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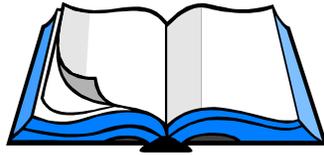
A Guide to Customized Literacy Training

The definitions given in the lexicon refer to the specific terminology of *A Guide to Customized Literacy Training*. The lexicon also includes general teaching and learning terminology, which could be used in other contexts.

The lexicon is a work in progress: we might want to add to the definitions already found in the document, or add definitions not presently found in this document. It goes without saying that new realities would result in new concepts, and further definitions are welcome.

NOTE:

The numbers in parentheses refer to the bibliography on page 10

Actualization:	The transition from potential to action or from possibility to reality. (7)
Adaptation:	An individual's adjustment to his or her environment. (8)
	Changing or modifying one's behaviour in order to better adjust to one's environment or to improve one's condition. (6)
	Action by which one adjusts to one's environment by reconciling particular needs and external constraints. (2)
Andragogy:	A science and area of social practice aimed specifically at providing educational support for adult learning. (10)
Approach:	A way of going about designing and organizing a learning activity.
Aptitude:	The natural disposition or acquired capacity to carry out certain tasks. (8)
Attitude:	The range of judgments and tendencies that lead to a specific behaviour. (9)
	An overall stable and relatively constant predisposition to react with a specific type of behaviour and a certain sort of judgment when faced with a given situation. (6)
	A predisposition to feel, perceive, think and act in a certain way in relation to any given person or thing. This is manifested in the form of resistance to change. (4)
Awareness:	The fact of feeling, perceiving. (9)
	The consciousness that each individual has of his or her existence and behaviour, as well as that of the outside world. (8)

	Immediate awareness of one's own psychic activity. (9)
	An intuition by which human beings experience, in a particular and immediate way, their own states and actions as they experience them. (2)
Behaviour:	A specific way of being and acting that can be observed and measured by oneself and others; it is characterized by adaptive responses to stimuli from the environment. (2) (5)
Change:	The transition from one state to another. Modification, transformation, innovation, evolution. (7) (9)
Competencies:	The knowledge and skills that enable a person to carry out tasks, perform duties and fulfill roles. Competencies are evident over long periods of time and are observable in terms of specific behaviours and their results. (10)
Consistency:	Continuity or coherence of the objectives of the training process, the functional situations and the contents and methods involved in the learning activities. Consistency of learning objectives and activities with the desired changes.
Content:	Ideas expressed in a text. (7) The text might be a letter, book, learning program, etc.
	A particular idea or emotion as felt or experienced. This is referred to as experiential content. (2)
	An emotion or a given idea that has been experienced or strongly felt. Referred to as the experiential content. (2)
Customized:	Adapted to the situation assessed at the start of the training process and tailored to the needs, resources and limitations of the various individuals involved in the training process.
Development:	A series of steps through which a person passes and in the course of which new ways of functioning appear, shaped by physiological, psychological and social conditions. (8)
Environment:	The whole set of natural and artificial elements that make up an individual's life environment. (7)

Experience:	All that is appropriated by means of the senses. The fact of experiencing or feeling something. (7) (9) (The development of an experience is the sequence in which something is appropriated, experienced or felt.)
	The knowledge and skills acquired through contact with reality; to have experience. (7) (9)
Facilitate:	To foster learners' autonomy by providing the tools—skills, knowledge and aptitudes (these may be partly or totally lacking)—they need to direct their own development using real-life situations as prime opportunities for learning. (1)
	To encourage self-managed development. (1)
	To try to empower individuals to manage their own development. (1)
	To enable learners to achieve independence in carrying out projects and solving problems.
Format:	The general organizational framework of a learning activity intended to facilitate individual, group or community development. (10)
Function:	A set of specific tasks by means of which a person exercises a role. All that a person must do in order to play his or her role in a given social group. (9) (11)
	The roles played by an element as part of a whole. (7) (9)
Functional:	Whether used in the phrases "functional literacy training," "functional learning" or "functional situations," the word "functional" must always be understood as it is used in the fields of pedagogy and functional psychology, which are based on functionalist thought.
	In the pursuit of certain goals, purposes and objectives, training based on functional learning leaves great leeway for individuals and their particular characteristics, such as their needs, motivation, goals, understanding of events and level of adaptation.
	Training based on functional learning aims at integrating learning (functional integration) by encouraging, in both a

	realistic and practical context, the harmonization of an individual's personal characteristics with the opportunities available in his or her external (social) or internal (personal) environment. In this sense, all training should be functional.
Functional analysis:	An approach that consists in establishing connections between the learner's behaviour and environment in terms of cause and effect. It allows the instructor to determine the learner's status with respect to the learning process and plan a strategy that will enable him or her to acquire, maintain or change certain behaviours.
Functioning:	A person's way of interacting with the environment. Relations of cause and effect connecting behaviour to the environment are said to be functional. (5)
Inhibition:	A blocking of the capacity for spontaneous reaction. (6)
	A control mechanism that slows down or stops a function. (2)
	Reaction induced (provoked) by a domineering and judgmental attitude on the part of another. (6)
	The process of preventing someone from acting or from expressing his or her feelings or opinions. (9)
Knowledge:	Knowing, being aware of; being able to form an image, idea or concept of… (9)
	Declarative knowledge involves "knowing what," procedural knowledge involves "knowing how" and conditional knowledge more or less involves "knowing how to be" (when and why).
Learn:	To work to acquire knowledge, skills and attitudes.
Learning:	To acquire a new behaviour following a specific type of training. It results from one's interaction with the environment and involves the development of the whole person. (8)
	A Guide to Customized Literacy Training favours functional learning achieved by the learner through interaction with the environment in an intentional and meaningful way. (11)
Learning activity	A set of coordinated actions aimed at obtaining or acquiring new behaviours. (7)

Learning how to learn	Striving to develop the ability to learn on one's own or with the help of another person.
Method:	A set of procedures pursued for the purpose of arriving at a goal. (3) (9)
Motivation:	The set of dynamic factors that determine an individual's behaviour. Motivation is the guiding principle of behaviour. (6) (8) Motivation corresponds to internal factors that predispose or prompt an organism to display behaviour directed specifically toward the satisfaction of certain needs or the achievement of certain goals. (6) (8)
Need:	The state of tension of an individual experiencing a feeling of dissatisfaction with respect to something he or she needs for biological survival or psychological equilibrium. (6) (8)
Needs analysis:	Awareness and assessment of the current needs, resources, aptitudes, previous learning and experience of the adult learner, instructor and the organization providing the training.
Operational:	The quality ascribed to whatever allows given operations to be carried out in the best possible way. (7) The quality ascribed to the method used to define the object under consideration or to grasp its characteristics without attempting to define the object itself. (6) The quality ascribed to whatever is aimed at finding the best way to make decisions to achieve optimal results. (7)
Participation:	Involvement of the adult learner in every phase of the Customized Training Process, from the needs analysis to the transfer of learning.
Previous learning and experience:	The range of knowledge, skills and aptitudes already acquired through action. (7) Which one can enjoy in a definitive and certain manner. (9) A base of knowledge and skills that together make up a sort of capital.

Process:	A series of psychological or social phenomena that always follow the same internal sequence. (9)
	An ordered succession of operations leading to a result. (9)
	The step-by-step development of a phenomenon or organism in a given direction. By analyzing a process, it is possible to learn how the development takes place. (6)
	NOTE: In *A Guide to Customized Literacy Training* there is a distinction between the *Customized Training Process* and the *Functional Learning Process*.
	The *Customized Training Process* comprises four phases: needs analysis; development of a training strategy; implementation and transfer; and evaluation and follow-up measures.
	The *Functional Learning Process* comprises four learning modes: the emotional mode with 'motivation' being the supercompetency; the perceptual mode (*exploring*) with 'attention' being the supercompetency; the cognitive mode (*understanding*) with 'generalization' being the supercompetency; and finally, the action mode (*acting*) with 'application' being the supercompetency.
Project:	What one intends to do. (7)
	The image of a state or situation that one hopes to achieve. (9)
	The forming of an idea of what one intends to do and how one plans to go about it. (9)
Real-life situations:	Sets of circumstances and events that the learner encounters in his or her everyday life.
Resource:	A person or thing serving to obtain a result. (9)
Role:	That which specifies, identifies and differentiates an occupation with respect to other occupations and determines the duties proper to each. Example: The *role* of an adult educator. (10)
Skill:	The capacity to carry out a task with finesse, dexterity, intelligence and competence. (7) (9)
Task:	All that a person must do in order to carry out his or her duties in a given social group. (10)

Technique: A set of measures employed for the purpose of obtaining a specific result. (3) (9)

Tool: A means or a method by which work can be carried out. (7) (9)

Transfer of learning: A phenomenon by which feelings towards a given object (person or thing) extend to another object. (9)

A phenomenon by which knowledge and skills acquired in a certain area are applied to another area. (6)

A phenomenon by which knowledge and skills acquired in a learning environment are applied to real-life situations.

The use, in various everyday situations, of declarative, procedural and conditional knowledge (knowledge, skills and attitudes) acquired through training.

Note: The last definition can be found in the document, *Frame of Reference: The Transfer of Learning in the Context of Literacy Training*. (12)

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