

This document provides a list of commonly used terms and acronyms associated with World Languages and Immersion Education.

ACTFL	American Council on the Teaching of Foreign Languages
AAPPL	ACTFL Assessment on Performance toward Proficiency in Languages - a World Language proficiency test
AELRC	The Assessment and Evaluation Language Resource Center
ASL	American Sign Language
CAL	Center for Applied Linguistics
CALPER	Center for Advanced Language Proficiency Education and Research
CASLS	Center for Applied Second Language Studies
CEFR	Common European Framework of Reference – a framework of reference designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is now available in 39 languages. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, and C1 and C2, as well as defining three additional “plus” levels (A2+, B1+, and B2+).
CeLCAR	Center for Languages of the Central Asian Region (CeLCAR)
CERCLL	Center for Educational Resources in Culture, Language, and Literacy
CI	Comprehensible Input - language input that can be understood by the listener even though he/she does not understand all of the words or structures.
Circumlocution	Talking around an idea by conveying its meaning by explaining key factors. Circumlocution is generally used when a speaker lacks the specific vocabulary to express his idea but possesses sufficient ability to express his thoughts so that the listener is able to determine meaning from the exchange.
Code-switching	Switching from one language to another to complete a thought or idea.
COERLL	Center for Open Educational Resources and Language Learning
Communicative Competence	The ability to function in a communicative setting; knowing how, when and why to say what to whom.
CULTR	Center for Urban Language Teaching and Research

Cultural Competence	The ability to interact effectively with people of different cultures. It is comprised of four components: 1) awareness of one’s own cultural worldview, 2) attitude towards cultural differences, 3) knowledge of different cultural practices and worldviews and 4) cross-cultural skills.
DELE	Diplomas de Español como Lengua Extranjera (Diplomas of Spanish as a Foreign Language) - official diplomas issued by the Spanish Instituto Cervantes on behalf of the Spanish Ministry of Education and Science to participants who have passed a standardised test indicating their European Spanish language proficiency.
DELF	The <i>Diplôme d'études en langue française (Diploma in French Language Studies)</i> - a certification of French-language abilities for non-native speakers of French administered by the International Centre for French Studies (<i>Centre international d'études pédagogiques</i> , or CIEP) for France's Ministry of Education.
ELL	English Language Learner
ELP	European Language Portfolio – A document that allows users to record their language learning achievements and their experience of learning and using languages. The ELP was developed by the Language Policy Division of the Council of Europe to support the development of learner autonomy, plurilingualism and intercultural awareness and competence.
ESL	English as a Second Language
E-WL	Early World Language
FLES	Foreign Language in the Elementary Schools - A well-articulated, sequenced second language program for children.
FLEX	Foreign Language Exploration – An ineffective, short-term exploratory program often found at the elementary and/or middle grades that generally is not well articulated with other existing language programs in the school or district.
Fluency	The flow in spoken or written language as perceived by the listener or reader.
Heritage Learner	Immigrant, indigenous and colonial languages (e.g., both Navajo people and Spanish-speaking Latinos in the United States are heritage language speakers).
IPA	Integrated Performance Assessment - A cluster assessment developed by the ACTFL as a prototype for assessing the progress language students are making in achieving the K-16 standards as well as in developing their language proficiency.
Interculturality	Being open to, interested in, curious about, and empathetic towards people from other cultures, and using this heightened awareness of otherness to engage and

	interact with others and, potentially, to act together for common purposes. Interculturality involves evaluating one’s own everyday patterns of perception, thought, feeling and behavior in order to develop greater self-knowledge and self-understanding. (Byram, 2000)
Interpersonal Communication	The process that we use to communicate our ideas, thoughts and feelings to another person. It involves negotiating meaning through the exchange of ideas and thoughts.
Interpretive Communication	Listening, reading and viewing; a key function is to comprehend main ideas and identify some supporting details
JNCL-NCLIS	Joint National Committee for Languages - National Council for Languages and International Studies
L1	First Language
L2	Second Language
L2TReC	Second Language Teaching and Research Center
LDOE	Louisiana Department of Education
LFLTA	Louisiana Foreign Language Teachers’ Association
Linguafolio®	A portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. Linguafolio® provides a clear description of learner steps toward language proficiency
LRC	Language Resource Center
NADSFL	National Association of District Supervisors of Foreign Language
NALRC	National African Language Resource Center
NCSSFL	National Council of State Supervisors of Foreign Language
NEALRC	National East Asian Language Resource Center
NFLRC	National Foreign Language Resource Centers
NHLRC	National Heritage Language Resource Center
NNELL	National Network for Early Language Learning
NRCAL	The National Resource Center for Asian Languages

OLRC	Open Language Resource Center
PEARLL	Professionals in Education Advancing Research and Language Learning
Presentational Communication	The presentation of information through rehearsed written, spoken or visual means; an essential function is the ability to create with language.
Proficiency	The ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when, or how the language was acquired. (ACTFL, 2012)
Proficiency Test	Test that provides overall information on a student's language proficiency level or ability; can be used to determine entry and exit levels of a language program or to adjust the curriculum according to the abilities of the students.
Scaffolding	Temporary guidance or assistance provided to a student by a teacher, another adult or a more capable peer that enables the student to perform a task he/she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.
SEELRC	The Slavic and Eurasian Language Resource Center
SIELE	Servicio Internacional de Evaluación de la Lengua Española (International Evaluation Service of the Spanish Language) - a World Languages proficiency test
STAMP	ST Andards-based M easurement of P roficiency - a World Languages proficiency test
TESOL	Teaching English to Speakers of Other Languages
TL	Target Language - the language being taught/learned.
WL	World Language

References

www.actfl.org

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