European Language Portfolio

Glossary

A draft glossary of European Language Portfolio (PEL) terminology

PROPOSAL n.1: six different areas

PROPOSAL n. 2: a list

PROPOSAL n.1: six different areas

1) GLOSSARY	**3) DISSEMINATION**
2) VALUE	**4) MONITORING**
5) ………………	6)…………………..

1) GLOSSARY

Achievement

What has been learned in a course of instruction.

> Achievement grades = assessment of performance, recorded as scores (numbers).

Acquisition

The unconscious process that occurs when language is used in real conversation.

Approach

A model, how to do something.

Appropriacy

The right word or register in a situation.

Assessment

The measure of a student performance in a course according to the aims and objectives of that course.

Autonomy

A capacity – for detachment, critical reflection, decision-making and independent action.

Biography (Portfolio)

It might contain: a record of language courses, self-directed learning, formative self-assessment, visits and exchanges undertaken, literary and other written texts read in a non-native language, spoken and audio-visual texts listened or watched, a 'language learning diary', setting down the results of self-observation or reflection on experience.

Common Reference Levels

An ascending series of common reference levels for describing learners proficiency.

Common European Framework

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a

comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

Competence

The sum of knowledge, skills and characteristics that allow a person to perform actions.

Grammatical competence = knowledge of/and ability to use the grammatical resources of a language.

Language competence = made up by

Linguistic competence: includes lexical, phonological, syntactical knowledge and

skills and other dimensions of language as system.

Sociolinguistic competence: refers to the sociocultural conditions of language use

Pragmatic competence: concerned with the functional use of linguistical

resources,

the mastery of discourse, cohesion, coherence, the identification of text types and

forms, irony and parody.

Communicative approach

Teaching approach where negotiation for meaning is critical. Collaborative learning and peer interaction is important.

Communicative tasks

Acts of communication with one or more interlocutors which are generally undertaken by a language user in pursuance of his or her needs in a given situation.

Context

Refers to events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

Descriptor

A conceptual grid which users can exploit to describe their system.

Dialect

Local language which is spoken in a particular part of a country and contains some different words, grammar and pronunciation from other forms of the same language.

Discrete item

In testing, focus on a single point of knowledge.

Dissemination

Spread or give out esp. news, information, ideas, products etc. to a lot of people.

Dossier

Collection of samples or examples of work by the learners.

Domain

The broad sectors of social life in which people operate.

Error

Due to an interlanguage, a simplified or distorted representation of the target competence. When the learner makes errors, his performance truly accords with his competence, which has developed characteristics different from those of L2 norms.

Evaluation

Is about decision making, e.g. make sound choices that will improve language teaching and enhance language learning. Three essential components are: information, interpretation and decision making. Umbrella term to cover all the area related to grading.

Function

What people do by means of language.

Functional exponents

Words used to express a particular function.

Functional language

Refers to the different functions, e.g. the uses of language.

Integrated skills

Refer to the combination of at least two skills, e.g. listening and writing for note taking.

Interculturality

Knowledge of the other in terms of behaviour, literature, experience.

Language

Autochthonous = the original language spoken in a particular region / area

Dominant = pertaining to the majority of people of a particular country

Foreign = external, different from the spoken language of a particular nation

Migrant = pertaining to people who have arrived to a foreign nation

Minority = pertaining to only a part of the population of a particular country

National = pertaining to a particular nation

Official = chosen by the government to represent all the nation

Regional = pertaining to a particular region / area

Second = pertaining to a particular nation, but not the first and not chosen as official

Language activity

The exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.

Learning (language)

The different processes of (language) acquisition.

L1

First language known and spoken by a person.

L2

Second language known and spoken by a person.

L1 interference

The errors based on the first language known by the learners.

Metacognitive

Guided reflection about learning.

Mistake

Occurs in performance when a user/learner (as might be with a native speaker) does not bring his competences properly into action.

Monitoring

Control procedure of a process, action, product.

Motivation

The effort learners put into learning an L2 as the result of their desire or need to learn it.

Multilingualism

The coexistence of different languages in a given society.

Plurilinguism

The ability to interrelated and interact in different languages.

Portfolio (Language)

A language Portfolio is a document or an organized collection of documents, in which individual learners can assemble over a period of time, and display in a systematic way, a record of their qualifications, achievements and experiences in language learning, together with samples of work they have themselves produced.

PPP

Presentation, practice and production.

This model rests on the belief that language can be chopped up into little pieces and the pieces can be isolated, fed into students, practised and digested and this will lead to their becoming part of the students' repertoire.

Productive skills

Refer to the skills which the learner uses when he expresses himself externally, e.g. in writing or speaking.

Proficiency

What someone can do / knows in relation to the application of the subject. It represents an external perspective.

Receptive skills

Refer to the skills which the learner uses when he doesn't express himself , e.g. in reading or listening.

Qualitative data

They refer to results from research involving small groups of informants and an interpretation of data using more description than statistics.

Quantitative data

They refer to results from research involving large groups of informants and an interpretation of

data using statistics.

Rubric

The instructions to candidates / learners before each test or task.

Self-assessment

The process by which learners are trained to evaluate their own performances, e.g. imagining how well they would cope in a range of real life settings.

Scales of descriptor can be:

User-oriented = report typical or likely behaviours at any given level. Statements tend to talk about what the learners can do.

Assessor-oriented = guide the rating process.

Constructor-oriented = guide the constructors of tests at appropriate level.

Strategy

Any organised, purposeful and regulated line of action chosen by an individual to carry out a task which he or she acts for himself or herself or with which he or she is confronted.

> Language strategy = when it refers purposefully to language

Study skills

Include the ability to make effective use of the learning opportunities created by teaching situations, e.g. to grasp the intention of the task set, to make rapid and frequent active use of the language learnt, to be able to use available materials for independent learning.

Task

Any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved.

TBL

Task Based Learning

An approach which uses a communicative task as the central focus for language teaching and learning.

Teaching (language)

Facilitation of the processes of (language) acquisition and learning.

Text

Any sequence or discourse (spoken or written) related to a specific domain and which in the course of carrying out a task becomes the occasion of a language activity, whether as a support or as a goal, as product or process.

Vocabulary

Number of words and fixed expressions and the domains, themes covered, controlled and exerted by a learner.

2) VALUE

The language portfolio can be seen as a CHANGE AGENT. It represents the interface between life long learning, teaching and assessment.

The Portfolio would make it possible for learners to document their progress towards plurilingual competence by recording learning experiencing of all kinds over a wide range of languages, much of which would otherwise be unattested and unrecognised. This means it can act also as a QUALITY DEVELOPMENT AGENT because it provides a continuous record of students' language development that can be shared with others.

A further step leads to the promotion of INTERCULTURAL AWARENESS and, later, INTERCULTURAL LEARNING.

When used interactively, portfolio give students a sense of involvement in, control over, and enthusiasm for learning or, in more formal words, self-reliance, motivation both in relation with people and domains and self-esteem. With portfolios there is the shift from students as objects of evaluation to agents of evaluation, i.e. self-assessment.

3) DISSEMINATION

The following steps are identified:

a) Piloting
b) Dissemination
c) Implementation / Development of activities
d) Impact
e) Monitoring

a) The use of portfolio in a restricted area or restricted number of users.
b) The use of portfolio in a as wide as possible area or number of users, after a successful reporting of the piloting step.
c) The use of portfolio and the creation or enlargement of activities.
d) The opinion of the users (students, parents and teachers), after step c). (qualitative results)
e) The quantitative results on the use of portfolio.

4) MONITORING

The tools to keep records of the portfolio process at school:

a) conference notes

b) portfolio notes

c) teacher journals

d) checklists

e) rating scales

f) student journals

g) student anecdotal records

h) student profiles

i) classroom log books

j) questionnaires

Questionnaires should also be used for both qualitative and quantitative research in the dissemination steps.

Proposal n. 2   Glossary: a list

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Other items:

Self-evaluation?

Experience?

Self-knowledge?

Communication?

Independent study?

Purpose?