

*The following terms are used in the preceding chapters and are closely related to the education of limited English proficient/English language learners in New York State.*

## B

**BE: Bilingual Education:** The use of two languages as a medium of instruction in part or all of an instructional program. In New York State two types of bilingual education programs exist, including: **a. transitional bilingual education program**, in which the primary language of the students is used for instructional support until some prescribed level of proficiency in the second language is reached; **b. two-way bilingual education program** (also referred to as **dual language program**) in which two languages are employed, one of which is English, for the purpose of instruction, and which involve students who are native speakers of each of these languages. Both groups of students, English language learners and native English speakers, have the opportunity to become bilingual and biliterate. They learn curricula through their native language and second language while continuing to develop skills and proficiency in both languages. (Harris, T.L. and R.E. Hodges, 1995; *Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

**Bilingual Education Program:** In New York State, this program involves instruction in English and in the native language, which facilitates academic progress and oral language and literacy skills in two languages. It provides English language learners with content-area instruction in the native language and in English; native language arts instruction; and instruction in English as a second language and English language arts.

**Bilingual Extension:** Extension of a New York State teaching certificate authorizing the holder of an appropriate valid teaching certificate to teach in a bilingual setting. (CR Part 52.21)

**BETAC: Bilingual Education Technical Assistance Center.** A statewide organization of Technical Assistance Centers supported through the auspices of the New York State Education Department Office of Bilingual Education. There are 13 regional and/or language-specific centers throughout New York State located at universities in large cities, the NYC Department of Education and Boards of Cooperative Educational Services facilities. The BETACs assist

schools serving limited English proficient/English language learners. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

## C

**Character: 1.** In writing, printing, and computer work, it is an orthographic symbol used to represent a unit of language. *Note:* In an *alphabetic* writing system, characters include letters, numbers, and spaces, as well as symbols such as # or £. In a *nonalphabetic* writing system, characters represent larger units of language, as syllables, words, phrases, and sentences. **2.** A graphic symbol used in transcribing sounds, as in the International Phonetic Alphabet. **3.** a person represented in or acting in a story, drama, etc. (Harris, T.L. and R.E. Hodges, 1995)

**Choral Reading:** Refers to a group reading aloud. (Harris, T.L. and R.E. Hodges, 1995)

**Content Area:** A subject matter course or curriculum such as mathematics, science, or history. (O'Malley, J.M. and L. Valdez-Pierce, 1996)

**Content Standard:** Narrative description of expected knowledge and abilities that describe what students should know and be able to do (usually in a domain or particular subject area. (New York State Education Department Virtual Learning System)

**Context Clue:** Information from the immediate textual setting that helps identify a word or word group. (Harris, T.L. and R.E. Hodges, 1995)

**CR Part 154:** New York State Commissioner's Regulations for the Education of Pupils with Limited English Proficiency. These regulations define requirements for school districts in developing and implementing programs for LEP/ELLs that are consistent with Education Law 3204 and CR Part 117.

**Departmentalized Class:** A type of instructional organization which is most appropriate for grades in which instruction is departmentalized such as intermediate, junior high, or high school. Students are grouped for instruction in subject classes taught in their native language by certified bilingual teachers. ESL instruction is given by certified ESL teachers. The students are integrated with the mainstream school population for music, art, and physical education. As the students' English proficiency increases, they may be placed in

required subject classes which are taught solely in English. (Adapted from *Guidelines for Programs Under Part 154 of the Commissioner's Regulations for Pupils with Limited English Proficiency*, 1990)

**Descriptive Text:** Also referred to as **Description**. One of the four traditional forms of composition in speech and writing. It gives a verbal picture of character and event, including the setting in which they occur. (Harris, T.L. and R.E. Hodges, 1995) Compare to **Expository Text; Narrative Text; Persuasive Text**.

**Directionality:** The ability to perceive spatial orientation accurately. (Harris, T.L. and R.E. Hodges, 1995)

**Dual Language Program:** See **BE: Bilingual Education**.

## E .....

**ELA: English Language Arts.** Instruction that focuses on the development of the English language: reading, writing, spelling, as well as oral communication. (Harris, T.L. and R.E. Hodges, 1995)

**ELL: English Language Learner.** An alternate term used to describe a limited English proficient (LEP) student. The term focuses positively on the development of the English language, rather than viewing the native languages as a deficit. (Baker, C. and S.P. Jones, 1998) In addition the term limited English proficient and its acronym LEP has been combined with the term English language learner and the acronym ELL. Compare to **Limited English Proficient (LEP)**.

**ESL: English as a Second Language.** Also referred to as **English for Speakers of Other Languages (ESOL)**. A specific discipline that uses an approach allowing students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. A quality English as a second language program is sensitive to the student's first language and culture and also incorporates contrastive analyses and multicultural education to facilitate the student's integration into the culturally pluralistic mainstream. Furthermore, the program must address the four language skill areas of understanding, speaking, reading, and writing English as well as content-area instruction. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

**Essential Elements of Effective Programs:** Characteristics of programs found to be necessary in order to provide quality bilingual and ESL instruction that allows LEP students to meet the NYS learning standards and graduation requirements. (Report to the Board of Regents from the New York State Department of Education Office for Elementary, Middle, Secondary and Continuing Education, 1998)

**Expository Text:** Also known as **Exposition**. One of the four traditional forms of composition in speech and writing. It is intended to set forth or explain. (Harris, T.L. and R.E. Hodges, 1995) Compare to **Descriptive Text; Narrative Text; Persuasive Text**.

## F .....

**First Language:** This term is used in different, overlapping ways, and can mean (a) the first language learned; (b) the stronger language; (c) the 'mother tongue'; (d) the language most used. (Baker, C. and S.P. Jones, 1998) Compare to **Home Language; L1; Mother Tongue; Native Language; Primary Language**.

**Figurative Language:** Also know as **Figures of Speech**. Expressions with a meaning other than or beyond the literal. Figurative language includes: hyperbole, irony, metaphor, simile, personification, symbol, synesthesia, and understatement. (Shepherd, R.D., 1999)

**Freestanding English as a Second Language Program:** In New York State, this program of instruction is comprised of two components: A language arts instructional component and a content area instructional component. Such instruction shall take into account the first language and culture of such pupils. The language arts instructional component shall include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA) and English as a second language (ESL), and key ideas and performance indicators for such standards, shall serve as the basis for the ELA and ESL curriculums, respectively. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way, and shall be designed to develop cognitive skills of limited English proficient pupils. (CR Part 154.2)

## G .....

**Genre: 1.** A category used to classify literary works, usually by form, technique, or content. **2.** Any type of discourse that possesses typified, distinguishable conventions of form, style, or content in recurring contexts. (Harris, T.L. and R.E. Hodges, 1995)

**Guided Reading:** Reading instruction in which the teacher provides the structure and purpose for reading and for responding to the reading. (Harris, T.L. and R.E. Hodges, 1995)

**H**  
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**Home Language:** The language first taught and most used in the home during childhood. Compare to **First Language; L1; Mother Tongue; Native Language; Primary Language.**

**I**  
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**Interactive Learning:** Learning in which children and young people are involved in thinking about, writing about, and talking about their learning. This kind of learning produces more effective growth than instruction in which children are passive. (NYS English Language Arts Resource Guide, 1997)

**L**  
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**L1: First Language.** The first or initial language learned by a child. (Baker, C. and S.P. Jones, 1998) Compare to **Home Language; Mother Tongue; Native Language; Primary Language.**

**L2: Second Language.** This term is used in different, overlapping ways, and can mean (1) the second language learned (chronologically); (2) the weaker language; (3) a language that is not the “mother tongue”; (4) the less used language. The term is sometimes used to describe third and further languages. (Baker, C. and S.P. Jones, 1998) Compare to: **Target Language; Second Language.**

**Language:** The systematic, conventional use of sounds, signs, or written symbols in a human society for communication and self-expression. (Crystal, 1992, in Harris, T.L. and R.E. Hodges, 1995)

**Language Family:** Any group of languages assumed to have developed from a common source. This classification of languages into common families is based on both historical reconstructions and structural comparisons, and groupings of languages vary among scholars. (Harris, T.L. and R.E. Hodges, 1995)

**Language Minority: 1.** A language community (or person) whose first or native language is different from the dominant language of the country. A group who speaks a language of low prestige, who is low in power, or who constitutes a small population in a society. (Baker, C. and S.P. Jones, 1998). **2.** Individuals from homes or ancestries where languages other than English are spoken. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

**Language Transfer:** The effect of one language on the learning of another. There can be both *negative transfer*, sometimes called interference, and more often *positive transfer*, particularly in understandings and meanings of concepts. (Baker, C. and S.P. Jones, 1998)

**Learning Experience:** Classroom projects focusing on multiple aspects of learning extended over a period of time. They are content based rather than skills driven and linked to the standards. (*The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*, 2000)

**Learning Standard:** An established level or degree of quantity, value, or quality. The NYS Learning Standards are defined as the knowledge, skills and understandings that individuals can and do habitually demonstrate over time as a consequence of instruction and experience. (New York State Education Department Virtual Learning System)

**LEP: Limited English Proficient.** Individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either understand and speak little or no English, or score below the statewide reference point or its equivalent on an English language assessment instrument approved by the Commissioner of Education. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989) Compare to **English Language Learner.**

**Linguistic Convention:** An accepted practice in a spoken or written language. (Harris, T.L. and R.E. Hodges, 1995)

**Literacy:** The capacity of an individual to develop and use a continuum of a complex set of skills and abilities, including both reading and writing, and to apply these skills in a social context. (Harris, T.L. and R.E. Hodges, 1995)

**Literary Device:** A part of a literary work, such as its plot, image, setting, mood, subject, theme, character, suspense, tone, style or voice, flashbacks, and foreshadowing. (Shepherd, R.D., 1999)

**M**  
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**Mother Tongue:** The term is used ambiguously. It variously means: (a) the language learned from the mother; (b) the first language learned irrespective of from whom; (c) the stronger language at any time of life; (d) the main language of the area or country; e.g., Spanish in Spain; (e) the language most used by a person; (f) the language toward which a person has the more positive attitude and affection. (Baker, C. and S.P. Jones, 1998) Compare to **First Language; Home Language; L1; Native Language; Primary Language.**

**N**  
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**Narrative Text:** Also known as **Narration.** One of the four traditional forms of composition in speech and writing. It tells a story or gives an account of something, dealing with sequences or events and experiences, though

not necessarily in strict order. (Harris, T.L. and R.E. Hodges, 1995) Compare to **Descriptive Text; Expository Text; Persuasive Text.**

**NL: Native Language.** Language that a person acquires first in life, or identifies with as a member of an ethnic group (Baker, C. and S.P. Jones, 1998) Compare to **First Language; Home Language; L1; Mother Tongue; Primary Language.**

**NLA: Native Language Arts.** Instruction in a language other than English, designed to develop the communication skills, including those of listening, speaking, reading, and writing in a student's native language as well as an appreciation of the history and culture of the United States and the country of origin, through the study of literature. (CR Part 154.2)

**NYSESLAT: New York State English as a Second Language Achievement Test.** An assessment aligned with the New York State learning standards for English as a second language. Its purpose is to measure the progress of LEP/ELLs in their development of proficiency in English.

## O

**Orthography:** The study of the nature and use of symbols in a writing system. (Harris, T.L. and R.E. Hodges, 1995)

**Outcome:** A goal statement specifying desired knowledge, skills, processes, and attitudes to be developed as a result of educational experiences. (O'Malley, J.M. and L. Valdez-Pierce, 1996)

## P

**Performance Indicator:** In New York State, it is a description of student achievement expectations on the developmental levels of elementary (grades K-4), intermediate (grades 5-8) and commencement (grades 9-12). (New York State Education Department Virtual Learning System) See also **Performance Standard.**

**Performance Standard:** Refer to the indices of quality that specify how adept or competent a student demonstration must be. They relate to issues of assessment that gauge the degree to which content standards have been attained. A performance standard indicates both the nature of the evidence required to demonstrate that the content standard has been met and the quality of student performance that will be deemed acceptable. (National Education Goals Panel, 1993)

**Personal Voice:** The distinctive way in which a writer expresses ideas with respect to style, form, content, purpose, etc. (Harris, T.L. and R.E. Hodges, 1995)

**Persuasive Text:** Also known as **Argumentation.** One of the four traditional forms of composition in speech and writing. It develops or debates a topic in a logical and persuasive way. (Harris, T.L. and R.E. Hodges, 1995) Compare to **Descriptive Text; Expository Text; Narrative Text.**

**Phoneme:** A minimal sound unit of speech that, when contrasted with another phoneme, affects the meaning of words in a language, as /b/ in *book* contrasts with /t/ in *took*, /k/ in *cook*, /h/ in *hook*. (Harris, T.L. and R.E. Hodges, 1995)

**Phonemic Awareness:** This is the awareness of sounds (phonemes) that make up a word. (Harris, T.L. and R.E. Hodges, 1995)

**Phonetic Awareness:** Refers to the nature, production, and transcription of speech sounds. (Harris, T.L. and R.E. Hodges, 1995)

**Phonetics:** The study of speech sounds. (Harris, T.L. and R.E. Hodges, 1995)

**Phonics:** A method of teaching reading based on recognizing the sounds of letters and combinations of letters. (Baker, C. and S.P. Jones, 1998)

**Portfolio:** A collection of a student's work that may be used to evaluate learning progress. Portfolios may contain both exemplary pieces of work and works in progress. Exemplary pieces of work may be selected by the student independently of the student and teacher together. They may also contain the teacher's observations and student self-evaluations. (Harris, T.L. and R.E. Hodges, 1995)

**Primary Language:** The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language learned first in life. (Baker, C. and S.P. Jones, 1998) Compare to **First Language; Home Language; L1; Mother Tongue; Native Language; Primary Language.**

**Primary Sources:** Those sources created by eyewitnesses or participants such as historical documents, autobiographies, historical news accounts, art, music, political cartoons, photos, historical maps, artifacts, interviews, etc.

**Proficiency:** See **Language Proficiency.**

## R

**Rubric:** A measurement scale used to evaluate a student's performance. Rubrics consist of a fixed scale and a list of characteristics that describe criteria at each score point for a particular outcome. (O'Malley, J.M. and L. Valdez-Pierce, 1996)

## S

**Second Language:** This term is used in different, overlapping ways, and can mean (1) the second language learned (chronologically); (2) the weaker language; (3) a language that is not the “mother tongue”; (4) the less used language. The term is sometimes used to describe third and further languages. (Baker, C. and S.P. Jones, 1998) Compare to **L2; Target Language**.

**Secondary Sources:** Those sources created after the historical event(s), such as history textbooks, books by historians, biographies, documentaries, historical fictions, timelines, charts, databases, movies/videos, etc.

**Self-Contained Classroom:** A type of instructional organization in which students remain in the same classroom for most of the day except for subjects such as art, music, and physical education. LEP students in self-contained classrooms can be identified as beginning, intermediate, or advanced, based on their degree of English proficiency. They may also be assigned to subgroups based on skill, or subgroups based on performance in content-area subjects. (Adapted from *Guidelines for Programs Under Part 154 of the Commissioner’s Regulations for Pupils with Limited English Proficiency, 1990*)

**Standard:** See **Learning Standard**.

**Structural Analysis:** The identification of word-meaning elements. It commonly involves the identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and in some cases, syllabication. (Harris, T.L. and R.E. Hodges, 1995)

**Syntax: 1.** The study of how sentences are formed and of the grammatical rules that govern their formation. **2.** The pattern or structure of word order in sentences, clauses, and phrases. (Harris, T.L. and R.E. Hodges, 1995)

## T

**Target Language: 1.** A language selected to be learned. **2.** The language into which a text is translated. (Harris, T.L. and R.E. Hodges, 1995) Compare to **L2; Second Language**.

**TESOL:** Teachers of English to Speakers of Other Languages.

**Transfer of Language Skills:** See **Language Transfer**.

**Transitional Bilingual Education Program:** See **BE: Bilingual Education**.

**Twelve Action Steps:** A strategic plan developed by the New York State Education Department for implementing ways to enable LEP/ELLs to attain the NYS learning standards and complete the requirements for graduation. (Report to the Board of Regents from the New York State Department of Education Office for Elementary, Middle, Secondary and Continuing Education, 1998)

**Two-Way Bilingual Education Program:** See **BE: Bilingual Education**.

## U

**Universal Aspects of Literacy:** Those characteristics of literacy that are similar for all languages. Once learned in the first language, they can be transferred to a second language. (Harris, T.L. and R.E. Hodges, 1995)

## V

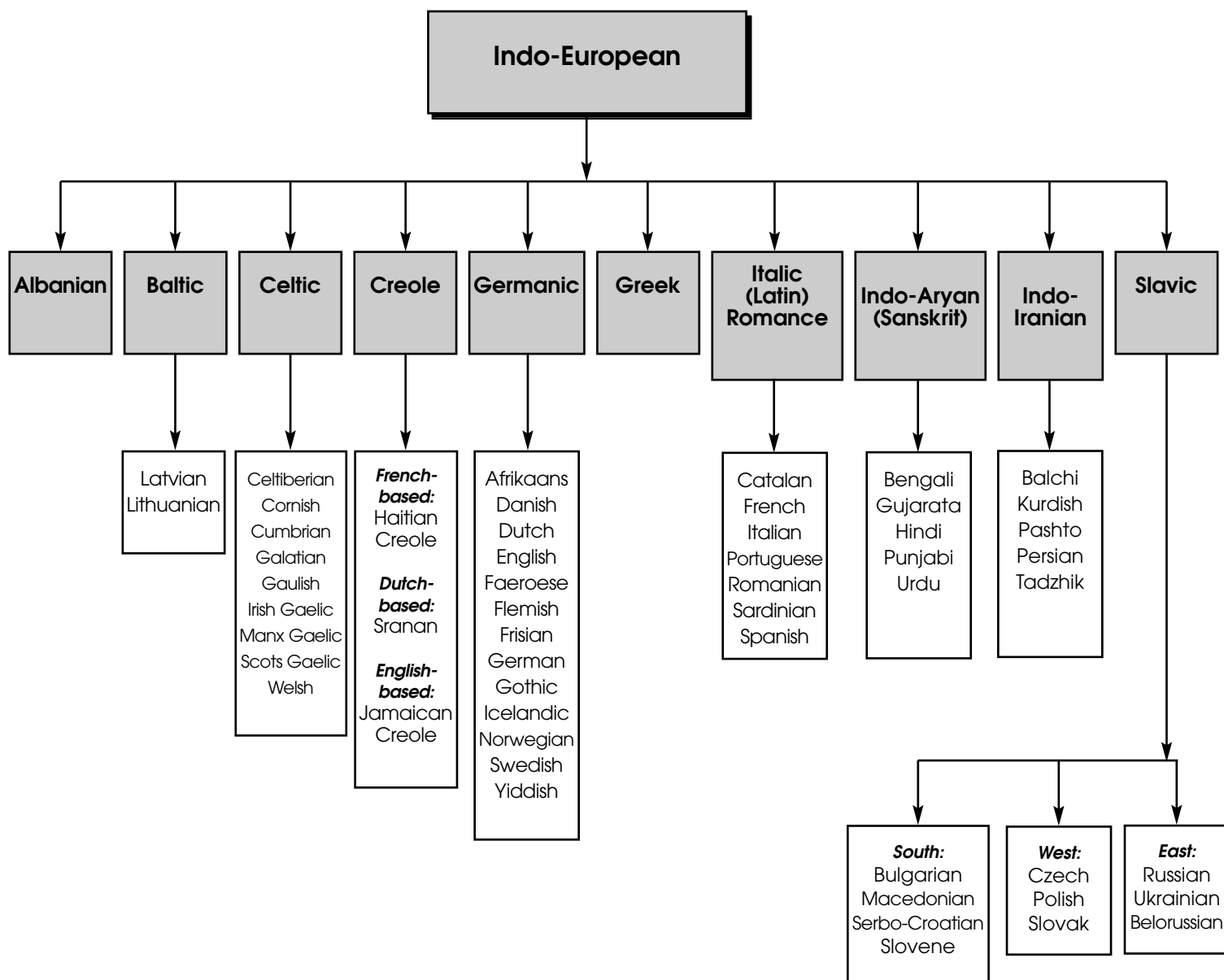
**Vignette:** A short, descriptive sketch or “word picture.” (Harris, T.L. and R.E. Hodges, 1995)

## W

**Writing Process:** The many aspects of the complex act of producing a written communication; specifically, planning or prewriting, drafting, revising, editing, and publishing. (Harris, T.L. and R.E. Hodges, 1995)

# Language Families of the World

*The Cambridge Encyclopedia of Language.* Crystal, D. New York: Cambridge University Press. (1987)



# Appendix A

