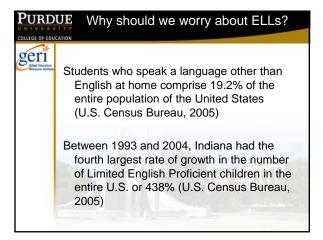


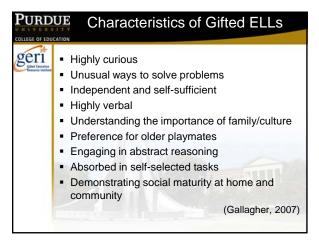
Overview of this Presentation
 English language learners (ELLs) intro
 Gifted ELLs
 Identification issues
 Teachers
 Strategies
 Systemic Functional Linguistics (SFL)
 Examples and Application

Introduction
 Doctoral student in Gifted Education
 English teacher in Brazil for twelve years
 Coordinator of student programs
 Research interests: gifted English language learners (ELLs); language testing; social and emotional issues
 Dissertation

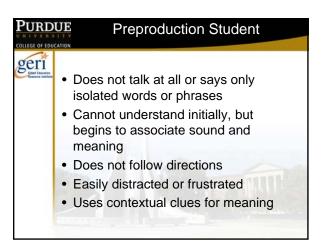
Questions for Discussion
 What has been your experience with gifted English language learners?
 How can understanding your students' cultural backgrounds and educational experience help in dealing with gifted ELLs?
 How can we teach ELLs English while also teaching them the different content areas?

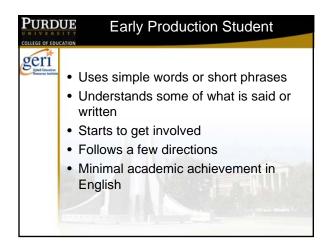
"A student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background." (lowa Department of Education)

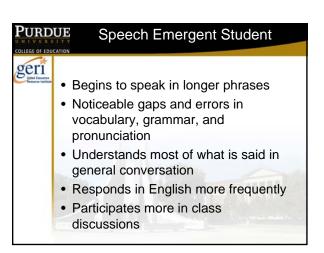


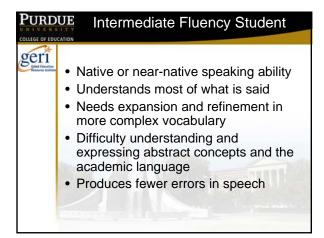


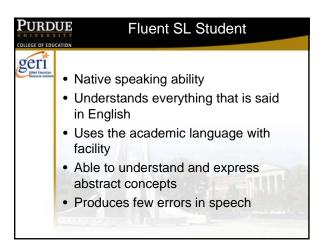


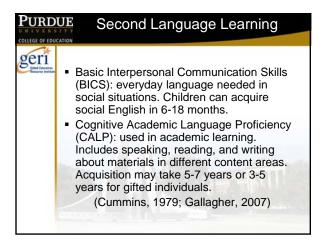


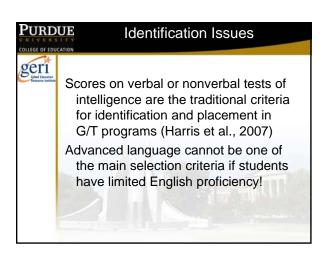


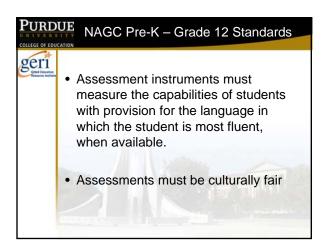


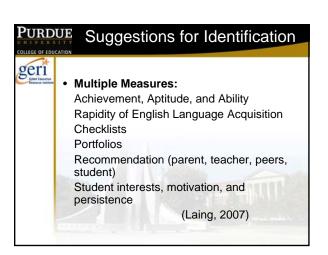


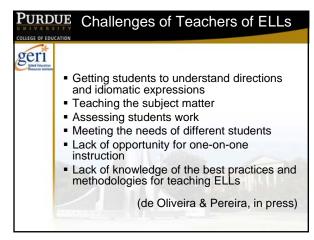


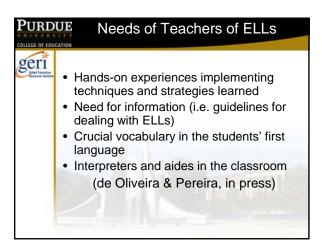




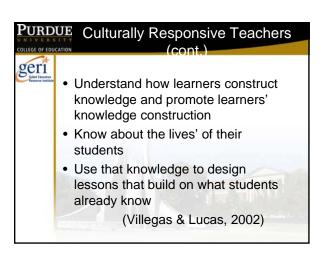






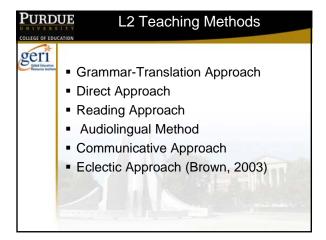


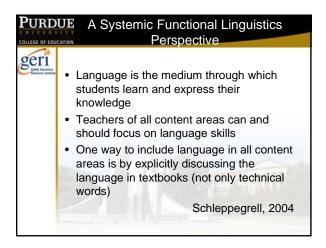
## College of EDUCATION Socioculturally conscious: multiple ways of perceiving reality Affirming views of students from diverse backgrounds: resources for learning See themselves as both responsible and capable of bringing about educational change



PURD UNIVER COLLEGE OF EDI	Strategies Strategies
Seria Guarasse Transcris teridad	<ul> <li>Flexible grouping</li> <li>Promoting first and second language development</li> <li>Fostering questioning strategies</li> <li>Promoting home/school partnerships</li> <li>Differentiated instruction</li> <li>Focus on advanced literacy         <ul> <li>(Gallagher, 2007; Schleppegrel, 2004)</li> </ul> </li> </ul>

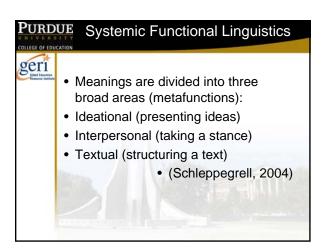
PURDUE	Strategies (cont.)
:	Assess and incorporate interests and background knowledge Model reading and thinking strategies Strategies promoting higher level and creative thinking Show rather than tell (graphic organizers, field trips, videos) Direct instruction for basic skills and developing automaticity  (Kitano, 2007)





Systemic-functional grammar is concerned primarily with the choices that are made available to speakers of a language by their grammatical systems. These choices are assumed to be meaningful and relate speakers' intentions to the concrete forms of a language

(Halliday, 1994)



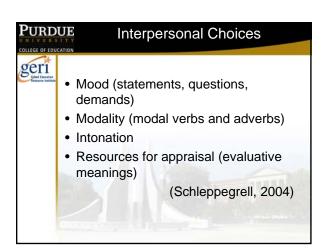
Purdue

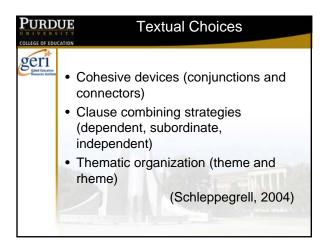
Participants (noun phrases, nominal groups, subject, object)

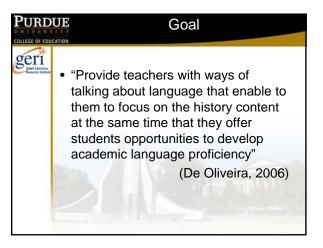
Processes (verbs)

Circumstances (prepositional phrases, adverbial adjuncts, and other resources for information about time, place, and manner

(Schleppegrell, 2004)







260 M. Schleppegrell, L.C. de Oliveira / Journal of English for Academic Purposes 5 (2006) 254-268 Table 1 Example of process/participant analysis Participant Circumstance Participant the world balance of The Industrial Revolution Shifted power competition between industrialized nations in less developed nations between industrialized and nonpoverty the gap Industrialization industrialized countries Factories a steady supply of raw required poor countries as markets for their manufactured products. between the industrialized West and the rest of the world. A large inequality

Guiding Question- How do these documents enable us to understand more clearly the different beliefs of the Japanese and Americans during World War II?

Complex Noun Groups. Besides those bised below, identify two more complex soun groups from each text. Write them on the back of title page and be prepared to explain them.

"an enemy defended by vast distances and animated by desperate fanaticism".

(Truman, lines 9-18)

1. What is the sit defended by vast distances? Why is this defense important?

2. What does it mean to be 'animated by desperate funaticism?

4. What is Truman's intention in using these words to describe the 'enemy'?

4. What is Truman's intention in using these words to describe the 'enemy'?

5. What does it mean to have 'uneverving topility'?

5. What does the man to have 'uneverving topility'?

7. For what purpose does Suzuki speaking?

7. For what purpose does Suzuki speak about the soldiers?

9. Why does Suzuki and 's sproclaimed by the Emperor Meiji' (Suzuki, lines 2): 2.1 mitional policy' is Suzuki speaking?

9. My does Suzuki and 's sproclaimed by the Emperor Meiji' when speaking about national policy?

10. How does Suzuki is dod 's proclaimed by the Emperor Meiji' when speaking about national policy?

11. How does Muzuki is dod 's proclaimed by the Emperor Meiji' when speaking about national policy?

12. My does Suzuki is dod 's proclaimed by the Emperor Meiji' when speaking about national policy?

13. Description of the Allies

14. Description of the Allies

15. Description of the Allies

16. Description of the Allies

17. Description of the Allies

18. Description of the Allies

19. Description of the Allies

10. How does President Truman portray the Japanese? How does Emperor Suzuki portray the Americans? Why do you think they chose such strong language?

11. How do both men portray the Fapanese? How does Emperor Suzuki portray!

Science

 Technical vocabulary
 Logical relationships: causal, spatiotemporal
 Different genres used in science: procedure (imperative mood, thematic markers of sequence in time [next, then]); science report (generic participants, timeless verbs in simple present tense)

 Schleppegrell, 2004

Multiple semiotic systems (natural/ordinary language; mathematics symbolism, diagrams)
 Words that are not solely mathematical, but that have particular meanings in mathematics (borrow, product)

Schleppegrell, 2007

