Fall 12-11-2015

Student Self-Regulated Learning Through Use Of The Linguafolio® Online In A Beginning Middle School El Class

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STUDENT SELF-REGULATED LEARNING THROUGH USE OF THE LINGUAFOLIO® ONLINE IN A BEGINNING MIDDLE SCHOOL EL CLASS

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A capstone submitted in partial fulfillment of the requirements for the degree of

Master of Arts in English as a Second Language

Hamline University

St. Paul, Minnesota

December 2015

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ACKNOWLEDGEMENTS
I would like to thank my colleague for allowing me to work with her beginning ESL class as well as those at the University of Oregon who always helped to answer my questions or point me in the right direction.
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CHAPTER ONE: INTRODUCTION

Throughout my experiences as a French teacher and novice EL teacher, I have consistently wondered how to develop systematic ways of student self-reporting of grades and progress of learning over time since doing so has a significant impact on achievement (Hattie, 2009). In his book "Visible Learning", Hattie (2009) reports that student self-reporting of grades has the biggest impact on learning with an effect size of +1.44, but while Hattie's meta-analysis of over 800 studies reports a summarized list on the factors affecting learning, the question remains as to exactly how ESL teachers can facilitate opportunities in their classes for student self-reporting of learning in order to increase achievement and create visible learning. According to Hattie (2009), visible learning occurs when teachers allow students to become their own teachers. Kennedy (2005) reports that teachers are significantly concerned with fostering student learning, or how to teach, as opposed to what to teach, which only highlights the interest among teachers in making learning visible for students. So, if we know that student self-reporting of grades creates the biggest, or most visible gains in learning (the equivalent of two to three years according to Hattie), and teachers are primarily concerned with how to teach, determining the specific learning strategy or tool is of critical importance and of high interest to educators.
Systems of self-assessment are of increasing interest to educators as they seek to individualize instruction and provide more direct control to the language learner so that students can sustain a process of self-regulation and self-assessment throughout the learning process. This shift from teacher-centered methods to student-centered strategies represents a pedagogical and theoretical shift in practice that poses a unique challenge for teachers of English learners (ELs). This chapter explores how increasing interest in self-regulated learning led to the development of the LinguaFolio® in the United States, and how the online version of the traditional LinguaFolio® is an appropriate strategy for increasing self-regulated learning for an English language class.

History and Development of the LinguaFolio®

In the late 20th century, a focus on classroom-based methods dominated the language acquisition field; however, more recently increasing attention and focus have been directed toward examining individualized learning strategies that fundamentally recognize the learner as the predominate actor in their own learning (Gascoigne, 2008, p.131; White, 2008, p.3-4). When properly channeled, the importance of an active, autonomous language learner can have tremendous, positive impacts in the classroom environment (Gascoigne, 2008; Hattie, 2009) and on language acquisition (Dörnyei & Ottó, 1998).

Nonetheless, the question remains as to how ESL teachers can enhance their practice by providing ELs with an appropriate framework that will allow the learner to be an active agent in their learning. One type of framework that actively involves the learner is a language portfolio. Portfolios are a powerful assessment tool that create clarity for the learner and teacher while providing a high degree of control on the part of
the learner in the selection and organization of work samples over time (Luke, 2005). Additionally, learners can see progress over time due to the collection of work samples from throughout the learning process. By selecting work samples, students are actively reflecting and self-assessing whether or not any particular sample accurately represents their current level of mastery or understanding.

Perhaps the most commonly known language learning portfolio is the European Language Portfolio (ELP), which was developed by the Council of Europe in 1993 (Gascoigne, 2008) and then used between 1998 and 2000 by the Language Policy Division of the Council of Europe in Strasburg (Ciesielkiewicz & Méndez Coca, 2013). Contained within the ELP are six levels of positively worded statements detailing the skill progression of language proficiency on a continuum, which comprise the Common European Framework of Reference (Council of Europe, 2001). In 2003 in the United States, members of the National Council of State Supervisors for Languages (NCSSFL) were intrigued by the ELP and 12 members participated in a Goethe Institute-sponsored trip to Germany in order to learn more about the ELP and the Common European Framework of Reference for language learning. After the initial visit, two more visits occurred and shortly thereafter between 2004 and 2007 two pilot projects occurred in the United States with the goal of creating an American version of the ELP.

The American equivalent to the ELP became known as the LinguaFolio®. NCSSFL wanted to preserve the original integrity of the ELP and its potential to validate linguistic and cultural backgrounds while fostering the habits of mind necessary for lifelong learning (Van Houten, 2004; Van Houten, 2007). NCSSFL, in developing the LinguaFolio®, focused on aligning the 5 Cs of Language Learning (Communication,
Cultures, Connections, Comparisons, and Communities) with ACTFL’s (American Council on the Teaching of Foreign Languages) proficiency scale in order to develop an American version of the Common European Framework, which could be standardized across various states and used by both heritage English speakers learning other languages and English language learners. The LinguaFolio® is also compatible to other organizations’ proficiency scales including the Interagency Language Roundtable (ILR) and the Teachers of English to Speakers of Other Languages (TESOL) (LinguaFolio® fact sheet, 2015).

Kentucky was the first state to implement the LinguaFolio® for grades three through eight for world language learners with a five year post-secondary longitudinal study that followed in Nebraska conducted by Ali Moeller (Van Houten, 2007), which is the study that inspired this research. Presently, the University of Oregon’s Center for Applied Second Language Studies (CASLS) now hosts an online LinguaFolio®, which can be purchased for a small annual fee of $2.00 per student. At the time this paper was published, the total number of learner accounts created and activated at least once since 2008 is roughly 24,060; however, CASLS does not track geographic location of the learners so it is unknown exactly where a majority of LinguaFolio® Online users are located (CASLS LinguaFolio®, support, personal communication, August 17th, 2015).

LinguaFolio® Online consists of the three key components similar to its ELP and paper counterparts and is organized under the umbrella of a “passport” landing page. The “passport” landing page serves as the overarching quick-reference page to all components of LinguaFolio® Online. Graphics are used with expandable and collapsible menus as
well as hyperlinked images so that users can quickly navigate to the desired page or section of their LinguaFolio® Online account.

The three parts of LinguaFolio® Online include:

1. *The Language Passport*, in addition to being a LinguaFolio® Online landing page, the *passport* contains several key sub-sections of LinguaFolio®. First, there is a section called *Interculturality* where learners elaborate on specific cultural experiences that allowed them to use authentic language appropriately (LinguaFolio Online – Home, 2008). This section also contains an overview of the learner’s self-assessment checklists, which are known as LinguaFolio® Can-Do descriptors. LinguaFolio® Can-Do descriptors are derived from the ACTFL proficiency standards.

2. *The Language Biography* is where learners document their personal language learning history in order to reflect and examine their language learning and cultural experiences (Van Houten, 2007; LinguaFolio Online – Home, 2008).

3. *The Dossier* is the collection of evidence exemplars users upload to LinguaFolio® Online for any given LinguaFolio® Can-Do descriptor.

Role of the Researcher

The aim of this paper is to determine the impact of LinguaFolio® Online use by middle school beginning English learners on self-regulated learning as measured by a student pre- and post-survey along with the evidence collected through regular LinguaFolio® Online use in the same class over two months’ time. A middle school
beginning ESL course was selected due to timing of the research and as a result of the need to examine meta-cognitive and self-regulatory strategy use for this particular group as language proficiency is at the novice or low level. Teachers at the site where this research was conducted expressed an interest in understanding how a system of self-assessment would work with beginning ELs. This site was also my current place of employment at the time this research was conducted. Moreover, I became increasingly interested in how regular use of LinguaFolio® Online might impact student awareness of skill development in a beginning middle school ESL class because I wanted to find out to what extent LinguaFolio® Online could be an effective formative tool for increasing academic engagement and fostering student-self regulated learning.

LinguaFolio® Online has been selected for two key reasons: First, the structure and design of the LinguaFolio® Online fosters and promotes student self-reporting of progress over time, a process that, according to Hattie (2009), has the most profound impact on achievement according to his meta-analyses list of the 138 factors impacting achievement allowing the equivalent of two to three years of academic gain when implemented with fidelity (Hattie, 2009, 43-44, appendix B). The structure of LinguaFolio® Online reflects Hattie’s description of what student-self reporting of grades looks like. Also, use of LinguaFolio® Online supports the demands of the 21st century learner, allowing increased and sustained accessibility as a student moves through their academic career or switches schools potentially making it an appropriate self-regulatory strategy for managing academic progress over time, a component critical to increasing motivation for second language acquisition (Dornyei & Ushioda, 2011, 68-69).
Secondly, LinguaFolio® Online has been selected specifically for the Can-Do self-assessment language learning tracking section specific to academic skills and experiences English learners develop and have while in school in the United States. The Can-Do descriptors referred to throughout this paper are not equivalent to the WIDA Can-Do descriptors commonly used for ESL instruction presently; rather, the Can-Do descriptors used within LinguaFolio® Online are the ACTFL Can-Dos commonly used for world language learners. The skills are positively worded “I can” statements and are aligned with the 5 Cs of language Learning and ACTFL’s proficiency scale and cover the four modalities of language learning: listening, speaking, reading, and writing. As students self-assess for each skill within the Can-Do section of the online portfolio, a horizontal graph is generated to show their skill progression for each area: interpersonal communication, interpretive listening, interpretive writing, presentational speaking, and presentational writing.

Students also upload or create work samples that demonstrate mastery for each self-assessed skill; this is where the self-regulation occurs as students self-select work samples or choose a modality in order to demonstrate a certain level of mastery for any given Can-Do descriptor. The “I can” statements provide formative feedback to students, allowing students to understand their progress over time toward the eventual end goal (Clark, 2012) while providing students with the opportunity to add or customize additional learning targets based on the identified skill and contained below the umbrella Can-Do descriptor for each of the five ACTFL proficiency indicators. Additional targets can be customized. For example, content knowledge can be incorporated with the language objective. In this case, English learners will use LinguaFolio® Online in order
to understand progress over time working toward the eventual goal of academic English proficiency as defined by the ACTFL proficiency scale.

**Background of the Researcher**

I became interested in systems of formative assessment and student self-reporting of learning after being introduced to John Hattie’s (2009) seminal book ‘Visible Learning’ while writing school improvement plans during the fall of 2011. ‘Visible Learning’, representing 15 years of research and work, is a complex and yet simple synthesis of over 800 meta-analyses connected to the factors that impact academic achievement for students in schools. Hattie begins by drawing contrast between the causes and correlations on factors impacting student achievement saying that too often correlations are deemed causes, which has led to an overabundance of solutions that are seemingly of equal impact (Hattie, 2009, 3).

In his book, Hattie has categorized and ranked by effect size the impacts correlated with achievement. The top 30 factors that have the biggest impact on academic achievement are all within teacher, school, and student control. Home life, commonly cited as a reason why students cannot learn, comes in at number 31 with an effect size of 0.57. The number one factor that has the biggest impact on student achievement is student self-reporting and monitoring of grades with an effect size of 1.44! Hattie (2009) explains that “a one standard deviation increase is typically associated with advancing children’s achievement by two to three years” (Hattie, 2009, 7-8). Knowing this, I became determined to figure out how to allow for student self-reporting of grades and progress in my own middle school French classes.
Throughout the 2011-2012 school year, I began to design ways in which I could have my French students self-report and self-monitor vocabulary acquisition in French. Students would constantly determine which words they knew before, during, and at the conclusion of study while using goal setting and additional learning strategies when needed in order to reach their goals. Essentially, my students counted the total number of words learned over time and calculated the difference throughout each unit of instruction at various intervals for two primary reasons: first, doing so allowed each student to isolate remaining unlearned words; and secondly, the total number of learned words continued to grow which appeared to increase interest, confidence, and motivation to continue to learn French vocabulary words. Students’ interest in vocabulary increased and students informally shared with me throughout the year that the vocabulary tracking helped them to learn better because they knew precisely what they needed to learn as well as what they had learned.

During the 2012-2013 school year, the formative vocabulary method I designed that allowed students to self-regulate their vocabulary learning was implemented in all middle school levels of French in one building. The exploration into how to best allow student-self reporting of grades and progress has been profoundly motivating for me as a teacher and I have continued to explore how to best have students track and measure progress, or learning, over time.

This interest has now expanded to include EL as it is an area in which I have begun teaching and pursuing further study. As a novice ESL teacher, I have wondered how I can re-create the success of the formative vocabulary methods in my ESL classes across all language modalities. While I was searching for systematic, formative strategies
to use with my future ESL classes, I found an article on the use of the LinguaFolio® in
foreign language classes and its impact on student motivation.

The LinguaFolio® is the American version of the European Language Portfolio (ELP) (Zeigler & Moeller, 2012) that provides for a methodical collection of student work by the student that is examined in order to show learning over time based on instructional objectives (Kohonen, 2000). The LinguaFolio® seemed to be a powerful instructional strategy for student- self reporting of grades and of progress. I began to wonder how ESL teachers could create visible learning in their classroom environments and what tools or strategies were available to ESL teachers that would allow students to self-report on their learning. As a follow up to these initial thoughts, LinguaFolio® Online has been selected as the strategy to examine and determine if visible learning is created as a result of its use with a middle school beginning ESL class.

This is what motivated me to design this study. I seek to determine whether or not regular use of LinguaFolio® Online with a middle school ESL class impacts student awareness of skill development while fostering student-self regulated learning. Ultimately, I would like to evaluate the effectiveness of LinguaFolio® Online in order to inform other teachers to what extent LinguaFolio® Online in an effective formative tool that allows students to self-regulate their learning while developing increased awareness of their learning.

Guiding Questions

With the selection of LinguaFolio® Online as the strategy, the following research questions will be examined in this capstone:
1. How does regular use of the self-assessment lists contained within LinguaFolio® Online impact student awareness of skill development in a middle school ESL class?

2. To what extent is LinguaFolio® Online an effective formative tool that allows students to self-report their learning?

Benefits of the Research

Understanding the impact of LinguaFolio® Online in an ESL class for adolescents could be very beneficial to ESL teachers who are looking to improve instruction and implement high impact practices particularly as many schools and districts move toward adopting a blended learning platform combined with competency-based, or standards-based, learning (Horn, M. B., Staker, H., & Christensen, C. M., 2015). The nature of LinguaFolio® Online also shifts the focus from teaching to learning, a shift in the mindset of educators currently taking place in the United States (DuFour, DuFour, Eaker, & Karhanck, 2006). By providing a personalized experience through self-assessment specific to language learning, LinguaFolio® Online has the ancillary benefit of just that—an explicit focus on language learning that allows English Language learners to see themselves getting better at their own pace. According to Horn, Staker, & Christensen (2015), today’s students require a student-centered schooling system that combines personalized learning and competency-based learning in order to maximize student success. Furthermore, competency-based learning develops perseverance since students are unable to progress without first mastering each skill along the continuum (Horn, Staker, & Christensen, 2015).

Additionally, the LinguaFolio® breaks down by proficiency the components of cognitive academic language (CAL) necessary to achieve cognitive academic language
proficiency (CALP) (Cummins et al., 1979; Cummins, 1999). Since CAL is complex, breaking down the components of CAL into manageable parts can be used to shape instruction for an ESL class. As stated previously, students also have the ability to customize or add essential learning “I can” statements underneath an umbrella target, or LinguaFolio® Online Can-Do descriptor, allowing students to make metacognitive connections to what they are learning and how that learning connects to CAL. Learning the academic languages in a subject area is learning how to think in that subject area (Zwiers, 2008), and since LinguaFolio® Online breaks down the skills of learning English across all four modalities, students have explicit access to learning how to think about English and therefore learning how to learn English effectively. This is especially important considering Ushioda’s (2003) finding that a student’s ability to regulate their motivation to learn an additional language is a direct result of their level of awareness to impact their learning.

Lastly, if LinguaFolio® Online is an effective tool in providing continued, sustained opportunities for ELs to self-report their progress over time, there could be significant gains in learning in a shorter amount of time. Results of learning would therefore be visible in standardized test scores and graduation rates of ELs. As of the fall of 2014, there were over 67,000 EL students attending Minnesota Schools, yet almost half of all ELs did not complete high school (Williams & Ebinger, 2014). While a majority of ELs did indeed graduate on time, there is still an urgent need to implement changes in order to better support the academic language learning of our ELs in Minnesota so that academic success can be accessed and achieved by all.
Summary

In this paper, I will address the impact of whether or not regular use of LinguaFolio® Online with a middle school ESL class impacts student awareness of skill development while fostering student-self regulated learning. I will also examine the extent to which LinguaFolio® Online functions as an effective formative tool for academic language learning.

Chapter Two will include a review of the literature surrounding LinguaFolio® as a strategy for increasing student autonomy as well as a discussion concerning second language acquisition motivation. Chapter Three will present the methodology selected and used throughout this study while Chapter Four will present the results of the study. The study concludes in Chapter Five with a discussion of the findings, provides insight into potential future applications of the results, and suggestions for further research.
CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to examine the impact of whether or not regular use of LinguaFolio® Online with a middle school ESL class impacts student awareness of skill development while fostering student-self regulated learning. Additionally, I would like to inform other ESL teachers to what extent LinguaFolio® Online serves as an effective formative tool for academic language learning. Ziegler and Moeller (2012) emphasis the findings of Paris and Paris (2001) by highlighting how self-regulated learning is a blend of cognitive, motivational, and affective factors, which will be discussed throughout this literature review. Finally, the impact of LinguaFolio® use in the foreign language classroom on motivation and task performance will be presented.

Student Self-Regulated Learning

In the late 20th century, researchers paid particular attention to broad application of classroom-based methods in determining which method was most effective for language acquisition; however, more recently researchers and educators alike have become increasingly interested in individualized learning strategies that fundamentally recognize the learner as the predominate actor in their own learning (Gascoigne, 2008, p.131; White, 2008, p.3-4). This conceptual shift in language education toward a more student-centered, standards-based approach accentuates the necessity of self-regulated and autonomous learning (Moeller, Theiler, & Wu, 2011) having a focus on cognition.
Benson (2001), Dickenson (1987), and Holec (1981) define autonomy as “the ability to take responsibility for one’s learning” and claim that in order to develop autonomy, learners must be trained—first by learning various strategies and then secondly, by learning how to use those strategies.

According to Gascoigne (2008), numerous studies confirm the importance of a more active, autonomous language learner in order to develop and sustain higher levels of engagement, reflection, and the metacognition which the learner experiences throughout the language learning process. Thus, the student is first and foremost the primary actor in their learning and has a certain level of autonomy that, if properly organized and cultivated, can have tremendous impacts on language learning. One way to accomplish this in a classroom environment is to juxtapose self-assessment with current performance levels (Schunk, 2001) aligned with clear performance standards (Ziegler & Moeller, 2012). Allowing students to self-assess and engage in the act of self-reporting their learning creates opportunities for students to experience their own learning firsthand, resulting in more active participation with the learning process (Clark, 2012). ELs may have varying degrees of familiarity with the new language and culture or come from non-literate backgrounds (Law & Eckes, 2007) and so making learning explicit is of utmost importance. Kuncel, Credé, and Thomas (2005) determined that high school students with good grade point averages were quite aware of their achievement levels in all subject areas and were able to self-report their grade point averages with accuracy. On the other hand, non-white students and students with low grade point averages were able to self-report with a lesser degree of accuracy (Kuncel, Credé, and Thomas, 2005). By linking self-assessment and performance to learning standards, students have an
increased opportunity to internalize the long term learning goals through the tangible comparison to their current skills and development (Ziegler & Moeller, 2012). Without clear guidance, students may simply accept whatever expectations they already have of themselves (Hattie, 2009), underperform, or be misguided. This is why having “clear learning intentions, transparent success criteria, and making learning visible to the student are the key elements of engaging students” (Hattie, 2008, p. 49). Moeller, Theiler, and Wu, (2011) state that it is essential to examine processes or activities that overtly develop the learner’s level of autonomy. So, when teachers take the time to intentionally mediate learning in order to shift the direction of student learning toward common, explicit, and rigorous goals teaching becomes more “visible and deliberate” (Hattie, 2009, p. 22).

Goals

Locke and Lotham (1990) emphasize the importance of goals by arguing that goals operate in multifaceted ways throughout the teaching and learning process. Hattie (2009) adds to this notion stating that goals synchronize action and help to make connections between the past and the future, which can lead to a “clearer notion of success” (Hattie, 2009, p. 164). In short, students ought to set goals. Moeller, Theiler, and Wu, (2011) define goal setting as the process of determining clear and functional objectives for learning; however, it is essential to recall that clear learning intentions are critical for goal setting in order to develop autonomous, self-regulating learners who have an accurate understanding of their current achievement levels (Hattie, 2009). Goals provide the standard by which students can then assess their current level of achievement or progress toward the standard. Yet, it is important to understand the nature and type of goal
required in order to develop an intrinsic and accurate opportunity for learners to self-assess reliably and in a meaningful way since goal setting alone will not necessarily improve achievement (Schunk, 2003).

Goal theory cites two types of goals—task-focused orientation and ability-focused orientation (Moeller, Theiler, & Wu, 2011). A task-focused orientation is often referred to as a *mastery goal* having intrinsic motivators such as learning and growing whereas an ability-focused orientation inevitably has a focus on extrinsic rewards such as getting good scores on test (Moeller, Theiler, & Wu, 2011; Dweck, 1986; Dweck & Leggett, 1988; Elliott & Dweck, 1988). Mastery goals foster a greater sense of intrinsic motivation and are connected to a more profound level of engagement (Moeller, Theiler, & Wu, 2011; Elliott & Dweck, 1988) as well as a greater interest in developing new skills and metacognitive thinking processes (Ames, 1992). While it is important that learners set their own mastery-goals, teachers ought to carefully participate in and help mediate this process so that there is a connection between the overall class objectives and students’ personal, learning goals. Moeller, Theiler, & Wu (2011) note that while teachers determine specific course goals, these goals can be significantly different from students’ goals for the same course. This only highlights the importance of a shared goal or common framework where students and teachers can engage in a consistent mastery-goal orientated exchange in order to develop academic interest and achievement over time situated in the context of performance (Schunk, 2001).

In summary, student self-reported grades is cited as the factor having the greatest, positive impact on student achievement (Hattie, 2009) particularly since students have mostly precise understandings of their achievement levels and so engaging students’
understandings of their own learning through goal setting can have a positive impact on academic achievement (Hattie, 2009; Ames, 1992). Learners who self-regulate actively participate in the learning process by demonstrating greater control of their learning by believing success will occur through strategy use and by valuing learning (Ziegler, 2014; Bandura, 2001). Additionally, since teachers are concerned with fostering students’ learning (Kennedy, 2005), understanding effective tools and strategies to foster student learning is of critical importance and of high interest to educators. Ultimately, it is up to the teacher to adopt a system of formative self-evaluation that will allow the learner to set mastery goals as well as participate and engage with what needs to be learned so that real, visible learning can occur by making the implicit explicit.

Motivation

Understanding and researching motivation is especially important in the field of second language acquisition (L2) due to the impacts on language learning (Ziegler & Moeller, 2012). Dörnyei and Ushioda (2011) define motivation as the “range of influences on human behavior” and explain that motivation is the reason why individuals do something, how long they will persist at any given activity, and how hard they will work to achieve it. L2 motivational research began to develop during a social psychological period in the 1960s where L2 attitudes and behaviors were observed to directly impact learner selection of L2 behaviors (Ziegler & Moeller, 2012; Dörnyei and Ushioda, 2011). The selection of certain L2 behaviors is unique to language learning since learners are expected to acquire both the language and culture of the L2 (Dörnyei and Ushioda, 2011). This observation is a driving force behind the shift from a focus on ability or aptitude to learn a L2 to the motivating factors behind L2 acquisition that are
“non-cognitive” (Dörnyei and Ushioda, 2011), or rather what Gardner and Lambert (1972) refer to as ‘affective factors’ impacting L2 learning success. Essentially, Gardner and Lambert (1972) point out that cognitive factors and learning experiences are inadequate justifications for the varying degrees of L2 achievement, and that motivation matters concerning L2 acquisition (Dörnyei and Ushioda, 2011). Several years later, Gardner (1985) elaborates on the interplay between motivation and a learner’s “orientation” or goals, claiming that specific orientations influence motivation and generate focus toward pursuing certain goals.

This line of inquiry led to the cognitive-situated period of L2 motivational research in the 1990s during which researches began asking how L2 motivation impacts learners in specific situations or contexts, particularly in the classroom setting (Ziegler & Moeller, 2012; Dörnyei and Ushioda, 2011). Dörnyei and Ushioda (2011) point out that the benefit of motivational sources situated in the classroom environment are more impactful than previously thought, and that there is a growing need to develop and implement such sources in the classroom environment. However, the development of motivational sources requires specific strategies, which provides insight into the current state of L2 motivational research known as the process-oriented approach (Dörnyei &Ushioda, 2011). Now that leaner orientations and specific contexts had been considerably investigated, further research sought to reveal motivational processes as they were occurring during learning in order to enhance motivational levels over time (Dörnyei & Ushioda, 2011) at both a cognitive and affective level. Moreover, specific systems and strategies are necessary in order to serve as the intermediary for developing L2 motivation and task performance. The LinguaFolio® is one such strategy.
The LinguaFolio®

The LinguaFolio®, as a system of formative self-evaluation for language students, provides a framework for student self-reporting of learning by ACTFL proficiency level for academic language learning that can be streamlined for any curriculum. The LinguaFolio® ultimately allows students to systematically collect their academic work that can be analyzed to show progress over time with regard to instructional objectives for reading, writing, listening, and speaking in most languages (Ziegler & Moeller, 2012, p. 334 from Kohenen, 2000). This study is primarily concerned with LinguaFolio® Online use for ELs, an area that is significantly under researched since use of the traditional LinguaFolio® and LinguaFolio® Online predominately occur with foreign language classes.

There are three clear parts to the hardcopy LinguaFolio®: Language Biography, Passport, and Dossier; however, the digital portfolio, or LinguaFolio® Online designed by CASLS at the University of Oregon, has six parts or tabs: Home, Passport, Interculturality, Biography, Can-Do, and Review. While there appear to be more parts to LinguaFolio® Online, each section ultimately comprises the three critical components of the LinguaFolio® as established in hardcopy format by the NCSSFL. Nevertheless, a digital LinguaFolio® provides on-demand, real-time access from any device with an internet connection with the option to add multi-media evidence for any LinguaFolio® Can-Do descriptor.

The Language Biography section provides students an opportunity to illustrate any past experiences with any and all languages students may have learned, used, or been impacted by while describing their current level of understanding or involvement with the
language. Students also note achievements in the target language in this section. While using LinguaFolio® Online, students simply type directly into their personal biography section. The Interculturality section is also an essential component of the traditional hardcopy biography section. Interculturality allows students to reflect on language learning encounters or experiences while narrating how their feelings, actions, and learning that occurred before, during, or after the encounter will lead to future action on their path of language learning (LinguaFolio® Online network, 2008). Ultimately, these two sections allow students to self-report on any language learning strategy they may have developed or learned due to their achievements or experiences with the additional language. This first-hand, self-reporting experience increases the likelihood that learners will be more involved in the learning process (Clark, 2012) as the very act of self-assessing strategy use increases self-regulation and achievement (Ziegler, 2014; Bandura, 2001; Hattie, 2009).

The passport section is the section that is of the most interest per the goals of this paper because the passport section requires students to self-report and goal set on their academic language progress according to the ACTFL proficiency standards (ACTFL, n.d.), which establishes clear and precise learning intentions between student and teacher for academic English. As stated previously, clear learning intentions as well as clarity concerning the goal setting process are critical for developing autonomous, self-regulating learners who can accurately and reliably assess current achievement levels (Hattie, 2009; Schunk, 2003). Ziegler and Moeller (2012) point out that an impactful part of goal setting is providing learners the chance to select their own goals. Furthermore, establishing such a framework for thinking about and monitoring learning grants teachers
an opportunity to provide meaningful feedback specific to the task on a continuum. Feedback is a powerful component for achievement (Hattie, 2009) and can help to make connections between past and future learning. Goals are also more likely to be accomplished when shared between student and teacher (Hattie, 2009).

While the hard copy passport section consists of the student self-checklists of learning by proficiency level where students check boxes as their skills develop, the digital passport serves as a dashboard with animated progress indicators as pictured in Figure 2.1 for each of the language learning strands and an expandable menu that integrates the student’s biography information below a profile picture of their choice. To access the digital self-assessment checklists, students access the LinguaFolio® Can-Do area by clicking on the rectangular, horizontal graph for any given language strand, which serves as a hyperlink to the self-assessment area for each strand as pictured in Figure 2.1.

Figure 2.1. The Can-Do Overview Contained in LinguaFolio® Online (LinguaFolio Online – Home, 2008). This figure illustrates the Language Passport of LinguaFolio® Online. Used with permission from Center for Applied Second Language Studies (CASLS, n.d.).
Contained within each LinguaFolio® Can-Do descriptor area are the self-assessment checklists learners use to self-assess their current abilities according to three criteria: “this is a goal”, “I can do with help”, or “I can do” as pictured in Figure 2.2. For any given ESL class a teacher or student may differentiate by proficiency which passport section of LinguaFolio® Online to use at any given time.

Figure 2.2. Can-Do Self-Assessment Checklist Example, (LinguaFolio Online – Home, 2008).

This figure illustrates an example of a LinguaFolio® Online Can-Do descriptor contained within LinguaFolio® Online. Used with permission from Center for Applied Second Language Studies (CASLS, n.d.).

Once a student shows and maintains mastery of any given proficiency level, a new passport checklist may be introduced at the next highest proficiency level in order to continue to support sustained learning and academic growth in English. Since self-regulated learning is cyclical in nature (Schunk, 2001 as cited by Ziegler, 2014), use of LinguaFolio® Online can be extremely useful as it allows learners to the ability to simultaneously to set and review goals, view feedback, and see evidence over time. When combined with the biography section, the passport section aims to help students make connections between their current ability, their experiences, and the strategies used for language learning. Since the pedagogical intention of the LinguaFolio® is to directly and
systematically engage students in a continuous process of self-assessment of abilities (LinguaFolio Online – Home, 2008), students end up having an explicit understanding of what they have already learned and what needs to be learned. Ziegler and Moeller (2012) discovered that the self-assessment process facilitated by the biography and passport sections of LinguaFolio® helped students to grow their metacognitive skills required to think about why and how they are learning.

The final section is the Dossier, which is the actual collection of student work intended to provide evidence of and for student learning. Traditional hard copy dossiers would perhaps be a folder where student work would be kept; however, for LinguaFolio® Online, multimedia evidence examples can be uploaded and accessed through the LinguaFolio® Can-Do area for each strand. Essentially, the dossier is layered with the passport section so that students can prioritize which work samples support each learning objective (see Figure 2.2). Herein lies the opportunity for self-assessment and self-reporting of mastery for each English language learning objective in conjunction with teacher feedback.

Use of the LinguaFolio® for foreign language learning has been shown as an effective approach in order to increase self-regulated learning for university Spanish students (Ziegler & Moeller, 2012). Moeller, Theiler, & Wu (2011) also discerned that LinguaFolio® use for goal setting in 23 high schools with a total of 1,273 students revealed a statistically significant relationship between the goal process and language achievement (p < .01). A mixed-methods study by Ziegler (2014) in Saxony, Germany concerning the European Language Portfolio (ELP), LinguaFolio®’s European counterpart, revealed that students using the ELP reported higher mastery-goal
orientation, task value, academic self-efficacy, self-regulatory efficacy, and instructor evaluations. A total of 575 students in 28 classes with 19 teachers in six schools participated in this study (Ziegler, 2014).

Need for Research

Hattie’s (2009) claim that student self-reporting of grades has the biggest impact on achievement is not explicitly supported by a list of instructional strategies or tools, and so interpretation as to what visible learning looks like for class instruction is needed. Current trends in education and L2 motivational research also indicate a need for further strategy development in order to sustain a process of self-assessment aligned with academic outcomes or objectives for academic English. This study aims to determine the extent to which LinguaFolio® Online as a strategy for visible learning is effective for a middle school beginning ESL class in fostering self-regulated learning and as a formative tool students can employ to self-report their learning over time.

Furthermore, to my knowledge there are no published studies about LinguaFolio® Online as it pertains to student self-reporting of learning over time for adolescent beginning ELs. On the other hand, I have recently learned through communication with LinguaFolio® Online that the North Carolina Department of Public Instruction is currently developing a customized version of the Can-Do descriptor statements for LinguaFolio® more specifically designed for ELs (Knight, 2015). While this up and coming version cannot yet be shared and its present target user age group is unknown to this researcher, one representative from LinguaFolio® Online has stated that the EL version may be available by the 2017-2018 school year (Knight, 2015). While many (Ziegler, 2014; Ziegler and Moeller, 2012; Moeller, Theiler, & Wu, 2011) have
determined that LinguaFolio® and ELP use increases intrinsic motivation, task-value, and more accurate self-assessment of learning for university and secondary students, the question remains as to whether or not the same is true for adolescent beginning ELs.

Conclusion

This chapter reviewed the literature on self-regulated learning, learner autonomy, goal setting, L2 motivation, and the LinguaFolio®. Finally, it stated a need for further research into LinguaFolio® Online as a formative assessment tool for beginning adolescent ELs, specifically concerning the self-assessment checklists and how those checklists facilitate mastery goal setting and develop learner autonomy in order to increase self-regulation and motivation. While the LinguaFolio® and its three respective parts, provide a framework determined to have positive impacts on student self-regulated learning for foreign language students, this paper asks whether or not the same is true for adolescent beginning EL students. This framework is available in both hardcopy and digital environments, making it a highly versatile tool for blended learning or traditional hard copy instructional environments. Ultimately, this study aims to understand the extent to which LinguaFolio® Online may be considered a visible learning tool that promotes and maintains effective student self-reporting of learning in a blended learning environment for the 21st century learner. This study will use LinguaFolio® Online with five middle school beginning EL students over two months’ time in order to contribute to the need in research on LinguaFolio® use with beginning EL students. In Chapter Three, LinguaFolio® Online use with beginning EL students will be described in detail and the methodology of the study presented.
CHAPTER THREE: METHODOLOGY

This chapter will include a description of the research paradigm and the purpose of its selection along with a description of the participants. Furthermore, this chapter will explain how LinguaFolio® Online was used throughout the study, the instructional methods selected, and finally the research timeline. To begin, this study is a qualitative mixed methods case study intended to reveal emerging trends or implications for LinguaFolio® Online use with middle school ELs amongst a small group of participants. This process-orientated approach seeks to describe the phenomena that occur through regular use of LinguaFolio® Online within the participant group while answering the following research questions:

1. How does regular use of the self-assessment lists contained within LinguaFolio® Online impact student awareness of skill development for a middle school ESL class?

2. To what extent is LinguaFolio® Online an effective formative tool that allows students to self-report their learning?

Participants

The participants of this study include five beginning middle school ELs grades six through eight who attend a large, urban middle school with a culturally and linguistically
diverse student population of around 1,300. A beginner for this district is defined as any English learner with a WIDA ACCESS language proficiency test score ranging between 1.0 to 2.4. The ACCESS test is administered annually in states that are members of the WIDA consortium (ACCESS for ELLs Summative Assessment., n.d.); Minnesota is a member state. At the time of the study, the class met daily for fifty-five minutes each class session. Of the five participants, three are male and two are female.

Beginning ELs in the treatment classroom used the online version of LinguaFolio® throughout the final academic quarter of the school year in order to self-report on academic progress while collecting work samples demonstrating current level of academic English language proficiency. Both the regular ESL teacher and the researcher were present during LinguaFolio® Online use with the class.

Data Collection

The data collected in this quasi-experimental study include participant feedback on a pre- and post-survey and data collected through use of LinguaFolio® Online. All five participants completed a pre- and post-survey before and after use of LinguaFolio® Online before the end of the 2015 school year. The survey consisted of 18 questions grouped into four categories: perception of instructor’s goals, self-regulation, goal setting, and motivation. All survey questions can be viewed in Appendix A. The survey was designed by the researcher and questions were grouped in the four previously mentioned categories. LinguaFolio® Online does not provide metadata to the user for any group of student accounts, so the researcher counted the total number of participant interactions for each of the five LinguaFolio® Online portfolio accounts for the following five areas: total number of evidence samples uploaded, total number of student-identified
goal targets, total number of targets identified as “can do with help”, total number of targets identified as “can do”, and finally, interculturality reflections.

Procedure

Pre-Assessment

At the beginning of the study, the researcher administered the pre-survey to all participants one time. The student pre-survey was integrated into the district learning management system (LMS) so that students could complete the survey on their current district device. Students were instructed to access the module contained within their online course page and complete the pre-survey before having access to or accessing their LinguaFolio® Online account. Only after all participants completed the pre-survey were they allowed to access their LinguaFolio® Online account.

LinguaFolio® Online Instruction

Students participated in regular, self-assessment and goal setting while providing work samples from their ESL class that supported the learning goal or target on a weekly basis for presentational speaking and presentational writing. Students selected the work sample or created a work sample that supported the language learning objective articulated in the Can-Do section of LinguaFolio® Online. Work samples consisted of audio recordings, short essays, and journal writings. Students also identified and reflected on various cultural encounters or experiences with English that they had experienced throughout the school year and throughout their lives.

In order to integrate the LinguaFolio® Online with the beginning middle school ESL class, one LinguaFolio® Online account was purchased for each participant by the researcher through the Center for Applied Second Language Studies (CASLS) with the
University of Oregon. Then, a module in the current district LMS was created that could be accessed by students and families on their district devices using the same user identification and log in information initially provided by the district. The module included directions on how to log in and the proper link to access LinguaFolio® Online. A separate user identification name and password were required by each participant in order to access their LinguaFolio® Online account. This information was provided by the researcher and given to each participant on a note card by their teacher. Note cards were kept secure while class was not in session and participants did not keep their note cards with them.

Using their district device and their personal LinguaFolio® Online account, participants completed in sequence the following components of LinguaFolio® Online: interculturality, biography, and passport, which is the component that contains the LinguaFolio® Can-Do descriptors and self-assessment checklists derived from ACTFL proficiency standards. Participants reviewed, self-assessed, and added work samples to support their self-assessments for each of the novice English language learning objectives throughout the course of the study. At times, participants were able to add their own learning target under the umbrella of a previously defined LinguaFolio® Can-Do descriptor. This provided participants the opportunity to make connections and self-assess their current abilities in their own words as it relates to their language learning experience. An example of such personalization can be viewed here in Figure 3.1 by examining the last two I can statements in brackets; the brackets indicate that the target has been completed in a learner’s own words. The other LinguaFolio® Can-Do
descriptors are listed as *I can* statements and are a fixed or pre-loaded part of LinguaFolio® Online and cannot be altered.

Figure 3.1. Example of Can-Do Customization in LinguaFolio® Online. This figure illustrates an example of LinguaFolio® Can-Do descriptor umbrella target modification by a participant in this study; customization of the target is shown in brackets. Used with permission from Center for Applied Second Language Studies (CASLS, n.d.).

Participants received direct instruction and modeling on how to access their LinguaFolio® Online account through the district LMS on their personal devices as well as how to navigate LinguaFolio® Online. Additional reference materials were added to the participants’ LMS for future or independent review in case the participants required assistance at any time. These materials were also used as a visual reference guide during direct instruction on how to use LinguaFolio® Online. Furthermore, participants received one-on-one instruction on how to upload evidence exemplars to the Can-Do descriptors and self-assessment checklists as well as one-on-one instruction for creating an audio sample to demonstrate presentational speaking skills. For this study, the class worked together on similar targets when creating evidence exemplars in order to best align with current instructional objectives.
Post-Assessment

After eight weeks of LinguaFolio® Online usage in a beginning ESL class, participants completed the same 18 question survey as a post-survey with questions grouped into four categories: perception of instructor’s goals, self-regulation, goal setting, and motivation. The process was identical to the pre-survey, and the post-survey was administered to all participants one time. The student post-survey was integrated into the district LMS so that students could complete the survey on their current district device. Additionally, the researcher compiled usage data in order to quantify where and how the participants were interacting with their LinguaFolio® Online account and its various components. Since specific metadata is not tracked by user for any group of LinguaFolio® Online student accounts, the researcher counted the total number of participant interactions for each of the five LinguaFolio® Online portfolio accounts for the following five areas: total number of evidence samples uploaded, total number of student-identified goal targets, total number of targets identified as “can do with help”, total number of targets identified as “can do”, and finally, interculturality reflections.

Conclusion

In summary, the methodology of this qualitative mixed methods case study included assessing participants’ overall perceptions of learning academic English via pre- and post-survey having 18 questions grouped into four categories: perception of instructor’s goals, self-regulation, goal setting, and motivation; and by measuring the number of user interactions for each individual LinguaFolio® Online portfolio account over a period of eight weeks’ time. In Chapter Four, the results and data will be presented and discussed.
CHAPTER FOUR: RESULTS

The data for this study are presented in two parts. First, user interactions with LinguaFolio® Online will be presented. User interactions consist of two layers. The first layer includes the total number of user generated content interactions, namely the total number of evidence samples uploaded and the total number of interculturality reflections written within LinguaFolio® Online. The second layer includes participant interaction with the self-assessment checklists, specifically the total number of student-identified goal Can-Do descriptors, total number of Can-Do descriptors identified as “can do with help”, and the total number of Can-Do descriptors identified as “can do”. Secondly, the pre- and post- survey results will be presented and reviewed.

User Interactions with LinguaFolio® Online

User Generated Content

Evidence samples to demonstrate mastery of a specific LinguaFolio® Can-Do descriptor were supported by one of two areas as specified by ACTFL proficiency guidelines for presentational speaking and presentational writing. In all, there was a total of 18 evidence exemplars uploaded to participants’ LinguaFolio® Online portfolios contained within the passport section and attached to a specific Can-Do descriptor.
There were ten evidence exemplars uploaded by participants for novice high presentational speaking, which were recorded speaking or audio samples. These ten evidence exemplars were aligned to the following Can-Do descriptor from LinguaFolio® Online included in the Passport, which reads: *I can describe aspects of my daily life using phrases and simple sentences* (LinguaFolio Online – Home, 2008). There were six evidence exemplars uploaded for novice high presentational writing for three different Can-Do descriptors. There were three evidence exemplars for novice high presentational writing aligned to the following Can-Do descriptor from LinguaFolio® Online included in the Passport: *I can write a description of a familiar experience or event using phrases and simple sentences* (LinguaFolio Online – Home, 2008). One participant customized a Can-Do descriptor under the previously mentioned umbrella target for novice high presentational writing to read: *I can [write about my future.]* The final evidence exemplar for novice high presentation writing supported the following Can-Do descriptor: *I can write short notes using phrases and simple sentences* (LinguaFolio Online – Home, 2008).

The final two evidence exemplars were from the one participant who self-selected to upload one evidence exemplar for novice mid presentational writing, which included writing a shopping list; and another evidence exemplar for intermediate low presentational writing for the following Can-Do secondary or sub-target: *I can write about school or work and what I like or dislike* (LinguaFolio Online – Home, 2008). A summary of the data can be found in Table 4.1. As shown by Table 4.1 and this discussion, participants engaged in linking their learning to a specific target for learning English 18 times over eight weeks, allowing each participant to make a clear connection
between their current skill level and their current performance level in either presentational writing or presentational speaking at a level appropriate for a beginning EL. Three out of five students uploaded a total of four evidence exemplars where as two students uploaded a total of three evidence exemplars. That is an overall class average of approximately two evidence samples a week directly linked to a Can-Do descriptor for a class of five students. Individually, each participant posted approximately one completed evidence exemplar every two weeks.

Table 4.1

<table>
<thead>
<tr>
<th>ACTFL Proficiency Determiner</th>
<th>Novice Mid Presentational Writing</th>
<th>Novice High Presentational Writing</th>
<th>Intermediate Low Presentational Writing</th>
<th>Novice High Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Student 2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Student 3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Student 4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student 5</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1</td>
<td>6</td>
<td>1</td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

In addition to the evidence exemplars aligned to a specific Can-Do descriptor, participants posted interculturality reflections from throughout the academic school year. Three participants submitted three interculturality reflections each, which summarized their experiences from past field trips whereas one participant submitted two reflections with the final participant submitting one reflection. This brings the combined total of user generated content interactions to 30 with their LinguaFolio® Online portfolios over a period of eight weeks for five participants.
Table 4.2

<table>
<thead>
<tr>
<th>Total Number of User Generated Content Interactions</th>
<th>Total Number of Evidence Exemplars Uploaded</th>
<th>Total Number of Interculturality Reflections</th>
<th>Total Number of User Generated Content Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Student 2</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Student 3</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Student 4</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Student 5</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>12</td>
<td>30</td>
</tr>
</tbody>
</table>

Self-Assessment Checklists

Participant interaction with the self-assessment checklists covered three areas unique to LinguaFolio® for each of the five ACTFL language learning modalities. The three areas include the total number of student-identified goal Can-Do descriptors, total number of Can-Do descriptors identified as “can do with help”, and the total number of Can-Do descriptors identified as “can do”. While evidence exemplars were provided for two areas—presentational writing and presentational speaking, learners self-assessed all five areas based using LinguaFolio® Online’s pre-set Can-Do descriptor indicators.

The first area concerns Can-Do descriptors that participants identified as goals, or something that they would like to do but cannot do yet even with help. The total number of Can-Do descriptors specified as goals ranged from zero to 12 by participant for ACTFL proficiency levels novice low to intermediate low. The total number of identified goals for all participants was 45. No participant specified a goal beyond intermediate low due to the increasing academic English proficiency required to read and understand the Can-Do descriptors themselves and the fact that it would not be an appropriate, realistic goal for a beginning EL student in middle school. One participant did not specify a single
goal for this range; however, that same participant had the highest number of Can-Do descriptors ranked “can do with help” for the instructional range (novice low to intermediate low). Students were not directed to stop at a certain proficiency level; rather, they were instructed to read the Can-Do descriptors and self-assess for each of the three descriptor areas.

The second area includes Can-Do descriptors identified as “can do with help”. The total number of Can-Do descriptors identified as “can do with help” ranged from zero to 13 by participant for ACTFL proficiency levels novice low to intermediate low. One participant did not specify any Can-Do descriptors as “can do with help”, but had the second highest number of Can-Do descriptors specified as goal areas for a total of 11 goals. Ultimately, there was a total of 27 Can-Do descriptors specified as “can do with help” for the entire participant group.

Finally, the last area of participant Can-Do interactions includes the total number of Can-Do descriptors identified as “can do”, which ranged from 68 to 120 by participant. One reason for the large range is because participants engaged in varying degrees of personalization for specific Can-Do descriptors. The highest amount of personalization for the Can-Do descriptors occurred for the proficiency level novice low, which was the first set of self-assessment checklists participants were introduced to and interacted with and which are also at the most basic or novice level of academic English language learning. Additionally, participants may have had a higher level of comprehension and comfort with the novice low targets, which in turn led to a higher rate of interaction and personalization. One participant added personalized learning targets under one umbrella Can-Do descriptor for the novice mid proficiency level. Ultimately, the total number of
Can-Do descriptors specified as “can do” totaled 466. In other words, the five participants articulated that they had control over 466 pre-determined and self-stated learning targets in English ranging from novice low to intermediate low.

In sum, the final participant interaction data are represented in Figures 4 and 5. Figure 4.1 shows the total number of overall LinguaFolio® Online interactions by student, or participant and is summarized in Table 4.3.

![Graph of Overall LinguaFolio® Online Interaction by Student](image)

**Figure 4.1.** Graph of Overall LinguaFolio® Online Interaction by Student. This figure shows the total number of user interactions LinguaFolio® Online by participant.
Table 4.3

Summary of Overall LinguaFolio® Online Interaction by Student

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Evidence Uploaded</th>
<th>Total Number of Student Identified Goals</th>
<th>Total Number of Student Identified Can-Do descriptors &quot;Can-do with help&quot;</th>
<th>Total Number of Student Identified Can-Do descriptors &quot;Can-do&quot;</th>
<th>Interculturality Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>3</td>
<td>12</td>
<td>10</td>
<td>68</td>
<td>2</td>
</tr>
<tr>
<td>Student 2</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>81</td>
<td>3</td>
</tr>
<tr>
<td>Student 3</td>
<td>4</td>
<td>12</td>
<td>1</td>
<td>113</td>
<td>3</td>
</tr>
<tr>
<td>Student 4</td>
<td>4</td>
<td>11</td>
<td>0</td>
<td>120</td>
<td>3</td>
</tr>
<tr>
<td>Student 5</td>
<td>4</td>
<td>0</td>
<td>13</td>
<td>84</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 4.2 shows the total number of LinguaFolio® Online Can-Do interactions by level and represents participants’ self-assessment of current academic language proficiency in English. A majority of learner-identified goal areas are at the novice low and novice high levels.

Figure 4.2. Total Number of Student Interactions with LinguaFolio® Online Can-Do Descriptors.

This figure shows the total number of student interactions by ACTFL proficiency level.
Participants identified a total of 45 learning goals, 27 LinguaFolio® Online Can-Do descriptors that can be done with help, and 466 items that students believe they can do independently, or fluently without the assistance of a teacher. A majority of goal areas were in the novice low and novice high proficiency levels. The two most prominent goal areas included the 12 goals identified for novice low interpretive listening and ten goals for novice high presentational writing. Not far behind were seven goals for novice low interpersonal communication and six goals for novice high interpretive reading. Table 4.4 shows the exact count for all three areas and includes a total for each proficiency level. Participants expressed the most confidence within the novice mid-level range, which may be because there was not significant variance in wording for the Can-Do descriptors or the subtleties were not noticed by participants.

<table>
<thead>
<tr>
<th>Table 4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Number of All Participant Self-Assessments</strong></td>
</tr>
<tr>
<td><strong>NOVICE LOW</strong></td>
</tr>
<tr>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Interpretive Listening</td>
</tr>
<tr>
<td>Interpretive Reading</td>
</tr>
<tr>
<td>Presentational Speaking</td>
</tr>
<tr>
<td>Presentational Writing</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>NOVICE MID</strong></td>
</tr>
<tr>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Interpretive Listening</td>
</tr>
<tr>
<td>Interpretive Reading</td>
</tr>
<tr>
<td>Presentational Speaking</td>
</tr>
<tr>
<td>Presentational Writing</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>NOVICE HIGH</strong></td>
</tr>
</tbody>
</table>

Survey Results

As previously discussed, participants completed both a pre- and post- survey in order to examine participants’ overall perceptions of learning academic English to investigate whether or not LinguaFolio® Online is an effective formative tool that allows students to self-report their learning which may have impacts on student awareness of skill development. The survey was written by the researcher and has 18 questions grouped into four categories: perception of instructor’s goals, self-regulation, goal setting, and motivation. The survey design was strongly influenced by and modeled after Zeigler & Moeller’s (2012) design in their study on increasing self-regulated learning though the LinguaFolio®. A discussion of the results in each of the four areas will follow and specific results can be viewed in Appendix B.

To begin, on the pre-survey two participants felt that their ESL teacher did not really help them set goals whereas the other three believed that their ESL teacher helped them to set goals for learning English. On the post-survey after having used

| Interpersonal Communication | 1 | 0 | 15 |
| Interpretive Listening | 0 | 2 | 10 |
| Interpretive Reading | 6 | 3 | 7 |
| Presentational Speaking | 2 | 1 | 38 |
| Presentational Writing | 10 | 2 | 20 |
| Total | 19 | 8 | 90 |

<table>
<thead>
<tr>
<th>Intermediate Low</th>
<th>This is a goal</th>
<th>I can do with help</th>
<th>I can do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>Interpretive Listening</td>
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<tr>
<td>Interpretive Reading</td>
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<tr>
<td>Presentational Speaking</td>
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<td>0</td>
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<tr>
<td>Presentational Writing</td>
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<td>1</td>
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<td>Total</td>
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<td>1</td>
<td>24</td>
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LinguaFolio® Online, all five participants believed that their ESL teacher helped them to set goals for learning English. There was no change in participant response when asked whether or not their other classes helped them to learn new skills in English. This is consistent with expectations since LinguaFolio® Online was exclusively used in the ESL beginning class even though participants were also enrolled in two co-taught classes unique to beginners per district policy.

Concerning self-regulation, participants expressed on the post-survey that they feel more strongly that ESL class is the only class in which they feel they can learn English. Participants changed significantly in their confidence in knowing how to get better at speaking in English. On the pre-survey, two students expressed that they did not know how to improve their speaking skills while on the post-survey all five students expressed confidence in knowing how to improve their speaking skills; three students said they knew how to make such improvements all of the time while two participants said they were mostly sure how to make such improvements (see Appendix B). Similar changes occurred for writing as well; however, one participant felt significantly less confident in knowing how to improve in writing. There were slight changes in participant confidence in knowing how to improve at reading and listening skills in English as well, but these changes were minimal for the small participant group of five. Overall, more participants reported on the post-survey that they knew more about how to improve in all four modalities.

More participants expressed confidence in knowing when they are making progress; however, there was no change in participants’ belief that they have a place to keep track of their work. After using the LinguaFolio® Online, one participant out of five
said that they now look back at their work to see how much they are learning where as another participant experienced negative impacts and expressed a change that after using LinguaFolio® Online they are less likely to look back at their work. Overall, however, more participants responded that they look back at their work after using LinguaFolio® Online.

One participant out of five shifted in his or her ability to set goals moving from not really setting goals for learning English to setting goals for learning English by the end of the treatment, or LinguaFolio® Online use. All students responded post-treatment that they now keep track of what they are learning in English. A similar change was seen in motivation where pre-treatment, one student responded that learning English was not enjoyable and yet post-treatment all five participants responded positively highlighting the fact that they enjoy the challenge of learning English. Participants responded identically on the pre- and post-survey concerning how hard they work at learning English: three participants said they always work hard whereas the other two participants said that they do not really work very hard at learning English. Participants’ overall interest in learning English remained about the same except when asked about the challenge of learning English.

Conclusion

In sum, this chapter presented the results of the study concerning use of LinguaFolio® Online in a beginning middle school ESL class. Data included user generated content as well as user interactions with the self-assessment checklists in addition to pre- and post-survey results. In the proceeding and final chapter of this study, the results will be discussed further and implications for additional research suggested.
CHAPTER FIVE: DISCUSSION

The purpose of this study was to examine how 1) regular use of the self-assessment lists contained within LinguaFolio® Online impact student awareness of skill development; and 2) to what extent LinguaFolio® Online is an effective formative tool allowing students to self-report their learning in order to create visible learning as defined by Hattie (2009) in a middle school ESL class. In this chapter, I will review major findings, acknowledge limitations, discuss implications, and make suggestions for further research concerning this topic.

Major Findings

To begin, regular use of the self-assessment lists contained within LinguaFolio® Online may have an impact on student awareness of skill development over time for certain areas as measured by a student pre- and post-survey and total number of user generated content uploads for LinguaFolio® Online. When examining user interactions along with a comparison of the survey results, regular use of the self-assessment lists contained within the passport section of LinguaFolio® Online appeared to have an impact on student awareness of skill development predominately for presentational speaking and to a lesser extent, presentational writing. This is consistent with Schunk’s (2001) finding that juxtaposing a scaffold of self-assessment with current performance levels aligned with clear performance standards (Ziegler & Moeller, 2012) impacts
learner awareness and self-regulation based on participant survey responses. Allowing students to self-assess and engage in the act of self-reporting their learning created a direct opportunity to experience their learning firsthand, resulting in an increase in awareness of the learning process. On the pre-survey, two students did not know how to get better at speaking in English whereas by the end of the treatment, all five participants had moved toward the positive end of the spectrum as measured by the post-survey believing that they were sure or mostly sure how to improve their presentational speaking skills in English. This may be because participants completed and uploaded a total of ten evidence examples for novice high presentational speaking, which was the highest concentration of user generated content for any of the five ACTFL modalities (see Table 4.1).

For writing, one participant became absolutely certain that he or she now knew how to get better at writing in English; however, one participant changed drastically and moved to the opposite end of the spectrum believing that he or she now had no idea how to improve their writing in English even through on the pre-survey uncertainty had previously been expressed at knowing how to improve at writing in English. So while 80% of participants had expressed that they did now know how to improve in writing with greater confidence, 20%, or the equivalent of one participant, changed his or her perspective. In sum, participants created a total of eight evidence exemplars for a range of writing from novice mid to intermediate low according to the ACTFL scale as used by LinguaFolio® Online (see Table 4.1). Furthermore, little to no change in awareness of skill development was seen for listening or reading, which had zero evidence uploads since participants did not generate any content to demonstrate mastery for these two
areas. There is evidence that uploading a work sample to a specific Can-Do descriptor had a positive impact on participants’ confidence in knowing how to improve in that area. This fact strengthens the case that student awareness of skill development is increased when participants link evidence of their learning to the language learning objective, or Can-Do descriptor with LinguaFolio® Online. This is further supported by the finding that no change was seen for the two modalities for which users generated no content or evidence exemplars whereas positive change was seen for areas containing evidence exemplars. This is consistent with Dörneyi and Ushioda’s (2011) finding that a learner’s ability to command his or her L2 motivation is dependent upon the extent to which the learner is in fact aware of him or herself as an active agent in the learning process.

The second key finding from this study is that LinguaFolio® Online may be a highly effective formative tool allowing students to self-report their learning in order to create visible learning as defined by Hattie (2009). After LinguaFolio® Online use in a beginning ESL class, participants experienced a change in awareness concerning learner autonomy, an increase in control over current level of performance, and an increase identified learning needs based on self-reports for goal areas for learning academic English. This is consistent with Ziegler’s (2014) mixed-methods findings concerning the European Language Portfolio (ELP) for which students using the ELP reported higher mastery-goal orientation, task value, academic self-efficacy, self-regulatory efficacy, and instructor evaluations.

Participants experienced a shift in their belief that their ESL teacher helped them to set goals for learning English once LinguaFolio® Online was introduced; this change may represent an increase in learner autonomy as goal setting became more explicit and
even manageable. Participants were also engaging in mastery goals setting, which have been shown to foster a greater sense of intrinsic motivation and are connected to a more profound level of engagement (Moeller, Theiler, & Wu, 2011; Elliott & Dweck, 1988). Initially, two participants believed that their ESL teacher was less likely to help them set goals for learning English whereas all five participants agreed by the end of the study that their ESL teacher helped them to set goals. This is to say that through use of LinguaFolio® Online the process of goal setting for English learning became more evident and clear to all participants involved in this study.

Furthermore, participants experienced an increase in control over their current level of performance. Participants were not directed to stop use of the self-assessment checklists at a certain proficiency level; rather, they were instructed to read the Can-Do descriptors beginning with the novice level and self-assess for each of the three descriptor areas. Three of the five participants stopped their self-assessment at the novice high level while two continued to the next level of intermediate low. This reflects the findings of Kuncel, Credé, and Thomas (2005) that […] students often know and understand their current levels of performance although in this case, middle school students are involved as opposed to high school students while providing some students the opportunity to advance to the next highest level without restriction. Furthermore, this may be an indication of an increase in L2 motivation due to the increase in autonomy and strategy use (Dörnyei & Ushioda, 2011) as a result of LinguaFolio® Online use.

Finally, participants identified a total of 45 learning goals, 27 Can-Do descriptors that could be done with help, and 466 items that students believed they could do independently, or fluently without the assistance of a teacher. The 45 learning goals were
previously unknown or standardized based on a continuum for academic English proficiency; frankly, participant goals were unclear to the learners themselves. On the other hand, as a result of LinguaFolio® Online use, participant English language learning goals became more visible and clear to both the participants and the teacher simultaneously. Additionally, the 466 items identified as Can-Do may have impacted student L2 motivation or confidence as measured by the survey results by changing participants’ perspective to task-focused orientation approach rather than an ability-focused orientation (Moeller, Theiler, & Wu, 2011) since it was now clear how much they had learned and grew since the start of the year as beginning English language learners. As a result, participants engaged in communicating their mastery goals, which foster a greater sense of intrinsic motivation and are connected to a more profound level of engagement (Moeller, Theiler, & Wu, 2011; Elliott & Dweck, 1988). More students expressed that they enjoyed the challenge of learning English on the post-survey results than on the pre-survey. One reason for this may be that participants had a clearer picture of what they knew and could do independently or with support and what they were working toward over time. Based on students’ self-reports and the data collected concerning student interactions with their LinguaFolio® Online, the teacher can determine which areas students feel they require additional instructions—this exchange of need areas between student and teacher provides insight into what students need and where the teacher can intervene or plan instruction for areas where affective interest is high.

In the end, it is likely that regular use of the self-assessment lists contained within LinguaFolio® Online may have an impact on student awareness of skill development
over time for certain areas and that use of LinguaFolio® Online allowed beginning EL students to self-report their learning over time in order to create visible learning as defined by Hattie (2009) in a highly effective manner. However, a discussion concerning limitations follows.

Limitations

While the findings of this study are promising, there are several limitations to consider concerning this study. Critical limitations to consider include participant sample size, timing of LinguaFolio® Online usage, process for evidence sample review, and teacher training.

First, the small participant group was due to a lack of access to ELs for this study since I was not teaching ESL during the 2014-2015 academic school year. I was working as a teacher on special assignment for academic interventions and therefore had to seek out a class of beginning ELs to work with as well as a teacher willing to allow me to introduce and co-teach LinguaFolio® Online use in his or her classroom. The small participant group makes it difficult to understand how these results may be meaningful for those in larger settings or who are currently teaching a variety of ESL courses at different levels. There is also a large discrepancy between number of Can-Dos and total number of evidence due to the late start and introduction at end of school year (see Figure 4.1).

Secondly, the timing of the research was quite late in the year to introduce a new procedure for reporting on learning in a beginning ESL class. Introducing something entirely new during the fourth quarter of instruction is always challenging as students are already proficient in procedures and routines. Participants had to learn a new process for
submitting key work samples at the end of the school year and were also asked to review their impressions and experiences of all the field trips they had taken during the interculturality reflections, which may have been more effective had they done this closer to the actual time of the field trip itself. The regular teacher also had to spend uncompensated time working with me in order to learn how to navigate and use LinguaFolio® Online.

Furthermore, the current review process for teachers when reviewing and commenting on student evidence exemplars is rather cumbersome and appears in a continuous stream. While I am aware that updates are coming to LinguaFolio® Online, I found this process to be difficult to manage and frankly, quite messy. It was difficult to see all evidence submitted by any given participant at any given time without some effort; there is no simple sort option presently to view by user or participant so teachers may find it difficult to review and comment on various user interactions in LinguaFolio® Online. In turn, it did become more difficult for participants themselves to review teacher feedback for any given work sample. While results seemed to have a positive impact overall, it is somewhat unclear as to whether or not participants actually were able to read or view teacher feedback in LinguaFolio® Online. This is one area that requires significant consideration and review before using LinguaFolio® Online with any group of students.

Finally, teacher training required additional time on behalf of the researcher and the regular classroom teacher. Training was mostly done throughout the process by using a mock LinguaFolio® Online account in order to learn how the students would interact with their online account as well as what they would specifically see. This required
careful consideration of unique terms and technical language requirements participants would not be familiar with as well as the number of steps or processes necessary in order to complete a task such as submitting evidence or self-assessing. Some examples include learning about the concept of a passport and learning LinguaFolio® Online’s navigation throughout the portfolio, particularly that of the Interculturality section, which is quite complex for beginning learners. For prolonged use of LinguaFolio® Online, sustained training would be required as well as building a community of practitioners who would have compensated time to discuss and require its complexities, challenges, and potential for EL classrooms. This was not that case for this study, where much of the time spent learning was uncompensated and occurred in isolation that may have limited LinguaFolio® Online’s potential to be even more impactful even in the short timeframe with the small group of participants.

To conclude, limitations concerning participant sample size, timing of LinguaFolio® Online usage, process for evidence sample review, and teacher training are important to consider within the context of this study and when planning for future research with LinguaFolio® Online and ELs.

Implications

Based on the findings of this study and of other studies concerning LinguaFolio® usage, it is clear that regular use of the self-assessment lists contained within LinguaFolio® Online may have an impact on student awareness of skill development, and engagement. This may be because the act of self-assessment is an activity that overtly develop learner’s level of autonomy (Moeller, Theiler, & Wu, 2011) since learners are making connections to what they are learning as it relates to their current
level of perceived performance of which they have relatively accurate levels of understanding. More specifically, LinguaFolio® Online increases language learning autonomy by allowing learners to take direct responsibility over articulation of their current level of performance, which is a learned strategy having significant positive impacts when used independently by the learner and may impact L2 motivation (Dörnyei & Ushioda, 2011). Ultimately, LinguaFolio® Online is a powerful assessment tool allowing students to self-report their learning in order to create visible learning as defined by Hattie (2009).

In this study, participants articulated a total of 19 goals in the novice low range for interpersonal communication and interpretive listening due to their interactions with the self-assessment checklists, which tells the teacher exactly where participants perceived themselves to be weakest and requiring more learning time. Even though participants were mostly comfortable with reading and writing within the same level, they clearly felt they needed more practice with interpersonal communication and interpretive listening, which may have previously gone unnoticed. Through use of LinguaFolio® Online, it became precisely clear where learners needed help, allowing the teacher to act intentionally when planning instruction. This is a powerful opportunity not often visible in most classrooms where instruction is largely driven by the teacher or the curriculum rather than the learners themselves. It is no coincidence that a follow up publication of Hattie’s is titled ‘Visible Learning for Teachers’ as this is what may naturally follow visible learning.

Furthermore, often a student’s visible or tangible progress from year-to-year becomes forgotten on the last day of school each year; having some place to track and
keep a consistent record of learning with evidence exemplars over time could have significant impacts in accelerating achievement. Also, students’ future teachers would be able to clearly see students’ goals at the start of the year in order to increase consistency from previous year’s learning allowing for a more sophisticated, refined continuation of learning. This may in turn have ancillary benefits of maximizing learning time since tasks could immediately be designed with learners’ strengths and self-identified growth areas in mind. While tracking and organizing individual student portfolios poses its own unique set of challenges administratively, it is worth examining the net positive impacts of consistent LinguaFolio® Online usage for ELs from year-to-year. Currently, ELs have only standardized tests as a yearly benchmarking progress indicator, which is merely one singular point in time rather than an articulation of a student’s language learning process or journey.

Further Research

All in all, the findings that regular use of the self-assessment lists contained within LinguaFolio® Online may have an impact on student awareness of skill development over time for certain areas and that LinguaFolio® Online may be an effective formative tool allowing students to self-report their learning in order to create visible learning as defined by Hattie (2009), indicate the possibility that LinguaFolio® Online may be an effective tool in developing learner autonomy and self-regulation for beginning ELs. While this specific study shows a connection between student awareness of skill development and increasing learning autonomy, the short duration of the study combined with the small sample size indicate a need for future research. While many (Ziegler, 2014; Ziegler and Moeller, 2012; Moeller, Theiler, & Wu, 2011) have
determined that LinguaFolio® and ELP use increases intrinsic motivation, task-value, and more accurate self-assessment of learning for university and secondary students, the question remains as to whether or not the same is true for adolescent beginning ELs even after the initial findings of this study. A longer term and even multi-year study is necessary to further examine the overall impacts of LinguaFolio® Online as a tool to increase self-regulated learning for beginning ELs. Currently, LinguaFolio® Online communicated that North Carolina Department of Public Instruction is presently developing a customized version of the Can-Do descriptor statements for LinguaFolio® more specifically designed for ELs (Knight, 2015). This may be one step in the right direction toward understanding additional implications for LinguaFolio® Online use with ELs over time.

As a result of this study, one additional question was asked as to how LinguaFolio® Online may support the demands of the 2014 Learning for English Academic Proficiency and Success (LEAPS) Act, which was passed by the Minnesota State Legislator during the 2014 legislative session (H.R. Rep. No. 3062-1, 2014). The LEAPS Act provides an opportunity for students to demonstrate bilingualism in order to earn a seal of bilingualism on their high school diploma. During the June 2015 spring legislative session the proficiency guidelines were revised and approved; however, districts are currently in the preliminary phases of developing certification tools. Herein exists an additional research opportunity and justifies some initial examination as to whether or not LinguaFolio® Online may support the demands of the 2014 LEAPS Act with the added benefits discussed throughout the paper such as increasing self-regulation, learner autonomy, and even perhaps L2 motivation. Use of LinguaFolio® Online
supports the three goal areas of the LEAPS Act (Williams, C. P., Ph.D., & Ebinger, C. G., 2014) by providing a framework for thinking about academic language proficiency, collecting and self-assessing content knowledge as it pertains to language learning, and by mapping multilingual skill development by the learner him or herself. Sustained use of LinguaFolio® Online may also serve to meet additional demands of the LEAPS Act by providing an evidence portfolio of bilingual or multilingual competencies for ELs who are proficient in more than one language in order to obtain the “bilingual” or “multilingual” seal for high school graduation (Williams & Ebinger, 2014). While there are additional challenges as well such as developing standard measures in languages other than English, LinguaFolio® Online could serve as a temporary or alternate assessment tool in order to earn the bilingual seal while having significant, positive impacts in the classroom environment. Ultimately, this study generated additional questions for further investigation that could have significant impacts for ELs in Minnesota, particularly those who have the potential to earn a bilingual seal on their high school diploma.

**Conclusion**

This study was focused on creating clarity for ESL interested in creating *visible learning* in their classrooms in order to increase student self-regulation of learning by increasing learner autonomy and self-assessment through use of LinguaFolio® Online. There is an increasing need for *visible learning* strategies especially for ESL teachers. Due to the changing and developing learner-centered reforms occurring in education in combination with new technologies and current trends in L2 motivation, it is likely that researchers will continue to explore LinguaFolio® Online for use with ELs.
Currently in Minnesota and according to the Minnesota State Legislator, there is a need for “programs that acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess” (H.R. Rep. No. 3062-1, 2014). Additionally, there is a need for a framework to provide opportunities for ELs to demonstrate academic English language proficiency in reading, writing, listening, and speaking according to the ACTFL proficiency scales as cited in the Minnesota House of Representatives bill number 3062-1 (H.R. Rep. No. 3062-1, 2014). Continued examination of frameworks such as LinguaFolio® Online for use with ELs will help to ensure that current educational systems affirm the growth and development of ELs. In turn this will enhance the exchange of what a learner needs versus what a learner must do in order to reach a proficient level of academic English proficiency in order to be successful in the United States and beyond.
APPENDIX A

Student Survey
This survey asks you questions about learning English. Your results will remain confidential and you will not be asked for your name. Please do your best to answer each question based on your experiences with learning English.

* Required

Perception of Instructor’s Goals

This part of the survey asks you what you think about learning English and how your EL teacher helps you.

1. My EL teacher helps me set goals for learning English. *
   Mark only one oval.

   1 2 3 4
   No, not at all.  ○ ○ ○ ○ Yes, all of the time.

2. My other classes help me learn new skills in English. *
   Mark only one oval.

   1 2 3 4
   No, not at all.  ○ ○ ○ ○ Yes, all of the time.

Self-Regulation

This part of the survey asks you how you keep track of or think about learning English.

3. EL class is the only class in which I feel I can learn English. *
   Mark only one oval.

   1 2 3 4
   No, not at all.  ○ ○ ○ ○ Yes, all of the time.
4. I can see how I am learning English in other classes. *
   Mark only one oval.
   
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   No, not at all.  |||| Yes, all of the time.

5. I know how to get better at speaking in English. *
   Mark only one oval.
   
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   No, not at all.  |||| Yes, all of the time.

6. I know how to get better at reading in English. *
   Mark only one oval.
   
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   No, not at all.  |||| Yes, all of the time.

7. I know how to get better at writing in English. *
   Mark only one oval.
   
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   No, not at all.  |||| Yes, all of the time.

8. I know how to get better at listening in English. *
   Mark only one oval.
   
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   No, not at all.  |||| Yes, all of the time.

9. I know when I am making progress in English. *
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   No, not at all.  |||| Yes, all of the time.

10. I have a place to keep track of my work to show that I am learning more English. *
    Mark only one oval.
    
    | 1 | 2 | 3 | 4 |
    |---|---|---|---|
    No, not at all.  |||| Yes, all of the time.
11. I look back at my work to see how much I have learned. *
Mark only one oval.

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No, not at all.  ☐  ☐  ☐  ☐ Yes, all of the time.

Goals Setting

This part of the survey asks you about setting goals for learning.

12. I set goals for learning English. *
Mark only one oval.

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No, not at all.  ☐  ☐  ☐  ☐ Yes, all of the time.

13. I keep track of what I am learning in English. *
Mark only one oval.

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No, not at all.  ☐  ☐  ☐  ☐ Yes, all of the time.

Motivation

This part of the survey asks questions about how motivated you are to learn English.

14. I enjoy the challenge of learning English. *
Mark only one oval.

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No, not at all.  ☐  ☐  ☐  ☐ Yes, all of the time.

15. I work hard at learning English. * Mark only one oval.

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No, not at all.  ☐  ☐  ☐  ☐ Yes, all of the time.
16. I like to speak English in my other classes. *
   Mark only one oval.

   1  2  3  4
   No, not at all.   Yes, all of the time.

17. I prefer to speak English at school. *
   Mark only one oval.

   1  2  3  4
   No, not at all.   Yes, all of the time.

18. I like learning English. *
   Mark only one oval.

   1  2  3  4
   No, not at all.   Yes, all of the time.
APPENDIX B

Pre-Survey Results

My EL teacher helps me set goals for learning English.

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<th>4</th>
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</thead>
<tbody>
<tr>
<td>No, not at all:</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
| Yes, all of the time: | 0 | 0 | 3 | 60%

My other classes help me learn new skills in English.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, not at all:</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
| Yes, all of the time: | 0 | 0 | 2 | 60%

Post-Survey Results

My EL teacher helps me set goals for learning English.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, not at all:</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
| Yes, all of the time: | 0 | 0 | 3 | 60%

My other classes help me learn new skills in English.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, not at all:</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
| Yes, all of the time: | 0 | 0 | 2 | 60%
EL class is the only class in which I feel I can learn English.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>40%</td>
</tr>
</tbody>
</table>

No, not at all: 1 0 0%
Yes, all of the time: 4 2 40%

I can see how I am learning English in other classes.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>80%</td>
</tr>
</tbody>
</table>

No, not at all: 1 0 0%
Yes, all of the time: 4 4 80%

I know how to get better at speaking in English.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>60%</td>
</tr>
</tbody>
</table>

No, not at all: 1 1 20%
Yes, all of the time: 4 3 60%
I know how to get better at reading in English.

No, not at all: 1 1 20%
2 0 0%
3 0 0%
4 2 40%
Yes, all of the time: 5 2 40%

I know how to get better at writing in English.

No, not at all: 1 0 0%
2 0 0%
3 2 40%
Yes, all of the time: 4 3 60%

I know how to get better at listening in English.

No, not at all: 1 0 0%
2 1 20%
3 0 0%
Yes, all of the time: 4 4 80%
I know when I am making progress in English.

No, not at all: 1 0 0%
2 1 20%
3 2 40%
Yes, all of the time: 4 1 40%

I know when I am making progress in English.

No, not at all: 1 0 0%
2 1 20%
3 1 20%
Yes, all of the time: 4 3 60%

I have a place to keep track of my work to show that I am learning more English.

No, not at all: 1 0 0%
2 2 40%
3 0 0%
Yes, all of the time: 4 3 60%

I have a place to keep track of my work to show that I am learning more English.

No, not at all: 1 0 0%
2 2 40%
3 0 0%
Yes, all of the time: 4 3 60%

I look back at my work to see how much I have learned.

No, not at all: 1 0 0%
2 0 0%
3 3 60%
Yes, all of the time: 4 2 40%

I look back at my work to see how much I have learned.

No, not at all: 1 0 0%
2 1 20%
3 1 20%
Yes, all of the time: 4 3 60%
I set goals for learning English.

No, not at all: 1 0 0%
2 2 40%
3 0 0%
Yes, all of the time: 4 3 60%

I keep track of what I am learning in English.

No, not at all: 1 0 0%
2 1 20%
3 0 0%
Yes, all of the time: 4 4 80%

I enjoy the challenge of learning English.

No, not at all: 1 0 0%
2 1 20%
3 1 20%
Yes, all of the time: 4 3 60%
I work hard at learning English.

No, not at all: 1 0 0%
2 2 40%
3 0 0%
Yes, all of the time: 4 3 60%

I like to speak English in my other classes.

No, not at all: 1 0 0%
2 0 0%
3 2 40%
Yes, all of the time: 4 3 60%

I prefer to speak English at school.

No, not at all: 1 1 20%
2 0 0%
3 1 20%
Yes, all of the time: 4 3 60%
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