

Portfolio Europeo de las Lenguas Académico y Profesional (ACPEL Portfolio). M^a Pilar Durán Escribano, Georgina Cuadrado Esclápez, Joana Pierce, McMahon, Ana M^a Roldán Riejos, Paloma Úbeda Mansilla, M^a Mar Robisco Martín, Joaquín Santiago López (2009). Madrid: ENDYMION. ISBN: 978-84-7731-478-3

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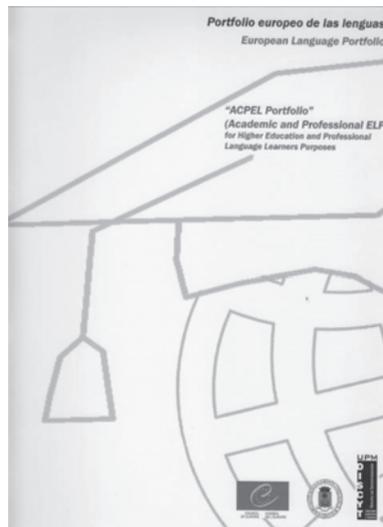
Some of the main needs of young people in the European Union today are mobility and the possibility of having their competences recognized beyond their home countries. Since the late 90's, a main concern in this respect has been the method to express language abilities in a way that is understandable to potential employers. The introduction of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2001) followed by a language passport and, finally, a Europass have had a powerful effect on the mobility of millions of qualified workers. Nevertheless, while these documents have served the general labor force workers, it has become clear that the specialized skills of qualified workers need to be evaluated separately.

The present *Portfolio Europeo de las Lenguas Académico y Profesional* (henceforth ACPEL) aims to address this gap in the field for academic and professional benchmarking. It is divided into three main parts: The passport of the languages, a language biography and a dossier. The book also includes an extra «Academic and Professional Bank of Descriptors Arranged by Communicative Skills». The entire volume is written in Spanish and English but it can serve for any foreign language that the user might be learning.

The ACPEL portfolio first describes its intended use and the reasons for development of the current European Portfolio. In this sense, it provides an orientation to users who might not be aware of the Common European Framework of Reference for Languages (henceforth CEF) or the European Language Portfolio (ELP). The introduction clearly indicates that the prospective users will be university stakeholders and professionals.

The first part («The Language Passport») provides a place for the individual to record any experience with a language while abroad. Progress is recorded in photocopyable bilingual (Spanish/English) forms. This first part includes a «Profile of Language Skills» in relation to the CEF, a «résumé of language learning and intercultural experiences», and a place to record certificates and diplomas obtained, as explained on page 13. This part concludes with a self-evaluation form and the necessary register of certifications obtained through use of the Portfolio in other countries.

The second part («The language biography») is used by the individual to reflect on his or her communicative experiences in the non-native language and also to «reflect on



the cultural differences and similarities when travelling [...]» (p. 30). The final purpose of this section is to encourage language learners to become more autonomous and reflective in their learning. The worksheets are focused on learning strategies (p. 32), effective learning activities (p. 33), intercultural experiences (p. 34), a very interesting section called «My language learning history» (p. 36), and the CEF self-assessment descriptors, which the learner uses for self-assessment (p. 39).

The main goal of the third part («The dossier») is to provide users a place where they can record collected samples of work that «document your language competencies [...] according to your purpose» (p. 65). The authors describe it as a «working dossier» and a «display dossier» intended for use when changing to a different institution or country. In this sense, the book can be shown «according to the occasion» (p.65).

An extra booklet, «The Academic and Professional Bank of Descriptors Arranged by Communicative Skills», is an exhaustive list of language use competence descriptors (over 350) grouped by skill and contextualized in the academic and professional fields. The most interesting are «Communicative language competence» and «Working with texts». The first of the two deals with the use of features such as vocabulary control, sociolinguistic competence, figurative language use and pragmalinguistic competence, while the second addresses such aspects as note taking, processing texts and direct and reported translation.

The book finishes with a list of bibliographical references under three headings: works cited in the text, ELP models, and finally, a well-annotated list of specific bibliography that has helped to publicize this excellent work even before it was compiled and published.

Many teachers will welcome this specialized portfolio. In fact, the ACPEL has already proved its worthiness and is currently in use in technical and academic institutions including Universidad Politécnica de Madrid. Following the general opinions of the ELP (Brantmeier & Vanderplank, 2008), García Laborda (2010) criticized the vagueness of its descriptors. However, Wefound has indicated that the descriptors are very coherent and helpful (González, 2009; Little, 2009). For many working in English for Specific, Academic or Technical Purposes, this volume is destined to become a must.

Bibliographical references

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