



Manitoba **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) Programming

Glossary

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academic language

The words, structures, and organizational strategies used to describe complex ideas, higher order thinking processes, and abstract concepts (Zwiers, 2007). It is the language of educational success and the business world. Academic language proficiency (see **CALP**) takes longer to develop than everyday social language skills (see **BICS**).

accent

A manner of pronunciation that is characteristic of a particular person or locale. It may be typical of the speaker's locale, ethnicity, socio-economic background, or of characteristics of the speaker's first language. It may include the pronunciation of vowels and consonants, stress, rhythm, and intonation. Everyone speaks with an accent, although usually the term is used for pronunciation patterns that differ from the local "standard." An accent is not the same as a **dialect**, although a dialect may include differences in pronunciation. Young EAL learners usually acquire the local accent quickly, but older learners will take longer and may never be able to sound like first language speakers.

additive approach

An approach to language learning that recognizes the strengths and contributions of our multicultural, multilingual student population, and builds on these skills for learning another language. An additive approach values the continued development of proficiency in a first language.

aspect

A verb form that represents the time of the action in terms of the duration, completion, or frequency. Aspect gives further meaning to tense by indicating how the time in which an action occurs is viewed: complete, ongoing, planned, etc. (e.g., *walked* and *was walking* both occur in the past, but carry different messages about how or how long that action occurred). Many teaching resources in English will use the term **tense** to refer to 12 possible combinations of tense and aspect.

aspect markers

An aspect marker is a **morpheme** that indicates the aspect of the marked word, phrase, or sentence (e.g., *is +ing* for progressive, or *has + ed* for perfect).

aural skills

The listening skills required for processing new language information via the auditory system (listening to and the auditory processing of speech sounds). The listening process includes the phases of decoding, comprehension, and interpretation and often includes the production of an appropriate response. Aural activities often combine with oral activities to engage both listening and speaking skills.

basic interpersonal communication skills (BICS)

Basic interpersonal communication skills (BICS) are language skills needed for everyday social interactions (e.g., when speaking to a friend or buying something in the store). BICS refer primarily to face-to-face situations where there is ample context to aid communication. Students typically acquire BICS in two to three years and before developing proficiency in the more complex, academic language (**CALP**). BICS and CALP are components of a theory of language proficiency developed by Jim Cummins.

blend

The result of two phonemes fusing to form a new sound. When learning to read, students need to learn to identify the sounds of certain common consonant combinations, such as *st*, *str*, *bl*, *sh*, etc.

circumlocution

The strategy used by learners in which they describe or paraphrase an action or object whose English term they do not know (e.g., if speakers do not know the term *pencil sharpener*, they might say, "The thing that you use when your pencil breaks").

classroom-embedded EAL programming

A model of EAL and LAL programming where English is generally the main language of instruction and EAL programming is provided within the framework of a mainstream classroom, primarily by the regular classroom teacher.

cognates

Words in two or more languages that are historically derived from the same source (e.g., *night* [English], *nuit* [French], *nacht* [German], *noche* [Spanish], *noch* [Russian]).

cognitive (learning strategies)

Strategies that students can use to enhance how they think and learn (e.g., recognizing cognates, grouping similar things, using reference materials, and using graphic maps).

cognitive academic language proficiency (CALP)

The ability to use the language skills required for academic achievement. As students progress through the grades, they are increasingly required to perform complex and abstract academic tasks with fewer environmental cues, such as visuals, to provide meaning. EAL learners typically require at least five to seven years to develop their CALP to a level comparable to their monolingual peers. The time varies based on individual factors, such as prior education, and external factors, such as quality of language instruction. CALP is a component of a theory of language proficiency developed by Jim Cummins.

cognitive demand

The type and level of thinking skills needed by a student to successfully engage and complete a classroom task. One of the two dimensions considered in Jim Cummins' quadrant of language proficiency.

coherence

The quality of a text when all the parts form an understandable whole. Coherence is partly the product of cohesive links, but also the overall organizational pattern (especially in longer texts), and to some extent the mind of the listener or reader who develops context.

cohesion

The use of words and phrases to link the elements of a text and to help the listener or reader interpret the relationship of these elements. Cohesion is developed through both grammatical and lexical (words and phrases) devices. Three simple cohesive devices include **reference (referential device)**, **substitution**, and **conjunctions**. EAL learners often have difficulty recognizing and using cohesive devices. Cohesion helps make a text coherent, but a text may have cohesion without **coherence**.

cohesive devices

See **cohesion**.

communicative competence

The ability to use the language in a correct and socially appropriate way to accomplish communication goals. The main components are linguistic competence, sociolinguistic competence, discourse competence, and strategic competence.

compensation strategies

Strategies used by learners that enable them to use their new language despite limitations in vocabulary or grammar (e.g., guessing by linguistic clues, miming, coining words, asking for help).

comprehensible input

Language that a learner can understand. Students learn a new language best when they receive language input that challenges them to go slightly beyond their current level. For input to become intake (learned), it must be made comprehensible (e.g., by using visuals, graphic organizers, and prior knowledge).

conjunctions

A word or phrase that connects words, phrases, or clauses (e.g., and, but, when, or, because, although, if, either/or...).

content-based EAL programming

A communicative approach to EAL programming in which themes drawn from content areas are used to develop the language needed to participate in subject-area learning. Language goals are the primary focus. Content-based approaches may be used at any grade level.

context embeddedness

The extent to which cues or signals, such as visual clues, gestures, and location, are available to assist with the meaning of language. Embeddedness is one of two dimensions considered in Jim Cummins' quadrant of language proficiency.

contextual support

Cues and signals that are used to make information more comprehensible, such as visuals, gestures, objects, manipulatives, collaborative grouping, and first language.

discourse competence

The ability to understand the larger context of language and to construct longer stretches of language so that the parts make a coherent and cohesive whole within recognizable genres, such as conversations, email messages, science reports, and articles.

discourse features

The features that connect and organize ideas in spoken or written language, such as using appropriate linking words (**conjunctions**) and phrases, using **referential devices**, and organizing ideas into recognizable forms or genres of language (e.g., "in my opinion," "furthermore," "for these reasons," "by contrast," "but").

discourse genre

A type or category of spoken or written **discourse** that can be distinguished from other types of discourse (e.g., procedure, narrative, schedule, report, exposition, or poetry).

Within a discourse genre, different forms of spoken or written text exist (e.g., the genre of *narrative* may include storytelling, biography, and news report). The genre of *schedule* may include bus, school, financial, or work schedules. Discourse genres are based on some set of generally recognized conventions, including grammar and choice of **lexicon**, that may change, disappear, or be created over time (e.g., various social media forms). The features of discourse genres often vary across languages and cultures.

In school, students need to recognize and produce a number of text forms within the genres, such as math word problems, presentations, reflective journals, timelines, reports, collaborative writing projects, and essays.

discourse

A stretch of connected language (longer than a sentence) in either spoken or written communication. Discourse can be brief (as a statement and response in a conversation) or lengthy (essay, lecture). Discourse includes elements that link and sequence. In spoken language, discourse includes an understanding of various patterns of social interaction. The study of discourse in an EAL setting may include features such as **cohesion** and **coherence**, **discourse features**, body language, conventions, and ways to manage conversation. (See **discourse genre**, **text form**.)

dual language materials

Texts published in two languages within a single text. Children's dual language books may have both languages on one page or two languages facing each other on alternate pages.

EAL courses

EAL courses are Senior Years credit courses that focus on language learning at specific stages of language development.

ethnicity

Belonging to a human group that identifies with a common heritage, usually rooted in a specific geographical area, that includes language and culture (often including religion).

ethnocentrism

The belief that one's own ethnic or cultural group is superior to other groups. People often absorb the patterns of thought and the values of the culture they are born into and grow up in, come to see them as universal, and judge different cultures or groups from the perspective of their own.

euphemism

The substitution of an inoffensive, mild, or vague expression for one that may offend or suggest something unpleasant to the receiver (e.g., pass away instead of die; pre-owned instead of used or second-hand).

filler

Word or phrase used in speech to indicate that the speaker has paused to formulate and organize his or her ideas, but is not finished speaking (e.g., "you see"; "kind of"; "you know"; "basically").

fluency

The ability to use spoken or written language with ease and accuracy.

form

The outward appearance or structure of language; it includes the patterns by which words are formed and combined, and how speech sounds create meaning (e.g., *walk* and *walked* [verb tense]; *bird* and *birds* [singular and plural noun]). When acquiring a new language, communicating meaning is more important than the form; however, once meaning is established, a focus on the form of specific language features and how it affects meaning is also necessary, especially to acquire the more advanced structures.

formulaic expression/lexical chunk

A fixed multi-word phrase that functions and is remembered as a unit, and is common in both social and academic language. Lexical chunks are invaluable for developing learners' competence in language (e.g., "Can I have a --?", "Hi, how are you?", "Once upon a time...", and "In my opinion...").

front-loading language

Preparing EAL learners for new learning by building concepts and vocabulary before the learning experience (e.g., going on a field trip; using visual supports, realia, text excerpts, word sorts, and word clouds, etc.).

function

A specific purpose for a speaker using language in a given context (e.g., asking for information, asking for clarification, inviting, accepting/declining, agreeing/disagreeing, contrasting ideas, warning, hypothesizing).

gambit

Fixed (formulaic) expression used by speakers to signal shifts within the conversation, to prepare listeners for the next turn of logic, and to manage the flow of conversation (turn-taking). Although gambits do not convey much information in themselves, they play an important role in managing interaction (e.g., "Yes, I'm listening."; "To be realistic..."; "Wait a second!"; "Do you have a minute?"; "So, what do you think?"; "That's not what I said."). (See **formulaic expression**, **social formula**.)

general learning strategies

Strategies that students can use to enhance how they think about learning in general (cognitive strategies), talk about learning (metacognitive strategies), and work with others to learn (social affective strategies).

grammatical features

The structural rules that govern and give meaning to the construction of words, phrases, and clauses in a language.

hesitation device

Sound or word used in speech to indicate that the speaker has paused to think but is not finished speaking (e.g., "um," "oh," "er," "hmm," "well, you know," "as a matter of fact").

ICT

Information and communication technologies.

idiomatic language

An expression that means something different from the usual literal meaning of the words in it. Idioms are usually based on metaphors and cultural references. They generally do not translate well, and both meaning and social use need to be learned (e.g., "kick the bucket," "shape up or ship out," "break a leg," "wild goose chase," "spill the beans").

inclusion

A way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community.

induction

A cognitive strategy in which the learner observes language examples, notices features or patterns, and generates rules about their use; it is in contrast with deduction, in which the teacher presents the new concept to the learner, who then practises its application.

interactive (learning strategies)

Strategies that students can use when interacting with others (e.g., indicating lack of understanding, asking for repetition, using other speakers' words, requesting further details, changing tactics when communication breaks down, and rephrasing).

interactive fluency

The ability to use language effectively to interact in different contexts and for different purposes, including both responding to and initiating interactions.

intercultural communication

Intercultural communication is when individuals who are influenced by different cultural communities negotiate shared meanings in interaction. Interactions are affected by factors such as language, behaviour, perspectives, and values. Intercultural interactions can be described along a continuum of awareness and engagement.

intonation

The characteristic pattern of rise and fall of the voice (pitch) in a sentence in a language. All languages use intonation, but in different ways and for different purposes. In English, intonation is important for interpreting the purpose and implied meanings of a sentence (e.g., questions rise in pitch at the end).

invented spelling

The attempt by a beginning writer to spell a word using whatever sounds or visual patterns the writer knows.

L1

First or home language.

language learning strategies

Strategies that students can use to assist in learning language (cognitive learning strategies), talking about learning language (metacognitive strategies), and working with others to learn language (social affective strategies).

language of instruction

The language used for instruction.

language use strategies

Strategies that students can use to aid in reading, listening, and interactive situations (receptive strategies), for speaking and writing situations (productive strategies), and when interacting with others (interactive strategies).

learning intentions

Describes clearly what students will learn (know, understand, and do) as a result of learning and teaching activities.

lexical chunk

See **formulaic expressions**.

lexicon

Vocabulary words and phrases that a person knows in a language. A person's lexicon includes both receptive and productive knowledge. An EAL learner usually has a larger receptive vocabulary, but may have a productive knowledge of some words that have been learned through reading but are not recognized in conversation.

linguistic competence

The knowledge of the building blocks of the language, such as grammar, word formation, lexicon, sound-symbol system, and spelling, and the ability to use that knowledge to interpret and produce meaningful texts.

linguistically appropriate programming

Programming that takes into account the current proficiency of the EAL learner in the language used for instruction, and provides learning experiences that are designed to develop competency across the four domains of EAL learning, while supporting the maintenance and continued development of the learner's first language(s). Linguistically appropriate programming addresses both social and academic language across the curriculum.

link word/phrase

Words that connect the elements of a text. (See **cohesion**.)

marker

A morpheme that indicates the grammatical function of the marked word, phrase, or sentence (e.g., markers for verb tense, plural).

mechanical features

The conventions (such as punctuation, indentation, capitalization, and abbreviations) that are used in written text to provide and clarify meaning.

metacognition

People's knowledge about their own thinking and their ability to communicate about how they learn.

metacognitive (learning strategies)

Strategies that students can use to analyze, plan, and talk about their learning (e.g., checking work for errors, rehearsing language situations, self-monitoring, and evaluation of learning).

morpheme

The smallest conceptual component of a word, or other linguistic unit, that has **semantic** meaning. A morpheme may or may not stand alone (e.g., the English word unpredictable is made of four morphemes: *un* [not] *-pre* [before] *-dict* [say] *-able* [capable of]; *car* is a single morpheme, but *cars* has two: *car-s* [s indicating plural]).

morphology

The study of how words are formed in a language, or the patterns in the way words are formed from smaller units by using prefixes, roots, and suffixes (e.g., re-entering) and how those units work together in speech.

multimodal text

A text that conveys meaning through more than one "mode"—that is, through a combination of spoken, written, or visual language and various forms of still or moving images. Multimodal texts may be delivered through a variety of media, including print, live performance, or digital formats (e.g., informational poster, picture book, webpage, computer presentation, video, brochure, blog, and diorama).

oral communication skills

The skills required to communicate in spoken form. In learning the first language, oral skills are usually acquired naturally and are the foundation of written language. "Aural" (listening) and "oral" (speaking) skills are interrelated and both are required to participate in conversation. In learning a new language, oral skills usually precede written skills, especially in younger learners.

phoneme

The smallest units of sound that can be contrasted with another in a language (e.g., In English, the written letters *b* and *v* are distinct phonemes; the two letters *sh* combine to form one sound unit or phoneme /ʃ/; the phonemes for the letter *c* are /k/ and /s/).

phonemic awareness

Being able to hear, identify, and manipulate the smallest units of sound (**phonemes**) that make up spoken language. This is an essential skill for learning to read in an alphabetic language such as English.

phonic

The relationship between the **phonemes** (sounds) of spoken language and the written symbols (letters) that represent those sounds.

phonological awareness

A broad term that refers to the ability to recognize and manipulate the sounds of one's language, at the level of syllables, onsets and rhymes, and **phonemes**.

pragmatics

The study of the ways in which context contributes to meaning. The transmission of meaning depends not only on linguistic knowledge (e.g., grammar, lexicon, etc.) of the speaker and listener, but also on the context, the relationship of the people involved, purposes of communication, and so on.

productive (learning strategies)

Strategies that students can use to enhance their generation of language for speaking and writing and in interactive situations (e.g., using first language to fill in unknown words, rephrasing, applying grammar rules, and using a variety of resources to correct texts).

productive task

A task that involves speaking, writing, and representing, often referred to as expressive language.

read around

Oral reading format whereby the whole class takes turns reading aloud (sometimes called round-robin reading).

realia

Objects from real life used in classroom instruction by educators to support meaning (e.g., fruit, bus schedule, personal care items).

receptive (learning strategies)

Strategies that students can use to aid in comprehension for reading and listening and in interactive situations (e.g., using illustrations, making inferences based on prior knowledge and experience, using key content words, skimming, rereading, and using phrases to intervene in a discussion).

receptive task

A task that requires the processing and comprehension of language through listening (spoken language), reading (written language), and viewing.

referential device

A type of **discourse feature** that creates **cohesion** in a text by making connections to something else within the text through the use of such means as personal pronouns and synonyms for previously named nouns (e.g., Sir John A. Macdonald was the first prime minister of Canada. He was instrumental in building the railroad from east to west across the country.).

register

A style or type of language used for a particular purpose or in a particular social setting. Languages generally include several registers, usually based on the level of formality of the setting. Educated adult speakers usually can use several registers within their first language, ranging from intimate and casual ("Hey, guy. What's up?") to formal ("Good morning, Mr. Lee. How may I help you?"). EAL learners in schools need to recognize and acquire the casual registers used in everyday conversation, but also the more formal, academic register used in content-area learning and formal assessments.

repair strategies

Strategies used by speakers to correct or clarify a previous statement (e.g., requesting repetition, repeating part of a heard phrase with a question word, correcting).

rhythm

The pattern of stressed and unstressed syllables in spoken language.

semantic

The meanings of lexical items or of specific grammatical structures. It is contrasted with pragmatic meaning.

sentence frame

A strategy used with EAL learners to assist with creating sentences. It provides them with a starting place for saying and writing their ideas, as well as models of correct grammar usage and paragraph construction. Students are prompted to create sentences based on frames that provide some sentence parts and leave others blank for their completion (e.g., One implication of _____ is that _____).

sentence starter

An opening phrase or clause of a sentence with a subsequent blank space for students to complete—a commonly used scaffold when students are exploring new language functions or forms. Sometimes starters are used to activate thinking, generate creative writing, and support content-area learning tasks (e.g., "A _____ has _____." "My favourite food is _____."; "I wish I could"; "One strategy I used was _____."; "First, I _____, and then I _____."; "A cell is like _____ because _____."; "The purpose of _____ is to _____."). (See also **sentence frame**.)

social affective (learning strategies)

Strategies that students can use to learn with others and to manage social and affective aspects of learning (e.g., seeking assistance, taking risks, working with others, getting feedback, and brainstorming).

social conventions of language

The unwritten social rules of language that are commonly a part of a culture's expected behaviours and beliefs (e.g., in Canadian culture, it is appropriate [polite] to use "please" when making a request).

social formula

Fixed expression or chunk of language used in communicative situations such as greetings, introductions, thanks, apologies, compliments, interruptions, or closing a topic or conversation (e.g., "Excuse me"; "I like your..."; "Well, I have to run..."; "Thanks a million."). (See **formulaic expression, gambit**.)

sociocultural

The combination of social and cultural factors that are embedded in language and learning.

sociolinguistic competence

The ability to understand and produce language that is appropriate to the social situation and relationships within a communication setting.

sociolinguistic

The influence on language of social and cultural factors, such as region, gender, occupation, and peer group.

sound/symbol (relationships)

Pronunciation, stress, and intonation, and the ways that sounds in words are represented in print.

specialized EAL programming

A model of programming for EAL and LAL students that involves an EAL-specialist teacher playing a larger role in the instructional programming of EAL learners, especially during the initial stages of EAL development. This may be within the regular classroom in collaboration with the classroom teacher, or independently in specialized EAL classrooms or courses where students are grouped or clustered for EAL focused instruction.

Standard English

The variety of spoken and written English that is typically used by educated people in informal and formal contexts. A range of **registers** exists within Standard English, with the written form being more formal and less open to variation and change.

strategic competency

The ability to use various strategies for language learning and language use in a broad sense, and general learning strategies to acquire content. Competency in this area supports both language and academic learning in new settings.

stress pattern

The emphasis that may be given to certain syllables in a word or to certain words in a phrase or sentence.

substitution

The replacement of one element (word, phrase, or clause) for another to avoid repetition (e.g., "He was trying to sell the old, ugly furniture, but no one would buy it.)" ("it" replaces "old, ugly furniture."); "Is this melon ripe?" "I think so." ("so" replaces "that this melon is ripe.").

syntax

The patterns and principles that govern the formation of word structures, word combinations, and sentences.

tense

The time in which an action (verb) occurs. Different languages have very different ways of conveying time. In English, linguists state that only two tenses exist (present and past), with the other situations being covered by the use of mood and aspect. However, many teaching resources in English will use the term *tense* to refer to 12 possible combinations of tense and **aspect**.

A **tense marker** is a **morpheme** that indicates the verb tense of the marked word, phrase, or sentence (e.g., *-ed, -d, saw*).

text form

A specific sub-category of oral or written communication that is characterized by a set of generally recognized conventions or features (e.g., function, organizational elements, frequently used grammatical structures, physical design). In practice, text forms may overlap at times, and the features may change over time (e.g., map, brochure, cinquain, interview, list, proverb, computer menu, glossary, schedule, description, business letter, laboratory report). (See **discourse genre**.)

transactional use of language

The use of language for pragmatic purposes ("getting things done") in personal, social, academic, and non-academic contexts (e.g., to inform, direct, persuade, plan, analyze, argue, or explain).

wordplay

Witty or clever use of words for humour or emphasis (e.g., puns, repartee, playful pronunciations, double meanings, and nicknames).

writing conventions

The features that are used in written text to provide and clarify meaning (e.g., spacing of letters, punctuation, indentation, capitalization, abbreviations). The appropriate use of writing conventions is one of the aspects of writing—along with meaning (**semantics**), linguistic features (**syntax**), and story development—that contribute to writing proficiency.

Cummins, Jim. "Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters." *Working Papers on Bilingualism*, Vol. 19, 1979, pp. 197–205.

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