



Standard Guide for Use-Oriented Foreign Language Instruction¹

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1. Scope

1.1 This guide covers identification of the components of a quality language instructional program and establishes criteria for each component. This guide is meant to provide criteria for the minimum standard for a program designed to attain specified language proficiency goals.

2. Terminology

2.1 Definitions of Terms Specific to This Standard:

2.1.1 *asynchronous learning*—learning in which communication exchanges between instructors or learners, or both, occur with a short or long time delay. Learners can access the information transmitted from one person to another at any time. Exchanges may occur via email, blogs, message boards, podcasts, etc.

2.1.2 *authentic language material*—material produced by native speakers for native speakers for nonlanguage training purposes.

2.1.3 *blended learning*—an instructional approach designed to optimize learning outcomes. It is an integrated approach that combines to varying degrees face-to-face instructor-facilitated learning with e-learning activities and resources that allow some level of student control over time, place, path, or pace, or a combination thereof, of learning.

2.1.4 *class(room) hour*—50 min of instruction plus a 10-min break.

2.1.5 *client*—the individual or organization that engages the services of a language training institution.

2.1.6 *computer-adaptive software*—software that presents materials on the base of demonstrated mastery of previous material.

2.1.7 *corpus (plural corpora)*—a collection of naturally occurring language samples compiled as written texts or as a transcription of recorded speech stored electronically.

2.1.8 *concordance*—a listing of each occurrence of a word, phrase, expression or pattern in corpus, presented with the contexts in which they appear.

2.1.9 *curriculum plan*—a plan that serves as a framework for the design and implementation of instruction.

2.1.10 *e-learning (electronic learning)*—a learning platform that includes all forms of electronically supported, computer- and network-enabled learning and teaching. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio.²

2.1.11 *formative assessment*—a range of formal and informal assessment procedures employed during the learning process in order to modify teaching and learning activities to improve student attainment.³

2.1.12 *institution*—the organization that provides language training.

2.1.13 *intensive*—at least 4 h per day, 5 days per week.

2.1.14 *Learning Management System (LMS)*—a technology platform through which students access online learning materials and courses. An LMS generally includes software for creating and editing course content, communication tools, assessment tools, and other features for managing the course and tracking student progress.⁴

2.1.15 *learning resources*—those materials and other sources of learning that are used in a language program, such as books, software, Web content, etc.

2.1.16 *proficiency*—ability to use language skill(s).

2.1.17 *program*—a system of instruction.

2.1.18 *progress*—change in language skill(s) over time.

2.1.19 *quality*—consistent in meeting or exceeding client expectations.

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² See <http://en.wikipedia.org/wiki/E-learning>.

³ Huhta, Ari, "Diagnostic and Formative Assessment," in Spolsky, Bernard, and Hult, F. M., *The Handbook of Educational Linguistics*, Oxford, UK: Blackwell, 2010, pp. 469–482.

⁴ Northwest Educational Technology Consortium, in iNACOL at http://www.inacol.org/research/docs/iNACOL_DefinitionsProject.pdf, 2005.