

## Glossary

- Academic language:** a register of the English language; the formal variety of language used for academic purposes (e.g., in scholarly discussions, lectures, and textbooks) and connected with literacy and academic achievement. Academic language includes reading, writing, listening, and speaking skills used to acquire new knowledge and accomplish academic tasks; it is sometimes referred to as *academic English*.
- Accommodation (in testing):** a change in an assessment itself or the way in which it is administered, intended to make the test results more accurate by creating conditions that allow test-takers to demonstrate their knowledge or skills. Examples of accommodations include allowing extended time and permitting the use of a bilingual glossary.
- Assessment:** a systematic process that allows teachers to gather, evaluate, and interpret their students' progress, performance, and understanding of the learning content. Two common types of assessment are *formative assessment* and *summative assessment*. Assessment data are used to inform instruction.
- Authentic language:** language used in real-life situations that has not been modified or simplified; typically refers to language that is written or spoken for a proficient audience to convey a message.
- Autonomy:** a learner's ability and willingness to take control and responsibility of their own learning process.
- Benchmark assessment:** a short assessment administered at regular intervals to give teachers feedback on how well students are meeting the academic standards that have been set; a tool to measure student growth and tailor curriculum or design an intervention to meet individual learning needs.
- Bilingual education:** a school program using two languages, typically the home language of some students and a target language. The amount of time spent and the subject(s) covered in each language depend on the type of bilingual program, its specific objectives, and students' levels of language proficiency. Transitional bilingual programs in the United States usually last between 2 and 3 years before students move to all English-medium classes. Some schools without a full bilingual program offer bilingual content courses, which typically are content courses taught in students' home language.
- Collocations:** words or terms that occur together in a language more frequently than chance would predict and that are used as fixed expressions (e.g., *fast food*, *take a break*, *go online*).
- Community of practice:** a group of people who engage in a process of collective learning as they practice their profession; term coined by Lave and Wenger (1991). Each group member brings their own skill set, and the group actively shares knowledge, resources, experiences, and orientations to their work, while strengthening their relationships with one another, to enhance their collaborative efforts.
- Comprehensible input:** oral or written input, such as new information, structured or presented in a way that is understandable to the learner through visuals, gestures, annotations, and other means. Over time, the input typically increases in complexity of the language structures and vocabulary used or the amount of information shared.
- Content-based language instruction:** an approach in which teachers use academic content topics as the vehicle for helping students learn a new language (e.g., English). Teachers use a variety of techniques to help students develop language, content knowledge, and study skills. Instruction may be delivered through thematic units and tied to the subject-area texts and instruction that multilingual learners of English receive in grade-level and content-area classrooms.
- Content objectives:** statements that identify what students should know and be able to do related to subject-area information for a given lesson. Content objectives are typically drawn from state content standards and learning outcomes, and they guide teaching and learning in a lesson.
- Cooperative learning:** a teaching approach that encourages students to collaborate, share ideas, and use individual strengths to achieve shared tasks and learning goals. Students often work in pairs or small groups and have different roles.

- Cultural diversity:** the variety of cultures that students have in a classroom or school. Culture includes the customs, lifestyles, traditions, attitudes, norms of behavior, and artifacts of a given people. Students from culturally diverse backgrounds may have different races, ethnicities, languages, religions, and socioeconomic statuses. Classroom goals should include respecting and honoring diverse cultures and building on different ways of knowing or interpreting the world.
- Culturally responsive instruction:** an approach (also known as *culturally responsive teaching* or *culturally relevant teaching*) to classroom instruction that respects and builds on the different cultural characteristics of all students and ensures that academic discussions are open to different cultural views and perspectives, student ways of knowing are elicited, pedagogical materials are multicultural, and values are shared and affirmed. This approach aims to enrich learning experiences and promote academic success among students from different cultural backgrounds by leveraging their prior knowledge.
- Differentiated instruction:** an approach to teaching that provides multiple pathways to learning to address students' diverse abilities and language proficiency levels. According to student needs, teachers may adjust their speech, the pace of a lesson, the way they present new information, the texts and materials used, the tasks the students conduct, or the grouping of the learners.
- Discourse:** a sequence of utterances (i.e., spoken or written sentences) that form a larger unit in a specific social context (e.g., dinner conversation, academic lecture, weather report, kindergarten show-and-tell).
- Dual language program:** a type of bilingual education (also known as *two-way immersion*) in which the goal is for a student to develop proficiency in two languages, typically the student's home language and the target language (e.g., Spanish and English). The amount of time and academic subject(s) taught in each language may vary. Most dual language programs have both English speakers and speakers of the target language (e.g., Spanish); some have speakers from the same language background. A dual language teacher may teach using both languages, or they may be paired with another teacher and each teacher uses one of the languages for instruction.
- Dually identified students:** school-age students who are eligible for both special education services and English language development programs. Identified as multilingual learners of English who have various types of disabilities that impact their participation in the learning process, such as learning disabilities, autism, speech impairment, or other special needs.
- Dynamic bilingualism:** the ability to use more than one language flexibly and strategically, depending on the audience, conversational partners, or the situation.
- Emergent bilinguals:** students who are in the early stages of language development in their additional language(s) while continuing to use their home language. The term reflects the eventual goal of bilingualism.
- English as a foreign language (EFL):** refers to programs and classes in which students learn English as a foreign language; the teaching and learning of English in countries where English is not the official language.
- English as a medium of instruction (EMI):** the use of English as the language of instruction. EMI is an increasingly popular approach for teaching subject-area topics to students whose home language is not English in higher education and secondary school contexts in countries where English is not the dominant language. EMI is sometimes referred to as *English-medium instruction*. *English-medium education* (EME) is also sometimes used.
- English as a new language (ENL):** used in some U.S. states to refer to programs and classes in which students learn English as a new (or second or additional) language. (See *ELD*, *EAL*, and *ESL*.)
- English as a second language (ESL):** refers to programs and classes in which students learn English as a second (or additional or new) language, usually in English-speaking countries. ESL may refer to the language teaching specialists and their teaching certifications or endorsements, or it may refer to the learners (i.e., ESL students), although this term is no longer commonly used in the context of U.S. schools.

- English as an additional language (EAL):** used to describe the teaching of English to students who are learning and using English in addition to their first language(s). This term is more inclusive than *ESL*.
- English language development (ELD):** used in many U.S. states to refer to programs and classes in which students learn English as a second, additional, or new language. ELD may refer to the language teaching specialists and their teaching certifications or endorsements. (See *ESL*.)
- English language proficiency (ELP) standards:** a set of concise statements identifying the knowledge and skills that multilingual learners of English are expected to know and be capable of doing in English; statement-by-statement articulations of what students are expected to learn and schools are expected to teach. ELP standards may refer to national, state, or district standards. Each state is required by the U.S. government to have ELP standards and related assessments. (See *ELD* and *ESL*.)
- English learner:** a student who is learning English as a second, additional, or new language, at various levels of proficiency. These learners may also be referred to as *English language learners*, *multilingual learners of English*, *emergent bilinguals*, and *nonnative speakers*. The term *limited English proficient student* is outdated.
- English speakers of other languages (ESOL):** students whose first language is not English and who do not write, speak, or understand the language as well as their classmates. In some regions, ESOL means “English to speakers of other language” and refers to the programs and classes for English learners.
- Error:** an unintended deviation made by learners as part of the language acquisition process. A learner’s lack of knowledge of the accepted rules of the target language results in an error, which can manifest in different uses of language, such as grammar, pronunciation, vocabulary, and spelling.
- Every Student Succeeds Act (ESSA):** the U.S. education act signed into law in December 2015 and implemented in the 2017–2018 school year. ESSA holds schools accountable for the success of all of their students, including multilingual learners of English and other underserved populations. Each state must have standards and assessments for mathematics, reading, English language development, and science. This law replaced the No Child Left Behind Act of 2001.
- Exit tickets:** a brief formative assessment technique used by teachers at the end of a lesson, class, or learning activity to quickly assess their students’ understanding of the material and gather feedback on instruction.
- Family engagement:** a mutual partnership among families, communities, and schools built on respect and recognition on all sides of the shared responsibility that families, schools, and communities have to support student learning and success.
- Feedback:** the response by the teacher (or peer) to a student’s output with the intent of helping the student with language learning. Common feedback types include a clarification request, repetition, praise, recast, reformulation, explicit correction, and elicitation of self-repair or self-correction.
- First language (L1):** a term that refers to the language a student learns first and acquires naturally through interactions at home before they start school. It is also known as a *mother tongue*, *native language*, or *home language*.
- Flipped learning:** an instructional method that moves the lecture or presentation of new information outside the classroom and the follow-up activities (in which learners apply the information, such as homework) inside the classroom.
- Formative assessment:** typically classroom-based assessment of student performance during lessons. Formative assessment takes place frequently and may involve techniques such as verbal checks for understanding, teacher-created assessments, and other nonstandardized procedures. Formative assessments are informal assessments that provide teachers with immediate information on how well a student is progressing and how effective the teacher’s instruction is.
- Funds of knowledge:** knowledge and skills embedded in cultural, experiential, and daily activities that may be learned from family and community members. Funds of knowledge may include knowledge

of the natural world, agriculture, food preparation, crafts, customs, personal histories, legends, and occupational skills.

**Gradual Release of Responsibility (GRR) model:** an instructional model that shifts students' dependency on the teacher to taking more responsibility and becoming independent and self-regulated in the learning process. The GRR model typically involves four stages: modeling by the teacher, guided instruction by the teacher with the students, collaborative practice among students, and independent application by each student.

**Higher order thinking:** thinking that requires more than memorization, recall, and the basic comprehension of ideas from texts or teacher presentation. Higher order thinking involves using ideas actively: applying, analyzing, evaluating, synthesizing, and creating.

**Home language:** the language that a learner speaks at home, usually the first language learned. Home language is also known as *primary language*, *native language*, and *first language (L1)*.

**Language form:** typically refers to aspects of the structure of a language, such as the patterns, rules, and organization of words; comprises parts of speech, sentence formation, usage, punctuation, and so on, sometimes referred to as the *grammar* of a language.

**Language frame:** a partially complete spoken or written sentence that a teacher can provide to help students express ideas (e.g., *I think \_\_\_\_\_ is relevant because \_\_\_\_\_; The reason I agree with \_\_\_\_\_ is that \_\_\_\_\_*). A language frame is also known as *sentence frame*, *sentence starter*, or *academic language frame*.

**Language function:** typically refers to the specific purpose for which language is being used (e.g., to define, compare, persuade, evaluate).

**Language input:** oral or written language directed to the student; sources may be teacher speech, texts, videos, websites, or other media.

**Language objectives:** statements that identify what students should know and be able to do related to a language goal for a given lesson. Language objectives are typically drawn from state English language proficiency standards and learning outcomes, and they guide teaching and learning in a lesson.

**Language proficiency:** a student's degree of competence in using a language for communicative and academic purposes. In U.S. schools, language proficiency is typically measured by levels or may be categorized as a stage of language acquisition.

**Language transfer:** a process that occurs when a student applies knowledge of one language to another, often with regard to vocabulary, sentence construction, phonology, and cognitive skills. *Positive transfer* can take place when linguistic features and learned patterns (such as cognates, letter-sound correspondences, or ways to find the main idea in a text) of a known language are similar to those in the new language and a student accurately applies them when learning the new language.

**Lesson objectives (e.g., language, content, and learning strategy):** statements that represent what students should know and/or be able to do at the end of a lesson.

**Limited English proficient (LEP):** describes a student who is still developing competence in using English and has limited understanding or use of written and spoken English. This term is outdated because of its deficit lens. The U.S. government used *LEP* in the past, but *English learner (EL)* is used in more recent legislation. *Multilingual learner of English* is also being used across the United States.

**Long-term English learner:** a student who has been enrolled in U.S. schools usually for more than 5 years but is still designated as an English learner. This designation is typically given to students who do not meet reclassification criteria (which vary by state); at a minimum, they have not reached the proficient-level threshold on the state English language assessment.

**Multilingual learners of English:** students who are developing proficiency in the English language while knowing one or more other languages. They may be at any level of English proficiency. This term emphasizes the language assets of the students rather than the language they are learning. They are also referred to as *English learners* or *English language learners*.

**Multilingualism:** the ability of people or groups to use more than one language to communicate effectively in various contexts and for diverse purposes.

**Multi-Tiered System of Supports (MTSS):** the comprehensive process to identify at-risk learners and provide effective instruction to address students' cognitive, behavioral, social-emotional, and academic issues—first in general education classrooms (Tier 1), followed by targeted intervention if needed. Tier 2 intervention occurs in a small group, Tier 3 typically involves individualized intervention. MTSS involves data-based decision making and documenting of changes in behavior or performance as a result of intervention. A similar process is called *Response to Intervention (RTI)*.

**Newcomer programs:** academic programs specially designed to meet the academic and transitional needs of newly arrived students in U.S. schools who are at low levels of proficiency in English. Newcomers attend these programs for a limited period of time (between 6 months and 2 years) to develop academic English, acculturate to U.S. schools, and build subject-area knowledge. Newcomers may attend these programs before they enter the ELD or bilingual program, or a newcomer level may be part of the progression in these programs. The programs may be located within a school or at a separate site.

**Output:** oral or written language generated by a student; sometimes called *production*.

**Pull-out instruction:** when students (e.g., multilingual learners of English) are pulled from their general education class for a separate class of English language development. These classes are most commonly found in elementary schools. Pull-out instruction is a term used for intervention classes as well.

**Push-in instruction:** when an English language teacher comes into a class for a period of time to provide support to multilingual learners of English, but is not considered a coteacher.

**Reclassification:** the decision to exit a multilingual learner of English from a language development program because the student has demonstrated that they have met the exit criteria (e.g., achieved the required score on an English language proficiency exam). Reclassified, or former, multilingual learners of English are monitored for several years after they leave the language development program.

**Register:** a variety of language associated with specific social situations and topic areas. Examples include scientific language, legal language, baby talk, or the language of sportscasting.

**Routine:** a set of procedures that teachers expect students to regularly follow during the school day or a lesson. Typical examples of classroom routines include morning greetings, warm-up activities, handing in homework, and seeking permission to leave the classroom. Certain instructional techniques that are commonly done in class have routines, too (e.g., cooperative learning activities, setting up lab equipment).

**Scaffolding:** classroom support given to assist students in learning new information and performing related tasks, often provided by the teacher through demonstration, modeling, verbal prompts (e.g., questioning), feedback, adapted text, graphic organizers, and language frames, among other techniques. Scaffolds are gradually modified over time and then removed in order to transfer more autonomy to the learner, leading to independence.

**Sheltered content instruction:** an instructional approach that makes academic content comprehensible for multilingual learners of English while they are developing academic English proficiency. Sheltered lessons integrate language and content learning and may include culturally responsive instruction as well. Sheltered classrooms may include a mix of proficient English speakers and English learners, or only English learners. Content and language integrated learning (CLIL) is a type of sheltered instruction that is found outside the United States.

**Social-emotional learning (SEL):** a systematic approach that supports students in developing essential social-emotional competencies to promote their well-being and learning in school and life. Such competencies include understanding and managing emotions, raising social awareness, establishing and maintaining positive relationships, and making responsible decisions.

**Social language:** a register of the English language that is also referred to as *conversational language* and is the basic language proficiency associated with fluency and vocabulary in everyday situations. Most multilingual learners of English acquire social language more rapidly than they do academic language.

**Students with interrupted formal education (SIFE)/Students with limited or interrupted formal education (SLIFE):** students who have significantly less education than their age-level peers. Such students may have missed years of schooling or several months over the course of several years, resulting in broad knowledge gaps that inhibit their ability to perform to grade-level expectations or standards. Many have limited reading and writing skills in their home language. Some states identify these students as being 2 years or more below their peers in academic performance.

**Summative assessment:** a formal assessment, such as an end-of-course exam or a state standardized test, that is used to measure student knowledge over an extended period of time and may be used to measure growth in a subject area from year to year.

**Target language:** language a student is learning or wishes to learn; also known as *second language (L2)*, *new language*, *additional language*, or *foreign language*.

**Think-alouds:** technique whereby teachers verbalize their thought processes or make their thinking explicit to students while engaging in tasks such as reading, problem solving, and analyzing questions. Think-alouds provide a way for teachers to model thinking patterns and analyses for students.

**Translanguaging:** a strategic choice to use one's full linguistic repertoire in two or more languages to serve a specific purpose in a communicative situation or to accomplish a task; in classrooms, a pedagogical approach for strategically drawing on student knowledge of two or more languages, and knowledge gained through these languages, to make meaning or complete academic activities.

**Utterance:** unit of language in spoken or written use. An utterance may be a partial sentence as well.

**Utterance control:** the ability to produce well-formed, grammatically correct, and coherent language deliberately and purposefully when speaking or writing.