Reflexiones sobre el Portfolio Europeo de las Lenguas (PEL)

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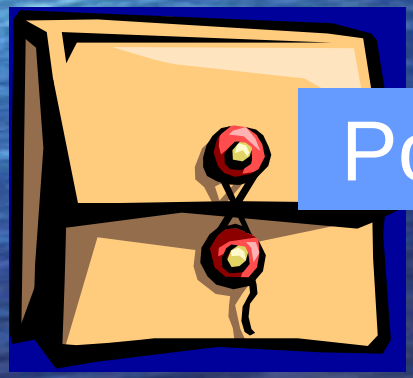
Valencia
February 2006

ALTE
Association of Language Testers in Europe

Consejo de Europe

Marco común europeo de referencia



Portfolio europeo de lenguas

Consejo de Europa

El consejo de Europa tiene el objetivo de construir una gran Europa basada en los valores compartidos, incluyendo la tolerancia y el respeto para la diversidad cultural y lingüística..

Promociona el uso del portfolio europeo de las lenguas como una herramienta práctica para ayudar a gente de todas las edades y orígenes para aprender más lenguas y conocer más culturas.

El marco común europeo de referencia

Basic	A1 (Breakthrough)	A2 (Waystage)
Independent	B1 (Threshold)	B2 (Vantage)
Proficient	C1 (Effective proficiency)	C2 (Mastery)

Vocabulario

B2 3500 palabras

B1 1500 palabras

A2 750-800 palabras

Descriptor A2 : interacción oral

- Puedo comunicarme en tareas sencillas y habituales que requieren un intercambio simple y directo de información sobre actividades y asuntos cotidianos. Soy capaz de realizar intercambios sociales muy breves, aunque, por lo general, no puedo comprender lo suficiente como para mantener la conversación por mi mismo

Características de los descriptores

- Positivos
- Secuencia estándar
- Recepción Producción Interacción Mediación
- Escala flexible
- Para auto-evaluación
- Para escalas especializadas

Marco común europeo de referencia para las lenguas

- El PEL es una forma de presentar las habilidades y certificación de la lengua en cualquier idioma a cualquier nivel y de cualquier manera que haya sido adquirida en una forma muy fácil de entender, empleando un sistema estandarizado europeo de seis niveles de competencia en la lengua, es decir el Marco Común Europeo de Referencia para las Lenguas.

Objectivos del Portfolio

Función pedagógica

Motivación

Plurilingüismo

Reflexión

Objectivos del Portfolio

Función de informar

Documentar

Transparencia

competencia

Portfolio validado

Pertenece al aprendiz

Validado por el Consejo de Europa

Tres partes

El Pasaporte

- **Un archivo de lo conseguido**
- **Evidencia oficial de competencia en el idioma**
- **Formato estándar**
- **Basado en el marco común de referencia**

EAQUALS
via Torrebianca 18
I-34132 Trieste
www.eaquals.org

ALTE
1 Hills Road
GB-Cambridge CB1 2EU
www.alte.org

COUNCIL OF EUROPE CONSEIL DE L'EUROPE

European Language Portfolio

Portfolio européen des langues

Language Passport
Passeport de langues

La biografía

Es una relación del aprendizaje y uso del idioma de un alumno

- En casa
- En la escuela
- Fuera del colegio
- Prioridades para aprender

El dossier

- Contiene el trabajo personal del alumno
- Los alumnos cambian el contenido en cuanto desarrollan sus habilidades y conocimientos

Extensión

- Más de 1.250.000 de alumnos
- Más de 65 modelos de PEL han sido validados (2005)
- 18 más están siendo probados y 11 más están siendo desarrollados

Tres tipos de portfolio

Un portfolio más “juguetón” para muy jóvenes

Para alumnos hasta 16

Para alumnos de 16-18 y adultos

ALTE
Association of Language Testers in Europe

Feedback

- El “feedback” es alentador
- Efectos positivos sobre el proceso y resultado del aprendizaje y la motivación del aprendiz

Inquietudes

- Estatus del PEL poco claro
- Trabajo y esfuerzo no muy bien entendido
- ?Hay un balance positivo entre el aporte necesario y los beneficios visibles de trabajar con un PEL?

Preocupaciones de los profesores

- El tiempo de clase está empleado en el PEL en vez de actividades más útiles
- En clases con habilidades mezcladas no todos los alumnos trabajan al mismo ritmo
- Crea más trabajo para el profesor
- Los alumnos tienden a sobrevalorase

Implementación

- Los proyectos de implementación con más de 10.000 aprendices son de desarrollo reciente
- Objetivo clave posicionar el PEL Como una herramienta eficaz en la rutina diaria de enseñanza y aprendizaje

España

http://aplicaciones.mec.es/programas-europeos/

Memoria de experimentación del PEL

Memoria de experimentación del PEL (MEC) Profesorado

- *En ninguna otra discusión de clase que hemos hecho durante el curso, los alumnos han participado de forma tan espontánea (auto-seleccionándose), ni con intervenciones tan largas, intentando expresar ideas complejas!!!*

- *Los alumnos están muy interesados en las actividades y éstas promueven una discusión participativa.*

- *Muy positiva por la discusión participativa que fomenta (en general, todo el PEL). Es algo "de lo que realmente pueden hablar", que les ataña muy directamente.*

Opiniones del alumnado

- *Ayuda a tomar conciencia de todo lo que ya se sabe en las diferentes lenguas*
- *Es útil para tomar conciencia de nivel de lenguas*
- *Ayuda a entender la pluralidad lingüística y cultural*
- *Fomenta el interés hacia el aprendizaje de lenguas nuevas*

Impresiones del profesorado experimentador

- *El PEL requiere mucho tiempo de clase*
- *El PEL incluye mucho material y es muy difícil poder hacerlo todo en un curso académico*
- *Algunos aprendices tienen dificultades para entender la finalidad del PEL*

Impresiones del profesorado

- Problemas para establecer una relación entre el trabajo con el PEL y el programa de la asignatura de lengua
- Falta de muestras de autoevaluación
- Falta de transparencia en algunos descriptores

Dossier

- La parte del *Dossier* resulta engañosa en cuanto a la facilidad de componerlo- pues parece sencillo pero no lo es- hay que establecer criterios

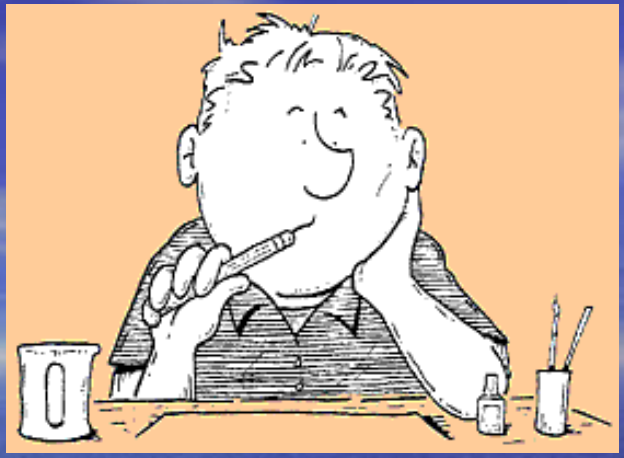
Opiniones del alumnado

- Los ejercicios son algo repetitivos
- El metódo de autoevaluación resulta confuso
- No es fácil situarse en el propio nivel
- Los descriptores no son suficientemente específicos

Descriptores: Paises bajos

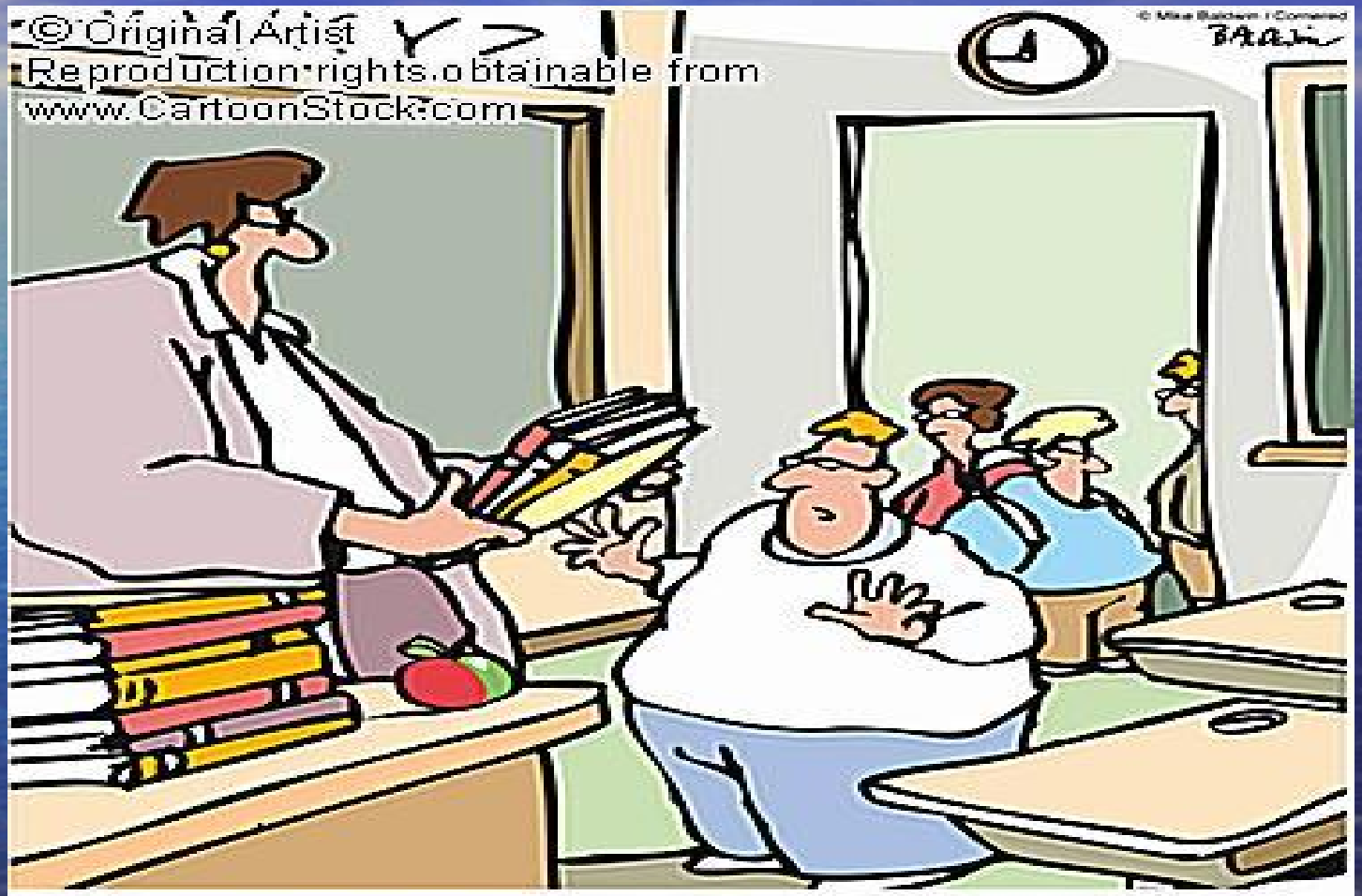
- "Learners found it difficult to understand the language of the descriptors"
- "Team developed realistic communicative situations and explanations to facilitate comprehension of the descriptors"

Desafios



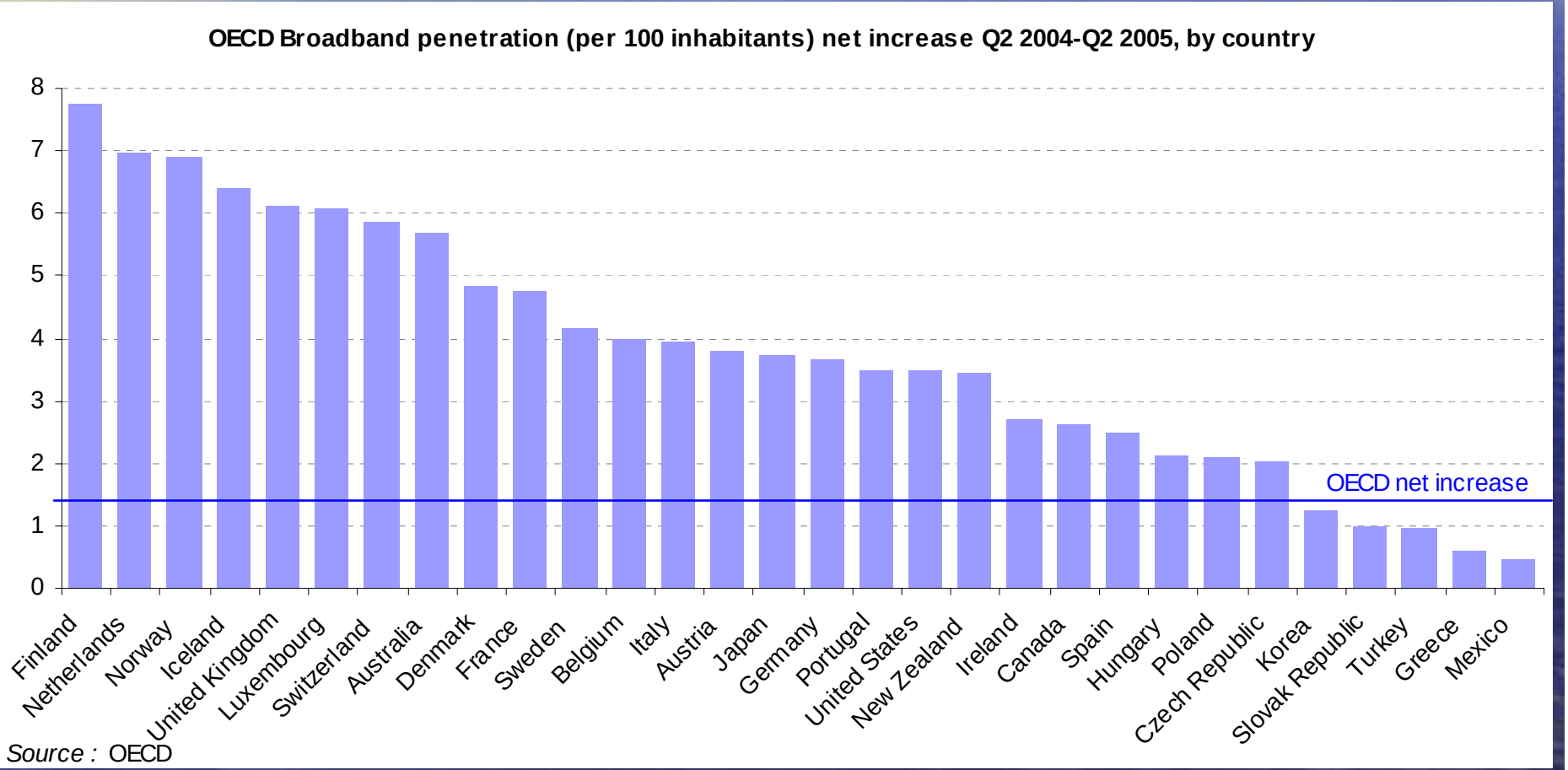
- "The portfolio became a file of more than 80 pages"
- "Difficult to handle in classrooms"
- Dossier more important than first thought

Alumnos “Web-fed”



“No textbooks. I’m strictly Web-fed.”

OCDE: Penetración de ADSL



Portfolio electrónico secundaria: Paises Bajos www.europeestaalportfolio.nl

Mijn Europees TaalPortfolio - Microsoft Internet Explorer aangeboden door Het Net

Bestand Bewerken Beeld Favorieten Extra Help

Adres http://mijn.europeestaalportfolio.nl/TaalPortfolio/showTaalScore.do?ctx=10055&config=12596&anav=12089 Ga naar Koppelingen

Europees Taalportfolio

MVT

- Introductie
- Biografie
- Groeimeter
  - Beroepsger. taalvaardigheden
  - Didactische vaardigheden
  - Sociocult. competenties
- Dossier
- Leerzame activiteiten
- Laddertjes
- Europees Referentiekader (CEF)
- Wijzig gegevens

log-out

Dick Meijer

taalkeuze: Duits

		1	2	3	4
Mondelinge en schriftelijke contacten met vakgenoten in de doeltaal	P	[plan] [0%]			
Mondelinge contacten met leerlingen in de doeltaal	P	[plan] [0%]			
Omgaan met vakliteratuur in de doeltaal	P	[plan] [0%]			
Hanteren van jeugd- en jongerentaal in de doeltaal	P	[plan] [0%]			

Toelichting op het taalscore overzicht:

Om per vaardigheid (opnieuw) je niveau te bepalen:

P: link naar de 'positiebepaler', waarmee je bepaalt hoe ver je bent met deze vaardigheid. Je (nieuwe) berekende score in de 'positiebepaler' wordt automatisch ingevuld in dit overzicht.

Als je lager dan 80% scoort:

15%: de meest recente score

plan: link naar de planning om dit niveau te halen

EAQUALS ALTE Portfolio Paper Version 06.2000 16+

- Estructura : confusión
- Formato complejo, pesado, caro
- Contenido demasiado papel, espacio en blanco demotivador

www.eELP.org

EAQUALS-ALTE ePortfolio/ l'ePortfolio d'EAQUALS-ALTE - Microsoft Internet Explorer provided by UCLES

File Edit View Favorites Tools Help

Back Search Favorites Media

Address http://www.eelp.org/eportfolio/index.html Go Links

EAQUALS-ALTE ePortfolio/l'ePortfolio d'EAQUALS-ALTE

The EAQUALS-ALTE ePortfolio (e ELP) has been created to act as a tool to help you develop your capacity to reflect on objectives, ways of learning and success in language learning, as well as plan and assume more responsibility for your own learning.

The ePortfolio uses electronic technologies as a container (rather than the folder in the paper-based version) allowing you to store items in many media (scanned documents, audio, video, graphics) - this becomes a digital archive of your work which allows you to develop a portfolio that meets your goals.

It is important for you to register for access to the ePortfolio as your email address will be used to keep you informed of upgrades to the ePortfolio.

Register to download your EAQUALS-ALTE ePortfolio

You can also download the EAQUALS ALTE Guided Pathway: A Guide to Navigating the EAQUALS ALTE Electronic European Portfolio. This Guided Pathway will help you work with your eELP.

View EAQUALS ALTE Guided Pathway PDF

On the Council of Europe website further documentation concerning the European Language Portfolio is available, including a Guide for Teachers and Teacher Trainers

Internet

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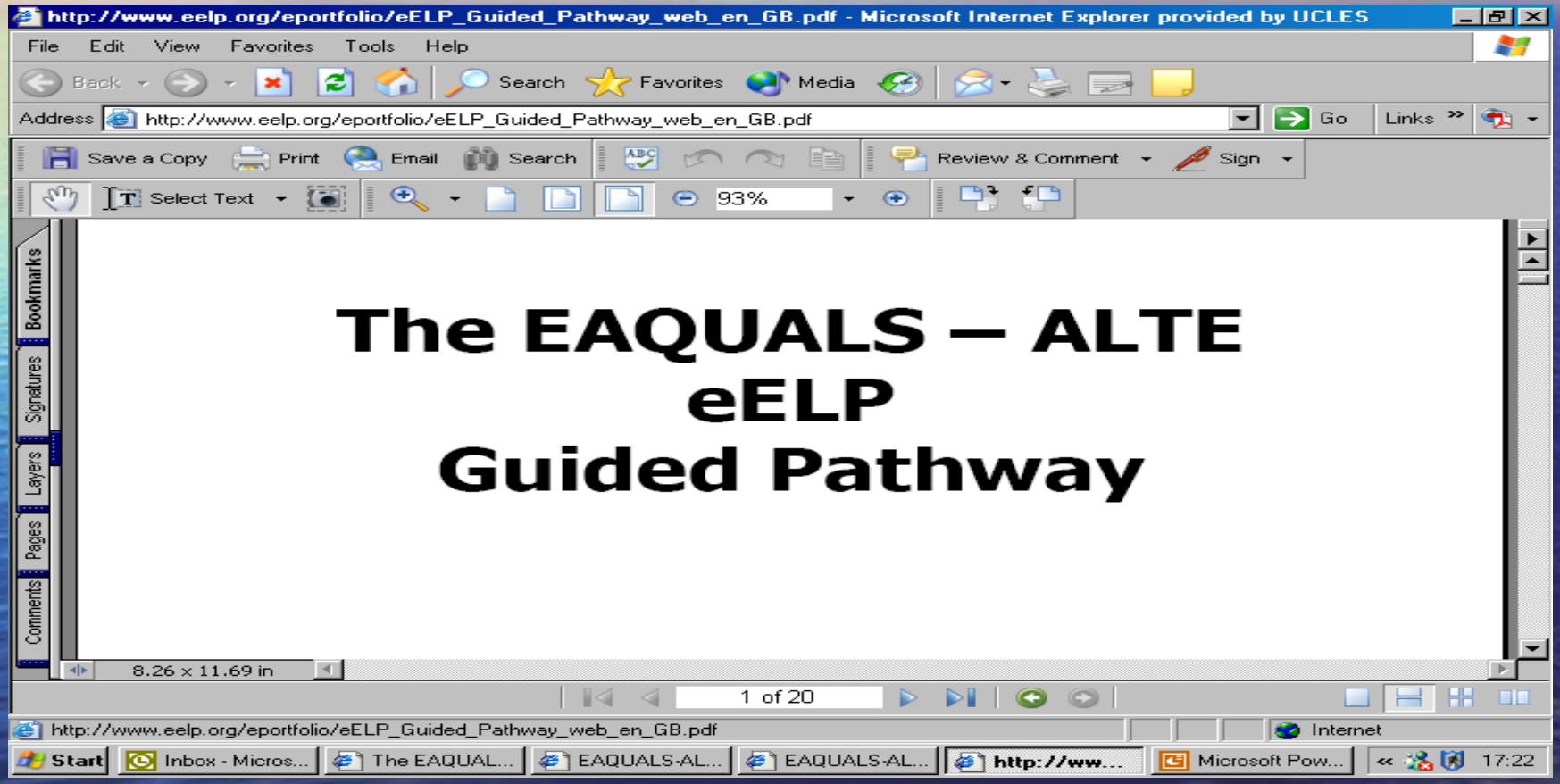
GUIA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The EAQUALS – ALTE
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EAQUALS ALTE eELP

- Primera versión validada por el COE
- Modelo acreditado No. 06.2000 versión electrónica

Listados de auto evaluación

European Language ePortfolio

EUROPEAN LANGUAGE ePORTFOLIO

My Profile | Print | Help | Choose Language of Learning: Spanish | Add Language

Parts

- Home
- ▷ ePortfolio Overview
- ▷ Council of Europe Overview
- ▽ Language Passport
  - Guidelines
  - Europass Language Passport
  - Profile of Language Skills
  - Self-assessment Grid
  - Summary of Language Learning and Intercultural Experiences
  - Certificates and Diplomas
  - Examinations in European Languages offered by ALTE
  - ALTE Certificates & Diplomas
  - EAQUALS Courses
- ▽ Language Biography
  - Guidelines
  - My Language Learning Aims
  - My Language Learning History
  - My Most Significant Linguistic Intercultural Experiences
  - My Current Language Learning Priorities
- ▷ Dossier

My Current Language Learning Priorities

Work through the checklist to identify what you can already do and what you want to be able to do by the end of your course. Use the first column on the left of the screen to record your priorities. Use the second column at different points during your course to update what you can do. Select the date you hope to achieve your aim or show when you were able to achieve it.

Level A1 | Level A2 | Level B1 | Level B2 | Level C1 | Level C2

My priorities | I can do this

Spanish — Save

Listening

I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.	dd mmm yyyy	
I can understand simple directions about how to get from X to Y, on foot or by public transport.	dd mmm yyyy	
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.	dd mmm yyyy	
I can understand numbers, prices and times.	dd mmm yyyy	

Reading

I can understand information about people (place of residence, age etc.) in newspapers.	dd mmm yyyy
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.	dd mmm yyyy
I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).	dd mmm yyyy
I can understand words and phrases on signs encountered in everyday life (for instance "station", "car	

06.2000-electronic

EAQUALS ALTE

Start | European Language e... | 10:33

Cuadro de autoevaluación

European Language ePortfolio

EUROPEAN LANGUAGE ePORTFOLIO

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- Dossier

Self-assessment Grid

Read the descriptions in the grid. Begin by looking at one skill, e.g. Writing (clicking on the tabs will take you to the other skills). Scan the column until you find the description that seems to fit you best. Then read the descriptions at the same level for the other skills.

Do they also describe the level you are at? If not, look at the other descriptors to find your level.

Understanding | Speaking | Writing

Understanding

	Listening
A1	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple message and announcements.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading
A1	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
A2	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
B1	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
B2	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

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Perfil de competencias lingüísticas

European Language ePortfolio

EUROPEAN LANGUAGE ePORTFOLIO

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Profile of Language Skills

The Profile of Language Skills provides you with grids, showing skills and levels for recording the results of self-assessment in your languages of learning.

Before you attempt to complete your Profile of Language Skills, read the instructions on how to assess your language level.

Spanish

Add / Update

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken Production						
Writing						

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Europass

European Language ePortfolio

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- Dossier
  - Guidelines

Europass Language Passport

Personal Information

Last Name, First Name:	STEVENS, BARBARA
Date of Birth:	Please complete details in My Profile

Mother Tongue(s)

Please complete details in My Profile

Other Languages

Knowledge and Skills Self-Assessment:

* **You have not specified any skills, please add a** Profile of your language skills

Use the self-assessment grid to assess your competencies

Language Diploma or Certificates:

* **You have not specified any certificates or diplomas, please add a** Certificate or Diploma **or an** ALTE Certificate or Diploma

Significant Linguistic and Intercultural Experiences:

* **You have not specified linguistic and intercultural experiences, please add a** Significant Linguistic and Intercultural Experience

Create PDF

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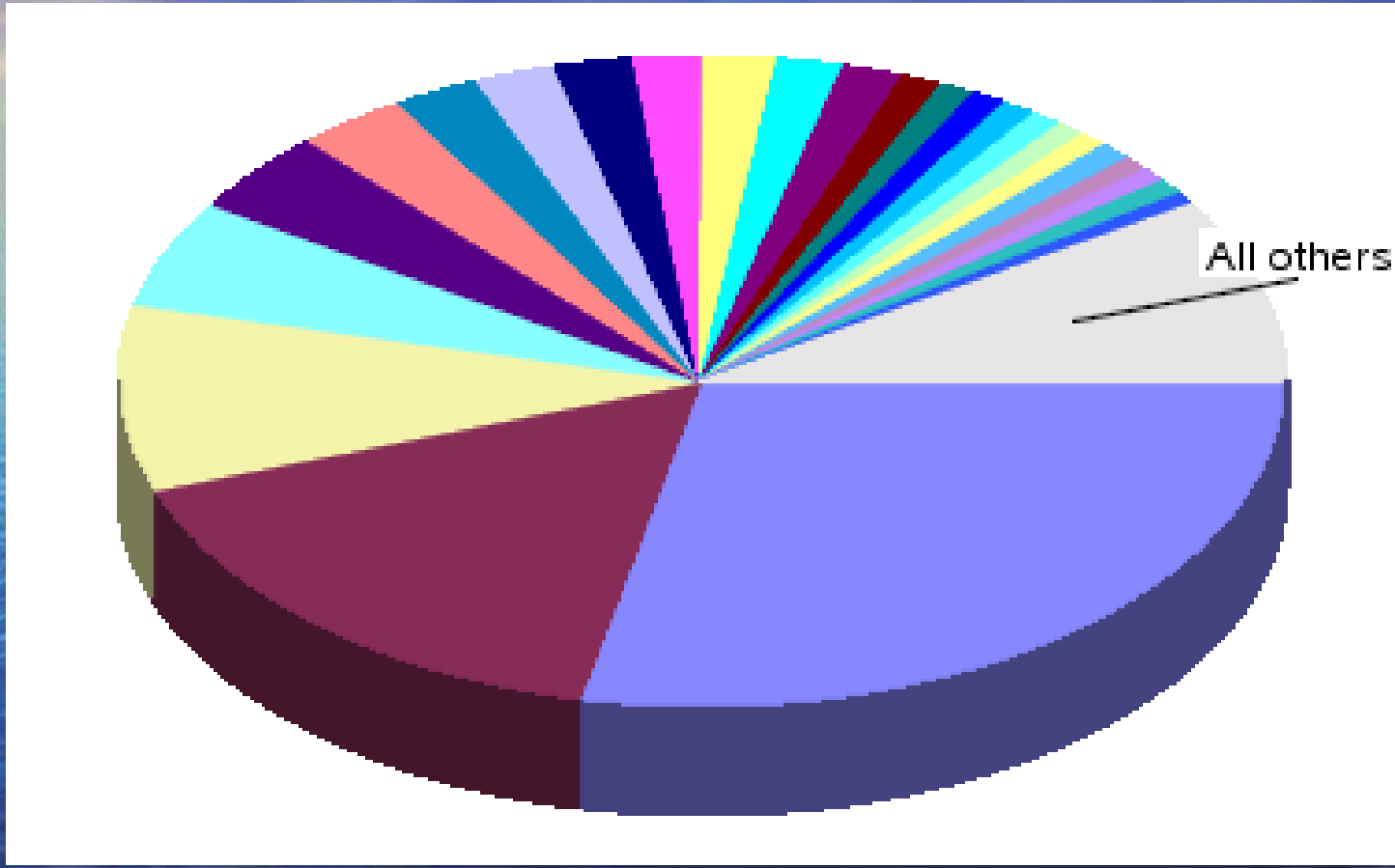
EAQUALS ALTE e ELP

Reaches the parts other portfolios can’t reach

0.62000 electronic version

83 Países



Países

- 1. Unresolved2. Network (.net)3. Italy 4. Commercial (.com)5. France 6. Switzerland7. Poland 8. Romania 9. Greece10. Turkey11. Bulgaria12. Germany13. Spain14. Belgium15. Austria16. Croatia17. Netherlands18. Luxembourg19. United Kingdom20. Chile 21. International Treaty Organization22. Argentina23. Mexico24. Finland25. Yugoslavia26. Hungary27. Portugal28. Colombia29. Czech Republic30. Online Services31. Brazil32. United States Educational33. Organization (.org)34. Ireland35. Canada36. Slovakia37. Morocco38. Denmark39. Russia40. Sweden41. Australia42. Japan43. Norway44. Estonia45. Israel46. Hong Kong47. Other48. Thailand49. Lithuania50. Uruguay51. Ukraine52. Cyprus53. Lebanon54. Kyrgyzstan55. Slovenia56. Singapore57. United Arab Emirates 58. Saudi Arabia59. Peru60. Ecuador61. Costa Rica62. India63. New Zealand64. Dominican Republic65. Cambodia66. Iceland67. Malaysia68. Namibia69. Informational (.info)70. Vietnam71. United States72. United States Government73. Georgia74. Qatar75. Liechtenstein76. Indonesia77. Jordan78. Taiwan79. Pakistan80. Niue 81. Uzbekistan 82. Malta 83. Latvia

Bergen Can do project www.ecml.at/cando

Tareas

- Adaptando y suplementando el PEL
- Adaptando el PEL suponía considerar los niveles como una herramienta del marco común.

Bergen Can do project www.ecml.at/cando

- I can understand simple questions and instructions about things we do in class, if the other person speaks slowly and clearly and is very helpful.
- I can use some words and phrases to be friendly and polite, like *hello, goodbye, thank you.*

Proyetos

- www.assetlanguages.org.uk
  Asset languages can do

- ALTE Younger Learners Can Do A1.1

I can introduce myself or someone else

- *say my name* (I am Peter / my name is…)
- *ask someone's name* (What's your name ?)
- *say my age / ask someone about his* (how old are you?)
- *say where I live*
- *Say what form I'm in / ask someone the same(* I'm in 3rd year / form – what form / year are you in ?)
- *fill in an application form to register somewhere (at a club, a library, a leisure centre…)*
- British Council Milan

Adaptando :Taller

- Elegir habilidad
- Elegir escala
- Elegir niveles relevantes
- Identificar descriptores para adaptar
- Adaptar algunos descriptores (ponerlos en un cartel)

Metodos para adaptar descriptores

- Combinar
- Dividir
- Especificar
- Suplementar
- Simplificar
- Combinar
- Atribuir descriptores a niveles más especificos

- Añadir
- Identificar lagunas
- Añadir descriptores (cartel)

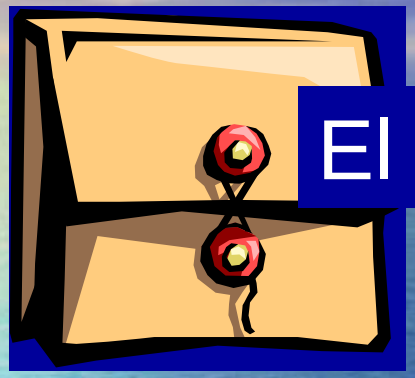
British Council Milan

Speaking / listening	**Textbook Reference**	**Supplementary resources***
I can ask and respond to questions about what people do at work and in their free time (what do you do...?)	Unit 1 p 6 – 7	P: RP – 31a 'The things you should know about dreams' Revision pres simple Grammar – 2 tense review.doc Revision sheet G: Grammar – 2 Basic question formation

Objetivos del profesor

- Apoyar
- Motivar
- Ayudar
- Emplear el marco común
- Desarrollar

Para reflexionar ...



El portfolio europeo de las lenguas

?Qué impacto te gustaría que tuviera el portfolio sobre tu enseñanza ?

GRACIAS