

# Journal of Pedagogy, Pluralism, and Practice

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Volume 9

Issue 1 *Art as Voice: Creating Access for Emergent  
Bilingual Learners*


Article 16

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Fall 2017

## Glossary

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### Recommended Citation

(2017) "Glossary," *Journal of Pedagogy, Pluralism, and Practice*: Vol. 9 : Iss. 1 , Article 16.  
Available at: <https://digitalcommons.lesley.edu/jppp/vol9/iss1/16>

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# Art as Voice: Creating Access for Emergent Bilingual Learners

Journal of Pedagogy, Pluralism, and Practice Special Issue Fall 2017

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## Glossary

### **activism**

Direct vigorous undertaking in support of or opposition to one side of a controversial issue.

### **Basic Interpersonal Communication Skills (BICS)**

Termed coined by Jim Cummins to differentiate between social and academic language acquisition. Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations.

### **bilingual**

The ability to speak in two languages fluently.

### **biliterate/biliteracy**

The ability to read and write in two languages fluently.

### **code-switching**

The practice of alternating between two or more languages or varieties of language in conversation.

### **Cognitive Academic Language Learning Approach (CALLA)**

An approach that was created specifically for emergent bilingual students. There are three modules of CALLA, which include learning strategies, development of academic language and a related curriculum. Many public schools incorporate this into their ESL programs.

### **Cognitive Academic Language Proficiency (CALP)**

Termed coined by Jim Cummins to differentiate between social and academic language acquisition. Cognitive Academic Language Proficiency (CALP) are language skills needed in formal academic learning, as opposed to BICS above for social learning.

### **critical framing**

From the New London Groups concept of Multiliteracies, in critical framing students are guided to analyze designs critically in relation to whose interests are served by the meanings (ideology), and by considering the audience to whom the meanings are directed. Learners consider how these meanings relate to the cultural and social context of designs.

## **collaboration**

Interpersonal collaboration is a style of direct interaction between at least two coequal parties voluntarily engaged in shared or joint decision-making as they work toward a common goal. (Adapted from a definition by Joanna D. Bertsekas, Lesley University)

## **Community-based Language Learning (CLL)**

A language-teaching method in which students work together to develop what aspects of a language they would like to learn. It is based on the counseling-approach in which the teacher acts as a counselor and a paraphraser, while the learner is seen as a client and collaborator.

## **comprehensible input hypothesis**

A hypothesis first proposed by Stephen Krashen (1981) who purports that EBs acquire language by hearing and understanding messages that are slightly above their current English language level.

## **critical literacy**

An instructional approach, stemming from Marxist critical pedagogy and Paulo Freire (1970), which advocates the adoption of "critical" perspectives toward text. Critical literacy encourages readers to actively analyze texts and offers strategies for what proponents describe as uncovering underlying messages.

## **critical pedagogy**

A teaching approach inspired by critical theory and other radical philosophies, especially that of Paulo Freire's (1970) *Pedagogy of the Oppressed*, which is a teaching method that aims to help in challenging and actively struggling against any form of social oppression and the related customs and beliefs.

## **cultural capital**

Acquired tastes, values, languages, and dialects, or the educational qualifications, that mark a person as belonging to a privileged social and cultural class.... it is unconsciously learned... "It is the best hidden form of hereditary transmission of capital." (Pierre Bourdieu, p. 246)

## **cultural competence**

A set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.

## **culturally relevant/responsive teaching**

A pedagogy grounded in teachers' displaying cultural competence: a skill at teaching in a cross-cultural or multicultural setting. They enable each student to relate course content to his or her cultural context.

**culture**

The values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class or religion (definition by Sonia Nieto).

**discrimination**

The differential allocation of goods, resources, and services, and the limitations of access to full participation in society based on individual membership in a particular social group.

**dual language program**

A form of education in which students are taught literacy and content in two languages. Dual language programs generally start in kindergarten or first grade and extend for at least five years, although many continue into middle school and high school.

**dynamic bilingualism**

The intermingling of past and present language practices, or the multi-competence of holding two languages at the same time, pushes us to understand the complexity of languaging in an increasingly multilingual global village. Dynamic bilingualism results when engaging our varying languages, past and present, in order to communicate across social contexts.

**emergent bilinguals**

Refers to culturally and linguistically diverse individuals who are utilizing their native language in the process of becoming dynamic bilinguals. The linguistic repertoire of these students taps into both languages as resources and students can be in developing stages of the native language and/or the second language. This term is used as a way to reject the deficit-oriented terminology of LEP (Limited English Proficiency), ELLs (English Language Learners), or ESL (English as a Second Language) students (García & Kleifgen, 2010). “One of today’s most misunderstood issues in education throughout the world, and particularly in the United States, is how to educate students who speak languages other than English. In the United States, these students are most often referred to as English language learners (ELLs) by educators or as Limited English proficient students (LEPs) by legislators and the federal government. I argue here that *emergent bilinguals* might be a more appropriate term for these children. Labeling students as either LEPs or ELLs omits an idea that is critical to the discussion of equity in the teaching of these children. When officials and educators ignore the bilingualism that these students can—and must—develop through schooling in the United States, they perpetuate inequities in the education of these children.” (García, 2009)

**English as a Second Language (ESL)**

Refers to the teaching of English to students with different native or home languages using specially designed programs and techniques. English as a Second Language is an English-only instructional model, and most programs attempt to develop English skills and academic knowledge simultaneously. It is also known as **English for Speakers of Other Languages (ESOL)**, **English as an Additional Language (EAL)**, and **English as a Foreign Language (EFL)**.

### **English Language Learner (ELL)**

A deficit-based term, used by most state departments of education and school districts, to mean emergent bilingual learner.

### **ESL pull-out**

The pull-out method consists of the ESL teacher pulling students out of their general education classes to work with the teacher either one-on-one or in a small-group setting.

### **ESL push-in**

Some schools prefer for ESL teachers to work directly in students' classrooms, providing instruction in a push-in setting.

### **empowerment**

When members of oppressed groups refuse to accept the dominant ideology and their subordinate status and take action to redistribute social power more equitably.

### **ethnicity**

Social construct, which divides people into smaller social groups, based on characteristics such as nationality, ancestral geographical base, language, religions, socioeconomic status, and shared values.

### **funds of knowledge**

Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma González (2001) “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classroom in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the student’s funds of knowledge.

### **heritage language**

In foreign language education, heritage language is defined in terms of a student's upbringing and functional proficiency in the language: a student raised in a home where a non-majority language is spoken is a heritage speaker of that language if she/he possesses some proficiency in it.

### **L1**

A first language, native language or mother tongue (also known as father tongue, arterial language) is a language that a person has been exposed to from birth or within the critical period.

### **L2**

The second language learned by an individual.

**Latinx**

We use the term Latinx when referring to communities and people in order to signal inclusivity instead of more ‘genderized’ terms such as Latin@, Latina/o.

**language immersion programs**

An approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction.

**Limited English Proficient (LEP)**

A deficit-based term used by the federal government to mean emergent bilingual learner.

**limit-situations**

In *Pedagogy of the Oppressed* (1992, p. 89) Paulo Freire characterizes limit situations as barriers imposed on the oppressed that prevent them from being humanized. They can be effectively eliminated by educating those who are oppressed by these limit situations using the problem posing method of education.

**linguicism**

According to Skutnabb-Kangas, this term refers to “ideologies and structures which are used to legitimate, effectuate and reproduce an unequal division of power and resources (both material and non-material) between groups which are defined on the basics of language.” (Sonia Nieto, p. 384)

**microaggressions**

Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

**multilingual**

The ability to speak in more than two languages fluently.

**multiliterate/multiliteracy**

The ability to read and write in more than two languages fluently.

**multiliteracies**

Refers to two major aspects of language use today. The first is the variability of meaning making in different cultural, social or domain-specific contexts. These differences are becoming ever more significant to our communications environment. This means that it is no longer enough for literacy teaching to focus solely on the rules of standard forms of the national language. Rather, the business of communication and representation of meaning today increasingly requires that learners are able figure out differences in patterns of meaning from one context to another. These differences are the consequence of any number of factors, including culture, gender, life experience, subject matter, social or subject domain and the like. Every meaning exchange is cross-cultural to a certain degree. The second aspect of language use today arises in part from the characteristics of the new information and communications media. Meaning is made in ways that are increasingly multimodal—in which written-linguistic modes of meaning interface with oral,

visual, audio, gestural, tactile and spatial patterns of meaning. This means that we need to extend the range of literacy pedagogy so that it does not unduly privilege alphabetical representations, but brings into the classroom multimodal representations, and particularly those typical of the new, digital media. This makes literacy pedagogy all the more engaging for its manifest connections with today's communications milieu. It also provides a powerful foundation for a pedagogy of synesthesia, or mode-switching (Cope & Kalantzis, 2015). The multiliteracies pedagogical approach involves four key aspects: Situated Practice, Critical Framing, Overt Instruction, and Transformed Practice.

### **multimodal literacies**

First proposed by Professors Gunter Kress and Carey Jewitt, is about understanding the different ways of knowledge representations and meaning-making. Multimodal literacy focuses on the design of discourse by investigating the contributions of specific semiotic resources, (e.g. language, gesture, images) co-deployed across various modalities (e.g. visual, aural, somatic), as well as their interaction and integration in constructing a coherent multimodal text (such as advertisements, posters, news report, websites, films).

### **native language literacy program**

Programs that emphasize the importance of meaning, place learners' native language and cultural background and experiences at the center of the educational program, using them for instruction. This project allowed them to use and develop both first language (L1) and second language (L2) literacy skills (Rivera, 1999b).

### **new literacies studies**

"New literacies" that arise from new technologies include things like text-messaging, blogging, social networking, podcasting, and videomaking. These digital technologies alter and extend our communication abilities, often blending text, sound, and imagery.

### **No Child Left Behind (NCLB)**

The No Child Left Behind Act, created during the Bush administration in 2002, authorized several federal education programs that are administered by the states. The law was a reauthorization of the Elementary and Secondary Education Act. Under the 2002 law, states are required to test students in reading and math in grades 3–8 and once in high school.

### **oppression**

A systemic social phenomenon based on the perceived or real differences among social groups that involve ideological domination, institutional control, and the promulgation of the oppressors' ideology, logic system, and culture to the oppressed group. The result is the exploitation of one social group by another for the benefit of the oppressor group.

### **Sheltered English Immersion (SEI)**

Sheltered instruction is an approach to teaching emergent bilingual learners, which integrates language and content instruction. The dual goals of sheltered instruction are: to provide access to mainstream, grade-level content, and to promote the development of English language proficiency.

**sheltered instruction (SDAIE)**

Sheltered Instruction, also referred to as SDAIE in California, is a teaching style founded on the concept of providing meaningful instruction in the content areas (social studies, math, science) for transitioning EB students towards higher academic achievement while they reach English language proficiency.

**Sheltered Instruction Observation Protocol (SIOP)**

The SIOP model is a research-based and validated instructional model that has proven effective in addressing the academic needs of emergent bilinguals throughout the United States. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, Review and Assessment

**situated practice**

Originally formulated by the New London Group (1996) as one of the related components of Multiliteracies Pedagogy, is constituted by immersion in meaningful practices within a community of learners who are culturally and linguistically diversified.

**transformed practice**

When students recreate and recontextualize meaning (Cope & Kalantzi, 2000; New London Group, 1996).

**Transformative Intercultural Pedagogy**

This stance, which Cummins (2000) calls Transformative Intercultural Pedagogy, requires educators' appreciation of family involvement as a mutual border crossing and a shared responsibility (Bartolomé, 2006; Nieto, 1992, 2000).

**Transitional Bilingual Program (TBE)**

A *Transitional Bilingual Education* (TBE) program facilitates the transition of emergent bilingual learners into the all-English curriculum. Instruction in the students' native language ensures that students learn subject matter in the language they understand best. Classes in the native language continue as students acquire English language skills sufficient to function successfully in English-only mainstream classrooms. Transition to the English-only classroom is expected to occur within three years

**translanguaging**

Includes code-switching but goes beyond this concept. For example, reading in one language and using another language to take notes, discuss, or write (García & Kleifgen, 2010).

**Two-way Bilingual program (TB)**

A *Two-way Bilingual* (TB) program develops full bilingualism for all participants, regardless of their linguistic background. These programs serve emergent bilingual learners, both English language learners and native English speakers, who are seeking to learn a language other than their first language. All students receive instruction in English and a second language from the outset. Typically, native English-



speaking students come from middle-class homes where parents understand the long-term value of investments rendering their children bilingual.

### **Unz Initiative**

"End bilingual education in California by June 1998." That's the slogan of the Unz ballot initiative that was entitled [English for the Children](#). In November 1997, California's Secretary of State certified that anti-bilingual activists had collected at least 510,796 petitions from registered voters – more than enough to qualify the measure for the primary ballot. The campaign was led by Ron Unz, a Republican candidate for governor in 1994 and a multimillionaire software developer, who funded the bill to get passed. Due to the results of the Unz Initiative in the early 2000s, California, Arizona, and Massachusetts restricted the implementation of bilingual education. As a result of this policy, in 2011 the US Department of Education and the US Justice Department found that Massachusetts had failed to adequately prepare teachers and school departments to implement English-only instruction (Berriz, 2006; Vaznis, 2011). Fortunately, California recently voted for the return of bilingual education in November 2016 and in Massachusetts, the bilingual education LOOK Bill passed in November 2017. It also passed a bill that puts the Seal of Biliteracy (<https://languageopportunity.org/seal-of-biliteracy/>) on graduation diplomas of high school students, in recognition of those who speak, read, and write proficiently in a language other than English. Progress on recognizing multilingualism as an asset is slowing emerging in the United States.

### **Zone of Proximal Development (ZPD)**

Psychologist Lev Vygotsky coined the term “zone of proximal development” (ZPD) in the 1930s to describe where instruction is most beneficial for each student – just beyond his or her current level of independent capability.