

Which Terminology for Multilingual Communication in Language Pedagogy?

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Abstract

The actual multilingual society, deriving from an augmented personal and professional mobility, and from the migratory growing phenomena of the last decades, requires to its citizens a solid linguistic communicative expertise. Plurilingualism has become an unavoidable need, more than an additional skill. Experts in Language Pedagogy from different linguistic backgrounds are called to develop the theoretical principles for an effective multilingual didactics and teachers, from their side, are called to train themselves on these principles and to apply them in the language classroom. An effective multilingual didactics requires high qualitative standards in Language Pedagogy. Being this latter a relatively recent science (Cambiaghi, 2008), and an interdisciplinary one, it has not yet developed a standard shared terminology. This has led to confusion and disagreement among scholars about the meaning to be attributed to meta-didactic terms, and among practitioners that have to apply these concepts.

This study aims at filling this requirement of terminological clarity and transparency, developing an original multilingual glossary (Italian, English and German) of Language Pedagogy terminology, thus favouring inter-comprehension and interaction among experts through terminological standardization. Terminology is an essential component of each discipline, since it shapes its contents and outlines its evolution. Then an effort has to be done to develop a common metalanguage of Language Pedagogy. Even if it exists some resources, they are generally monolingual and still too related to their cultural area of origins. The glossary described in the present study constitutes a shared digital platform for experts and students, easily accessible and constantly updated. The 130 terms and expressions included at the moment, are alphabetically disposed and provided with translations, definitions, hyperlinks and examples. Lemmas derive from the comparison of three relevant

European documents for Language Pedagogy and have been selected only when appearing in at least two out of three of them.

Keywords: Language Pedagogy, Terminology, Metalanguage, Digital Resources

1. Introduction

Each time a new field of knowledge and its relative applications come to be defined, a new special language is created, accompanied by well-defined communicative practices and its peculiar terminological devices.

Each epistemological revolution, involving the transition to a new scientific paradigm, takes place with the parallel creation of novel nomenclature and with the establishment of an appropriate and shared lexical heritage. Language Pedagogy field can not avoid this trend, generating progressively a structured network of technical terms and constructs, which are the marks of the new paradigm. Of course, the thematic profile of Language Pedagogy is a frontier area, fluctuating, new, not easily definable, for example, with respect to that of acquisitional linguistics. Nevertheless, the assumptions for the creation of a scientific subset, with its own profile and autonomy with regard to theoretical disciplines such as linguistics, as well as to psychological and educational sciences, are being created, from which Language Pedagogy draws its epistemological implications.

Since Language Pedagogy is a relatively recent discipline, the feeling arising by reading manuals and scientific texts is that of "a wild polymorphism, a lush jungle in which it is hard to disentangle" (Orioles, 1994: 41). On the one hand, rapid scientific development and the consequent emergence of a new independent research sector involve the constant elaboration of specialized terminology, used for communication among scholars, but also open to subjects that are gravitating outside the limited circle of specialists, such as language teachers who apply the methodological principles of Language Pedagogy in the classroom. On the other hand, it is understandable that the recent metalanguage associated with this new scientific field is still unable to codify a terminological apparatus shared by the international scientific community.

The present study aims at promoting the development of a multilingual meta-didactic lexicon, thus enhancing communication between experts, mutual understanding and the development of Language Pedagogy itself.

2. Theoretical Framework

Specialized lexicon is a fundamental element in every field of study and its analysis is functional for a deeper investigation aimed at defining the strong link between scientific terminology and theory (Vallini & Orioles, 2000). Actually this awareness has become more and more manifested, in particular in the domain of Language Pedagogy. Here, the development of a specialised terminology is closely linked to the ability of language of speaking about itself, being at the same time the instrument and the object of the research, and thus performing a fundamental metalinguistic function. The relationship between languages and metalanguage, sets complex but stimulating problems in Language Pedagogy, since the study of its specialized lexicon is a fundamental chapter in the history of discipline.

Nowadays, many of the available lexical resources in the field of Language Pedagogy are conceived both as tools of research and as new theoretical objects of reflection (Marcaccio & Bianchi, 2002). By the end of the Seventies several dictionaries of Language Pedagogy

terminology were published in the major European languages; this was a sign of the need for clarity and transparency in this specific scientific domain, which only recently became independent from purely linguistic studies (Cambiaghi, 2008). French is particularly rich in this kind of glossaries (Gallison & Coste, 1976; Robert & Rosen, 2010; Legendre, 2005; Arenilla et al., 2000), followed by English (Byram, 2000; Davies et al., 1999; Davies, 2005; Richards et al., 1985), Italian (Balboni, 1999; Lavinio & Vedovelli, 1997), German (Barkowski & Krumm, 2010; Roche, 2001) and Spanish (Garcia, 1999). The latest versions contain bilingual or multilingual sections (Cuq, 2003; Robert & Rosen, 2010; Lorenzi, 2002), data taken from the CEFR (Robert, 2008; Robert & Rosen, 2010), digital supports and hypermedia (Balboni, 1999; Lorenzi, 2002). Even the most recent documents on the European language policy contain glossaries, which are then translated into the various languages of use and made available online, e.g. the EPOSTL (Newby et al., 2007).

The need for intercomprehension in the field of Language Pedagogy, making its multilingual terminology understandable and standardised in the different languages of the European Union, arises on one side from a debate recently fueled around the use of certain specific key-words proper of the Language Pedagogy area, which cannot be used without mentioning the different meanings or, in some cases, even the names of the researchers to which they are tightly linked. We refer, for instance, to the concepts of *interlingua*, *linguistic needs*, *comprehensible input*, *affective filter*, *teaching unit*, *task* etc.. As it is evident, in many cases these words are taken from the common lexicon of the language and then used with a specific meaning in the domain of Language Pedagogy. On the other side, the diffusion of important official documents produced by the European Community on Language Pedagogy, generated the need for a common specific vocabulary shared by the various European stakeholders.

In general, it is necessary to elaborate a list of crucial concepts, that can function both as the specialised terminology of Language Pedagogy and as a link to the texts in which they are used. This is not a mere theoretical reflection, but a need arising from the practice and from the search for an effective inter-linguistic communication. The glossary developed in this study, aimed at producing a list of the currently used Language Pedagogy terminology, covers at the moment three languages: Italian, English and German. Being elaborated in a digital format, it will be possible to expand the list and to introduce easily other languages in the future.

2.1 Towards a Definition of Terminology

The word *terminology* is frequently intended as a *collection of terms*. Avoiding for the moment to define what terms are, it must be said that terminology is much more than this.

It is not just a random collection of words [...]. It is essentially a system of terms. By 'system', I mean generally the way interlocking pieces together create an entity which has a specific purpose; in other words, the whole is more than the sum of its parts (Berry, 2010: 19).

The systematic nature of terminology is evident in the glossaries that accompany textbooks of English grammar for undergraduates, where definitions of terms usually contain

cross-references to other lexical entries. This is due to the fact that a glossary functions to emphasise the links between terms and concepts as well as to explain individual terms. For instance in Greenbaum & Nelson (2002), the definition for *adjective*, which is six lines long, contains the following set of terms: *noun, attribute, pre-modifier, noun phrase, predicative, subject complement, object complement* and *central adjective* (Berry, 2010).

The meaning of ‘terminology’ is not as straightforward as might be assumed. For many scholars it refers to the science that studies terms, as well as to the system of terms themselves. So ‘terminology’ is the study of ‘terminology’ just as ‘grammar’ is the study of ‘grammar’. Indeed, finer distinctions can be made. Sager (1990) elaborates three distinct meanings:

- a) the activity defined in the first paragraph, i.e. the set of practices and methods used for the collection, description and presentation of terms;
- b) a theory, i.e. the set of premises, arguments and conclusions required for explaining the relations between concepts and terms, which are fundamental for a coherent activity under the previous point (a);
- c) a vocabulary of a special subject field (Sager, 1990: 3).

In short, Sager attributes three different meanings to the word *terminology*, describing it as an activity, a discipline, and a set of terms in a specialised field. According to the first two senses, *Terminology* seems to be an independent branch of *Applied Linguistics*, with its own set of terms, as it is specified even in the last meaning. It aims to investigate the nature of terms, as opposed to words in general, and to establish a standardised terminology for technical disciplines, thereby facilitating clear communication, especially in cross-linguistic situations, by means of translational equivalents (Pearson, 1998). In this sense, it is closely related to the fields of *Translation* and *Language for Special Purposes* (Ahmad & Rogers, 2007).

Just as for Language Pedagogy, even for Terminology it is hard to find a unique definition and to frame exactly its field of investigation. This is probably due, in both cases, to the fact that these are relatively young disciplines. Terminology, in particular, arose in the eighteenth century thanks to the work of scholars such as the botanist Linneo and the chemist Lavoisier, with the aim of ensuring effective communication within the international scientific community (Soglia, 2002).

2.2 Aims and Functions of the Terminological Work

Sager (1990) assigns to Terminology two crucial functions:

- a) the first one is to collect all the terminological entries of a specific field of knowledge and the related information, in order to improve and facilitate communication between experts;
- b) the second one is to extract and study the specialised vocabulary of a particular discipline, to build databases containing definitions and contexts of use for each of the included terms.

Sager adds that the primary function of Terminology, namely to promote and improve communication within a certain scientific context, guaranteeing the transmission of specialised knowledge, can be divided into two essential levels: on the one hand data collection of concepts and terms, on the other hand, the identification of the denomination of the terms and the indications about their usage.

Cabré (2000) associates terminological research with two fundamental activities:

- a) the function of representing specialised knowledge;
- b) the function of transmitting that knowledge.

Thanks to its interdisciplinarity, the categories of professionals who benefit of Terminology's functionalities belong to very distant areas. Sager himself (1990) identifies seven different categories of users, including: librarians, lexicologists, translators, publishers, language teachers, linguists, users of dictionaries and specialised glossaries. One of the most important advantages that Terminology offers across all these categories of users, and which is tightly related to the support given by informatics, is the ability to constantly update and modify the reference databases, to ensure a close relationship with the most recent concepts proper of the discipline investigated.

As observed by Soglia (2002), over the last twenty years, Terminology has undergone deep changes. The development of ICT technologies, together with the colonisation of the planet by the Internet, allow easy access to thousands of electronic documents and specialised texts. Actually, corpus analysis has become an essential condition for terminological extraction and collection.

2.3 Terminology and Special Languages

According to De Mauro (1999), two-thirds of the vocabulary of a language comes from *special languages*, so many of the words we use daily come from specialised areas.

Sobrero (1993: 237) defines as *special* those languages "used to communicate certain topics related to particular professional activities, such as mathematics, biology, language, music and sports".

Terminology of special languages must be considered as their distinctive and identifying feature, since it "is a real nomenclature, namely, a set of terms each of which has an explicit conceptual definition within a hierarchical taxonomy" (Sobrero 1993: 238). In an age of hyper-specialisation of knowledge, such as the current one, special languages spread out, being also the source of relevant terminological distinctions within themselves. One of the main functions of these languages is to name univocally concepts and activities that, however, are not part of the daily lives of individuals.

The main characteristic of specialised lexicon, that mostly distinguish it from common language, is *monoreferentiality* (Gotti, 1991), which explains why a term must have a unique referent and therefore refer to a single meaning (Sobrero, 1993). Hence, in a special language,

a term should not be replaced by a synonym, but rather it is preferred its repetition, even rather frequent, thus avoiding any possible ambiguity.

Sobrero (1993) identifies four fundamental criteria for the creation of specialised terms:

- a) the use of a foreign language (often Greek, Latin or English) through the so-called loan words;
- b) the creation of neologisms;
- c) the usage of existing terms proper of the vocabulary of common language (De Mauro, 1999) by assigning them a different meaning;
- d) the creation of acronyms, used in this context as full words.

Given their close connection with the relative scientific disciplines, it is expected an increase of the number of special languages, together with the parallel expansion of those already existing, according to the development of the scientific fields to which they refer.

3. Language Pedagogy: Towards the Definition of an Autonomous Discipline

People communicate with each other through language, intended as "the general human faculty of using words, grammar and syntax to express themselves" (De Mauro, 2008: 1). The faculty of human language, universal and species-specific, is then embodied in the various historical-natural languages, thus realizing its most effective and powerful communicative form. Every human being, as he grows, learns the language of the speaking community with whom he interacts. The ability to communicate represents for every individual a vital need and language remains the most effective means of communication of human beings.

The complexity of the linguistic system lies also in the fact that it is both *langue*, or a prescriptive set of socially shared norms, and *parole*, that is to say the concrete use that each speaker makes of the linguistic code¹.

The various approaches and methods of language teaching depend largely on the conception of the nature and structure of language and of how it is acquired by speakers. *Language Pedagogy* is precisely the discipline that deals with the planning, design and implementation of language education programs. It deals with issues such as: finding the most appropriate and effective teaching methods according to different class groups, the relationship between methodological approaches and teaching contents, and other issues related to the assessment and certification of language skills. Concepts used for the definition of *Language Pedagogy* and for the identification of its fields of action, are often derived from other disciplines, such as psychology, linguistics, sociolinguistics and pedagogy. Language Pedagogy just lies in the middle of this interdisciplinary intersection.

In his conceptual and terminological apparatus, we find terms like *curriculum*, *programming*, *method*, referred to pedagogy; concepts such as *function* and *context of use*, *social role* and

¹ On the concepts of *parole* et *langue*, see Bally, C., Riedlinger, A. e Sechehaye, A. (Eds.) (1916). *Cours de linguistique générale*. Losanna-Parigi: Payot.

psychological role, which refer to sociolinguistics, etc. And it cannot be otherwise, since by teaching a language it is not possible to ignore the related psychological and pedagogical questions, nor it is conceivable that a teacher does not know the nature and characteristics of the taught language and the forms that it takes in the various contexts of use. Then, according to what has been said so far, Language Pedagogy, being inextricably linked to the knowledge coming from other disciplines, is definable as an interdisciplinary science, yet having its own inquiry procedures and specific objectives (Pichiassi, 1999; Balboni, 2002).

3.1 Language Pedagogy Special Terminology

Cambiaghi (2005: 195, TdA) defines Language Pedagogy as "a discipline that lies between the sciences of language and those of education", affirmed as autonomous science only around the 1960s (Diadori, 2011). Though it is a relatively recent science, it is currently subject to numerous studies and researches, thanks to the social and cultural relevance that knowing foreign languages has assumed in the contemporary society:

Studies on language learning/teaching practices in Europe are experiencing a period of great fervor, [...] the last decade has been characterized by epochal historical events that have encouraged mobility and communication between people of different languages and cultures. [...] Despite this growing circulation of opportunities and tools for international communication, there remain some areas traditionally anchored to monolingual communication: an example is the academic communication about Language Pedagogy. Those who deal with modern Language Pedagogy know that many theoretical essays, often showing intertextual references and quotations, are flourished in various European languages, but they are fundamentally linked to their respective cultural areas, which is also evident in the choice of textual genres, references, textuality and ultimately also in the lexicon (Diadori & Sandre, 2009: 257, TdA).

A multilingual and thus comparable vocabulary of Language Pedagogy, shared at an international level, has not yet been developed, especially because the manuals and the most important theoretical studies are still too related by their cultural areas of reference or to the influences of the Anglo-Saxon world. Starting from the 1990s, as a matter of facts, English has become the common lingua franca of the Academia, thus influencing scientific communication worldwide (Diadori, 2011). It is also relevant that, as Cambiaghi (2005) states, although the intrinsic interdisciplinarity of Language Pedagogy is a huge source of wealth, at the same time, this combination of already structured knowledges hinders the development of a new specific vocabulary, that should allow to communicate effectively to and from different languages, avoiding any semantic ambiguity.

The question is even more complex if we consider that the sectorial literature of Language Pedagogy is *de facto* multilingual, with the need for students and scholars to orient themselves through a variety of essays that can be written in their mother tongue, in a different language or in translation, with possible meaning deviations, just attributable for example to the intervention of the translator itself. Each term can assume a different sense in different languages, according to the peculiarities of the language itself and to the various theoretical currents that contribute to the development of the discipline in different countries,

assigning different semantic extensions to the relative concepts. An example is given just by the denomination of the discipline: in Italian it is named *Glottodidattica*, that is a neologism that still doesn't find a direct and clear correlation in other languages, such as English, where different correspondences are traceable, e.g. *Language Pedagogy* or *Educational Linguistics*. Another case is provided by the Italian term *lezione*, that is translated in English in two different ways, *lecture* and *lesson*, with different nuances of meaning associated to these two terms.

The need for clear and unambiguous terminological references is also proved by the frequent presence of glossaries included at the end of scientific papers, or as part of recent European documents or of didactic certifying projects (Diadori, 2011).

To overcome this linguistic Babel, avoiding that it turns into a didactic Babel (Diadori, 2011; Balboni, 2002), and to guarantee access to those texts that have not yet been translated, we should not only have mono- and bilingual glossaries, which already exist in several European languages, but also multilingual glossaries. These latter could be constantly updated and connected through hyperlinks to a series of corpora of multilingual specialized texts related to the teaching of modern languages, in order to highlight their authority and reliability, and to provide information about the concrete usage of the various terms. From these considerations comes the idea of a multilingual digital glossary, such as that developed in the present study.

3.2 *Language Pedagogy Glossaries*

As observed by Diadori (2011: 194), from the Seventies onwards many glossaries of Language Pedagogy have been written in the most diffused modern European languages. They were mostly monolingual, but with the passing of time and the consolidation of the discipline, bilingual or multilingual sections were added. In recent years, papers on European language policy have been accompanied by glossaries with the task of grouping and defining the various specialised terms used in the reference texts. A renowned example is the glossary of the EPOSTL (Newby et al., 2007), originally drafted in English and translated into other languages at a later stage.

In the following paragraphs, I will discuss some relevant examples of monolingual glossaries (English and Italian) for Language Pedagogy, published over the last twenty years.

As mentioned above, the appearance of these glossaries derives from the need for unique and clear terminological references in the field of Language Pedagogy, since it is still not easy to identify a specific and unitary nomenclature.

3.2.1 “The Longman Dictionary of Language Pedagogy and Applied Linguistics”

This dictionary contains about 3500 entries, which, according to the authors, are the ones that define in the simplest and most accurate way possible, the most widely used terms in the field of Language Pedagogy and Applied Language.

Each term has been selected on the basis of its importance within an area and reflects the fact that it has a particular meaning when used within that area, a meaning unlikely to be listed in other dictionaries. Only words which are of common usage in language teaching and applied

linguistics have been included. Words used only by an individual scholar and which have not reached a general diffusion have not been included (Richards et al., 1985: vii).

As it emerges from the introduction of this work, the dictionary addresses to a wide range of readers who, for different reasons, have to deal with this discipline. The reasons that led to the development of this dictionary are mainly related to the purpose of identifying and clarifying the terms that belong to a discipline so closely linked to other areas of knowledge, in order to facilitate students and professionals working in this field.

The main contribution provided by the authors is therefore the selection and definition of a basic terminology for Language Pedagogy, useful both for students and for experts. The introduction explains the criteria that led to the selection of the terms in the dictionary, along with the indication of the scientific areas of reference:

This dictionary includes the core vocabulary of both language teaching and applied linguistics. The field of language teaching is concerned with the development of language programmes and courses, teaching methodology, materials development, second language acquisition theory, testing, teacher training and related areas (Richards et al., 1985: vii).

Analyzing an example directly taken from the dictionary (Figure 1), it is possible to see what kind of information are associated to each lexical entry; it is specified its morphological and phonological properties, together with its context of usage. Other related terms are also indicated, as well as further readings that may help to deepen the topic.

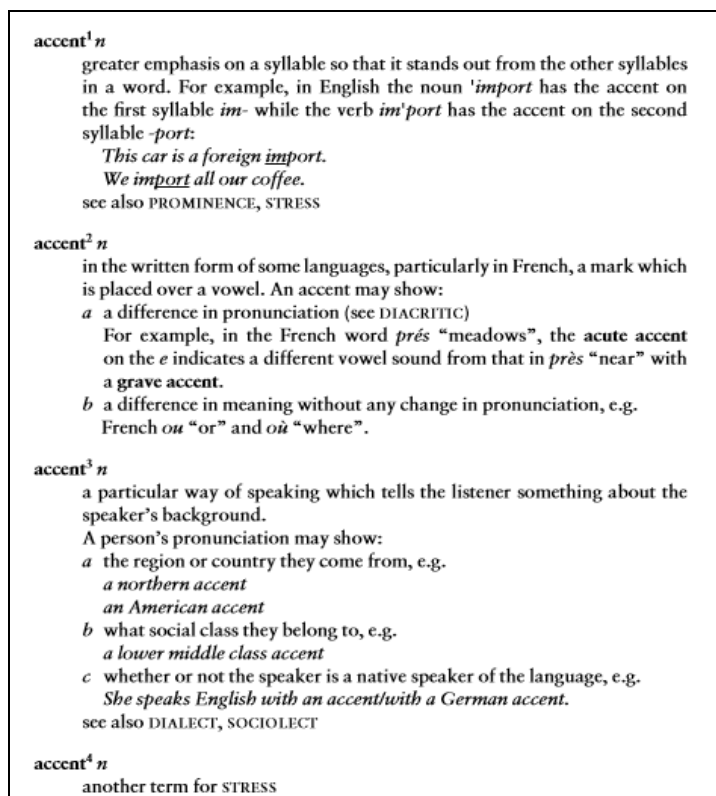


Figure 1. An example from The Longman Dictionary of Language Pedagogy and Applied

Linguistics: the term accent

Graphs, tables and images are often inserted in the body of the dictionary, thus integrating and enriching the glosses, and making them more easily understandable for the users (Figure 2).

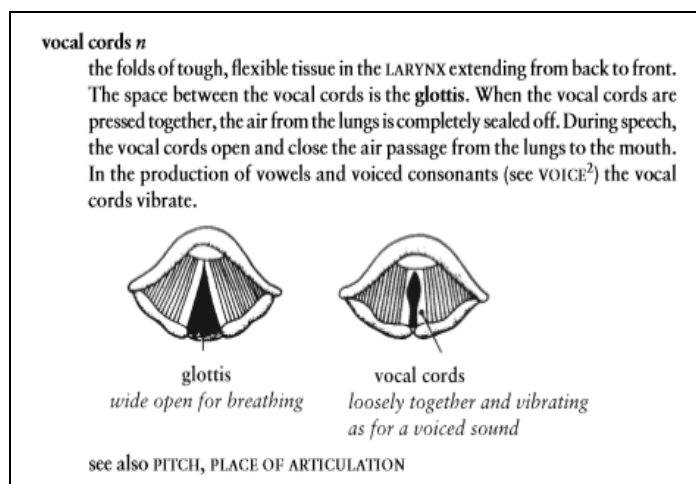


Figure 2. The example of the term *vocal cords*

3.2.2 “Le parole di Milia. Glossario”. An Italian Monolingual Glossary

This work is a reference point for Italian Language Pedagogy and it is considered to be an excellent consultation tool for anyone working in this disciplinary field. As stated by Rossi (2004: 454), “it has the merit of giving a general overview about the complexity of the design and trends, developed until the 1990s in the field of Linguistic Education in Italy and abroad”.

The glossary represents a support to the reading of the sixteen modules of the MILIA project (Materials for Italian Language Pedagogy), promoted by the Italian Ministry of Public Education in the late 1990s, with the aim of training those teachers of Italian living abroad. It groups together the terms proper of Language Pedagogy and Applied Linguistics; however, given the interdisciplinary nature of the subject, the glossary also contains voices related to other disciplines, which can be attributed either to the sciences of language or to those of education (Lavinio & Vedovelli, 1997).

The authors motivate, in the introduction to the work, the choices made for its writing, especially with regards to the selection of the terms inserted; as stated, the selection was accurate, with greater importance given to the most recurring terms that had not yet been defined within project MILIA modules and were considered relevant key concepts of the analysed disciplinary field.

3.3 Common Terminological Features in Language Pedagogy Glossaries

The analysis of Language Pedagogy glossaries illustrated in the previous paragraphs helps in elaborating useful reflections on the main characteristics of the special language of the discipline. Being Language Pedagogy, in all respects, a scientific discipline with its own

vocabulary, albeit recent and in continuous transformation, we can define its terminology as *specialised*. Considering the characteristics of the terms included in the different investigated glossaries, some recurrent features came to light. Already Diadori (2011), speaking about the specialised terminology of Language Pedagogy and studying the contemporary European literature related to this discipline, reflected on some of its typical features, affirming that:

As a special language [...], the language used in expressive, argumentative and descriptive texts related to the major issues of Language Pedagogy is characterized by a specialised vocabulary that evolves simultaneously to the discipline itself, as it is normal, but that has, in our case, some peculiar characteristics (Diadori, 2011: 200, TdA).

Afterwards, Diadori proceeds by listing and analysing the features that define Language Pedagogy lexicon. First of all, a particular attention is drawn to the fact that the literature in this field is still highly influenced by the Anglo-Saxon culture. Although there are many translations of argumentative and descriptive texts on Language Pedagogy (e.g. the documents relative to the European language policy), English still exerts a sort of hegemony on other languages.

In the specialised terminology of several idioms, there is a large amount of loan words that often coincide with "a frequent infiltration of Anglicisms" (Diadori, 2011: 200, TdA). A second peculiarity concerns the use of neologisms that usually refer to particular contexts or historical periods: sometimes a neologism spreads out, even in the form of a calque, instead in other cases it remains anchored to the name of an author or of a theoretical school (Diadori, 2011). Another peculiar feature, also observed in the glossaries described in the preceding paragraphs, is the presence of acronyms, that alternatively change or stay the same across different languages. Finally, in contrast to the tendency towards monoreferentiality, typical of the special languages, Language Pedagogy terminology is also characterized by the use of synonyms, when instead in the language of sectorial disciplines they are traditionally almost absent (Scarpa, 2008).

3.3.1 Loan Words

By *loan* we mean "the adoption in a language of a linguistic alloctone element." (Cosmai, 2003: 35). Currently, more and more English terms are used in the specialised terminology of different languages. The Italian glossary of Lavinio & Vedovelli (1997) includes, for example, several loans from English. Although for terms like *role-play* or *test* there would be an equivalent in Italian, the tendency is to use the English translation anyway. For other terms, such as *brainstorming* or *baby-talk*, it doesn't even exist an equivalent in the Italian language.

In a consistent manner to what has been said so far, Diadori (2011) states that Anglo-Saxon terms, that enter into the Language Pedagogy terminology of the various languages, are becoming more and more frequent. These are often previous Latinisms (e.g. *portfolio*, *tutor* or *mentor*) but also of expressions directly imported from the Anglo-Saxon literature of the 1970s, referring to the communicative approach (e.g. *role-play*, *cloze*, *testing*, *input*, *output*, *feed-back* etc.) or also used in the common language, due to the direct influence of computer technologies (e.g. *e-learning*, *online*, *learning object*).

3.3.2 Acronyms

The use of acronyms in the Language Pedagogy lexicon is considerably extended. Many of these abbreviations have spread to the different European languages, but vary according to the translation of the expression they refer to in the target language (see Table 1).

Table 1. An example of acronyms variation across languages

Language	Expression	Acronym
English	Common European Framework of Reference for Languages	CEFR
French	Cadre Européen Commun de Référence pour les langues	CECR
German	Gemeinsamer Europäischer Referenzrahmen für Sprachen	GER
Italian	Quadro Comune Europeo di Riferimento per le Lingue	QCER

The abbreviations used to designate European projects and the EU language policy instruments are as many as their translations in the various Community languages. There are also many abbreviations that indicate, depending on the level, the different types of language certification a student can achieve. To cite some, CAE, CEIBT, CEIC, CPE, FCE, PET for English; CELI, CILS for Italian Language Pedagogy.

3.4 From European Documents to Multilingual Glossaries

European Union has promoted for long time language skills as a key aspect in the daily life of citizens, influencing many factors: "the linguistic diversity of our continent is a substantial aspect of our cultural heritage, our common heritage, our European identity" (Langé, 2005: 77). Therefore, supporting the integration between Member States and fostering freedom of speech and writing for each citizen has long become one of the most important principles on which the European Union is based. That multilingualism, supported by the European Union, is therefore tightly related to the idea of "language as a bearer of identity" (Cosmai, 2003, TdA). Referring to this fundamental feature, the Council of Europe has always strongly supported the learning of languages, promoting innovative teaching methods and tools and suggesting teachers' constant training. That is why the Council of Europe has published a series of key linguistic and cultural policy documents, mainly related to the teaching of foreign languages, which were then translated for all the EU States.

The considerable increase of these European texts about Language Pedagogy has further enhanced the development of this disciplinary field, together with that of the relative terminology. In order to adequately cover the request for translations related to this discipline, the access to a precise and transparent lexicon shared at an international level has become a crucial prerogative.

An interesting method to create a reliable and exhaustive multilingual Language Pedagogy glossaries, an instrument capable to solve most of the current translation and communication problems in the field among experts of different nationalities, could be that proposed by Diadori (2011), based on real used translated texts. Once chosen a relevant European document already translated into different languages, it is possible to extract from it a set of fundamental terms, finding correspondences in the various translations and comparing them

to identify points of contact and divergences. This contrastive and cross-linguistic analysis allows experts to develop compatible conceptual and terminological systems for Language Pedagogy in the different EU target languages.

4. Materials and Methods

Common misunderstandings and a lack of communication among scholars and language teachers in the field of Language Pedagogy usually derive from the lack of multilingual terminological resources, that are useful in promoting intercultural communication and inter-comprehension through terminological standardisation.

The *Digital Multilingual Glossary of Language Pedagogy* (from now GDPG) has been conceived as a multilingual resource, covering Italian, English and German. Thanks to its digital structure it can be constantly updated and connected with hypertext links to corpora of texts and specialised multilingual documents related to the teaching of foreign languages. The collection of specialised terms included in the GDPG, derives from the comparison of three important reference texts: the EPOSTL, the European Profiling Grid and the multilingual glossary of Diadori & Sandre (2009).

4.1 Basic Principles of the Digital Multilingual Glossary of Language Pedagogy (GDPG)

In a society where a high plurilingual competence is becoming a basic professional and personal requirement, our multilingual glossary could be a valid resource for different targets of users:

- a) for those professionals of Language Pedagogy, whose occupation is tightly influenced by the fortunes of this discipline;
- b) for scholars that should develop the theoretical background of this discipline, regardless of the language that is taught;
- c) for students, that should have a clear idea of the terminology used by teachers (e.g. What is a *didactic unit*? What is the difference between *lecture* and *lesson* etc.).

The basic principle underlying the project is a universalist vision of Language Pedagogy, intended as the teaching of languages in a pluralistic sense, regardless of any reference to the single language taught. It might seem a mere epistemological disquisition, but it brings rather significant practical implications, because in these terms any language can offer and adopt to/from Language Pedagogy new indications, regardless of its spread and its prestige.

We started from the analysis of the key notions coming from the many scientific fields to which Language Pedagogy refers, to "translate" them in the proper language of this discipline, by adapting them to its scopes. This is the practical application we have tried to give to the adjective *interdisciplinary*.

The glossary aims at constituting a shared digital platform for experts and students, easily accessible and constantly updated. It is conceived as a pedagogical technology, where it will be possible to include, in the future, hypermedia and didactic materials coming from different

communicative codes. Furthermore, the link to authoritative sources makes it a reliable resource.

4.2 A Structural and Operational Challenge

A traditional dictionary has a linear structure: it consists of a series of alphabetical sheets, with eventual references to external documents. In the structure conceived for the GDPG there is a huge tangle of references and links, though the macrostructure is still organised alphabetically. The aim of such a choice is to facilitate the user's consultation of a text that is virtually unified, instead of being a linear sequence. Each entry in the glossary virtually connects the user with its entire structure, thus the consultation of this terminological work is based on the users' interests, intellectual curiosity, search purposes or self-information.

From an operational point of view, our proposal is to find a common ground where experts in Language Pedagogy from all over the world could identify themselves. Indeed, Language Pedagogy has been enriched during its development by the influences coming from scholars of various origins, with different scientific and cultural backgrounds. The terminological heterogeneity found in their works has created scientific misunderstandings, making hard for non-specialists to access the conceptual system of a discipline that is complex and interdisciplinary in itself.

Hence the deep and explicit need for a standardisation attempt to ensure inter-comprehension in an ever wider and interdependent universe of research. The GDPG therefore is not only aimed at an interdisciplinary scientific synthesis but also wants to be a useful service tool for all those people who talk about Language Pedagogy all over the world.

4.3 The Structure of the GDPG

This glossary is not a collection of small exhaustive monographs, but is a sort of "dictionary of notions" in which each item is presented using the minimum number of words possible, focusing on the vastness of the horizon rather than on the deepening of individual elements, and providing a structure of hyperlinks that allow the reader to build his personal path of investigation, based on his cognitive and personal cultural background. It does not offer any bibliography, which would be very wide, but would be also obsolete in a number of years shorter than those in which this glossary aspires to remain valid. The concepts included in the glossary are intentionally not associated with the names of specific scholars: the purpose of the work is to provide an overview of the discipline, not to trace a history of the contributions to Language Pedagogy. For this reason, the glossary does not take side, does not favour one theory over another, but simply aims at reporting and explaining.

The list of 130 specialized terms and expressions included in the Glossary (Appendix 1) arises from the comparison of three reference documents in the field of Language Pedagogy (Figure 3). All those terms that have a general meaning, available in every dictionary have been excluded, while those that are strictly related to Language Pedagogy have been included when meeting the following condition: they had to appear in at least two out of the three reference documents to be selected.

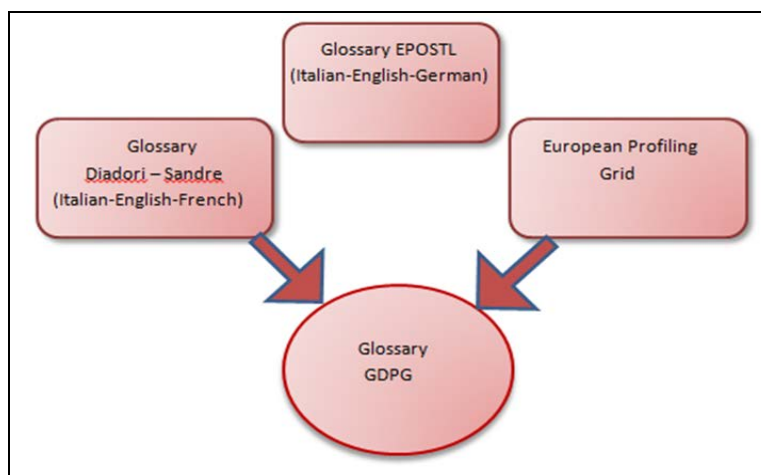


Figure 3. The reference documents from which the terms of the GDPG have been extracted

After having selected the terms, the GDPG has been structured. At a macrostructure level, users visualize several folders, each referred to an entry in the Glossary. Each folder contains 9 files (Figure 4):

- a) 3 correspondent to the terms in the three languages with the relative definitions;
- b) 3 containing the extracts of the sources from which definitions have been taken;
- c) 3 indicating the context in which the terms are usually used. A portion of a text extracted from a relevant document in the field of Language Pedagogy is presented.

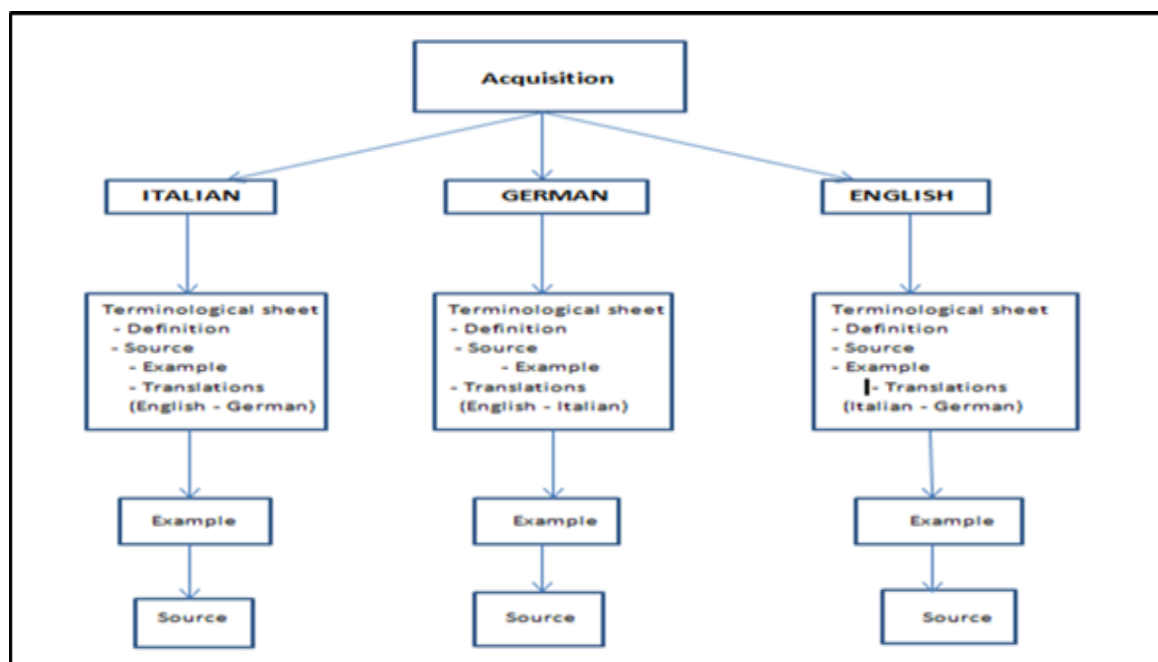


Figure 4. Schematic structure of the GDPG for the entry *Acquisition*

According to the multilingual perspective of the GDPG, all the terms included have been provided in the three considered languages, Italian, English and German, together with the

relative definition in each language and the translations in the two other idioms. Definitions play a crucial role in a terminological work; in this study I took definitions from three authoritative lexicographic sources, one for every language considered in the GDPG. For the Italian terms, I consulted the *Dizionario di glottodidattica* (Balboni, 1999); for the German ones I considered the *Fachlexicon Deutsch als Fremd- und Zweitesprache* (Barkowski & Krumm, 2010), while for English I used the *Teaching Knowledge Test Glossary* (UCLES, 2009). Figures 5, 6 and 7 show examples of the terminological sheets that constitute the GDPG. When a term is related in a strong way to another one included in the glossary, this connection is expressed through the presence of an hyperlink that directs the user to the sheet of the connected term.

<p>Acquisizione</p> <p>Esempio</p> <p>Traduzione:</p> <p>Inglese: Acquisition</p> <p>Tedesco: Erwerb, der</p>	<p>È l'ipotesi fondamentale tra quelle proposte da S.D. Krashen nei primi anni Settanta. Krashen distingue tra l'<i>acquisizione</i> profonda, stabile, che genera comprensione e produzione linguistica con processi automatici, e l'<i>apprendimento</i> razionale e volontario, ma di durata relativamente breve, che funge da monitor per l'esecuzione linguistica. Si è spesso discussa la possibilità che l'apprendimento razionale possa trasformarsi, alla fine, in acquisizione; la risposta di Krashen è di solito negativa, mentre altri studiosi credono che, in condizioni adatte, anche l'apprendimento possa portare all'acquisizione. L'insegnamento linguistico mira all'acquisizione. Perché essa avvenga devono verificarsi le condizioni descritte anche delle altre ipotesi della <i>Second Language Theory</i>. Secondo alcuni autori l'acquisizione è tipica della lingua materna e seconda mentre nelle lingue straniere predomina l'apprendimento.</p> <p>Fonte: Balboni E., Dizionario di glottodidattica, Guerra Edizioni, perugia, 1999.</p>
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Figure 5. The terminological sheet for the Italian term *Acquisizione* (Acquisition)

<p>Acquisition</p> <p>Example</p> <p>Translation:</p> <p>German: Erwerb, das</p> <p>Italian: Acquisizione</p>	<p>To learn a language without studying it, just by hearing and/or reading and then using it. This is why people usually learn their first language.</p> <p>Source: UCLES, Teaching Knowledge Test – Glossary, Cambridge ESOL, 2009.</p>
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Figure 6. The terminological sheet for the English term *Acquisition*

Erwerb, der	<p>1. Lernen-Erwerben-Debatte (Sprach)erwerb steht hier nach Krashen (1986) im Sinne von <i>Acquisition</i> für das Gegenteil von Lernen (<i>Learning</i>) und bezeichnet Sprachaneignung, die beiläufig, ungeplant, ungesteuert und unkontrolliert im natürlichen Kommunikationsprozess erfolgt, so wie sich Kinder im Vorschulalter ihre Muttersprache aneignen.</p> <p>2. (Sprach)erwerb als Oberbegriff Hier stellt (Sprach)erwerb das Hyperonym für Erstsprach(en) – erwerb, Zweitspracherwerb und Fremdspracherwerb dar. diese verschiedenen Formen von (Sprach)erwerb haben zumindest drei Komponenten gemeinsam: Sprachlernvermögen, input und Antrieb (Motivation). Sie sind bei den verschiedenen Formen verschieden ausgeprägt: Nur beim Zweit- und Fremdspracherwerb ist z.B. das Phänomen der Fossilisierung bekannt. Beim gesteuerten (Sprach)erwerb (Fremdsprachenunterricht) ist hingegen der Input gänzlich anders geartet (nämlich kontrolliert und gefiltert) als bei den beiden anderen, die Formen ungesteuerten (Sprach)erwerb sind. Der Antrieb ist Schliesslich beim L1-Erwerb naturgegeben, bei anderen (Sprach)erwerb- Formen unterschiedlich ausgeprägt.</p> <p>3. (Sprach)erwerb-prozess Der Verlauf des (Sprach)erwerb ist bis zu einem gewissen Grad variabel, z.B. abhängig von Intensität und Art des Input oder vom Lehrstil. Aber der Verlauf ist nicht beliebig, der Erwerb mancher Elemente setzt die vorherige Beherrschung anderer Elemente voraus, so dass die Abfolge des Erwerbs teilweise vorgegeben ist. Auch gesteuerter (Sprach)erwerb, der nach einem Curriculum erfolgt, muss das berücksichtigen. Es gibt Hinweise, dass (Sprach)erwerb nach festen Stadien, den Erwerbssequenzen, vor sich geht, die teilweise unabhängig von äußerer Steuerung zu sein scheinen. In diesem Zusammenhang wird versucht, die <i>Teachability/Learnability</i> von bestimmten sprachlichen Strukturen zu erforschen.</p> <p><u>Quelle: Barkowski H., Krumm H.-J., <i>Fachlexikon Deutsch als Fremd- und Zweitesprache</i>, Stuttgart, UTB/A. Franke, 2010</u></p> <p><u>Beispiel</u></p> <p><u>Englisch: Acquisition</u></p> <p><u>Italienisch: Acquisizione</u></p>
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Figure 7. The terminological sheet for the German term *Erwerb (der)* (Acquisition)

As it emerges from the previous Figures, each terminological sheet includes hypertexts that refer to the definitions of the same term in the two other languages. Furthermore, there is also an hypertext referring to an example of usage of the considered term.

The role of examples in the GDPG is mostly that of integrating definitions, allowing users to verify quickly the real attested usage of the analysed term in the context of a specialised authoritative text of Language Pedagogy. Authentic texts chosen in the three languages belong to different textual categories, going from articles and books to educational essays, institutional documents, manuals etc.

Figure 8 shows the screenshot of a piece of an authentic text provided in the GDPG, as an illustrative context where the term *Acquisizione* (Acquisition) is used in the Italian *Portfolio for the initial training of language teachers* (PEFIL). The portion of text containing the investigated term is highlighted in yellow, to be immediately identifiable to the user.

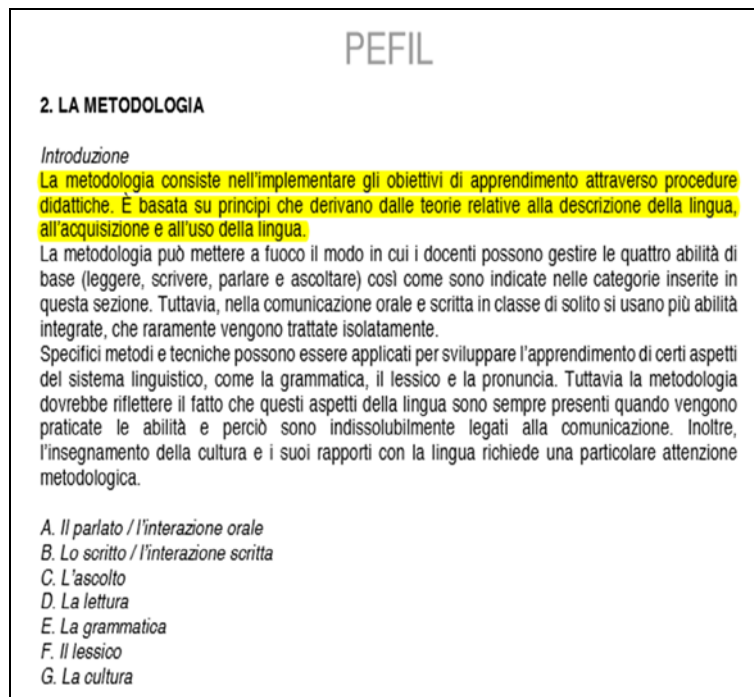


Figure 8. An authentic institutional document (PEFIL) illustrating the context of usage of the Italian term *Acquisizione* (Acquisition)

4.4 A Lexical Analysis of the Main Features of the Terms Inserted in the GDPG

The first characteristic emerging from the analysis of the terms that make up the GDPG is their belonging to different lexical categories, with a clear prevalence in favour of nouns. In the three considered languages, nouns represent the 94% of the total lexical entries (123 nouns on 130 entries), adjectives represent the 3.5% (4 adjectives) and verbs just the 2.5% (3 verbs).

The tendency to nominalization is one of the fundamental characteristics of special languages, as already observed by Diadori & Sandre (2009: 2). The phenomenon of nominalisation concerns the morphosyntactic aspect of micro-languages and consists in the transformation of a verbal syntax into a nominal syntax, thus favouring an evident preference for the nominal style. The verb loses importance, reduces the range of modes, times, and verbal persons; instead it is preferred the use of the nominal shapes of the verb (i.e. present and past participle). The verb empties semantically. A marked preference for nominal style and the low presence of verbs characterise then the specialised terminology of Language Pedagogy.

As a matter of facts, the same characteristics have been found in the texts used in this study as sources for the definitions of the terms included in the GDPG too. Again, there is a clear prevalence of nouns and often the rare adjectives used are accompanied by a noun, thus specifying their particular meaning in this context (e.g. Linguistic Ability).

Another characteristics that emerges from the analysis of the terms constituting the GDPG is the presence of a relevant number of loan words coming from English and affecting both Italian and German. Some examples of this phenomenon are given in Table 2.

Table 2. An example of Loan Words in the GDPG

English	Italian	German
feedback	feedback	Rückmeldung
role play	role play	role play
test	test	test

Table 2 reflects the widespread tendency in specialised terminology to borrow expressions from English, now used as the preferred vehicular language of the international scientific communication (Marello, 1996).

Another interesting phenomenon emerging from the GDPG glossary is the presence of acronyms and abbreviations, which in some cases vary from language to language, according to the respective translations (e.g. *ICT - Information and Communication Technology*, *ICT - Information Technology and Of Communication*, *ICTs and Information Technologies*) while in other cases, due to their widespread dissemination, remain the same in the three languages. This is the case for example of the acronym *CLIL*, which in English corresponds with the expression *Content and Language Integrated Learning*, and is used unvaried both in Italian and German. Thus, the stability of the abbreviations is not influenced by the existence or not of corresponding translations in the different languages considered, but by the degree of diffusion of the abbreviation itself within the scientific community.

Finally, it is necessary to investigate the presence of synonyms in Language Pedagogy terminology, since it is a peculiar characteristic of this scientific domain. One of the crucial features of terms belonging to specialised languages is their ambition towards an absolute objectivity and univocity, guaranteed just by a low usage of synonyms. The need for clarity within a specific scientific field is usually reflected into the monoreferentiality of terms, that coincides with the biunivocal relationship between a term and a concept (Scarpa, 2002). The use of a lexicon that denominates concepts unambiguously and synthetically is an essential prerequisite for the language of a given science to be simple, clear and economical. Thus, in contradiction to what usually happens in the common language, special languages do not frequently use synonyms and homonyms, showing instead the tendency to repeat a particular technical term or to use a superordinate term as unique substitute (Sabatini, 1990).

However, what happens in Language Pedagogy lexicon is a singular tendency with respect to other special languages; as a matter of facts, during the development of the GDPG, unexpectedly, many synonyms were identified. In this way, in Italian it is possible to meet, among others, the following pairs of synonyms: *docente/insegnante* (teacher), *obiiettivo/scopo didattico* (didactic goal), *classe/aula* (classroom), *certificazione/certificato* (certificate). For German terms we highlight the following synonyms: *Zertifikat/Zertizierung* (certificate), *Klassenzimmer/Klasse/Klassenraum* (classroom), *Kompetenz/Kentnis* (knowledge), *lehren/unterrichten* (to teach). English too shows couples of synonyms, such as: *student/learner*, *result/outcome*, *competence/proficiency*, *pair work/pair practice*, *certificate/certification*.

Based on these synonym phenomena, we can define Language Pedagogy as "a special language in the broad sense" (Berruto, 1987) that, if necessary, can break the schemes rigidly imposed by the rules of special languages to build its own identity.

5. Conclusions and Discussion

Studies on language learning/teaching in Europe are widely diffused, also thanks to the circulation of recent European documents that enhance the social usability of the linguistic communicative expertise. However, the internationalization of academic communication is weakly related to the discipline of Language Pedagogy: although many valuable theoretical studies are flourishing in the various European languages, they are still tightly anchored to the respective cultural areas or, usually, to the tradition of the Anglo-Saxon studies (Diadori, 2011). In order to foster communication among scholars of different nationalities, but also to allow the reading of texts conceived in different languages and their correct translation, it would be useful for the users to have besides specific glossaries that already exist in the various European languages of wider distribution, also multilingual glossaries, constantly updated and linked through hyperlinks to multilingual specialised corpora targeted on this field of study.

The development of the GDPG arises from these considerations, offering an effective lexical tool for terminological standardization and for fostering communication among experts, students and teachers involved in Language Pedagogy topics.

Some possible implementations in the future may concern the possibility of widen the list of terms included in the glossary, the extension of the GDPG to other languages, as a matter of facts we are actually working to a Portuguese version, and last but not least, the inclusion of bibliographical references, in order to provide a diachronic view of the discipline.

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Appendix

Appendix 1. List of the 130 terms included in the GDPG, in the three considered languages: Italian, German and English

Italian	German	English
abilità	Fertigkeit, Fähigkeit	ability, skills
acquisizione	Erwerb	acquisition
adeguato, appropriato	geeignet, angemessend, passend, entsprechend	appropriate
ambiente di apprendimento	Lernumgebung	learning environment
ambiente virtuale di apprendimento	virtuelle Lernumgebung	virtual learning environment
analisi degli errori	Fehleranalyse	error analysis
analisi dei bisogni	Bedarfsanalyse	needs analysis
apprendente	Lernende(r)	learner, student
apprendimento	Lernen, Gelernte	learning
apprendimento autonomo	selbständiges Lernen	independent learning
apprendimento blended	blended learning	blended learning
apprendere	lernen	to learn
approccio didattico	Lehrmethode	teaching approach
atteggiamento	Haltung	attitude
attività di classe	Plenarbeit, Klassenarbeit	class work
attività extracurricolare	Aktivität außerhalb des Lehrplans	extra-curricular activity
attività linguistica	Sprachaktivität	language activity
attribuzione dei punteggi	Benotung	grading
autonomia dell'apprendente	Autonomie	learner autonomy, self-direction
autovalutazione	Selbstbeurteilung	Self-assessment, self-evaluation
bisogni	Bedürfnisse, Anforderungen, Bedarf	needs
bisogni affettivi	emotionale Bedürfnisse	affective needs
certificato di insegnamento della lingua obiettivo	Zertifikat in der Vermittlung der Zielsprache	certificate in teaching the target language

certificazione, certificato	Zertifikat, Zertifizierung	certificate, certification
classe, aula	Klassenzimmer, Klasse, Klassenraum	classroom, class
CLIL (Content and Language Integrated Learning)	CLIL (Content and Language Integrated Learning)	CLIL (Content and Language Integrated Learning)
codice di valutazione	Korrekturzeichen	marking code, marking system
cognitivismo	Kognitivierung	cognitive science
cognitivo	knognitiv	cognitive
competenza	Kompetenz, Kenntnis	competence, proficiency
compito	Aufgabe	task
compito a casa	Hausaufgabe	homework
comunicazione	Kommunikation	communication
conoscenza	Wissen	knowledge
consapevolezza linguistica	Sprachbewusstheit	language awareness
contesto	Kontext	context
corso	Kurs	course
criterio	Kriterium	criterion
cultura	Kultur	culture
curricolo	Stoffverteilungsplan, Lehrplan	curriculum
errore	Fehler	error
esame	Prüfung	examination
esercizio	Übung	exercise
feed-back	Rückmeldung, Feed-back	feed-back
fluenza	Flüssigkeit	fluency
gestione della classe	Klassenführung	classroom management
gestire	führen	to manage
glottodidattica	Fremdsprachendidaktik, Glottodidaktik	language pedagogy
identità	Identität	Identity
insegnamento	Lehren, Unterrichten	teaching
insegnamento valutato	bewertetes Unterrichten	assessed teaching
insegnante, docente	Lehrkraft, Lehrer/in	teacher
interazione	Interaktion	interaction
interculturale	interkulturel	intercultural
interlingua	Interimsprache	interlanguage
istruzione e formazione professionale	Berufsbildung	vocational education and training
know-how	know-how	know-how
laboratorio linguistico	Sprachlabor	language laboratory
lavoro di coppia	Partnerarbeit	pair work, pair practice

lavoro in gruppo	Gruppenarbeit	group work, group practice
lavoro in squadra	Teamwork	team-work
lezione	Unterricht	lesson
libro di testo	Lehrwerk	course book, textbook
LIM (Lavagna Interattiva Multimediale)	Interaktive Tafel	IWB (Interactive WhiteBoard)
limiti istituzionali, vincolo	Institutionelle Beschränkungen, Einschränkungen	constraints
lingua	Sprache	language
lingua obiettivo, lingua d'arrivo	Zielsprache	target language
linguaggio	Sprache	language
linguaggio del corpo	Körpersprache	body language
linguistica	Linguistik	linguistics
livello di competenza linguistica	Sprachniveau, Sprachniveaustufe, Sprachstufe	level of proficiency
materiale didattico	Lehrmaterial	teaching material
mentore	Mentor/in	mentor
metalinguaggio	Metasprache	metalanguage
mete di apprendimento	Zielsetzungen, Lernziel	learning aims, goals
metodo	Methoden	methods
metodologia	Methodik	methodology
microteaching	Microteaching	microteaching
monitoraggio	Steuerung	monitoring
monitorare, controllare	steuern, verfolgen, betreuen	to monitor
multimedialità	Multimedia	multimedia
obiettivo didattico, scopo, motivo	Lehrziel	learning aim, goal
orale	mündlich	oral
osservazione	Beobachtung	observation
padronanza linguistica	Sprachfertigkeit	language proficiency
pari	Mitschüler, Kollegen	peer
parlante nativo	Muttersprachler	native speaker
parola	Wort	word
PEL (Portfolio Europeo delle Lingue)	ESP (Europäisches SprachenPortfolio)	ELP (European Languages Portfolio)
performance, prestazione linguistica	sprachliche Leistung	language performance
piano della lezione, piano didattico	Unterrichtsplan, Unterrichtsentwurf	lesson plan

piattaforma	Lernplattform	learning management system
politica linguistica	Sprachenpolitik	language policy
portfolio	Portfolio	portfolio
processo di apprendimento	Lernprozess	learning process
produzione linguistica	Produktion	linguistic production
progetto, project, project work	Projekt, Projektarbeit	project, project work
QCER (Quadro Comune Europeo di Riferimento per le lingue)	GER (Gemeinsamer Europäischer Referenzrahmen für Sprachen)	CEFR (Common European Framework of Reference for Languages)
qualifica	Qualifikation	qualification
registro	Liste, Protokoll	register, logbook
rendimento	Lernergebnis	achievement
revisione	Überprüfung	revision, review
riflessione sulla lingua	Reflektion über Sprache	reflection on language
risorsa	Ressource	resource
risultato, esito	Lernergebnis	result, audit, outcome
role-play, gioco di ruolo	role-play, Rollenspiel	role-paly
scambio	Austausch	exchange
scenario	Szenario	scenario
scuola	Schule	school
sillabo	Lehrplan	syllabus
stereotipo	Stereotyp	stereotype
stile di apprendimento	Lernstil	learning style
strategie	Strategien	strategies
strategie comunicative	Kommunikationsstrategien	communication strategies
strategie di apprendimento	Lernstrategien	learning strategies
strumento di valutazione	Beurteilungsmethode	assessment tool
sussidi, supporti didattici	Lernhilfe	classroom aids
TIC (Tecnologie dell'Informazione e della Comunicazione)	IKT (Informations- und Kommunikationstechnologie)	ICT (Information and Communication Technology)
team-teaching	Team-teaching	team-teaching
teoria sull'apprendimento linguistico	Spracherwerbtheorie	language learning theory
test	Test	test, testing
test di piazzamento, test di livello	Einstufungstest	placement testing
test di progresso, test di profitto	Lernfortschrittstest	progress test
testo	Text	text

tipologia testuale	Textsorte	text type
tolleranza	Toleranz	tolerance
uso	Spracherwendung, Anwendung	use
valutazione	Beurteilung, Evaluierung	assessment, evaluation
valutazione tra pari	Beurteilung durch Mitschüler	peer-assessment
verifica	Test	testing, test

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