

Glossary of Terms

acculturation	In the context of immigrant students in the classroom, the process of learning about and adopting cultural practices and norms related to everyday life in their new country. (Chapter 4)
action-oriented approach	Approach to language learning in which the learner has a purpose for communicating and uses a function or functions of language to accomplish this purpose. (Chapter 1)
assistive technologies	Those media, devices and services that are used to help students overcome barriers to learning and achievement. (Chapter 6)
assessment as learning	An instructional strategy used to help students gain an understanding of the learning process. See formative evaluation . (Chapter 5)
assessment of learning	Used to determine to what extent students can demonstrate the prescribed learner outcomes. See summative evaluation . (Chapter 5)
assessment for learning	Used to help teachers understand learner needs and characteristics and to plan for learning while informing students of their own growth. See formative evaluation . (Chapter 5)
authentic texts	Oral or written texts that are produced and used by speakers of the language for purposes in everyday life; e.g., a radio weather report, a school announcement, a conversation, an invitation, an advertisement. (Chapter 3)
brain-based learning	A theory of learning based on research related to the operations of the brain. It includes instructional strategies that capitalize on the brain's ability to search for meaning and perform several activities at once. (Chapter 5)
classroom environment	A setting in which learning takes place. The classroom environment consists of both the social climate, which relates to expectations for behaviours and interactions, and the physical environment, which relates to the manner in which teachers arrange their classroom or their Web presence. (Chapter 2)
coaching	A type of instructional strategy that complements direct instruction and facilitation. Teachers provide feedback and guidance to students as they carry out practice activities and work on tasks or projects. (Chapter 2)

Note: The chapter in parentheses indicates when the term was first mentioned.

cognates	Words in two or more languages that are derived from the same source/origin, have auditory or visual semblance, and have the same meaning. (Chapter 1)
communicative act	The process whereby a function of language is combined with a language skill or language skills for the purpose of communicating a message. (Chapter 1)
communicative task	An activity carried out with a specific outcome in mind, in which the emphasis is on expressing meanings rather than on producing specific language forms. (Chapter 5)
comprehension	A process that involves negotiating the meaning of the main idea(s) and supporting details presented orally or in written texts; i.e., deriving meaning from what is being heard and/or read. (Chapter 1)
constructivism	An understanding of learning as a process in which learners build their own understandings and construct their own knowledge by building on both prior experiences and knowledge gained firsthand through new explorations. (Chapter 5)
context	That component of the program of studies which defines the different communicative acts. Contexts represent different dimensions of a student's relationship with his or her surroundings and are prescribed for each course. (Chapter 1)
cooperative learning	An instructional strategy in which students work in small groups or pairs to carry out activities or complete tasks or projects. Tasks are structured so that each group member or partner contributes to the completion of the task. Success is based on the performance of the group or pair rather than on the performance of individual students. (Chapter 3)
cultural knowledge	Refers to the acquisition of facts related to a culture in terms of its behaviours, beliefs and everyday practices in order to gain an appreciation of the way of life of members of that culture. (Chapter 1)
culture	The behaviours and beliefs of a community of people whose history, geography, institutions and commonalities are distinct and distinguish them, to a greater or lesser degree, from all other groups. An individual can simultaneously be associated with a range of such communities given different aspects of commonality, based on age, interests or place of residence. An important element of a people's culture is their means of communicating amongst themselves. (Chapter 1)
cumulative/ culminating task	See performance assessment task .
deep marking	Detailed, descriptive, thoughtful, criteria-referenced comments provided by the teacher on student projects in order to help the student set goals for future learning. (Chapter 5)
differentiated instruction	A variety of instructional strategies that recognize and support individual differences in learning. Differentiated instruction recognizes that some students require adjusted expectations as well as the opportunity to explore curriculum content and demonstrate learning in different ways. Teachers can elect to differentiate the content, processes, products or environment of classroom instruction depending on students' learning needs. (Chapter 5)

digital immigrants	Those individuals who have not grown up with access to computers and the Internet and who are learning the language and culture of technology use much like immigrants to a new country. (Chapter 4)
digital natives	The generation of people who have grown up with an unprecedented volume of interactions with technology such that it could be said that they are native speakers of the language related to technology and its use. (Chapter 4)
digital resources	Learning resources that have been developed for access on a computer, such as interactive learning activities found on some Web sites. (Chapter 6)
direct instruction	A group of instructional strategies that complements facilitation and coaching. It includes providing demonstration or modelling of a particular linguistic structure, short explanations or mini-lectures and questioning techniques. (Chapter 2)
discourse elements	Language elements such as conjunctions or adverbs of time that help make links between ideas. (Chapter 2)
expression	The creation of spoken or written messages that are based on the need to express an idea or ideas, within a given context and for a particular purpose. (Chapter 1)
facilitation	A group of instructional strategies that complements direct instruction and coaching. Teachers set up learning situations to promote student participation, risk-taking, team-building and to allow students to begin to construct meaning for themselves. (Chapter 2)
formative evaluation	The informal and daily type of assessment used while learning is occurring. In this guide, the term has been replaced by the terms assessment for learning and assessment as learning . (Chapter 5)
functions of language	The uses for or purposes of language, which are related to the types of meaning that language can carry. Activities and tasks are based on functions of language, such as making a request for information, describing something, expressing preferences or asking for assistance. See Appendix 3 for the categories of functions of language. (Chapter 1)
general outcomes	Broad statements that define results students are expected to achieve in the course of their language learning experiences. (Chapter 1)
global expression	A statement or a question that may contain linguistic elements of which students will not be aware until another course but that is required for a particular communicative act. Students therefore memorize the phrase, statement or question; e.g., students in French 10–3Y will learn questions such as <i>Quelle heure est-il?</i> ; <i>Quel temps fait-il?</i> ; <i>Qui est-ce?</i> ; without having to learn that these questions are inverted. (Chapter 2)
graphic organizers	Visual representations that can illustrate the relationship of various concepts or components of a concept to each other; e.g. continuums, ladders, word webs or concept maps. (Chapter 3)

grammatical rules	Conventions of language use related to the structure of phrases or statements that form part of the linguistic code. In this program of studies, such rules are expressed in terms of Language Concepts and are not taught discretely, but rather as an integral part of student communication for meaningful purposes. (Chapter 2)
information gap activities	Activities in the language class in which one student has information that is needed by the other for a particular purpose. (Chapter 1)
input	Refers to those elements of the target language to which students are exposed, and can include words, phrases and expressions used orally by speakers, within written texts, or through nonverbal means of communication. In this guide, the term also refers to the content associated with the learner outcomes to which students are exposed in the course of their learning, as well as the learning strategies being modelled. (Chapter 2)
instructional strategies	The techniques and activities teachers use to help students become independent learners. These strategies can be described as falling into the three broad categories: direct instruction, facilitation and coaching. (Chapter 2)
intercultural competence	Refers to the ability to understand and/or to communicate a message successfully with speakers of another language while respecting their beliefs, values and customs. (Chapter 1)
intonation	The stress and pitch of spoken language. For example, the statements <i>Ça va? Ça va; Ça va!</i> are each expressed with different intonation. (Chapter 3)
language acquisition	The manner in which language is learned incidentally in an unstructured environment, as a by-product of everyday living. It can also refer to the sum total of the student's language learning experience and includes both incidental and instructed learning. (Chapter 1)
language awareness	An understanding of the purposes for language as well as of the similarities and differences between the language being learned and other languages already known. (Chapter 1)
language experience	A specific communicative act within a particular context that commonly occurs in real life and that requires the development of certain aspects of the repertoire (vocabulary, social interaction patterns, discourse development, sociolinguistic awareness and cultural knowledge) in order to carry out a communicative task. (Chapter 1)
language experience texts	Texts that are written as a shared writing activity by teachers and students, in which a sequence of experienced events is described. (Chapter 3)
language competency	The acquisition of linguistic tools needed to understand and convey authentic messages. (Chapter 2)
language concepts	Linguistic elements and grammatical notions, such as the existence and use of articles or verbs, which students are expected to apply in order to communicate a comprehensible message. (Chapter 3)

language learning	Intentional learning of a language, generally in a classroom context involving structure, stated outcomes, time constraints and the use of learning strategies. This is in contrast to language acquisition which may refer to incidental learning only. (Chapter 1)
language skills	Listening comprehension, spoken expression, reading comprehension, and written expression; the skills needed to understand, process and produce messages in French. (Chapter 1)
learner support	Refers to the amount of support given by the teacher or other learning materials to assist the students in developing their understanding of messages and communicating their own. This support moves from guided to unguided and from modelled to autonomous. (Chapter 1)
listening comprehension	A skill whereby the listener actively seeks out, processes and makes use of particular information presented in an auditory form. It involves discerning meaning from what has been said; i.e., identifying key ideas and details from an oral text and reacting to them. This skill is the cornerstone of language development. (Chapter 1)
learning strategies	Specific techniques, actions, steps or behaviours students use to aid and enhance their learning. (Chapter 1)
linguistic elements/ language structures	The tools needed in order to understand and convey messages in a language. They include vocabulary, grammatical rules, pronunciation, intonation, orthography, word order, sentence patterns and discourse elements. (Chapter 1)
linguistic repertoire	Linguistic patterns and elements that students internalize and then use to understand and/or communicate a message. (Chapter 3)
materials	Materials include supplies (e.g., paper, scissors, glue), audio and visual components in addition to printed materials that are used for various games, activities and tasks. See also resources . (Chapter 1)
mental storage	Processing and internalizing content for recall. As they are learned, items move from physical storage to mental storage. See also physical storage . (Chapter 5)
metacognitive learning strategies	Techniques used in learning that relate to thinking about and reflecting on the learning process. These strategies include planning, monitoring and assessing one's own learning. (Chapter 1)
mnemonic	A memory aid. (Chapter 5)
multiple intelligence theory	A theory that suggests that individuals exhibit various types of intelligences and may hold varying levels of ability in each. (Chapter 4)
negotiation	The intersection point between comprehension and production skills, in which an individual gleans meaning from an oral or written text, interprets what is understood and reacts to his or her interpretation orally and/or in written form. (Chapter 1)
orthography	Graphic symbols of the language including spelling and punctuation. (Chapter 1)

performance assessment task	A communicative task that is carefully designed in the assessment <i>for</i> or <i>of</i> learning. It may be comprised of several discrete activities. (Chapter 3)
phases of language learning	A list of incremental steps involved in language learning that comprises Encountering, Noticing, Internalizing, Applying and Refining, Transforming and Personalizing, Assessing (<i>for, as, of</i>) Learning. These phases of learning are recursive and cyclical rather than linear. (Chapter 3)
physical storage	The creation and use of lists, word cards, tables, scales, mind maps, flowcharts, posters, gestures or mnemonics and any other means to aid in the noticing and learning aspects of word knowledge. As the learner progresses through the phases of learning, the need for physical storage is replaced by mental storage. See also mental storage . (Chapter 5)
RAFTS	An instructional strategy that can be used in the framing of tasks and that involves determining a role, an audience, a format, a topic, as well as a strong verb. (Chapter 5)
reading comprehension	A skill whereby the reader seeks out information from a print text for a specific reason. This skill involves deciphering and decoding written symbols, as well as constructing and interpreting meaning from the printed word and/or any associated visual clues. (Chapter 1)
realia	Tangible artifacts from the target culture, including posters, images, flags, maps, product packaging, bus ticket stubs, brochures, shopping bags, etc. These can be used to provide a classroom environment rich in language and cultural stimuli as well as material for use with many activities and tasks. (Chapter 2)
repertoire	Is comprised of two subcomponents: the <i>linguistic</i> subcomponent made up of vocabulary, language structures and the development of discourse elements and the <i>intercultural</i> subcomponent made up of sociocultural interactions, cultural knowledge and sociolinguistic awareness. These subcomponents are used by learners as they understand and communicate their and others' messages. Chapter 1)
resources	Those print, audio, visual, multimedia and other texts that teachers may use in their teaching. Alberta Education reviews, authorizes and classifies resources as being basic or support resources for use in schools. Resources may include authentic print documents, graphic organizers, photographs, classroom charts and posters, books, magazines and stories, audio CDs, DVDs, as well as music or audio and video clips. See materials . (Chapter 2)
role-playing activities/simulations	In language learning, activities in which participants experience a particular interaction while representing a specified character type. Role-plays are generally more simple, brief and flexible than are simulations, which can be lengthier and more complex. (Chapter 3)
schemata/conversational schemata	Patterns of interaction used when carrying out exchanges in a particular language. (Chapter 3)
search engine	Software that allows a user to search the Internet using keywords. (Chapter 5)

second language instructional models	Models that map out steps or phases to be considered when planning to teach a language. They provide terms for and insights into various aspects of the teaching and learning process and can be expressed in terms of either a teacher or a student perspective. (Chapter 5)
social interaction patterns	Refers to the patterns found in everyday spoken and written exchanges. These are social in nature; e.g., upon meeting someone in the hallway, there is an oral exchange of greetings, a question related to the state of being of each speaker, a response given to the question and a leave-taking expressed. (Chapter 1)
sociocultural interactions	Refers to the communicative activities that are embedded within a cultural context and where a common language is used to understand and communicate messages. (Chapter 1)
sociolinguistic awareness	Refers to a conscious awareness of the social conventions—for things such as gestures, appropriate social distances, expressing the time and date—that are defined and used by a particular group. These sociolinguistic features are what distinguish the members of a particular culture. (Chapter 1)
sound–symbol correspondence	The correlation between the visual representation of a symbol, such as a single letter or an accented letter, with its auditory equivalent in a language. (Chapter 3)
specific outcomes	Definition of results students are to demonstrate in terms of knowledge, skills and attitudes at the end of each course. (Chapter 1)
spoken expression	The skill involving the use of speech to express language, starting with a more mechanical repetition of sounds, words or expressions and moving toward the creation of prepared and spontaneous oral messages in more open-ended communicative situations. (Chapter 1)
strategic competency	The development and application of a repertoire of techniques to facilitate learning and, specifically, language learning. (Chapter 2)
summative evaluation	Assessment used at the end of a sequence of learning for reporting purposes. In this guide, the term has been replaced by the term assessment of learning . (Chapter 5)
task-based learning (TBL)	A model used in the teaching and learning of a language in which a task is placed further toward the beginning of a unit than is usually the case in other instructional models. In this case, the linguistic structures and elements that arise as the students carry out the task become the focus of further study once the task has been completed. (Chapter 1)
teaching approach	A way of conceptualizing teaching and learning based on understandings of the nature of learners and of the content to be taught. In this guide, language teaching approaches are described as falling into three groups: materials-focused, communicative and holistic approaches. (Chapter 1)
teaching method	Prescribed classroom practices and carefully structured materials used to teach content and develop skills; e.g., the audiolingual method. (Chapter 2)

Total Physical Response (TPR)	An instructional strategy in which students are asked to physically demonstrate the meaning of a command or statement made orally. (Chapter 2)
vocabulary	Lexical elements of a language; i.e., words, phrases and expressions. Any utterances that carry meaning, such as <i>Euh...</i> , are also included as vocabulary. (Chapter 1)
written expression	A skill involving the ability to move from copying words or listing words to the ability to formulate simple phrases and, later, use language to express ideas. Instructional strategies such as patterned writing may be used to help students develop this skill. (Chapter 6)