

## Glossary of Second Language Acquisition & ESL Terms

Term	Usage/Definition
Academic Language	Language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language and speech registers related to each field of study (TESOL, 1997).
Additive Model/Common Underlying Proficiency	Theory that both acquisition of first and second languages can contribute to underlying language proficiency. Experiences with both languages, according to Cummins, promote the development of the proficiency underlying both languages, given adequate motivation and exposure to both, within school or the wider environment. SUP (Separate Underlying Proficiency) approach indicates that no such relationship/synergy exists between <a href="#">L1</a> and <a href="#">L2</a> language acquisition.
Adequate Yearly Progress (AYP)	<p>Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools).</p> <p>If a campus, district, or state that is receiving Title I, Part A funds fails to meet AYP for two consecutive years, that campus, district, or state is subject to certain requirements such as offering supplemental education services, offering school choice, and/or taking corrective actions.</p>
Admission, Review, and Dismissal Committee (ARD)	Admission, review, and dismissal (ARD) committee members make decisions about placement in the Texas Student Assessment Program for students receiving special education services.
Affective Filter	Optimal input occurs when the "affective filter" is low (Krashen, 1982). The affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks during communicative exchanges.
Affective Learning Environment	An affective learning environment consists of two major components. The first is the physical appearance of the classroom, which promotes an arrangement that provides students opportunities to interact with one another and highlights each student's culture. The second component revolves around making a safe, welcoming, supportive environment for ELL students.
Annual Measurable Achievement Objectives (AMAOs)	Annual measurable achievement objectives are used in holding Title III-funded local education agencies accountable for their English language learners' development and attainment of English proficiency while meeting state academic content and achievement standards.

Audio-Lingual Method (Skinner and others)	Non-communicative approach that involves heavy use of mimicry, imitation and drill. Speech and not writing is emphasized. It is perhaps unfair to associate this approach with B.F. Skinner whose theories would in no way preclude a communicative approach to second language acquisition instruction.
BICS	Basic Interpersonal Communication Skills (BICS) are those that are cognitively-undemanding and include known ideas, vocabulary and syntax. They are the aspects of communication that are used daily in routine communicative exchanges (e.g., while dressing, eating, bathing, playing, etc.). 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 2-3 years. <i>Most importantly, Cummins cautioned that students should not be placed in learning situations in which a second language (L2) is used just because they have adequate L2 BICS.</i>
Bilingual Education Act (Title VII)	Compensatory program to support education programs, train teachers/aides, develop and disseminate instructional materials and encourage parental involvement in bilingual/ESL education. In 1970 the Office of Civil Rights (OCR) informed school districts with more than 5% national origin-minority students that they must provide some kind of special language instruction for <a href="#">LEP</a> students. The OCR also prohibited the assignment of students to classes for the handicapped on the basis of English language skills; prohibited placing students in vocational tracks instead of teaching them English and mandated that administrators communicate with parents in a language they can understand.
Bilingual Education Program	A bilingual education program established by a school district shall be a full-time program of dual language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills.
Bilingual Education Program Exceptions	A district that is unable to provide a bilingual education program shall request from the commissioner of education an exception to the bilingual education program and the approval of an alternative program. The approval of an exception to the bilingual education program shall be valid only during the school year for which it is granted.
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)
Bilingual Target Language Proficiency Test (BTLPT)	EC-6 Bilingual Program candidates will take the Bilingual Target Language Proficiency Test (BTLPT). This exam evaluates reading, listening, speaking, and writing skills in the target language.
Biliteracy	Capability to read, write, listen, and speak with native-like skills and comprehension in two languages.

CALP	Cognitive Academic Language Proficiency, or CALP. CALP takes much longer than BICS to develop; usually about 5-7 years. CALP skills are those that are necessary for literacy attainment and academic success. CALP enables students to have academic, analytical conversation and to independently acquire factual information. CALP is used to use information acquired to find relationships, make inferences, and draw conclusions.
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Cognitive Academic Language Learning Approach (CALLA)	Instructional approach that provides explicit teaching of learning strategies within academic subject areas. Strategies are divided into three major categories: (1) Metacognitive (planning, self-monitoring, classifying, etc.); (2) Cognitive (note taking, summarizing, making inferences, self-reflection, etc.) and (3) Social-affective (Asking questions, cooperative learning, peer tutoring, etc.).
Cognitive Learning Environment	The cognitive learning environment focuses on instructional practices the teacher uses to help students develop critical thinking skills needed to achieve academic success
College and Career Readiness Standards (CCRS)	The CCR standards in the areas of English/language arts, mathematics, science, and social studies specify what students must know and be able to do to succeed in entry-level courses at post-secondary institutions in Texas.
Communicative Approaches	Teaching approach where negotiation for meaning is critical. The teacher becomes a facilitator. Collaborative learning and peer interaction is important. Students and teacher select and organize curriculum contents.
Comprehensible Input	Input + 1/Zone of Proximal Development- Input/instruction that is just above the students abilities. Instruction that is embedded in a meaningful context, modified (paraphrasing, repetition), collaborative/ interactive and multimodal.
Content Objectives	Explain what students will be learning during the lesson. Clear objectives are written in measurable student-friendly terms.
Cultural Adaptation/Culture Shock Cycle	Model of what happens when a person is introduced into a new culture and then must return to their home culture. Stages include: (1) Pre-departure anxiety; (2) Arrival honeymoon; (3) Initial culture shock; (4) Surface adjustment; (5) Mental isolation; (6) Return anxiety and (8) Re-entry culture shock.
Culture	A sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes & artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they interpret the world; ways of perceiving, relating and interpreting events based on social norms; a system of standards for perceiving, believing, evaluating & acting (TESOL, 1997).
Cummin's Classification of Language and Content activities.	Divided activities/modes of instruction and learning along two continuums (context embedded/reduced and academic and cognitively demanding /undemanding). Instruction should progress from context embedded/academically non-demanding to context reduced/academically demanding. Teacher should be aware of where his instruction falls and how it is relating to the needs of his students who may be in various stages of language acquisition and development.

Direct Method (Berlitz)	Non-communicative method that involves exclusive use of target/L2 language, uses a step by step progression of material and considers correct translation to be very important.
Dual Language Immersion— Bilingual Education program/One Way (OWDL)	A biliteracy instruction program that serves only students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction not earlier than six or later than seven years after the student enrolls in school.
Dual Language Immersion— Bilingual Education program/Two Way (TWDL)	A biliteracy instruction program that integrates students proficient in English and students identified as students of limited English proficiency in both English and Spanish and transfers a student identified as a student of limited English proficiency to English only instruction not earlier than six or later than seven years after the student enrolls in school.
ELD	English Language Development
ESL (English as a Second Language)	As distinguished from true Bilingual education, ESL emphasizes the submersion /submersion + ESL/pullout approach and where the goal is early transition. Instruction in English is looked upon as remedial.
ESL – Content Based	An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under Section 29.061(c) to provide supplementary instruction for all content area instruction.
ESL – Pull Out	An English program that serves students identified as students of limited English proficiency in English only by providing a teacher certified under Section 29.061 (c) to provide English language arts instruction.
ESL Program Waivers	A district that is unable to provide an English as a second language program because of an insufficient number of certified teachers shall request from the commissioner of education a waiver of the certified requirements for each teacher who will provide instruction in English as a second language for limited English proficient students. The approval of a waiver of certification requirements shall be valid only during the school year for which it was granted.
English Language Proficiency Standards (ELPS)	The ELPS outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.
Grammar	A theory or hypothesis, about the organization of language in the mind of speakers of that language--the underlying knowledge that permits understanding and production of language.

Grammar Translation Method	This is a non-communicative approach that relies heavily on reading and translation, mastery of grammatical rules and accurate writing.
Home Language Survey (HLS)	Form completed by parents/guardians that gives information about a student's language background. One (only one) must be on file for every LEP student. The home language survey shall be used to establish the student's language classification for determining whether the district is required to provide a bilingual education or English as a second language program. If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with §89.1225, relating to Testing and Classification of Students.
Humanistic Approach (Galyean)	Communicative approach that focuses on the whole learner, starts with the individual then expands to group and includes music, art and physical activity.
Immersion Programs	Bilingual program similar to dual language or <a href="#">two-way program</a> . Sometimes also used to describe a program where <a href="#">L1</a> students are given academic instruction in a non-native language for enrichment.
Input +1 (i + 1)	Optimal input must be at a level slightly above that of the learner. Krashen labeled this concept "input + 1". To explain this principle, Krashen uses an analogy of an English speaker trying to comprehend Spanish from a radio program. Those of us who have a beginner's ability to speak Spanish and who have listened to a Spanish radio broadcast know how frustrating (and incomprehensible) it can be to try to attend to input that is just too complex and that lacks a visible context from which we can deduce clues.
L1	Primary language
L2	Secondary language
Language Acquisition Theory (Krashen and others)	<p>Acquisition and learning are two separate processes. Learning is knowing about a language (formal knowledge). Acquisition is the unconscious process that occurs when language is used in real conversation.</p> <p>Language Acquisition Theory embodies the following hypotheses:</p> <ul style="list-style-type: none"> <li>A. Natural Order: Natural progression/order of language development exhibited by infants/young children and/or second language learners (child or adult). (<a href="#">PEPSI</a>)</li> <li>B. Monitor: Learning (as opposed to acquisition) serves to develop a monitor-an error detecting mechanism that scans utterances for accuracy in order to make corrections. As a corollary to the monitor hypothesis, language acquisition instruction should avoid emphasis on error correction and grammar. Such an emphasis might inhibit language acquisition, particularly at the early stages of language development.</li> <li>C. Input: Input needs to be <a href="#">comprehensible</a>.</li> <li>D. <a href="#">Affective Filter</a></li> </ul>

Language Assessment Tests	<p>LAS O/R/W</p> <p>Idea Oral Proficiency (IPT)</p> <p>Woodcock-Munoz Language Survey (WML)</p>
Language Objectives	The lesson's language objective explain how the student will demonstrate knowledge of the academic content using language skills of listening, speaking, reading and or writing.
LAS	<p>Language Assessment Scales. State approved assessment test to determine language status and appropriate placement for LEP students.</p> <p><i>English LAS: LAS-Oral and LAS Read/Write</i></p> <p><i>Spanish LAS Oral and LAS Read/Write</i></p>
Lau v. Nichols	Supreme Court case where the Court ruled that, "There is no equality of treatment merely by providing students the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education". Also: Lau remedies.
LEP	Limited English Proficient Students
Languages Other Than English (LOTE)	Languages Other Than English; division of the Texas Education Agency that coordinates the development of the TEKS and all instructional activities in foreign language programs (i.e High School Spanish).
Language Proficiency Assessment Committee (LPAC)	The LPAC is charged with reviewing all pertinent information on all identified limited English proficient (LEP) students upon their initial enrollment and at the end of each school year. Districts are required to have on file policy and procedures for the selection, appointment, and training of members of the LPAC.
Limited English Proficient Student (LEP)	A student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English. The term LEP and English language learners (ELLs) are used interchangeably.
Linguistic Learning Environment	The linguistic learning environment focuses on instructional techniques and linguistic accommodations that help students develop social and academic language.
Local Education Agencies (LEA)	A public school district, open enrollment charter school, or regional education service center.

Maintenance Bilingual Program	Bilingual program whose goal is to maintain English learner's native language and culture. Students are encouraged to be proficient in English and their native tongue.
Morphology	The study of the units of meaning in a language (morphemes)
Multilingualism	The ability to speak more than two languages; proficiency in many languages (TESOL, 1997).
Natural Approach (Terrell and Krashen)	<a href="#">Communicative approach</a> that: (1) Takes into account <a href="#">PEPSI</a> ; (2) Uses <a href="#">comprehensible input</a> ; (3) Stresses low <a href="#">affective filter</a> and (4) Uses meaningful, authentic communication/activities.
Noam Chomsky	Pioneered cognitive/gestalt approach to understanding language acquisition. Mind contains Language Acquisition Device that generates rules through the unconscious acquisition of <a href="#">grammar</a> .
Performance Based Monitoring Analysis System (PBMAS)	The PBMAS is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act).
Phase or Stage	Periods of development that are typically used in discussion of language ability instead of ages to refer to a child's process.
Phonology	The study of the sound patterns of a language.
Pragmatics	The general study of how context and culture effects the user's interpretation of language.
Primary Language	The language of most benefit in learning new and difficult information.
Public Education Information Management System (PEIMS)	The PEIMS encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.
PLDs -- Proficiency Level Descriptors	The levels of proficiency in English of an EL. In Texas we use Beginning, Intermediate, Advanced, and Advanced High.
Reclassification	The process of exiting a LEP student from formal services. Note: Exit/Reclassification/Transfer -- These words are used interchangeably when referring to the exiting of a student's "LEP Status".
Response to Intervention (RtI)	RtI is the practice of meeting the academic and behavioral needs of all students through high quality instruction and scientific research-based tiered interventions, frequent monitoring of student progress, and application of student response data.

Scaffolding	Providing instructional support/guidance in such a way that students transition from a state of dependence on the teacher to independence.
Semantics	The study of meanings of individual words and or larger units such as phrases and sentences.
Sheltered English Instruction	An approach in which students develop knowledge in specific subject areas through the medium of English, their second language; teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, 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 of different English proficiency levels (TESOL, 1997).
Structured English Immersion	All students in this program are ELs and receive instruction in English with very little support.
Silent Way (Gattegno)	<a href="#">Communicative approach</a> that makes learner responsible for own learning and makes extensive use of Cuisenare rods, color-coding and other manipulatives.
SOLOM (Student Oral Language Observation Matrix)	Form designed to help teachers assess oral language skills of students—similar to TX developed observation matrix used for the TOP.
Specially Designated Academic Instruction in English (SDAIE) <i>(Acronym used in California)</i>	Academic, subject area instruction that takes into account the special needs of <a href="#">LEP</a> and other students by fostering: <ol style="list-style-type: none"> <li>1. Active student participation</li> <li>2. Social interaction</li> <li>3. Integrated oral and written language</li> <li>4. Authentic books and tasks</li> </ol> <p>Adequate coverage of background knowledge required to master a topic (vocabulary, key concepts, etc.).</p>
Submersion	Sink or swim approach to <a href="#">ELD</a> instruction. <a href="#">L2</a> students are placed in the same classes as <a href="#">L1</a> students and required to learn as much as they can (THIS IS BAD).
Submersion + ESL	English learners are given a separate <a href="#">ESL</a> class for a prescribed period of time, usually one hour per day. The rest of the day is spent in classes with L1 learners.
Suggestopedia (Lozanov)	<a href="#">Communicative approach</a> that uses Baroque music (in the session phase of a lesson) and stresses a welcoming atmosphere and natural settings. A Suggestopedia lesson may have three phases: (1) Pre-session; (2) Session and (3) Post-session.
Syntax	The study of the sentence patterns of a language and rules that govern the correctness of a sentence. (Think: Grammar)

Target Language	The language students are attempting to learn (i.e. English in an ESL classroom).
Texas English Language Proficiency Assessment System (TELPAS)	<p>TELPAS assesses the English language proficiency of K–12 ELLs in four language domains— listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:</p> <p><b>Grades K–1:</b> TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.</p> <p><b>Grades 2–12:</b> TELPAS includes multiple-choice reading tests, holistically rated student writing collections, and holistically rated listening and speaking assessments. The listening and speaking assessments are based on ongoing classroom observations and student interactions.</p>
Texas Essential Knowledge and Skills (TEKS)	The TEKS are the state standards for what students should know and be able to do from prekindergarten through high school.
Total Physical Response (TPR) (James Asher)	<a href="#">Communicative approach</a> where students respond with actions, not words first. Instruction is concrete and can be introductory to reading/writing experiences.
Transitional Bilingual Education	Bilingual program whose goal is to help English learners ultimately adjust to an all English educational program. May be early-exit ( 2 <sup>nd</sup> grade) or late-exit (6 <sup>th</sup> grade).
Two-Way Immersion also known as Dual Language also known as Two-Way Dual Language	<p>Bilingual program where <a href="#">L2</a> learners receive <a href="#">L1</a> instruction and L1 students receive L2 instruction. To be effective program must:</p> <ol style="list-style-type: none"> <li>1. Allow for development of <a href="#">CALP</a></li> <li>2. Optimal input in both languages.</li> <li>3. Focus on academic subjects.</li> <li>4. Integrate the curriculum.</li> <li>5. Allow for monolingual instruction for sustained periods.</li> <li>6. Have home-school collaboration</li> <li>7. Empower students as active learners.</li> <li>8. Make sufficient use of minority language.</li> </ol>

