



Uncovering the Heterogeneity of the English Learner Population in our Classrooms

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Brainstorming

With your neighbors:

1. Provide three salient characteristics of what it means to be an “English Learner (EL)”.
2. Based on those characteristics, what do you think we should consider when planning lessons that will include ELs? Why?



Considerations before Planning

EL's knowledge of:

- First language (L1)
- English
- Prior educational experiences (here in USA or elsewhere)
- Educational content (in any language)



ELs in D.C.

1. Long-term English Learners (LTEL)
2. Newcomers:



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ELs in D.C.

1. Long-term English Learners (LTEL)
2. Newcomers:
 - a. Students on grade level/Adequate Formal Schooling (AFS)
 - b. Students with Limited or Interrupted Formal Education (SLIFE)



ELs in D.C.



	LTEL	SLIFE	AFS
Knowledge of L1			
Knowledge of English			
Knowledge of Schooling			
Knowledge of the content areas			



What we mean by “Language”

Four Language Skills:

- Listening (L)
- Speaking (S)
- Reading (R)
- Writing (W)



What we mean by “Language”

(Jim Cummins)

- BICS (Basic Interpersonal Communicative Skills)
- CALP (Cognitive Academic Language Proficiency)



BICS

Definition?





BICS

Definition:

- Everyday fluency
 - speaking and listening
 - reading and writing?



BICS

Characteristics?





BICS

Characteristics:

- Contextually-embedded
 - Face-to-face
 - Total Physical Response



BICS

Characteristics:

- Contextually-embedded
 - Face-to-face
 - Total Physical Response
- Cognitively Undemanding
 - Familiarity
 - Easy-to-do task



CALP

Definition?





CALP

Definition:

Language proficiency needed for working within academic content.





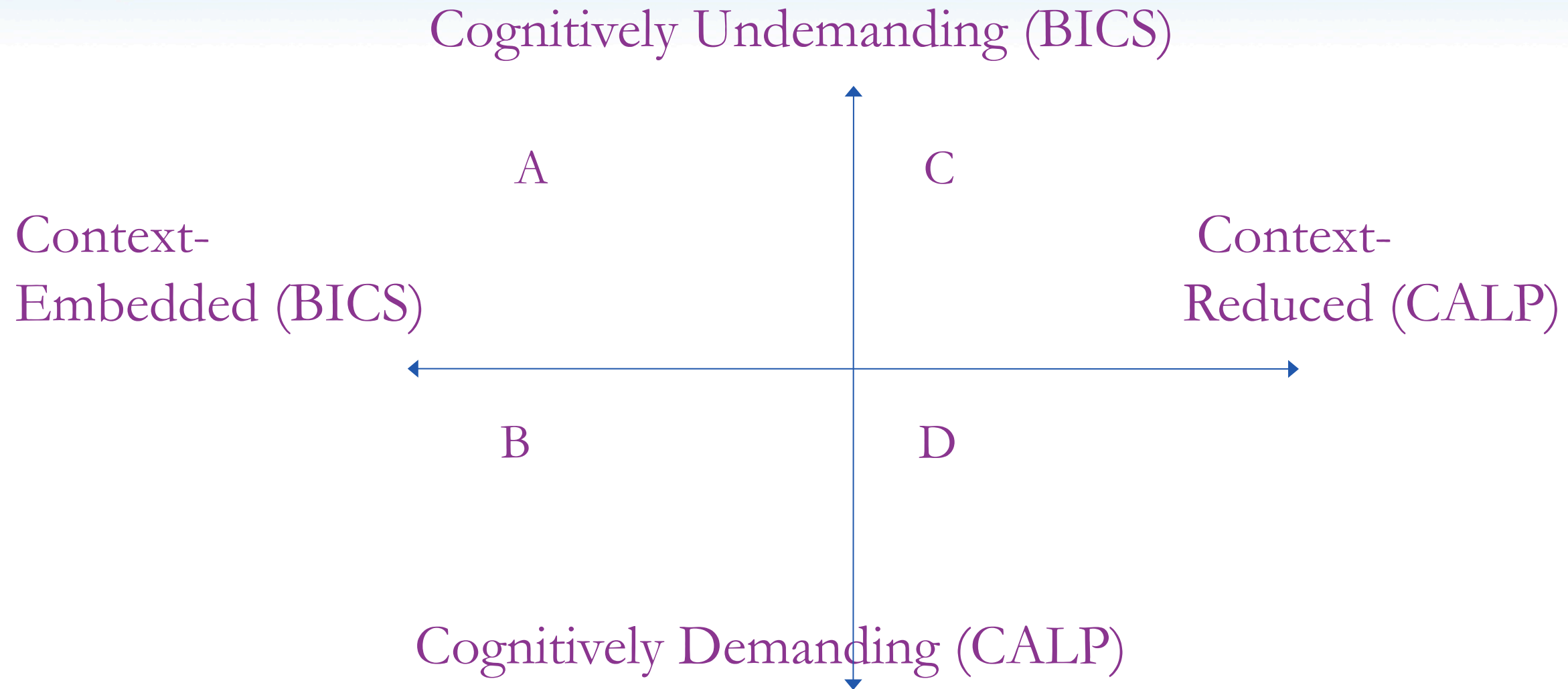
CALP

Characteristics:

- Context-Reduced
 - Face-to-face vs. phone call
 - e.g., “Photosynthesis”
- Cognitively Demanding
 - Higher order thinking
 - e.g., Writing up a proof for a geometry problem
 - e.g., Learning the reading process



Summary





Which Quadrant?

- Copying lesson's objectives from the board.
- Writing a 5-paragraph argumentative essay in ELA class.
- Singing and acting out "Head, Shoulders, Knees, and Toes".
- Reading a textbook with a graphic organizer to help student with note-taking.
- Having students describe what they did over the weekend.
- Listening to the teacher and taking notes.



More Considerations...

LTELEs, AFSs, SLIFEs with L1 and English:

- Sounds
- Word Formation (Grammar!)
- Sentence Structure (Grammar!)
- Lexicon (tiered vocabulary)
- Organization of talk/writing in classrooms
- The use of language in context (formality, literal vs. implied)



What We Know?



	LTEL	SLIFE	AFS
Knowledge of L1 (S, L, R, W; BICS/CALP)			
Knowledge of English (S, L, R, W: BICS/CALP)			
Knowledge of Schooling in general and/or in the USA			
Knowledge of the content areas			



To Sum Up...

- ELs do not come in a one size fits all.
- Get as much demographic information as possible.
- What types of language assistance (L1 or English) is at home?
- Academic language is its own thing.
- Focus on the language behind the content in our lesson plans



Questions?





Thank you!
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