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1	CSET LOTE VOCABULARY	SOURCE	DOMAIN	DEFINITION
2	1701 US Articles of Confederation	Diaz p 117	IV.001	Early acknowledgment of U.S. multilingualism on the part of the Founding Fathers.
3	1785 Indian Reservations	history.com	V.002	The Indian reservation system established tracts of land called reservations for Native Americans to live on as white settlers took over their land. The main goals of Indian reservations were to bring Native Americans under U.S. government control, minimize conflict between Indians and settlers and encourage Native Americans to take on the ways of the white man. But many Native Americans were forced onto reservations with catastrophic results and devastating, long-lasting effects.
4	1810-1821 Mexican War of Independence: 16th of September	history.com	V.002	Miguel Hidalgo y Costilla, a Catholic priest, launches the Mexican War of Independence with the issuing of his Grito de Dolores, or "Cry of Dolores," The revolutionary tract, so-named because it was publicly read by Hidalgo in the town of Dolores, called for the end of 300 years of Spanish rule in Mexico, redistribution of land, and racial equality. Thousands of Indians and mestizos flocked to Hidalgo's banner of the Virgin of Guadalupe, and soon the peasant army was on the march to Mexico City.
5	1830 Indian Removal Act	guides.loc.gov	V.002	The Indian Removal Act, May 28, 1830; Authorizing president (Andrew Jackson) to grant unsettled lands west of the Mississippi in exchange for Indian lands within existing state borders; 1838-1839 Cherokees forcibly moved west by U.S. government; Trail of Tears - 4000 Cherokees dies on this forced march
6	1838 Trail of Tears	history.com	V.002	Working on behalf of white settlers who wanted to grow cotton on the Indians' land, the federal government forced them to leave their homelands and walk thousands of miles to a specially designated "Indian territory" across the Mississippi River. This difficult and sometimes deadly journey is known as the Trail of Tears.
7	1848 Treaty of Guadalupe Hidalgo	Diaz p 117	V.002	Mexican territory is annexed to the United States in the Treaty of Guadalupe Hidalgo. Mexican residents of appropriated territory of what are now California, Arizona, New Mexico, Texas, Utah, and Nevada are promised the right to use Spanish in schools, courts of laws, employment, and everyday life.
8	1848 Treaty of Guadalupe Hidalgo	National Archives	V.002	The Treaty of Guadalupe Hidalgo, that brought an official end to the Mexican-American War (1844-1848) was signed on February 2, 1848, at Guadalupe Hidalgo, a city north of the capital where the Mexican government had fled with the advance U.S. forces. By its terms, Mexico ceded 55 percent of its territory, including parts of present day Arizona, California, New Mexico, Texas, Colorado, Nevada, and Utah, to the United States. Mexico relinquished all claims to Texas, and recognized the Rio Grande as the southern border with the United States.
9	1849 California Constitution	CA State Archives	IV.001	W.E.P. Hartnell was the official translator for the Convention. Section 21, Article IX of the 1849 Constitution decreed that all laws must be published in Spanish and English. Thus, for the first 30 years, California was a bilingual state. This provision was not included in the 1879 Constitution. The Spanish translation was written on 45 pages of heavy white paper, measuring 7 1/2" x 12".
10	1850 Act for the Government and Protection of Indians	nativeamericannet roots.net	V.002	In 1850, California passed an Act for the Government and Protection of Indians. The Act stated that while both non-Indians and Indians may take complaints before a justice of the peace, that "in no case shall a white man be convicted on any offense upon the testimony of an Indian."

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11	1850 California Foreign Miners Tax Act	immigrationtounitedstates.org	V.001	Responding to the demands of the Irish and Germans, the state of California enacted the Foreign Miners' Tax in 1850. The tax was designed to discourage immigration by removing an economic incentive for moving to the United States or remaining in the country. The law, primarily directed at forcing Latinos out of the mines, required all persons who were not native born or who had not become American citizens under the Treaty of Guadalupe Hidalgo, which had settled the Mexican War, to pay twenty dollars for licenses allowing them to mine.
12	1862-1867 Franco Mexican War (Cinco de Mayo)	history.com	V.002	During the French-Mexican War (1861-1867), an outnumbered Mexican army defeats a powerful invading French force at the small town of Puebla de Los Angeles. The retreat of the French troops at the Battle of Puebla represented a great moral victory for the people of Mexico, symbolizing the country's ability to defend its sovereignty against a powerful foreign nation.
13	1863 Long Walk	history.com	V.002	[Kit] Carson waged a brutal campaign against the Navajo in 1863. When bands of Navajo refused to accept confinement on reservations, Carson terrorized the Navajo lands—burning crops, destroying villages, and slaughtering livestock. Carson rounded up some 8,000 Navajo and marched them across New Mexico for imprisonment on the Bosque Redondo Reservation, over 300 miles from their homes, where they remained for the duration of the war.
14	1879+ Indian Boarding Schools	nativepartnership.org	V.002	In 1879, U.S. cavalry captain Richard Henry Pratt opened a boarding school in Carlisle, Pennsylvania. But it wasn't the kind of boarding school that rich parents send their children to. Rather, the Carlisle Indian Industrial School was a government-backed institution that forcibly separated Native American children from their parents in order to, as Pratt put it, "kill the Indian in him, and save the man."
15	1882 Chinese Exclusion Act	Diaz 2008 p 294	IV.001	Stopped Chinese immigration. Resulted in Japanese immigration.
16	1882 Chinese Exclusion Act	history.com	V.001	The statute of 1882 suspended Chinese immigration for ten years and declared the Chinese as ineligible for naturalization. Chinese workers already in the country challenged the constitutionality of the discriminatory acts, but their efforts failed.
17	1891 Castaneda vs Pickard	Colorin	IV.001	The Castañeda standard mandates that programs for language-minority students must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers (Del Valle, 2003).
18	1929-1939 Great Depression	Diaz 2008 p 295	V.001	Restricted Philippine immigration. Repatriated Mexicans.
19	1929-1939 Great Depression	history.com	V.001	Evacuation orders were posted in JAPANESE-AMERICAN communities giving instructions on how to comply with the executive order. Many families sold their homes, their stores, and most of their assets. They could not be certain their homes and livelihoods would still be there upon their return. Because of the mad rush to sell, properties and inventories were often sold at a fraction of their true value.
20	1942 Japanese Relocation to Concentration Camps	ushistory.org	V.001	Over 127,000 United States citizens were imprisoned during World War II. Their crime? Being of Japanese ancestry.

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21	1942-1964 Bracero Program	braceroarchive.org	V.001	Due to this need, a treaty was signed in 1942 between the United States and Mexico to alleviate the shortage of labor. With many American men sent off to fight in Europe and elsewhere, the recruitment and processing of an available pool of laborers from Mexico created what is called the bracero program. Bracero is a Spanish term which can be defined loosely as “one who works with his arms”, or as a close equivalent, as a field hand. Under this program, Mexican workers, many of whom were rural peasants, were allowed to enter the United States on a temporary basis. Between 1942 and 1964, the year the program ended, it was estimated that approximately 4.6 million Mexican nationals came to work in the U.S. as braceros.
22	1942-1964 Bracero Program	Diaz 2008 p 294	V.001	1942 Bracero Program
23	1944 Mendez vs Westminster	Diaz p 120	IV.001	The U.S. Ninth District Court applies the 14th Amendment to schools, insisting "schools must be open to all children ... regardless of lineage."
24	1944 Mendez vs Westminster	United States Courts	IV.001	U.S. District Court Decision. In his decision Judge McCromick wrote: "the equal protection of the laws pertaining to the public school system in California is not provided by furnishing in separate schools the same technical facilities, textbooks and courses of instruction to children of Mexican ancestry that are available to the other public school children regardless of their ancestry. A paramount requisite in the American system of public education is social equality. It must be open to all children by unified school association regardless of lineage."
25	1944 Mendez vs Westminster	United States Courts	IV.001	These Mexican immigrants had been caught in the snare of Operation Wetback, the biggest mass deportation of undocumented workers in United States history. As many as 1.3 million people may have been swept up in the Eisenhower-era campaign with a racist name, which was designed to root out undocumented Mexicans from American society
26	1955 Operation Wetback	history.com	V.003	In 1955, thousands of disoriented people roamed the city's streets as the sun bore down on them. They had just been dumped there by American immigration officials—snatched from their lives and jobs in the United States and thrown into a city where they didn't know anyone.
27	1964 Civil Rights Act	history.com	V.002	Banned segregation on the grounds of race, religion, or national origin. Forbade use of federal funds for any discrimination program. Authorized the Office of Education. School desegregation.
28	1964 Civil Rights Act: Title VI	Diaz p 121	V.002	Prohibits denial of equal access to education on the basis of race, color, national origin, or limited proficiency in English in the operation of a federally assisted program. Compliance is enforced through the United States Office for Civil Rights.
29	1965 ESEA Elementary and Secondary Education Act	Diaz 2012 p 69	IV.001	Title VII funding for bilingual education programs. 1st bilingual program in New York City. 1st bilingual education major at Brooklyn College.
30	1965 ESEA Elementary and Secondary Education Act	Education Laws	IV.001	The Elementary and Secondary Education Act of 1965 (ESEA) was a Great Society program enacted in 1965 that allocates federal funding for primary and secondary school education and forbs the establishment of a national curriculum. This Act also provided a mechanism to hold schools accountable and increase equality in education nationally. The current reauthorization of this bill is the No Child Left Behind Act, which was signed into law in 2001.

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31	1965 Immigration & Nationality Act	Diaz p 309	V.002	The Immigration and Nationality Act Amendments of 1965 brought about vast changes in immigration policy by abolishing the national origins quota system and replacing it with a seven-category preference system for allocating immigrant visas, a system that emphasizes family ties and occupation. Although there is a per-country limit for these preference immigrants, certain countries are "oversubscribed" and hopefuls are on long waiting lists (People's Republic of China, India, Mexico, and the Philippines). An additional provision in the 1965 act was the diversity category, in which 55,000 immigrant visas can be awarded each fiscal year to permit immigration opportunities for persons from countries other than the principal sources of current immigration to the United States.
32	1968 ESEA Title VII	Diaz p 121	IV.001	ESEA Title VII offers funding for bilingual education programs. First bilingual kindergarten in New York City; first bilingual education major at Brooklyn College.
33	1974 Equal Education Opportunities Act EEOA	Diaz p 121	IV.001	(EEOA) (U.S. Congress). "No state shall deny equal educational opportunities to an individual on account of his or her race, color, sex, or national origin by the failure of an educational agency to overcome language barriers that impede equal participation by its students in its instructional programs."
34	1974 Lau Vs Nichols	Colorin	IV.001	'Lau vs. Nichols' is a lawsuit filed by Chinese parents in San Francisco in 1974, which led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. School districts must take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1992).
35	1974 Lau vs Nichols	Diaz p 118	IV.001	IN 1973 a group of non-English-speaking Chinese students sued San Francisco Unified School District officials, claiming that "sink or swim" instruction (denial of language development services) was a violation of their civil rights under Title VI of the Civil Rights Act of 1964. Lower federal courts had absolved the school district of any responsibilities for minority childrens' "language deficiency." But a unanimous Supreme Court ruled as follows: "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education" - essentially stating that imposing the requirement that a child must have basic skills in English before effectively participating in the educational program is "to make a mockery of public education" (414 U.S. 563).
36	1974 Lau Vs Nichols	Diaz p 121	IV.001	U.S. Supreme Court establishes the right of students to differential treatment based on their language minority status, but it does not specify a particular instructional approach.
37	1975 Lau Remedies	Colorin	IV.001	Lau Remedies are policy guideline for the education of English language learners, based on the ruling in the Lau vs Nichols suit, mandating school districts' compliance with the civil rights requirements of Title IV (Lyons, 1992).
38	1975 Lau Remedies	Diaz p 119	IV.001	The May 25 (1975) Memorandum from the Office of Civil Rights (also called the Lau Remedies) mandated that school districts with more than 5 percent national-origin minority children must offer special language instruction for students with a limited command of English. ... They prohibit the assignment of students to classes for the handicapped on the basis of their English-language skills, disallow placing such students in vocational tracks instead of teaching them English, and mandate that administrators communicate with parents in a language they can understand.

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39	1975 Lau Remedies	Diaz p 121	IV.001	Guidelines from the U.S. Commissioner of Education. Standardized requirements for identification, testing, and placement into bilingual programs. Districts are told how to identify and evaluate children with limited English skills, what instructional treatments to use, when to transfer children to all-English classrooms, and what bilingual professional standards teachers need to meet.
40	1978 Castaneda v. Pickard	colorincolorado.org	IV.001	The Castaneda test includes the following criteria: 1. Theory: The school must pursue a program based on educational theory recognized as sound or, at least, as a legitimate experimental strategy. 2. Practice: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality. 3. Results: The school must not persist in a program that fails to produce results.
41	1980 Refugee Act	Diaz 2006 p 227	V.001	More immigrants from Asia and Latin America
42	1980 Refugee Act	Office of Refugee Resettlement	V.001	The Refugee Act of 1980 created The Federal Refugee Resettlement Program to provide for the effective resettlement of refugees and to assist them to achieve economic self-sufficiency as quickly as possible after arrival in the United States.
43	1981 Castaneda vs Pickard	Diaz p 122	IV.001	The Fifth Circuit Court tests the 1974 EEOA statute, outlining three criteria for programs serving EL students. District programs must be: (1) based on "sound educational theory," (2) "implemented effectively" through adequately trained personnel and sufficient resources, and (3) evaluated as effective in overcoming language barriers. Qualified bilingual teachers must be employed, and children are not to be placed on the basis of English-language achievement tests.
44	1986 Immigration Reform and Control Act of 1986	US Citizenship and Immigration Services	V.001	Public Law 99-603 (Act of 11/6/86), which was passed in order to control and deter illegal immigration to the United States. Its major provisions stipulate legalization of undocumented aliens who had been continuously unlawfully present since 1982, legalization of certain agricultural workers, sanctions for employers who knowingly hire undocumented workers, and increased enforcement at U.S. borders.
45	1997 Nicaraguan Adjustment and Central American Relief Act of 1997	Diaz 2006 p 227	V.001	Allocated 5,000 visas
46	1997 Nicaraguan Adjustment and Central American Relief Act of 1997	immigration law at freeadvice.com	V.001	The Nicaraguan Adjustment and Central American Relief Act of 1997 (NACARA) implemented provisions suspending or canceling the deportation of eligible nationals of El Salvador, Guatemala, and former Soviet-Bloc countries, as well as their spouses and children.
47	1998 Proposition 227: English for the Children	Diaz p 122	IV.001	California voters approve Unz Initiative Proposition 227 (Ed Code 300-340). Requires that K-12 instruction be overwhelmingly in English, restricting use of primary language as a means of instruction. Subsequent measures pass in Arizona and Massachusetts, but French speakers vote down similar initiative in Maine.
48	1998 Proposition 227: English for the Children	onenation.org	V.001	Let's teach English to all of American children and end bilingual education nationwide.
49	2001 No Child Left Behind Act, Title III	Diaz p 122	IV.001	Federal funding is available to support schools in educating English Learners.
50	2004 Williams vs State of California	CSDE	IV.001	Landmark Superior Court case, which provides all students equal access to instructional materials, quality teachers, and safe schools. School districts must assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

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51	2004 Williams vs State of California	Diaz p 122	IV.001	California schools must provide equitable access to textbooks, facilities, and teaching staffs, including teachers of English learners.
52	2004 Williams vs State of California	Diaz p 122	IV.001	California schools must provide equitable access to textbooks, facilities, and teaching staffs, including teachers of English learners.
53	2016 CA EDGE CA Education for a Global Economy: Proposition 58	CA Department of Education	IV.001	In November 2016, California voters approved Proposition 58, also known as the California Education for a Global Economy (CA Ed.G.E) Initiative. The purpose of the CA Ed.G.E Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs that prepare them to fully participate in a global economy. The CA Ed.G.E Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers, and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs.
54	2016 State Seal of Biliteracy	CSDE	IV.001	This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB [state seal of biliteracy] will be awarded by the State Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.
55	Academic language in L1 and L2	Cloud p 203	IV.006	Academic language is the language used in the learning of academic subject matter in formal schooling contexts. It involves aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study. For example, there is vocabulary, special expressions, and discourse patterns that are particularly useful for talking and writing about scientific subjects.
56	Accents	Fromkin p 401	IV.005	Regional phonological or phonetic distinctions are often referred to as different accents. A person is said to have a Boston accent, a Southern accent, a Brooklyn accent, a Midwestern drawl, and so on. Thus accent refers to the characteristics of speech that convey information about the speaker's dialect, which may reveal in what country or what part of the country the speaker grew up or to which sociolinguistic group the speaker belongs.
57	Accommodating Occupational Aspirations	Diaz p 334	V.004	At all grade levels, school subjects should be connected with future vocations. Role models from minority communities can visit the classroom to recount stories of their success. Successful professionals and businesspeople can visit and explain how cultural diversity is supported in their place of work. Teachers should make available at every grade an extensive set of books on occupations and their requirements and discuss these with students.
58	Accommodation theory	Ellis p 137	IV.001	According to this theory, social factors influence the extent to which speakers seek to make their speech similar or dissimilar to the speech of their interlocutors.
59	Acculturation	Webster Dictionary	IV.001	The process by which a human being acquires the culture of a particular society from infancy; A merging of cultures as a result of prolonged contact; cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture.
60	Acculturation	Diaz p 300	IV.001	When individuals acculturate, they adapt to a second culture without necessarily giving up their first culture. It is an additive process in which individuals' rights to participate in their own heritage are preserved (Finnan, 1987). Schools are the primary places in which children of various cultures learn about the mainstream culture.

	A	B	C	D
61	Acculturation	Brown p 182	IV.001	Second language learning ... involves the acquisition of a second identity. The creation of a new identify is at the heart of cultural learning, or what some might call acculturation. If a French person is primarily cognitive oriented and an American is psychomotor-oriented and a Spanish speaker is affective-oriented, as claimed by Cordon (1973), it is not difficult on this plane alone to understand the complexity of the process of becoming oriented to a new culture.
62	Acculturation model	Ellis p 137	IV.001	According to this theory, various social and psychological factors govern the extent to which learners are able to adapt to the target language culture, and thereby, acquire the L2.
63	Acquisition-Learning Hypothesis	Brown p 277	IV.006	Krashen claimed that adult second language learners have two means for internalizing the target language. The first is "acquisition," a subconscious and intuitive process of constructing the system of a language, not unlike the process used by a child to "pick up" a language. The second means is a conscious "learning" process in which learners attend to form, figure out rules, and are generally aware of their own process. According to Krashen, "fluency in second language performance is due to what we have acquired, not what we have learned" (1981).
64	Activities to Help Learners Develop Phonemic Awareness	Diaz p 246	IV.002	Wordplay (What is left if I take away the b in bright?) right; Rhyming games (one, two, buckle your shoe); Nursery rhymes (Jack and Jill went up the hill); and Picture Books with rhymes.
65	Additive bilingualism	Cloud p 203	IV.001	A process by which individuals develop proficiency in a second language subsequent to or simultaneous with the development of proficiency in the primary language, without loss of the primary language; where the first language and culture are not replaced or displaced.
66	Additive bilingualism	OBBE p 215	IV.001	A process by which individuals develop proficiency in a second language subsequent to or simultaneous with the development of proficiency in the primary language.
67	Affective filter	OBBE p 215	IV.001	A construct developed to refer to the effects of personality, motivation, and other affective variables on second language acquisition. These variables interact with each other and with other factors to raise or lower the affective filter. It is hypothesized that when the filter is "high," the L2 acquirer is not able to adequately process "comprehensible input."
68	Affective Filter Hypothesis	Brown p 279	IV.001	Krashen has further claimed that the best acquisition will occur in environments where anxiety is low and defensiveness absent, or, in Krashen's terms, in contexts where the "affective filter" is low.
69	African beliefs and practices have most influenced the cultural development of which of the following regions of Latin America?	Sample Question #1	V.001	The Caribbean: Between the sixteenth and nineteenth centuries, large numbers of Africans were transported from their homelands and forced to work as slaves on Caribbean plantations. Indeed, the Caribbean came to have a greater concentration of African peoples than any other region of the Americas. Moreover, because most indigenous peoples had been decimated by war, disease, and forced labor during the early period of European colonization, Africans formed a large proportion of the total populations on most Caribbean Islands. The customs and traditions that these African peoples brought with them strongly influenced the cultural development of the Caribbean.
70	African-American English (AAE)	Fromkin p 519	IV.001	A dialect of English spoken by some African Americans

	A	B	C	D
71	Age and language	Parker p 224	IV.004	The traditional view of the role of age in second-language acquisition has been that acquiring an L2 is more difficult for an older (i.e., post-pubescent) learner than for a younger one. ... However, the Critical Period Hypothesis in general and its implications for second-language acquisition in particular are not universally agreed upon by researchers. For example, Hatch (1983) reviews findings which suggest that adult L2 learners actually achieve higher levels of proficiency than younger learners, at least initially, and learn more efficiently than younger learners (e.e., with relatively less exposure).
72	Age appropriate activities: European Cree Taiwan	Diaz p 333	IV.004	Middle-class European Americans expect children to spend much of their time playing and attending school rather than performing tasks similar to those of adults. Cree Indian children, on the other hand, are expected from an early age to learn adult roles, including contributing food to the family. ... Rural traditional families in many cultures expect young men and women to be socially mature when they enter high school, whereas other families, for example, middle-class families in Taiwan, expect a much longer period of adolescence.
73	Age appropriate activities: US Hmong	Diaz p 334	IV.004	Accommodating Beliefs About Age-Appropriate Activities. Child labor laws in the United States forbid students from working for pay before a given age. However, few laws govern children working in family business. If a child appears chronically tired, the school counselor may need to discuss the child's involvement in a family business with a responsible family member. Cultural groups in which girls are expected to marry and have children at the age of fifteen or sixteen (e.g., Hmong) may need access to alternative schools. If a student misses school because of obligations to accompany family members to social services to act as a translator or to stay at home as a babysitter, the school counselor may be able to intervene to help families find other resources.
74	Agrarian economic systems	Merriam Webster Dictionary	V.003	Agrarian “of, or relating to, or characteristic of farmers or their way of life; organized or designed to promote agricultural interests”
75	Alphabetic writing	Fromkin p 519	IV.006	A writing system in which each symbol typically represents one sound segment.
76	Alternative Program (Alt)	CalEdFacts	IV.001	A language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district. Placement in an alternative program is triggered by the parents through a parental exception waiver.
77	Assessing L2 Proficiency Levels	Diaz p 69	IV.005	Be aware that a student's listening and speaking proficiency may surpass that for reading and writing, or vice versa. Assess each language skill independently. Use a measure such as the Student Oral Observation Matrix (SOLOM) to assess students' oral proficiency. Use The English-Espanol Reading Inventory for the Classroom (Flynt & Cooter, 1999) to provide a quick assessment of reading levels in two languages.
78	Assessments in EE classrooms	Cloud p 144	IV.005	Table 7.2. Distinctive Features of Assessment in EE [enriched education] Classrooms. 1. EE assessments must distinguish between the students' language proficiency and their academic achievement. 2. EE assessment must monitor students' proficiency in language for both academic and social purposes. 3. EE assessment must assess students' socio-cultural competence with respect to language use and social interaction in the target language. 4. EE assessment must be culturally appropriate.

	A	B	C	D
79	Assimilation	Diaz p 300	IV.001	Cultural assimilation is the process by which individuals adopt the behaviors, values, beliefs, and lifestyles of the dominant culture, neglecting or abandoning their own culture in the process.
80	Assimilation	Fromkin p 481	IV.001	One plausible source of [language] change is assimilation, a kind of ease of articulation process in which one sound influences the pronunciation of another adjacent or nearby sound.
81	Assimilation	Webster Dictionary	IV.001	The process through which individuals and groups of differing heritages acquire the basic habits, attitudes, and mode of life of an embracing culture.
82	Audio-lingual	Fromkin p 520	IV.002	A language teaching method based on the assumption that language is acquired mainly through imitation, repetition, and reinforcement.
83	Authentic assessment	Cloud p 203	IV.004	The multiple forms of assessment that evaluate students' learning and their attitudes and approaches toward learning during instructionally-relevant activities; for example using a rubric to assess students' language use during a social studies lesson. Authentic assessment reflects good instructional practices and the kinds of skills and knowledge useful to students in performing daily life and school activities.
84	Authoritarian	Merriam Webster Dictionary	V.003	Of, or relating to, or favoring democracy; democratic elections; a democratic government. Democracy: a government by the people; rule of the majority.
85	Basic interpersonal communicative skills	OBBE p 215	IV.002	A construct originally developed by James Cummins to refer to aspects of language proficiency strongly associated with the basic communicative fluency achieved by all normal native speakers of a language. Basic interpersonal communicative skills are not highly correlated with literacy and academic achievement. Cummins has further refined this notion in terms of "cognitivity undemanding contextualized" language.
86	Benefits of Bilingualism	Thomas and Collier	IV.001	Bilinguals are smarter. Bilinguals develop more parts of their brains. Bilinguals expand critical thinking skills.
87	Bias and Discrimination in the U.S.	Diaz p 311	IV.007	The United States is a diverse country, with vast disparities among its residents in social class, age, gender, occupation, education level, geographic isolation, race, U.S.-born versus immigration status, sexual orientation, and handicapping conditions. As long as schools privilege some students and subordinate others based not on individual gifts and talents but on external social factors, schools will not represent level playing fields.
88	Bicultural	Webster Dictionary	IV.001	Or, relating to, or including two distinct cultures
89	Biculturalism	Cloud p 203	IV.001	Near native-like knowledge of two cultures; includes the ability to respond effectively to the different demands of the two cultures.
90	Biculturalism	Diaz p 301	IV.001	Being able to function successfully in two cultures constitutes biculturalism.
91	Bilingual	Webster Dictionary	IV.001	Having or expressed in two languages
92	Bilingual Education	TWI Glossary	IV.001	Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.
93	Bilingual Education	Webster Dictionary	IV.001	Education in an English language school system in which students with little fluency in English are taught in both their native language and English

	A	B	C	D
94	Bilingual education program	OBBE p 215	IV.001	An organized curriculum that includes: (1) L1 development, (2) L2 acquisition, and (3) subject matter development through L1 and L2. Bilingual programs are organized so that participating students may attain a level of proficient bilingualism.
95	Bilingualism	Brown p 67	IV.001	People who learn a second language in such separate contexts can often be described as coordinate bilingual; they have two meaning systems, as opposed to compound bilinguals who have one meaning system form which both language operate.
96	Bilingualism	Cloud p 203	IV.001	The ability to understand and use two languages in particular contexts and for particular purposes. Bilinguals can have the same levels of proficiency in both languages (advanced in both) or different levels of proficiency (advanced in one and beginning or intermediate in the other). Bilinguals do not necessarily have the same level of proficiency in all aspects of both languages: speaking, listening, reading, and writing.
97	Bilingualism	Merriam Webster Dictionary	IV.001	Ability to understand and use two languages. Particular contexts. Particular purposes.
98	Borrowing	Fromkin p 521	IV.002	The incorporation of a loan word from one language into another (e.g. English borrowed buoy from the Dutch).
99	Broken English	Fromkin p 418	IV.002	Because of the ignorance of what code-switching is, there is a common misconception that bilingual Latinos speak a sort of "broken" English, sometimes called Spaniglish or Tex-Mex. This is not the case. In fact, the phrases inserted into a sentence are always in keeping with the syntactic rule of that language.
100	Building Schemata	Diaz p 168	IV.005	Mrs. Figueroa read Cloudy with a Chance of Meatballs (Barrett, 1978) to her second-grade students. Using a concept map with the words "junk food" in the center, they brainstormed on the following questions: "What is junk food?" "What junk food can you think of?" and "What is in junk food that our bodies don't need?" Students then grouped in pairs to write an adventure story with junk food as the villain.
101	Building Self-Esteem	Diaz p 71	IV.003	Anita Alvarez was a Spanish-speaking first-grade student at the beginning stages of English-language acquisition. She was shy and retiring, and Mrs. Figueroa noticed that she seldom took advantage of opportunities to chat with her peers. Anita seemed to have good sensorimotor abilities and to be particularly adept at building three-dimensional models following printed diagrams. When Mrs. Figueroa observed that Mary, another student in the class, had a lot of difficulty in constructing objects, she teamed the students, and, with Anita's help, Mary completed her project successfully. Noting the success, Mrs. Figueroa "assigned competence" to Anita by publicly praising her to the class and referring students to her for help. This boosted Anita's feelings of worth - her "task" self-esteem - and the effects transferred to academic areas. Mrs. Figueroa was pleased to see that, subsequently, Anita talked more with other students and seemed to acquire English at a faster rate.
102	Capitalist economic systems	Merriam Webster Dictionary	V.003	An economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market; Capital is wealth, that is, money and goods. In a pure capitalist system, there would be no public schools or public parks, no government programs such as Social Security and Medicare, and maybe not even any public highways or police.

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103	CELDT	CELDT	IV.007	California English Language Development Test. For new students who are English Learners. To determine level of English proficiency. Access EL progress toward becoming fluent English proficient (FEP). Listening and speaking K-1st. Listening, speaking, reading, and writing English grades 2nd to 12th.
104	CELDT Levels and Associated Proficiency Descriptor	Diaz p 51	IV.002	Table 2.1. Beginning; Early Intermediate; Intermediate; Early Advanced; and Advanced,
105	Cerebral hemispheres	Fromkin p 251	IV.002	The two parts of the brain, the left hemisphere controlling the movements of the right side of the body, the right hemisphere those of the left side.
106	Child-rearing Values Mexicans	Diaz p 334	IV.003	Values about Child-Rearing. The ways in which families raise their children have significant implications for schools. Factors such as who takes care of children, how much supervision they receive, how much freedom they have, who speaks to them and how often, and what they are expected to do affects students' behavior on entering schools. Many of the misunderstandings that occur between teachers and students arise because of different expectations about behavior, and these different expectations stem from early, ingrained child-rearing practices. Because the largest group of English learners in California is of Mexican ancestry, teachers who take the time to learn about child-rearing practices among Mexican immigrants can help students adjust to schooling practices in the United States.
107	Code switching	Parker p 312	IV.002	A bilingual speaker changing from one language to another during the course of a conversation; often triggered by a change in topic or attitude.
108	Code-switching	Brown p 129	IV.002	Code-switching is the use of a first or third language within a stream of speech in the second language. Often code-switching subconsciously occurs between advanced learners with a common first language, but in such a case, usually not as a compensatory strategy.
109	Code-switching	Diaz p 57	IV.002	Matilde's Code-Switching. Matilde's use of two languages makes a fascinating study in code-switching. She grew up in a Puerto Rican family in New York and has always lived in communities in which both English and Spanish are used, separately and together. Because all of her schooling was in English, Matilde considers that to be her stronger language, but her Spanish is totally fluent, if not always correct according to "standard" Spanish. Her code switches are fluent, grammatical, and usually motivated by something in the situational or linguistic context. It may be the person she is talking to, the language used by that person, the thing she is talking about, the desire to ensure that everybody understands, or a borrowed word that triggers a switch. For example, a change from talking to the entire class to talking to a single student can cause a switch. (Irujo, 1998)
110	Code-switching	Fromkin p 418	IV.002	Bilingual Latinos, when speaking English, may insert a Spanish word or phrase within a single sentence or move back and forth between Spanish and English, a process called code-switching. This is a universal language-contact phenomenon that reflects the grammar of both languages working simultaneously.
111	Cognitive academic language proficiency CALPs	OBBE p 215	IV.002	A construct originally proposed by James Cummins to refer to aspects of language proficiency strongly related to literacy and academic achievement. Cummins has further refined this notion in terms of "cognitively demanding decontextualized" language.

	A	B	C	D
112	Cognitive benefits of bilingualism	Diaz p 49	IV.002	After the first three or four years of second-language instruction, students outperform their monolingual peers in many ways: Enhanced pattern recognition, problem solving, divergent thinking, and creativity. Better metalinguistic and critical thinking. Improved performance on standardized tests - not only verbal, but also mathematical. Sharper task focus. Increased understanding of the contextual use of language.
113	Cognitive demand of instruction	Cloud p 203	IV.001	(also referred to as "cognitive load") In order to determine the degree of difficulty of instruction provided in a second language, teachers must consider the cognitive demand of instructional activities for the learner (Cummins, 1984). This can only be done in relation to individual learners and learning contexts. How cognitively demanding or undermanding instruction may be for particular learners will depend on factors, such as the extent of students' prior knowledge, the cognitive complexity inherent in the instructional task, student interest in the topic, effectiveness of the teacher mode and pace of presentation, etc. The more active cognitive involvement required, the more demanding the instruction. When the cognitive demand exceeds learners' current capabilities, instruction will not be comprehensible or effective.
114	Communicative-Based ESL	OBBE p 216	IV.005	A second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to communicate messages in the target language. In communicative-based ESL, the focus is on language function and use and not on language form and usage. Examples of communicative-based ESL instructional approaches include Suggestopedia, Natural Language, and Community Language Learning.
115	Comprehensible input	Cloud p 203	IV.005	Comprehensible input is a construct developed to describe understandable and meaningful language directed at second language learners under optimal conditions. It is characterized as the language the learner already knows plus a range of new language that is made comprehensible by the use of certain planned strategies (the use of concrete referents). Providing linguistic (familiar language), paralinguistic (facial expressions, gestures), situational (in a laboratory) and contextual support (visuals, graphic organizers, background information in L1) to students to facilitate comprehension of information.
116	Comprehensible input	Ellis p 138	IV.005	That part of the total input that the learner understands and which is hypothesized to be necessary for acquisition to take place.
117	Comprehensible Second-Language Input	OBBE p 215	IV.005	A construct developed to describe understandable and meaningful language directed at L2 acquirers under optimal conditions. Comprehensible L2 input is characterized as language which the L2 acquirer already knows (i) plus a range of new language (i+i), which is made comprehensible in formal schooling contexts by the use of certain planned strategies. These strategies include but are not limited to: (a) focus on communicative content rather than language forms; (b) frequent use of concrete contextual referents; (c) lack of restrictions on L1 use by L2 acquirers, especially in the initial stages; (d) careful grouping practices; (e) minimal overt language form correction by teaching staff; and (f) provision of motivational acquisition situations.

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118	Content standard	Cloud p 204	IV.006	A statement that defines what students are expected to know and be able to do in a content area. Content standards specify the subject-specific knowledge, skills, processes, and other understandings that teachers are expected to teach and students are expected to learn. When applied to language learning, a content standard identifies the specific language skills that a student knows in the target language.
119	Content-based second language instruction	Cloud p 204	IV.004	(Most commonly, Content-based ESL) Instruction designed to promote the acquisition of a second language using non-language content as the basis for teaching. A second language learning approach in which second language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas (science, social studies, mathematics) as the vehicle for developing second language, content, cognitive, and study skills (Crandall, 1992). While content may be the focus of instruction, the primary objectives of instruction are to promote language learning. Content-based approaches can be used to teach ESL, or other second or foreign languages.
120	Context-reduced / context-embedded	Brown 99	IV.001	... context-reduced activities that occupy a student in a traditional language classroom. They hardly even began to tap into the kinds of learning strategies and styles that recent research ... has shown to be crucial in the acquisition of communicative competence in context-embedded situations.
121	Contributions by minority groups	Diaz p 338	IV.007	Bank's Level of Multicultural Education, with Critique: Emphasizes what minority groups had contributed to society (example; International Food Day, bulletin board display for Black History Month); Attempts to sensitize the majority White culture to some understanding of minority group's history; May amount to "cosmetic" multiculturalism in which no discussion takes place about issues of power and disenfranchisement.
122	Cooperation and Competition in Japan	Diaz p 329	IV.003	In Japan, individuals compete fiercely for admission to prestigious universities, but accompanying this individual competitiveness is a sense that one must establish oneself within a group. Competition in the Japanese classroom is not realized in the same way as in U.S. schools, being singled out for attention or praise by teachers may result in embarrassment. (Furey, 1996)
123	Cooperation versus Competition: US, Cree, Mexican Americans	Diaz p 335	IV.003	Many cultures emphasize cooperation over competition. Traditional U.S. classrooms mirror middle-class European-American values of competition: Students are expected to do their own work; are rewarded publicly through star charts, posted grade, and academic honors; and are admonished to do their individual best. In the Cree Indian culture, however, children are raised in a cooperative atmosphere, with siblings, parents, and other kin sharing food as well as labor (Sindell, 1988). In the Mexican-American culture, interdependence is a strength; individuals have a commitment to others, and all decisions are made together. Those who are successful have a responsibility to others to help them succeed.
124	Cooperative learning	Cloud p 204	IV.003	Cooperative learning is an approach to instruction in which students work together in pairs or small groups on tasks that require cooperation among group/team members. Tasks are structured to ensure that all students contribute to the group's learning and provide support and encouragement to one another.
125	Creole	Parker p. 313	IV.005	A pidgin which has become the native language of a group of speakers.

	A	B	C	D
126	Criteria for Redesignating English Learners	Diaz p 98	IV.005	Verdugo Hills High School (Tujunga, California) has various criteria for redesignating students. The school first asserts that "redesignated students speak at least two languages. They learned English as a Second Language and proved their command of English by passing a redesignation test." The students must pass the following: CELDT (California English Language Development Test). The ELA (English Language Arts) section of the CST (California Standards Test) with a score of basic or higher. Math and English or ESL 3/4 classes with a C or higher. (Verdugo Hills High School, 2010)
127	Critical age	Fromkin p 524	IV.005	The period between early childhood and puberty during which a child can acquire language without instruction. During this period, language learning proceeds easily, swiftly, and without external intervention. After this period, the acquisition of the grammar is difficult and, for some individuals, never fully achieved.
128	Critical-age hypothesis	Wardhaugh p 365	IV.005	The hypothesis that it is difficult, perhaps even impossible, to acquire native-like ability in a second language after a certain age, usually set about puberty.
129	Crosscultural	Merriam Webster Dictionary	V.005	Dealing with or offering comparison between two or more different cultures or cultural areas.
130	Cultural competence	Cloud p 2	V.005	Effective communication requires more than simply knowing a linguistic code. It requires knowing how to use the code in socially and culturally appropriate and meaningful ways; that is to say, it requires cultural competence as well. Children normally acquire the cultural underpinnings of their primary language naturally and at the same time as they learn their primary language. This is not always the case when children acquire second languages. in school settings.
131	Cultural variables in Assessment	Cloud p 145	IV.004	Table 7.3: Wait time, individual or group responses, feedback, eye contact, guessings, question and answer format, and volunteering.
132	Cultural/experiential background knowledge	Cloud p 214	IV.004	(also, prior knowledge) Conceptual change research stresses the primary role of prior knowledge and personal experience in the learning of new academic concepts. Likewise cognitive development theorists stress the importance of considering prior knowledge in imparting new information to students (Piaget, Vygotsky). The role of prior knowledge may be particularly important for students from diverse cultural backgrounds since their experiences are different from those of mainstream students (Atwater, 1994; Lee, Fradd & Sutman, 1995).
133	Culturally appropriate instruction	Cloud p 96	IV.006	Culturally relevant materials and pedagogy are great supports for emergent readers and writers. When the content students are reading is familiar to them, they can comprehend the second language much more quickly because they are able to make accurate predictions about the text. Likewise, when writing about familiar themes, students can draw on their own ideas.
134	Culturally Receptive School	Diaz p 302	V.005	In general, research suggests that substantive changes in attitudes, behaviors, and achievement occur only when the entire school adopts a multicultural atmosphere. In such schools, all students learn to understand cultures different from their own.
135	Culture conflict	Merriam Webster Dictionary	V.005	The conflict of behavior patterns and values that results when different cultures are incompletely assimilated.

	A	B	C	D
136	Culture shock	Brown p 183	V.005	Culture shock refers to phenomena ranging from mild irritability to deep psychological panic and crisis. Culture shock is associated with feelings of estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness, and even physical illness. Persons undergoing culture shock view their new world out of resentment and alternate between self-pity and anger at others for not understanding them.
137	Dealing with Food Preferences	Diaz p 335	IV.003	In addition to knowing in general what foods are eaten at home, teachers will want to find out about students' favorite foods, taboo foods, and typical foods. Eating lunch with students, even on a by-invitation basis, can provide the opportunity to learn about students' habits. If a student's eating habits alienate peers, the teacher may need to discuss appropriate behaviors.
138	Decoding	Parker p 313	IV.005	Language comprehension (i.e., listening or reading).
139	Democratic government systems	Merriam Webster Dictionary	V.003	Of, or relating to, or favoring democracy; democratic elections; a democratic government. Democracy: a government by the people; rule of the majority.
140	Demographics in change in cultural diversity	Diaz 2102 pp 305-306	V.001	18% of US population speak a language other than English at home. 2000 Census: almost 3 million school aged children spoke Spanish as a native language [76% of English Learners]. Spanish, Vietnamese, Hmong, Korean, Arabic, and Haitian. California has the largest population percentage of English Learners in the US
141	Developing CALP	Diaz p 172	IV.001	Mrs. Alvarez found in her second-grade structured English immersion class that, although the students were fairly fluent in English when chatting with one another, they lacked the vocabulary to perform on academic tasks. When she gave instructions or briefly reviewed concepts, the students appeared lost. She became aware that students needed to move along the continuum from their everyday English usage to more abstract academic language. The class was studying the ocean. Mrs. Alvarez set up learning centers with shells, dried seaweed, fish fossils, and other ocean objects. The instructions for these centered featured patterned, predictable language tied to the concrete objects, with words such as group, shape, and size. Gradually Mrs. Alvarez tape-recorded more complex and abstract instructions for use in the learning centers, such as classify, arrange, and attribute. The progression and integration of activities helped the children move along the continuum from BICS to CALP.
142	Developmental bilingual	TWI Glossary	IV.001	A dual language program in which students are primarily native speakers of the partner language.
143	Developmental bilingual education	Cloud p 204	IV.001	Programs that serve language minority students who come to school proficient in languages other than English and have no or limited proficiency in English. The program is designed to develop and maintain full proficiency in the students' home language while promoting full proficiency in all aspects of English. Also sometimes referred to as late-exit bilingual education.
144	Developmental bilingual education programs	Cloud p 5	IV.001	Developmental bilingual education programs serve language minority students - students who come to school in North America who are proficient in a language other than English. There are two general models of bilingual education: early exit, or transitional bilingual programs and late-exit, or developmental bilingual programs. In developmental bilingual programs, language minority students receive at least 50% of curriculum instruction through the medium of their primary language, and they continue to receive instruction in and through this language throughout the elementary grades, and in rare cases high school, so as to ensure full proficiency in their primary language.

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145	Developmental stages of bilingualism	Bilingua Syntax Measure Technical Handbook	IV.002	Monolingual English; Monolingual Spanish; Dominant English; Dominant Spanish; Intermediate Balanced Bilingual; Advanced Balanced Bilingual
146	Dialect	Fromkin p 524	IV.003	A language variety used by a particular group of speakers. Cf. regional dialect, social dialect. Dialects are the mutually intelligible forms of a language that differs in systematic ways from each other.
147	Dialect	Parker p 135	IV.003	Still another domain is a dialect, a systematic variety of language specific to a particular region or social group (e.g., American English, British English, Appalachian English, African American English, and so on).
148	Dialect	Wardhaugh p 133	IV.003	A 'dialect' is often considered to be a regional - less often a social - variety of a language and an 'idiolect' to be a variety that a specific individual uses. A dialect is also sometimes distinguished from a 'standard' variety of the language, when one exists, with the standard being the variety that is favoured by the 'establishment' - social, political, religious or whatever - and supported by major social institutions.
149	Dialect	Wardhaugh p 265	IV.003	A regional or social variety of a language, e.g. Yorkshire English or lower-class New York speech.
150	Dialect area	Fromkin p 524	IV.003	A section of the country defined by distinct word usage and pronunciations bounded by isoglosses.
151	Dialect area	Wardhaugh p 137	IV.003	A dialect area is an area that possesses unique linguistic characteristics; no other area has quite the same distribution of linguistic forms.
152	Dictator	Merriam Webster Dictionary	V.003	A person granted absolute emergency power.
153	Dictatorial	Merriam Webster Dictionary	V.003	Of, or relating to, or benefitting a dictator; ruled by a dictator.
154	Direct method	Fromkin p 349	IV.002	The direct method abandons memorization and translation; the native language is never used in the classroom, and the structure of the L2 language or how it differs from the native language is not discussed. The direct method attempts to stimulate learning a language as if the students found themselves in a foreign country without anyone except natives to speak to.
155	Discourse	Merriam Webster Dictionary	V.004	Verbal interchange of ideas; formal and orderly and usually extended expression of thought on a subject, connected speech or writing.
156	Discourse	Diaz p 31	V.004	Discourse is classified using various dimensions, such as written vs spoken. Other dimensions include register (formal vs informal) and genre (a combination of communicative purposes, audience, and format as well as considerations of number - monologic, dialogic, or multiparty (how many are involved) (Celse-Murcia & Olshain, 2001).
157	Discourse competence	Brown p 247	V.004	It is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse means everything from simple spoken communication to lengthy written texts (articles, books, and the like).

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158	Discuss types of electronic equipment used at home or that the students have seen. This activity is most likely to promote students' learning by:	Sample Question #8	IV.006	Helping them create connections between previous knowledge and experiences and new content: An effective way to make content area topics more relevant to students is to discuss their role in students' everyday lives. Teachers can use this discussion to determine what students' already know about a topic before proceeding to new material. By tapping into students' background knowledge and experiences, teachers also help students discover meaningful connections that enhance and reinforce the learning of new content area materials.
159	Distance between speakers	Diaz p 315	IV.003	In some cultures, individuals touch one another frequently and maintain high degrees of physical contact; in other cultures, touch and proximity cause feelings of tension and embarrassment.
160	Documented, legal residents	Diaz 2008 p 297	V.001	Entered US officially. Live under protection of legal immigration status. Some are officially designated refugees. Cambodia, Laos, Vietnam, Thailand.
161	Dual citizenship	travelstate.gov	V.003	Dual nationals owe allegiance to both the United States and the foreign country. They are required to obey the laws of both countries, and either country has the right to enforce its laws. It is important to note the problems attendant to dual nationality. Claims of other countries upon U.S. dual-nationals often place them in situations where their obligations to one country are in conflict with the laws of the other. In addition, their dual nationality may hamper efforts of the U.S. Government to provide consular protection to them when they are abroad, especially when they are in the country of their second nationality.
162	Dual Immersion	TWI Glossary	IV.001	Used synonymously with dual language, particularly in the Southwestern and Western United States.
163	Dual Language	TWI Glossary	IV.001	A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the programs lasts at least 5 years (preferably K-12). CAL and other institutions use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.
164	During the 1980s, immigrants to the United States from which of the following countries were most likely to have left their homeland to escape civil war and political oppression?	Sample Question #2	V.001	El Salvador and Guatemala: During the 1980s, El Salvador and Guatemala became a battleground for conflicting political ideologies. The resulting civil wars pitted large landowners and other traditional elites against rebel groups intent on redistributing land, achieving a more equitable division of each country's wealth, and guaranteeing basic human rights. These conflicts caused widespread violence, social disorder, and political repression, promoting the migration of large numbers of people to the United States.
165	Early 1970s	Diaz p 121	IV.001	Bilingual programs reach only one out of every forty Mexican-American students in the Southwest. Based on these data, the U.S. Office of Civil Rights begins enforcing compliance with judicial mandates.

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166	Early exit bilingual education	Cloud p 205	IV.001	(also referred to as transitional bilingual education) A type of school program in the U.S. for language minority students who do not speak English or have limited proficiency in English when they start schooling. The students' primary language is used for some curriculum instruction for a limited number of years (usually two or three). This approach aims to promote the students' mastery of academic material while they are learning English as a second language. These programs are intended to facilitate language minority students' transition to instruction in English only. These programs aim for full proficiency in oral and written English, but do not aim to maintain or develop the students' primary language. They often lead to subtractive bilingualism.
167	Ebonics	Fromkin p 525	IV.003	An alternate term for the various dialects of African American English first used in 1997.
168	Economic factors that affect language and culture	Diaz 2008 p 294	V.002	Self advancement. Opportunity to use unique skills. Economic strife. Economic change.
169	Economic, Legal, Political, and Religious Practices	Diaz p 331	IV.007	Accommodating Economic, Legal, Political, and Religious Practices: On a rotating basis, teachers could be paid to supervise after-school homework sessions for students whose parents are working multiple jobs. Schools can legally resist any attempts to identify families whose immigration status is undocumented. Schools should not tolerate messages of political partisanship. Permission for religious garb or appearance (e.g., Islamic head scarves, Sikh ritual knives, Hassidic dress) should be a part of the school dress code.
170	Education factors that affect language and culture	Diaz 2012 p 297	V.002	Free public education
171	ELD Levels	Diaz p 91	IV.005	Table 3.1. Listening and Speaking Expectations in the California English Language Development Standards for English Learners at Five Levels: ... Beginning (K-2) ... Early Intermediate ... Intermediate ... Early Advanced ... Advanced.
172	ELD standards key themes	California ELD Standards	IV.006	Meaning making; Language development; Effective expression; Content knowledge; Foundational skills
173	English Immersion	Cloud p 205	IV.001	(also referred to as "English-only" or "sink-or-swim"). There is no generally accepted definition or set of criteria to define English immersion programs. They are recommended by some educators and policy-makers as programs for English language learners in the U.S. It can refer to regular programs for native English speaking students where English is the only language of instruction. They may or may not include special provisions for English language learners, such as ESL instruction. They aim for proficiency in oral and written English and full academic achievement; they do not aim to maintain or develop language minority students' primary language or culture.
174	English Immersion	TWI Glossary	IV.001	A program for English language learners in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.
175	English language learners	Cloud p 205	IV.001	(sometimes referred to as "limited English proficient," LEP, or language minority students). English language learners are students who begin their schooling in the U.S. (or other English-speaking countries) with no or limited proficiency in English, the usual medium of academic instruction. These students must learn English as a second language for both academic and social purposes in order to benefit fully from instruction through English.

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176	English Language Mainstream (ELM)	CalEdFacts	IV.001	A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
177	English phonemes not found in Spanish	Diaz p 16	IV.002	Some phonemes in English do not exist in certain other languages. English learners from these backgrounds might experience difficulty in hearing and producing these sounds. ... Not in Spanish: /dg/ /j/ /sh/ /th/ /z/
178	English syntax contrasted with Spanish	Diaz p 25	V.005	Box 1.2. English learners with Spanish as a mother tongue may need additional teacher assistance with the following aspects of English: Verb conjugation; Subject-verb agreement; Noun/adjective order; and Articles.
179	Equalizing Prior L2 Experience	Diaz p 69	IV.005	If students in the same class have drastically different prior experiences in L2, it may be necessary to group students who are at about the same level of English skills (homogeneous grouping) for targeted ELD instruction. Heterogeneous groups - each group containing students who are at different levels of English proficiency - can be used for cross-level language simulation. For students who seem unwilling to speak English, small-group language games within homogeneous groups may lower anxiety and increase fluency.
180	Exotic Family Health Practice	Diaz p 330	V.004	One of Ka's uncles called to explain that his nephew was sick and would miss school another two days. Lenny had read that the Hmong were animists and believed sickness was often caused by evil spirits who lured the soul from the body. Getting well sometimes required an animal sacrifice and a healing ceremony with a shaman who found and returned the run-away soul. Lenny wished the boy well and then asked about the nature and course of Ka's illness, fully expecting the evil spirit, animal sacrifice, and shaman scenarios. "Strep Throat," answered the uncle, "but we went to the hospital and got antibiotics." (Cary, 2000)
181	Eye contact	Brown p 263	V.004	Cultures differ widely in this particular visual modality or nonverbal communication. In American culture it is permissible, for example, for two participants of unequal status to maintain prolonged eye contact. In fact, an American might interpret lack of eye contact as discourteous lack of attention, while in Japanese culture eye contact might be considered rude. Intercultural interference in this nonverbal category can lead to misunderstanding.
182	Eye contact	Diaz p 315	V.004	In some cultures, however, children learn that respect is conveyed by looking down when addressed, and a teacher may incorrectly interpret a student's downcast eyes as an admission of guilt. The teacher may need to explain to the student that in English the rules of address call for different behaviors.
183	Family unification	Diaz p 308	V.004	The risks associated with travel to the New World have made immigration a male-dominated activity since the early settlement of North America. For example, today's Mexican immigrant population consists largely of young men who have come to the United States without their families to work. However, once settled, immigrants seek to bring family members. Thus the primary motivation for many applications to the Bureau of Citizenship and Immigration Services (BCIS) in the Department of Homeland Security is family unification.
184	First (native/primary) language	Cloud p 205	IV.001	The language which was learned and used first by students regardless of their later proficiency in that language.

	A	B	C	D
185	Food preferences and Practices	Diaz 2012 p 335	V.004	In addition to knowing in general what foods are eaten at home, teachers will want to find out about students' favorite foods, taboo foods, and typical foods. Eating lunch with students, even on a by-invitation basis, can provide the opportunity to learn about students's habits. If a student's eating habits alienate peers, the teacher may need to discuss appropriate behaviors.
186	Food preferences and Practices	Diaz p 335	V.004	Besides customs of what and when to eat, eating habits vary widely across cultures, and "good" manners at the table in some cultures are inappropriate or rude in others. For example, the Indochinese consider burping, lip smacking, and soup slurping to be common behaviors during meals, even complimentary to hosts. Cultural relativity is not, however, an excuse for poor or unhygienic eating, and teachers do need to teach students the behaviors that are considered good food manners in the U.S. mainstream context.
187	Four areas of linguistic theory	Parker p 215	IV.002	This section looks at four areas of linguistic theory - phonology, morphology, syntax, and semantics - and examines some specific L2 acquisition patterns of influence within each area.
188	Gender	Wardhaugh p 265	IV.002	A grammatical principle of word classification by such characteristics as sex, animacy, etc. For example, English has natural gender in that nouns like man, woman and dog are referred to as he, she, and it respectively. On the other hand, French has grammatical gender in that each noun must belong to either the le category or the la category.
189	Gender roles and immigrants	Diaz p 332	V.004	Values about Gender. Immigrants to the United States often come from cultures in which men and women have rigid and highly differentiated gender roles. The gender equality that is an ostensible goal in U.S. classrooms may be difficult for students of these cultures.
190	Geographical populations of non English language speakers	Diaz 2012 p 306	V.001	California 12.4 million. New Mexico 0.5 million. Texas 6 million. New York 5.0 million. Hawaii 0.3 million. Arizona 1.2 million. New Jersey 2.0 million.
191	Gestures and Facial Expressions	Diaz p 315	IV.003	"Yes" is generally signaled by a nod of the head, but in some cultures a shake of the head means "yes."
192	Grammar	Fromkin p 527	IV.002	The mental representation of a speaker's linguistic competence; what a speaker knows about a language, including its phonology, morphology, syntax, semantics, and lexicon. A linguistic description of a speaker's mental grammar.
193	Grammar-Based ESL	OBBE p 216	IV.001	A second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to produce grammatically correct utterances in the target language. In grammar-based ESL, the focus is on language form and usage and not on language function and use. Examples of grammar-based ESL instructional approaches include Grammar-Translation, Audiolingualism, and Cognitive Code.
194	Grammar-translation	Fromkin p 349	IV.001	In one method, grammar-translation, the student memorizes words, inflected words, and syntactic rules and uses them to translate from English to L2 and vice versa.
195	Grammar-translation	Fromkin p 527	IV.001	The method for teaching a second language (L2) by which the student memorizes words, inflected words, and syntactic rules and uses them to translate from English to L2 and vice versa.
196	Grammatical competence	Brown p 247	IV.001	Grammatical competence is that aspect of communicative competence that encompasses "knowledge of lexical items and of rule of morphology, syntax, sentence-grammar semantics, and phonology" (Canale & Swain 1980).

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197	Graphic organizers	Cloud p 205	IV.006	Visual of pictorial representations of key concepts in a particular area of study. Graphic organizers are visually displayed in ways that help to explain the interrelationships among the main ideas.
198	Hemispherical specialization	Parker p 316	IV.001	The control of separate cognitive functions by the left and right hemispheres.
199	Heritage language immersion	TWI Glossary	IV.001	A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin.
200	Heritage language program	TWI Glossary	IV.001	A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.
201	Hispanic migration	Diaz p 309	V.001	Although Hispanics are the most urbanized ethnic/racial group in the United States (90 percent living in metropolitan areas in 2000), the nonmetro Hispanic population is now the most rapidly growing demographic group in rural and small-town America. By 2000, half of all nonmetro Hispanics lived outside traditional Southwest cities. Many of these Hispanics are newly arrived undocumented young men from rural, depressed areas of Mexico. In spite of their relatively low education levels and weak English skills, employment rates exceeded those of all other nonmetro Hispanics and non-Hispanic Whites (Kandel & Cromartie, 2001)>
202	Humanities and the Arts	Diaz p 335	V.004	Valuing the Humanities and the Arts. In many cultures, crafts performed at home - such as food preparation, sewing and weaving, carpentry, home building and decorations, and religious and ritual artistry for holy days and holidays - are an important part of the culture that is transmitted within the home. Parents also provide an important means of access to the humanities and the visual and performing arts of their cultures. The classroom teacher can foster an appreciation of the works of art, architecture, music and dance that have been achieved by students' native cultures by drawing on the resources of the community and then sharing these with all members of the classroom.
203	Idiom	Fromkin p 528	IV.003	An expression whose meaning may be unrelated to the meaning of its parts (e.g., kick the bucket meaning 'to die').
204	Idiom	Parker p 223	IV.003	Another common problem in the semantic domain is difficulty with idioms, expressions whose meaning cannot be derived from their component words - for example, kick the bucket for "die", pull one's leg for "joke", and blow one's top for "get angry." Not surprisingly, idioms are often incomprehensible for the nonnative speaker, who may also prefer to use nonidiomatic equivalents in expressive tasks.
205	Idiom	Parker p 316	IV.003	An expression whose meaning cannot be derived from its component words (e.g. brought the farm 'died')
206	Imitation theory	Fromkin p 528	IV.001	A theory of child language acquisition that claims that children learn their language by imitating adult speech.
207	Immersion classes	OBBE p 216	IV.001	Subject matter class periods delivered in L2 in which teachers: (1) homogeneously group L2 acquirers, (2) speak in a native speaker to non-native speaker register similar to "motherese" or "foreigner talk," and (3) provide L2 acquirers with substantial amounts of comprehensible second language input.
208	Immersion program	OBBE p 216	IV.001	An organized curriculum that includes: (1) L1 development, (2) L2 acquisition, and (3) subject matter development through L2. Immersion programs are developed and managed so that participating students may develop proficient bilingualism.

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209	Immigrants take jobs away from Americans	cato.org	V.002	Contrary to popular myth, immigrants do not push Americans out of jobs. Immigrants tend to fill jobs that Americans cannot or will not fill, mostly at the high and low ends of the skill spectrum. Immigrants are disproportionately represented in such high-skilled fields as medicine, physics and computer science, but also in lower-skilled sectors such as hotels and restaurants, domestic service, construction and light manufacturing.
210	Immigration after the 1900s	Diaz p 307	V.001	However, imperialistic policies of the United States, primarily the conquest of the Philippines, Puerto Rico, Hawaii, and the Pacific Islands, caused large influxes of these populations throughout the twentieth century. The wars in Southeast Asia and Central America in the 1970s and 1980s led to increased emigration from these areas. In the 1990s immigrants arrived from all over the world. In 2000, 40 percent of all legal immigrants came from just five countries - Mexico, China, the Philippines, India, and Vietnam (Migration Policy Institute, 2004).
211	Immigration before 1900	Diaz p 306	V.001	The United States has historically be a nation of immigrants, but the nature and causes of immigration have changed over time. The earliest settlers to the east coast of North American came from England and Holland, whereas those to the south and west came mainly from Spain. In the early eighteenth century these settlers were joined by involuntary immigrants - slaves from Africa. The social upheavels and overpopulation that characterized nineteenth century Europe and Asia brought more than 14 million immigrants to the United States in the forth-year period between 1860 and 1900. Immigration from the Pacific Rim countries was constrained by severeimmigration restrictions until the last decads of the twentieth century.
212	Implicit knowledge	Ellis p 139	IV.005	The L2 knowledge of which a learner is unaware and therefore cannot verbalize.
213	Industrial economic systems	Merriam Webster Dictionary	V.003	Of or related to industry. Industry: manufacturing activity as a whole
214	Input	Ellis p 139	IV.005	The sample of oral and written language a learner is exposed to while learning or using a particular L2.
215	Input	Ellis p 5	IV.005	Another external factor is the input that learners receive, that is, the samples of language to which a learner is exposed. Language learning cannot occur without some input. A question of considerable interest is what type of input facilitates leraning.
216	Input Hypothesis	Brown p 278	IV.005	The Input Hypothesis claims that an important "condition for language acquisition to occur is that the acquirer understand (via hearing or reading) input language that contains structure "a bit beyond" his or her current level of competence. ... If an acquirer is at stage or level i, the input he or she understands should contain i + 1" (Krashen 1981). In other words, the language that learners are exposed to should be just far enough beyond their current competence that they can understand mos of it but still be challenged to make progress.
217	Input hypothesis	Ellis p 139	IV.005	The hypothesis advanced by Krashen to explain how learners subconsciously acquire language from input they comprehend.

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218	Input hypothesis	Ellis p 47	IV.005	According to Stephen Krashen's input hypothesis, L2 acquisition takes place when a learner understands input that contains grammatical forms that are at 'I + 1' (i.e., are a little more advanced than the current state of the learner's interlanguage). Krashen suggests that the right level of input is attained automatically when interlocutors succeed in making themselves understood in communication.
219	Input-based instruction	Ellis p 139	IV.005	Instruction that aims to teach learners a linguistic item by systematically exposing them to it in the input rather than by giving them opportunities to produce it themselves.
220	Integrating Three Types of Objectives	Diaz p 160	IV.006	The Most Beautiful Place in the World is an instructional unit based on the book by the same title (Cameron, 1988) about a young boy in Guatemala who longs to attend school and learn to read (Levine, 2000). Levine found that the Spanish words, foods, and other cultural aspects incorporated in the novel were particularly appropriate for her students, who were all from Spanish-speaking families. The unit also integrated social studies curricular goals as students map locations, compass directions, and cultural comparisons.
221	Intercultural	Merriam Webster Dictionary	V.005	Occurring between or involving two or more cultures
222	Interference	Brown p 95	IV.002	... previously learned material interferes with subsequent material - the previous item is incorrectly transferred or incorrectly associated with an item to be learned.
223	Interlanguage	Brown p 215	IV.002	... interlanguage, a term that Selinker (1972) adapted from Weinreich's (1953) term "interlingual." Interlanguage refers to the separateness of a second language learner's system, a system that has a structurally intermediate status between the native and target languages.
224	Interlanguage	Ellis p 140	IV.002	A term coined by Selinker to refer to the systematic knowledge of an L2 that is independent of both the target language and the learners' L1.
225	Interlanguage	Ellis p 31	IV.002	Earlier we noted that some researchers consider that the systematic development of learner language reflects a mental system of L2 knowledge. This system is often referred to as interlanguage.
226	Interlanguage	Ellis p 33	IV.002	The term 'interlanguage' was coined by the American linguist, Larry Selinker, in recognition of the fact that L2 learners construct a linguistic system that draws, in part, on the learner's L1 but is also different from it and also from the target language.
227	Interlanguage	Parker p 210	IV.002	The term interlanguage, first used by Larry Selinker (1972), refers to an intermediate grammar (i.e., linguistic system) that evolves as a learner acquires an L2. The interlanguage is characteristically distinct from both the L1 and the L2.
228	Interlanguage	Parker p 317	IV.002	In second-language acquisition, a grammar different from both the speakers' native language and the second language.
229	Intracultural	dictionary.sensagent.com	V.005	The term intracultural is used to describe data and interactional data from within one cultural group. Intraculturalism involves that same group coming together to form a whole, with the different groups still retaining their various "original" defined identities. The various components are still "suspended" intact within the whole and are unchanged by the merge.
230	Intralingual - Interlingual	Brown p 213	IV.002	The conclusion that great difference does not necessarily cause great difficulty underscores the significance of Intralingual (within on language) errors ... which are as much a factor in second language learning as Interlingual (across two or more languages) errors.

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231	Jargon	Fromkin p 528	IV.003	Special words peculiar to the members of a profession or group. Cf. argot.
232	Jargon	Wardhaugh p 267	IV.003	The technical language of a particular group, e.g. linguists, bricklayers, stockbrokers, etc.
233	Jigsaw Cooperative Learning	Diaz p 167	IV.003	In one use of the jigsaw model, intermediate ELD students studied the use of persuasion in advertising by looking at three different types of ads in three expert groups and completing worksheets with questions such as "How is the ad trying to persuade you? Is it using reason, an appeal to emotions, or an appeal to feeling of right or wrong? Is the advertisement effective? Why or why not?" Returning to their base group, group members described the ad they studied and completed a second worksheet summarizing the types and effectiveness of persuasion used in various ads. Students then worked cooperatively to write their own ads. (Weatherly, 1999)
234	Kinesthetic cues and proxemics by culture	Diaz 2012 p 315	V.004	"Yes" is generally signaled by a nod of the head, but in some cultures a shake of the head means "yes."
235	Knowledge of culture	Cloud p 36	IV.003	EE [enriched education] teachers must be knowledgeable about and sensitive to the dynamics of culture in general, and their students' cultures in particular. This enables teachers to understand their students and to structure a successful academic experience for them. Teachers must be able to draw on their knowledge of human development as mediated by language and culture.
236	KWL chart	Cloud p 205	IV.003	An abbreviation for : What I know, What I want to learn, What I learned. An open-ended technique designed by Donna Ogle (1986) to help readers identify what they know and what they want to learn before reading and expository passage. After reading, they evaluate what they actually learned.
237	L1 transfer	Ellis p 140	IV.002	The process by which the learners' L1 influences the acquisition and use of an L2.
238	L2 Acquisition	Ellis p 3	IV.002	"L2 acquisition", then, can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, and 'Second Language Acquisition' (SLA) as the study of this.
239	Language Acquisition Device	Ellis p 32	IV.001	The human mind is equipped with a faculty for learning language, referred to as a Language Acquisition Device. This is separate from the faculties responsible for other kinds of cognitive activity (for example, logical reasoning).
240	Language Acquisition Device (LAD)	Brown p 24	IV.001	Chomsky (1965) similarly claimed the existence of innate properties of language to explain the child's mastery of a native language in such a short time despite the highly abstract nature of the rules of language. This innate knowledge, according to Chomsky, is embodied in a "little black box" of sorts, a language acquisition device (LAD).
241	Language Acquisition Device (LAD)	Ellis p 140	IV.001	According to Chomsky, the innate language faculty responsible for L1 acquisition.
242	Language development during content instruction	Cloud p 79	IV.006	Students should be introduced to language that they need for particular content area lessons before they are taught these lessons. To accomplish this, the teacher must first identify key vocabulary, grammatical structures, and discourse patterns that a discussion about a particular content area entails.
243	Language family	Wardhaugh p 267	IV.005	A group of languages that have a close genetic relationship to one another, e.g. Indo-European.
244	Language majority students	Cloud p 205	IV.001	In the U.S., refers to students who come from homes in which English is primarily spoken.

	A	B	C	D
245	Language minority students	Cloud p 205	IV.001	Individuals who come from a minority group and speak a minority language; non-native speakers of English. These students, who come from homes in which a language other than English is primarily spoken, may or may not be proficient in English.
246	Language proficiency	Cloud p 205	IV.005	The ability to use language accurately and appropriately in its oral and written forms in a variety of settings. Proficiency varies as a function of the context, purpose, and content of communication.
247	Language proficiency levels	California ELD Standards	IV.006	Emerging; Expanding; Bridging
248	Language standards	California ELD Standards	IV.006	Language skills that a student knows in the target language. English Language Arts. English Language Development. The CA ELD Standards support English Learners to use English purposefully. They support English learners to interact meaningfully in school and beyond. They also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning.
249	Language structures	Fromkin p 534-537	IV.005	Root words [morpheme cannot be broken into smaller parts]. Prefixes [a morpheme that occurs before a root word]. Suffixes [a morpheme that occurs at the end of a word]/
250	Language transfer	Parker 211	IV.002	... the influence of L1 on L2 acquisition cannot be ignored. The language learner may exhibit either negative transfer (also known as interference), in which some property of their L1 impedes acquisition of the L2, or positive transfer, in which some property of the L1 promotes the acquisition of L2.
251	Language transfer	Parker p 317	IV.002	Properties of a first language that are carried over into a second language. Positive transfer enhances second-language acquisition, and negative transfer (or interference) impedes it.
252	Language typology	Wardhaugh p 268	IV.005	The classification of languages by their structural characteristics, e.g. whether they take objects after verbs, as in English, or before them, as in Japanese.
253	Language variations	Parker p 134	IV.003	Language variation is the study of those features of a language that differ systematically as we compare different groups of speakers or the same speakers in different situations.... Regional varieties of the same language Social varieties of the same language ...stylistic varieties of the same language.
254	Late exit bilingual education	Cloud p 205	IV.001	(see Developmental bilingual education)
255	Late exit program	TWI Glossary	IV.001	A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. May differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50%.
256	Latin American Spanish	Sp Trans	IV.003	Different Dialects of Latin American Spanish. The language has variants in the diverse zones where it is spoken. These differences are called regional variants or dialects...Amazon Spanish, Bolivian Spanish, Caribbean Spanish, Central American Spanish, Andean Spanish, Chilean Spanish, Columbian & Ecuadorian Spanish, Mexican Spanish, Northern Mexican Spanish, Paraguayan Spanish, Peruvian Spanish, Puerto Rican Spanish, and River Plate or Buenos Aires Spanish

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257	Legal status of immigrants	Diaz p 310	V.001	Many immigrants are documented - legal residents who have entered the United States officially and live under the protection of legal immigration status. Some of these are officially designated refugees, with transitional support services and assistance provided by the U.S. government, including most immigrants from Cambodia, Laos, Vietnam, and Thailand. Undocumented immigrants are resident without any official status, who often live in fear of being identified and deported. Being in the United States illegally brings increased instability, fear, and insecurity to school-age children because they and their families are living without the protection, social services, and assistance available to most immigrants. With the passage of the Immigration Reform and Control Act in 1986, however, undocumented children are legally entitled to public education.
258	Lexicon	Fromkin p 529	IV.002	The component of the grammar containing speakers' knowledge about morphemes and words; a speaker's mental dictionary.
259	Limited bilingualism	OBBE p 216	IV.001	A level of bilingualism at which individuals attain less than native-like proficiency in both L1 and L2. Such individuals invariably acquire Basic Interpersonal Communicative Skills in L1 and often demonstrate Basic Interpersonal Communicative Skills in L2 as well.
260	Linguistic determination	Wardhaugh p 268	IV.005	The belief that the structure of a language determines how users of that language view the outside world. Also known as the Whorfian hypothesis.
261	Linguistic variable	Wardhaugh p 268	IV.005	A language item that reveals variable usage among speakers of a language often according to the occasion of use, e.g. floor pronounced with or without the final r in some varieties of English, or the use of singin' on certain occasions.
262	Loan words	Fromkin p 529	IV.005	Words in one language whose origins are in another language (in Japanese besiboru ["baseball"] is a loan word from English).
263	Maintenance bilingual	TWI Glossary	IV.001	Less common term for developmental bilingual.
264	Marginalization	Merriam Webster Dictionary	V.005	Marginalize: to relegate to an unimportant or powerless position within a society or group.
265	Marginalization factors	encyclopedia.com	V.005	Homelessness, age, language, employment, status, skill, race, and religion are some criteria historically used to marginalize.
266	Matching Instruction to Students' L2 Levels	Diaz p 70	IV.003	Ideally, classroom activities match the students' second-language levels: Beginning Level Early Intermediate and Intermediate Level ... Early Advanced Level
267	Medicine, Health, and Hygiene	Diaz p 329	V.004	Miscommunication and concooperation can result when teachers and the family view health and disease differently (Whitte, 1991). For example, community health practices, such as the Cambodian tradition of coining (in which a coin is dipped in oil and then rubbed on a sick person's back, chest, and neck) can be misinterpreted by school officials who, seeing marks on the child, swiftly call Child Protective Services.
268	Metacognition	Webster Dictionary	IV.002	Awareness or analysis of one's own learning or thinking processes
269	Metacognitive Strategies	Brown, p 131	IV.002	Centering your learning; Arranging and planning your learning; Evaluating your learning.
270	Metalinguistics	Webster Dictionary	IV.002	A branch of linguistics that deals with the relation between language and other cultural factors in a society

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271	Migration within the United States	Diaz p 309	V.001	Hispanics, on the other hand, are migrating from the cities of the Southwest, New York, and Miami toward destinations in the Midwest and middle South (Wilson, 1984). California, which had attracted 33 percent of these immigrants, recently has only received 22 percent (Migration Policy Institute, 2004)
272	Monitor	OBBE p 217	IV.001	A construct developed to refer to the mechanism by which L2 learners process, store, and retrieve conscious language rules. Conscious rules are placed in the Monitor as a result of language learning. In order to effectively use the Monitor, L2 users must: (1) have sufficient time to retrieve the desired rule, (2) be involved in a task focused on language forms and not on language functions, and (3) have previously learned correctly and stored the rule. These three conditions are rarely present in normal day-to-day conversational contexts.
273	Monitor Hypothesis	Brown 278	IV.001	The "monitor" is involved in learning, not in acquisition. It is a device for "watchdogging" one's output, for editing and making alterations or corrections as they are consciously perceived. Only once fluency is established should an optimal amount of monitoring, or editing, be employed by the learner (Krashen 1981).
274	Monolingual parents concerned about target language. The teacher could best respond to the family members by encouraging them to:	Sample Question #4	IV.004	Use the primary language as much as possible when interacting with the child, as that will help the child's overall language development: Encouraging parents to use the primary language when interacting with their children will promote students' overall language development because knowledge of the primary language helps build students' understanding of the nature of language. Building students' proficiency in the primary language also provides students with a linguistic foundation on which they can draw while learning a target language. Students who have a strong foundation in their primary language can use metalinguistic strategies when learning a target language.
275	Monthly bilingual teacher meeting. This activity shows that the teacher is aware of the importance of	Sample Question #5		Reflecting actively on teaching practices and considering a variety of viewpoints when planning bilingual education instruction: Students benefit from teachers who discuss current research, each other's viewpoints, and bilingual education methodology. Teachers who have opportunities to consider a variety of viewpoints when planning and modifying instruction are able to consider differing needs and perspectives of students. In addition, teachers who have an understanding of current research related to bilingual education can apply this research to classroom instruction.
276	Morpheme	Fromkin p 531	IV.002	Smallest unit of linguistic meaning or function.
277	Morpheme	Parker p 318	IV.002	A minimal element of meaning associated with a particular form (e.g. -pel means 'push' as in repel, compel, etc.)
278	Morpheme	Wardhaugh p 268	IV.002	The smallest grammatical relevant element in a language, e.g. the various parts of cats (cat and -s) and unhappiness (un-, happy and -ness).
279	Morphemes	Fromkin p 71	IV.002	Some morphemes like boy, desire, gentle and man constitute words by themselves.
280	Morphographic	Parker p 318	IV.002	Describing a writing system in which each symbol represents a morpheme (e.g., 2 x 2 = 4)
281	Morphology	Fromkin p 531	IV.002	The study of the structure of words; the component of the grammar that includes the rules of word formation.
282	Morphology	Webster Dictionary	IV.002	The study and description of how words are formed in language

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283	Morphophoneme	Parker p 318	IV.002	A phonological segment representing a morphemic; typically written in capital letters with double slashes (e.g., (PLU) = //Z//).
284	Multicultural curriculum	Banks p 9	IV.007	Cross cultural competence. American national culture. Subcultures. Different sub societies and cultures.
285	Naming Practices	Diaz p 67	V.004	In Puerto Rico, as well as other Hispanics, generally use three names; a given name, followed by the father's surname and then the mother's surname. If one last name must be used, it is generally the father's. Thus, Esther Reyes Mimosa can be addressed as Esther Reyes. If the first name is composed of two given names (Hector Luis) both are used.
286	Nationalism	Merriam Webster Dictionary	V.005	Loyalty and devotion to a nation; a nationalist movement or government.
287	Natural Order Hypothesis	Brown p 278	IV.001	Following the earlier morpheme order studies of Dulay and Burt (1974; 1976) and others, Kraashen has claimed that we acquire language rules in a predictable or "natural" order.
288	Negative transfer	Ellis p 141	IV.002	Language transfer that results in errors.
289	Neurolinguistics	Fromkin p 531	IV.002	The branch of linguistics concerned with the brain mechanisms underlying the acquisition and use of human language; the study of the neuro-biology of language.
290	Newcomer program	TWI Glossary	IV.001	A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels.
291	Nonstandard English	Parker p 318	IV.003	Any variety of English which contains socially marked forms.
292	Nonverbal communication	Diaz p 314	IV.003	(Silent language) However, more than 65 percent of the social meaning of a typical two-person exchange is carried by nonverbal cues (Bierwhistell, 19740. Physical appearance is an important dimension of the nonverbal code during initial encounters. Body movements, gestures, and facial expressions can enhance a message or constitute a message in itself. Puralanguage, the nonverbal elements of the voice, is the primary aspect of speech that can affirm or belie a verbal message. Proxemics, the communication of interpersonal distance, varies widely across cultures. Las but not least, olfactics - the study of interpersonal communications by means of smell - constitutes a factor that is powerful yet often overlooked.
293	Nonverbal communication	Diaz p 315	IV.003	Distance between speakers. Touch. Proximity. Eye contact.
294	Occupations	Diaz p 334	V.001	Some cultural groups in the United States are engaged in a voluntary way of life that does not require public schooling (e.g., the Amish). Other groups may not be adequately rewarded in the United States for school success but expect to be rewarded elsewhere (e.g., children of diplomats and short-term residents who expect to return to their home country). Still other groups may be involuntarily incorporated in U.S. society and relegated to menial occupations and ways of life that do not reward and require school success (e.g., Hispanics in the Southwest). As a result, they may not apply academic effort (Oghu & Matute-Bianchi, 1966).
295	Office of Civil Rights OCR	US Department of Education	IV.001	OCR's mission is to ensure equal access to education and to promote educational excellence through vigorous enforcement of civil rights in our nation's schools.

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296	One way immersion	TWI Glossary	IV.001	Used frequently in the Southwestern United States to refer to developmental bilingual education; also frequently used to refer to foreign language immersion (to contrast it with two-way immersion that enrolls students from two language groups).
297	Online interactions with other classes online in target language. This activity will best promote the students' target language literacy development by:	Sample Question #7	IV.005	Giving them a chance to use the language in a meaningful and purposeful manner: Using language in a meaningful and purposeful manner provides motivating contextualization in which language skills can develop. The target language is acquired through a natural process in which students are engaged in an activity that promotes language development. The target language is embedded within an understandable and meaningful context that focuses on the Internet forum activity rather than on the language in isolation. Students use the target language to accomplish a specific task and have increased language proficiency as a result of these interactions.
298	Organizing Content for the Theme of "Acculturation"	Diaz p 142	IV.001	Content materials for the social studies theme "acculturation" might include primary documents, personal histories, and literature. Students who research specific concepts related to acculturation, such as immigration assimilation, culture shock, job opportunities, or naturalization, may find each document features a unique voice. A government document presents a formal, official point of view, whereas a personal or family story conveys the subject from a different, more intimate perspective. In addition, numerous pieces of literature, such as Eve Bunting's <i>How Many Days to America?</i> (1988) or Laurence Yep's <i>Dragonwings</i> (1975) offer yet other points of view.
299	Othography	Fromkin p 532	IV.002	The written form of a language; spelling.
300	Othography	Wardhaugh p 269	IV.002	The spelling system that a language employs.
301	Partial bilingualism	OBBE p 217	IV.001	A level of bilingualism at which individuals attain native-like proficiency in the full range of understanding, speaking, reading, and writing skills in one language but achieve less than native-like skills in some or all of these skills in the other language.
302	Partner language	TWI Glossary	IV.001	Alternative term for the language other than English that is used for instruction in programs in the United States. Preferred term in dual language, in which both English and the foreign language are "targets" for developing proficiency.
303	Performance standards	Cloud p 206	IV.006	Also, sometimes referred to as "performance criteria." Statements that refer to the degree to which students have met a particular content standard. Performance standards specify how students will demonstrate their knowledge and skills as well as at what level they must perform in order to be considered as meeting the standard.
304	Personal Space	Diaz p 316	V.004	"Teacher," Maria said to me as the students went out for recess. "Yes, Maria?" I smiled at this lively Venezuelan student and we launched into conversation. The contents of this talk are now lost on me, but not the actions. For as we talked, we slowly moved, she forward, me backward, until I was jammed up against the chalkboard. And there I remained for the rest of the conversation, feeling more and more agitated. She was simply too close. Because I knew the different cultural norms under which Maria and I were operating - the fact that the requirement for space between interlocutors is greater for me as a North American than for her as a South American - I did not ascribe any negative or aggressive tendencies to her. But knowing the norm difference did not lessen my anxiety. What it afforded me was the knowledge that we were behaving differently and that such differences were normal for our respective groups. (Kathryn Weed quoted in Diaz-Rico & Wee, 2010).

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305	Phoneme	Fromkin p 533	IV.002	The contrastive phonological segment whose phonetic realizations are predictable by rule (e.g., /p/ as in pit and /b/ in bit).
306	Phoneme	Parker p 319	IV.002	A type of segment we think we hear when we interpret speech.
307	Phoneme	Wardhaugh p 270	IV.002	The smallest element in the sound system of a language such that changing one for another will create a difference in meaning, e.g. p is a phoneme in pit because a change to a b would result in bit, to f in tit, to k in kit, etc.
308	Phonological awareness	Cloud p 206	IV.002	Awareness of the acoustic, or individual sound elements that make up a word and the ability to manipulate those elements independent of the word of which they are a part. Children's awareness that words are made up of individual speech sounds - the word "cat" consists of three sounds: /c/, /a/, and /t/. With such knowledge, children can then learn to associate the written letters of a language, such as English, with the sounds they represent.
309	Phonology	Fromkin p 533	IV.002	The sound system of a language; the component of a grammar that includes the inventory of sounds (phonetic and phonemic units) and rules for their combination and pronunciation; the study of the sound systems of all languages.
310	Phonology	Webster Dictionary	IV.002	The study of the speech sounds used in a language
311	Pidgin	Fromkin p 533	IV.003	A simple but rule-governed language developed for communication among speakers of mutually unintelligible languages, often based on one of those languages.
312	Pidgin	Parker p 319	IV.003	A mixture of two existing languages brought into contact by trade or colonization.
313	Pidgin	Wardhaugh p 270	IV.003	A type of language used by speakers of different languages for mutual communication, e.g. Pidgin English.
314	Planning for SDAIE Science	Diaz p 157	IV.006	In a sheltered (SDAIE) seventh-grade science class, students improve their English language skills while studying about the universe. The teacher's primary goal is to students to understand the content materials (in this case, about the origin of the universe). But she also spends time helping students with language-related issues (e.g. academic vocabulary, reading skills,) that pertain to the science unit they are studying. The exposure to higher-level language (through the content materials) and the explicit focus on language issues by the teacher set the stage for successful language acquisition (Brinton, 2003).
315	Political factors that affect language and culture	Diaz 2008 p 294	V.002	War. Civil strife. Repression. Change in government.
316	Polynesian classroom learning	Diaz p 331	V.004	Overcoming Passivity. Polynesian students newly arrived from South Pacific may have experienced classroom learning as a relatively passive activity. They expect teachers to give explicit instruction about what to learn and how to learn it. When these students arrive in the United States and encounter teachers who value creativity and student-centered learning, they may appear passive as they wait to be told what to do. (Funaki & Burnett, 1993)
317	Positive transfer	Ellis p 142	IV.002	Language transfer that facilitates the acquisition of target-language forms.
318	Positive transfer	Parker p 221	IV.002	The native speaker of Spanish acquired English articles quite quickly, which can be attributed to positive transfer from Spanish, which also has articles.

	A	B	C	D
319	Poverty among minority groups	Diaz p 292	V.004	Poverty does not mean merely inadequate income, rather, it engenders a host of issues, including underemployment, insufficient income and jobs with limited opportunities, homelessness, lack of health insurance, inadequate education, and poor nutrition. Poor children are twice as likely as no-poor children to suffer stunted growth or lead poisoning or to be kept back in school.
320	Prefix	Fromkin p 534	IV.005	Bound morpheme that occurs before a root or stem of a word; affix that is attached to the beginning of a morpheme or word.
321	Prefixes	Fromkin p 71	IV.005	Thus, un- is like pre- (prefix, predetermine, prejudge, prearrange) and bi- (bipolar, bisexual, bivalve); it occurs only before other morphemes. Such morphemes are called prefixes.
322	Primary language	Cloud p 207	IV.002	The language or languages that children acquire naturally, without instruction, during the preschool years from parents, siblings, and others in their social environment. A child can have more than one primary language if he or she acquires more than one language during the period of primary language development. Learning two languages at the same time is also sometimes referred to as simultaneous bilingual acquisition.
323	Primary-language Poetry	Diaz p 198	IV.004	Judith Casey (2004) encourages students to share native language with classmates during a poetry activity, in which students bring in and read aloud a poem in their L1.
324	Proficient bilingualism	OBBE p 217	IV.006	A level of bilingualism at which individuals attain native-like proficiency in the full range of understanding, speaking, reading, and writing skills in both L1 and L2.
325	Promoting Additive Bilingualism	Diaz p 132	IV.001	Skilled teachers help students build English proficiency on a strong first-language foundation by the following practices: Encourage families to preserve the home language; Stock classroom libraries with books in the home language; Welcome classroom visitors and volunteers who speak the home language and ask them to address the class about the importance of proficiency in two languages.
326	Proxemics	Brown p 264	V.004	Physical proximity, or proxemics, is also a meaningful communicative category. Cultures vary widely in acceptable distances for conversations. Edward Hall (1966) calculated acceptable distances for public, social-consultative, personal and intimate discourse. He noted, for example, that Americans feel that a certain personal space "bubble" has been violated if a stranger stands closer than twenty to twenty-four inches away unless space is restricted, such as in a subway or an elevator. However, a typical member of a Latin American culture would feel that such a physical distance would be too great.
327	Push Pull immigration factors	Diaz p 307	V.001	Immigrants have come to the United States for a variety of reasons: the desire for adventure and economic gain in a new world, the need to flee religious and political persecutions, or as a result of forcible abduction. Factors involve both attractive forces (pull) and expulsive forces (push).
328	Push Pull immigration factors	Rosemary Wildsmit Cromarty and Aloysius Conduah	V.001	"Conditions in the origin country and the immigrants' personal lives are referred to as push factors. Conditions in the host community and the attitudes of established members are the pull factors."

	A	B	C	D
329	Reading Strategies for Students at Different Levels of Proficiency	Diaz p 254	IV.007	Novice: anticipating/predicting, skimming, scanning, extracting specific information, contextual guessing, prereading activities, simple fill-in-the-blanks. Intermediate/Advanced: Comprehension checks, guessing from context, clue searching, making inferences, scrambled stories, extracting specific information, skimming, scanning, paraphrasing, note taking/outlining, passage completion, understanding idioms, learning discourse, comprehending linking words. (Omaggio, 1986)
330	Refugee/Immigrant issues	Diaz 2008 p 295	V.001	Repression. Civil war. Changes in government. Vietnam War. Cambodians who cooperated with US military. 100,000 Cambodians in 1979. 600,000 Salvadorians in 1980s. Deferred Enforced Departure Program 1980s.
331	Regional dialects	Fromkin p 400	IV.003	Dialectal diversity develops when people are separated from each other geographically and socially. The changes that occur in the language spoken in one area or group do not necessarily spread to another.
332	Regional variation of languages	Parker p 137	IV.003	The study of regional variage, at least in the modern Western tradition, began in the nineteenth-century Europe. By the early twentieth-century, dialect dictionaries or regional atlases had been begun or completed for England, Germany, France, and Italy. A dialect atlas is essentially a series of maps, each of which plots the geographical distributions of a particular linguistic feature.
333	Register in discourse	Cloud p 207	V.004	Specific features of discourse (talk or text) that is associated with specific academic subjects, such as math or science. Register involves the unique terms and expressions, meanings, and sentence structures that occur in talking or writing about a particular discipline.
334	Register in language	Parker p 320	V.004	One of many styles of languages, ranging from formal to informal.
335	Register in language	Fromkin p 535	V.004	A sylistic variant of a language appropriate to a particular social setting. Also called style.
336	Religion	Diaz p 331	V.004	Immigrants with Confucian religious and philosophical beliefs, for example, subscribe to values that mandate a highly ordered society and family through the maintenance of proper social relationships. In Islamic traditions, the Koran prescribes proper social relationships and roles for members of society. When immigrants with these religious beliefs encounter largely secular U.S. institutions, the result may be that cultoms and cultural patterns are challenged, fade away, or cause conflict within the family (Chung, 1989).
337	Repatriation	Merriam Webster Dictionary	V.003	The act or process of restoring or returning someone or something to the county of origin, allegiance, or citizenship.
338	Risk-taking	Brown p 149	IV.006	These factors [intelligent guesses, inhibitions, building defences] suggest that risk-taking is an important characteristic of succesful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.
339	Rites, Rituals, and Ceremonies	Diaz p 328	V.004	Accommodating School Rituals. Teachers might welcome newcomers with a brief explanation of the degree of formality expected of students. School seasonal celebrations are increasingly devoid of political and religious content. The school may, however, permit school clubs to honor events with extracurricular rituals. Teachers might observe colleagues from different cultures to view the rituals of family-teacher conferences and adapt their time behavior to address families' cultural expectations. Greeting and welcome behaviors during parent conference vary across cultures. The sensitive teacher understands how parents expect to be greeted and incorporates some of these behaviors in the exchange.

	A	B	C	D
340	Roles and Status: European, Cree, Taiwqan	Diaz 2012 p 333	IV.004	Middle-class European Americans expect children to spend much of their time playing and attending school rather than performing tasks similar to those of adults. Cree Indian children, on the other hand, are expected from an early age to learn adult roles, including contributing food to the family. ... Rural traditional families in many cultures expect young men and women to be socially mature when they enter high school, whereas other families, for example, middle-class families in Taiwan, expect a much longer period of adolescence
341	Roles and Status: US, Vietnamese	Diaz p 332	IV.004	Values about Roles and Status. Cultures differ in the roles people play in society and the status accorded to these roles. For example, in the Vietnamese culture, profoundly influenced by Confucianism, authority figures are ranked in the following manner: The father ranks below the teacher, who ranks only below the king (Chung 1989). Such a high status is not accorded to teacher in U.S. society, where, instead, medical doctors enjoy this type of prestige. Such factors as gender, social class, age, occupation, and educational level influence the manner in which status is accorded to various roles. Students' perceptions about the roles possible for them in their culture affect their school performance.
342	Root	Fromkin p 535	IV.005	Nonaffix lexical-content morpheme, which cannot be analyzed into smaller parts, e.g., system, boy, or cran.
343	Rules of syntax	Fromkin p 535	IV.002	Principles of grammar that account for (1) the grammaticality of sentences; (2) word order; (3) structural ambiguity; and much more.
344	Scaffolding	Ellis p 143	IV.005	The process by which learners utilize discourse to help them construct structures that lie outside their competence.
345	Scaffolding	Ellis p 48	IV.005	Another perspective on the relationship between discourse and L2 acquisition is provided by Evelyn Hatch. Hatch emphasizes the collaborative endeavours of the learners and their interlocators in constructing discourse and suggests that syntactic structures can grow out of the process of building discourse. One way in which this can occur is through scaffolding.
346	Schema (plural for schemata)	Parker p 320	IV.005	A psychological framework for organizing pre-existing knowledge about the world.
347	School Dress Code	Diaz p 328	V.004	Culturally Influenced School Dress Codes. Boys and men in some cultures (rural Mexico, for example) wear hats. Classrooms need to have a place for these hats during class time and provision for wearing the hats during recess. Schools that forbid "gang attire" yet permit privileged students to wear student council insignia (sweaters with embroidered names, of instance) should forbid clique-related attire for all. A family-school council with representatives from various cultures should be responsible for reviewing the school dress code on a yearly basis to see if it meets the needs of various cultures.
348	SDAIE	Diaz p 139	IV.003	Specially designed academic instruction in English (also called "sheltered content instruction" - see Echevarria and Graves, 2011) combines second-language acquisition principles with those elements of quality teaching that makes a less understandable to students. SDAIE, ideally, one component in a program for English Learners that includes ELD instruction, primary language instruction in content areas (so that students continue at grade level as they learn English), and content-based ESL classes.

	A	B	C	D
349	Second foreign language immersion programs	Cloud p 5	IV.001	Second foreign language immersion programs serve language majority students and they use a second or foreign language (e.g., Japanese or Spanish) to teach at least 50% of the curriculum during the elementary or secondary grades.
350	Second language	Cloud p 207	IV.001	Refers to a language learned by an individual after another language has already been acquired. In contrast to foreign languages, second languages are languages that are used in the larger community and, thus, have some functional value outside school.
351	Second language learning	Cloud p 207	IV.006	The acquisition of a language that is used by at least some members of the community in which the individual lives. For example, French is a second language for native-English speaking students living in Quebec; but, it is a foreign language for students living in Ames, Iowa.
352	Select appropriate literacy materials	Cloud p 92	IV.007	When choosing materials, we recommend that teachers consider: 1) the proficiency demands, 2) the contextual support provided, 3) the authenticity and naturalness of the language, 4) the target audience for which the material is intended, 5) the cultural relevance, and 6) the intellectual, aesthetic, and emotional satisfaction produced by the material (Barrs, et al., 1988)
353	Semantic map	Cloud p 207	IV.007	(Also referred to as "web diagram.") A method for visually demonstrating the relationships among key components of stories or information about topics of study. Webs should include a central main concept, supporting details organized into categories, and connecting lines which show the relationship among the strands.
354	Sequence of acquisition	Ellis p 143	IV.003	The stages of development through which learners pass when acquiring grammatical structures such as past tense or learning how to perform language functions such as requests.
355	Sheltered Instruction	Cloud p 207	IV.001	(Also referred to as Sheltered English Instruction). Sheltered instruction is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Teachers modify their use of English to teach core subjects (math, science) in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, such as by modifying speech rate and tone, simplifying vocabulary and grammar, repeating key words, phrases, or concepts, using content clues and models extensively, relating instruction to students' background knowledge and experience, and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.
356	Silent period	Ellis p 143	IV.003	Some L2 learners, especially children, undergo a lengthy period during which they do not try to speak, although they may engage in 'private speech'.
357	Slang	Fromkin p 536	IV.005	Words and phrases used in casual speech often invented and spread by close-knit social or age groups.
358	Social class	Diaz p 333	V.004	Values about Social Class. Stratification by social class differs across cultures. Cultures that are rigidly stratified, such as India's caste system, differ from cultures that are not as rigid or that, in some cases, border on the anarchic, such as continuously war-torn countries. The belief that education can enhance economic status is widespread in the dominant culture of the United States, but individuals in other cultures may not have similar beliefs. ... The social-class values that children learn in their homes largely influence not only their belief in schooling but also their routines and habits in the classroom.

	A	B	C	D
359	Social distance	Ellis p 143	V.004	The distance between the learner and the target-language community resulting from various social factors such as 'social dominance' and 'enclosure'.
360	Social distance	Ellis p 40	V.004	The main reason for learners failing to acculturate is social distance. This concerns the extent to which individual learners become members of a target-language group and therefore achieve contact with them. ... socially equal ...
361	Social factors that affect language and culture	Diaz 2008 p 296	V.002	Family unification
362	Social language skills	Cloud 143	IV.001	Focusng on the English-proficient students' social language skills allows you to determine if they have acquired the interpersonal, social language skills they are called upon to use in the schoolyard or in other social settings.
363	Socialism	Merriam Webster Dictionary	V.003	A system of society or group living in which there is not private property. A system of condition of society in which the means of production are woned and controlled by the state. A stage of society in Marxist theory transitional between capitalism and communism and distinguished by unequal distritubion of goods and pay according to work done.
364	Socialist government systems	Merriam Webster Dictionary	V.003	One who advocates or practices socialism. Any of various economic and political theories advocating collective or government ownership and adminstrations of the meands of production and distribution of goods.
365	Socio-cultural benefits	Clouu p 4	IV.001	There are also important socio-cultural advantages to knowing more than one language. Proficiency in multiple languages permits individuals to expand their world because it permits them to communicate with members of other cultural groups, be they members of cultural groups on one's own neighborhood, or groups in other countries or regions of the world.
366	Sociolinguistic competence	Brown p 247	IV.001	Sociolinguistic competence is the knowledge of the sociocultural rules of language and discourse. This type of compentence "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction".
367	Space	Diaz p 327	V.004	Values about Space. Another aspect about which values differ according to cultural experience is the concept and experience of space. Just as attitudes towards personal space vary amont cultures, a cultural sense of space influences in which rooms and buildings people feel comfortable. Large cavernous classrooms may be overwhelming to students shose family activities are carried out in intimate spaces. The organization of the space in the classroom send messages to students, such as how free they are to move about the classroom and how much of the classroom they "own".
368	Spanish language in the United States	Trans Co	V.002	Spanish language in the United States has been present since the early years of the sixteenth Century. ... Today, over 47 million people in the United States can speak the Spanish language, which makes it the country with the second highest Spanish speaking population, next to Spain. ..., The Mexican Spanish dialect is the major Spanish dialect that is spoke in the United States. ...The other dialect of Spanish language in North America includes the one spoken in New Mexico. This is also termed by some linguists as the New Mexico Spanish.
369	Stages in Language Acquisition	Fromkin pp3-8-	IV.006	The first sounds; First words; the two-word stage; From telegraph to infinity
370	Stages of Proficiency	Cloud p 126	IV.006	Table 6.6. Task Demands Appropriate to Each Stage of Proficiency. Stage I (pre-production); Stage II (early production); Stage III (speech emergence); and Stage IV (intermediate fluency)

	A	B	C	D
371	Standard American English (SAE)	Fromkin p 408	IV.003	The dominant or prestige dialect is often called the standard dialect. Standard American English (SAE) is a dialect of English that many Americans almost speak; divergence from the "norms" are labeled "Philadelphia dialect," "Chicago dialect," "African American English," and so on.
372	Standard American English (SAE)	Fromkin p 537	IV.003	An idealized dialect of English that is considered by some prescriptive grammarians to be the proper form of English.
373	Standard English	Parker p 322	IV.003	Any variety of English which contains no socially marked forms.
374	Stem	Fromkin p 537	IV.005	A root morpheme combined with affix morphemes; other affixes can be added to a stem to form a more complex stem.
375	Stereotypes	Brown p 179	V.003	While stereotyping, or overgeneralizing, people from other cultures should be avoided, cross-cultural research has shown there are indeed characteristics of culture that make one culture different from another. ... Both the learners and teachers of a second language need to understand cultural difference, to recognize openly that people are not all the same beneath the skin. There are real differences between group and cultures. We can learn to perceive those differences, appreciate them, and above all to respect and value the personhood of every human being.
376	Stereotypes	Diaz p 311	V.003	Often resulting from racist beliefs, stereotypes are preconceived and oversimplified generalizations about a particular group, race, or gender. The danger of stereotyping is that people are not considered as individuals but are categorized with all other members of a group. A person might believe that a racial group has a global trait and subsequently everyone from that group is judged in this stereotypical way. Conversely, a person might judge an entire group on the basis of an experience with a single individual.
377	Story Retelling at Four ELD Levels	Diaz p 229	IV.003	First-grade students at the beginning ELD level can listen to a reading of "The Three Little Pigs" and recite the wolf's "I'll blow your house down!" along with the reader. A group of early intermediate students can retell the story to the teacher using pictures and then talk about the pictures. Intermediate students can retell the story to the teacher or a cross-age tutor who can write their story for them, and then students can reread, illustrate, and rearrange the story from sentence strips. Early advanced English learners can create a new ending of the story.
378	Structured English Immersion (SEI)	CalEdFacts	IV.001	A classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.
379	Student comes to US with 6 years of schooling. Which of the following effects will the student's previous education most likely have on his English language development?	Sample Question #2	IV.002	The linguistic concepts and learning strategies the student has already learned in the educational system of his home country will enhance and support his English language development: Since the student has most likely already developed an understanding of the functions and purposes of language in his primary language, he will be able to transfer this understanding to English. The student does not need to relearn concepts related to language and literacy, but can apply his knowledge of these concepts to English.

	A	B	C	D
380	Submersion (sink or swim education) programs	Cloud p 207	IV.001	Programs which encourage students from language minority backgrounds to learn English as quickly as possible and give up their existing linguistic skills as well as assimilate to the dominant American culture as quickly as possible. English is used exclusively as the medium of instruction in these programs and there may or may not be and specialized support for English language learners.
381	Submersion classes	OBBE p 217	IV.001	Subject matter class periods delivered in L2 in which teachers: (1) mix native speakers with second language acquirers, (2) speak in a native speaker-to-native speaker register, and (3) provide L2 acquirers with only minimal amounts of "comprehensible second language input."
382	Submersion or sink-or-swim	Cloud p 20	IV.001	Students from language minority backgrounds who acquire a language other than English at home prior to entering school are often encouraged to learn English as quickly as possible and to give up their home language. They are also encouraged to assimilate to the dominant American culture as quickly as possible, forsaking their cultural heritage.
383	Submersion program	OBBE p 217	IV.001	An organized curriculum designed for native speakers of a language but often used with language minority students. No special instructional activities focus upon the needs of language minority students. Submersion programs are often referred to as "Sink or Swim" models. In such programs, language minority students commonly experience a form of subtractive bilingualism, usually limited bilingualism.
384	Subtractive bilingualism	Cloud p 208	IV.001	A process in which individuals lose their primary language (and possibly culture) as they acquire a new language and culture. This occurs frequently in the case of language minority students who attend schools where no provision is made to maintain and develop their primary language.
385	Subtractive bilingualism	Brown p 87	IV.001	Native language forgetting occurs in some cases of subtractive bilingualism (members of a minority group learn the language of the majority group, and the latter group downgrades speakers of the minority language).
386	Subtractive bilingualism	OBBE p 217	IV.001	A process by which individuals develop less than native-like Cognitive/Academic Language Proficiency in L1 as a result of improper exposure to L1 and L2 in school. In certain instances, some individuals additionally experience loss of Basic Interpersonal Communicative Skills in L1. In such cases, L1 Basic Interpersonal Communicative Skills are replaced by L2 Basic Interpersonal Communicative Skills.
387	Suffix	Fromkin p 537	IV.005	Bound morpheme that occurs after the root or stem of a word; affix that is attached to the end of a morpheme or word.
388	Suffixes	Fromkin p 71	IV.005	Other morphemes occur only as suffixes, following other morphemes. English examples of suffix morphemes are -er (as in singer, performer, reader, and beautifier), -ist (in typist, copyist, pianist, novelist, collaborationist, and linguist) and -ly (as in manly, sickly, spectacularly, and friendly), to mention on a few.
389	Supporting the Primary Language	Diaz p 84	IV.003	Feature the primary language(s) of students on bulletin boards throughout the school and within the classroom. Showcase primary-language skills in written and oral reports. Involve the primary-language speakers as guests, volunteers, and instructional assistants.
390	Syllabic	Parker p 322	IV.003	Describing a writing system in which each symbol represents a syllable (e.g., LO = 'hello').
391	Syllabic writing	Fromkin p 537	IV.003	A writing system in which each syllable in the language is represented by its own symbol.
392	Syntax	Fromkin p 538	IV.002	The rules of sentence formation; the component of the mental grammar that represents speakers' knowledge of the structure of phrases and sentences.

	A	B	C	D
393	Syntax	Parker p 219	IV.002	Along with phonology, syntax is one of the domains that has been studied the most by researchers in second-language acquisition, largely because of the concurrent interest in syntax that Chomsky generated with linguistics in general. Researchers have found transfer, markedness, and developmental processes to play a role in interlanguage syntax.
394	Syntax	Wardhaugh p 270	IV.002	The permissible grammatical arrangement of elements in a language, usually elements of meaning.
395	Tapping into Previous Knowledge	Diaz p 168	IV.005	The following strategies elicit information from students and help the teacher understand the extent of students' understanding: Brainstorming; K-W-L (What do I know? What do I want to know? What have I learned?); Mind maps; Pretests; Questionnaires; and Interviews
396	Target language	Ellis p 144	IV.002	The language that a learner is trying to learn.
397	Target language	Ellis p 4	IV.002	One way of doing this is by collecting samples of learner knowledge - the language that learners produce when they are called on to use an L2 in speech or writing - and analyse them carefully. These samples provide evidence of what the learners know about the language they are trying to learn (the target language).
398	Target language	TWI Glossary	IV.002	The language other than English that is used for instruction.
399	Tests	Diaz p 95	IV.005	Table 3.2. Tests used for Identification and Placement of Language Minority Students: BINL; BOLT; Brigance-C; Brigance-D; CAT; CELT; CTBS; FLA; IPT; ITBS; LAB; LAS; MAP; MAT; MRT; PIAT; PPVT; QSE; SAT; SRA; TAP; WRAT; and WMLS-R.
400	Text with vocabulary from an unfamiliar dialect. Which of the following strategies would best help students successfully read this text?	Sample Question #10	IV.007	Guiding students to use context cues to understand unfamiliar words they encounter in the text: Students are able to grasp the meanings of unfamiliar vocabulary words more quickly and thoroughly when they are able to see and use the words in context rather than learn the words in isolation. Guiding students to use context cues as a strategy for understanding unfamiliar words also helps promote the development of students' overall reading comprehension skills.
401	The COMPADRAZGO system best illustrates which of the following features of Latino culture?	Sample Question #8	V.004	How the extension of kinship to nonfamily members strengthens the bonds of family and community: Compadrazgo is a form of assumed kinship that originates in the baptism ceremony and creates important bonds between godparents and natural parents as well as between godparents and the child being baptized. Once this created kinship relationship has been established, parents and godparents are expected to help each other in a way that they reasonably can.
402	The Mexican Revolution of 1910 most encouraged the development of which of the following cultural perspectives?	Sample Question #4	V.002	A passionate nationalism rooted in the country's mestizo heritage. The extent to which nationalism sentiments influenced the Mexican Revolution of 1910 can perhaps best be seen in the Mexican Constitution of 1912, which gave the government authority to expropriate the land and mineral resources that foreign investors had come to control during the previous decades. Nationalist feelings were particularly strong among the peasants, miners, and urban workers of combined Native American and European ancestry who played a major role in the revolution.

	A	B	C	D
403	The political participatin of which of the following Latino groups in the United States has been most strongly influenced by U.S. foreign policy toward their country of origin?	Sample Question #5	V.003	Cubans: Cuban Americans' participation in the U.S. political process has been strongly influenced by their desire to maintain the aggressive stance toward the communist government of Cuba that has been the long standing policy of both Republicans and Democratic presidents. Through lobbyists, political action committies, and most of all through their votes, anti Castro Cuban Americans have worked assiduously to bend U.S. policy to their goal of overthrowing the Castro government. Although Cuban Americans do not form a large proportion of the total population, they are an important voting bloc in a key electoral state, Florida, which has given them considerable leverage in national politics and especially with regard to issues that are important to the Cuban community.
404	The popular telenovelas aired by Latino television networks in the United States are most similar to which of the following types of programming broadcast on English language U.S. television networks?	Sample Question #7	V.004	Soap operas: Telenovelas can best be described as soap operas in an extended miniseries format. Like the soap operas with which U.S. television viewers have long been familiar, Latino telenovelas feature a romantic drama involving love triangles, glamorous characters, and intricate, convoluted, storylines that maintain a continuous open narrative. Also like soap operas seen on U.S. English language television, Latino telenovelas appear in serial format broadcast five to six days each week.
405	Theocratic	Merriam Webster Dictionary	V.003	Of, relating to, or being a theocracy
406	Theocratic government systems	Merriam Webster Dictionary	V.003	Theocracy: Government of a state by immediate divine guidance or by officials who are regarded as devinely guided. =
407	Think-Alouds for Metacognition	Diaz p 159	IV.006	Mrs. Barr, a first-grade teacher, verbalizes her thoughts aloud to show students how she experiences reading comprehension. "I always model a think-aloud before asking anything from students," she says. Then students try it with a partner before sharing their thoughts with the whole group. Finally she asks students to write down what they are thinking, so she can assess how they use this metacognitive strategy. (Adapted from Herrera, Perez, & Escamilla, 2010)
408	Time	Diaz p 326	V.004	Adela, a Mexican-American first-grade girl arrives at school about twenty minutes late every day. Her teacher was at first irritated and gradually exasperated. In a parent conference, Adela's mother explained that braiding her daughter's hair each morning was an important time for the two of them to be together, even if it meant being slightly late to school. The family time presented a values conflict with the school's time norm.
409	Tone languages	Fromkin p 241	IV.003	Languages that use the pitch of individual vowels or syllables to contrast meaning of words are called tone languages. The majority of languages in the world are tone languages. ... In English, it doesn't much matter where you say cat with a high pitch or a low pitch. It will still mean "cat."
410	Total Physical Response	Brown p 107	IV.003	The founder of the Total Physical Response (TPR), James Asher (1977), noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth).

	A	B	C	D
411	Totalitarian government systems	Merriam Webster Dictionary	V.003	Of, or relating to centralized control by an autocratic leader of hierarchy; authoritarian; dictatorial
412	Transfer	Brown p 126	IV.002	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
413	Transfer	Brown p 94	IV.002	Transfer is a general term describing the carryover of previous performance or knowledge to subsequent learning. Positive transfer occurs when the prior knowledge benefits the learning task - that is, when a previous item is correctly applied to present subject matter. Negative transfer occurs when a previous performance disrupts the performance of a second task.
414	Transfer errors	Ellis p 19	IV.002	Other errors, however, reflect learners' attempts to make use of their L1 knowledge. These are known as transfer errors.
415	Transitional bilingual education	TWI Glossary	IV.001	A program for English language learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.
416	Transitional bilingual education program	OBBE p 218	IV.001	An organized curriculum that includes: (1) L1 development, (2) L2 acquisition, and (3) subject matter development through L1 and L2. In Early Transitional programs, students are exited to English submersion programs solely on the basis of acquisition of L2 Basic Interpersonal Communicative Skills. In Late Transitional programs, students are exited on the basis of attainment of native-like levels of both L2 Basic Interpersonal Communicative Skills and L2 Cognitive/Academic Language Proficiency sufficient to sustain academic achievement through successful completion of secondary school.
417	Transnationalism	Merriam Webster Dictionary	V.003	Extending or going between national boundaries. Synonyms: foreign, international, multinational
418	Turn-taking by ESL students	Brown p 256	V.004	Once a topic is nominated, participants in a conversation then embark on topic development, using conventions of turn-taking to accomplish various functions of language. Allwright (1980) showed how students of English as a second language failed to use appropriate turn-taking signals in their interactions with each other and with the teacher. Turn-taking is another culturally oriented set of rules that require finely tuned perceptions in order to communicate effectively.
419	Two-way bilingual immersion TWI	TWI Glossary	IV.001	A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.
420	Two-way immersion (dual language immersion)	Cloud p 208	IV.001	A program which serves both language minority and language majority students in the same classrooms. These programs use each group of students' first language for academic instruction in certain points during the program. They aim for bilingualism and biculturalism for both groups of students. A combination of Developmental Bilingual and Immersion program models.
421	Two-way immersion programs	Cloud p 5	IV.001	Two-way immersion programs (sometimes referred to as "dual language") are an amalgam of immersion and developmental bilingual programs. They serve both language minority students and language majority students in the same classroom. Generally, 50% of the students come from each language group.

	A	B	C	D
422	Undocumented immigrants	Diaz 2008 p 297	V.001	Residents without any documentation. Living in fear of being indentified and deported. Undocumented children are legally entitle to public education according to Immigration Reform and Control Act 1986.
423	Usage	Wardhaugh p 271	IV.002	The way in which a language is actually used by those who speak it.
424	Venn diagram	Cloud p 208	IV.003	A graphic organizer which shows how concepts are interrelated as well as how they are discrete. For example Ven diagrams might analyze two books to show how they are alike and how they are different in plot, characters, setting.
425	Vernacular style	Wardhaugh p 271	IV.005	The way a language is actually spoken by native speakers.
426	Vocabulary Development Across Proficiency Levels	Diaz p 192	IV.003	Instructors of English learners should not assume that all vocabulary instruction must be concrete. Each particular word calls for a unique balance of concrete (real objects, meaningful movement [TPR], modeling, actual experience), symboolic (pictures, charts, icons, maps, models, graphic organizers) or abstract representation (verbal-only explanations orally or in print).
427	What is the difference between an 90:10 and a 50:50 Model?	CDE: Two Way FAQ	IV.001	The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six. A 50:50 model uses English and the target language for 50 percent of the time throughout the duration of the program.
428	Which line of the table accurately matches a court case or legislation with a description of its effect on bilingual education in California?	Sample Question #1	IV.001	Line 1: Lau v. Nichols (1974) was a landmark federal case in which the U.S. Supreme Court ruled on the right of students whose primary language is not English to have equal access to the core curriculum. The court decision stressed that students whose primary language is not English do not gain equal access to the curriculum simply by being supplied with the same facilities, textbooks, teachers, and curriculum as native English speakers. Language programs for students not proficient in English were necessary to provide these students with equal educational opportunities.
429	Which of the following best describes the primary advantage of creating culturally relevant content lessons within a bilingual education setting?	Sample Question #3	IV.003	Students will be more likely to transfer linguistic knowledge from their primary language to the target language: Students who actively engage in their learning are able to recognize a connection between what they know and what they are learning. Including culturally relevant lessons, experiences, and materials in content area instruction promotes students' ability to connect their prior knowledge with new knowledge and grasp new concepts. Culturally relevant content lessons also promote student conent area learning by helping motivate students and lowering students' affective filter.
430	Which of the following best explains why many Chicanos include the stylized eagle shown above in artwork, banners, and other media?	Sample Question #10	V.005	The eagle symbolized the Aztec heritage that is a significant part of Chicano identity used in artwork banners and other media: The stylized rendition of the Aztec eagle represents an ancient tradition at the heart of Mexican national identity. According to the tradition, a vision of an eagle perched on a prickly cactus, clutching a snake in its talons, came to the wandering Mexican people and led them to found the city of Tenochtitlan on an island in Lake Texcoco. That city became the center of the Aztec Empire and is known today as Mexico City. For many Chicanos, the Aztec eagle is an important symbolic connection to their homeland and serves as an expression of pride in their indigenous heritage.

	A	B	C	D
431	Which of the following describes a significant demographic change that followed the arrival of Spanish explorers and settlers in the Caribbean and Central American during the sixteenth century?	Sample Question #3	V.002	Many indigenous groups experienced rapid population decline as a result of exposure to diseases brought from Europe: During the first generation of contact between Spanish colonizers and indigenous peoples in various parts of the Americas, Native Americans experienced drastic declines in population. Although warfare and Spanish forced labor policies accounted for some of the deaths, the diseases that Europeans brought to the Americas were the main cause. With no immunity against smallpox, measles, flu, and other European maladies, native peoples exposed to such diseases died in large numbers.
432	Which of the following groups of Latinos would most likely be both bilingual and bicultural?	Sample Question #9	V.005	Second generation children born to immigrants from Latin America: Second generation children born to Latino immigrants are highly likely to be both bilingual and bicultural. Even as they are learning English at school, most second generation children return each evening to homes in which Spanish is spoken. If they live in Latino neighborhoods, they will be surrounded by their language, food, music, and fashions of the country from which their parents emigrated. Even when second generation children do not grow up in Latino communities, parents often keep alive important rituals, celebrations, holidays, and other aspects of the family's Latin American homeland. This ensures that second generation children will be exposed to the traditions and perspectives of Latino culture. Meanwhile, through interactions with schoolmates and teachers, and through television, movies, and the media, they are simultaneously becoming part of U.S. culture as well.
433	Which of the following small group activities would best help bilingual education students synthesize the information they gain through reading a passage in their primary language?	Sample Question #6	IV.006	Creating graphic organizers showing the connections between different ideas they encountered in the passage: Graphic organizers provide students with a visual means of organizing information, demonstrating their comprehension of content area materials, and identifying connections among various main concepts. In addition, through small group interaction in the primary language, students can discuss the main concepts of the passage and also help each other evaluate the information they have just read.
434	Which of the following sociopolitical phenomena in the United States would likely be the LEAST familiar to new immigrants from Mexico?	Sample Question #6	V.003	The request for racial identification on government forms: Racial mixing became commonplace in Mexico following the Spanish conquest of the sixteenth century. This resulted in the creation of a new category of people called mestizos - of mixed Native American and European ancestry - who today account for more than half of the total population in Mexico. One consequence of this extensive racial mixing is that the Mexican government does not ask for racial identification on official forms.
435	Which of the following statements best describes an advantage of using observational assessment in a bilingual education setting?	Sample Question #9	IV.006	Teachers can track development of students's primary and target languages in varying contexts: Observational assessment is often used to document a student's academic behaviors in the classroom. As an informal measurement, observational assessment captures behaviors in authentic situation, providing the teacher with a high degree of flexibility to track and evaluate student learning experiences in varying contexts. This assessment allows the teacher to document growth and change that might not be visible on a more structured or formal evaluation.
436	Whorfian hypothesis	Wardhaugh p 272	IV.007	wh- word. A word usually beginning with wh-, used to begin a certain type of information-seeking question, e.g. Who did it? and Where are they?

	A	B	C	D
437	Why is it okay to immerse English speakers in a language, but not Spanish speakers?	CDE: Two Way FAQ	IV.001	The English speaker is not at risk of losing the English language. English is spoken at home, in the community, and in the media. Two-way bilingual immersion programs are not replacing English with another language, but provide the students the opportunity to acquire a second language. Two-way bilingual immersion programs are additive programs in that a second language is acquired while maintaining the first language of the students.
438	Work and Leisure by culture	Diaz p 327	V.004	Young people in the mainstream U.S. culture, particularly those in the middle class, are trained to use specific tools of play, and their time is structured to attain skills (e.g. organized sports, music lessons). In contrast, other cultures do not afford children structured time to play but instead expect children to engage in adult-type labor at work or in the home. In still other cultures, such as that of the Hopi Nation in Arizona, children's playtime is relatively unstructured, and parents do not interfere with play.
439	Writing	Parker p 322	IV.005	A representational system in which the symbols no longer depict the objects they represent (i.e., one which is not iconic).
440	Xenophobia	Merriam Webster Dictionary	V.005	Fear and hatred of strangers or foreigners or of anything that is strange.