

GLOSSARY

- Academic language:** Language used in formal contexts for academic subjects. The aspect of language connected with literacy and academic achievement. This includes technical and academic terms (see Cognitive/Academic Language Proficiency—CALP).
- Additive bilingualism:** Rather than neglecting or rejecting students' language and culture, additive bilingualism promotes building on what the child brings to the classroom and adding to it.
- Alignment:** Match among the ESL and content standards, instruction, curriculum, and assessment.
- Alternative assessment:** Analysis and reporting of student performances using sources that differ from traditional objective responses such as standardized and norm-referenced tests. Alternative assessments include portfolios, performance-based tasks, checklists, and so forth.
- Assessment:** The orderly process of gathering, analyzing, interpreting, and reporting student performance, ideally from multiple sources over a period of time.
- Basic Interpersonal Communication Skills (BICS):** Face-to-face conversational fluency, including mastery of pronunciation, vocabulary, and grammar. English language learners typically acquire conversational language used in everyday activities before they develop more complex, conceptual language proficiency.
- Bilingual instruction:** School instruction using two languages, generally a native language of the student and a second language. The amount of time that each language is used depends on the type of bilingual program, its specific objectives, and students' level of language proficiency.
- Cognitive Academic Language Learning Approach (CALLA):** An instructional model developed by Chamot and O'Malley (1987, 1994) for content and language learning that incorporates student development of learning strategies, specifically metacognitive, cognitive, and socio-affective strategies (see Learning Strategies).
- Cognitive/Academic Language Proficiency (CALP):** Language proficiency associated with schooling, and the abstract language abilities required for academic work. A more complex, conceptual, linguistic ability that includes analysis, synthesis and evaluation.
- Communicative Competence:** The combination of grammatical, discourse, strategic and sociolinguistic competence that allows the recognition and production of fluent and appropriate language in all communicative settings.
- Constructivism:** A philosophical perspective in which an individual's prior experiences, knowledge, and beliefs influence how understanding is developed and experiences are interpreted. In teaching, the focus is more on how knowledge is constructed rather than on products, with richly contextualized opportunities for students to engage in inquiry and discovery.

Note: The following sources were used for definitions in this glossary: Harris and Hodges, 1995; McLaughlin and Vogt, 1996; and the national ESL Standards (TESOL, 1997).

- Content-based ESL:** An instructional approach in which content topics are used as the vehicle for second language learning. A system of instruction in which teachers use a variety of instructional techniques as a way of developing second language, content, cognitive, and study skills, often delivered through thematic units.
- Content objectives:** Statements that identify what students should know and be able to do in particular content areas. They support school district and state content standards and learning outcomes, and they guide teaching and learning in the classroom.
- Content standards:** Definitions of what students are expected to know and be capable of doing for a given content area. The knowledge and skills that need to be taught in order for students to reach competency. What students are expected to learn and what schools are expected to teach. May be national, state, or local-level standards.
- Cross-cultural competence:** The ability to understand and follow the cultural rules and norms of more than one system. The ability to respond to the demands of a given situation in a culturally acceptable way.
- Culture:** The customs, lifestyle, traditions, behavior, attitudes, and artifacts of a given people. Culture also encompasses the ways people organize and interpret the world, and the way events are perceived based on established social norms. A system of standards for understanding the world.
- Dialect:** The form of a language peculiar to a specific region. Features a variation in vocabulary, grammar, and pronunciation.
- Engagement:** When students are fully taking part in a lesson, they are said to be engaged. This is a holistic term that encompasses listening, reading, writing, responding, and discussing. The level of students' engagement during a lesson may be assessed to a greater or lesser degree. A low SIOP score for engagement would imply frequent chatting, daydreaming, nonattention, and other off-task behaviors.
- English language learners (ELLs):** Children and adults who are learning English as a second or additional language. This term may apply to learners across various levels of proficiency in English. ELLs may also be referred to as non-English speaking (NES), limited English proficient (LEP), and a non-native speaker (NNS).
- ESL:** English as a second language. Used to refer to programs and classes to teach students English as a second (additional) language.
- ESOL:** English speakers of other languages. Students whose first language is not English and who do not write, speak, and understand the language as well as their classmates.
- Evaluation:** Judgments about students' learning made by interpretation and analysis of assessment data; the process of judging achievement, growth, product, processes, or changes in these; judgments of education programs. The processes of assessment and evaluation can be viewed as progressive: first, assessment; then, evaluation.
- Formative evaluation:** Ongoing collection, analysis, and reporting of information about student performance for purposes of instruction and learning.
- Grouping:** The division of students into classes for instruction, such as by age, ability, or achievement; or within classes, such as by reading ability, proficiency, language background, or interests.
- Holistic score:** An integrated analysis of a student's performance based on specified criteria; results in a score on a rubric or rating scale (see Rubric and Rating scale).
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- Home language:** The language, or languages, spoken in the student's home by people who live there. Also referred to as first language (L1), primary language, or native language.
- Informal assessment:** Appraisal of student performance through unstructured observation; characterized as frequent, ongoing, continuous, and involving simple but important techniques such as verbal checks for understanding, teacher-created assessments, and other nonstandardized procedures. This type of assessment provides teachers with immediate feedback.
- Inter-rater reliability:** Measures of the degree of agreement between two different raters on separate ratings of one assessment indicator using the same scale and criteria.
- L1:** First language. A widely used abbreviation for the primary, home, or native language.
- Language minority:** In the United States, a student whose primary language is not English. The individual student's ability to speak English will vary.
- Language objectives:** Statements that identify what students should know and be able to do while using English (or another language). They support students' language development, often focusing on vocabulary, functional language, questioning, articulating predictions or hypotheses, reading, writing, and so forth.
- Language proficiency:** An individual's competence in using a language for basic communication and for academic purposes. May be categorized as stages of language acquisition (see Stages of language proficiency).
- Language competence:** An individual's total language ability. The underlying language system as indicated by the individual's language performance.
- Limited English Proficient (LEP):** A term used to refer to a student with restricted understanding or use of written and spoken English; a learner who is still developing competence in using English.
- Mnemonics:** From the Greek *mnemon*, meaning "mindful." Mnemonics are devices to jog the memory. For example, steps of a learning strategy are often abbreviated to form an acronym or word that enables the learner to remember the steps. An example of a strategy would be teaching students to use mnemonics to write a complete sentence, such as in the use of PENS (Deshler, Ellis, and Lenz, 1996). The student is taught to Preview ideas, Explore words, Note words in a complete sentence, and See if the sentence is okay (see Learning strategy).
- Multilingualism:** The ability to speak more than two languages; proficiency in more than two languages.
- Native language:** An individual's first, primary, or home language (L1).
- Native English speaker:** An individual whose first language is English.
- Non-English speaking (NES):** Individuals who are in an English-speaking environment (such as U.S. schools) but who have not acquired any English proficiency.
- Nonverbal communication:** Paralinguistic messages such as intonation, stress, pauses and rate of speech, and nonlinguistic messages such as gestures, facial expressions, and body language that can accompany speech or be conveyed without the aid of speech.
- Performance assessment:** A measure of educational achievement where students produce a response, create a product, or apply knowledge in ways similar to tasks

required in the instructional environment. The performance measures are analyzed and interpreted according to preset criteria.

Performance standards: A performance level stated in terms of specific criteria to be achieved, including ways in which students must demonstrate knowledge and skills; indicators of how well students are meeting a content standard or benchmark.

Portfolio assessment: A type of performance assessment that involves gathering multiple indicators of student progress to support course goals in a dynamic, ongoing process. Portfolios are purposeful collections of student performance that evince students' efforts, progress, and achievement over time.

Primary language: An individual's first, home, or native language (L1).

Pull-out instruction: Students are "pulled-out" from their regular classes for special classes of ESL instruction, remediation, or acceleration.

Rating scale: A way to record student performance on a continuum that indicates the range in which a given skill or competency has been achieved; often a Likert-scale continuum is used.

Realia: Real-life objects and artifacts used to supplement teaching; can provide effective visual scaffolds for English language learners.

Reliability: Statistical consistency in measurements and tests, such as the extent to which two assessments measure student performance in the same way.

Rubrics: Statements that describe indicators of performance, which include scoring criteria, on a continuum; may be described as "developmental" (e.g., emergent, beginning, developing, proficient) or "evaluative" (e.g., exceptional, thorough, adequate, inadequate).

Scaffolding: Adult (e.g., teacher) support for learning and student performance of the tasks through instruction, modeling, questioning, feedback, graphic organizers, and more, across successive engagements. These supports are gradually withdrawn, thus transferring more and more autonomy to the child. Scaffolding activities provide support for learning that can be removed as learners are able to demonstrate strategic behaviors in their own learning activities.

SDAIE (Specially Designed Academic Instruction in English): The State of California requires that all limited English proficient students receive content instruction in the core curriculum. SDAIE, another term for sheltered instruction, is the instructional methodology used to achieve this. Strategies employed are intended to help English language learners access content information while developing their English language skills (see Sheltered instruction).

Self-contained ESL class: A class consisting solely of English speakers of other languages for the purpose of learning English; content may also be taught. An effective alternative to pull-out instruction.

Sheltered instruction (SI): An approach to teaching that extends the time students have for receiving English language support while they learn content subjects. SI classrooms, which may include a mix of native English speakers and English language learners or only ELLs, integrate language and content while infusing sociocultural awareness. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. The ultimate

- goal is accessibility for ELLs to grade-level content standards and concepts while they continue to improve their English language proficiency (see Scaffolding).
- Sheltered teachers:** Teachers who teach content subject matter to English language learners using sheltered instruction (SI) techniques.
- Social language:** Basic language proficiency associated with fluency in day-to-day situations, including the classroom (see Basic Interpersonal Communication Skills).
- Sociolinguistic competence:** The degree to which a language is used and understood in a given situation. The use of appropriate comments and responses in conversation (see Communicative competence).
- Sociocultural competence:** The ability to function effectively by following the rules and behavioral expectations held by members of a given social or cultural group.
- Stages of language proficiency:** (From Krashen and Terrell, 1983, 1984.)
- Preproduction:* Students at this stage are not ready to produce much language, so they primarily communicate with gestures and actions. They are absorbing the new language and developing receptive vocabulary.
- Early production:* Students at this level speak using one or two words or short phrases. Their receptive vocabulary is developing; they understand approximately one thousand words. Students can answer "who, what, and where" questions with limited expression.
- Speech emergence:* Students speak in longer phrases and complete sentences. However, they may experience frustration at not being able to express completely what they know. Although the number of errors they make increases, they can communicate ideas and the quantity of speech they produce increases.
- Intermediate fluency:* Students may appear to be fluent; they engage in conversation and produce connected narrative. Errors are usually of style or usage. Lessons continue to expand receptive vocabulary, and activities develop higher levels of language use in content areas. Students at this level are able to communicate effectively.
- Advanced fluency:* Students communicate very effectively, orally and in writing, in social and academic settings.
- Standard American English:** "That variety of American English in which most educational texts, government, and media publications are written in the United States; English as it is spoken and written by those groups with social, economic, and political power in the United States. Standard American English is a relative concept, varying widely in pronunciation and in idiomatic use but maintaining a fairly uniform grammatical structure" (Harris and Hodges, 1995, p. 241).
- Standards-based assessment:** Assessment involving the planning, gathering, analyzing, and reporting of a student's performance according to the ESL and/or district content standards.
- Strategies:** Mental processes and plans that people use to help them comprehend, learn, and retain new information. There are three types of strategies—cognitive, metacognitive, and social/affective—and these are consciously adapted and monitored during reading, writing, and learning.
- Subtractive bilingualism:** The learning of a new language at the expense of the primary language. Learners often lose their native language and culture because they don't have opportunities to continue learning or using it, or they perceive that

language to be of lower status. Loss of the primary language often leads to cultural ambivalence.

Summative evaluation: The final collection, analysis, and reporting of information about student achievement or program effectiveness at the end of a given time frame.

Task: An activity that calls for a response to a question, issue, or problem.

Validity: A statistical measure of an assessment's match between the information collected and its stated purpose; evidence that inferences from evaluation are trustworthy.

Vignette: A short sketch that gives a description of an instructional process drawn from real-life classroom experiences.