European Perspectives in Language Teaching, Learning, Assessment
Frameworks for the promotion of multilingualism in Greece

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A multilingual exam suite

National Foreign Language Exam System (KPG)
Promoting multilingualism

Two of our most important projects are:

• a new integrated multilingual curriculum for the most commonly taught European languages.

• a multilingual foreign language examinations suite, leading to a state certificate for language proficiency, known with the Greek acronym KPG.
What is the KPG exam suite?

• Developed by a group of experts appointed by the Greek Ministry of Education, it is an examination suite for the foreign languages most widely taught in Europe.

• It has been designed from the beginning as a multilingual framework.
In what way is KPG a multilingual framework for language tests?

The KPG framework contains common:

- proficiency scaling (aligned to the 6-level scale of the Council of Europe).
- illustrative descriptors (aligned to the CEFR) but validated through empirical data.
- accompanying criterial features from all the languages tested.
- (constructivist) view of language-in-use.
Other characteristics of the KPG?

• It contains test specifications for objective assessment of language proficiency, based on clear benchmarks and standardized measures.
• The measures are descriptors of competences on the 6-level scale (aligned to the CEFR).
• These descriptors have since been validated through empirical data.
How are descriptors validated?

• By using a task and text-based approach.
• By providing documentation to describe not only what one should be able to do, but also how.
• To this end, the language use that learners make in various communicative contexts is being described linguistically and documented.
Validation through documentation (1/2)

• The documentation uses extensive empirical evidence.

• Data is derived from the KPG English Corpus, which comprises collections of written texts [scripts] produced by candidates when tested at each of the 6-levels of foreign language proficiency.

• This Corpus has been developed over a period of seven years and, up to date, totals to 3.7 million words.
Validation through documentation (2/2)

• The KPG script collections have been systematized in a Script Database which is being enriched on an ongoing basis, maintaining a balance across proficiency levels, types of tasks which candidates are asked to perform as well as communicative environments to which they are asked to respond using the target language.
Multilingual operationalisation

• The exam suite is based on a generic (portable across languages) methodological framework, suitable for describing language performance across proficiency levels.

• Also, across languages, the exams:
  – test common competences and strategies.
  – are regulated by common specifications.
  – use a common test-task typology.
Administration

The KPG exams, administered by the Ministry of Education:

- are presently offered as paper-based tests in 6 languages.
- will soon be offered as a computer-based adaptive test – to test 6 levels of proficiency in 6 languages.
Testing understanding

• The KPG Computer Adaptive Language Test (CALT) platform is developed on a multilingual electronic platform to test both comprehension and production.

• The first part of the CALT tests:
  – reading comprehension,
  – listening comprehension,
  – language awareness.
The task-based CALT

- The CALT is not item but task based, as the smallest unit of the comprehension part is a task, not an item.
- Three test tasks comprise a ‘testlet’.
- The candidate’s performance in each testlet determines what testlet level s/he will be served next.
Composition of testlets

• Each testlet is composed of three tasks:
  1. One reading comprehension task.
  2. One language awareness task.
  3. One listening comprehension task.

• There is a common (across languages) formula as to the mix of the types of tasks that each testlet contains.
The KPG CALT contains 10 task types giving us in all 12 types of testlets.

Each task is composed of 5 items as follows:

- items testing comprehension of a source (written or audio) text.
- items testing awareness of correct and appropriate use of language.
CALT testlet typology

- 3 tasks comprise a testlet.
- 3 testlets comprise a testing unit.
- 3-5 testing units comprise a complete.
  - a complete test for each of the lower levels (A1-B1) contains 3 testlets (45 items in total)
  - a complete test for each of the higher levels (B2-C2 level) contains 4 testlets (60 items).
Starting and moving through the test

• The candidate chooses the level of the testlet s/he wants to start with and then if:
  – s/he is successful on 50% of the items, the next testlet is of the same level.
  – his/her success is below 50%, the next testlet is of lower level.
  – If his/her success is above 50%, the next testlet is of higher level.
Digital e-test typology
LA "NOCIVITÉ" DES ÉCRANS EN QUESTION : DOIT-ON LES BANNIR ?


L’expérience menée à Strasbourg (visant à moins utiliser voire supprimer tous les écrans de la vie des enfants pendant 10 jours) a montré que les enfants eux-mêmes étaient prêts à ne plus regarder la télé si on leur proposait autre chose. Ils sont beaucoup moins « accros » aux écrans que les adultes. Les enfants qui regardent le plus la télé sont ceux dont les parents sont rivés à leur télé, selon une étude américaine. Souvent ce qui poussent les enfants à allumer un écran, c’est de lutter contre le sentiment de solitude et d’abandon.

Diriez-vous que les écrans ne sont pas nocifs ?

Tout est question d’usage. Il faut apprendre à utiliser les écrans pour le meilleur de ce qu’ils peuvent nous apporter. Il ne faut pas les considérer.

Les différents supports (tv, portable, ordi, console...) amènent-ils une influence différente chacun ?

Il y a une grande différence entre la télévision et le jeux vidéo ou l’ordinateur en général : c’est l’interactivité. Devant un écran de télévision, le spectateur n’a pas d’interactivité physique mais psychique et mentale. Si vous regardez un film, vous êtes amené à imaginer ce qu’il va se passer ou à juger le comportement du héros.

Les parents doivent

A. Expliquer les images diffusées à la télévision.
B. Cacher leurs sentiments négatifs.
C. Regarder eux-mêmes les émissions de télévision avant de laisser leurs enfants les regarder.
Reading comprehension (German C1)

Multiple choice (MC) - tick

Im Dutzend teurer


Noch auf der Suche nach einer Geschäfts-Idee?
So richtig scheint es den braven Bäckern jedoch nicht zu gelingen: Der Einkaufsservice...
Reading comprehension (English C2)

Multiple choice (MC)-tick

1. Arcimboldo’s devised his extraordinary technique to paint
   A. landscapes featuring a variety of wild creatures.
   B. still life - with various flowers.
   C. allegorical portraits of people.

2. Which aspect of Da Vinci’s painting style influenced Arcimboldo?
   A. his monstrous human figures composed of animals and plants
   B. his realistic human portraits
   C. his grotesque portraits of plants

3. What do most art experts think of Arcimboldo’s paintings? They reflect
   A. the spirit of his era
   B. his unbalanced personality
   C. his era’s disinterest in riddles

4. What is suggested about Four Seasons?
   A. They are not perceived in a uniform way.
   B. They are characterised by a lack of expressiveness.
   C. They are characterised by homogeneity of their component elements

5. How does the writer define the fourth dimension in Arcimboldo’s paintings?
   A. As the concept of distance between the observer and their component elements.
   B. As the gap between the still life elements and the human face depicted.
   C. As the time that elapses until the observer perceives their entirety.

Arcimboldo: 16th c. Milanese painter

One of the questions concerning this unique painter (1527-1593) is his real name. He was the court painter at the Imperial courts in Vienna and Prague from 1562 to 1587. His name is being spelled differently until today: Giuseppe Arcimboldi, Archimboldo, and Joseph Arcimboldi. The name has probably a Germanic origin which can be traced back to a mythical ancestor, a certain Saxon knight called Siegfried who served the emperor Charlemagne, and who supposedly discovered a silver mine in a forest—whence the etymology of Arcimboldo from, Erzim Wald ("Ore in the forest").

Arcimboldo is an artist with an indisputable claim to the word "marvelous." He single-mindedly pursued his invention termed the "composite head," to which he applied numerous and varied subjects. In the form of painting he originated, apt and witty combinations of animals, fish, fruit, vegetables, and a variety of other objects, all painted with meticulous realism, are fitted together into head-and-shoulder figures that sometimes have the look of portraits. Each component, whether object or creature, is sensitively chosen and beautifully represented, and all are crowded together to produce figures. The viewer's eye recomposes the separate objects in such a way as to compose the human face by assembling the parts of the human body or beast.

The matter of its sources is intensely debated. Firstly, Arcimboldo was exposed to Da Vinci’s humorous sketches of those admirable monsters, those hybrids of flora and fauna meshing bizarrely into the human face. These drawings fascinated him and remained in his memory all his life. Secondly, there are many Indian miniatures showing animals, usually elephants, horses, and antelopes; that overlap with other animals or with human figures, which he may have seen. Roger Callis also points to decorated initials in 15th century manuscripts; the illuminators made whimsical composites of men, animals, and plants that retain the form of letters, and he suggests that the artist may have borrowed these stratagems, by which he says, “the eye is invited to decompose and to reconstruct the total image.” Arcimboldo's major works were his numerous series on allegorical themes, especially the Four Seasons and the Four Elements.

Art critics debate whether his paintings were whimsical or the product of a deranged mind.
Language awareness (Italian C1)
Multiple match-insert missing item
Language awareness (Spanish A2)
Matching-drag-'n-drop (Q&A)
Language awareness (English B1) 
Fill in - write in a word

The words in Column A (1-5) appear in the text. Change them so that they are in the right form for the sentences in Column B.

<table>
<thead>
<tr>
<th>Οδηγίες συμπλήρωσης:</th>
<th>Ερώτηση 1: Διήγηση Το Δάσος</th>
<th>Ερώτηση 2: Διήγηση Το Δάσος</th>
<th>Ερώτηση 3: Γράμματα</th>
<th>Ερώτηση 4: Γράμματα</th>
<th>Ερώτηση 5: Γράμματα</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill in the blank spaces by typing.</td>
<td>Φυσικά οι ζωντανές σκηνές του δάσους έχουν επικαλύψει την ενεργό διασκέδαση των επισκεπτών.</td>
<td>Οι θυελλώδεις και το ομίχλη νέοτης έκδοση θα εξελίξτη ή πολιτικά θέματα της περιόδου.</td>
<td>Στην περιοχή του δάσους έχει δημιουργηθεί ένας δραστηριότητα για την εκπαίδευση των παιδιών.</td>
<td>Μια θυελλώδης και ομίχλη νέοτης παρέστη στην περιοχή του δάσους.</td>
<td>Οι εκπαιδευτικοί προσέβλεψαν την ενεργό διασκέδαση των επισκεπτών.</td>
</tr>
</tbody>
</table>

**FOREST of DEAN tour guide 2010**

She told Parliament she had no knowledge of the affair.

Recently the popularity of the government has fallen dramatically.


I don't know exactly what the ring is worth, but I think it's quite valuable.

He comes from the North, so naturally he's got a northern accent.
Language awareness (German A1)

Match-drag’n-drop

**Kinder Europas**

Hallo, wir 1. .... .... .... .... die Kinder Europas! Halil
2. .... .... .... .... aus der Türkei und wohnt mit seiner
Familie in Ankara. Er lernt Gitarre. Albert aus der
Slowakei geht in die 6. Klasse und sein 3. .... .... .... ...

... ist Erdkunde. Friedrich wohnt in Stuttgart,
Deutschland, und spielt 4. .... .... .... .... Handball im
Sportclub. Antonis liebt seine Insel Zypern. Er hat eine
jüngere 5. .... .... .... .... Katerina. Sie fahren
zusammen Rad.

nach: planet-schule.de
Language awareness (English B1)
writing in a word

Wedding customs from around the world

A Finland
The bride wears a crown and is blindfolded. She takes off her crown and places it on another girl’s head. Whoever she crowns will be the next person to get 1

B Holland
The bride and groom sit under a canopy of flowers following the ceremony, and they 2 best wishes and gifts from their friends.

C Georgia
The bride and groom go to the groom’s house and 3 a plate into small pieces by standing on it together at the same time.

D Mexico
The guests 4 a circle around the couple in the shape of a heart. The newlyweds then dance their first dance together within this circle of love.

E Romania
Right after the wedding, instead of rice, guests 5 sweets and nuts at the couple.
Listening comprehension (A1) Multiple match (drag-’n-drop letter/number)
Listening comprehension (Italian B1)
Multiple match (drag-’n-drop letter/number)
Testing production

• Production performance is also computer based.
• The test with which production is tested is a leveled test.
• Its purpose to verify ...
Testing levelled performance

Testing speaking and oral mediation

Testing writing and written mediation
Oral production

• Similar test tasks across languages are aimed to assess context specific:
  – oral performance, stimulated by visual or multimodal texts in the target language.
  – oral mediation performance, stimulated by texts in the home language.
Speaking task (German B1)

Diese Fotos stammen aus Ihrem elektronischen Familienalbum. Welche Personen sind auf den Fotos abgebildet? Wann und warum wurde jedes einzelne Foto gemacht?
Speaking task (Italian B2)

A tuo parere, prima della ripresa di queste due fotografie, che cosa può essere accaduto? E cosa hanno in comune i due avvenimenti?
Speaking task (Spanish B2)

Dinos cómo crees que se sienten estas personas y por qué.
Mediation in English (C2)

Tell your friend Edward about two games he knows almost nothing about: backgammon and jenga.

Click here to speak
Writing production

Similar test tasks across languages are aimed to assess context specific:

- **writing performance**, stimulated by cues, visual or multimodal texts in the target language.
- **written mediation performance**, stimulated by texts in the home language.
Writing task (French B2)
Escribe un e-mail (60-70 palabras) a tu amiga Valentina para hablarle de un bonito lugar de tu ciudad donde estuviste ayer. Cuéntale:
1. Qué tipo de lugar era
2. Dónde está exactamente
3. Qué hiciste allí

Writing task (Spanish A2)
Writing task (English A1)
Written mediation in Italian (C1)
The Piloting Tool

- It’s a management system linked to the Authoring Tool.
- Its purpose is to manage trial runs (or the piloting) of each test task, in real-time conditions, with a view to examining the task’s validity.
The Integrated Foreign Languages Curriculum (IFLC)
What is the Integrated Curriculum for Foreign Languages (IFLC)?

• Developed by a team of experts at the RCeL, UoA, as a component of the new National School Curriculum, this document constitutes a curriculum ‘framework’ which describes the language learning outcomes expected at key stages in school.

• The IFLC presents language teaching and learning content in terms of levels, equivalent to the 6 proficiency levels of the CEFR.

• It is a data-driven curriculum for the foreign languages taught in school, i.e., English, French, German, Italian and Spanish.
The pilot version of the IFLC (1/2)

- It includes levelled descriptors (what the language user should be able to do at different levels of language proficiency) in different situational contexts.
- IFLC descriptors are based on the KPG descriptors, which have been empirically trialled for several years through the levelled test tasks in test papers.
The pilot version of the IFLC (2/2)

• In order to be included in the IFLC, the KPG descriptors had to be revised as **learning outcome objectives**, using insights from additional resources such as:
  – previous curricula for foreign languages and syllabi.
  – foreign language course books used in Greek state schools.
  – test tasks for each of the competences to be developed.
  – learner data drawn from the scripts produced by different language candidates in the KPG exams.
Articulated as can-do statements, the IFLC descriptors have been systematically structured in terms of regulated accounts of:

- communicative competences (linguistic, functional, pragmatic).
- cognitive processes reified in learning tasks (e.g. identification of information in text, sorting of information, text summarization, etc.).
The IFLC descriptors

These descriptors were then linked with:

• meta-data from the KPG Task Typology (the result of task analysis leading to a model language-use in communicative contexts)

• a subset of data acquired from syllabi and language teaching or testing materials were also used for specifying the IFLC descriptors and distributing them across levels.
Language theory behind the descriptors

• With an underlying view of language as a resource of meaning making) the IFLC can-do statements are formulated as social practices configured in texts.

• The term ‘text’ is defined as a coherent set of symbols, designed to articulate socially purposeful meaning.

• Texts are linked to context: the purpose for which each has been produced, the time and space constraints of the social situation to which each pertains, the knowledge, attitudes, and intentions of the participants in a given instance of communication.
IFLC vs. CEFR levelled descriptors (1/3)

• CEFR descriptors illustrate language use in terms of the language user’s control of the properties of language (with statements about the range of vocabulary control that the language user is expected to have, for example, or the degree of grammatical accuracy s/he should exhibit at each proficiency level).

• The description is based on intuition (and influenced by a structural approach to language linearly classifying formal properties of language from easy to difficult.)
IFLC vs. CEFR levelled descriptors (2/3)

• These statements are generic, functional characterisations of language proficiency, quite vague and open to personal interpretation.

• Here are a couple of examples:
  – C2 level learners are expected to maintain consistent grammatical control of complex language, even when attention is otherwise engaged.
  – B2 learners are expected to have good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect (CEFR, p. 114).
IFLC concerns (1/2)

• CEFR descriptors define **what** learners/users are expected to do, but **not how** (with what kind language to do it)

• Our concern for the IFLC was to be able to provide this kind of information (**the how**) and thus facilitate syllabus and materials design
IFLC concerns (2/2)

• Our goal was to provide more specific **criterial features** characterizing the communicative performance associated with each proficiency level

• We have been providing / adding grammatical, lexical, textual and other details to the functional characterisations
IFLC vs. CEFR levelled descriptors (3/3)

• The CEFR provides no criterial features (from one or from several languages).

• The criterial features the IFLC team have been providing to document the levelled functional descriptors are linguistic.

• The linguistic features do not come from a single language (as recent studies attempting to add linguistic details to the CEFR descriptors do), but from various languages, aided by corpus informed approaches.
Multilingual documentation

• **Q:** Providing multilingual documentation is a very complex endeavour. How is it done?

• **A:** Using inverse methodological and analytical strategies, the IFLC documentation process involves:

  – going back to language data from different languages.

  – formulating precise linguistic descriptions of competences in each language.

  – aligning them and cross-checking them to validate the initial, cross-language, levelled descriptors.

  – linking them in a system of comparable, interrelated linguistic features which can form standards for language learning and can be explicitly (i.e. unambiguously) incorporated to educational practice.
Use of ICT for the documentation

• In order to achieve our goal, the IFLC team developed a **multilingual database** containing detailed descriptions of elements approximating the linguistic and communicative competences across levels of language and languages included in the school curriculum.
The IFLC database

Frameworks for the promotion of multilingualism in Greece
A multilingual database with descriptions of elements of communicative performance

The IFLC database, organized in terms of the 6-level scale of language proficiency, currently includes the following language components:

- Reference level descriptors.
- Functions.
- Grammar (grammatical patterns).
- Lexis (lexical units).
- Text types.
The IFLC database language components (1/2)

• **Reference level descriptors** (Can-do statements) specifying what the learner is expected to be able to do using the foreign language, at different proficiency levels.

• **Functions** that the learner performs with language, at different proficiency levels *Grammar* (grammatical patterns) that the learner is expected to produce or comprehend at different levels.
The IFLC database language components (2/2)

• **Lexis** (lexical units) that the learner is expected to produce and comprehend at different levels.

• **Text types** that the learner is expected to produce or comprehend, when communicating through language, at different proficiency levels.
Link to the CEFR?

Each of the IFLC components, except the first, corresponds to a type of language competence as specified by the CEFR:

- Functional competence.
- Grammatical competence.
- Lexical competence.
- Discourse competence.
Data sources

• Linguistic information has been selected from a variety of relevant resources and regulated so as to inform our multilingual database.

• Specifically, we used:
  – descriptions of competences for each language from ‘Profile books’.
  – detailed descriptions of language elements, extracted from foreign language course books currently in use in Greek state schools.
  – descriptions from the KPG Task Typology.
Description of components (1/2)

Elements in the database components are described in terms of a common set of metadata:

• the language proficiency level to which they belong.

• the activity to which they pertain (reading or listening comprehension, written or oral production, interaction, or mediation).

• the channel of communication (written or spoken).
Description of components (2/2)

• the language with which they are associated (with the exception of the reference level descriptors which are common for all languages).

• the source from which they are retrieved (Profile book, foreign language course book, KPG Task Typology).

• the school grade to which they pertain, applicable only to elements drawn from course books.
Representation of competences in the database

• The database is ultimately aimed at supporting associations of the descriptions of distinct language components to one another, within or across languages, on the basis of shared metadata values. That is:
  – Individual descriptors or sets of descriptors can be connected to specific language functions, by which they are reified, as well as with linguistic (grammatical and lexical) elements and specific types of texts, at certain level of language proficiency.
What for?

• In effect, the descriptions of language competences across foreign languages and proficiency levels are aimed at documenting the language proficiency descriptors of the IFLC.

• That is, they constitute the essential data which will nosh the statements regarding what learners are expected to do at different learning stages.
The representation of language proficiency (1/4)

• A significant part of this project had to do with the mappings of ontologies and typologies emerging from different paradigms, so that the linguistic knowledge associated with each proficiency level be eventually described in a unified manner, across all languages.

• A single ontological and typological representation for each database component has emerged from these mappings.
The representation of language proficiency (2/4)

- Language functions are uniformly described in terms of broadly specified Hyper-functions and several, more fine-grained Micro-functions and Notions inheriting from the former.
- The concept of inheritance is used here in the standard sense, corresponding to a basic is-a ontological relation: if a category $x$ inherits from a category $y$, it is designated to have equally or more specific characteristics than category $y$.
- The ontology of language functions is simple, incorporating three levels of specificity.
<table>
<thead>
<tr>
<th>Hyper-function</th>
<th>Micro-function</th>
<th>Notion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give or ask for information</td>
<td>Announce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reassure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Claim</td>
<td>Present as possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present as certain</td>
</tr>
<tr>
<td>Express or ask about opinions</td>
<td>Express certainty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express uncertainty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express ignorance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Express hypothesis</td>
<td></td>
</tr>
<tr>
<td>Express or ask about preferences,</td>
<td>Express anger</td>
<td></td>
</tr>
<tr>
<td>desires, emotions</td>
<td>Express satisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Express satisfaction with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reservations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Express satisfaction without</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reservations</td>
</tr>
<tr>
<td></td>
<td>Express despair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask about interest or lack of interest</td>
<td></td>
</tr>
</tbody>
</table>
The representation of language proficiency (3/4)

• The organization of linguistic data in simple ontological structures enables the formulation of generalizations over possible associations of individual descriptions (entries). For example, lexical and grammatical elements can be linked with fine-grained types of language functions (micro-functions); hyper-functions, as shown in Table 1, will abstract over such associations.
The representation of language proficiency (4/4)

• This kind of abstraction is intended to support the development of learning sequences for a certain language or for more than one language. Learning sequences are envisaged to systematically build on learners' knowledge and competences which are gradually acquired in the foreign language(s).
Grammatical knowledge

• The grammatical knowledge to be acquired at distinct levels of language proficiency is also represented in terms of structures including a Super-category and several Sub-categories.

• Contrary to language functions, which essentially encode pragmatic aspects of linguistic communication and are language-independent, the grammatical patterns are language-specific: each sub-category is associated with the description of a pattern pertaining to one of the five languages of the database. The description of the grammatical elements is based on simple part of speech labels.
Extract from the ontology and types of grammatical patterns

<table>
<thead>
<tr>
<th>Super-category</th>
<th>Sub-category</th>
<th>Language-specific pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Common noun</td>
<td>Common nouns appearing only in plural: trousers, tights, scissors, people (English)</td>
</tr>
<tr>
<td>Noun</td>
<td>Common noun</td>
<td>Inflection of common nouns - Case: Akkusativ (German)</td>
</tr>
<tr>
<td>Noun</td>
<td>Common noun</td>
<td>Derivation of common nouns from adjectives: suffix ité (French)</td>
</tr>
<tr>
<td>Noun</td>
<td>Proper noun</td>
<td>Family names: los + surname (Spanish)</td>
</tr>
</tbody>
</table>
Lexical knowledge

- Similarly, the lexical knowledge associated with proficiency levels is described in generic terms and is also organized in ontologies which are based on general thematic domains and related, more fine-grained sub-domains, as exemplified in Table 3 below.
## Extract from the ontology and types of thematically organized lexical units

<table>
<thead>
<tr>
<th>Super-category</th>
<th>Sub-category</th>
<th>Language-specific lexical unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economy and industry</td>
<td>Agriculture</td>
<td>sembrar, cosechar, cultivo, explotación, producción, recolección, fruto (Spanish)</td>
</tr>
<tr>
<td>Personal relationships</td>
<td>Social life</td>
<td>friend, partner, colleague, guest, to know, to visit, party, present (English)</td>
</tr>
<tr>
<td>Geography and environment</td>
<td>Environment</td>
<td>ambiente, deserto, difendere, ghiacciaio, inquinamento, naturale / artificiale, proteggere, salvare (Italian)</td>
</tr>
<tr>
<td>Geography and environment</td>
<td>Human environment</td>
<td>casa, centro, chiesa, città, fabbrica, industria, parco, piazza, strada, via (Italian)</td>
</tr>
<tr>
<td>Education</td>
<td>Examinations and certificates</td>
<td>Prüfung, Klassenarbeit, Schularbeit (German)</td>
</tr>
</tbody>
</table>
Textual knowledge

• Finally, the text types with which the learner/user of language is expected to communicate are summarized in typed structures.

• As shown in Table 4, the parameters of the communicative context in which a text is assumed to function are included in more fine-grained descriptions (subcategories) inheriting from general text descriptions.

• Note that while text types and language functions are usually associated with specific language activities (comprehension, production, or mediation) and channels of communication (written or oral), the grammatical and lexical elements are usually underspecified as regards the values of these features.
### Extract from the ontology of texts

<table>
<thead>
<tr>
<th>Super-category</th>
<th>Sub-category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>Email for personal communication</td>
</tr>
<tr>
<td></td>
<td>Professional email giving or asking for information</td>
</tr>
<tr>
<td>Poster</td>
<td>Poster for public show</td>
</tr>
<tr>
<td></td>
<td>Detailed poster for concert</td>
</tr>
<tr>
<td>Form</td>
<td>Airplane landing form</td>
</tr>
<tr>
<td></td>
<td>Hotel check-in form</td>
</tr>
</tbody>
</table>
The mapping process (1/3)

• The mapping of ontologies and typologies collected from different sources of data, for different languages, is not a trivial task.

• To facilitate and speed up the process of developing a common framework, we treated it as a modular task, initially relying on the data of the Profiles for English, French, German, Spanish, and Italian.
The mapping process (2/3)

- Common ontologies and typologies have emerged from the mappings of the Profiles data. At a subsequent stage, these ontologies have been employed for description of the contents of foreign language course books.

- Slightly modified and, in some cases, enriched, to accommodate the heterogeneous body of language data retrieved from a variety of course books for the different languages, written by different authors, following distinct language teaching approaches.
The mapping process (3/3)

• The revised ontology was mapped onto the descriptions acquired from the KPG Task typology, referring to language functions, grammatical and lexical knowledge, and the types of texts assessed at each language level (KPG data have also been stored in the database, described in terms of the common ontological schema used for the rest of the data).

• The English T-series has served as the basis for the compilation of the Profiles for the rest of the languages considered.
The use of the data

• The documented level descriptors can be straightforwardly transferred and incorporated into educational practice and may form the basis for the development of syllabi and language teaching units, which are not based on intuition and thus prone to arbitrary changes and reformulations.

• Individual language components having common meta-data (level, language, etc.) can be associated to one another and to corresponding level descriptors. Such associations can form the basis for the development of language teaching units, targeted to particular language learning outcomes.
Financing

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• The project “Open Academic Courses of the University of Athens” has only financed the reform of the educational material.

• The project is implemented under the operational program “Education and Lifelong Learning” and funded by the European Union (European Social Fund) and National Resources.

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Notes
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Reference Note

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