How to use this iBook
Small icons below an image mean it’s part of a gallery. Flick through the gallery to view the images and diagrams in the context of the interactive book or tap on the image to enjoy the gallery in full screen.

Clicking on an abbreviation or word in **BOLD** will show a pointing finger open up the glossary of terms and abbreviations.

Blue side-bars provide additional information to complement what is written in the text.

Clicking on Interactive media will show the item in full-screen. Click on “done” to go back to the book.

Clicking on a green box with white text will bring up a pop-up box with further information or discussion on an item. Green in-text times hint at pop-up. Some images can be clicked on for further information.

**Red text** signifies a link to content on the Web or the possibility to jump to another part of the book.

**Blue underlined text** signifies a link to referenced items and journal articles, these may require access to a database.

**Cover and chapter image source:**
Section 1

Essay

Digital Language Learning Ecology

- Introduction
- Background
- Participants
  - Student
  - Teacher
  - School
  - Family and Community
- Environment
- Philosophy
- Conclusion
Introduction

Educational institutions at all levels from kindergarten to University are faced with increasing numbers of students from different linguistic and cultural backgrounds due to immigration, migration, refugees and globalization (Boelens, Cherek, Tilke, & Bailey, 2015). This demographic shift to increasing diversity impacts all aspects of teaching and learning, however language issues in particular have a pervasive influence.

On the one hand it is cognitively, academically and psychologically beneficial for students to develop and maintain their first language (L1), (Ball, 2011; Butzkamm, 2003; Cummins, 2001). On the other, students are engaged in a high stakes process of second language acquisition (L2) in the medium of instruction – often English.

In the blog post Digital Information Ecology, Bailey (2015) suggested to build on and expand the work of researchers in the field of information ecology (O’Connell, 2014; Perrault, 2007; Steinerová, 2011; Vasiliou, Ioannou, & Zaphiris, 2014; X. Wang, Guo, Yang, Chen, & Zhang, 2015) to encompass the needs of language learners.

This essay commences with a brief discussion of digital language learning and the ecology of language learning. The ecological elements of participants, environment and philosophy are then introduced with particular attention to the roles of agency, blended learning, the flipped classroom, digital and information literacy, affinity spaces, connectivity and collaboration and how these relate to the digital information ecology. The conclusion will touch on the unique challenges and opportunities revealed by supporting L1 learning to a CALP level.
Background

Language education was an early adopter of technology, with experimentation since the 1960’s in CALL (Davies, n.d.), this has been supplemented with advances in MALL (Ally & Tsinakos, 2014; Burston, 2013; Lan, Sung, & Chang, 2013; Lee & Lee, 2013; Li & Hegelheimer, 2013; Lys, 2013; S. Wang & Smith, 2013) and TELL, particularly with the opportunities of Web 2.0 (Rahimi & Katal, 2012c; Rosell-Aguilar, 2013) and cloud computing (Mittra, 2013).

The affordances of technology use in learning generally and language learning in particular are manifold. The educational affordances from mobile devices are derived from their portability, social interactivity, context sensitivity, connectivity and individuality and “suggest an array of unique modes of interacting, such as distributed, collaborative investigations, peer-to-peer networking or coupling physical space with virtual space in instruction” (Klopfer, Squire and Jenkins, 2002 cited in Klopfer & Squire, 2008, p. 204).

The terms “linguistic ecology” and “ecolinguistics” have very specific meanings and need to be differentiated from the use of the phrase “language ecology” which is used to contextualize language related issues and environment (Eliasson, 2015; Van Lier, 2004) as “embedded in (micro or macro) sociolinguistic, educational, economic or political settings” (Skutnabb-Kangas & Phillipson, 2011, p. 177). The main components of a language learning ecology (LLE) are the participants, the environment and the philosophy (Berglund, 2009; Colpaert, 2006; Van Lier, 2004).

Recently researchers (Berglund, 2009; Lai, 2013; Lai & Gu, 2011; Lai, Yeung, & Hu, 2015; Sew, 2009; Wilsey, 2015) have combined “digital” with “ecology” and “language learning” to create the metaphor of the digital language learning ecology.
Participants

The participants in a LLE are the student; teacher(s); the school community including administrators, peers, other students and other families; the family including parents, siblings and extended family; the broader local community and the extended linguistic community.

Student

The student is central to our discussion. Language research suggests quantity, quality and variety of linguistic input to be crucial for language learning, development and maintenance (De Houwer, 2007; Genesee & Nicoladis, 2007; Krashen, 1982; Pancsofar & Vernon-Feagans, 2006). Yet in-class language learning is usually limited in time and narrow in scope (Lai, Yeung, et al., 2015; Lamb, 2002), and may only involve the passive, “compulsory systematic study of linguistic aspects of the language,” (Lai, 2014, p. 6) if indeed it exists at all in the L1 as evidenced in less commonly or almost never taught languages (Wilsey, 2015). Students therefore need to focus time and effort on out-of-class learning at home and in the community - an area of extensive research (Hyland, 2004; Lai, 2014; Lai & Gu, 2011; Lai, Yeung, et al., 2015; Lai, Zhu, & Gong, 2015; Vaughan, Nickle, Silovs, & Zimmer, 2011).

Although this task has become easier due to the affordances of the digital environment and mobile devices and their related language learning tools and applications, there are a number of caveats. Once one moves towards a hybrid or blended learning environment, the dynamics of learner autonomy, motivation, self-regulation, and control strategies not to mention digital and information literacy and skills assume paramount importance (Chao & Sheridan, 2010; Comas-Quinn, 2011; Keedwell, 2013; Smith & Craig, 2013; Tomlinson & Wittaker, 2013; Winke & Goertler, 2008). These and distance learning skills need to be included in the profile of the “good
language learner” which needs to be expanded to included L1 learners (Griffiths, 2008; Norton & Toohey, 2001; Rubin, 1975; B. Wang, 2013; Xiao, 2012).

In his framework for developing self-directed technology use for language learning, Lai (2013) concluded that while digital proficiency - including the knowledge and skills around technology use - was important, developing self-regulatory skills and creating the opportunity for successful experience and a positive social environment in class was equally important.

Teacher

Although the affordances of digital technology have become ubiquitous enough both in the classroom and everyday life to be considered part of the learning ecology, some teachers, administrators and parents treat them with caution, focusing more on the problems and perils than their potential. Digital skills of educators and students need to be enhanced as a critical component in this digital language learning ecology (Catana, 2014; Nasah, DaCosta, Kinsell, & Seok, 2010; Prieto-Arranz, Juan-Garau, & Jacob, 2013; Thorne, 2003).

While the phrase “every teacher is a language teacher” is ban- died around, often teachers do not have the knowledge and skills to deliberately assist language learners in their class-
rooms. Educators such as Gallagher (2010) have interesting ideas around creating interlingual classrooms, particularly in primary school, while the IBO makes provision for “school assisted self-taught” L1 in the IB diploma (IBO, 2011, n.d.; Morley, 2006). It can be argued that there is a huge gap (or potential) in the intervening middle and high school years for a combination of self-directed and in-class language learning. Lai (2013) believes that there should be explicit expectations for instructors’ or mediators’ use of technology personally, in formative and summative assessments and as a component of in-class or assignments - although self-assessment becomes increasingly important in this environment (Rahimi & Katal, 2012a; Smith & Craig, 2013).

School

In her thesis Slaughter (2007), mentions five main variable affecting the implementation of a language program in a national or local school context: socio-political, including historical and current affairs; structural such as policies, the accreditation system, pathways and existence of qualified teachers; funding and logistics; attitudinal which can be influenced by local and global events and media portrayal; and finally motivation, both intrinsic and extrinsic. In contrast, the Third Culture Schools Report suggests that international schools operate in a zone of ambiguity – global in a national or local context - and as such are ideally situated as a movement for positive change within education. One of the key areas where they can add value is “a commitment to bilingualism as a route to deeper learning.... and a systematic attempt to mobilise this knowledge to inform the pedagogies of schools around the world” (Hallgarten, Tabberer, & McCarthy, 2015, p. 14).
While schools may not be able to provide in-class language teaching for the many languages of their community, imaginative use of the flipped classroom and hybrid or blended learning coupled with extensive attention to enhancing metacognition skills and learning strategies in students may be the way forward (Alvarez, 2012; Comas-Quinn, 2011; Nasah et al., 2010; Rahimi & Katal, 2012a, 2012b, 2012c; Tomlinson & Whittaker, 2013). The Asia Education Foundation have some excellent resources including their “what works” reports.

Family And Community

As Sears (2011) and Clyne (2005 cited in Slaughter, 2007) have pointed out, the linguistic identity of families is extremely heterogeneous and generalisations should not be made.

The importance of the family and community for input in L1 has been written about extensively (Bailey, 2014; De Houwer, 2007, 2009; Dixon, Zhao, Quiroz, & Shin, 2012; Genesee & Nicoladis, 2007; Hoff, 2006; King & Fogle, 2006; Sears, 2011) and will not be addressed in detail here except with reference to the importance of collaboration between parents and the school in information literacy (Kong & Li, 2009), their role as language advocates at school and their task of continuing to reinforce skills and practices of autonomy and self-regulation in language learning in their children.

**Taxonomy of language learners:**

The 12 levels of L1 exposure:

1. Students with an active home background and substantial overseas experience of formal education through the language as a medium of instruction.
2. Students with an active home background in the languages and some formal instruction (primary and/or ethnic school) in Australia.
3. Students with an active home background in the language and no formal instruction prior to secondary school.
4. Students with an active home background in a variety of the language but not in the standard language, in which classes are conducted, with or without formal instruction in the language here or elsewhere. (Examples are Cantonese, Hakka and Hokkien; Sicilian, Calabrian and Venetian dialects of Italian; Bavarian, 

<table>
<thead>
<tr>
<th>Taxonomy of language learners: The 12 levels of L1 exposure:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2. Students with an active home background in the languages and some formal instruction (primary and/or ethnic school) in Australia.</td>
</tr>
<tr>
<td>3. Students with an active home background in the language and no formal instruction prior to secondary school.</td>
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<tr>
<td>4. Students with an active home background in a variety of the language but not in the standard language, in which classes are conducted, with or without formal instruction in the language here or elsewhere. (Examples are Cantonese, Hakka and Hokkien; Sicilian, Calabrian and Venetian dialects of Italian; Bavarian,</td>
</tr>
</tbody>
</table>

**Diagram 1.3 Families and Languages**

<table>
<thead>
<tr>
<th>Globetrotters</th>
<th>Accepted as important (pragmatic choice)</th>
<th>Very important but don’t want to overload children</th>
<th>Enough advanced literature, vocabulary not as rich</th>
<th>Highly educated and informed group, inclusivity important</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-timers</td>
<td>Need to adopt rapidly (if not L1)</td>
<td>May be ambivalent depending on timing of move</td>
<td>May erroneously abandon to focus efforts on English</td>
<td>Emphasize importance of maintaining L1, explain language learning process, address anxiety</td>
</tr>
<tr>
<td>English + other (local)</td>
<td>Used in parallel with national language, medium of instruction, higher status</td>
<td>Lower status, often neglected / lapsing acceptance of loss</td>
<td>Minimal, some spoken in children’s early years, further effort seen as “waste of time”</td>
<td>Sensitivity to “varieties” of English – Indian / Singaporean in particular</td>
</tr>
<tr>
<td>Multilingual (including English)</td>
<td>May be third or common home language</td>
<td>Diverse</td>
<td>Diverse depending on view and status of L1 and ease of maintenance</td>
<td>Teachers need to understand which languages and what role, ask, don’t assume, respect parental experience and knowledge</td>
</tr>
<tr>
<td>Host country local in int school</td>
<td>Important for higher education and status</td>
<td>Valued very highly, challenge school curriculum and teachers</td>
<td>High effort at home with high expectations of the school as well</td>
<td>Maintain strong ties to local schooling system, may be difficult to provision of merits of “cultural”</td>
</tr>
</tbody>
</table>

Types of families: Based on Sears (2011)
Beyond the immediate home and physical linguistic community, the digital environment allows for the formation of virtual communities for information knowledge sharing (Chen & Hung, 2010) and the creation of passionate affinity spaces (Gee & Hayes, 2011), a number of online communities of language teachers and learners exist (see resources section) which can be tapped into including the “language hackers” community.

Environment

The environment includes both the physical and virtual environment, in all contexts including school, home, community and social networks (Palfreyman, 2011), their design, conventions and protocols, affordances, relationships, interaction and engagement patterns (Berglund, 2009; Van Lier, 2004; Wilsey, 2015). Many of these aspects have already been dealt with earlier. It is worth mentioning the creation of PLNs, PLEs and COPs for language learning as is explained in this presentation and blog post.

Interactive 1.3 Language Hacking

Benny Lewis at TEDx Warsaw. Source: https://www.youtube.com/watch?v=0x2_kWRB8-A

Interactive 1.4 Ownership and Control

Presentation by Nadine Bailey March, 2015
The emerging trends of creation, curation, automated translation, communication and collaboration, mean that material can be translated, customised, individualised and shared to meet the needs of learners of every level of competency and with any specific interest or passion (Catana, 2014; Nasah et al., 2010; Prieto-Arranz et al., 2013; Thorne, 2003).

Philosophy

Finally, philosophy is social-culturally situated and includes pedagogical, cultural and identity related concepts, theories and artefacts, including curriculum, accreditation and evaluation (Colpaert, 2006; Van Lier, 2004; Wilsey, 2015). As discussed under “school” above, the setting within which educational institutions find themselves can have a pervasive effect on all the aforementioned (Slaughter, 2007). The socio-cultural context within which “new literacies can be applied in teaching, research, and technology policy ... might influence the ways in which these general principles are implemented” (Egbert, ElTurki, ElHussein, & Muthukrishnan, 2012, p. 1). Gee and Hayes (2011) provide a fascinating study of institutions and their socio-cultural philosophical underpinnings that is well worth reading as a background to this discussion.

Conclusion

This essay has provided a sweeping overview of the digital language learning ecology and its’ implications for teaching and learning. Zones of intervention for educators, educational institutions and families have been suggested, where they can provide collaborative guidance to students, as we
re-imagine language learning as an autonomous yet net-
worked, self-constructed but collaborative activity that goes
beyond the classroom and school to being a life-long endeav-
our. As highlighted throughout the possibilities and opportu-
nities are there for the grasping; failure will be a result of a
lack of will and imagination rather than of resources or poten-
tiality. Are we up for the challenge?
SECTION 2

Appendices

ADDITIONAL MATERIAL

- BICS & CALP
- Language Hacking
APPENDIX 1: CALP AND BICS

For a complete discussion on CALP and BICS please refer to the work of Dr. Cummins.

The "thin ice" of BICS vs. dual-iceberg of CALP Source: (Carder, 2014 p. 72)

Matrix cognition / context Source: (Carder, 2014, p. 72)
APPENDIX 2:
LANGUAGE HACKING: Role Models

Benny Lewis: Fluent in 3 months

Dr. Connor Quinn:

Source: https://www.youtube.com/watch?v=0x2_kWRB8-A

Source: https://www.youtube.com/watch?v=6a6vVIdQBdo
Alex Rawlings

INTERACTIVE 1.8 Alex Rawlings

Source: https://www.youtube.com/watch?v=L6Gp3Gv7QbA

Tim Doner

INTERACTIVE 1.9 Tim Doner

Source: https://www.youtube.com/watch?v=xNmf-G81Irs
SECTION 3

References

REFERENCES
- In-text citations
- Images
- Videos


http://doi.org/10.1080/09571730385200181


http://doi.org/10.1016/j.sbspro.2014.03.168


http://doi.org/10.1016/j.im.2010.03.001


http://doi.org/10.1017/S0958344011000152

http://doi.org/10.1016/j.compedu.2011.01.009


http://doi.org/10.7763/IJEEEEE.2013.V3.266


http://doi.org/10.1007/s10799-015-0219-3


http://doi.org/10.5861/ijrset.2012.204

Section 4

Bibliography

Other material

- Journal articles
- Books
- Websites
- Infographics


A page from a document containing multiple citations and references. The text is structured in a way that allows for easy reading and understanding, with proper formatting and organization. The content includes a variety of academic sources, ranging from books and journal articles to press releases and online resources. The references are cited in a consistent and standardized manner, adhering to academic citation styles. The text is presented in a clear and legible manner, ensuring that the information is accessible and easy to follow. The page contains detailed information about various studies and research findings, which are essential for understanding the field of language and learning in the digital age.


Indo-European Languages: Free Online Tutorials & Exercises • [www.ielanguages.com](http://www.ielanguages.com) • Learn French • Learn Spanish • Learn Italian • Learn German • Learn Dutch • Learn Swedish


CHAPTER 2

Resources

Resources, links and additional information
[Chapter still in progress]
Section 1

Associations
**ACTA**: Australian Council of TESOL Associations

**APACALL**: Asia-Pacific Association for Computer-Assisted Language Learning

**CALICO**: The leading North American professional association for CALL

**CERCLES**: The European Confederation of Language Centres in Higher Education

**EUROCALL**: the European Association for Computer-Assisted Language Learning

**IALLT**: International Association for Language Learning Technology

**IATEFL**: International Association of Teachers of English as a Foreign Language

**IndiaCALL**: The India Association of Computer-Assisted Language Learning is an affiliate of AsiaCALL, associate of IATEFL and regional group of IALLT.

**JALTCALL**: is a special-interest group supported by The Japan Association for Language Teaching.

**LET**: The Japan Association for Language Education and Technology (LET)

**LLAS UK**: is a research and enterprise group specialising in educational projects and professional development in the area of languages and related studies.

**MLTAQ**: Modern Language Teachers' Association of Queensland

**QATESOL**: Queensland Association of TESOL

**TESOL**: Teachers of English to Speakers of Other Languages

**WorldCALL**: the worldwide professional association for teachers and educators interested in Computer Assisted Language Learning (CALL)
Section 2
Publications
CALICO journal: CALICO is the official publication of the Computer Assisted Language Instruction Consortium (CALICO) and is devoted to the dissemination of information concerning the application of technology to language teaching and language learning.

CALL-EJ: an international refereed journal devoted to research on computer-assisted language learning. It is normally published two times a year and is sponsored by APACALL.

Computer Assisted Language Learning: an intercontinental and interdisciplinary journal which leads the field in its dedication to all matters associated with the use of computers in language learning (L1 and L2), teaching and testing.

International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT): serves as a forum for researchers, teachers, practitioners, and education professionals to discuss and share their ideas, experience, and knowledge in combining computer technology with language teaching and learning.

Journal of the National Council of Less Commonly Taught Languages: The Journal of the National Council of Less Commonly Taught Languages, published annually by the Council, is dedicated to the issues and concerns related to the teaching and learning of Less Commonly Taught Languages. The Journal primarily seeks to address the interests of language teachers, administrators, and researchers. Articles that describe innovative and successful teaching methods that are relevant to the concerns or problems of the profession, or that support educational research or experimentation in Less Commonly Taught Languages are welcome.

Language Learning & Technology: Sponsored by the National Foreign Language Resource Center (NFLRC) at the University of Hawaii, University of Hawaii Center for Language and Technology (CLT), and the Center for Language Education, and Research (CLEAR) at Michigan State University.

Multilingual Matters: Books on language, bilingualism, multilingualism etc.

ReCALL: is the journal of the European Association for Computer Assisted Language Learning (EUROCALL).

TESL-EJ: Teaching English as a second or a foreign language The Eletronic Journal for English as a Second Language.

The Internet TESL Journal: The Internet TESL Journal published articles from 1995 through 2010. This website is now an online resource book for teachers who can refer to our published articles on teaching techniques and other things of interest to EFL and ESL teachers.
Section 3
Conferences
AsiaCALL:

EuroCALL Conference

IAATEFL: International Association of Teachers of English as a Foreign Language Conference

ICCE Conference on Technology Enhanced Language Learning (TELL)

JALTCALL conference

WorldCALL
SECTION 4

Other resources
“Best practice” Schools:
- Vienna International School
- NIST International School
- International School of Bangkok
- Frankfurt International School

Other international school MT links:
- Munich International School
- International School of Brussels
- International School of Hamburg
- UNIS Hanoi
- Western Academy of Beijing
- Utahloy International School Guangzhou
- Yokohama International School
- International School of Lausanne
- American International school of Budapest

Other Useful Links:
Maurice Carder’s Links: publications of Carder, research and links, particularly aimed at international schools.

Eithne Gallagher: a collection of resources, books and reading on L1 in the classroom with an emphasis on interlingual practices.

UWCSEA Library guide: A guide on language generally with specific resources for some languages

Catherine Ousselin: Thinking About Syncing? Technology for World Language Teachers

Cybrary man: an extensive collection of links to all types of languages PLUS a lot of resources on digital learning.

Twitter: #FLCHAT

INTERACTIVE 2.1 #FLCHAT

Twitter feed of #FLCHAT

Other Useful Twitter Hashtags:
Tweets about learning and teaching English as a second or foreign language
- #elt
- #ELTCHAT
- #TESL
#TESOL
#EFL
#ELL
#langchat – Tweets about learning and teaching languages
#ellchat
#academiclanguage
#MFL – Tweets about modern foreign languages
#bilingual – Tweets about bilingualism

For Spanish teachers
#authres
#spanishteachers
#twitterele

Flipboard
Bilingualism, Mother Tongue And Language

Facebook
Multilingual living
Bilingual classroom resources
Participants

Information geared toward each participant of the language learning ecology

[Chapter still in progress]
SECTION 1

Student
Section 2

Teacher
Section 3

School
SECTION 4
Family & Community
Chapter 4

Get Started!

Recommendations for a phased approach for language learning implementation at a school.

[Chapter still in progress]
SECTION 1

Overview

THE 3 PHASES
- Phase 1: Envision
- Phase 2: Communicate
- Phase 3: Implement
DIAGRAM 4.1 Three Phase Implementation Strategy

**PHASE 1** envision

- SURVEY your stakeholders
- DISCUSS the current landscape
- OUTLINE your approach
- IDENTIFY your thought leaders

**PHASE 2** communicate

- CREATE a shared vocabulary
- HELP teachers discover the potential of technology
- IDENTIFY resources and digital tools for teaching and learning
- ENGAGE community

**PHASE 3** implement

- INCORPORATE language pathways into your long-term plans
- FAMILIARISE community with current research and best practises
- HELP families set expectations
- TEACH students self-management and meta-cognitive skills

Overview of Implementation strategy
Section 2

Phase 1

Envision

- Survey your stakeholders
- Discuss the current landscape
- Outline your approach
- Identify your thought leaders
Phase 2

**COMMUNICATE**
- Create a shared vocabulary
- Help teachers discover the potential of technology
- Identify resources and digital tools
- Engage Community
Section 4

Phase 3

Implement

- Incorporate language pathways into LT plans
- Research and best practice
- Help set expectations
- Teach self-management and meta-cognitive skills
Active learners

students who take control of their own learning by monitoring their understanding and seeking out additional information and support if needed
Additive bilingualism

the second language is learnt in addition to, and does not replace, the first language, and there are also cognitive and metalinguistic advantages.
Affinity spaces

“An affinity space is a place or set of places where people affiliate with others based primarily on shared activities, interests, and goals, not shared race, class culture, ethnicity, or gender” (Gee, 2004, p. 67)
Agency

the capability of individuals to make choices and act on these choices in a way that makes a difference in their lives (see also Learner Agency)
almost never taught languages
Appropriate individualized learning environments

environments that support each individual student’s learning needs
Assessments

tools that measure the degree to which students have met learning outcomes

Related Glossary Terms
Drag related terms here

Index
Audit
to take a course in which no grade is given. In order to receive credit, the course must be taken again and a passing grade must be earned.
Authentic contexts

academic settings and practical situations in which language learning takes place
Authentic materials

materials which are designed for native speakers; they are used in context by speakers of the language
BICS

Basic interpersonal communication skills - conversational fluency

Related Glossary Terms
Drag related terms here

Index
Find Term
Chapter 1 - Appendices
Bilingual education

Use of two languages for literacy and instruction - Ideally, literacy and learning begin with the learner's first language, and a second language is introduced gradually.
Bilingual Individual

Ability to speak/understand (and sometimes read/write) two languages

Related Glossary Terms
Drag related terms here

Index
Bilingual Society

Presence of at least two language groups
Blended learning

education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace (see also hybrid learning)
CALL

Computer-assisted language learning

Related Glossary Terms
Drag related terms here

Index
Find Term
Chapter 1 - Essay
CALP

Cognitive Academic Language Proficiency - language needed to succeed academically. Academic language is often formal and abstract with technical vocabulary related to a discipline.

Related Glossary Terms

Drag related terms here

Index

Chapter 1 - Appendices
CLIL

Content and Language Integrated Learning - teaching subjects such as science, history and geography to students through a foreign language

Related Glossary Terms

Drag related terms here
CMC

Computer-mediated communication
Cognitive ability

ability to perceive meaning, think critically, and reason logically
Compensation strategies

ways students can make up for their own weaknesses
Complementary classes

Language classes outside of the school curriculum not managed or paid for by the school or parents
Content support

support in understanding the content or subject area concepts

Related Glossary Terms
Drag related terms here

Index 
Find Term
Conversational fluency

basic language level necessary to make a person’s needs and wants known and communicate in familiar face-to-face situations
COP

Community of practice - a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.

Related Glossary Terms

Drag related terms here

Index

Chapter 1 - Essay
Core courses

grade level courses that students are required to take in Middle School and High School

Related Glossary Terms
Drag related terms here

Index
Critical thinking

thinking that is beyond simple comprehension level, involving questioning, analyzing
Cross-cultural studies

the knowledge of how values, history, literature, religion and languages influence the interaction among diverse peoples
Dialect

Manner of speaking a language that varies according to region or social group (see also variety)

Related Glossary Terms
Drag related terms here

Index  Find Term
Differentiated instruction

instruction based on identifying different needs of the students and utilizing different strategies and adjusting the level of support

Related Glossary Terms
Drag related terms here
Dominant language

Language spoken by the dominant social group, or language that is seen as the main language of a country. May have official or national language status even if it is not spoken by a numerical majority of the national population.
EAL

English additional language

Related Glossary Terms
Drag related terms here

Index
Ecolinguistics

the study of interactions between any given language and its environment

Related Glossary Terms

Drag related terms here

Index

Chapter 1 - Essay
ELL

English Language Learning

Related Glossary Terms
Drag related terms here

Index

Find Term
English language proficiency

the overall ability to use English
ESL

English Second Language

Related Glossary Terms
Drag related terms here

Index
ESL and content teacher collaboration

developing curricula and planning instruction of content and language together

Related Glossary Terms
Drag related terms here
Flipped classroom

an instructional strategy and a type of **blended learning** that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom and moves activities, including those that may have traditionally been considered homework, into the classroom.

**Related Glossary Terms**

Drag related terms here
Fluency of speech

the ease and facility with which a speaker uses the language
Foreign language

Language that is not spoken in the immediate environment of the learner

Related Glossary Terms
Drag related terms here

Index  Find Term
Glosses / Glossing

Glosses were originally notes made in the margin or between the lines of a text in which the meaning of a word or passage is explained. In the digital language ecology glosses are provided by means of pop-up definitions or explanations or translations of texts and words (see also interlinear gloss).
Good language learner

Research has focused on the cognitive, meta-cognitive and socio-affective strategies of successful language learners, called “Good language learners”
Grade level outcomes

knowledge, skills and understandings students are expected to acquire or demonstrate at each grade level
Heritage language

Language of a person’s ancestors or ethnolinguistic group
High needs students

Students who need extra support in the classroom because of limited language proficiency, identified learning disabilities and/or social/behavioural issues
Home language

Language spoken in the home (see also L1, mother tongue), some people have more than one home language

Related Glossary Terms
Drag related terms here

Index
Find Term
Hybrid learning

Hybrid learning is where where 25% to 50% of the traditional face-to-face class time is replaced with online or out-of-class work (also see Blended Learning)

Related Glossary Terms
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Chapter 1 - Essay
Identity texts

positive statements that students make about themselves in the context of language and/or culture - these products can be written, spoken, visual, musical, dramatic, or multimodal combinations
In-class ESL support

varied practices used by the ESL teacher to support student language and content learning, as well as student performance, in the content classroom

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Interactive, communicative approach (to language learning)

a method which focuses on speaking and listening skills, exchanging or sharing feelings, thoughts, or information with others
Interlinear Gloss

a series of brief explanations including definitions or pronunciations, between a line of original text and its translation into another language.

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Interlingual Classroom

Term coined by Eithne Gallagher: The "Inter" prefix brings the notion of everyone being open and responsive to learning about other languages. In the Interlingual classroom children not only learn their own mother-tongue but learn about all the other classroom languages as well.

Interlingual classrooms...

- View ESL students' cultural knowledge experiences and mother-tongue languages as precious resources
- Allow ESL students to participate actively in all academic areas because the teacher-and the instruction affirm their identity
- Welcome ESL parents into the classroom as valuable resources
- Recognise the different discursive practices of students with different language experiences and build on them
- See translanguaging as an important and legitimate practice (see: http://www.eithnegallagher.net/)

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Chapter 1 - Essay
Key words

words that are essential to understanding a piece of writing or speech
First language, native language (see also mother tongue, home language, local language). Refers to language or languages learned from birth.

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Chapter 1 - Essay
L2

Second language, non-native language, language of wider communication, or foreign language. Often refers to contexts where the language is spoken in the wider society outside the home; in bilingual education, refers to second (official, foreign) language introduced after the L1.

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Language ecology

a way of contextualizing language related issues and environment as embedded in (micro or macro) sociolinguistic, educational, economic or political settings

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Chapter 1 - Essay
Language functions

the different purposes for which people use language
Language implications

the language demands of a unit of study inclusive of language functions, text types, language features, topic-specific/-complementary vocabulary, and cultural understandings

Related Glossary Terms
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Language mastery

a stage at which an individual has acquired the ability to read, write, speak and listen on level with a native speaker
Language of instruction

Language used for teaching and learning the school curriculum, also called medium of instruction

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Language skills

skills in listening, speaking, reading and writing
Language support

support in developing language skills

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LCTL

Less commonly taught languages

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Learning styles

The ways and conditions that best promote individual student learning
Levels of language ability

stages of language proficiency
Lingua franca

Widely spoken language used for communication between ethnolinguistic groups – for example: Tok Pisin in PNG

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Linguistic ecology

The relationships among the diverse forms of language found in the world, and the groups of people who speak them (see Ecolinguistics)

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Chapter 1 - Essay
Literacy skills

skills needed to read and write
Related Glossary Terms
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Local language

Language spoken in the immediate community. (May refer to languages that are not yet fully developed in written form)
Mainstream classes

classes other than ESL classes

Related Glossary Terms
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Majority language

spoken by the majority of people in a region/country
MALL

mobile-assisted language learning
MAWL

Mobile Assisted Word-Learning
Medium of instruction

The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it (Also called Language of Instruction)

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Metalinguistic awareness

one’s thinking about how languages work
MI

Medium of Instruction

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Minority language

spoken by a social and/or ethnic minority group (Sometimes used to refer to the language of a numerically large group that is not dominant)

Related Glossary Terms

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Modified homework

homework that has been changed to suit a student’s language abilities and/or language learning needs
Mother tongue

First language, native language (see also L1, MT, home language) Language that a person: (a) has learnt first; (b) identifies with or is identified as a native speaker of by others; (c) knows best; or (d) uses most

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mother tongue. First language, native language (see also L1, home language, local language) Language that a person: (a) has learnt first; (b) identifies with or is identified as a native speaker of by others; (c) knows best; or (d) uses most
Multilingual Individual

Ability to speak/understand (and sometimes read/write) more than two languages

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National language

considered to be an important, widely-spoken language in a country; sometimes also an official language - Example: India recognizes two official and 22 national languages
Non-verbal cues

ways of communicating without language such as gestures, facial expressions and body language

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Official language

Language adopted by a country for public administrative and institutional use, often including schools. Example: India has Hindi and English as official languages of the country and a number of different official state languages

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Outcomes

the learning goals for a course

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Pass

an alternative grade given in place of a letter grade to show a student has met course requirements

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Peer competitiveness

the ability of ESL students to keep up and be successful in the mainstream classes without ESL services
PLE

Personal Learning Environment. PLE(s) are systems that help learners take control of and manage their own learning. These can include physical and virtual environments including digital tools and social networks on a large or personal scale (see PLN)

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PLN

Personal Learning Network. PLN(s) are informal learning network that consists of the people a learner interacts with and derives knowledge from in a personal learning environment (see PLE). These can by physical or virtual networks.
Pull-out program

(for ESL learners): a program where ESL students study language intensive subjects in classrooms separate from non-ESL students

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Relevant language

language appropriate to specific social and academic settings
**Scaffolding**

supporting student learning by assessing current levels of understanding and/or ability and determining effective actions to help each individual reach his/her academic and social potential

**Related Glossary Terms**

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School assisted self-taught

A category of language teaching in the International Baccalaureate framework whereby schools support candidate's desire to continue academic study of his/her mother tongue on a self-taught basis. Coordinators must ensure that undertaking the language is a viable task for the candidate, taking into consideration factors such as previous academic experience in the study of literature and his/her present and future needs.

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Chapter 1 - Essay
Seldom taught languages

Languages that are not often offered for instruction

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SIM

Sheltered immersion model

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SLIC

Second Language Instructional Competence

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SLL

Second Language Learners

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Socio-cultural factors

aspects such as cultural values, practices, stereotypes, attitudes and the process of acculturation which can have a positive or negative affect on language learning
Stage of language development

place a child is at, in terms of language proficiency
Subtractive bilingualism

the second language and culture are acquired with pressure to replace or demote the first language, possibly relating to a less positive self-concept, loss of cultural identity, and maybe alienation and the danger of failure in education.

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technology-enhanced language learning
TESOL

Teachers of English to Speakers of Other Languages (also name of an official qualification)
Tier 1 vocabulary

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: book, girl, sad, run, dog, and orange. There about 8,000 word families in English included in tier one.
Tier 2 vocabulary

Tier two consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Tier two words are the most important words for direct instruction because they are good indicators of a student’s progress through school. Examples of tier two words are: masterpiece, fortunate, industrious, measure, and benevolent.

Tier 2 words are:

- Important for reading comprehension
- Characteristic of mature language users
- Contain multiple meanings
- Increased descriptive vocabulary
- Used across a variety of environments
- allow students to describe concepts in a detailed manner

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Tier 3 vocabulary

Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning amino acid during a chemistry lesson. Examples of tier three words are: economics, isotope, asphalt, Revolutionary War, and, crepe. The remaining 400,000 words in English fall in this tier.

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Unwritten language

spoken language, but not yet used for reading/writing

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Variety

Manner of speaking a language that varies according to region or social group (see also dialect)

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