

English Learner (EL)/English Language Learners (ELL): describes students who have limited English proficiency (LEP). ELs are defined as students who do not understand enough academic English to learn without support in mainstream classrooms.

English as a Second Language (ESL)/English to Speakers of Other Languages (ESOL): programs for English Language Learners (ELs) which provide students with explicit instruction in the English language. Teachers who work with students who have limited English proficiency are referred to as ESL teachers. Like all educators at PHA, ESL teachers must obtain appropriate licensure through the Massachusetts Department of Elementary and Secondary Education.

Pull-out ESL: is a program in which students are pulled out of their classrooms for special instruction to learn English.

Push-in ESL: is a program in which the ESL teacher comes into the classroom to provide English instruction.

Direct ESL Services: means English as a Second Language services designed for speakers of other languages and provided pursuant to an ILP by a teacher with an ESL endorsement to EL students for at least one (1) hour per day.

Indirect ESL Services: means English as a Second Language services that provide linguistically appropriate accommodations and scaffolding pursuant to an ILP provided by a general education teacher in the general education classroom to EL students whose parent(s) or guardians waive Direct ESL Services.

Lau v. Nichols: 'Lau vs. Nichols' is a lawsuit filed by Chinese parents in San Francisco in 1974, which led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. School districts must take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1992).

Office for Civil Rights (OCR): A branch of the U.S. Department of Education that investigates allegations of civil rights violations in schools. It also initiates investigations of compliance with federal civil rights laws in schools that serve special student populations, including language-minority students. The office has developed several policies with regard to measuring compliance with the Lau v. Nichols decision. OCR is also responsible for enforcing Title VI of the Civil Rights Act of 1964. For more information, see the [OCR resources about ELLs](#) and [OCR Disability Discrimination: Overview of the Laws](#).

Title III: Title III of the No Child Left Behind Act of 2001 (NCLB) is a part of the legislation enacted to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and achievement standards that other children are expected to meet.

Home Language Survey (HLS): The home language survey (HLS) is a questionnaire given to parents or guardians that helps schools and LEAs identify which students are potential ELs and who will require assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services.

Active ESL Student: enrolled in the district or enrolled in the district after the state annual English language proficiency (ELP) assessment, ACCESS for ELLs, was given in the prior school year; and has been identified and evaluated by the ESL department.

Newcomer: Newcomer is an umbrella term for foreign-born students who have recently arrived in the United States. ... As newcomer students enter into a new education system, they may experience different academic, language, and social-emotional challenges from those of U.S. born students (see [US Dept. of Edu. Newcomer Toolkit](#)).

Recently-Arrived Immigrant English Learner (RAEL): Recently arrived immigrant English learners (RAIELs) are a highly diverse group, encompassing important subgroups such as students with refugee status, unaccompanied minors, and students with limited or interrupted formal education (SLIFEs).

Students with Limited or Interrupted Formal Education (SLIFE): see [WIDA Resources for Students with Limited or Interrupted Formal Education](#)

Long-Term ESL Student: A student who has been enrolled in U.S. schools for more than six years but continues to struggle academically due to limited English proficiency. (see [TN Dept. of Edu. Supporting Long-Term ELs](#))

Transitional ESL Student: ESSA requires districts to monitor the progress of ELs for four calendar years after meeting exit criteria. All transition students (T1-T4) are included as ELs in district and school accountability. As with any student, all ELs and former ELs should receive services to be successful in academic classes. Federally, these students are considered to be Monitored Former Limited English Proficiency (MFLEP).

- Transitional 1 during their first monitoring year,
- Transitional 2 during their second monitoring year,
- Transitional 3 during their third monitoring year, and
- Transitional 4 during their fourth monitoring year.

Waived: Some parents of students identified as ELs may choose to waive ESL services for their child. Parents who waive services must do so in writing on an annual basis, and the district must maintain evidence of the written documentation. The Office of Civil Rights (OCR) holds districts responsible for providing all ELs—including those whose parents have waived ESL services—with English language support. The district must find alternative means of providing the student with support for language development and proficiency outside of structured ESL classes. An EL whose parents have chosen to waive ESL services is not exempt from the federally mandated annual assessment of all ELs on their English language proficiency.

Non-English Language Background (NELB): A student who has a Non-English language background (a language other than English is spoken at home) but does not qualify for ESL services based on the ELP assessment.

Limited English Proficient (LEP): Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English language learner (ELL) or English learner (EL) are used in place of LEP.

Fluent English proficient (FEP): Applies to “primary or home language other than English” (PHLOTE) students who have demonstrated full or fluent proficiency in English. They are able to speak, read, write, and understand English at levels that are on a par with those of their grade-level classmates, and consequently do not need any additional language accommodation in a mainstream English classroom.

Migrant Student: A student who will move during the school year whose parents are migratory agricultural workers, including migratory dairy workers, or migratory fishermen, and who, in the preceding 36 months, travel across division/state lines in order to obtain temporary or seasonal employment in agricultural or fishing activity.

Migrant Education Program (MEP): The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Grants provided through ESEA assist states in improving educational opportunities for migratory children to help them succeed in the regular school program, meet the same State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school. The general purpose of the MEP is to ensure that migratory children fully benefit from the same free public education provided to other children. See → [TN Dept. of Edu. - Migrant Education](#)

World Class Instructional Design and 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). Massachusetts became a member of WIDA as a component of the RE-TELL initiative in November of 2012 and we have since adopted the WIDA curriculum standards and assessment tools (ACCESS).

WIDA Screener (English Language Proficiency Initial Assessment): the statewide tool used for screening language proficiency in the areas of listening, speaking, reading, and writing to see if students qualify for ESL services

WIDA ACCESS (English Language Proficiency Annual Assessment): the statewide tool to monitor the language proficiency development of ELs. This assessment is administered annually to ELs in grades K-12 and measures language proficiency in listening, speaking, reading and writing.

Language proficiency: The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.

English Language Development (ELD) Proficiency Level: another term used to describe the language acquisition process for students who are not native English speakers and the language domain proficiency levels (see [EL Proficiency Levels](#))

Language Domains: Listening, Speaking, Reading, Writing (see [WIDA Can Do Descriptors](#))

“ILP”: means an individual learning plan that describes the academic and language needs and goals for EL students receiving Direct ESL Services or Indirect ESL Services.

Home language: Language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for first language, primary language, or native language.

L1: First language

L1: The mother tongue.

Native language: Primary or first language spoken by an individual: (See L1).

L2: A term used to refer to both foreign and second languages:

L2: Second language.

Second language: The term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. Thus English is a second language in Nigeria, Sri Lanka and Target language: This is the language that the learner is attempting to learn. It comprises the native speaker's grammar.

Multilingualism: The ability to speak more than two languages, with possible proficiency in many languages.

BICS & CALP (Social & Academic Language): [See this video](#)

Acculturation: The process of adapting to a new culture. This involves understanding different systems of thought, beliefs, emotions, and communication systems.

Acquisition: A term used to describe language being absorbed without conscious effort; i.e. the way children pick up their mother tongue. Language acquisition is often contrasted with language learning. The internalization of rules and formulas which are then used to communicate in the L2. For some researchers, such as Krashen, 'acquisition' is unconscious and spontaneous, and 'learning' is conscious, developing through formal study.

Comprehensible Input: When native speakers and teachers speak to L2 learners, they often adjust their speech to make it more comprehensible. Such comprehensible input may be a necessary condition for acquisition to occur.

Comprehensible Output: The language produced by the learner (the 'output') may be comprehensible or incomprehensible. The efforts learners make to be comprehensible may play a part in acquisition.

Cognate: Cognates are words from different languages which are related in spelling or sound (*i.e.*, English: tomato Spanish: tomate English: alphabet Spanish: alfabeto English: color Spanish: color English: circle Spanish: circulo English: family Spanish: familia)

Collocation: The tendency for words to occur regularly with others: (*sit/chair, house/garage*)

Code switching: The ability or tendency to switch among languages/dialects in the course of a conversation. Code switching tends to occur when people who are bilingual or bidialectal are in the presence of others who speak the same language. Code switching may involve alternating between two languages or tonal registers, or could represent a dialectal shift

within the same language, such as between Standard English and Black or African American English (Greene and Walker, 2004).