



PURDUE
UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

2008 NAGC Annual Convention

**Meeting the linguistic needs of
gifted English language
learners: should teachers of
all content areas teach
language?**

Nielsen Pereira

PURDUE
UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

Overview of this Presentation

- English language learners (ELLs) intro
- Gifted ELLs
- Identification issues
- Teachers
- Strategies
- Systemic Functional Linguistics (SFL)
- Examples and Application

PURDUE
UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

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

PURDUE
UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

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?

PURDUE
UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

A limited English proficiency student:

"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." (Iowa Department of Education)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

Why should we worry about ELLs?

Students who speak a language other than English at home comprise 19.2% of the entire population of the United States (U.S. Census Bureau, 2005)

Between 1993 and 2004, Indiana had the fourth largest rate of growth in the number of Limited English Proficient children in the entire U.S. or 438% (U.S. Census Bureau, 2005)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

Characteristics of Gifted ELLs

- Highly curious
- Unusual ways to solve problems
- Independent and self-sufficient
- Highly verbal
- Understanding the importance of family/culture
- Preference for older playmates
- Engaging in abstract reasoning
- Absorbed in self-selected tasks
- Demonstrating social maturity at home and community

(Gallagher, 2007)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

Stages of Language Acquisition

- Preproduction
- Early production
- Speech emergent
- Intermediate fluency
- Fluency

(Robisheaux, 2002)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

Preproduction Student

- Does not talk at all or says only isolated words or phrases
- Cannot understand initially, but begins to associate sound and meaning
- Does not follow directions
- Easily distracted or frustrated
- Uses contextual clues for meaning

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

Early Production Student

- Uses simple words or short phrases
- Understands some of what is said or written
- Starts to get involved
- Follows a few directions
- Minimal academic achievement in English

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education
Resource Institute

Speech Emergent Student

- Begins to speak in longer phrases
- Noticeable gaps and errors in vocabulary, grammar, and pronunciation
- Understands most of what is said in general conversation
- Responds in English more frequently
- Participates more in class discussions

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education Resource Institute

Intermediate Fluency Student

- Native or near-native speaking ability
- Understands most of what is said
- Needs expansion and refinement in more complex vocabulary
- Difficulty understanding and expressing abstract concepts and the academic language
- Produces fewer errors in speech

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education Resource Institute

Fluent SL Student

- Native speaking ability
- Understands everything that is said in English
- Uses the academic language with facility
- Able to understand and express abstract concepts
- Produces few errors in speech

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education Resource Institute

Second Language Learning

- Basic Interpersonal Communication Skills (BICS): everyday language needed in social situations. Children can acquire social English in 6-18 months.
- Cognitive Academic Language Proficiency (CALP): used in academic learning. Includes speaking, reading, and writing about materials in different content areas. Acquisition may take 5-7 years or 3-5 years for gifted individuals.
(Cummins, 1979; Gallagher, 2007)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education Resource Institute

Identification Issues

Scores on verbal or nonverbal tests of intelligence are the traditional criteria for identification and placement in G/T programs (Harris et al., 2007)

Advanced language cannot be one of the main selection criteria if students have limited English proficiency!

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education Resource Institute

NAGC Pre-K – Grade 12 Standards

- Assessment instruments must measure the capabilities of students with provision for the language in which the student is most fluent, when available.
- Assessments must be culturally fair

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Gifted Education Resource Institute

Suggestions for Identification

- **Multiple Measures:**
Achievement, Aptitude, and Ability
Rapidly of English Language Acquisition
Checklists
Portfolios
Recommendation (parent, teacher, peers, student)
Student interests, motivation, and persistence
(Laing, 2007)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Global Education
Resource Institute

Challenges of Teachers of ELLs

- Getting students to understand directions and idiomatic expressions
- Teaching the subject matter
- Assessing students work
- Meeting the needs of different students
- Lack of opportunity for one-on-one instruction
- Lack of knowledge of the best practices and methodologies for teaching ELLs

(de Oliveira & Pereira, in press)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Global Education
Resource Institute

Needs of Teachers of ELLs

- Hands-on experiences implementing techniques and strategies learned
- Need for information (i.e. guidelines for dealing with ELLs)
- Crucial vocabulary in the students' first language
- Interpreters and aides in the classroom
(de Oliveira & Pereira, in press)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Global Education
Resource Institute

Culturally Responsive Teachers

- 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

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Global Education
Resource Institute

Culturally Responsive Teachers (cont.)

- Understand how learners construct knowledge and promote learners' knowledge construction
- Know about the lives' of their students
- Use that knowledge to design lessons that build on what students already know
(Villegas & Lucas, 2002)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Global Education
Resource Institute

Strategies

- Flexible grouping
- Promoting first and second language development
- Fostering questioning strategies
- Promoting home/school partnerships
- Differentiated instruction
- Focus on advanced literacy
(Gallagher, 2007; Schleppegel, 2004)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

geri
Global Education
Resource Institute

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)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

L2 Teaching Methods

geri
Global Education
Resource Institute

- Grammar-Translation Approach
- Direct Approach
- Reading Approach
- Audiolingual Method
- Communicative Approach
- Eclectic Approach (Brown, 2003)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

A Systemic Functional Linguistics Perspective

geri
Global Education
Resource Institute

- Language is the medium through which students learn and express their knowledge
- Teachers of all content areas can and should focus on language skills
- One way to include language in all content areas is by explicitly discussing the language in textbooks (not only technical words)

Schleppegrell, 2004

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

Systemic-Functional Linguistics

geri
Global Education
Resource Institute

- 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 UNIVERSITY
COLLEGE OF EDUCATION

Systemic Functional Linguistics

geri
Global Education
Resource Institute

- Meanings are divided into three broad areas (metafunctions):
- Ideational (presenting ideas)
- Interpersonal (taking a stance)
- Textual (structuring a text)

• (Schleppegrell, 2004)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

Ideational Choices

geri
Global Education
Resource Institute

- 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)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

Interpersonal Choices

geri
Global Education
Resource Institute

- Mood (statements, questions, demands)
- Modality (modal verbs and adverbs)
- Intonation
- Resources for appraisal (evaluative meanings)

(Schleppegrell, 2004)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

Textual Choices

geri
Global Education
Research Institute

- Cohesive devices (conjunctions and connectors)
- Clause combining strategies (dependent, subordinate, independent)
- Thematic organization (theme and rheme)

(Schleppegrell, 2004)

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

Goal

geri
Global Education
Research Institute

- “Provide teachers with ways of talking about language that enable to them to focus on the history content at the same time that they offer students opportunities to develop academic language proficiency”

(De Oliveira, 2006)

260 M. Schleppegrell, L.C. de Oliveira / Journal of English for Academic Purposes 5 (2006) 254–268

Table 1
Example of process/participant analysis

Connector	Participant	Process	Participant	Circumstance
	The Industrial Revolution	Shifted	the world balance of power	
and	It	promoted increased poverty	competition in less developed nations	between industrialized nations and non-industrialized countries
	Industrialization	widened	the gap	between industrialized and non-industrialized countries
even while	it	strengthened	their economic ties.	
	To keep <...>	running	Factories	
and	industrialized countries	fed	workers	
	industrialized countries	required	a steady supply of raw materials	from less developed lands
In turn,	industrialized countries	viewed	poor countries	as markets for their manufactured products.
	A large inequality	developed		between the industrialized West and the rest of the world.

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 listed below, identify two more complex noun groups from each text. Write them on the back of this page and be prepared to explain them.

“an enemy defended by vast distances and animated by desperate fanaticism”
(Truman, lines 9–10)

1. Who is the enemy?
2. Why is it ‘defended by vast distances’? Why is this defense important?
3. What does it mean to be ‘animated by desperate fanaticism’?
4. What is Truman’s intention in using these words to describe the ‘enemy’?

“The unswerving loyalty and heroism and the undying exploits of our men”
(Suzuki, line 9)

5. What does it mean to have ‘unswerving loyalty’?
6. About what kind of ‘undying exploits’ do you think Suzuki was talking?
7. For what purpose does Suzuki speak about the soldiers?

“our national policy as proclaimed by the Emperor Meiji”
(Suzuki, lines 21–22)

8. About what ‘national policy’ is Suzuki speaking?
9. Why does Suzuki add ‘as proclaimed by the Emperor Meiji’ when speaking about national policy?

Adjective Analysis- In the chart below, write some words that President Truman and Premier Suzuki use to describe the two warring sides. Write the definitions of at least two words from each section of the chart.

President Truman’s Speech	Premier Suzuki’s Speech
Description of the Allies	Description of the Allies
Description of the Axis Powers	Description of the Axis Powers

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 their own countries? What is the purpose of such a portrayal?

Fig. 1. World War II primary source document analysis: The speeches of Truman and Suzuki.

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

Science

geri
Global Education
Research Institute

- Technical vocabulary
- Logical relationships: causal, spatio-temporal
- 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

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

Mathematics

geri
Global Education
Research Institute

- 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

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

Language Arts

geri
Global Education
Research Institute

- Teaching the metalanguage (types of texts/genres)
 - Christie, 2002
- An SFL framework can help develop advanced literacy (grammar, vocabulary, pragmatics, metalinguistic knowledge)
- Vocabulary: teaching not only the forms and meanings of words, but also the grammatical features that govern the use of words

Scarcella, 2002

PURDUE UNIVERSITY
COLLEGE OF EDUCATION

References

geri
Global Education
Research Institute

- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An introduction to functional grammar* (3rd ed.). London: Arnold
- Martin, J.R., & Rose, D. (2003). *Working with discourse: meaning beyond the clause*. New York, NY: Continuum.
- Rothery, J., & Stenglin, M. (2000). Interpreting literature: the role of APPRAISAL. In L. Unsworth (Ed.), *Researching Language in Schools and Communities: Functional Linguistic Perspectives* (pp. 222-244). London: Cassell.
- Schleppegrell, M. J. (2004). *The Language of Schooling: A functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum.
- Schleppegrell, M.J. (2007). The linguistic challenges of mathematics teaching and learning: A research review. *Reading & Writing Quarterly*, 23(2), 139-159.
- Schleppegrell, M.J., and Colombi, M.C. (Eds.). *Developing advanced literacy in first and second languages: Meaning with power*. Mahwah, NJ: Lawrence Erlbaum.
- Schleppegrell, M.J., & de Oliveira, L.C. (2006). An integrated language and content approach for history teachers. *Journal of English for Academic Purposes* 5(4), 254-268.