

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 7)
articulation	In reference to a program of studies, this refers to organizing the learning plan to flow smoothly from one year to the next. (Chapter 2)
assistive technologies	Those media, devices and services that are used to help students overcome barriers to learning and achievement. (Chapter 9)
assessment as learning	An instructional strategy used to help students gain an understanding of the learning process. See formative evaluation . (Chapter 8)
assessment of learning	Used to determine to what extent students can demonstrate the prescribed learner outcomes. See summative evaluation . (Chapter 8)
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 8)
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)
backward design	Planning for instruction with the end learning goals in mind. In language classes, this includes determining the performance assessment tasks first and directly focusing student learning toward this goal. The types of linguistic, cultural and strategic elements that students need to learn in order to successfully carry out the performance assessment task become the focus of instruction. (Chapter 5)
blended model	See delivery model .
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, as well as the physical environment, which relates to the manner in which teachers arrange their classroom or their web presence. (Chapter 4)

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 4)
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 6)
cognitive learning strategies	Thinking skills that include techniques such as guessing, practising, using models and applying rules. (Chapters 2, 6)
communicative competency	The ability of a learner to use his or her knowledge of context, language functions, vocabulary, grammatical rules, culture and sociolinguistic elements to understand and/or express a message. (Chapter 2)
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 3)
components	Four interdependent dimensions within the Nine-Year FSL Program of Studies: Experience–Communication, Language, Culture, Language Learning Strategies. (Chapter 2)
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 2)
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	The broad language purpose for which students acquire linguistic and cultural knowledge that is applied to real-life communicative use, such as ordering a meal, requesting information, etc. See situation . (Chapter 2)
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 6)
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 way of life is their means of communicating amongst themselves. (Chapter 2)

cultural competency	The development of knowledge and understanding that allows students to reflect upon other cultures, with a view to understanding other people and developing their own personalities and identities in preparation for global citizenship. (Chapter 2)
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 8)
delivery model	The manner in which a program or course is delivered to students; e.g., the face-to-face model is one in which students are taught directly by a teacher. In a virtual model, also known as distance or distributed learning, a teacher at a base site offers instruction to students at other sites through the use of a range of communication technologies. In a blended model, classroom or specialist teachers teach students in a classroom setting, making use of available technologies to support instruction. (Chapter 4)
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. (Chapters 5, 7)
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 7)
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 7)
digital resources	Learning resources that have been developed for access on a computer, such as interactive learning activities found on some Web sites. (Chapter 9)
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 4)
discourse features	Those elements within a text that help one make links between thoughts. (Chapter 2)
distributed learning environment	Where learners and teachers are working at a distance, their classroom interactions may be facilitated through the use of a range of technologies. See also delivery model . (Chapter 9)

experience–communication component	The language experiences in which students will participate as they learn French. It is during these language experiences that the four language skills are developed. (Chapter 2)
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 4)
fields of experience	The component of the program of studies that provides the contexts for communicative activities. Fields of experience represent different dimensions of students’ relationship with their surroundings, are prescribed for each grade and are sequenced from concrete to abstract. (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 8)
functions of language	The uses for or purposes of language, which are related to the types of meaning that language can carry. In this program of studies, the functions are implicit within the four skills and the language structures defined in the Language component. Activities and tasks are based on functions of language, such as making a request, describing something, expressing preferences or asking for information. (Chapter 3)
general outcomes	Broad statements that define results students are expected to achieve in the course of their language learning experiences. (Chapter 2)
global expression	A statement or a question that may contain linguistic elements that students will not be assessed on until another grade or course level but that is required for a particular communicative situation. Students memorize a phrase, a statement or question. For example, if French 10–9Y students were to simulate a travel agent making recommendations to a client, they could use the comparative structure without having to know how to formulate the structure; e.g., <i>Aller à Vancouver est aussi cher qu’aller à Montréal</i> .
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 6)
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 6)

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 5)
instructional design	Planning for instruction is based on sound practices and with the learners' needs in mind. Instructional design includes an analysis of learner outcomes, student characteristics, instructional strategies and methods chosen to assess learning. (Chapter 4)
instructional strategies	The techniques and activities teachers use to help students become independent learners. They can be described as falling into the three broad categories: direct instruction, facilitation and coaching. (Chapter 6)
intonation	The stress and pitch of spoken language. For example, the statements <i>Ça va?</i> <i>Ça va;</i> <i>Ça va!</i> are each expressed with different intonation. (Chapter 2)
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. (Chapters 3, 5)
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 2)
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 6)
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 articulate in their own words and to apply in communicative situations. (Chapter 2)
language learning	Intentional learning of a language, generally within 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. (Chapters 3, 5)
language skills	Listening comprehension, oral production, reading comprehension, and written production, all of which fall under the communication portion of the Experience–Communication component, within the multidimensional framework underlying the Nine-Year FSL Program of Studies. These are the skills needed to understand and produce messages. (Chapter 2)

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 6)
learning strategies	Specific techniques, actions, steps or behaviours students use to aid and enhance their learning. (Chapters 2, 6)
linguistic elements/ structures	The tools needed in order to understand and convey messages in a language. They include pronunciation, intonation, orthography, vocabulary, grammatical rules, syntax and discourse features. (Chapter 2)
linguistic repertoire	Linguistic structures and elements that students internalize and then use to understand and/or communicate a message. (Chapter 3)
materials	Materials include supplies, such as paper, scissors, glue, etc., to be used for various activities and tasks, as well as the necessary components of activities or games. See also resources . (Chapter 4)
memory strategies	Techniques such as repetition, visualization, the use of mnemonics and others that are used to learn, retain and recall information. (Chapter 2)
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. (Chapters 2, 6)
metalanguage	Vocabulary used to talk about and analyze the structure of a language, using terms such as noun, adjective and verb. (Chapter 2)
multidimensional framework	The structure around which the FSL program of studies has been developed and which consists of four interdependent dimensions or components of language learning. (Chapter 2)
multiple intelligence theory	A theory that suggests that individuals exhibit various types of intelligences and may hold varying levels of ability in each. (Chapter 7)
negotiation process	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 2)

oral production	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 6)
orthography	Graphic symbols of the language, including spelling and punctuation. (Chapter 2)
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. (Chapters 3, 8)
phases of language learning	A list of incremental steps involved in language learning that includes 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 5)
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 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)
production	The creation of oral or written messages that are based on the need to express an idea or ideas, within a given context or situation and for a particular purpose. (Chapter 2)
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 8)
RD PR	Guidelines for Recognizing Diversity (RD) and Promoting Respect (PR) that are used when examining instructional materials to determine the extent to which they foster understanding and respect for all groups and individuals. (Chapter 4)
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 6)
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 4)

resources	Those print, audio, visual, multimedia and other materials 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 4)
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 6)
<i>savoir</i>	Knowledge; in this case, knowledge of language concepts and vocabulary; i.e., the Language component of the program of study. (Chapter 2)
<i>savoir apprendre</i>	In the case of this program of studies, learning about learning as it relates to the individual student; i.e., the Language Learning Strategies component. (Chapter 2)
<i>savoir-être</i>	In the case of this program of studies, the awareness of different ways of living or being in the various Francophone cultures; i.e., the Culture component. (Chapter 2)
<i>savoir-faire</i>	In the case of this program of studies, application of language concepts and vocabulary through the use of the communication skills as outlined in the Experience–Communication component of the program of studies. (Chapter 2)
schemata/ conversational schemata	Patterns of interaction used when carrying out exchanges in a particular language. (Chapter 6)
search engine	Software that allows a user to search the Internet by using keywords. (Chapter 9)
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 from either a teacher or a student perspective. (Chapter 5)
situation	The language purpose for which students acquire specific linguistic and cultural knowledge that is applied to real-life communicative uses, such as ordering a meal in a restaurant versus ordering a meal in a fast-food outlet. See context . (Chapter 2)
socioaffective learning strategies	Techniques used when learning that include collaboration with others, tolerating ambiguity and taking risks to communicate. The use of techniques such as these is closely tied to a student’s personality and attitudes toward learning. (Chapters 2, 6)

sociolinguistic competency	Knowledge and understanding related to the appropriateness of language in a given context or situation. This includes sensitivity to differences in register, or degrees of formality; variations in language; nonverbal communication; and idiomatic expressions. (Chapter 2)
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 2)
specific outcomes	Definition of results students are to demonstrate in terms of knowledge, skills and attitudes at the end of each grade. (Chapter 2)
staffing model	The manner in which school administrators may choose to staff their FSL program; e.g., with a classroom teacher or a specialist FSL teacher. (Chapter 4)
strategic competency	The development and application of a repertoire of techniques to facilitate learning and, specifically, language learning. (Chapter 2)
subfields of experience	Smaller, more concise units of language learning within broader fields of student experience, as identified by the program of studies. (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 8)
syntax	The order of elements, such as words or phrases, within a sentence or text. (Chapter 2)
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 5)
teacher effectiveness	A field of research related to teacher competence that examines systematic teaching procedures and their impact on student achievement. (Chapter 5)
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 humanistic approaches. (Chapter 4)
teaching method	Prescribed classroom practices and carefully-structured materials used to teach content and develop skills; e.g., the audiolingual method. (Chapter 4)
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 6)

virtual model	See delivery model .
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 2)
written production	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)