaan katsoa tutkimuksen osallistujiksi (Stringer 2007: 6). Tässä tutkielmassa osallistujat luokiteltiin kolmeen eri ryhmään: 1) primääriosallistujat eli oppilaat ja heidän vanhempansa, 2) sekundääriosallistujat eli opettajat ja 3) avustajat eli henkilöt, joilla oli jonkinlaista osallisuutta tai vaikutusta portfoliotehtävien tai -aineiston syntymiseen tai kertymiseen. Ensimmäiseen EFL -portfoliokokeiluun osallistui 18 oppilasta; CLIL -portfoliokokeilussa oli mukana 19 oppilasta. Portfoliokokeilun aloitti myös kaksi muuta

CLIL -opettajaa: ensimmäinen kutsuttuna opettajana toisesta koulusta, ja toinen halusi aiheesta kiinnostuttuaan vapaaehtoisena mukaan. Kumpikin opettaja sai perustiedot Eurooppalaisesta kielisalkusta, lähdeaineistoa sekä valmiita portfoliotehtäviä. Molemmat kokeilut jäivät kesken eri syistä: motivaation puute ja organisointihaasteet sekä äitiyslomalle jääminen. Opettajanäkökulman rajallisuuden vuoksi kokeiluihin osallistuneet opettajaopiskelijat luettiin mukaan sekundääriosallistujiin. Avustajia olivat mm. ystävyyskoulu, luokkavierailijat ja natiiviopettaja (ks. Taulukko 5).

Aineiston keruu tapahtui sekä puolistrukturoiduin tutkimuskyselyin että vapaaehtoisia haastattelemalla. EFL -portfolioon liittyvä aineisto koostui 18 oppilaskyselystä ja 17 huoltajakyselystä, kun CLIL -portfoliossa vastaavat lukumäärät olivat 19 ja 18. Kummankin kokeilun päätteeksi tutkielman tekijä haastatteli seitsemää vapaaehtoista oppilasta tutkimuskyselyn aihepiirejä noudattaen. Haastattelut nauhoitettiin sanelukoneella ja litteroitiin minimitasolla. CLIL -portfolion alkuvaiheessa tiiviisti työskentelyssä mukana olleista opettajaopiskelijoista kolme osallistui vapaaehtoiseen ryhmäkeskusteluun eli teemahaastatteluun, joka myös nauhoitettiin ja litteroitiin minimitasolla. Aineisto analysoitiin käyttäen temaattista sisältöanalyysia, muta myös frekvenssejä ja prosenttiosuuksia laskien. Käytännössä aineistosta siis etsittiin toistuvia aihepiirejä eli teemoja, jotka sitten yhdisteltiin omiksi kokonaisuuksikseen. Kaikessa tutkimuksen aineiston keruuseen sekä analyysiin liittyvässä noudatettiin hyvää eettistä tutkimustapaa ja tutkimuskontekstin omia tutkimusohjeistuksia.

Portfoliokokeilut

Molemmissa portfoliokokeiluissa otettiin huomioon nuorten oppijoiden arviointitehtävien erityispiirteet (Hasselgreen 2005), ja niiden ideoinnissa hyödynnettiin, erityisesti alkuvaiheessa, Eurooppalaista kielisalkun rakennetta ja toimintamalleja sekä Itä-Suomen yliopiston harjoittelukoulussa toteutettua salkkutyöskentelykokeiluraporttia (Perho & Raijas 2011). Molemmat kokeilut alkoivat samankaltaisella tehtävällä, kielibiografialla, joka kartoitti oppilaiden kielitaustaa, -kokemuksia ja -historiaa. Muutoin kummassakin portfoliokokeilussa tehtävät pohjautuivat oppitunneilla käytettyyn kieleen. EFL -portfoliossa se perustui pääosin oppikirjan Yippee! 3 (Kuja-Kyyny-Pajula *et al.* 2009) – ja siten myös valtakunnallisessa Opetussuunnitelman perusteissa (NCC 2004) mainittuihin – aihepiireihin, kyproslaisen ystävyyskoulun kanssa käytyyn kommunikointiin sekä joihinkin reflektio- ja arviointitehtäviin. Portfoliotehtävätunteja oli keskimäärin joka toinen viikko. Tutkielmantekijä organisoi ja toteutti EFL -portfoliokokeilun ilman muita opettajaosallistujia, koska englannin oppiaine ei

sisältynyt opettajaopiskelijoiden opetusharjoitteluun. Kattavat portfoliotehtävien luettelot ovat liitteissä 1 (EFL) ja 2 (CLIL).

CLIL -portfolio rakentui oppilaiden erittäin nuoren iän vuoksi ensin pääosin yleisestä arkikielestä, mutta toisena kokeiluvuotena jo enenevissä määrin alkavasta akateemisesta kielestä. Koska osallistujat olivat vasta koulunsa aloittaneita lapsia, olivat alkuvaiheen tehtävät sellaisia, joissa tarvittiin aikuisten apua. Opettajaopiskelijat valjastettiin tähän työhön, ja he ottivat joko yksittäisiä oppilaita tai pienryhmiä luokasta viereiseen ohjaustilaan portfoliotyötä varten. Avustamisesta he saivat opintosuorituksia, ns. muu koulutyö -harjoittelua. Kun oppilaiden taidot kasvoivat, myös tehtävissä tarvittiin enemmän omaa aktiivisuutta. Portfoliotehtävät kielen karttumisen dokumentoinniksi otettiin jokaviikkoiseksi luokkarutiiniksi. Useimmat portfoliotehtävät laadittiin ympäristö- ja luonnontietoon liittyen, ja niiden tarkoituksena oli dokumentoida opittua kieliainesta.

Analyysi ja keskeisimmät tulokset

Kumpikin portfoliokokeilu analysoitiin erikseen, mutta molemmissa tulokset ryhmiteltiin aihealueittain siten, että yleisimmät tai huomiota herättävimmät teemat tulivat esille kaikkien osallistujien osalta. Kyselyistä ja haastatteluista poimittiin lisäksi tiettyjä mielipiteitä tai näkökulmia edustavia esimerkkejä. EFL -portfolion aihealueet olivat seuraavat: mielipiteet portfoliotehtävistä, kielitaidon osoittaminen, kielibiografia, portfolio kielitaidon ja sen kehittymisen indikaattorina sekä tulevaisuuden näkymiä. CLIL -portfolion aihealueet olivat osin samat: kieliportfolion kokeminen tärkeäksi, mielipiteet portfoliotehtävistä, kielibiografia, portfolio kielitaidon ja sen kehittymisen indikaattorina, portfolion aine-spesifisyys ja tulevaisuuden näkymiä.

Tulokset ja havainnot olivat samansuuntaisia paitsi molemmissa portfolioissa, myös aikaisempien suomalaisten portfoliokokeiluraporttien kanssa. Osallistujien mielipiteet ja kokemukset olivat varsin positiivisia ja puolsivat voimakkaasti kieliportfolion käyttämistä yhtenä arviointimenetelmänä muiden menetelmien rinnalla. Uuden opetussuunnitelman (NCC 2014) arviointikulttuurilinjaus painottaa erityisesti sitä, että arvioinnin tulee olla vaihtelevaa ja perustua monipuoliseen näyttöön. EFL -oppilaista 89 % ja heidän vanhemmistaan 82 % piti portfoliota hyvänä kielitaidon indikaattorina, kun taas CLIL -oppilaista 74 % oli sitä mieltä, että he voivat portfolion avulla osoittaa kielitaitoaan ja 67 % ajatteli, että portfolio osoittaa heidän englanninkielentaitoaan. Heidän vanhemmistaan 94 % piti portfoliota hyvänä kielitaidon

indikaattorina. Suullisen kielitaidon osoittamisessa paperimuotoinen portfolio ei ole sovelias, kuten jotkut osallistujat huomauttivatkin.

Molemmissa ryhmissä oppilaat olivat yleisesti sitä mieltä, että portfolio on menetelmänä kiva ja hauska; he eivät mieltäneet sitä varsinaiseksi arviointimenetelmäksi. Se pikemminkin tallentaa näytteitä ja siivuja kielitaidosta, jotka puolestaan pitkittäistarkasteltuna osoittavat kehitystä taidoissa. EFL -oppilaita miellytti erityisesti se, että heidän oli portfoliotöissään mahdollista soveltaa oppimistaan uusissa yhteyksissä ja samalla liittää kielen käyttämiseen muita taitoja kuten piirtämistä ja luovaa työskentelyä. CLIL -oppilaat puolestaan olivat iloisia ja ylpeitä ylipäänsä kehittyvästä kielitaidostaan. Kautta linjan oppilaiden mieltymykset jakautuivat erilaisten tehtävien kesken. Tämä osoittaa, että opettajan on hyvä huolehtia siitä, että erilaiset oppijat ja oppimistyylit huomioidaan tehtävien suunnittelussa; kielen oppimiseen liittyvät tehtävät voivat usein jäädä pelkästään kielellisiksi. Kuten aikaisemmassakin kielisalkkuraportissa (Viita-Leskelä 2005) myös tässä erityisesti yksittäisten poikien oli toisinaan vaikea motivoitua portfoliotyöhön. Siksi ammentaminen oppilaiden omista mielenkiinnon kohteista on tärkeää. Oppilaat toivatkin esiin, että portfoliotöiden kautta voi oppia enemmän uutta kieltä.

Vanhemmat olivat myös huomattavan kiinnostuneita lapsiensa kieliportfolioista; tehtävät paljastivat vanhempien mukaan erilaisia asioita koulussa opiskeltavista asioista oppilaiden asenteeseen, motivaatioon ja ajatuksiin. Moni ilahtui lapsensa vahvasta halusta oppia kieltä. Myöskään vanhemmilla ei ollut selkeitä, ylitse muiden nousevia tehtäväsuosikkeja, mutta kieliportfoliota pidettiin yleensä ottaen mielenkiintoisena. Mielenkiintoiseksi kuvailtiin myös portfoliota kokonaisuudessaan. Kaikki vanhemmat molemmissa ryhmissä oli halukkaita jatkamaan ja seuraamaan tulevaisuudessakin portfoliokokeilua. Opettajaopiskelijat huomasivat, että portfoliotyöskentely, etenkin pienryhmässä tai kahden kesken tapahtuva, auttaa muodostamaan hyvän suhteen oppilaisiin ja tarkemman käsityksen heidän taustoistaan. Portfoliotyöskentelyn avulla voi myös saada palautetta omasta opettamisestaan.

Kriittinen tarkastelu, merkitys ja suositukset

Kieliportfolion reflektiivisyys koettiin hankalana; oppilaiden oli vaikea arvioida omia töitään, kielenkäyttöään sekä edistymistä. Tässä onkin selkeä kehittämisen kohde, koska reflektointia on mahdollista opettaa ja harjoitella systemaattisemmin. Kun pohdinta, itse- ja pariarviointi otetaan mukaan alusta alkaen ja pohdintaa tehdään ensin yhdessä ja sitten tukien, taidot kasvavat ja reflektointi helpottuu. Tieteenalojen akateeminen kieli jäi myös ohueksi tässä

kokeilussa, mutta se johtui pääasiassa oppilaiden nuoresta iästä ja alkavasta kielitaidosta. CLIL-portfolion kokeileminen vanhempien oppilaiden kanssa, ja siinä erityisesti akateemisen kielen kehittymisen tarkastelu, olisi mielenkiintoinen uusi tutkimuskohde. Tällainen portfoliotyöskentely vaatii opettajalta hyvin analyyttista, kielitietoista ja systemaattista kaksikielistä sisällönopetusta ja portfolio-ohjausta.

Tässä tutkielmassa otettiin vanhempien näkökulma ja ääni vahvasti mukaan, kun aikaisemmissa raporteissa osallistujina ovat usein olleet vain opettaja ja oppilaat (vrt. esim. Linnakylä, Pollari & Takala 1994, Kohonen 2005). Vanhempien lisäksi kaksikielisen sisällönopetuksen CLIL -näkökulma ja nuorten kielenoppijoiden perspektiivi lisäävät tutkielman merkittävyyttä. CLIL -arviointitutkimusta on olemassa hyvin vähän. Kritiikkinä tutkielmalle mainittakoon, että opettajien osuus olisi voinut olla suurempi, ja opettaja-tutkijan kenttämuistiinpanot olisivat lisänneet tutkimuksen moniulotteista lähestymistapaa. Tulokset eivät ole täysin yleistettävissä, koska kyseessä oli ainutlaatuinen kahden tapaustutkimuksen muodostama toimintatutkimus, mutta saadut tulokset ovat kyllä hyvin samansuuntaisia aikaisempien raporttien kanssa, mikä puolestaan vahvistaa tämänkin tutkielman tuloksia.

Portfoliota voidaan pitää varsin suositeltavana arviointimenetelmänä, joka lisää käyttäjiensä kielitietoisuutta, kielenoppimismotivaatiota, auttaa yhdistämään vanhaa ja uutta opittua sekä tekee konkreettisesti näkyväksi sen vähäisenkin kielen, mitä lapsi osaa. On hyödyllistä, että opettajat selvittävät oman luokkansa oppimistyyliprofiilin (ks. Moniälykkyysteoria, Gardner 1993), jotta työtavat ja portfoliotehtävät tukisivat mahdollisimman pitkälle erilaisia oppijoita. Portfoliotyöskentely on hyvä suunnitella tarkoin ja ottaa osaksi säännöllistä luokkatyöskentelyä, jotta siitä tulee luonteva osa kielenoppimisen dokumentointia. Uuden Opetussuunnitelman (NCC 2014) linjauksen mukaisesti arvioinnin perustuminen monipuoliseen näyttöön puoltaa myös portfolioarvioinnin ja -työskentelyn ottamista osaksi luokkarutiineja. CLIL -ympäristössä on hyvä sopia yhteisestä kielitaidon arviointimallista, jonka osana portfolio on suositeltava. Opettajan motivaatio ja selkeä ymmärrys sekä Eurooppalaisen kielisalkun perusperiaatteista, Eurooppalaisen viitekehyksen tuntemus sekä vahva kielellinen osaaminen (vrt. CLIL -opettajalta vaadittava kielellinen pätevyys, Ordinance 25/011/2005) edesauttavat portfoliotyöskentelyn onnistumista.

Aivan kuten oppilaille on tärkeää saada käyttää kieltä luovasti erilaisissa yhteyksissä, on opettajallakin oltava oikeus toteuttaa portfoliota haluamallaan tavalla – tai olla toteuttamatta. Portfoliotyöskentelyn edut kuitenkin ovat kiistattomat. Kokeiluun osallistuneen toisluokkalaisen oppilaan mukaan hänen portfolionsa oli ”maailman kivoin kirja”!