

RESOURCE 1.2

Categorizing Terminology: References to Students, Languages, Teachers, and Programs

To what extent does asset or deficit terminology prevail in your setting?

First, select words and phrases from the following categories that *your school or district* uses: (1) multilingual learners, (2) multilingualism, (3) teachers of multilingual learners, and (4) instructional models or programs.

Next, revisit the lists that follow and select terms to describe *your personal stance* on multilingualism.

Finally, repeat the activity with *other educational leaders* to describe their stance. Through discussion, figure out how to reconcile the different visions and how together you might move forward to advance more assets-based terminology to make a positive lasting impact on communities, schools, classrooms, and multilingual learners.

1. Multilingual Learners: References to Students

- Balanced bilinguals
- Bi/multilingual learners
- Dual language learners (DLLs)
- Elite bilinguals
- Emergent bilinguals (EBs)
- **English as an additional language (EAL) learners**
- English language learners (ELLs)
- English learners (ELs)
- Heritage language learners
- Language learners
- Language minority (majority) students
- Limited English proficient (LEP) students
- **Linguistically and culturally diverse students**
- Long-term English learners (LTELs)
- Minoritized students
- Newcomer students
- **Plurilingual learners**
- Proficient English speakers (acquiring an additional language)
- Second language learners
- Sequential bilinguals
- Simultaneous bilinguals
- Students with interrupted formal education (SIFE)

2. Multilingualism: References to Language(s) of Multilingual Learners

- Dynamic bilingualism
- **English (or language X) dominant**

- “First” language (L1) vs. “second” language (L2)
- “Foreign” language(s)
- Heritage language(s)
- Home language(s)
- “Native” language
- Partner language
- **World languages**

3. Teachers of Multilingual Learners

- Bilingual teachers
- Content teachers
- Co-teachers (or cooperating teachers)
- Dual language teachers
- English (language) learner (EL or ELL) teachers
- English as a second language (ESL) teachers
- English language acquisition (ELA) teachers
- English language instructional coaches
- English language development (ELD) teachers
- English to speakers of other languages (ESOL) teachers
- General education teachers

4. Language Models for Multilingual Learners in English or Multiple Languages

- **Content and language integrated learning (CLIL)**
- Dual language (DL) programs
- English as an additional language (EAL) programs
- English as a second language (i.e., ESL, ESOL) programs
- English language acquisition (ELA) programs
- English language development (ELD) programs
- “Foreign” language education programs
- Global studies/world language programs
- Language “intervention” programs
- **Maintenance/late exit/developmental bilingual programs**
- One-way immersion programs
- Sheltered English programs
- Structured English immersion (SEI) programs
- Transitional bilingual education (TBE) programs
- Two-way immersion programs