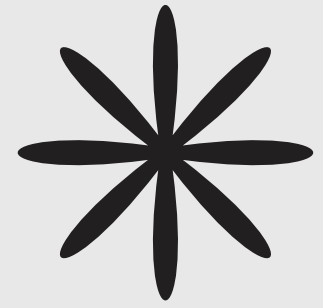


HCPS EL Newsletter



Volume 1

March 11, 2024

Issue 5



English as an Iceberg?

A common question that we receive is, “How long does it take an EL to learn English?” As simple as that question may seem, it is actually quite complex.

Picture the English language as an iceberg divided into two parts: conversational language and academic language. The tip of the iceberg -the part of the iceberg above water-is conversational English or basic interpersonal communication skills (BICS). The part of the iceberg below water is referred to as academic English, or cognitive academic language proficiency (CALP), this is the language of the classroom.

Our EL students may “sound” fluent to us but may not have yet developed an appropriate level of English proficiency to be able to be “fluent” in their schoolwork. This is where it becomes important for the teacher to have a clear understanding of where the student is with their English proficiency...what “can” they do?



Quick Tips For Classroom Teachers

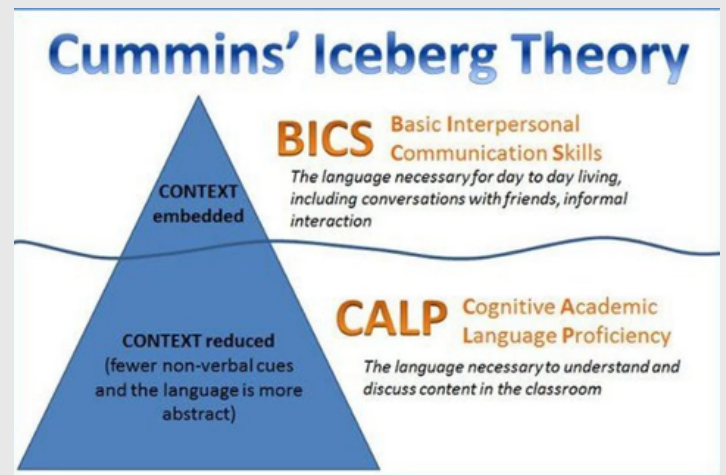
It's not too late to add supports for EL students in your classes. General supports include:

General supports include:

- Build a set of routines at the beginning of the class. Students will grasp this language easily.
- Encourage the use of English when referring to classroom materials.
- Give instructions and ask for information in English.
- Playing games helps with BICS.
- Incorporate board games. These help with cooperation.
- Singing songs helps to learn language.
- End each class with a positive message.



Iceberg Theory, cont.



50 Strategies for Instructing ELs:

- Routines
- TPR/Movement Integration
- Modeled Talk
- Visual Scaffolding
- Realia
- Vocabulary Role-Play
- Collecting Words
- Manipulatives
- Technology Integration
- Comprehension Strategies
- Close Reading
- Repeated Reading
- Scaffolded Writing
- Reporting Back
- Leveled Questions
- Bilingual labels
- Sorting Activities
- Cloze
- Verb Action
- Syntax Surgery
- Questioning for Differentiation
- Learning Centers
- Communication Games
- Cognate Strategies
- RTI Documentation
- Preview/Review Vocabulary
- Story Reenactment
- Language Focus Lessons
- Graphic Organizers
- Advance Organizers
- Guided Reading
- Cohesion Links
- Language Framework Planning
- Free Voluntary Reading
- Culture Studies
- Microselection: Key Words/Main Ideas
- Read, Pair, Share
- Attribute Charting
- Integrated Curriculum Projects
- KWL/Data Charts
- Collaborative Reading
- Cooperative Learning
- Acquiring Self-Help Skills
- Multiple Intelligences
- Multimedia Presentations
- Small Groups/Partner Work
- GIST: Exploring Tough Texts
- Tutorials
- Scheduling Strategies

***Not sure about these, ask your EL teacher or our office!**

	Social Language	Academic Language
Description	<ul style="list-style-type: none"> • Everyday use for interactions inside and outside school • Social interaction • Less specialized language • Less cognitive demand • Use in social contexts • Acquisition requires understanding of cultural and social norms, including nonverbal cues 	<ul style="list-style-type: none"> • Academic setting—use in areas such as classroom discourse, texts, assessments, content standards, and classroom materials • Mainly used in the classroom for reading and writing • Acquisition requires specialized knowledge • More cognitive demand due to complex vocabulary and grammatical structures
Acquisition	<ul style="list-style-type: none"> • Proficiency can develop in three to five years 	<ul style="list-style-type: none"> • Proficiency can develop in a minimum of four to seven years
Examples	<ul style="list-style-type: none"> • Listening to a coach review the soccer practice schedule • Having an informal, face-to-face conversation about weekend plans • Writing in a friend's yearbook • Reading a lunch menu • Writing a post on Facebook 	<ul style="list-style-type: none"> • Describing a classic work of art • Defining a scientific term • Explaining how to solve a complex math problem • Comparing and contrasting two opposing parties in a historical dispute

BICS (social language) fluency takes approximately 1-3 years and often includes a “silent period”. To develop BICS, students must be provided many opportunities for role playing language situations and sophisticated social interactions. BICS include idiomatic expressions, proverbs, sayings, and colloquial expressions.

CALP (academic language) fluency takes a minimum of 5 years to develop even an intermediate fluency but can take a whole lifetime to fully develop. Understanding that language learning is a process can help teachers to decide what to say, how to say it, what to teach, how to assess, and what to expect from students.

So, what can teachers do to support academic language in the classroom?

1. Identify subject specific (CALP) language/vocabulary.
2. Pre-teach CALP vocabulary.
3. Identify the “functional language” of CALP - What is the cognitive process as it is related to CALP language.

To develop CALP, students must be provided with opportunities to observe, listen to, and speak about content concepts in real-life situations.