

Language Profile versus Language Biography

HOW TO USE IN YOUR CLASSROOM



PURPOSE

The teacher will have a linguistic inventory of their class, understanding the diverse languages and cultures represented in their class.

LANGUAGE

How many languages do the students speak?
What are the languages that are spoken at home?

DYNAMIC PROFILE

Student Proficiency & Confidence in the L2

Does the student demonstrate skills at the same level in all four strands?
Does the student assess that their confidence is stronger/lesser in one strand than another?

CULTURE OF "I CAN"

Encourage students to understand that being plurilingual does not mean communicating with the same level of proficiency in all languages.

DESIRED OUTCOME

The teacher will be able to leverage student engagement in order to build a culturally-relevant and responsive classroom.



PURPOSE

The student will have the opportunity to reflect on the number of languages they encounter and the impact they have on their daily lives.

SELF ASSESSMENT

The student will summarize how old they are, where have they lived and the languages they speak or to which they have been exposed.

CONFIDENCE/PROFICIENCY

The student will assess themselves against a list of asset-based look-fors on the skills being developed. The student will assess their confidence and explain challenges they are facing as they learn an additional language.

DEVELOPING MINDSETS

Students will reflect, based on their experiences of using language authentically, how have they been able to interact successfully with people speaking a variety of languages.

DESIRED OUTCOME

Students will value their language acquisition journey and the cultural competences that learning a new language has afforded them.

Sources:

<http://maledive.ecml.at/Home/Studymaterials/Learnerprofiles/tabid/3603/Default.aspx/>