

PRIMARY (8-12) SPANISH PORTFOLIO CONTENTS (51/2003)

PASSPORT

- My experiences with languages and cultures
 - everyday life
 - on holiday
- Certificates and diplomas
- Languages I learn each school year
- My language progress (complete after biography)
- Self-assessment grid (in English and Spanish) A1-C2

BIOGRAPHY

“Para contar tus experiencias, para aprender a valorar tus progresos y para que te des cuenta de cómo aprendes lenguas”

- Record age when began learning the language + choose a colour for each language
- My language experiences
 - conozco algunas palabras porque:
 - personas cercanas a mí lo hablan
 - viaje a ...
 - hago actividades como ...
- What I learn in languages:
 - songs
 - poems, lists, tongue twisters
 - games
 - greetings
- How I learn
- What I can do– checklists A1-A2 (then complete the passport)

DOSSIER

- Index
 - things I have decided to keep + why
 - souvenirs + why
- I compare

SECONDARY (12-18) SPANISH PORTFOLIO CONTENTS (52/2003)

PASSPORT

- My language profile
- Self assessment grid (in English and Spanish)
- My language and intercultural experiences
 - in school
 - outside school
- Certificates and diplomas

BIOGRAPHY

Objectives

- Mis lenguas
 - ¿En que lenguas me comunico con los demás?
 - ¿Qué sé hacer con mis lenguas?
- ¿Qué sé hacer con mis lenguas extranjeras?
- ¿Qué sé hacer con mis lenguas ambientales? (B1-C2)
- ¿Cómo hablan mis lenguas otras personas?
- ¿Qué otras lenguas se hablan a mi alrededor?
- Mi manera de aprender
- ¿Qué he aprendido y qué me ayudó a aprenderlo?
- ¿Qué hago para aprender fuera de clase?
- Mis planes de aprendizaje

DOSSIER

- Examples of my work
- Documents and souvenirs

SECONDARY PILOTING: ACTIVITIES AND EVALUATION: Activities / Sections used by teachers in order of their introduction in the classroom			
Sections	Related activity	+	--
1. 4º ESO, French Initial questionnaire Initial test Global presentation B: What I can do B: Plans for learning Dossier B: My way of learning Final test	Exchange with French students Questionnaire: Learning to learn	+ + Awareness	Time Time Time Time
2 3º ESO, English (2 groups) Global presentation B: My languages B: Descriptors: Listening B: Descriptors: Production / Interaction B: Other languages B: My way of learning B: My way of learning outside class Revision of above B: My languages	Activity 1? Detailed list of competences Teacher's own activities Activity 7 Questionnaire: Learning to learn Activity 10 Linguistic fan(Activity 14)	Useful + Motivating + + Fruitful	Time Slow Time Time -
3. 2º Bach (nocturno), English (2 groups) Initial questionnaire B: My languages B: What I can do B: My languages B: Descriptors – reading B: Other languages B: Descriptors: Interaction P: Ling. Profile / Ling & Cult experiences Dossier	Instructions in Eng Activity 1? Interaction activity Linguistic fan	+ + + ++ Motivating Participation Relaxing 2 nd part	Time Descriptors Instructions 1 st part
4. 4º ESO & 2º Bach, English Passport B: My languages B: Descriptors – production B: Descriptors – writing & listening B: Other languages B: Descriptors – production B: My way of learning B: My way of learning outside class B: My learning plans B: What phrases have I learned? B: All the descriptors Passport & Dossier 5. 2º ESO & 2º Bach, English Introduction to Biography B: My languages B: Descriptors – reading B: Descriptors – listening B: Descriptors – listening / production / interaction B: Descriptors – writing B: How I feel B: How others speak my languages	Text & video about Wales Board game Writing & Dialang descriptors(Swiss) Activity 7 Questionnaire from a magazine Portfolio questionnaire + diary Video with sub-titles Diary Writing Instructions in Eng Activity 3 Tapes / Anecdotes / Activity 3 Writing activities	++ + + + + + + + ++ ++ ++	Slow Descriptors Descriptors Chaotic Descriptors Time Time -
6. 3º ESO & 1º Bach, Catalan ESO: Presentation -Biography & dossier Bach: P: Linguistic profile B: My languages ESO: Passport & dossier B: Lenguas ambientales – listening & reading	Linguistic fan Diary	++ ++ Diary	Dossier / passport
7. 3º ESO, English & Castilian Global presentation		+	

B: My languages B: Other languages B: My languages B: Other languages B: My way of learning B: My languages B: My way of learning B: Descriptors – reading & listening B: Descriptors – interaction B: Descriptors – listening B: My languages B: Lenguas ambientales B: Comparison Ls ambientales & foreign Ls	Activity 1? Activity 7 Results of Activity 7 Activity 9 Linguistic fan Debate, text, tape Debate about Iraq 3 short videos Song Listening to the radio	++ ++ Interesting + ++ ++ Creative ++ ++ ++	Descriptors / time Ss overestimated Time Ss overestimated
8. 3º ESO, French (2nd foreign language) Global presentation & P: My linguistic experiences B: Descriptors – listening B: Descriptors – interaction B: Descriptors – reading B: Descriptors - writing B: B: How I feel / How others speak my languages B: Other languages	Tapes Native speaker collaboration Texts Examples of text types Activity 9 Debate	+ + + Descriptors familiar +	Time Descriptors Too long Too superficial Objectives unclear

B – biography P – passport L – language Ls ambientales – languages regularly encountered in my environment

Activities from Teachers' Guide:

- 1 Autobiografía lingüística Objective: to raise awareness of one's own linguistic identity
A series of questions designed to help students reflect on their linguistic identity

- 3 ¿Qué puedo hacer? Objectives: familiarise students with the descriptors; train students to self-evaluate
A series of activities related to the descriptors which students perform in groups, then peer- and self-evaluate

- 7 Find someone who... Objective: to raise awareness of all the languages we encounter
A series of questions concerning language (e.g. someone who knows a song in Arabic) which students ask their classmates

- 9 El texto (in)comprensible Objectives: to raise awareness about how we learn languages; inference
A short poem in Polish, with illustrations

- 10 Jugamos a detectives Objective: to encourage students to find fun ways of learning outside the classroom
Using realia (menus, tickets, receipts), discover what someone has done in a foreign country

- 14 El abanico lingüístico Objective: to become aware of one's own plurilingual profile
Using two models as a guide, students draw a personal linguistic fan and talk about it

Source:

Memoria de experimentación del PEL español secundaria: Informe Técnico

Daniel Cassany, Olga Esteve, Ernesto Martín Peris, Carmen Pérez-Vidal (MEC, 2004)

TEACHERS' AIMS

Teachers who piloted the ELP said that they wanted to:

- support their learners' thinking about their language learning
- help their learners to understand the central aim of language learning
- teach their learners how to assess themselves
- increase their learners' motivation
- help their learners to understand what they can already do and decide for themselves what they want to achieve
- set achievable short-term learning targets
- help their learners to take their own initiatives
- use European standards of proficiency (the Council of Europe's common reference levels)
- explore different ways of evaluating their learners' progress
- help their learners to overcome their fear of speaking in a foreign language
- show their learners how they can collect and display evidence of what they have learned
- support the development of their learners' autonomy
- learn something new and increase their professional skills

Here are some of the things that teachers who piloted the ELP said about the impact on their teaching:

- I now think more about what is important for my learners and I discuss things with them.
- I tended to underestimate my learners. I was surprised how objective they can be in their self-assessment.
- I use group work more often and I try to help my learners to become more autonomous.
- I try to classify the subject matter of my teaching into smaller units and link them together.
- I try to help my learners to think about the purpose of their work.
- I have changed my approach to homework. I now respect my learners' individual needs more.
- For the first time I find myself thinking about long-term goals.
- The ELP has helped me to think about new ways of teaching.
- The ELP has made me think about the collaborative nature of learning.

Teachers involved in the Czech pilot project were asked: "What advice would you give to a colleague who is about to start working with the ELP?" This is what four of them said:

- Rely on your learners' initiative. If they are suitably motivated, they will create their own opportunities to learn.
- The ELP is about collaboration between teacher and learners. Listen to your students' opinions and you will understand them better.
- If you give responsibility to your learners, you will not see the ELP as an additional burden at all.
- Meet other teachers and discuss your problems with them. Find a colleague in your school with whom you can discuss everything.

FREQUENTLY ASKED QUESTIONS

- How should I integrate the ELP in my teaching?
- How exactly does the ELP relate to the curriculum and the text book?
- How often should I use the ELP?
- How can I make time for the ELP in my already crowded schedule?
- Can I really make use of the Council of Europe's common reference levels and descriptors in my classroom?
- How can I use the ELP to help my learners to reflect on language and language learning?
- Why should I get my learners to assess themselves?
- Can learners really be trusted to assess themselves honestly?
- How can I help them to develop their capacity for self-assessment?

[Source: *The European Language Portfolio: a guide for teachers and teacher trainers*
David Little & Radka Perclová]

POINTS TO BE CONSIDERED

- The ELP is not a textbook, a curriculum, a standard test, or an exercise, though it may cause any of these things to change.
- The ELP is a companion to learning and an information tool, based on a broad view of assessment linked to the Common European Framework.
- The ELP needs to be embedded. Its success will always depend on
 - cooperation with relevant authorities
 - the adoption of the right kind of approach in pre- and in-service teacher training
 - the elaboration of transparent examination requirements (which may entail the updating of examinations and diplomas)
 - the provision of appropriate information and support material not only to teachers but to textbook publishers
 - publicity
 - a determination to shape ongoing innovations
- The ELP can focus and support innovation and reform in a variety of ways:
 - authentic assessment
 - self-directed learning
 - self-assessment
 - revision of examinations
 - increasing the value attached to migrant languages
 - immersion teaching
- The principle of learner ownership of the ELP means that
 - the learner has only one ELP at a time
 - the ELP is a tool for handling transitions in education and learning
 - the ELP is a stand-alone document
 - the ELP is open to all languages and every conceivable experience of language learning and language use
 - learners must be prepared for independent use of the ELP
 - other ELPs will arrive
- How many new ELPs should there be? Don't reinvent the wheel. Bear the following points in mind:
 - every context is different
 - creation means development and organic growth
 - developers need to be competent and dedicated disseminators
 - take over what is good in other ELP models – always with due acknowledgement
 - small scale should not mean poor quality
- Checklists may be used for various purposes: setting learning goals, selecting learning tasks, monitoring learning progress, analysing textbook content, etc.
- Descriptors should be positively phrased (“can do” statements), concrete, clear and short, not jargon-ridden, and they should make sense in themselves.

From the Report of the Turin Conference
(Available on COE website)