

Glossary

Academic critical literacy—Best defined as the psycholinguistic processes of getting meaning from or putting meaning into print and/or sound, images, and movement, on a page or screen, and used for the purposes of analysis, synthesis, and evaluation, these processes develop through formal schooling and beyond—at home and at work, in childhood and across the lifespan—and are essential to human functioning in a democratic society. There are two points to be made for present purposes from this definition. First, notice that this definition includes perception and production as well as text and visual elements, and that it focuses on the key skills of analysis, synthesis, and evaluation. This proposed definition suggests that readers must be able to go significantly beyond getting meaning from print to using that meaning in very specific ways. This proposal furthermore suggests that reading is the same fundamental activity, whether it is carried out with paper or digital texts and whether it entails topics like theoretical physics or trash novels. By implication, that reading must be closely integrated with writing in critical literacy.

Blended librarian—An academic librarian who blends the traditional skills of librarians with knowledge of information technology and the ability to apply that knowledge effectively in the teaching-learning process (see Bell & Shank, 2004).

Common Core Standards—A set of guidelines developed by a panel commissioned by the National Governors' Association and the Council of Chief State School Officers to support the teaching and learning of reading, writing, speaking, language awareness, and mathematics in U.S. elementary and high schools.

Contrastive rhetoric—The study of how a person's first language discourse practices and culture socialization influence his or her writing in a second language. The first formally published re-

search on this issue was by Robert Kaplan (1966). His published study, showing that students from different cultural backgrounds use different paragraph organizational patterns, pioneered attention to cultural and linguistic differences in the writing of ESL students. Since that time, the area of study has had a significant impact on the teaching of writing in both English as a second language (ESL) and English as a foreign language (EFL) classes.

Critical literacy—The proficiency beyond basic comprehension of text, wherein the reader is able to question, transform, and draw unwritten intent from text.

Critical reading—The ability to not just understand texts, but also to interpret texts based on societal context.

Discourse community—A distinctive cultural group whose members dictate the unwritten rules and mores of communication—what things should be said and how. Most people move within and among several discourse communities every day.

Discourse synthesis—“The process in which writers are engaged when they read multiple texts and produce their own related texts” (Spivey, 1997, p. 146), particularly for the purpose of the writing task, and in which they use the texts they have read in some direct way.

Embedded librarian—A librarian who collaborates with academic faculty to provide extended information literacy instruction within the context of a particular course.

EFL—English as a foreign language. Indicates the use of English in a non-English speaking region. EFL instruction occurs in the student’s home country, as part of the normal school curriculum, and can refer to English language instruction from elementary grades through graduate school. At the university level in home countries, it can also be referred to as EAP instruction.

ESL—English as a second language (may also be referred to as ESOL—English for speakers of other languages). Refers to the use or study of English (in a native, English-speaking country) by speakers with a different native language.

EAP—English for academic purposes. Entails training students—usually in a higher education setting—to use language appropriately for academic learning. It is a challenging and multi-faceted area within the wider field of English language learning and teaching (ELT), and is one of the most common forms of English for specific purposes (ESP).

Foundational literacies—The core skills needed to comprehend and utilize written text, including reading and writing.

Generation 1.5 students—May also be called *immigrant generation students*. Primarily refers to people who immigrate to a new country before or during their early teens. They earn the label “Generation 1.5” because they bring with them characteristics from their home country, but continue their assimilation and socialization in the new country. Their identity is thus a combination of new and old cultures and traditions. Their experiences, characteristics, and educational needs lie somewhat between those of first-generation adult immigrants and the U.S.-born, second generation children of immigrants. In some cases, it is not clear that these students are L2 students if they have been living in the U.S. most of their lives. The title designation itself is controversial.

Global strategies—Also known as *top-down reading strategies*. These are the strategies that include setting appropriate goals, identifying main ideas, recognizing discourse organization, and using appropriate background knowledge in the reading process.

iBT TOEFL—Internet-based Test (iBT) TOEFL is a revised version of the TOEFL test. Since its introduction in late 2005, iBT TOEFL has progressively replaced previous test formats (computer-based tests (CBT) and paper-based tests (PBT)), although paper-based testing is still used in select areas. The four-hour test consists of four sections, each measuring one basic language skill (with some tasks requiring integrating multiple skills). All tasks focus on language used in an academic, higher-education environment.

ICT—Information and communication technologies. This abbreviation refers to all forms of electronic communication.

IELTS—International English Language Testing System. This is an international standardized test of English language proficiency. It is jointly managed by the University of Cambridge ESOL Examinations, the British Council and IDP Education Pty Ltd, and was established in 1989. IELTS is accepted by most Australian, British, Canadian, Irish, New Zealand, and South African academic institutions, over three thousand academic institutions in the United States, and various professional organizations. It is also a requirement for immigration to Australia and Canada.

Information literacy—A set of capabilities that enables an individual to “recognize when information is needed and have the ability to lo-

cate, evaluate, and use effectively the needed information” (ALA, 1989, para. 3).

Metacognition—The awareness and/or examination of one’s own mental processes, and is often referred to as “thinking about thinking” or “knowing about knowing.”

Mining—A reading strategy in which a reader looks at a text to find particular information that can be used in writing or some other appropriate task.

MMORPG—Massively multiplayer online role-playing games. A genre of computer role-playing games in which a very large number of players interact with one another within a virtual game world.

Multiliteracies—Coined by The New London Group in the mid-1990s to address the increasing impact of technology on communication, this term refers to the ability to comprehend meaning in a variety of delivery formats, including printed text, oral language, audio-visual representations, musical works, etc.

Multimodality—The ability to understand and use text in multiple sign systems.

New literacies—This term encompasses the range of proficiencies that grow from continually-developing information and communication technologies, such as digital literacy, computer literacy, technology literacy, etc.

Pre-university intensive language programs—International students who do not meet the university’s English proficiency requirement are required to study in a program that provides intensive instruction in English. Generally, the Intensive English Program (IEP) helps students master English language writing, reading, listening, speaking, and grammar skills.

Polymorphic literacy—Reading and writing that draw on verbal and non-verbal ways of shaping meaning. Concepts of place play a role in literacy practices.

RAC—Reading across the curriculum. This abbreviation refers to the idea that reading should be taught in every discipline, as part of the teaching or instructional goals or student outcomes of every course.

Reading—Reading is variously defined, usually as getting meaning from print. In other words, just being able to pronounce aloud the

words that appear on a page is not reading, according to this definition. At the very least, readers must get the meaning for their activity to qualify as reading. To be successful in college and beyond, on paper and on screen, students must be able to go well beyond just getting meaning and well beyond just being able to work with printed texts. Reading is a psycholinguistic process, involving the interaction of readers' thinking with the language of the text. It must involve getting meaning, but in addition, it must also entail moving beyond meaning to analysis, synthesis, and evaluation. That is, as I and a number of other scholars have proposed, reading must function as part of critical literacy.

Reading guide—A handout reading teachers give to students, especially English L2 students, that contains questions about general or specific information from the reading to help students comprehend the reading or focus on particular key information in the reading article.

Recitation of text—A teaching practice common in advanced ESL and EFL classes in many countries around the world. The teacher explains an English text paragraph by paragraph, explaining difficult vocabulary and complex grammar in each sentence. This process is repeated through the entire text. Explanations are most often given in the students' L1, and students are often not asked to identify or explain main ideas in the text.

Rhetorical reading—Reading that considers a text's author, purpose, and rhetorical situation to ascertain meaning.

Satisficing—Accepting a satisfactory rather than optimal result; i.e., in library research, the practice of selecting the first or most convenient items in a set of database results, rather than seeking out the most *relevant* items from among the results.

Second language (L2)—A second language (L2) is any language learned after the first language, or mother tongue (L1).

Social knowledge—Knowledge that has been disseminated sufficiently enough to be shared by a group or groups of people within society. Social knowledge is part of the shared cultural knowledge of a community or society.

Sub-technical vocabulary—Words critical for academic writing, but are not subject-specific words, including words and phrases such as: analyze, interpret, consider, suggests, hierarchy, results in, predicts, alternative, the foregoing, the fact that, etc.

Symptomatic reading—To read texts not only for what they say literally, but for symptoms of larger cultural tensions. Also, to read a text for “what it does not say” and “what it did not want to say,” but is nonetheless part of its ideological underpinning.

Think aloud protocol—A research methodology where study participants are asked to say aloud what they are thinking and/or feeling as they read, write, or perform some other task.

TOEFL—Test of English as a Foreign Language. Evaluates the ability of an individual to use and understand English in an academic setting. It sometimes is an admission requirement for non-native English speakers at many English-speaking colleges and universities. The TOEFL test is the most widely respected English-language test in the world, recognized by more than 7,500 colleges, universities, and agencies in more than 130 countries.

Writing across the curriculum (WAC)—“[R]efers specifically to the pedagogical and curriculum attention to writing occurring in university subject matter classes other than those offered by composition or writing programs . . . to increase the amount and quality of writing occurring in such courses as history, science, mathematics and sociology” (Bazerman et al., 2005, pp. 9–10).

Writing in the disciplines (WID)—“[R]efers to both a research movement to understand what writing actually occurs in the different disciplinary areas and a curricular reform movement to offer disciplinary related writing instruction but within a program designed for that purpose” (Bazerman et al., 2005, pp. 9–10).