

Glossary of Terms

Abstract language – Expression that signifies a concept, quality or idea rather than material or physical reality.

Abstract linguistic formulations – The use of expressions and structures to communicate abstract ideas.

Academic content – Vocabulary, terms, concepts, etc., that are from another content area, discipline or field of study.

Acquisition/learning – Acquisition refers to the natural way one acquires a first language through meaningful communication, whereas learning a second language implies the formal study of a language including grammatical rules.

ACTFL (American Council on the Teaching of Foreign Languages) – An individual membership organization of more than 12,000 language educators and administrators nationwide, dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. (ACTFL, 2012)

Advance organizer – A visual, title, graph or question that presents a structure for the new material by relating it to the learner's existing knowledge.

Advanced Placement (AP) – A high school program that follows the curriculum of the College Board and may lead to credit at a college or university.

Aesthetic appeal – A quality that causes something to be pleasing in appearance; attractiveness.

Alternative Assessment – Assessment that allows students to demonstrate what they can do with the language in a meaningful context (e.g., portfolio, self-assessment, journals).

Analyze – To study or determine the nature and relationship of the parts.

Appropriate body movements – Especially suitable, compatible, or fitting gestures or body movements appropriate to the occasion or appropriate as measured by the culture being studied or compared.

Argument – Discourse that is intended to persuade or convince.

Articulation – Seamless joining or transition from one level to the next.

Aspect – A grammatical category that expresses how an action, event or state, denoted by a verb, relates to the flow of time. It indicates if an action has been completed or is in progress (e.g., I went/I was going).

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Assessment – A collection and organization of data on student progress in achieving set objectives.

Aural – Related to the sense of hearing.

Authentic cultural contexts – Genuine and original circumstances or events that form the environment within which something exists or takes place that relate to a culture or civilization.

Authentic (materials, sources, assessments, texts) – Resources, both written and oral, created by native speakers of the target language for native speakers of the target language. Items not created or edited expressly for language learners. (Nunan and Miller, 1995)

Basic needs – A most important or essential constraint; something that is a requirement.

Brainstorming – To generate creative ideas spontaneously, usually for problem-solving and especially in an intensive group discussion that does not allow time for reflection.

Breakdown – The deterioration of language when a writer or speaker lacks the appropriate linguistic ability to produce an adequate response.

CEFR (Common European Framework of Reference) – The result of over twenty years of research, the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) is a framework of reference designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is now available in 39 languages. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, and C1 and C2, as well as defining three additional “plus” levels (A2+, B1+, and B2+).

Circumlocution – Literally, talking around an idea. It is the conveyance of meaning about an idea or concept by explaining its key factors. Circumlocution is generally used when a speaker lacks the specific vocabulary to express his idea but possesses sufficient ability to express his thoughts so that the listener is able to determine meaning from the exchange.

Classify – To assign things or people to categories.

Code-switching – Switching from one language to another to complete an idea or thought.

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Cognate – A word that is related in origin to another, as certain words in genetically related languages descended from the same ancestral root related by descent from the same ancestral language. Also, a cognate of a word or morpheme related by derivation, borrowing or descent.

Cohesive devices – Language components that link ideas for smooth flow within sentences and paragraphs (e.g., relative pronouns, subordinate clauses and conjunctions).

Collaborate – To work with another person or group in order to achieve something.

College and career readiness – The knowledge and skills that high school graduates need in order to do credit bearing coursework at a two- or four-year college or university and/or to embark successfully on a career-track employment position (i.e., one that pays a living wage, provides benefits, and offers clear pathways for advancement through further education and training). (Achieve, Inc., *Ready or Not: Creating a High School Diploma that Counts*, 2004)

Common core – A set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics, created by the collaboration of state education chiefs and governors in 48 states. States are now working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit-bearing introductory courses in two- or four-year college programs or enter the workforce.

Communicative language teaching – Teaching that makes use of real-life situations that necessitate communication (i.e., the teacher sets up different situations/simulations that students are likely to encounter in real life). The students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Communicative competence – The ability to function in a communicative setting; knowing how, when and why to say what to whom.

Community – A group sharing a common understanding and often the same language, manners, tradition and/or law.

Compare – To examine two or more people or things in order to discover similarities and differences between them.

Competency – In the New Learning Standards, a specific statement of what students should know and be able to do at a specific point along the proficiency continuum (akin to former benchmarks).

Complete – To finish something or bring it to an end.

Comprehend – To grasp the meaning or nature of something.

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Comprehensible input – Material presented in such a way that students are able to understand the essence of what is being said or presented to them. This does not mean, however, that teachers must use only words students understand. Teachers may use background and contextual clues, explanation and rewording of unclear content, and the use of effective techniques such as visualization, gestures, and inflection to make content comprehensible to students.

Concrete language – Language that refers to specific persons, places or things.

Connected discourse – Coherent, sequential speech or writing.

Content-based program – A program based on teaching the regular school curriculum in the target language rather than teaching the language only as a separate subject.

Context – The situation (social, cultural, linguistic) in which language learning occurs.

Contextual clues – Hints within the communication or its situation that aid the comprehension of material.

Contextualization – Putting information into context rather than presenting it in isolation, so that the reader or listener can use the situation or location in which the information was found to make sense of it.

Contrast – To compare different things or arrange them in a way that highlights their differences, or to show marked differences when compared with something.

Contribute – To play a significant part in bringing about an end or result.

Conventions of language – Matters of implicit mutual agreement among language users, such as grammar and vocabulary.

Conversational strategies – Skills used in conversation between second language learners to avoid communication breakdown. These skills include selecting salient topics, checking comprehension, requesting clarification, repeating utterances, stressing key words and switching topics. (Ellis, 1985)

Convey meaning – To communicate or express what a word, sign or symbol means.

Convey message – To communicate or express a lesson, moral or important idea.

Cooperative learning – An approach to organizing classroom activities into academic and social learning experiences in which students must work collectively in groups to complete tasks toward academic goals.

Create – To use imagination to invent things or produce works of art.

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Cross-cultural activities – Relating or comparing two or more different cultures.

Cues – Hints used by readers or listeners to construct meaning.

Cultural Competence – The ability to interact effectively with people of different cultures. It is comprised of four components: 1) awareness of one's own cultural worldview, 2) attitude towards cultural differences, 3) knowledge of different cultural practices and worldviews and 4) cross-cultural skills.

Cultural perspectives – Relating to a culture or civilization; a particular evaluation of a situation or facts, especially from one person's point of view.

Debate – To talk about something at length and in detail, especially as part of a formal exchange of opinion.

Delivery strategies – Instructional methods.

Demonstrate understanding/comprehension – To show a clear knowledge of a particular subject, area or situation.

Derive meaning – To determine what a word, sign or symbol means.

Derivatives – Those words that have come into a language from another language and carry similar meanings.

Describe – To give an account of something by giving details of its characteristics.

Determine – To find out or ascertain something, usually after investigation.

Develop awareness – To gain knowledge of something from having observed it or been told about it.

Develop cultural insights – To gain the ability to see clearly and intuitively into the nature of a complex person, situation or subject.

Dialect – The variety or form of a spoken language peculiar to a region, community, social or occupational group.

Discourse – In this context, a unit of structured speech or writing.

Distract – Errors that focus the attention of the native speaker on form rather than on the meaning of the message.

Diverse – Made up of many differing parts.

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Dramatize – To turn a literary work or a real event into a drama for presentation on the stage, television or radio.

Draw conclusions – To arrive at a conclusion or inference by examining the evidence for something.

ELP (European Language Portfolio) – A document that allows users to record their language learning achievements and their experience of learning and using languages. The ELP was developed by the Language Policy Division of the Council of Europe to support the development of learner autonomy, plurilingualism and intercultural awareness and competence.

Economy of expression – The use of the most precise and expressive words and phrases, thus eliminating the need for wordiness or circumlocution.

Edit – To remove or change material from something such as a publication, broadcast item, recording or movie.

Educate – To give knowledge to or develop the abilities of somebody by teaching, reading or practice.

Elaborate – To go into greater detail about something that has already been spoken about or described in broad terms.

Electronic texts – Texts that are in a form that a computer can store or display on a screen.

Engage – To involve somebody in an activity or to become involved or take part in an activity.

Enhance – To improve or add to the strength, worth, beauty or other desirable quality of something.

Evaluate – To consider or examine something in order to judge its value, quality, importance, extent or condition.

Environments – In this context, it refers to the following modes of communication: 1) expressive, 2) informational, 3) argumentative, 4) critical, 5) literary and 6) grammar/language usage.

Exceed – To go beyond the limits of something in quantity, degree or scope.

Experience – To be exposed to, involved in or affected by something.

Explain/explicate – To give an account of something with enough clarity and detail to be understood by somebody else.

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Explicit – Clearly stated, leaving nothing implied.

Express basic feelings – To state thoughts or feelings in words.

Extended discourse – The extensive treatment of a topic that results in connected paragraphs; a communicative building process in both form and meaning.

Extralinguistic – Not included in the language itself, such as a visual or contextual clue to meaning.

False Cognates – Words in different languages that appear similar but do not have the same meaning.

Figurative – Not in its original, usual, literal or exact sense of reference, e.g. representing one concept in terms of another, such as a metaphor.
(*Webster's New World Dictionary*)

FLES (Foreign Language in the Elementary Schools) – A well-articulated, sequenced second language program for children.

FLEX (Foreign Language Exploration) – An ineffective, short-term exploratory program often found at the elementary and/or middle grades that generally is not well-articulated with other existing language programs in the school or district.

Fluency – The flow in spoken or written language as perceived by the listener or reader.

Focus – Concentrated effort or attention on a particular thing.

Follow a sequence – To come after somebody or something in position, time and happening in a specific order.

Formal settings – A time, place or environment requiring prescribed or fixed customs, rules, ceremonies, etc. (e.g., academic conferences, the professional workplace).

Formative Assessment – A range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment (Crooks, 2001). It typically involves both students and teachers receiving qualitative feedback (rather than scores) that focuses on the details of content and performance (Huhta, 2010).

Formulaic – Containing a verbal formula or set form of words, such as “How are you? Fine, thanks.”

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Framework – A broad organizing structure for the essential knowledge and skills in a program area.

Function – Use of language for an intended purpose (e.g., to give direction, to make a request).

Functional language ability – The ability to accomplish real world communicative tasks such as handling a simple social transaction or resolving a situation with a complication.

Functional objectives – Objectives centered around the uses of language (e.g., to ask a question, to express an opinion).

Gambits – Set expressions that are used to make ideas more understandable to listeners. There are gambits for many purposes, such as giving opinions, agreeing, disagreeing, asking different types of questions and even avoiding answering.

Using gambits will enable:

- Your listeners to understand the purpose of your comment.
- Your comments to be more closely connected to preceding ideas.
- Communication to flow more smoothly in the group.

Generic vocabulary – Generalized words that serve equally well in a variety of categories and contexts and are readily understandable to most people.

Genre – The term for any category of literature or other forms of art or entertainment (e.g., music, whether written or spoken, aural or visual, based on some set of stylistic criteria).

Give simple advice – To offer an opinion about what another person should do that can be done or understood quickly or with very little effort.

Global competency skills –

Students can:

- Investigate the world beyond their immediate environment.
- Recognize their own and others' perspective.
- Communicate their ideas effectively with diverse audiences.
- Translate their ideas and findings into appropriate actions to improve conditions.

(Conway)

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Globally competent citizens –

Globally competent citizens can:

- **Investigate the World** – Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence and drawing reasonable conclusions about globally-focused issues.
- **Weigh Perspectives** – Recognize, articulate and apply an understanding of different perspectives (including their own).
- **Communicate Ideas** – Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.
- **Take Action** – Translate their ideas, concerns and findings into appropriate and responsible individual or collaborative actions to improve conditions. (Asia Society, 2012)

Grammar – The set of structural rules that governs the composition of clauses, phrases and words in any given natural language. The term also refers to the study of such rules, and this field includes morphology, syntax and phonology, often complemented by phonetics, semantics and pragmatics.

Graphic Organizer – Visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending reading or listening selections (e.g., Venn diagrams, webs, flow charts).

Heritage language – Immigrant, indigenous and colonial languages (e.g., both Navajo people and Spanish-speaking Latinos in the United States are heritage language speakers).

High order thinking skills – Cognitive mental operations such as concept formation, problem solving, composing and evaluating.

IPA (Integrated Performance Assessment) – A cluster assessment developed by the ACTFL as a prototype for assessing the progress language students are making in achieving the K-16 standards as well as in developing their language proficiency. The IPA features three tasks, each of which reflects one of the three modes of communication: 1) interpretive, 2) interpersonal and 3) presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. IPAs are designed for students at the novice-, intermediate-, and pre-advanced levels of proficiency. They are standards-based, performance-based, developmental in nature, integrative and designed to be used with scoring rubrics that rate performance in terms of whether it meets expectations, exceeds expectations or does not meet expectations for the task. (ACTFL, 2012)

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Identify – To recognize somebody or something and to be able to say who or what he/she/it is.

Idiomatic expression – A group of words that has a different meaning from the literal, such as “I cried my eyes out.”

Imitate – To use somebody or something as a model, attempting to copy an existing method, style or approach.

Implicit – Suggested or to be understood though not plainly expressed; implied.

Inextricably linked – Joined in such a way as to be impossible to disentangle or undo.

Inflection – Any change in tone or pitch.

Influence – To affect the course of events or somebody’s thinking or action.

Initiate – To cause something, especially an important event or process, to begin.

Interact with – To be or become involved in communication, social activity or work with somebody else or one another.

Interculturality – Being open to, interested in, curious about and empathetic towards people from other cultures, and using this heightened awareness of otherness to engage and interact with others and, potentially, to act together for common purposes. Interculturality involves evaluating one’s own everyday patterns of perception, thought, feeling and behavior in order to develop greater self-knowledge and self-understanding. (Byram, 2000)

Interpersonal Communication – The process that we use to communicate our ideas, thoughts and feelings to another person. It involves negotiating meaning through the exchange of ideas and thoughts. Our interpersonal communication skills are learned behaviors that can be improved through knowledge, practice, feedback and reflection.

Interpret – To translate what is said in one language into another so that speakers of different languages can communicate; to facilitate communication; to derive meaning from an utterance.

Interpretive Communication – Listening, reading and viewing; a key function is to comprehend main ideas and identify some supporting details.

Intonation – The rise and fall of voice pitch when speaking.

Investigate – To carry out a detailed examination or inquiry, especially officially, in order to find out about something or somebody.

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Justify inferences – To give a reason or explanation why something was done; a conclusion drawn from evidence or reasoning.

Learning strategies – Steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall and use of new information. (Oxford, 1989)

Lexical – Relating to the words or the vocabulary of a language as distinguished from its grammar and structure.

Linguafolio® – A portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. Linguafolio® provides a clear description of learner steps toward language proficiency.

Literal – Following or representing the exact meanings of words; accurate and precise.

Literary texts – Includes a wide variety of creative and imaginative writing that contributes to the appreciation of students' own cultural heritages and those of other cultures (e.g., short stories, essays, poems, dramas, novels).

Market – A gathering in a public place, especially one held regularly, for buying and selling merchandise or farm products.

Meet – To cope with, satisfy or fulfill what is required.

Model Curriculum – A tool that helps educators teach to the standards, determine learning outcomes, select teaching strategies and resources, and develop local curricula. The Model Curriculum will support language teachers and local programs by providing:

- Content Elaborations
 - Themes, topics, contexts, tasks and classroom examples.
- Expectations for Learning
 - LinguaFolio® “Can-Do” statements, which will clarify *how well* students should meet the standards' expectations and which can be used to create Student Learning Objectives used to measure student growth.
- Instructional Strategies
 - Strategies for Delivering Effective Student-Centered Instruction.
 - Formative and Summative Assessment Guidance.
 - Strategies for Diverse Learners.
- Instructional Resources
 - Authentic Print and Non-print Resources.
 - Classroom Portals.
 - Technology Connection.

Motivate – To give somebody a reason or incentive to do something.

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NCSSFL-ACTFL “Can-Do” Statements – The culmination of a collaborative effort between the National Council of State Supervisors (NCSSFL) and ACTFL to connect NCSSFL’s LinguaFolio® with ACTFL’s Proficiency Guidelines. The combination of these two documents into a single, cohesive set of statements clarifies how the performance that language learners demonstrate in the familiar context of the instructional setting points toward a targeted proficiency level. See more at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements#sthash.k1M9FrPu.dpuf>

Narrative – The relating of a story or the account of events in a logical and chronological order.

Non-literary texts – Includes a variety of writing based on factual rather than creative or imaginative content (e.g., newspaper or magazine articles, letters to the editor, brochures, advertisements, reports, editorials, autobiographies).

Non-print text – Any medium/text that creates meaning through sound and/or images (e.g., symbols, words, songs, pictures, speeches).

Non-verbal cues – Clues, such as body language, facial expression, use of manipulatives or concrete objects, that help teachers explain concepts in the target language.

Nuance – A slight or subtle degree of difference of meaning, feeling or tone.

OFLA (Ohio Foreign Language Association) – A group of World Language professionals who work to:

- Establish clear expectations for foreign language learners.
- Build the capacity of foreign language teachers to prepare learners to demonstrate their proficiency.
- Build support for foreign language instruction among parents, policy leaders, the business community and opinion leaders in the media. (OFLA, 2012)

Pair activity – Activity involving oral or written communication between two students.

Paraphrase – To restate something using other words, especially in order to make it simpler or shorter.

Participate – To take part in an event or activity.

Patterns of behavior – A regular or repetitive form, order or arrangement; the way in which a person behaves.

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Performance – The ability to use language that has been learned and practiced in an instructional setting. Coached by an instructor, whether in a classroom or online, or guided by instructional materials, performance refers to language ability that has been practiced and is within familiar contexts and content areas. The practice and assessment of performance should reflect authentic, real world use of language, even though the language is learned and practiced in some type of learning environment. (ACTFL, 2012)

Perspectives – A particular evaluation of a situation or fact, especially from one person's point of view.

Persuasive discourse – Language that attempts to make somebody believe something, especially by giving good reasons for doing so.

Portfolio – A collection of student work exhibiting the students' effort, progress or achievement and may include work samples, projects and/or audio and video performances.

Practices – An established way of doing something, especially one that has developed through experience and knowledge; patterns of social interactions with people from other cultures or within a culture.

Presentational communication – The presentation of information through rehearsed written, spoken or visual means; an essential function is the ability to create with language.

Process or content statements – Sets of statements that represent component knowledge and skills of each competency. When mastered in a progressive sequence over time, they build learner proficiency, which contributes to the eventual mastery of their companion competencies.

Productive skills – Language skills (speaking and writing) that require language output.

Products – In this context, the tangible representation of the culture.

Proficiency – The ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when, or how the language was acquired. (ACTFL, 2012)

Proficiency-based curriculum – Coursework centered around proficiency, where vocabulary and grammar are not taught in isolation but rather as tools to accomplish communicative goals in particular settings on particular subjects.

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Publicize – To make something generally known or known to a group, typically by advertising.

Realia – Authentic products from a culture.

Receptive skills – Language skills (listening and reading) that require the reader/listener to make sense of what he/she reads or hears.

Recombinations – The ways in which speakers and writers put together linguistic elements they have learned (i.e., words, phrases, forms) to create an original message.

Redundancy – The repetition of linguistic information.

Register – The level of language and formality used when interacting with different audiences (e.g., elders vs. siblings, teachers vs. friends, boss vs. employee).

Rehearsed speech – Speech that is practiced prior to performing it for the public. This is in opposition to **unrehearsed speech**, which is impromptu.

Reliable – In testing, this refers to an assessment that gives consistent results each time it is used.

Rephrase – To restate or rewrite in a new, clearer or different way.

Retell – To tell something, such as a story or joke, again, especially in a different form.

Revise – To amend a text in order to correct, update or improve it.

Rhetorical structures – Devices of language that create a literary effect (e.g., personification, understatement, metaphor, hyperbole).

Rubric – A scoring guide composed of set criteria used to evaluate a student's performance, product or project.

SLO (Student Learning Objective) – A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.

Scaffolding – Temporary guidance or assistance provided to a student by a teacher, another adult or a more capable peer that enables the student to perform a task he/she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

Scenario – A classroom activity or a unit that describes what students are doing with the language.

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Secondary sources – Sources compiling or critiquing original works (e.g., biographies, literary criticism).

Sequence – A number of things, actions or events arranged or happening in a specific order or having a specific connection; the order in which things are arranged, actions are carried out, or events happen.

Shared goals – To have common ambitions with someone else; ambitions or aims that one or more people want to achieve.

Skimming and scanning – Glancing quickly through a selection to get a sense of the topics and important ideas and then looking for particular details.

Spiraling – A curriculum in which topics of study are revisited, with each successive encounter building on the previous one.

Spontaneous writing – Writing that is produced when preparation and production need to occur at the same time. It does not allow sufficient opportunity for revision, rewriting or editing.

Standard – An overarching theme or long-term goal that describes what students should know and be able to do as a result of an extended sequence of learning.

Strategy – A systematic plan for achieving a specific goal or result.

Structural analysis – The breakdown of a whole into its parts to determine the syntactical relationships.

Summative assessment – An evaluation given periodically to determine, at a particular point in time, what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. Some examples of summative assessments are:

- State assessments.
- District benchmark or interim assessments.
- End-of-unit or chapter tests.
- End-of-term or semester exams.
- Scores that are used for accountability for schools (AYP) and students (report card grades). (Garrison and Ehringhaus, 2011)

Synthesize – To combine different ideas, influences or objects into a new whole.

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Syntactic – The principles and rules that govern the construction of phrases, sentences, paragraphs, etc.

Syntax – The way language is structured and ordered within sentences; language and its conventions as it applies to all types of sentence structure (simple, compound, complex, etc.).

Target Language – The language being taught/learned.

Text modality – The purpose for which a text is written (e.g., a newspaper report is to communicate factual information, an editorial is to persuade).

Text type – Refers to the three types of writing produced by students: 1) argumentative writing, 2) informational/explanatory writing and 3) narrative writing.

Time frames – General periods of time: past, present and future.

Time markers – Words that indicate the time frame of an event (e.g., tomorrow, yesterday).

Total Physical Response (TPR) – A language-teaching method developed by James Asher based on the coordination of language and physical movement, whereby instructors give commands to students in the target language and students respond with whole-body actions.

Total Physical Response through Storytelling (TPRS) – A method of teaching foreign languages that uses three steps: 1) new vocabulary structures to be learned are taught using a combination of translation, gestures and personalized questions, 2) those structures are used in a spoken class story and 3) these same structures are used in a class reading.

Twenty-First Century Skills Map – Developed through a year-long collaborative process spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

http://www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf

Valid – In testing, this refers to an assessment that is accurate and evaluates or tests what it is supposed to assess.

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