

ACRONYMS & TERMS RELATED TO ENGLISH LANGUAGE LEARNERS

Academic Language

Language used in the learning of academic subject matter in formal schooling contexts. Aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related of each field of study.

ACCESS for ELLs

ACCESS for ELLs[®] stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners.

- Purpose: Annual assessment of English language proficiency (ELP).
- This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners.

Accommodations

Changes allowed in the administration of state mandated testing. These accommodations are allowed only if corresponding modifications and strategies are routinely employed in the classroom. Accommodations include: testing in separate room; scheduled extended time; multiple testing sessions; student reads aloud to self; test administrator reads test aloud in English, use of glossary, etc.

Additive Bilingualism

A process by which individual develop proficiency in a second language subsequent to or simultaneous with the development of proficiency in the primary language, without loss of the primary language. A bilingual situation where the addition of a second language and culture are unlikely to replace or displace the first language and culture.

AMAOs

Annual Measurable Achievement Objective; Means of measuring progress in English language acquisition by Limited Proficient Students. As mandated by No Child Left Behind Act Title III, information is reported to the federal government. There are three AMAOs:

1. AMAO Progress – the number of students who make at least one gain in one domain on the IPT; also called “AMAO1.”
2. Proficiency – the number of LEP students who “top out” or “exit LEP identification” within five years in U.S. schools; also called “AMAO 2.”
3. AYP for the LEP subgroup at the district level – if the district has at least 40 LEP students (enough for a subgroup), its LEP subgroup must make AYP; also called “AMAO 3”.

AYP

Adequate Yearly Progress

BICS

Basic Interpersonal Communication Skills

BICS is often referred to as “playground English” or “survival English.” It is the basic language ability required for face-to-face communication. It is cognitively-undemanding and includes known ideas, vocabulary and syntax. BICS are the aspects of communication that are used daily in routine communicative exchanges (e.g., while dressing, eating, bathing, playing, etc.) non-academic oral communication. BICS skills represent the informal aspects of social talk as well as skills that do not require a high degree of cognition (e.g., naming, objects and actions, referring to non-existence, disappearance, rejection, and negation, and so forth). Students demonstrating BICS might recognize new combinations of known words or phrases and produce single words or short phrases. When students begin to acquire a second language they are typically able to develop BICS within one to three years.

Biculturalism

Near native-like knowledge of two cultures; includes the ability to respond effectively to the different demands of these two cultures.

Bilingual Instruction	Provision of instruction in school settings through the medium of two languages, usually a native and a second language. The proportion of the instructional day delivered in each language varies by the type of bilingual education program in which instruction is offered and the goals of said program.
Bilingual Language User	A person who is skilled to some degree in two languages. This might be someone who speaks two languages (e. g., English and Spanish).
CALP	Cognitive Academic Language Proficiency The language ability required for academic achievement. This is the level of language proficiency needed to succeed in an academic setting. CALP skills are those that are necessary for literacy obtainment and academic success. CALP enables students to have academic, analytical conversation and to independently acquire factual information. CALP is used to acquire information, to find relationships, to make inferences, and to draw conclusions. Students acquire academic language within five to seven years. CALP takes much longer to develop than BICS.
Communicative Competence	The ability to recognize and to produce authentic and appropriate language correctly and fluently in any situation; use of language in realistic, everyday setting; involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.
Comprehensible Input	Language that is presented to a new language learner in a way that is meaningful to that learner. Input may be made more comprehensible through the use of visual and context clues, short sentences, avoidance of idiomatic language, etc.
Culture	The sum total of the ways of life of people; includes norms, learned behavior patterns, attitudes, and artifacts. Also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms. A system of standards for perceiving, believing, evaluating, and acting.
DELL	Division of English Language Learning (within ISBE)
Dialect	A regional variety of language distinguished by features of vocabulary, grammar, and pronunciation that differ from other regional varieties.

EFL	English as a Foreign Language
ELD	English Language Development
ELL	English Language Learner Students whose first language is not English and who are in the process of learning English.
ELP	English Language Proficiency
ESL	English as a Second Language. A method of instruction for students who are learning English as a new language. Courses, classes and/or programs designed for students learning English as an additional language. This is not the same as bilingual education.
ESOL	English for Speakers of Other Language Learners who are identified as still in the process of acquiring English as an additional language. Students who may not speak English at all or, at least, do not speak, understand, and write English with the same facility as their classmates because they did not grow up speaking English; rather they primarily spoke another language at home.
HLS	Home Language Survey A form that every student or parent of the student must complete at the time of initial enrollment; federal requirement . It gives information about a student's language background. Must be on file for every student.
Home Language	Language(s) spoken in the student's home by significant others (e.g., family members, caregivers) who reside there. Sometimes used as a synonym for first language, primary language, or native language.
IEP	Immigrant Education Program
L¹	Primary language
L²	Secondary language
Language Acquisition	Learning a language through interaction with the environment, without conscious effort, rather than through direct instruction.
Language Minority	A student who comes from a home in which a language other than English is primarily spoken. The student may or may not speak English well.

Language Proficiency	The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes. The ability to do something using language. LEP students are classified according to oral, listening, reading, and writing proficiency as determined by the W-APT and/or ACCESS.
Language Variety	Variations of language used by particular groups of people, includes regional dialects characterized by distinct vocabularies, speech patterns, grammatical features, and so forth.
LEA	Local Education Agency (Champaign Community Unit School District #4)
LEP	Limited English Proficient The term identifies those students who have insufficient English to succeed in English-only classrooms. A LEP student is a student whose first or primary language is a language other than English, and whose English language ability is below that of a native English-speaker. Three levels of Proficiency <ul style="list-style-type: none"> • NES = Non-English Speaker • LES = Limited English Speaker • FES = Fluent English Speaker
Linguistic Competence	A broad term used to describe the totality of given individual's language ability; the underlying language system believed to exist as inferred from an individual's language performance.
Modifications	Changes that are made in assignments and tests in order to make the requirements for LEP students more feasible and attainable.
Monitoring	During the monitoring period students are not actively enrolled in ESL/Bilingual classes. However, the ESL/Bilingual teacher regularly confers with mainstream teachers to ensure students' academic success without program services. If during the monitoring period the student is struggling, he/she can re-enter the program at any time. The typical monitoring period is two years.
Multilingualism	Ability to speak more than two languages; proficiency in many languages.
Native Language	Primary or first language spoken by an individual
NCLB	No Child Left Behind

The federal legislation passed in 2001; there are nine titles in No Child Left Behind-Title III specifically address language acquisition programs for Limited English Proficient (LEP) students.

Non-Verbal Communication

Paralinguistic and non-linguistic messages which can be transmitted in conjunction with language or without the aid of language. Paralinguistic mechanisms include intonation, stress, rate of speech, and pauses or hesitations. Non-linguistic behaviors include gestures, facial expressions, and body language, among others.

Primary Language

First or native language spoken by an individual.

Sheltered Instruction

An approach where students develop knowledge in specific subject areas through the medium of English, their second language. Teachers adjust the language demands of the lesson relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students developing proficiency in English.

SIOP

Sheltered Instruction Observation Protocol:
A method of delivering instruction to LEP students in the regular classroom. The focus is on both language and content objectives.

Social Language

The aspects of language proficiency strongly associated with basic fluency in face-to-face-interaction; natural speech in social interactions, including those that occur in a classroom.

Sociocultural Competence

Ability to function effectively in a particular social or cultural context according to the rules or expectancies for behavior held by members of that social or cultural group.

Sociolinguistic Competence

Related to communicative Competence; the extent to which language is appropriately understood and used in a given situation. For example, the ability to make apologies, give compliments, and politely refuse requests.

Specially

Academic, subject area instruction that takes into account the

Designated Academic Instruction in English (SDAIE)	<p>special needs of <u>LEP</u> and other students by fostering:</p> <ol style="list-style-type: none"> 1. Active student participation 2. Social interaction 3. Integrated oral and written language 4. Authentic books and tasks 5. Adequate coverage of background knowledge required to master a topic (vocabulary, key concepts, etc).
Subtractive Bilingualism	<p>The learning of a majority language at the expense of the first. Refers to cases where the first language and culture have low status and where because of this, learners are encouraged to divest themselves of their first language and culture and to replace them with the second language and culture. Primary language attrition or loss and cultural anomie (uncertainty; alienation) are often the result of a subtractive bilingual situation.</p>
TBE	Transitional Bilingual Education
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TPI	<p>Transitional Programs of Instruction</p> <ul style="list-style-type: none"> • Illinois term for English as a Second Language.
Waiver	<p>Bilingual Education/ESL Services Waiver</p> <ul style="list-style-type: none"> • Form that parents/guardians sign when refusing consent for placement in bilingual education and/or English as a Second Language.
W-APT Screener	<p>WIDA ACCESS Placement Test (W-APT)[™], more aptly known as a screening tool, has a different purpose and format from the ACCESS test.</p> <ul style="list-style-type: none"> • Purpose: Program placement; typically administered only to new students
WIDA	World-Class Instructional Design and Assessment

- WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.
- Originally established through a federal grant, the WIDA Consortium consists of fifteen partner states: Alabama, Delaware, the District of Columbia, Georgia, Illinois, Kentucky, Maine, New Hampshire, New Jersey, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Vermont, and Wisconsin.
- These fifteen states account for approximately 450,000 English language learners in kindergarten through grade 12 in approximately 3,500 school districts.