

Glossary

- 4Cs:** A popular framework for 21st-century skills that highlights creativity, critical thinking, communication, and collaboration as the life skills needed for success in the 21st century. These are considered to be important competencies for children to develop, and they are aligned naturally with children's developmental stages.
- 21st-Century Skills:** Skills necessary for working and living in a multimodal world. They include knowledge and skills needed to succeed in our ever-changing world. A popular framework for these skills is known as the 4Cs. *See 4Cs.*
- Autonomous Learner:** Learners who can direct their own learning, set goals for themselves, and assess their own progress toward those goals.
- Bilingual Education:** A school program using two languages, typically the native language of some students and a target language. The amount of time and the subject(s) in each language depend on the type of bilingual program, its specific objectives, and students' level of language proficiency.
- Bilingual Picturebooks:** Picturebooks that present one story in two languages (e.g., English and another language). The pictures in the book support understanding of the text.
- Blog:** A journal-like website consisting of posts on specific topics that uses multimedia resources like text, images, audio, and video.
- Checklist:** A tool for keeping track of students' progress by collecting information about their knowledge, skills, behavior, or attitudes.
- Collocations:** Words or terms that tend to occur together. They may be multiword units (e.g., *go online, spend time with someone, clap your hands*) or fixed expressions (e.g., *How's everyone?, Let's take a break, It's clean-up time, Say it with me*).
- Community of Practice:** A group of people, each of whom has a unique skillset, who engage in a process of collective learning as they practice their profession. The group actively shares knowledge, resources, experiences, and orientations to their work, while strengthening their relationships with one another, to enhance their collaborative efforts. Coined by Lave and Wenger (1991).
- Comprehensible Input:** Oral or written language to the learner, formed in a way to help the learner understand the meaning (e.g., through visuals, gestures, simplification, annotations). It builds on the language that the learner can already produce and, over time, may increase in complexity of the language structures used or the amount of information shared.
- Co-teaching:** A teaching model wherein two teachers give direct instruction together to students at the same time. The teachers teach in the same classroom together and apply collaborative ways to teach students effectively. Teachers can adopt suitable teaching models and change their roles during a single lesson to fit various teaching activities. Also known as *team teaching*.
- Cross-Curricular Content:** Grade-level content that students study in more than one subject class. By distributing curricular goals across subjects, students gain deeper understandings. This type of content can provide authentic language uses in foreign language classes.
- Culturally Responsive Instruction:** Classroom instruction that respects and builds on the different cultural characteristics of all students and ensures that academic discussions are open to different cultural views and perspectives. Students' ways of knowing are elicited, pedagogical materials are multicultural, and families' values are shared and affirmed. Also known as *culturally responsive teaching* or *culturally relevant teaching*.
- English as an Additional Language (EAL):** Refers to learning English when the learners' first language is not English. This term recognizes that English learners in global contexts are multilingual and may learn English as third or fourth language.
- English as a Foreign Language (EFL):** Refers to programs and classes that teach English as an additional language in contexts where English is not commonly used or spoken.

Feedback: A response by the teacher (or peer) to a student’s output with the intent of helping the student with language learning. Common feedback types are the clarification request, repetition, recast, reformulation, explicit correction, and elicitation of self-repair/self-correction.

Formative Assessment: A type of informal assessment that provides teachers with immediate information on how well a student is progressing. Typically, it is classroom-based assessment of student performance during lessons. It takes place frequently and involves simple but important techniques such as verbal checks for understanding, teacher-created assessments, and other non-standardized procedures.

Home Language: The language that a learner speaks at home, usually the first language learned. Also known as *primary language*, *native language*, *first language (L1)*, and *mother tongue*.

Immersion: A language program that immerses children in an additional language as a medium of instruction of all (total immersion) or several (partial immersion) school subjects. (In partial immersion children sometimes learn only a half of some subjects in English, while the rest of the curriculum is in their native language.)

Infographic: Short for information graphic, it is a visual representation of information that makes comprehension easier. As it’s a multimodal digitally created visual, information can be taken in at a glance.

Input: Oral or written language provided to the learner.

Language Proficiency: A student’s degree of competence in using a language for communicative and academic purpose. Maybe categorized as a stage of language acquisition and is typically measured by levels.

Learning Strategies: Specific actions that learners take on purpose to acquire knowledge (Oxford, 2017). An important role of the teacher is to introduce students to many types of learning strategies that can help them become more productive and successful in their attempts to pursue and retain knowledge.

Learning Styles: Different ways learners naturally prefer to take in, process, and remember information and skills. They may differ from student to student.

Lesson Objective: A statement of what students will be able to do by the end of the lesson. Its purpose is to focus students’ attention on what is important in the lesson. The statement usually begins with “Students will be able to (SWBAT) . . .” or “I can . . .” Teachers who have English learners may have separate content and language objectives for the same lesson. The content objective relates to the content standards or content curriculum, and the language objective states what language skill students need to focus on during the lesson.

Meme: A humorous image, video, or piece of text that is copied or revised slightly and spread rapidly through social media.

Multilingualism: The use of more than one language by an individual or a community of speakers or within a geographical area. A multilingual person speaks more than one language. A multilingual community consists of a group with speakers of more than one language, but some members of the community may speak only one language.

Multiliteracies: New literacies that are incorporated into teaching English to young learners to support learners’ linguistic development. They include digital literacy, visual literacy, media literacy, and information and data literacy.

Native Language: The language an individual uses the most, especially at home. Often, this is the first language learned. Also known as *home language*, *first language*, *L1*, *mother tongue*, or *primary language*.

Outdoor Education: This is a pedagogical approach popularized by some schools in Scandinavia, known as *outdoor schools*, or *forest schools*. In Denmark, it is known as *udeskole* (outdoor school). Udeskole refers to educational activities outside of school on a regular basis, such as once a week, in both natural and cultural settings, such as forests, parks, farms, galleries, and theaters (Bentsen, Mygind, & Randrup, 2009). Education outside the classroom benefits the whole child.

Output: Oral or written language generated by a person.

Peer Observation: Done by teachers when they observe each other in teaching.

Private Language School (PLS): A school that provides extracurricular classes in English as an additional language for children who speak languages other than English worldwide, such as *hagwon* in South Korea, *frontistieria* in Greece, or binational centers in Latin America.

Professional Development: Continuous learning opportunities for teachers in specific skill areas that include attending workshops and conferences, taking courses, and other informal learning opportunities situated in practice, such as coaching, mentoring, and participation in communities of practice.

Realia: Real objects used to scaffold learners' comprehension and learning that provide tactile support and connect English to objects in students' surroundings.

Rubrics: Tools for assessing learners on any type of task and giving them feedback on their performance. It usually has three parts: 1) the performance criteria (what aspects of language or the task you are assessing); 2) the rating scale (usually the number of points); 3) indicators (descriptors for achieving each rating).

Scaffolding: Classroom support given to assist students in learning new information and performing related tasks. Often provided by the teacher through demonstration, modeling, verbal prompts (e.g., questioning), feedback, adapted text, graphic organizers, language frames, and other techniques. Provided to learners over a period of time but gradually modified and removed to transfer more autonomy to the learner, leading to independence.

STEAM (science, technology, engineering, arts, and mathematics): The integration of science, technology, engineering, art, and mathematics. STEAM programs teach students how to solve real-world problem through creativity and innovation across disciplines. It can be integrated into an English language curriculum to provide opportunities for authentic communication while encouraging young learners to design and experiment while building 21st century skills (the 4Cs).

Summative Assessment: A formal assessment, such as an end-of-course exam or a state standardized test. Used to measure student knowledge over an extended period of time, and may be used to measure growth in a subject area from year to year.

Target Language: The language that the student is learning. Also known as *second language (L2)*, *new language*, or *foreign language*.

Teacher Talk: The use of an additional language by the teacher. It is one of principal sources of language input in the classroom. As it has to be comprehensible for young learners, teachers constantly monitor their students' comprehension and adjust teacher talk as needed.

Team Teaching: A teaching model wherein two teachers give direct instruction together to students at the same time. Two teachers do not only teach in the same classroom together but also apply collaborative ways to teach students effectively. Teachers can adopt suitable teaching models and change their roles depending on the activities even during a single lesson. Also called *co-teaching*.

TEYL (Teaching English to Young Learners): A field of study that emerged because of the global educational trend of lowering the age of EFL programs to young learners. The push to lower the age of English education in countries around the world is often grounded in the myth that starting earlier is better. However, the experience of learning English as an additional language in childhood can have many developmental, attitudinal, and educational benefits for young children.

Utterance: A unit of language in spoken or written use. It includes spoken language as well as partial sentences.

Very Young Learners: Preprimary learners (2–5 years old) learning English as an additional language in preschool institutions and out-of-school programs in a number of different contexts around the world.

Whole Child Approach: Ensures each student is *healthy*; physically and emotionally *safe*; actively *engaged* in learning within a community; *supported* by qualified, caring adults; and *challenged* academically to prepare them for their future studies and participation in a global environment (ASCD, 2020). The learning environment may extend beyond the school and classroom into the natural world so that children can make connections to English as well as their native language while learning about their world.

Young Learners: Primary school-aged learners (6- to 11- or 12-years-old) learning English as an additional language in school and out-of-school programs in a number of different contexts around the world.