

FLLITE Glossary of Terms

Bifurcated Language Program—the common division of FL curricula into Lower Division “language” courses and Upper Division “content” courses.

Communicative Language Teaching (CLT)—dominant approach to FL Education in the 1980s and 1990s. Emphasis on oral proficiency. Language for “real world” tasks.

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Language Play—a cover term for all the ways that language users innovate with language forms and functions to create new meanings; language use that breaks a norm

Literary—the range of playful, creative and non-conventional ways of making meaning that language enables.

Meaning Design—synonym for language learning. Three categories: *Designs* (textual templates), *Designing* (copying template with slight changes), *Redesigning* (creative remixing, recombining).

Meta-functions of language (M.A.K. Halliday)—the three general purposes of communication/language:

- a. **Ideational**—the cognitive or referential information of a text that is largely truth conditional (true or false)
- b. **Interpersonal**—linguistic choices that allow speakers to enact their social relations
- c. **Textual**—all of the grammatical systems that manage the flow of discourse into a coherent text.

Multiliteracies Framework—a cover term for a text-oriented approach to FL Education that coalesced around 2000. It expands the kinds of texts and the kinds of meanings that language learners typically encounter in instruction. The framework emphasizes awareness of multilingualism and the contextual nature of language.

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Pedagogical Acts—term used for four different kinds of classroom activities that focus on different cognitive tasks:

- a. **Situated Practice**—activity that emphasizes experiencing a text
- b. **Overt Instruction**—activity that teaches a metalanguage for labeling a text
- c. **Critical Framing**—activity that seeks to critically analyze a text
- d. **Transformative Practice**—activity that allows learner to create a new text