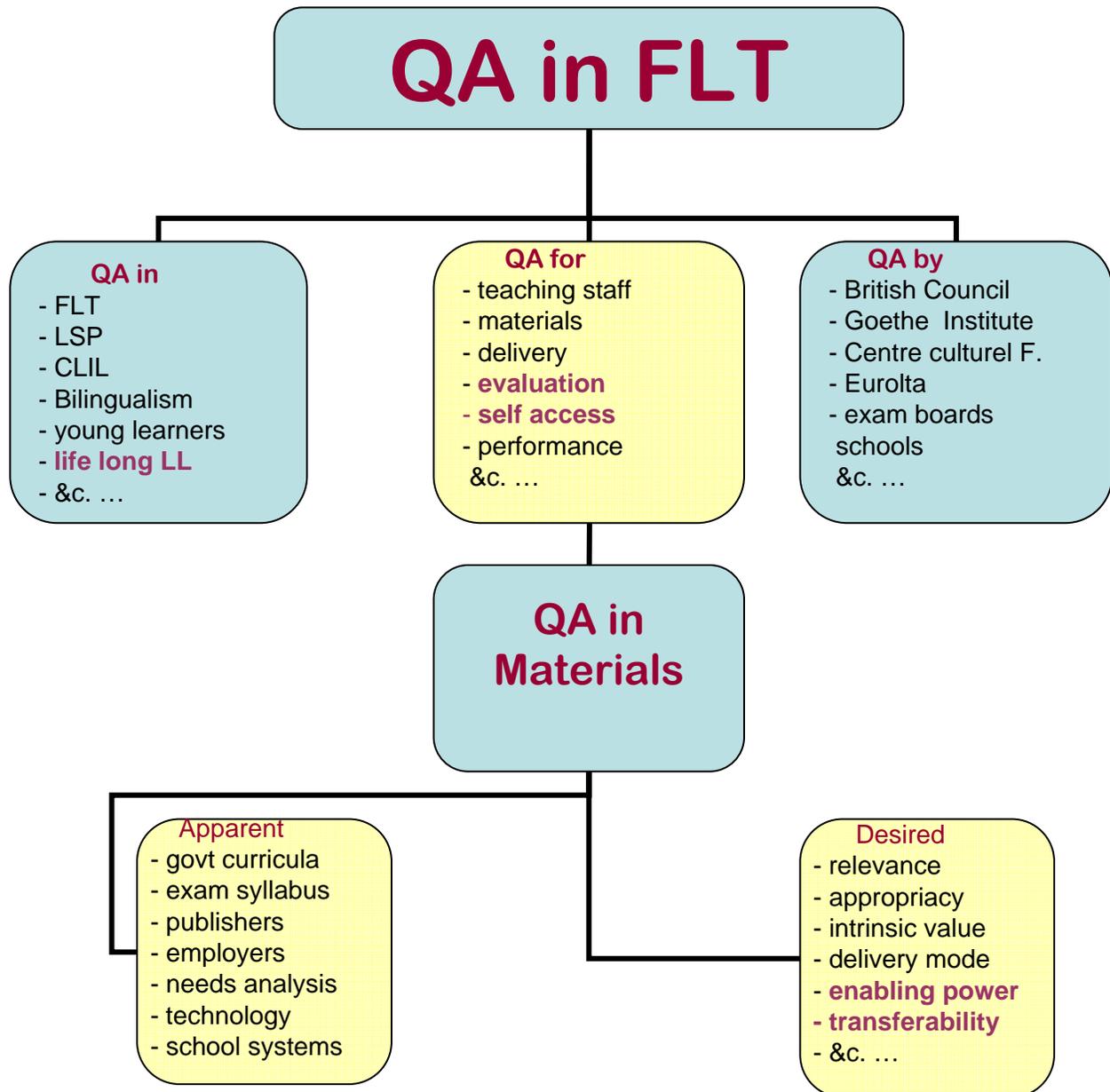


ICC Annual Conference 2006

Riga Latvia, 24 – 27 March

Quality Assurance in FLT



The **Quality Assurance In FLT** box and the three dependent boxes reflect the topics which appear in the programme for the conference: an objective list.

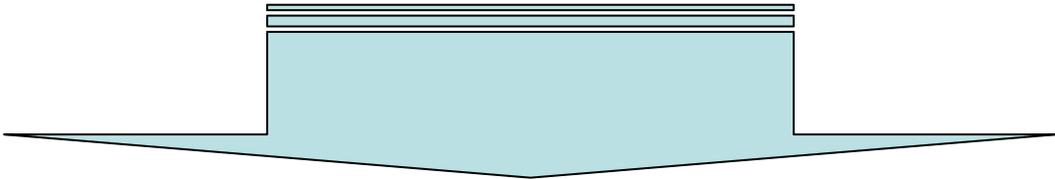
The left hand box **Apparent** under **QA Materials** lists sources commonly regarded as providers or guarantors of assurance; similar lists could be made for the other topics at the top.

The right hand box **Desired** under **QA Materials** lists factors which are frequently quoted in actual evaluations of the quality of materials.

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We select from slide 1 and get:

QA in FLT
for life long LL
in evaluation
in self access
with enabling power
and transferability



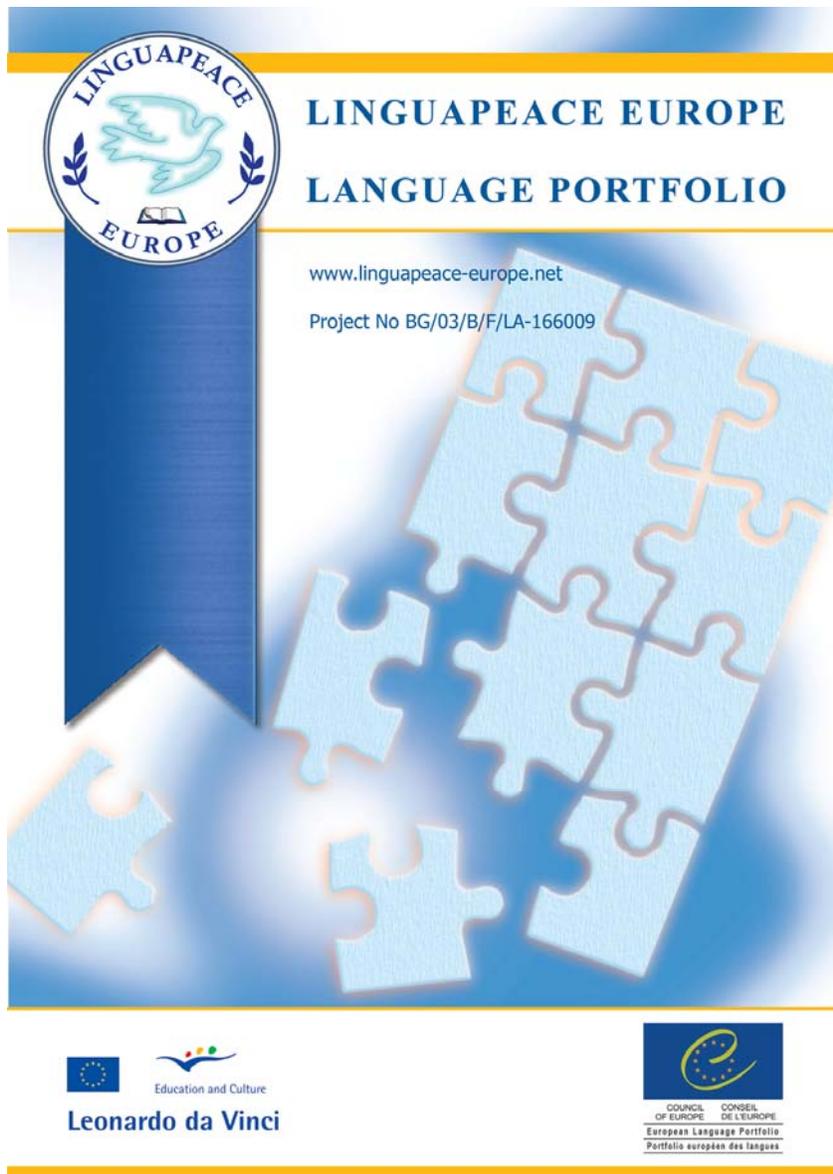
**Linguapeace Europe
Language Portfolio
(LPELP)**



Adroit

Communicating across cultures

Linguapeace Europe Language Portfolio (LPELP)



Strands of Progression Scale: READING

Level	Source text	Context/ and content predictability	Level of extraction	Intellectual complexity	Linguistic complexity Use of reference sources	Stylistic/rhetorical affective/nuances	Cultural complexity	presentational and graphical features
S5	Full-length publications, e.g. government reports, manuals, academic theses etc	All professional and social texts, including highly specialised over a wide range of fields May be completely unpredictable	Total comprehension of source text. Meaning of reference etc grasped Able to reproduce content as complex summary or report	All degrees of argumentative complexity with highly specialised and abstract concepts	Native comprehension Unlimited complexity at discourse, paragraph and sentence levels Rarely resorts to dictionary and then usually monolingual TL	Highly educated native comprehension All possible shades of innuendo likely to be detected	Highly educated native comprehension All allusions, likely to be understood	All printed text styles.
S5 C2 S4	Full-length publications, e.g. government reports, briefs, manuals, academic theses etc	Highly specialised or technical in own professional field and in a number of other professional fields. Often unpredictable material	All implicit meanings inferred upon reflection Able to reproduce content as highly detailed summary or report	Complex, abstract argument	Comprehensive passive vocabulary Rarely encounters lexical items requiring inference Complete grasp of grammatical/ syntactical system Occasionally uses advanced bilingual or often monolingual TL dictionary	Spontaneously identifies writer's stylistic intentions Instantly responds to nuances unless obscure	Most allusions appreciated by native reader are understood, including those peculiar to a number of specialist fields	Very dense text with few paragraph breaks
S4 C1 S3	Full-length publications, e.g. government reports, briefs, manuals, academic theses etc	Specialised or technical in own field and moderately specialised in some others Serious operational with moderate responsibility Often unpredictable material	Most Implicit meanings inferred Makes sound inferences when unfamiliar items encountered	Complex abstract argument – closely analytical	Wide passive vocabulary Good lexical inference Complete grasp of grammatical/ syntactical system Uses comprehensive bilingual or often	Quickly identifies stylistic features to infer writer's intention. Can identify most shades of meaning though sometimes needing reflection	Many TL –specific allusions peculiar to professional role and those accessible to lay reader in other fields are understood	All fonts of normal or a little below normal size in extended (e.g. novel-length paragraphs)

					monolingual TL dictionary			
(C1) S3 B2	extended texts e.g. position papers, executive summaries, serious press articles (e.g. political) technical reports, lengthy correspondence etc	Moderately specialised or technical in own field, lay reader in others Familiar operational with moderate responsibility some unpredictable material Serious social correspondence	Many Implicit meanings inferred Full comprehension of clearly structured texts, A fair sense of overall discourse structure at this level Able to reproduce content in reliable note form or verbatim summary	Extended argument Evaluative with reasons Extended range of abstraction Some structural complexities, but mainly logical	Extended passive vocabulary, many alternative words and expressions Sequences of paragraphs including complex sentences and some idiom some inference of meanings of unfamiliar items Uses comprehensive bilingual or sometimes monolingual TL dictionary	Can discriminate broadly between key written registers, such as formal, colloquial, official, journalistic etc Extended, but not complete, recognition of varying shades of meaning	Many TL – specific allusions accessible to native lay reader are understood	Most fonts of normal or a little below normal size in extended (e.g. novel-length paragraphs)
B1 S2	limited texts e.g. easier paragraphs from longer articles, full but simple e.g. tabloid articles, letters, detailed instructions etc text messages with abbreviations – see language	Familiar specialised or technical in own field, simple concepts in other fields simple operational with minor responsibility support moderately predictable material Social – light correspondence	Full comprehension of familiar, explicit text appropriate to this level. Occasional inferences from implicit meaning Able to answer questions on key points from source text	Simple narrative/ or line of argument Factual and simple evaluative Very common abstract concepts Clear structure	Good basic passive vocabulary with some common alternatives Sentences with both connectors and some subordinate clause structure, logically grouped in simple paragraphs Uses simplified (e.g. school-oriented) bilingual dictionary	Some awareness of common features of register. Some recognition of explicit humour and degrees and some common shades of meaning	a select repertoire of recognisable TL-specific allusions	Normal font of medium size in popular press length paragraphs.
A2 S1	Simple notices warnings /brief lists of instructions / brochures Notes, messages	Occasional specialised or technical in own field simple concepts in other fields brief social	Decodes regular sentence patterns with familiar embedded vocabulary Gist or detail from less familiar texts	Factual narrative Concrete	High frequency passive vocabulary mainly set expressions and some simple sentence structures		Some non-TL-specific (e.g. internationally familiar) sentence based allusions	Clear printed characters, medium to large sized font in reasonably small blocks.

		communications Very basic operational with minimal responsibility highly predictable items			A few connected sentences Uses simplified bilingual (e.g. basic or pocket) dictionary			
A1	Non-authentic and simple authentic short notices, signs, etc All message formats e.g. e-mail unabbreviated texts (at all levels A1 – S5)	Non-operational Survival / simple social / familiar professional but non-operational Wholly predictable	Item recognition – words, formulae and some very simple sentence patterns	Factual statements Concrete	Very limited vocabulary Short set phrases Simple isolated sentences Uses selective bilingual reference sources (e.g. text book glossary)	Only via set expressions – learner may not be aware.	Proficiency insufficient for grasping allusion other than e.g. single word or name references	Clear, printed characters, as in notices, signs and medium to large sized non-ornamental font

Strands of Progression Scale: SPOKEN INTERACTION

Level	Interaction type	Context/ and content predictability	Intellectual complexity	Linguistic complexity	Accuracy	Stylistic/rhetorical affective/nuances	Cultural complexity	Speech delivery
S5	All professional and social interactions	All contexts Content may be completely unpredictable	All degrees of argumentative complexity with highly specialised and abstract concepts	Native interaction Unlimited complexity at discourse, paragraph and sentence levels	Native educated	Highly educated native interaction All possible shades of innuendo likely to be detected	Highly educated native interaction All allusions, including learned and obscure, likely to be understood	Unhesitant flow. Passes as native speaker not betrayed by any FL features. No need for paraphrasing.
S5 C2 S4	Lengthy dialogues,	Highly sophisticated social interaction Serious highly specialised in own and other fields operational with high responsibility Strategic policy meetings, sensitive negotiations, telephone calls etc at command or diplomatic level Often unpredictable content	Complex abstract argument Argues case vigorously Structure can be unclear, tortuous	Comprehensive active and passive vocabulary Rarely encounters lexical items requiring inference Complete grasp of grammatical/ syntactical system	Near native grammar, syntax, phonetic rendering	Spontaneously identifies and adapts to speaker's stylistic intentions and almost always picks up on implicit humour and irony Instantly responds to nuances	Most allusions appreciated by native listener are understood, including those peculiar to a number of specialist fields	Fluent linguistically (lexis, grammar) with well-concealed paraphrasing on occasion. Normal – fast native speed Very slight non-native accent/intonation
S4 C1 S3	extended dialogues,	Sophisticated social interaction. Able to establish lasting friendships Serious highly specialised operational in own field with educated lay understanding of other relevant fields Moderate responsibility Tactical policy meetings, negotiations etc at middle	Complex abstract argument Structure can be unclear,	Wide active and passive vocabulary Good lexical inference and other strategies in comprehension Complete grasp of grammatical/ syntactical system	Near native grammar, syntax, phonetic rendering. Occasional mishandling of uncommon syntax. Very rare morphological errors All phonetic elements instantly recognisable by native interlocutor	Quickly identifies and adapts to stylistic features to infer speaker's intention. Usually identifies implicit humour and irony Usually picks up on nuances	Many TL –specific allusions peculiar to professional role and those accessible to lay listener in other fields are understood. (Consistent with learner having studied TL to Higher Education level)	Fluent linguistically (lexis, grammar) with recognisable but mainly accurate paraphrasing. Normal native speed. Very slight non-native accent/intonation

		management level. Often unpredictable material to respond to			although slightly influenced by MT			
					Sentence intonation near-native			
(C1) S3 B2	extended operational and social encounters with some analytical examination of topic	Social – open-ended able to establish casual friendships Extended routine operational, with moderate responsibility e.g. non-critical negotiations, lower-level meetings Accessible technical, literary etc terminology with some unpredictable material to respond to	Extended argument Evaluative with reasons Extended range of abstraction Clear structure Sense of discourse	Extended active and passive vocabulary, many alternative words and expressions including complex sentences and a wide range of idiom Good grasp of grammatical system. and of key syntactical features	Good non-native grammar, syntax, phonetic rendering. Some morphological errors, e.g. irregular verb and other exceptional forms Some mishandling of uncommon syntax All phonetic elements instantly recognisable by native interlocutor although influenced by MT Sentence intonation non-native except in questions etc where semantically important	Can discriminate broadly between key registers, such as formal, colloquial, official, journalistic etc Usually identifies and responds to explicit humour and irony Extended, but not complete, recognition of varying shades of meaning	Many TL –specific allusions familiar to native speaker are understood. (Consistent with learner having e.g. read literature, history, press, or watched films relevant to TL community,)	Fluent in most contexts, but some very obvious paraphrasing, and occasional hesitancy in difficult passages. Otherwise normal speed Non-native features that do not hinder comprehension
B1 S2	Simple operational and social encounters with exchange of information and simple opinion/advice	Brief routine operational with support /supervision Limited social moderately predictable material	Simple narrative/ or line of argument Factual and simple evaluative Very common abstract concepts	Good basic active and passive vocabulary Sentences with both connectors and some subordinate clause structure, logically	Good basic morphology including high frequency irregular forms allows expression of time and simple moods, e.g. conditional	Some awareness common features of register. Some recognition of explicit humour and common shades of meaning	a select repertoire of recognisable TL-specific allusions, especially famous historical, cultural, scientific etc, people or events from TL community	Deliberate speech that is mainly accurate when basic language structures will suffice. Hesitant, and may need prompting when complex structures

				sequenced.	Syntax limited to simple subordination, e.g. relative, temporal, causal clauses. Regular minor errors in above do not often interfere with understanding			required. May have some obvious mother tongue features Occasional hindrance to comprehension
A2 S1	Simple operational and social encounters with exchange of factual information	Social formulae and simple exchanges Very basic routine, safe operational with support/supervision highly predictable	Factual question and answer Concrete	High frequency active and passive vocabulary mainly set expressions and some simple sentence structures A few connected sentences	Limited morphology allows expression of very simple time. Very basic syntax, with some compound sentences using common connectors Frequent errors in above require patience/prompting on part of interlocutor Partial grasp of phonetic system, but stumbles over unfamiliar, infrequently used words and some reversion to incomprehensible MT phonetics.	A very few alternative words and expressions. Not necessarily aware of relative intensity of these.	Some non-language-specific (e.g. internationally familiar) and a very few TL-specific allusions.	Hesitant with some command of familiar topics beyond pure rehearsed expressions. Prompting often required Often pronounces with mother tongue conventions, with a few wrong phonetic features Needs sympathetic interlocutor