

## Annotated Glossary with Resources

**Accommodations:** Modifications made in instruction and/or assessment that address the specific needs of individual students.

- ✿ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to meet the needs of all learners in the world languages class. Scroll down to video #6.
- ✿ The 1996 New Jersey World Languages Curriculum Framework contains several chapters related to accommodations:
  - [\*Instructional Strategies and Student Learning Characteristics\*](#)
  - [\*Instructional Adaptations for Students with Diverse Needs\*](#)
  - [\*Instructional Strategies\*](#)
- ✿ Click <http://daretodifferentiate.wikispaces.com/> for an interactive wiki site dedicated to differentiation strategies.
- ✿ Click <https://tonitheisen.wikispaces.com/Differentiated+Instructional+Strategies> for additional resources related to differentiation.

**ACTFL Performance Descriptors for Language Learners:** Describe language performance based on instruction in an instructional setting and include multimedia samples of performance at the Novice through Intermediate range in the Interpersonal and Presentational modes in Arabic, Mandarin Chinese, English, French, German, Russian, and Spanish

**Advanced-Low Level Learners:** Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics

**Articulation:** The smooth transition from one level of proficiency to the next along the continuum of language learning.

**Authentic Assessment:** Assessment tasks that evoke demonstration of knowledge and skills in ways that they are applied in the “real world.”

- ✿ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to assess the modes of communication. Scroll down to video #7.
- ✿ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view assessment in practice. Scroll down to video #30.
- ✿ Click [CAPS TOAS](#) to access Thematically Organized Assessments categorized by themes, topics, and levels of proficiency.
- ✿ Click [Wisconsin Project](#) for information related to world language assessment.

**Career Clusters:** Postsecondary education and career pathways.

**The Center for Applied Linguistics:** Resources of interest to world language educators, including many related to assessment.

**Circumlocution:** Talking around a word or phrase through definition or description.

**Cognate:** A word that looks like a word in another language and has a similar meaning.

**Communities:** The goal area of the *Standards for Foreign Language Learning in the 21st Century* that targets participation in multilingual communities at home and around the world.

- ✿ Click [Teaching Foreign Languages K-12 Workshop](#) to view how to address communities. Scroll down to video #8.
- ✿ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view how communities are included in a lesson in practice. Scroll down to video #14.

**Comprehensible Input:** Language that a learner already knows plus some new language made understandable through intentional and targeted strategies.

- ✿ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view an example of how to provide comprehensible input. Scroll down to video #4.

**Comprehensible Output Hypothesis:** The supposition that second language acquisition depends on more than just comprehensible input and requires learners to produce language.

- ✿ Click [Startalk Resources](#) for a five-part video series, *Making Meaning in the Immersion Classroom: Comprehensible Input*.

**Continuum:** The ongoing process of developing proficiency in the target language.

**Cultural Content:** Content that is reinforced or enhanced through the language studied. It is appropriate for cultural content introduced at earlier proficiency levels to be reintroduced with increasing depth and sophistication at higher levels of proficiency.

- ✿ Click <http://apcentral.collegeboard.com/apc/public/repository/cm-span-lang-el-agua-es-vida.pdf> for a sample curriculum module for AP Spanish.
- ✿ Click <https://media.startalk.umd.edu/workshops/2009/Occidental/> for cultural content resources in Arabic.

**Cultural Perspectives:** Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

- ✿ The perspectives of a culture sanction the cultural practices and create a need for the products.
- ✿ The perspectives provide the reason for “why they do it *that way*” and the explanation for “how can they possibly think *that?*”
- ✿ Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

**Cultural Practices:** Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter’s hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

- ✿ **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship, between the practices and perspectives of the cultures studied.

**Cultural Products:** Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

- ✿ **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**Culturally authentic material:** Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

**Edutopia:** An interactive site that contains an archive of continually updated best practices.

**ELL:** Acronym for English language learners who are developing their listening, speaking, reading, and writing abilities in English.

**E-pals:** An electronic platform that enables students, teachers, and classrooms in the global community to communicate about issues and topics, to collaborate on a variety of projects, and to engage in problem solving that incorporates multiple perspectives.

**Formal and informal settings:** The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

**Formative Assessment:** Ongoing evaluation of a student’s progress during a learning activity that is used to inform instruction and assists in tracking student progress. It is often referred to as assessment *for* learning.

- ✿ Click [Wisconsin Project](#) or [New Jersey World Languages Curriculum Framework](#) for information related to world languages assessment.
- ✿ Click [The Best Value in Formative Assessment](#) to read an article from *Educational Leadership*.

**Four art forms:** Dance, music, theatre, and the visual arts.

**Geography:** Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

**Global Issues:** Issues that have a significant impact, transcend political and geographical boundaries, are enduring, and are interconnected.

**Graphic organizers:** Visual representations of knowledge, concepts, or ideas that promote learning.

- ✿ Click [New Jersey World Languages Curriculum Framework](#), [Eduplace](#), and [Teacher Vision](#) for examples of graphic organizers.

**Gouin Series:** A series of short statements describing a logical sequence of actions within a specific context.

**Holistic rating/scoring:** A scoring procedure yielding a single score based upon a set of predetermined criteria, which generally puts the emphasis on what is done well rather than deficiencies.

**Independently:** What the learner can communicate spontaneously without guidance or support.

**Information Gap Activity:** An activity in which one person has information that another needs but does not have, and in which the answers are unknown to the questioner.

**Integrated curriculum:** Tasks that utilize students' abilities to apply concepts, principles, and processes from two or more subject areas to a central question, theme, issue, or problem.

- ✿ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to integrate content into a world languages lesson. Scroll down to video #4.

**Interdisciplinary:** A curricular approach that applies knowledge from more than one discipline to examine a problem or topic.

- ✿ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to observe this concept in practice. Scroll down to videos #5 and #15.

**Intermediate-High Level Learner:** Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

**Intermediate-Low Level Learner:** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Intermediate-Mid Level Learner:** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**[International Children’s Digital Library](#):** A searchable database containing children’s stories from around the world in multiple languages

**Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

- ✿ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.
- ✿ Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

- ✿ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.
- ✿ Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

**[K-12 ACTFL Proficiency Guidelines](#):** Includes the levels of proficiency, describes what an individual can and cannot do with languages at each level within the four skills areas of speaking, writing, listening, and reading.

**KWL Chart:** A graphic organizer that assists in managing and organizing information around a specific theme or topic with K representing prior knowledge, W representing what one wants to learn, and L representing what one has learned.

**[Langsource](#):** A searchable, annotated bibliographic database of language and culture resources. It can be used by both teachers and learners at all levels in a variety of languages including Arabic, Chinese, German, Hausa, Hindi, Japanese, Korean, Quechua, Spanish, Tamil, and Yoruba.

**Language Function:** That which can be done with language to meet a communicative purpose. Greeting, leave taking, describing, and persuading are some examples of language functions.

**Learning styles:** Individual student cognitive, affective, and physiological behaviors that indicate how the student learns

**Linguafolio:** A portfolio assessment instrument designed to support language learners in setting and achieving their goals for learning languages.

**Loan words:** Words taken from another language.

**Merlot:** An online education resource for teaching and learning languages where educators are encouraged to contribute and share lessons.

**Mis Cositas:** is a site that contains authentic resources in Chinese, French, and Spanish.

**Modeling:** The act of providing an example of what to do and how to do it; modeling helps to ensure that practice will take place as planned.

**Multiple entry points:** The grade levels at which students are given the opportunity to begin the study of a world language or add the study of another world language.

**Multiple intelligences:** A theory that individuals can learn in multiple ways and may demonstrate strength in one or more learning modalities.

**National Foreign Language Resource Centers:** Resource centers that promote the learning and teaching of foreign languages in the United States by creating language-learning materials, offering professional development, and conducting research on foreign language learning. Some centers focus on specific areas while others focus on foreign languages in general.

**New Jersey World Languages Curriculum Framework:**

- ✿ Click [K-4 Learning Scenarios](#) for Novice-Mid level learners.
- ✿ Click [5-8 Learning Scenarios](#) for Novice-High level learners.
- ✿ Click [9-12 Learning Scenarios](#) for Novice-High/Pre-Advanced (Intermediate-High) level learners.

**NCSSFL-ACTFL Can-Do Statements Progress Indicators for Language Learners:** Helps learners identify what they need to do to function at different proficiency levels; provides learners with the opportunity to set goals

**Novice language learners:** *All* beginner language learners regardless of what age or grade level they start the study of a world language.

**Novice-High Level Learner:** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Novice-Mid Level Learner:** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

**Novice Writing Tasks:** A form or document in which students supply simple requested information in an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

**Online Glossary:** A resource that contains additional terms related to world languages.

**PACE Model:** A model for teaching grammar in context that consists of presentation of meaningful language, attention to form, co-construction of an explanation, and an extension activity with real-world application.

**Performance Level Descriptors:** Narrative descriptions of student performance representative of each performance level (e.g., Novice Mid, Novice High, and Intermediate Low). They provide a picture of “how well” students are able to use language. They assist educators, parents, and students in tracking progress and may be used to inform future instruction.

**Physical Response: TPR (Total Physical Response)** is an example of an instructional strategy that uses physical response.

**Population Reference Bureau:** A website that offers resources related to global issues. Because the site provides links to graphics, these resources make complex topics accessible to language learners of all proficiency levels.

**Portfolios:** A purposeful, varied collection of evidence pertaining to student learning over time. They contain documentation of a range of student knowledge and skills

**Pre-Instructional Strategies:** Teaching strategies that assist in language instruction. Some examples include: choosing authentic material appropriate for the theme and context as well as the proficiency and cognitive level of the students; planning engaging tasks that allow students to practice language in situations they might encounter in the real world; and tapping into students’ interests and prior knowledge.

**Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

✱ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

- ✿ Click [Wisconsin Project: Modes of Communication](#) for information related to the modes of communication.

**Proficiency:** The level of communicative competence. It refers to what an individual is able to do with language in all skill areas.

**Role-playing:** An activity in which students dramatize characters, solve a problem, or work through a situation.

**Rubric:** A scoring guide consisting of a set of general criteria used to evaluate a student's performance in a given outcome area. Rubrics have a fixed measurement scale, a list of criteria that describe the characteristics of products or performances for each score point, and sample responses that illustrate the various score points on the scale.

- ✿ Click [CAPS Rubrics](#) to access rubrics used to rate student work from the Thematically Organized Assessments.
- ✿ Click [New Jersey World Languages Curriculum Framework](#) for additional information on rubrics.

**Rubrics for AAPPL (The ACTFL Assessment of Performance Toward Proficiency):** Lead to a table that contain rubrics for the AAPPL based on the ACTFL based on the ACTFL Performance Descriptors for Language Learners

**Scaffolding:** A strategy used to provide support to another speaker or writer that facilitates successful communication.

**Second language acquisition:** The process of internalizing the second language as opposed to simply memorizing the vocabulary and structures of the language; a process similar to the way children develop ability in their native language.

**Signaling:** A visible means of showing understanding, two examples are thumbs up/thumbs down and indicating by the number of fingers shown how well one understands a concept. Three fingers may indicate complete understanding while one finger may indicate little understanding.

**Story form:** A strategy that engages students in meaningful, culturally authentic rich language. Use of story forms in the world language classroom assists students in making sense of language while tapping into their imagination.

**Student work:** Click [CAPS Student Work](#) to access student work from Thematically Organized Assessments.

**Summative assessment:** The process of evaluating and assigning a grade to student learning at the end of a unit of study. It is often referred to as assessment of learning. Click [New Jersey World Languages Framework](#) for additional information.

**Talk aloud:** A strategy that involves reporting how a task is approached and completed.

**Target culture:** The culture (e.g. history, literature, art, foods, politics, media, and social viewpoints) of the people who speak the target language.

- ✿ Click [Teaching Foreign Languages K-12 Workshop](#) to view how the teaching of culture is integrated into a language lesson. Scroll down to videos #5 and #12.

**Target language:** The language being learned.

**[The ACTEL Unit and Lesson Planner - free APP:](#)** Provides educators with a template for lesson planning and a vehicle for sharing units and lessons on a broad scale

**[The Keys to Planning for Learning:](#)** Educators can download sample units, lessons, and templates from The Keys to Planning for Learning

**[The Teacher Effectiveness for Language Learning \(TELL\) framework](#)** provides clear descriptions of behaviors that model world language teachers display. Included on the website are tools that teachers may use to self-assess, peer-assess or work with administrators to identify their level of effectiveness and to set and monitor goals for professional growth.

**Thematic Unit:** A lesson of study that integrates several content areas while examining a broad topic of study centered around a particular theme.

**TPS:** Think-Pair-Share, a strategy that allows wait and think time and provides the teacher and the learner with immediate feedback.

**[21<sup>st</sup> Century Skills Map for World Languages:](#)** Illustrates the integration of world languages and 21<sup>st</sup> Century Skills by including examples at a range of proficiency levels

**Twenty-first Century Technologies:** Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- ✿ **Digital Tools** in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- ✿ **Electronic Information Sources** consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- ✿ **Multimedia Rich Presentations** contain a combination of text, audio, still images, video, interactivity and animation.
- ✿ **Virtual Sharing** requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

**TWPS:** Think-Write-Pair-Share, a variation of Think-Pair-Share strategy that involves the written word.

**Webbing:** A strategy for developing and organizing ideas; the major topic is usually centered, with lines drawn to details, subtopics, etc.

- ✿ Click [New Jersey World Languages Framework](#) for additional information.

**World Languages Framework Learning Scenarios Project:**

- ✿ Click [Animal Migration Unit](#) for Novice-Mid level learners.
- ✿ Click [The Monarch Unit](#) for Novice-High level learners.
- ✿ Click [Urban Parks Unit](#) for Novice-High level learners.
- ✿ Click [The Migration Unit](#) for Intermediate Low/Pre-Advanced (Intermediate-High) level learners.

**Whiteboards:** Individual boards that students use to write responses allowing the teacher to quickly assess understanding and provide students with immediate feedback

**Wiki:** A collection of web pages dedicated to a specific topic that allows those with access to contribute and modify content.

- ✿ Click to view [a technology wiki](#) created as a result of participation in the World Languages Technology Institute.
- ✿ Click to view a [FLENJ All-Star](#) wiki where educators throughout New Jersey share examples of instruction, assessment and student work tied to the New Jersey Student Learning Standard for World Languages.
- ✿ Click to access a [FLENJ Show and Tell](#) wiki where educators involved in a FLAP (Foreign Language Assistance Program) grant share their learning.
- ✿ Click to access a [Web 2.0 wiki](#).

**Word Reference:** A free online translator available in many languages that also contains a discussion forum.

**Wyoming 6-8 Spanish:** An online curriculum project for middle school Spanish that contains resources for Novice-Mid to Novice-High students.