

Accommodation:

Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

Academic English:

The National Center for Research on Cultural Diversity and Second Language Learning defines academic language broadly to include:

1. semantic and syntactic features such as vocabulary items, sentence structure, transition markers, and cohesive ties; and
2. language functions and tasks that are part of the ... classroom routine, such as defining terms, explaining historical significance, reading expository text, and preparing research reports.

Academic English is also defined as “the ability to read, write, and engage in substantive conversations about math, science, history, and other school subjects.

AYP:

Within Title I of **NCLB**, each state is required to determine Adequate Yearly Progress (AYP). AYP indicates the expected growth in content areas (reading, language arts, math, and science) for students served with Title I funds are expected to gain each year. There are various penalties for schools not reaching AYP across 2-4 years.

Bilingual education:

An educational program in which two languages are used to provide content matter instruction. As with the term bilingualism, bilingual education is "a simple label for a complex phenomenon." An important distinction is between those programs that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum.

Bilingualism:

Put simply, bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may exist distinctions between ability and use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time. People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

Biliteracy:

The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols.

CALP:

Developed by Jim Cummins (1984), Cognitive/Academic Language Proficiency (CALP) is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments.

Dual language program/dual immersion:

Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the US, native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking ELLs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.

ELL:

English Language Learners (ELLs) are students whose first language is not English and who are in the process of learning English.

Entry criteria:

A set of criteria for designation of students as English language learners and placement in bilingual education, ESL, or other language support services. Criteria usually include a home language survey and performance on an English language proficiency test.

ESL:

English as a second language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL.

Language acquisition:

The process of acquiring a first or second language. Some linguists distinguish between acquisition and learning of a second language, using the former to describe the informal development of a person's second language and the latter to describe the process of formal study of a second language. Other linguists maintain that there is no clear distinction between formal learning and informal acquisition.

LEP:

Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English language learner (ELL) or English learners (EL) are used in place of LEP.

Native language:

The language a person acquires first in life, or identifies with as a member of an ethnic group.

Newcomer program:

A program that addresses the specific needs of recent immigrant students, most often at the middle and high school level, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. school system.

Primary language:

The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language first learned in life.

Pull-out ESL:

A program in which **LEP** students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language.

Sheltered English:

An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from **ESL** in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects

Social English:

Social English is the language of everyday communication in oral and written forms

Transitional bilingual education (TBE):

TBE is an instructional program in which subjects are taught through two languages-- English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and **L1** is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program. TBE programs may be **early-exit** or **late-exit**, depending on the amount of time a child may spend in the program

Woodcock-Muñoz:

The Woodcock-Muñoz Language Survey is intended to provide information on a student's cognitive and academic language proficiency (**CALP**). It is individually administered. It has both English and Spanish forms, with tests for oral language ability as well as reading and writing. All items are scored as right or wrong; there are no productive tasks-such as original writing or spoken discourse-scored on a rating scale. Combined, the scores on the tests yield a broad language ability score. The test is designed to represent the language abilities expected at all ages or grade levels from preschool through college