Objectives

- Review language proficiency issues in education
  - Proficiency Domains
  - Common Underlying Proficiency
- List education strategies
- List assessment strategies
Characteristics of our Students

- **English Learning Experiences**
  - Goals and missions of ESL programs
  - Diversity of ESL methods
    - Direct method, audio-lingual, grammar translational (form before function), pragmatic (notional/functional, natural approach)
  - Education attainment of ESL teachers (technical versus eclectic teaching)
Characteristics of our Students

- Education Language Experiences – Pragmatics
  - Well developed terminologies or not
  - Intonation patterns for emphasis
  - Teacher familiarity, style
  - Student behavior, participation
  - Teaching and learning styles
Characteristics of our Students

- Degree of Bilingualism – Definitions of Bilingualism
  - Minimal vs. Maximal Bilingualism
  - What is the competence necessary to be considered bilingual?
  - Maximal definition – native like control of two or more languages
  - Incipient bilingualism – minimal competence (tourist language)
Characteristics of our Students

- Other Definitions of Bilingualism
  - Ambilingualism
  - Equilingualism
  - Balanced Bilingualism
  - Functional Bilingualism
  - Receptive/Passive Bilingualism
  - Productive/Active Bilingualism
  - Natural/Primary Bilingualism
  - Academic/Secondary Bilingualism
  - Incipient Bilingualism

- These are not mutually exclusive, you can have two classifications
Characteristics of our Students

- Levels of Proficiencies in language domains (both L1 and L2)
  - Phonology
  - Semantics
  - Morphology
  - Syntax
  - Pragmatics
  - Suprasegmentals
Characteristics of our Students

- Domains to master
  - Four Language Skills
    - Listening
    - Speaking
    - Reading
    - Writing
  - Skills within Skills
    - Pronunciation
    - Vocabulary
    - Grammar
    - Pragmatics
    - Etc, etc, etc
Characteristics of our Students

- Knowledge background of class content demonstrable in native language (L1) and/or English (L2)
Language Skills Required for Education – Proficiency Domains (J. Cummins)

- Basic Interpersonal Communication Skills (BICS)
  - Context embedded
  - Comprehension
  - Speaking
  - Pronunciation
  - Vocabulary
  - Grammar

- Cognitive/Academic Language Proficiency (CALP)
  - Context reduced
  - Analysis
  - Synthesis
  - Meanings
  - Creative Compositions
BICS/CALP

- Helps explain school failure.

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Two Dimensions

1. Amount of contextual support available to a student
   - Context embedded Communication
     - Pointing to objects
     - Using the eyes
     - Head nods
     - Hand gestures
     - Intonation
   - Context reduced communication
     - Few cues to meaning transmitted
Two Dimensions

2. Level of cognitive demands required in communication

- Cognitive demanding communication
  - Much information at a challenging level needs processing quickly

- Cognitive undemanding communication
  - Person has the mastery of languages skills sufficient to enable easy communication.
**BICS/CALP – Language Demands**

**Cognitive Undemanding**
- Greeting, talking about
- Weather, tell stories,
  describe what they just saw
- Reciting a poem, listening to poem,
  Describing a story on TV, copies
  Info. from screen or text

**Context Embedded Communication**
- Compares and contrasts,
  Summarizes, recalls and
  Reviews, solution seeking
  Probs., explains, justifies

**Context Reduced Communication**
- Reflects on feelings, argues a case,
  sustains and justifies an opinion,
  evaluates and analyzes, interprets

**Cognitively Demanding Comm**

BICS/CALP – Instructional Application

Cognitive Undemanding

- One to one instruction
- Demonstration
- Context Reduced Communication
- Oral Presentation w/o objects
- Reading Instructions w/o pict.

Cognitively Demanding Comm

What about the TOEFL

- Aim of TOEFL (Test of English as a Foreign Language) (Ascher, C., 1990)
  - Directed at discovering how much students have learned about the structure, vocabulary, and sound system of English
  - Does not measure students’ active use of English and does not measure how well a student will manage an English classroom.
Common Underlying Proficiency

- Refers to what is commonly known as balance proficiencies, but takes it one step further
Common Underlying Proficiency

The Iceberg Analogy
- Separate Underlying Proficiency vs.
- Common Underlying Proficiency

L1 Surface Features

L2 Surface Features

Surface Level

Common Underlying Proficiency
CALP
Central Operating System
Common Underlying Proficiency

- Language attributes are not apart in the cognitive system, but transfer readily and are interactive.

- Lessons learned in one language can readily transfer into the other language.
Diversify Teaching Strategies

- Simplify oral presentations – short simple sentences, keep terminology constant, use “body language”, present information in small, discrete pieces.
- Use multisensory teaching techniques by incorporating visual aids and demonstrations.
- Encourage cooperative learning structures and other forms of grouping so that peer modeling and tutoring can take place.
- Provide bilingual supports in the form of bilingual resource persons and special materials.
Strategies
(Lopez-Valadez, J., 1991)

- Increase Reading Comprehension
  - Highlight key passages and words in text or in the margin
  - Supplement the text with illustrations, brief outlines, and tape recordings of reading
  - Teach students reading skills like skimming, finding key information, sequencing information, etc. through practice and worksheets
  - Adapt or rewrite materials into simpler English with illustrations to explain the concepts
Strategies
(Lopez-Valadez, J., 1991)

- Teach Specialized Language
  - Identify specialized language
  - Build a written inventory of key vocabulary – technical, subtechnical, general terms
  - Label classroom equipment, areas, or make posters and illustrations
  - Provide language practice through advising lessons, worksheets, language masters, tape recorders, computer-aided drills.
Strategies
(Lopez-Valadez, J., 1991)

- Modify Test Procedures
  - Check comprehension at frequent intervals by asking “wh” and ‘yes/no” questions. Ask students to point to a tool, part or location. Have students paraphrase information, use cooperative learning techniques.
  - Provide exercises using test formats to teach test-taking skills.
Strategies
(California Tomorrow, 2002)

- Interactive Approaches – content connected to their experiences, hands-on, participatory teaching strategies
- Multiple perspectives are encouraged
- Faculty passionate and knowledgeable about their subjects
- Course is made relevant and teacher invites students to bring in their own views
- Teachers give specific, clear feedback on assignments
- Teachers have effective strategies to check whether their students understand the concepts
- Faculty are accessible to students before, during and after class for questions (ranks very high)
- Faculty are caring, patient and supportive of students
Assessment – Bilingual Student Characteristics

- Bilinguals process information more slowly in their less familiar language – therefore, slower speed of test-taking.
- Bilinguals may show curious anomalies – add larger numbers easier because their native currency runs in larger numbers.
- Students with limited English familiarity may be more easily disturbed by noise and other distracting environmental conditions.
Assessment Strategies - BICS and CALPA

Cognitive Undemanding

Demonstration to Teacher

Context Embedded Communication

Oral Testing (ask to comment while demonstrating)

Context Reduced Communication

Write-Up - ask to write about process

Cognitively Demanding Comm

Discussion

Assessment Strategies
(Lopez-Valadez, J., 1991)
Assessment Strategies

(Lopez-Valadez, J., 1991)

- Adapt the test situation by modifying time constraints and allowing the use of a bilingual dictionary.
- Select a test format that requires less reading or one that is re-written into simpler English.
- Pre-teach vocabulary on test both technical and instruction words.
- Avoid the pitfall of testing the English proficiency instead of the knowledge being imparted.
- Translate the test or use interpreters.
- Permit answers in native language.
Readings

- Ascher, C. Assessing Bilingual Students for Placement and Instruction. ERIC/CUE Digest No. 65, ERIC #ED322273