

APPENDIX E

Glossary

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ACTFL	American Council on the Teaching of Foreign Languages
AP	Advanced Placement (Course and Examination)
articulation	Horizontal: Method of organizing the curriculum across a specific level of instruction (multiple sections) Vertical: Method of organizing the curriculum from beginning to advanced levels of instruction (multiple grades)
assessment	an evaluation, through specific measures, of the extent to which learning and proficiency have occurred
authentic materials	documents or other “products,” e.g., audio- and videotapes, prepared by and for native speakers of the target language
bilingualism	ability to speak two languages equally well
block scheduling	a schedule that extends the length of classroom instruction during the school day for specific intervals during the school year, e.g., a full course may be 90 minutes daily for one semester or 75 minutes every other day all year
CAEP	Connecticut Assessment of Educational Progress
CAPT	Connecticut Academic Performance Test
circumlocute	express meaning when the specific words are not known by the use of related, similar or different words or by words that describe the meaning to be communicated, e.g., “something that opens or closes water in the bathroom or kitchen” (a faucet)
CMT	Connecticut Mastery Test
competencies	specialized abilities developed over time
content standard	what students should know and be able to do
context(s)	spoken, written or nonverbal behavior occurring in a situation which gives a word, phrase or gesture a particular meaning as intended or interpreted according to cultural practices and perspectives
CT COLT	Connecticut Council of Language Teachers
curriculum	the courses of study offered by a school
domain	a content area of instruction
dual language program	content and instruction in two languages given to the same students with the goal of developing bilingualism, e.g., one day English and the next day language x; or a.m. English and p.m. language x
ESL	English as a Second Language

FLES	Foreign Language in the Elementary School (traditional meaning); Foreign Language Extended Sequence (alternate meaning)
FLEX	Foreign Language Exploratory (frequent, regular sessions over a short period of time or short and/or infrequent sessions over an extended period of time in one or more than one world language, e.g., in sequential blocks of time: six weeks of French, six weeks of Spanish, six weeks of Latin or German or once a week in the same language all year) ¹
grammar-based instruction	a method of instruction that focuses on developing accuracy of linguistic structures and vocabulary with little opportunity for students to use the language spontaneously and creatively
heritage language	native language of emerging English speakers
illustrative learning activities	sample activities to show how students may develop the understandings and abilities specified
immersion program	all content taught in the second language (L2) without using English
L1	first or native language
L2 - L3 ...	second, third, etc., or non-native language(s)
learning styles	preferred modes of learning: auditory, visual, kinesthetic, etc.
levels/stages	sequential expectations of performance in a world language; levels are based on contact hours and stages are based on proficiency
natural approach	instructional approach in L2 that parallels L1 language acquisition
OPI	Oral Proficiency Interview (developed by ACTFL)
performance standard	a specific measure that defines how adept or competent student performance must be to signal attainment of a content standard
products (cultural)	“tangible” products of a culture include toys, dress, dwellings – anything concrete “expressive” products of a culture include songs and music, literature, artwork, film, traditions and educational, social, economic, legal and political institutions
proficiency	ability to communicate successfully
SAT	Scholastic Assessment Test
sequential	that which proceeds in order from simple to complex
standards	acknowledged measures of achievement, as in the <i>Standards for Foreign Language Learning</i>
target culture	culture(s) of the world language being learned
target language	the world language being learned

¹See Appendix A, *Early Foreign Language Program Goals*, by Nancy Rhodes and adapted and revised by Pesola and Curtain, 1993.

TESOL	Teaching of English to Speakers of Other Languages
TPR	Total Physical Response: “a speech act – plus – movement” ² approach based on James J. Asher’s work ³ in which children learn language and vocabulary via movement, which also results in reduced anxiety
world languages	languages that are spoken all over the world, as well as ancient and classical languages; formerly called “foreign languages”; see Chapter 1, “Definition of Content Domain: Rationale,” for further clarification of name change due to the interpretation or perception of “foreign” as meaning “other” or “strange”

² Contee, Seely and Romijn, Elizabeth. 1996. *TPR Is More Than Commands — At All Levels*. Command Performance Language Institute, Berkeley, California, 1, 4.

³ See Appendix B, Selected Bibliography, for a work by James L. Asher.
