



## Synopsis

This video explores the concept of language proficiency and the role of validated language proficiency frameworks in social and academic language use. The Common European Framework of Reference, for example, can serve as a strength-based tool to guide both educators and learners in their language learning journeys.

Valuing what plurilingual learners **can do** in each language they use is the first step toward setting goals for future learning. Engaging learners in authentic language tasks supports comprehensive literacy development.

Language portfolios are one way to promote learner autonomy and reflection on what they can do in all the languages they use. They also facilitate the process of self-assessment and document learner progress.

Language proficiency is a fluid and non-linear concept and varies according to the context and individual needs as situations arise.

# Professional Learning Conversation Guide

## Understanding Language Proficiency Intentional Language Teaching Series [Video 1](#)

### Pre-Viewing Activation Questions:

1. What does it mean to be proficient in a language?
2. Do you use more than one language? How do you describe your own language proficiency?
3. How do you know when your language learners are making progress?

### Post-Viewing Extension Questions:

1. Now that we know that it is important for learners to set language learning goals, how do we assist them in doing so?
2. In a second language class, how do we value all the languages a learner uses?
3. In a classroom setting, how do we encourage language learners to develop autonomy? (e.g., reflection, self-assessment, goal-setting)

### Suggested Additional Resources:

Kristmanson, P., Dicks, J., Lafargue, C. (2012). [School Based Language Portfolio / Portfolio scolaire des langues](#). Second Language Research Institute of Canada. Fredericton, NB: University of New Brunswick.

Coelho, E. (2016). *Adding English: A Guide to teaching and Learning in Multilingual Classrooms*. Toronto, ON: Multilingual Matters.