

## ELL Terms to Know

### Accent:

- A set of shared variables, related to pronunciation, common to a particular speech community. Accent refers only to distinctive features of pronunciation, whereas dialect refers to distinctive lexical, morphological, and syntactic features.
- A set of phonetic traits on one language that is carried over into the use of another language a person is learning (foreign accent)

**ACCESS for ELL® - Annual English Language Proficiency Test:** ACCESS for ELL® (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English and meets all requirements of NCLB for testing and reporting of English proficiency.

**Acculturation:** The process by which members of a cultural group integrate their values with those of the dominant culture as they adapt to a new cultural environment.

**Additive Bilingualism:** The acquisition of a second language by an individual or group without the loss or displacement of the first language.

**Basic Interpersonal Communication Skills (BICS):** BICS refers to the “everyday” or practical language skills that generally develop first and more naturally than “CALP” skills. Depending on many factors (e.g., age, social setting, etc.), these skills can develop in as little as 1-2 years.

**Bidialectalism:** The use of two different dialects of a given language. In terms of linguistic structure, one dialect of any language is not “superior” to another; however, from a social point of view, several dialects are considered to be prestigious and others are considered being non-prestigious.

**Bilingual Education:** A term describing educational programs that explicitly include the student’s native language in instruction. It is also called dual language instruction when students receive the same content instruction in both their 1<sup>st</sup> language and English.

**Bilingualism:** The use of a least two languages by an individual. The degree of proficiency in the language can range from the initial stages of acquisition of two languages to advanced – speaks, understands, reads, and writes two languages at native or near-native proficiency,

**Code-Switching:** Occurs when a speaker alternates between two languages.

**Cognitive Academic Language Proficiency (CALP):** A term used by Jim Cummins to describe the scholastic, formal use of language that is typically found in academic texts and settings, as opposed to the more informal, interpersonal kind of language used in everyday settings. This proficiency develops along with schooling, and can take a non-English speaker 3 to 7 years or more to refine. See BICS.

**Culture Shock:** A normal stage in the acculturation process that all newcomers go through; being in a strange place and losing the power to communicate can disrupt a person's world view, self-identity, and systems of thinking, acting, and feeling. Students with culture shock may feel frustrated, angry, hostile, sad, lonely, and homesick. They may develop physical ailments such as stomach aches and headaches. They often experience emotional stress caused by moving to a new culture. They may exhibit depressive behaviors (i.e. excessive sleeping or inability to sleep, changes in eating habits, etc.) and may display aggressiveness or withdrawal/self-isolating behavior.

**Culturally and Linguistically Diverse Students (CLD):** Students who speak a language other than English regardless of English proficiency level. English-speaking students who have dialectical differences are not considered to be CLD.

**Culturally Diverse:** When an individual or group is exposed to, and/or immersed in more than one set of cultural beliefs, values, and attitudes. These beliefs, values, and attitudes may be influenced by race/ethnicity, sexual orientation, religious or political beliefs, or gender identification.

**Culturally Responsive Teaching:** A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

**English for Speakers of Other Languages (ESOL):** A term for English-language programs that teach English language skills to speakers from non-English language backgrounds. The approach of choice for schools where bilingual teachers are not available, and where ELL students represent many languages. ESOL is another term for "English as a Second Language" or ESL.

**English Language Learners (ELL):** Refers to speakers of other languages in the process of learning English. This abbreviation may be used to indicate LEP students.

**Fossilization:** Specific second language errors become ingrained even after the speaker has achieved a high level of second language proficiency.

**Heritage language learners:** Third or fourth generation residents of a country, or indigenous peoples, who retain their original cultural identity, but have not maintained oral and written competencies in a language other than English

**Interference (transfer):** Communicative behaviors from the first language either interfere with or transferred to the second language.

**Interlanguage:** When a speaker develops a personal linguistic system while attempting to produce the target language; Interlanguage is constantly changing as the speaker becomes more proficient in the second language.

**Interpreter (highly qualified):** A professional facilitator of communication between speakers who do not speak the same language; conveys information verbally from one language to another; is fluent and literate in both languages and cultures. (May be certified or licensed).

**L1 - L2:** These abbreviations refer to one's first, or "native," and second, or non-primary languages, respectively. For ELL students, L2 usually means English.

**Language Dominance:** Determined by comparing skills in two or more languages; the dominant language is usually the language that is:

- Stronger (i.e., more developed)
- First developed
- Used most easily
- Preferred language used by the individual

Consistently selected and used by the individual during conversation with bilingual individuals who speak the same dialect.

**Language Loss:** A decline in a speaker's first language proficiency while a second language is being learned.

**Language Minority (LM):** Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English.

**Language Register:** One of many styles or varieties of language determined by such factors as social occasion, purpose, and audience. More generally, register is also used to indicate degrees of formality in language use.

**Language Proficiency:** An ELL's English language skills compared to the average English speaking student at the age-appropriate grade level; students must test proficient in all four language modalities: reading, writing, speaking, and listening.

**Limited English Proficient (LEP):** The term limited English proficient', when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
  - (i) who was not born in the United States or whose native language is a language other than English;
  - (ii)
    - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
    - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

**Linguistically Diverse:** Where an individual or group has had significant exposure to more than one language or dialect.

**Long-Term English Learners:** a subset of English learners who generally have received more than seven years of language support, but whose English language proficiency appears to have fossilized about midpoint along the second language acquisition continuum.

**Native English Speakers (NES):** A "native speaker of English" refers to someone who has learned and used English from early childhood. A "native speaker", as opposed to an extremely proficient second language speaker, can often make instant judgments about whether sentences "on the fringe" of the language's grammar sound grammatical.

**Non-native English Speaker (NNES):** English proficient person who learned another language before they learned English. They often speak their first language at home, while using English in school or work.

**Office of English Language Acquisition (OELA):** Language Enhancement and Academic Achievement for Limited English Proficient Students. The office of the U.S. Department of Education that is primarily responsible for the administration of Title III programs.

**Sequential Bilingualism:** Also known as successive bilingualism. This occurs when an individual has had significant exposure to a second language after the first language is well established.

**Silent Period:** The period of time when a second language learner is actively listening and learning, but speaking little (may last 3-5 months)

**Simultaneous Bilingualism:** Occurs when a young child has had significant exposure to two languages simultaneously, before one language is well established.

**Sheltered Instruction Observation Protocol (SIOP):** A framework for organizing instruction, The SIOP® Model is an empirically-validated approach to teaching that supports teachers in planning and delivering high-quality instruction for all students especially English learners.

**Students with Interrupted Formal Education (SIFE):** The subset of English learners, generally in grades four through high school, who have had inconsistent schooling experiences either in the United States or their native land.

**Subtractive Bilingualism:** The acquisition of a second language by an individual accompanied by loss and displacement of the first language.

**Teaching English to Speakers of Other Languages (TESOL):** The international professional organization for educators involved with ESOL. Also refers to the discipline of teaching English to non-native speakers.

**Title III:** The part of the "No Child Left Behind Act of 2001" authorizing appropriations for bilingual education and special alternative language programs, and the Emergency Immigrant Education program.

**Transfer:** The process wherein the knowledge or skills learned in one language is applied in the second language. Transfer can be positive and help the learner (as in the area of cognates) or negative and result in errors or interference, as in incorrect word order or false cognates.

**Translator (highly qualified):** A person who renders one written language into another language with accuracy, ensuring the integrity/intent of the message is retained (i.e., from Spanish to English or English to Spanish). (May be specifically trained, certified)

**World-Class Instruction Design & Assessment (WIDA):** The WIDA Consortium is a non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of No Child Left Behind (NCLB) and promote educational equity for English language learners (ELLs). Through standards, assessments, research, and professional development, WIDA provides meaningful tools and information to educators working with ELLs that are anchored in research-based practices for serving these diverse learners.

**WIDA ELP ACCESS Placement Test (W-APT™):** It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.