

ELL Terminology

ACCESS for ELLs®- English language proficiency test is a large-scale test administered annually to English language learners (ELLs). It measures students' growth in English language skills in relation to the academic English language proficiency (ELP) standards.

Bilingualism- The ability to communicate successfully in two languages, with the same relative degree of proficiency. It is important to note that bilinguals are rarely perfectly balanced in their use of two languages; one language is usually dominant (Baker, 2000).

Code switching- The ability or tendency to switch among languages/dialects .

Cognitive/academic language proficiency (CALP)- The level of proficiency required by an ELL to understand academically challenging subject matter in a classroom setting (Cummins, 1979). This refers to language that is often abstract, and is not accompanied by any contextual supports such as gestures or visual signals. It may take an ELL about **4 to 7 years** to reach this level of fluency (Hakuta, 2000).

Comprehensible Input- students should be able to understand the essence of what is being said or presented to them.

ELL- English Language Learner. An individual who is in the process of actively acquiring English, and whose primary language is one other than English. This student often benefits from language support programs to improve academic performance in English due to challenges with reading, comprehension, speaking, and/or writing skills in English.

ELP- English language proficiency: the level of proficiency that is measured by WIDA and ACCESS scores.

English language proficiency (ELP) standards- Principles or criteria for identifying and describing the English-language oral, reading, and writing skills that are necessary for ELLs to be able to communicate effectively and participate fully in school.

ESL- English as a Second Language: A term used to designate students whose first language is not English; this term has become less common than the term ELL. Currently, ESL is more likely to refer to an educational approach designed to support ELLs.

1st (first) generation -Foreign-born and often foreign-educated ELLs.

2nd (second) generation- United States–born children of immigrants.

FEP: Fluent (or fully) English proficient.

Heritage language- The language that an ELL considers to be his or her native, home, or ancestral language.

LEP: Limited-English-proficient students, defined in *N.J.A.C. 6A:15-1.2* as pupils whose native language is other than English and who have difficulty speaking, reading, writing or understanding the English language as measured by an English language proficiency test. Thus, they require bilingual or ESL programs in order to learn successfully in classrooms where the language of instruction is English.

Migrant students- a migrant child is defined as a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher.

Newcomer- Newly arrived immigrant student.

POE (Port of Entry)- A student who has just entered the United States. The level of education that student has will vary.

Sheltered English Instruction: is an approach used to make academic instruction in English understandable to LEP students. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject area content comprehensible for LEP students.

WIDA -- World-class Instructional Design and Assessment -is a consortium of 19 partner states that has developed English language proficiency standards and an English language proficiency test (ACCESS for ELLs®) aligned with the standards to comply with Title III of the *No Child Left Behind Act*. WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12 were developed by WIDA. They are the standards and language competencies that LEP students in pre-K programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects.