

Plurilingüismo desde la integración competencial

Propuesta de actuaciones para el impulso del
aprendizaje de lenguas en los centros educativos que
desarrollan un Proyecto de Lenguas de Centro

Recursos europeos para la elaboración
del Proyecto de Lenguas de Centro-PLC

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@NewsNews

Plurilingüi~
la integr~

Pechakucha
ペチャクチャ

... impulso del
... centros educativos que
... de Lenguas de Centro

... europeos para la elaboración
... yecto de Lenguas de Centro-PLC

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@NewsNews



Generalitat de Catalunya
Departament d'Ensenyament



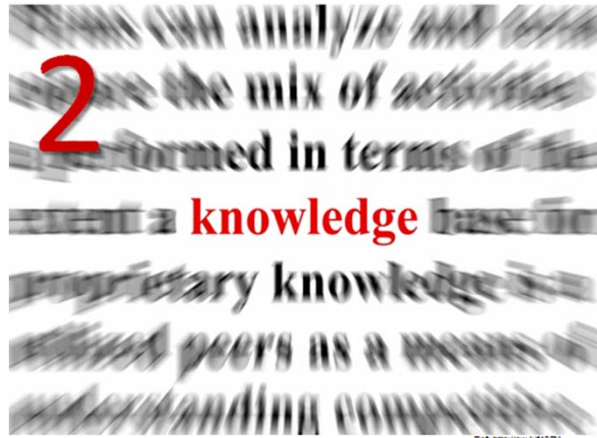
Lifelong Learning Programme

Contenido

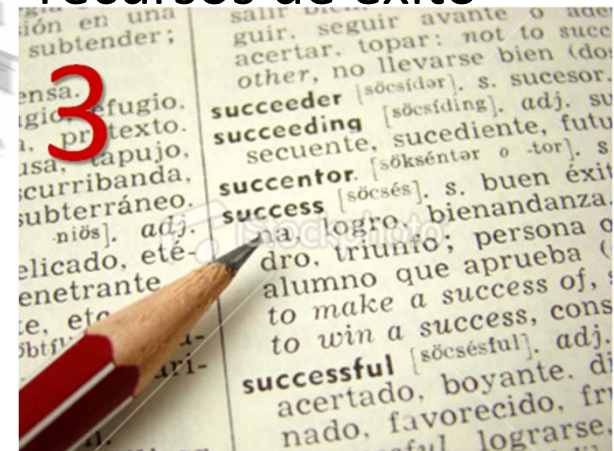
Competencia comunicativa
transversal



Construcción colaborativa
del conocimiento profundo



Estrategias y
recursos de éxito

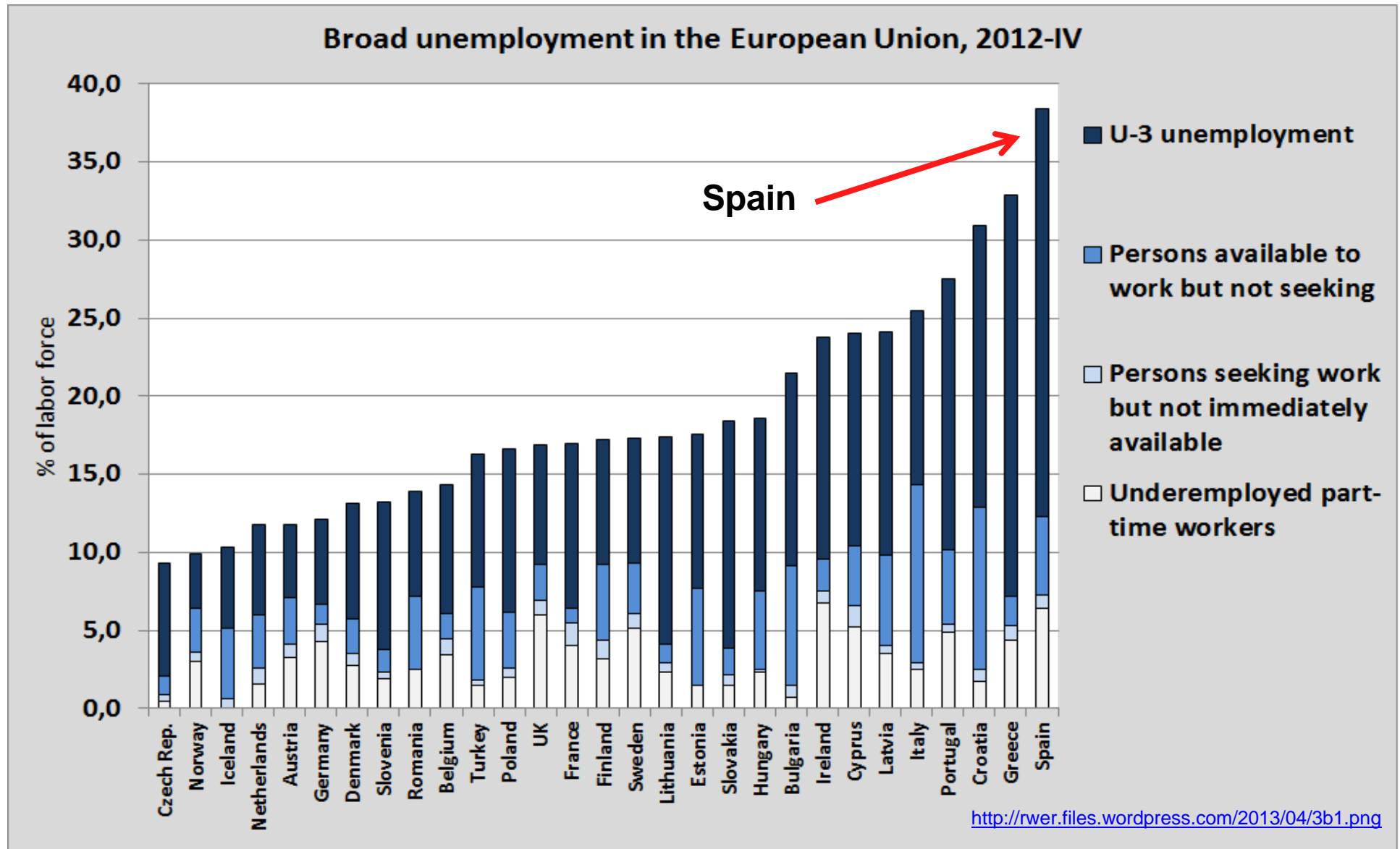


1

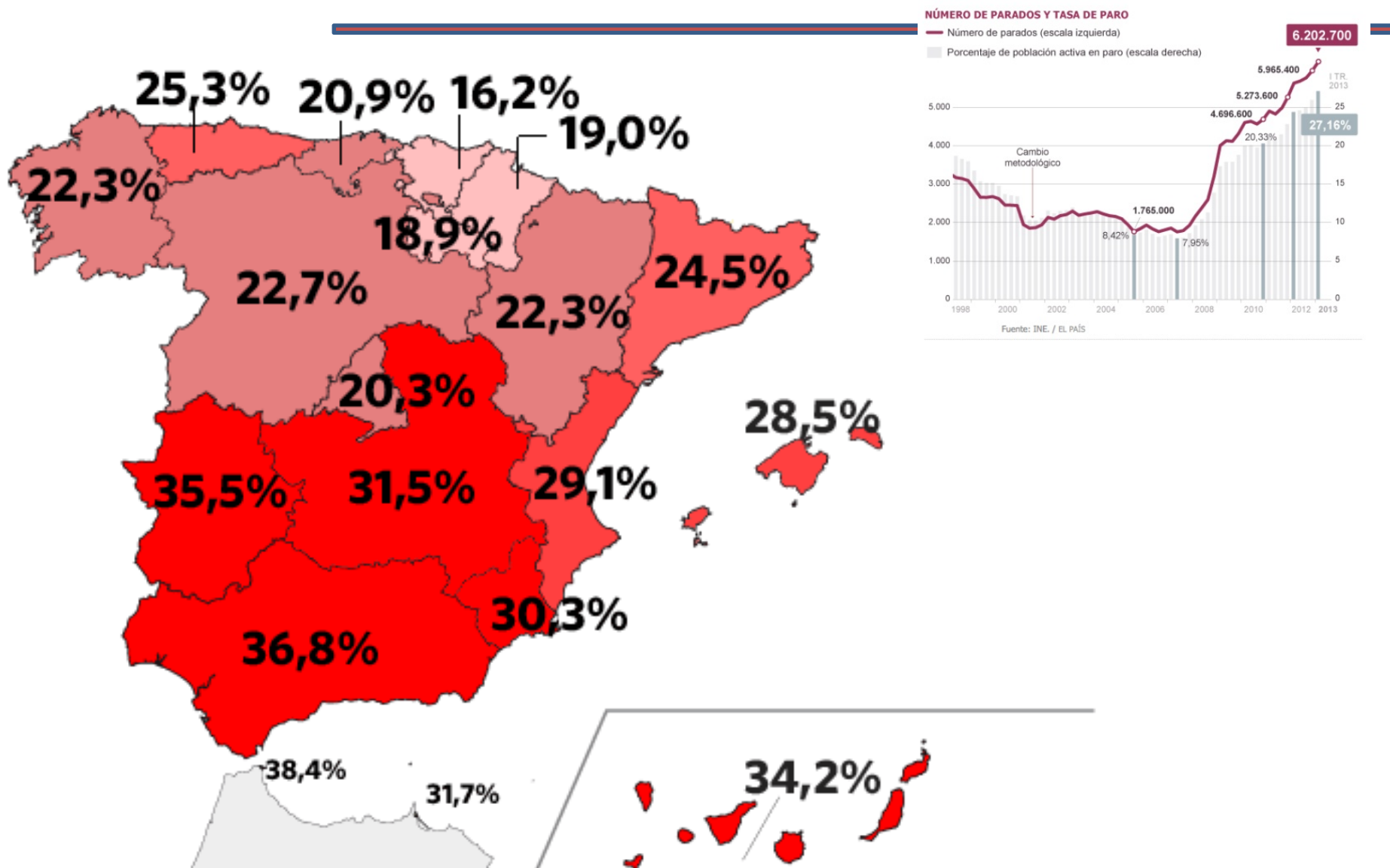
sage communicates with the
communication noun 1
2 something that commu-
tion, a letter or messag-
communicating, e.g. a
radio, or

Contexto socioeconómico

Paro en Europa, 2012



El paro en mayo 2013: 6.202.700 personas



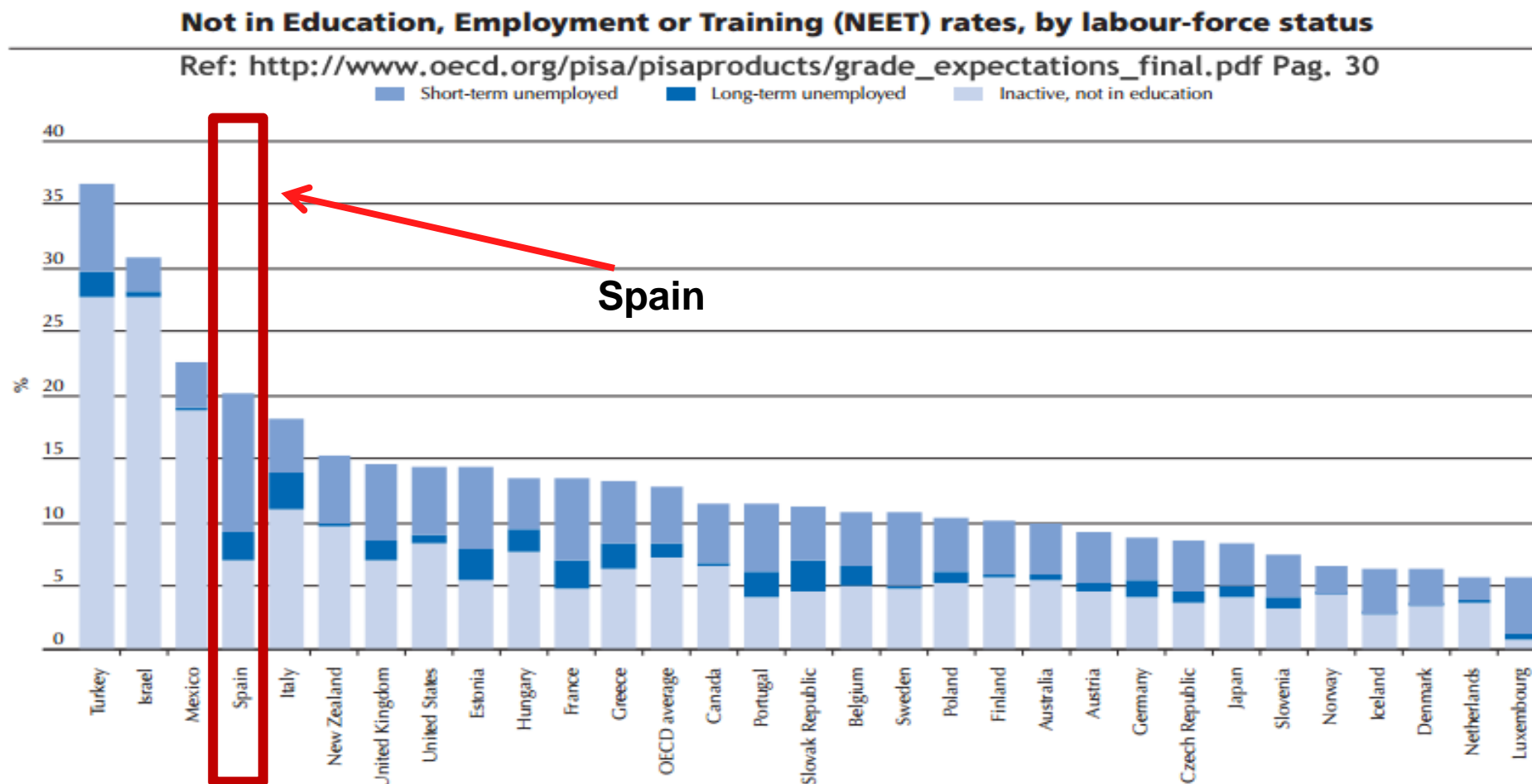
<http://www.eleconomista.es/economia/noticias/4776421/04/13/El-pparo-subio-al-2716-en-el-primer-trimestre-segun-la-EPA.html>

<http://s01.s3c.es/imag/v0/635x400/0/6/9/EPA1T-CCAA.png>

<http://www.diariodeteruel.es/images/stories/2013/04/130425/grfico%20parados.jpg>

Contexto socioeducativo


El riesgo global de fractura generacional: NINIs 2009



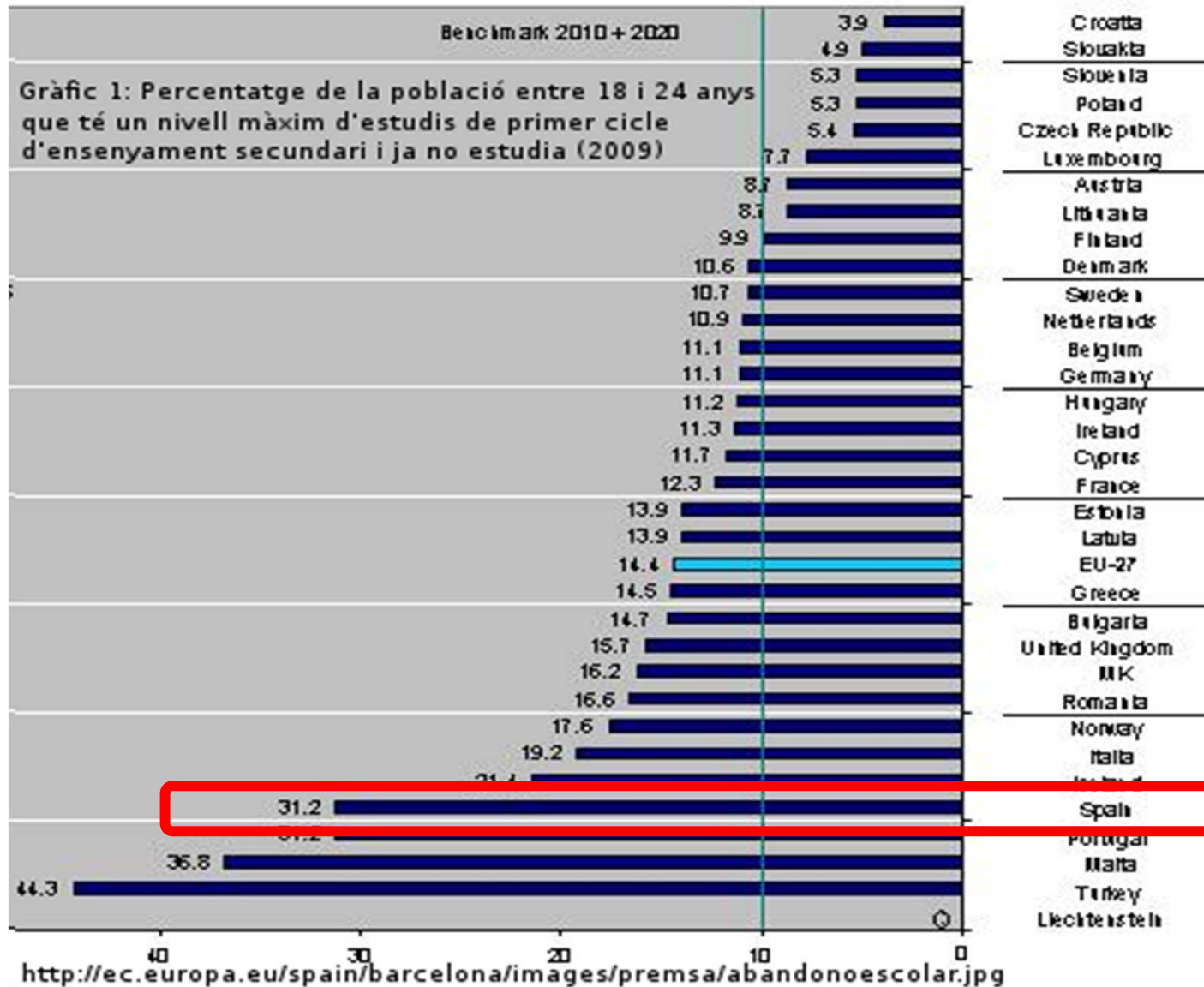
Note: NEET rates for each country are expressed as a percentage over youth population aged 15-24. Data for 2009.

Countries are sorted in descending order by the total NEET rate.

Source: OECD Education Database, data for 2009.

StatLink  <http://dx.doi.org/10.1787/888932733678>

El abandono escolar, un riesgo real



Comisión Europea: http://ec.europa.eu/spain/barcelona/sala_de_prensa/110131b_ca.htm



School is where class is

http://25.media.tumblr.com/tumblr_m9iy9ry4ox1rciwp1o1_500.jpg



A Helping Hand
Can Change the World
Ref: <http://goo.gl/MpuXT>

**Las condiciones de contexto
crean injusticias,
las actitudes individuales
las cronifican o las compensan.**

...¿pero de qué va todo esto? ...



¿Lenguas?

<http://4.bp.blogspot.com/-IFLkldW7IIM/UZ5VBDZNaki/AAAAAAAAAY8/W6yayeNYgv0/s1600/Tongue+flags.jpg>

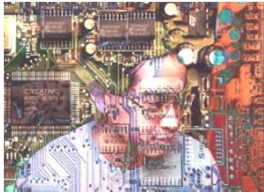


Cultura y Clima escolar

Ref: FriendMosaic: <http://rippleeffectgroup.files.wordpress.com/2012/06/olympic-timeline1.jpg>

La competencia lingüística

Micro



Recurso Individual

Filología, Psicolingüística...



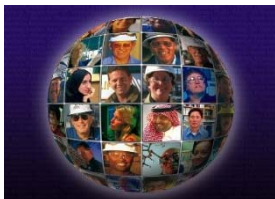
Producto Colectivo

Sociolingüística, Pedagogía...



Riqueza Cultural

Etnolingüística, Antropología...



Patrimonio Universal

(Bio)Lingüística, (Bio)Cognición, Neurociencias... ..

Identidad *cognición, consciencia, sentimentalidad...*

Pertenencia *socialización, interacción, cohesión*

Participación *sostenibilidad, transcendencia...*

Corresponsabilidad *equidad, glocalización*

Macro

Plurilingüismo efectivo: integrado e integrador



Integrar lenguas, integrar contenidos



**El reto de la escuela:
La integración competencial**

Creatividad, autonomía personal, solución de problemas...

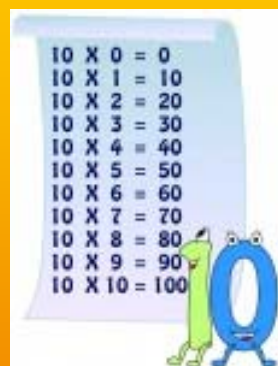


...para el alumno, ciudadano del mundo

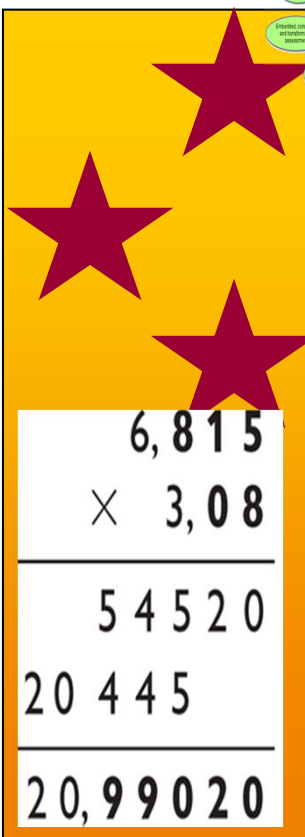


Evolución del currículum: hacia la integración competencial

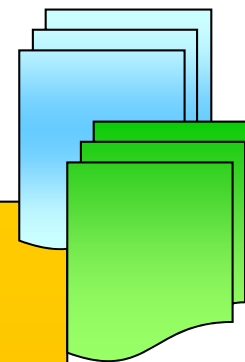
LGE



LOGSE



LOE



... y además en inglés!

4) Change this recipe for 4 people to a recipe for six.

Sponge Cake

Water	300 ml
Butter	120 g
Sugar	160 g
Flour	240 g
Eggs	2



No es un *conjunto de proyectos*, es un proyecto conjunto



http://www.falibo.com/sources/work_like_dog.jpg

**¡Necesitamos
la complicidad
de todos!**



<http://queanimalada.net/wp-content/uploads/2012/08/foto-graciosa-animales-rana-tumbada-bocarriba-siesta.jpg>

Un recurso internacional: El marco competencial

La mirada global en educación: integración de aprendizajes

El marco competencial:

- Necesidades comunes
- Integración de aprendizajes
- Actividades dinamizadoras en todas las habilidades:

- Cognitivas
- Comunicativas
- Estratégicas (indiv.)
- Participativas (col.)

-Autonomía del aprendizaje a lo largo de la vida:

- Aprender a identificar : información explícita (observar, detectar, notar) -> DATOS
- Aprender a razonar: conocimiento implícito (deducir, asociar) -> INFORMACIÓN
- Aprender a reflexionar: pensamiento crítico (juzgar, opinar, crear) -> SABIDURÍA



Aprender a comunicar, aprender a aprender

- Información explícita: Riqueza de *inputs*
 - Textos diversos (orales y escritos), ricos en contenidos.



Información implícita: Razonamiento y práctica

- Hablar, escuchar, conversar, leer, escribir.

Educación del criterio y el juicio propio:

- Motivación, oportunidad, buenos modelos, formación...

No se aprende, se descubre

La comprensión profunda de la lengua, hacia la competencia global

Luís pidió Sushi para ambos

Comprensión Explícita

Luís
Sushi
ambos
pidió
... ..

Comprensión implícita

Restaurante
Cocina japonesa
Pescado crudo
Palillos chinos
... ..



Comprensión referencial

Costumbres en la mesa
Hábitos nutricionales
Formas de pago
Comunicación narrativa
Léxico de alimentación
... ..

Unidades Coherentes: (MOP)
Memory Organization Packets

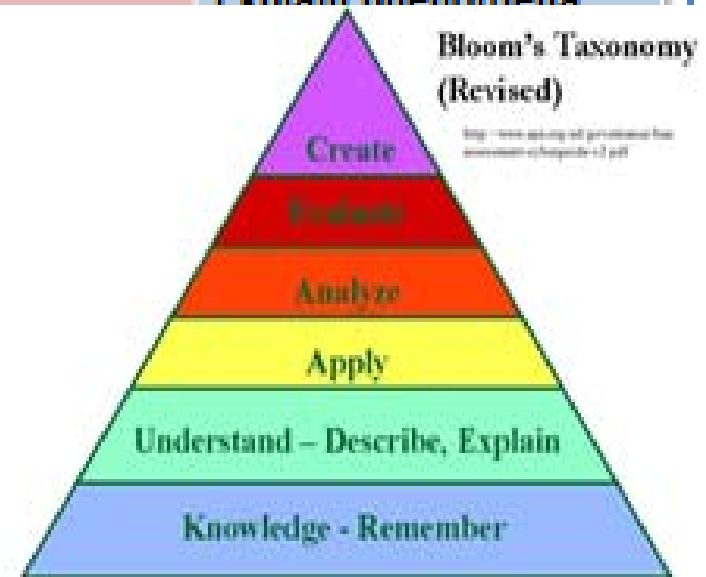
REF: http://cogprints.org/637/1/LearnbyDoing_Schank.html

<http://www.sushikio.cl/images/slide2.jpg>

Roger C. Schank: “Learning by Doing”

Comparing levels of cognitive processes in PISA tests, in Reading, Mathematical and Scientific Literacy

	READING	MATHS	SCIENCE
WORKING WITH EXPLICIT INFORMATION	Retrieving information.	Formulating situations mathematically.	Identify scientific issues: describing, explaining and predicting scientific phenomena
ASSOCIATING IMPLICIT INFORMATION	Interpreting texts.	Employing mathematical concepts, facts and procedures and reasoning.	Explain phenomena
REFERENTIAL AND CONTEXTUAL INFORMATION	Reflection and evaluation.	Interpreting, and evaluating mathematical outcomes.	



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Ref: Neus Lorenzo 2013.

PISA 2015

Hacia un nuevo paradigma



#post2015

www.oecd.org/pisa/pisaproducts/pisa2015draftframeworks.htm

 Search

OECD Programme for International Student Assessment (PISA)

About PISA

PISA products

PISA 2000

[PISA](#) > [PISA products](#) > PISA 2015 Draft Frameworks

PISA 2015 Draft Frameworks

Colaboración para la resolución de problemas

PISA in Focus
PISA FAQ
PISA en français
PISA en español
PISA auf Deutsch
How to join PISA
PISA Fellowships and Grants
PISA-Based Test for Schools
PISA for Development
Contacts

These draft conceptual frameworks for PISA 2015 provide the theoretical underpinning for the PISA 2015 assessment in which fifteen-year old students will be tested in science, reading, mathematics and collaborative problem solving. Science is the major domain in PISA 2015.

[PISA 2015 draft science framework](#)

[PISA 2015 draft reading framework](#)

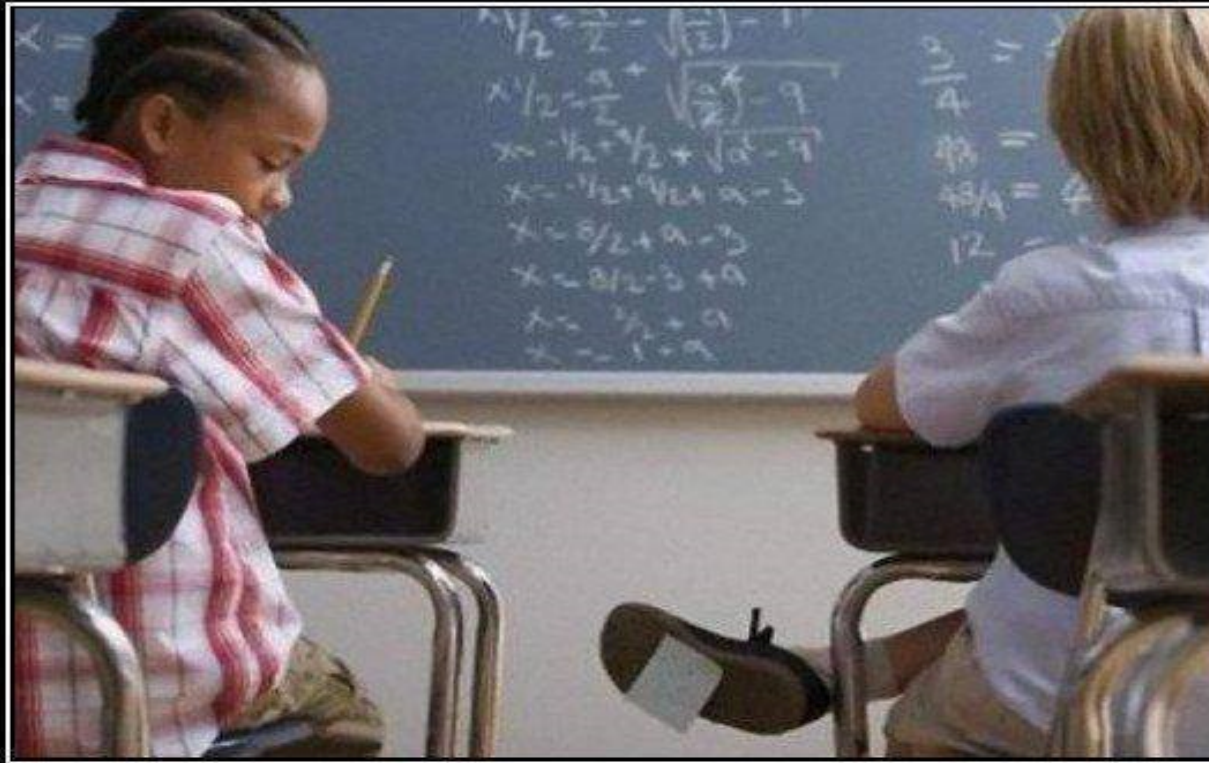
[PISA 2015 draft mathematics Framework](#)

[PISA 2015 draft collaborative problem solving framework](#)

→ Nuevas definiciones

→ Nuevas competencias

Colaboración para la resolución de problemas: el reto de todos



Teachers Call It Cheating

We call it teamwork

https://scontent-a-ams.xx.fbcdn.net/hphotos-ash3/q71/1382962_531154006964141_2091439809_n.jpg

Identificación de dificultades (Proficiency description)

PISA 2015

Collaborative Problem Solving

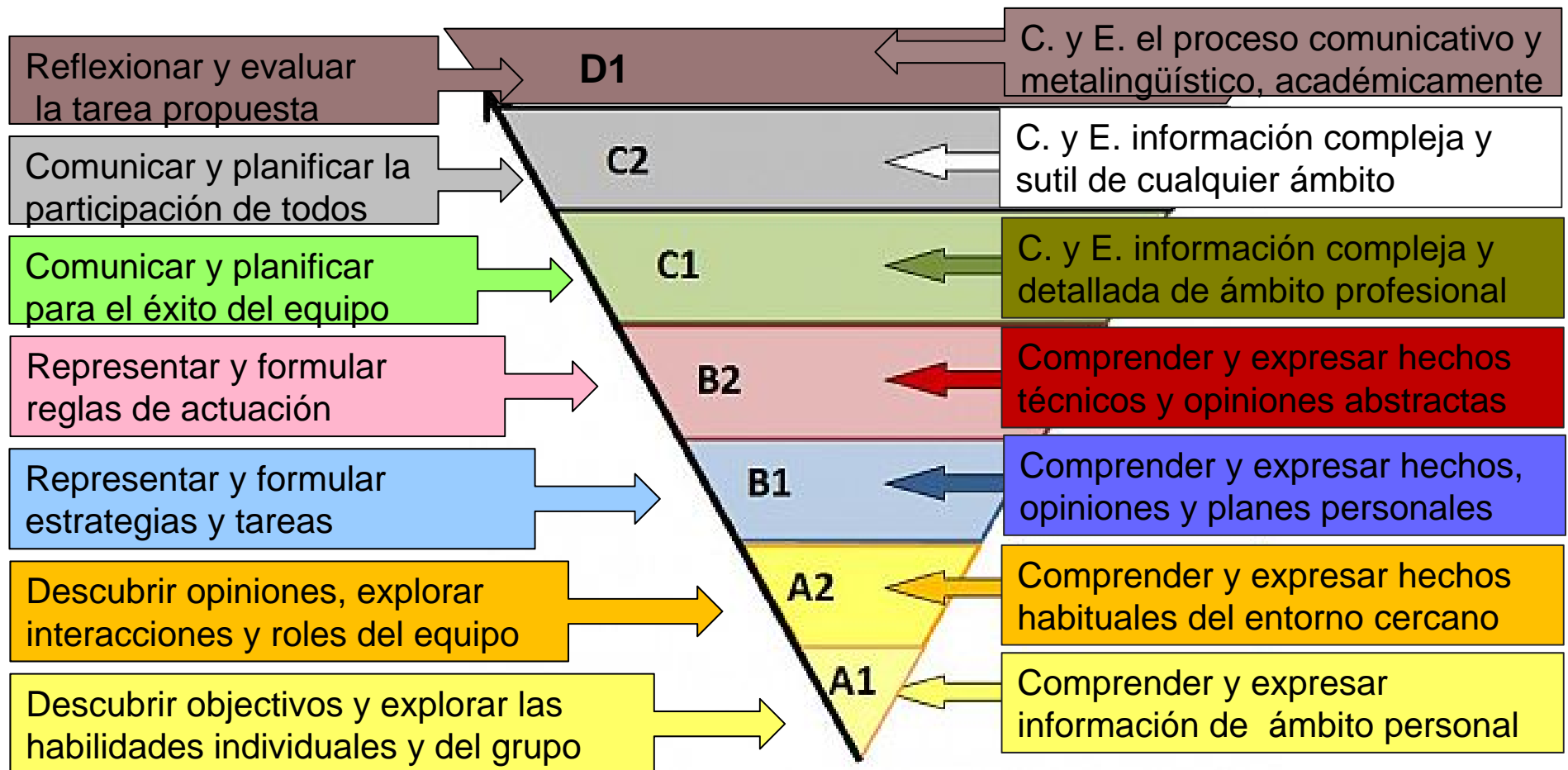
Table 7 Relationship between proficient behaviour and item difficulty drivers

Collaboration processes	Proficient behaviour (summary)	Conditions that drive item difficulty
(1) Establishing and maintaining shared understanding	<ul style="list-style-type: none"> • Discovers others' abilities - share information about own ability • Discusses the problem - asks questions, responds to others' questions. • Communicates during monitoring and resolution of groupwork 	<ul style="list-style-type: none"> • Amount of explicit prior information about others • Size of group • Openness of problem (well-defined/ill-defined) • Having to initiate vs. being prompted to talk
(2) Taking appropriate action to solve the problem	<ul style="list-style-type: none"> • Understands the type of interaction needed, make sure to know who does what • Describes and discusses tasks and task assignment • Enacts plans together with others and performs the actions of the assigned role • Monitors and evaluates others' work 	<ul style="list-style-type: none"> • Interdependency • Intrinsic complexity of problem • Clarity of problem goal • Openness of problem (well-defined/ill-defined) • Distance to solution • Problem space: Explicit or implicit information about group members' actions
(3) Establishing and maintaining team organisation	<ul style="list-style-type: none"> • Acknowledges and inquires about roles • Follows rules of engagement - complies with plan, ensures others do • Monitors team organisation - notices issues, suggests ways to fix them 	<ul style="list-style-type: none"> • Symmetry of roles • Problem space: Explicit or implicit information about group members' actions • Cooperativeness of group members

Table 1 Matrix of Collaborative Problem Solving skills for PISA 2015

	(1) Establishing and maintaining shared understanding	(2) Taking appropriate action to solve the problem	(3) Establishing and maintaining team organisation
(A) Exploring and Understanding	(A1) Discovering perspectives and abilities of team members	(A2) Discovering the type of collaborative interaction to solve the problem, along with goals	(A3) Understanding roles to solve problem
(B) Representing and Formulating	(B1) Building a shared representation and negotiating the meaning of the problem (common ground)	(B2) Identifying and describing tasks to be completed	(B3) Describe roles and team organisation (communication protocol/rules of engagement)
(C) Planning and Executing	(C1) Communicating with team members about the actions to be/ being performed	(C2) Enacting plans	(C3) Following rules of engagement, (e.g., prompting other team members to perform their tasks.)
(D) Monitoring and Reflecting	(D1) Monitoring and repairing the shared understanding	(D2) Monitoring results of actions and evaluating success in solving the problem	(D3) Monitoring, providing feedback and adapting the team organisation and roles

Correlación de niveles: comunicación y colaboración para la resolución de problemas



Conectivismo

- **Cognitivo: constructivismo dialógico**
- **Construcción social y cultural**
- **Coordinación y cooperación en redes**



http://cdn.zmescience.com/wp-content/uploads/2011/07/neural_network.jpg

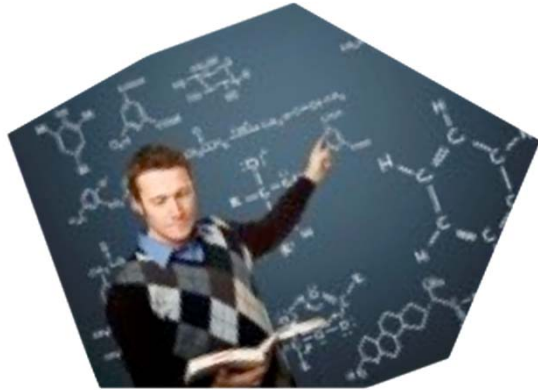
Connectivism: Stephen Dawn

Ref: http://4.bp.blogspot.com/-Ma_vv1u4TEA/UBhDLnXDtkI/AAAAAAAAAEo/8tiabMNTaS8/s1600/RedNeuronal.jpg

2

knowledge

Aprender debe ser un descubrimiento activo



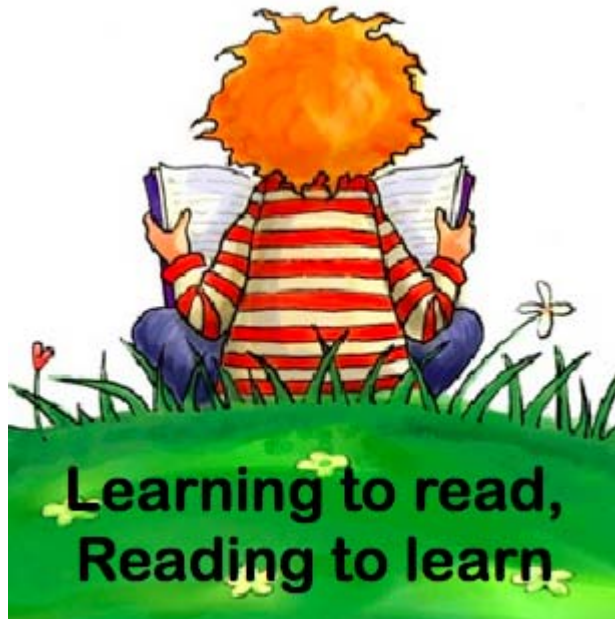
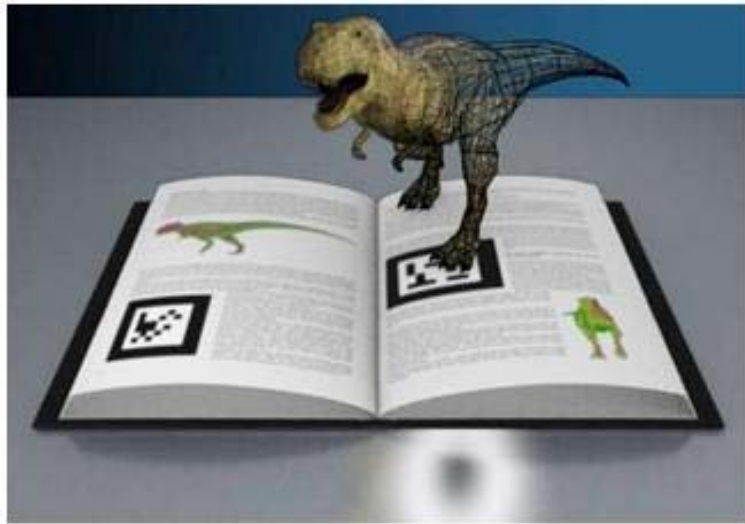
“...demasiado a menudo
los alumnos van a la escuela
a ver como trabajan
los profesores...”
-WILL DAGGETT



Hacia el conocimiento profundo



La construcción del conocimiento



Proyectos, tareas y actividades para la mejora de las estrategias comunicativas

1. Utilizar una cámara...



Explicación del profesor:
- Instrucción explícita

2. Hacer una buena fotografía...



Práctica y reflexión del alumno:
- Comprensión implícita y factual

3. Decidir sobre cómo, qué, cuando

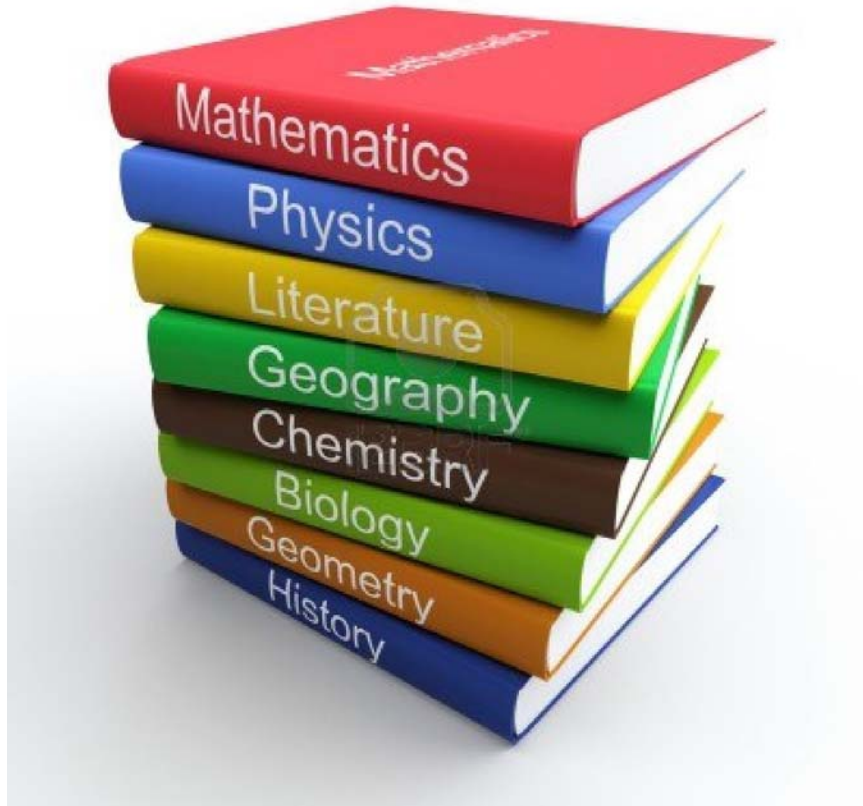
Reflexión colaborativa:
- Referencia de contexto

Cambios metodológicos

Aprender en entornos plurilingües

La gestión del conocimiento no depende de:

Lenguas y materias...



Acceso tecnológico a la información...

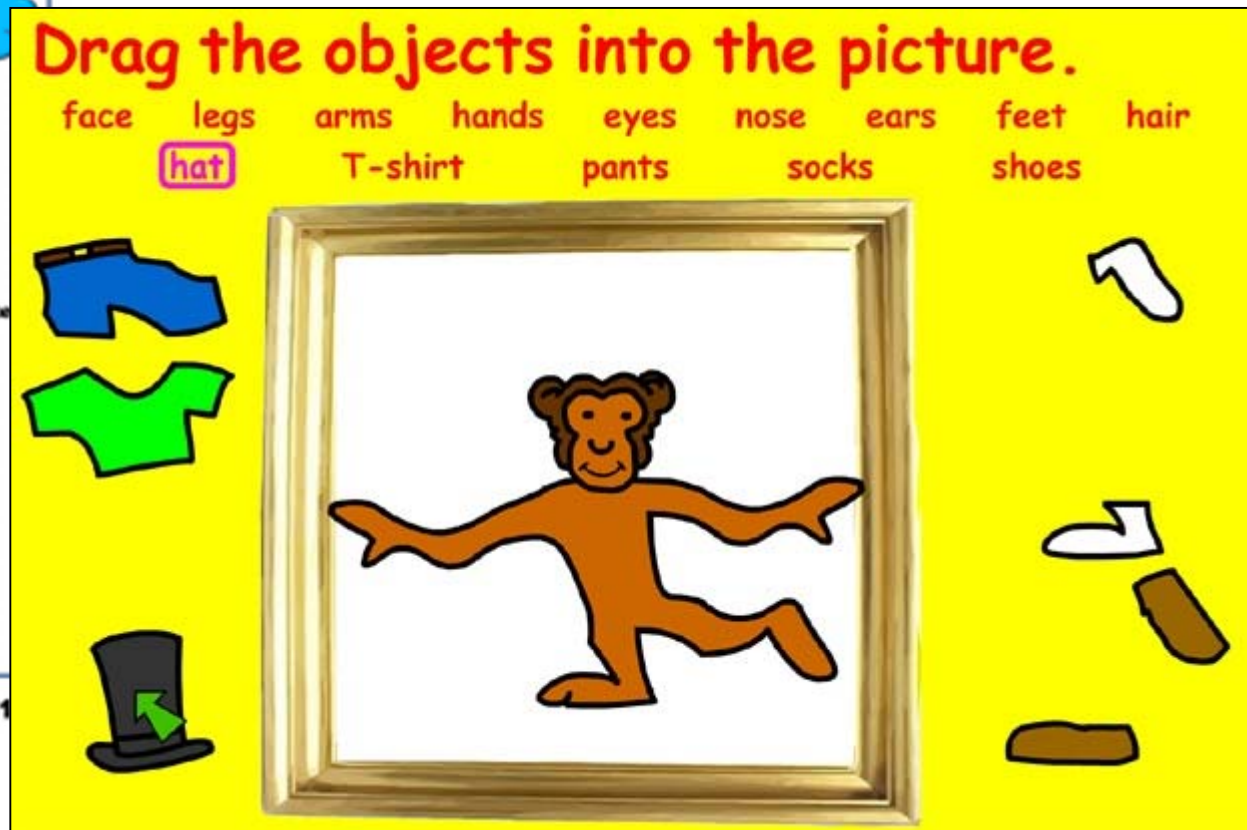


Riqueza de entornos en los que gestionamos la información, el conocimiento y nuestra vida social

Personal Learning Environment



El trabajo del alumno no puede ser únicamente
“recordar” o “recuperar información”...



Hay que estimular el reto cognitivo desde el acompañamiento docente

Identificar, reproducir:

-¿Cuales son estos personajes hechos con LEGO?

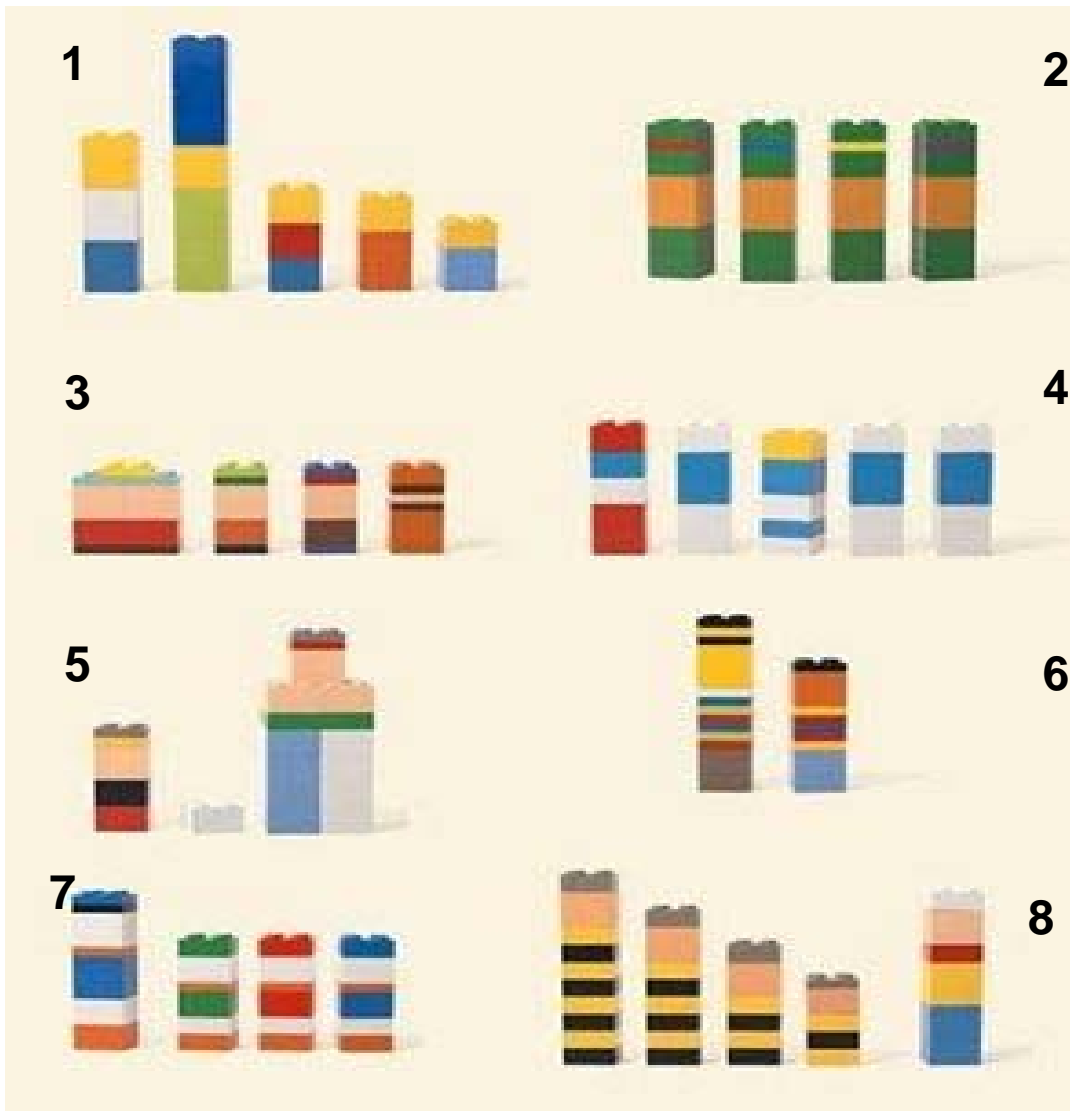
1. La Familia Simpson
2. Las Tortugas Ninja
3. South Park
4. Los Pitufos
5. Asterix y Obelix
6. Epi y Blas
7. Donald y sus sobrinos
8. Los Daltoin y Lucky Luke

Inferir, asociar:

-¿Qué elementos nos ayudan a distinguirlos, identificarlos...?

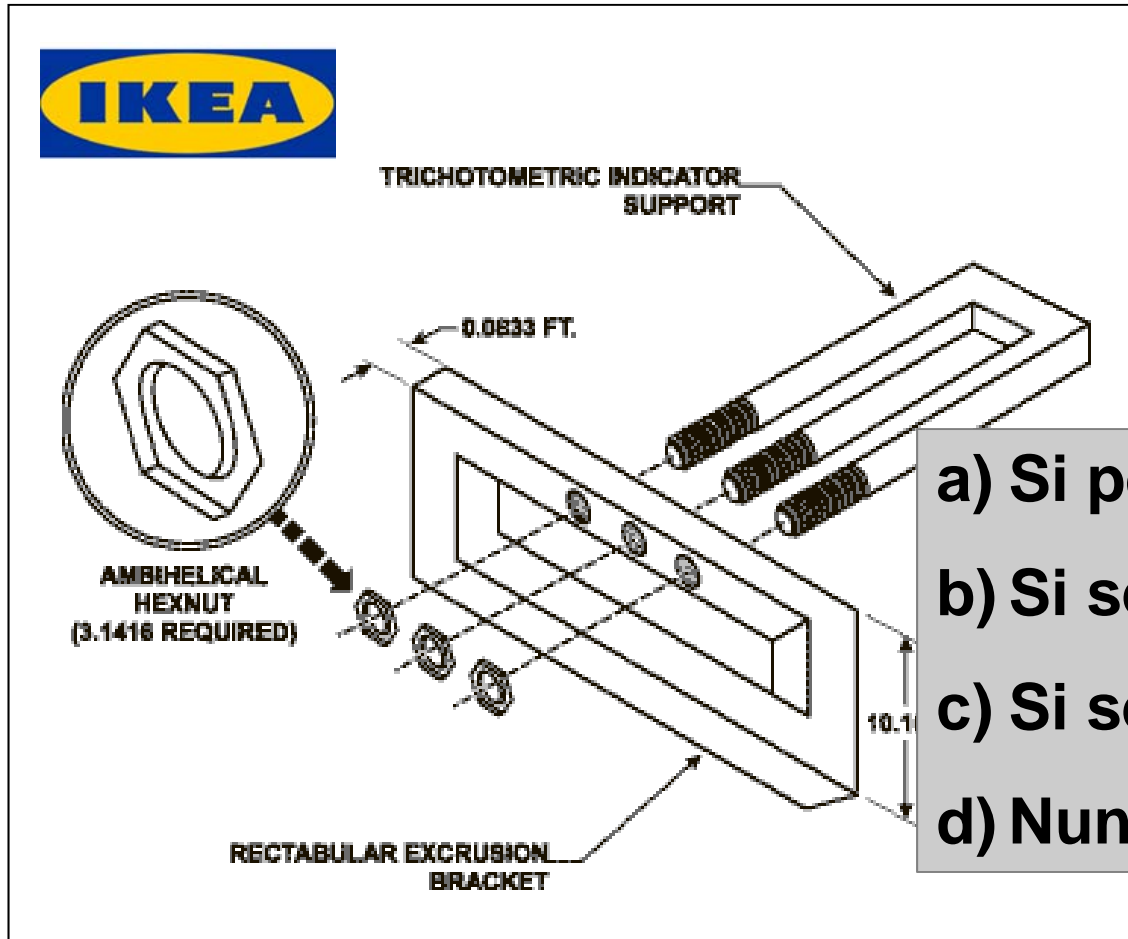
Valorar, deducir, reflexionar:

-¿Qué relaciones familiares, sociales o emocionales representan...?



1. Información explícita

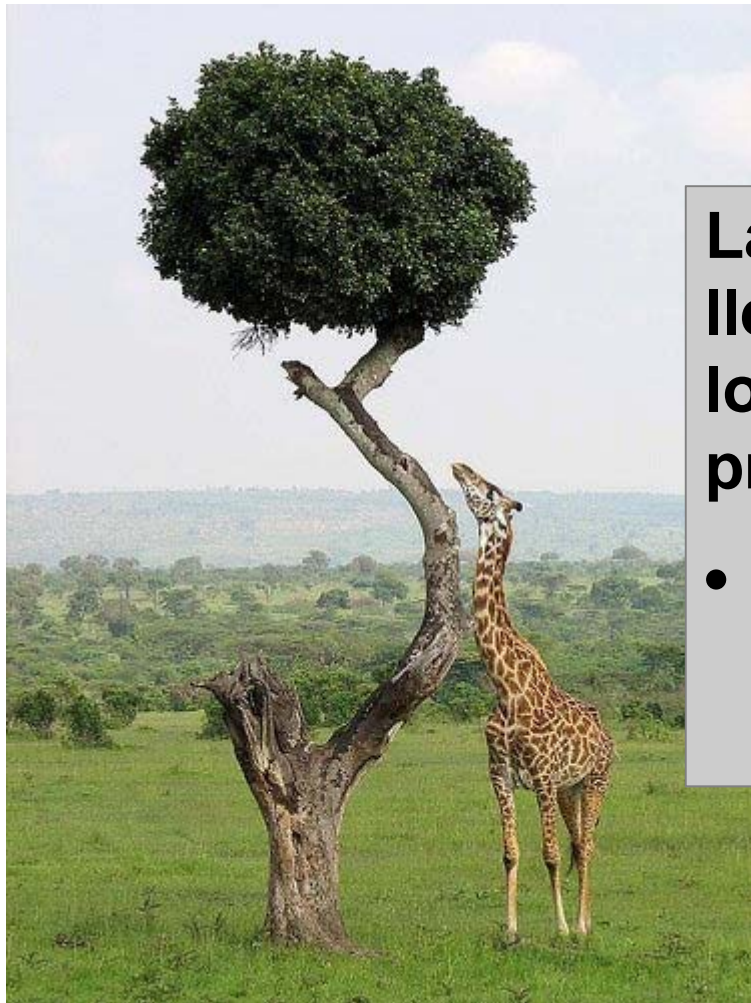
¿En qué caso NO podremos montar este mueble?



- a) Si perdemos una *tuerca*
- b) Si se rompe el soporte
- c) Si se tuerce el tridente
- d) Nunca podré montarlo.

2. Información implícita:

La Naturaleza evoluciona por mutaciones adaptativas



La jirafa ha evolucionado para llegar a las hojas más altas de los árboles gracias a la prolongación de su cuello .

- **¿Qué defensas han desarrollado las plantas para evitar a los depredadores?**

3. Información referencial:

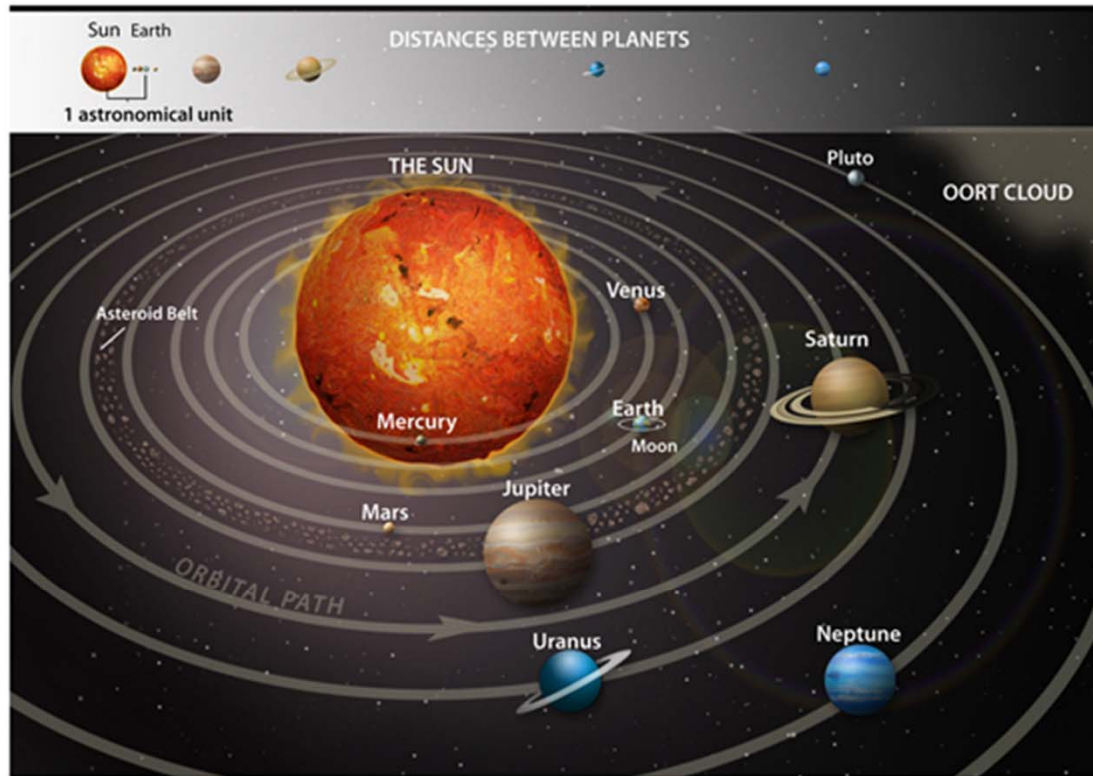
La NASA ofrece un documento sobre polución lumínica


Da razones para decidir si es **una fotografía** real o una **representación**




The Solar System


Thanks to eLibrary,
Consulate of USA in Barcelona




 A medium-sized star that emits light and heat throughout our solar system.
The Sun

 The smallest planet in the solar system, it is extremely dense.
Mercury


 A hot planet, the climate suffers from an extreme greenhouse effect.
Venus


 The only planet known to support life.
Earth

 Like Earth, it has ice caps, deserts and, possesses a thin atmosphere.
Mars

 The largest planet in the solar system, it is composed almost entirely of gasses.
Jupiter

 Second only to Jupiter in size, its rings are made of ice, dust, and debris.
Saturn

 Made of ice and gas, it orbits on its axis at a sideways tilt around the Sun.
Uranus

 The farthest planet from the Sun, it is a windy planet composed almost completely of ice.
Neptune

© Great Neck Publishing
Jared Williams-Staff Illustration

Ref: <http://ow.ly/exIEO>

Ref: <http://ow.ly/exzNU>

eLibrary USA

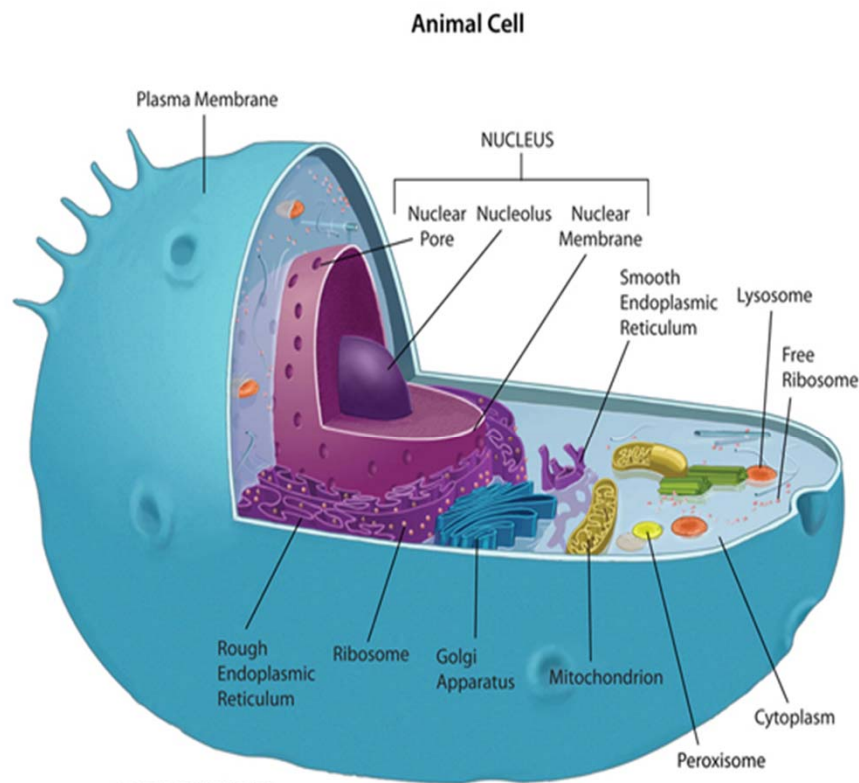
The **solar system** is the part of space around the sun.

The solar system includes Earth, the other **planets**, and many other things in space.

Planets are large objects that **orbit**, or go in a circle around the sun.

eLibrary USA

Cells



© Great Neck Publishing
Jared Williams-Staff Illustrator

[caption] This illustration shows the different parts of an animal cell.

- **Cells** are the smallest living part of an animal's body.
- Every part of an animal's body is made up of different types of cells.
- The cells look different and work in different ways.
- **Heart cells** and **blood cells** are both part of the circulatory system, but these two kinds of cells look very different.

Mejora del clima escolar

Creación de escenarios de aprendizaje efectivo



Comprensión profunda de la realidad



3

salir bien.
guir, seguir adelante o ade-
acertar, topar: not to succe-
other, no llevarse bien (dos
succeeder [söcsidar], s. sucesor.
succeeding [söcsiding], adj. su-
secuente, sucediente, futu-
succentor [sökséntor o -tor], s.
success [söcsés], s. buen éxit-
na, logro, bienandanza.
dro, triunfo; persona o
alumno que aprueba (o
to make a success of, s.
to win a success, cons-
successful [söcsésful], adj.
acertado, boyante, di-
nado, favorecido, fr-
ful, lograrse.

El trabajo por tareas en el PEL, una estrategia integradora

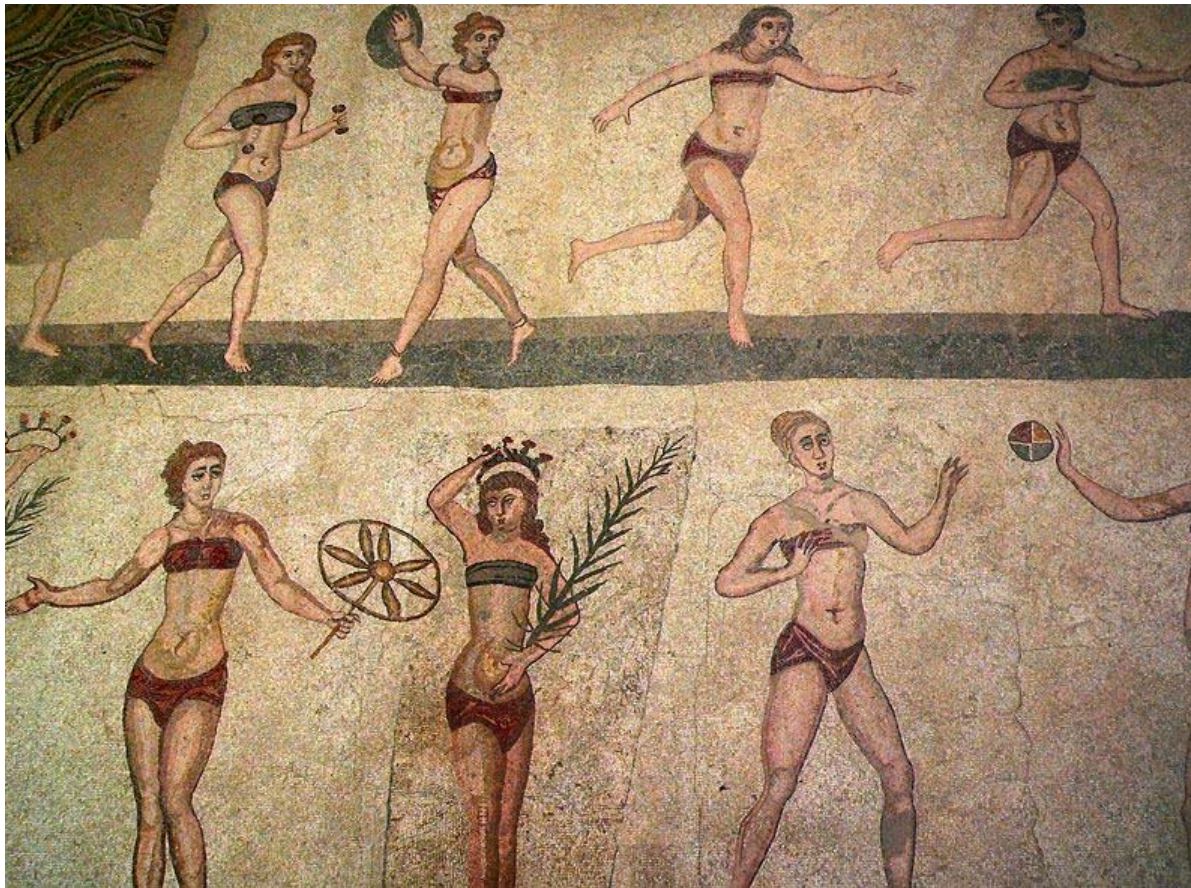


Más información: Neus Lorenzo http://phobos.xtec.cat/pluriling/PEL/ejercicios/expertos/6a_y_6b_icloze_Neus_Lorenzo.htm

Tip #1

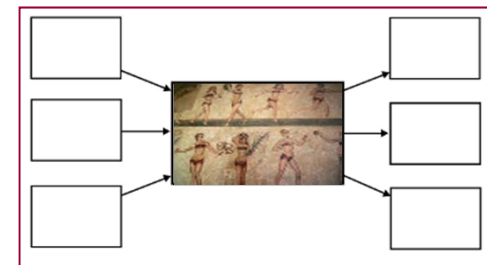
Las fuentes fiables son un requisito

- Was the Bikini in fashion during the Roman Empire?
- How can you prove it? (Can you locate this image?)



- ✓ Explore webs of Roman clothes (describe)
- ✓ Translate Latin texts (on-line translation)
- ✓ Investigate on the Bikini and its history (...?)
- ✓ Present your conclusions and your research process.
- ✓ Make a list of useful:

- Lexis & Structures
- Topic information
- ICT Tools
- Working attitudes



Ref: "bikini girls" mosaic (found by archeological excavation of the ancient Roman villa del Casale near Piazza Armerina in Sicily.

Wikipedia http://en.wikipedia.org/wiki/File:Casale_Bikini_modified.jpg & <http://commons.wikimedia.org/wiki/File:Armerina.jpg>

Ref: <http://www.unrv.com/culture/ancient-roman-clothing.php> & http://www.newsfinder.org/site/more/bikini_an_ancient_swimsuit/

Tip #2

El reto cognitivo es una oportunidad comunicativa

1

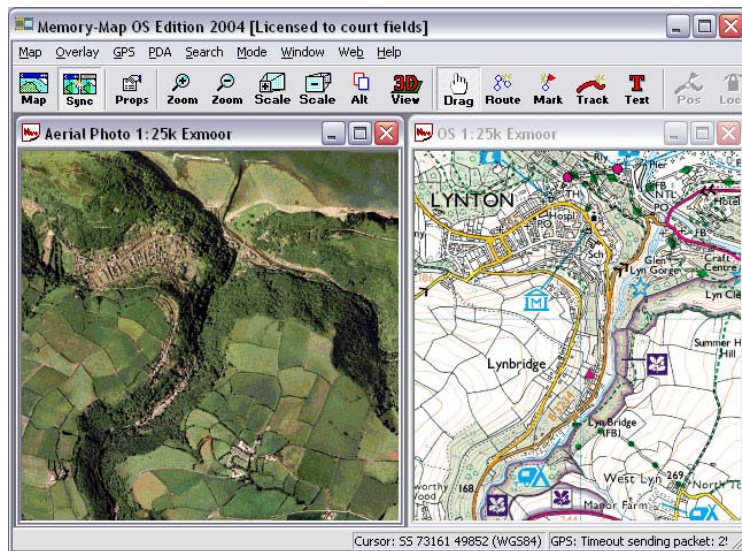
25.000

1

100.000

Which scale is more detailed?

- Which of these two scales
would give you a more detailed
map of the territory?



Classroom language

Now it's your turn...
We can look it up on...
What's the meaning of...

Interaction language

I agree / I don't agree...
In my group, we think that...
We need to agree on how...

Discipline: (knowledge)

-scale, legend,
-Physical & Political map
-(numbers)...

Cognition (Frames, Patterns)

-If scale is at one to one, then...
-We can see... we cannot see
-There are *more details than* in...

Tip #3

Thanks to eLibrary,
Consulate of USA in Barcelona

Los modelos de calidad son aprendizaje oculto

Instinct

MIGRATION



PAIN REFLEX



© Great Neck Publishing
Jared Williams-Staff Illustrator

HIBERNATION



MATING DISPLAYS



1
2
3
1
2
3

Many animal **behaviors** are instinctive.

This means the animal knows how to do something when it is born.

An example of an **instinctive behavior** is a bird building its nest. Birds do not need to learn how to build nests. They are born knowing how to do it.

Another type of instinctive animal behavior is called **imprinting**.

Animals do not have to learn this kind of behavior.

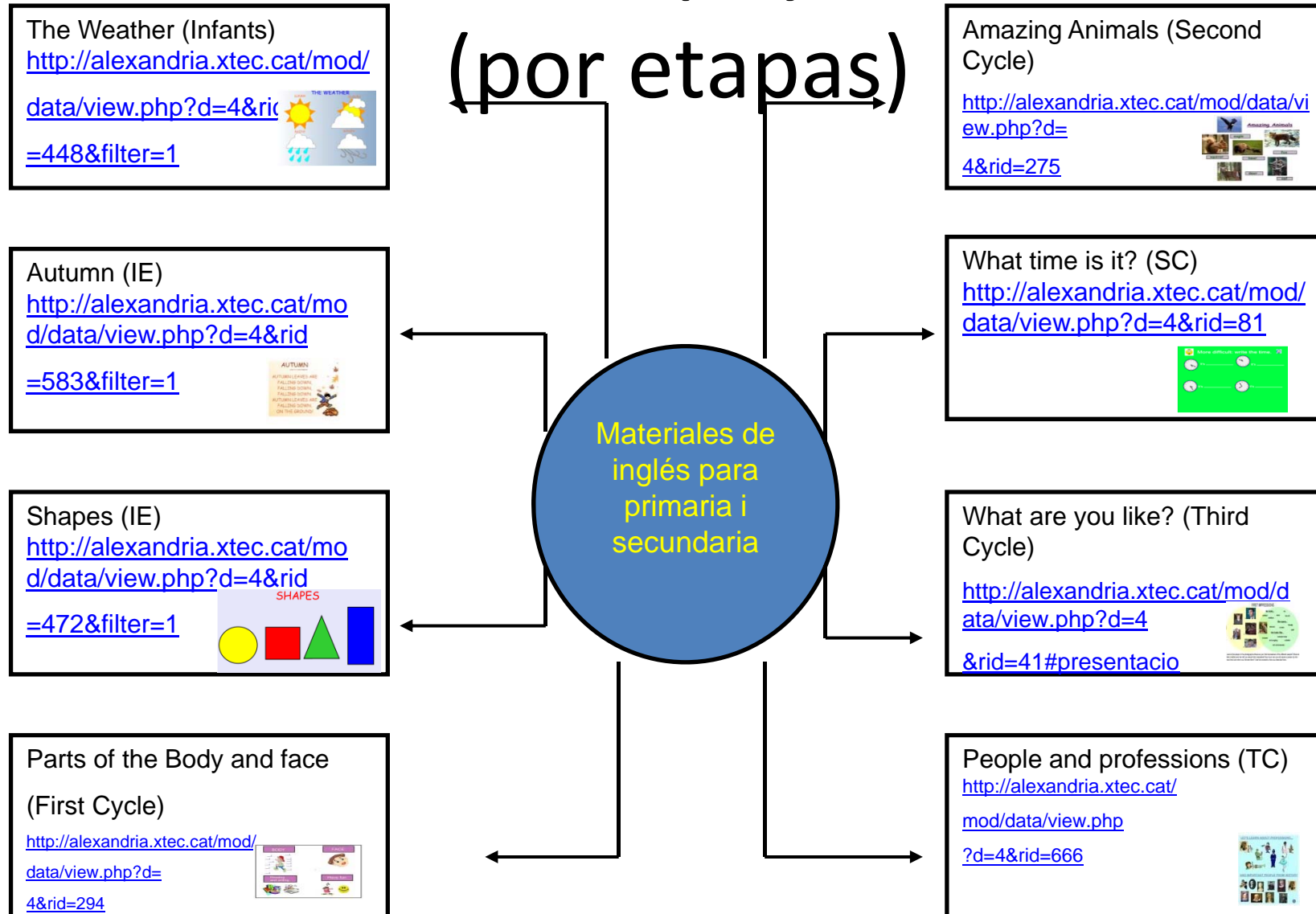
An example of imprinting is when geese babies learn to follow their mother. A goose baby follows the first thing that makes the call of a goose and that moves.

[Caption] This illustration shows four examples of instinctive behavior.

Learning to organise ideas

Ref: <http://ow.ly/exzNU>

Materials de apoyo curricular (por etapas)



Materials de apoyo curricular

(por etapas)



Abrir el aula y el centro al mundo exterior



**Coordinar contenidos
de lengua y materia**




**Colaborar y trabajar
conjuntamente**



A photograph of three paragliders flying over a coastal landscape. The paragliders have colorful canopies: one is yellow and orange, another is red and white, and the third is yellow and orange. They are suspended in the air, with their silhouettes visible against the sky. The background shows a blue body of water, a distant island, and a green hillside in the foreground. A blue rectangular box with a yellow border is overlaid on the bottom right of the image, containing the text 'Elevar las expectativas personales'.

**Elevar las expectativas
personales**

A photograph of two turtles on a rock. One turtle is on top of the other, with its head and front legs raised. The background is a blurred natural setting with green and brown tones. A blue text box with a yellow border is overlaid on the left side of the image.

**Buscar una sociedad
más justa**

An underwater photograph showing a large, dense school of fish, possibly sardines, swimming in a deep blue ocean. Several sharks are visible in the foreground, swimming towards the school of fish. Sunlight rays penetrate the water from the top left, creating a dramatic effect. The fish are tightly packed together, forming a large, dark mass that contrasts with the lighter blue water.

**Buscar alianzas
contra riesgos comunes**

https://fbcdn-sphotos-d-a.akamaihd.net/hphotos-ak-prn1/32338_296156917157321_821188247_n.jpg

Trabajar la autenticidad del debate




Unirnos en las diferencias



**Recordar
a las nuevas generaciones
la fuerza que pueden tener**



A photograph of several sparrows on a concrete ledge. One sparrow is in flight, having just jumped or is about to land, with its wings spread and tail feathers visible. The other sparrows are standing on the ledge, looking in various directions. The background is a blurred outdoor setting.

**Para que cada uno aprenda
a volar con sus propias alas**