Types of Language

- BICS
  Basic Interpersonal Communication Skills

- CALP
  Cognitive Academic Language Proficiency

(Cummins 1979)
• Conversational fluency
• “Surface” language skills of listening and speaking which are typically acquired quickly by most ELLs.
• 6 months – 2 years to develop
• ELLs’ ability to cope with academic demands in content classes
• Listening, speaking, reading, and writing about subject area content material
• 5-7 years to develop
• Up to 9-10 years to develop if the ELL has no prior schooling or little support for native language development (Thomas & Collier, 1995)
Academic Language Acquisition

• Not only understanding content area vocabulary
• Includes other skills such as
  – Comparing
  – Classifying
  – Synthesizing
  – Evaluating
  – Inferring
BICS-CALP Venn

Group Work Activity

• Your trainer will give you a Venn diagram and cards with examples of activities.
• Decide which activities fall under the categories of BICS and CALP.
• Put the pieces in the correct place in the Venn diagram.
Importance of Context

• Context-embedded task: 
  *Students have access to a range of additional visual and oral cues*

• Context-reduced task: 
  *Students have no other sources to gain comprehension other than language*
Context-reduced Tasks

• Most academic tasks are context-reduced
  *Such as lectures, reading textbooks, solving word problems*
• More difficult for ELLs who are struggling with language
• See the most difficult tasks that are context-reduced and cognitively demanding in QUADRANT D
## Cummins Model

<table>
<thead>
<tr>
<th>Cognitively Undemanding</th>
<th>Cognitively Demanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>C</strong></td>
</tr>
<tr>
<td>- Participating in an art class</td>
<td></td>
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<tr>
<td>- Playing a game in PE</td>
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<tr>
<td>- Playing with friends at recess</td>
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<tr>
<td>- Following directions after watching them modeled</td>
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<tr>
<td><strong>B</strong></td>
<td><strong>D</strong></td>
</tr>
<tr>
<td>- Listening to a lecture with a graphic organizer or manipulatives</td>
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<tr>
<td>- Reading a textbook with graphics – pictures, charts, maps</td>
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<tr>
<td>- Writing an essay after discussion, reading, organizing information on a graphic organizer</td>
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<tr>
<td>- Participating in a lab experiment</td>
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<tr>
<td><strong>C</strong></td>
<td></td>
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<tr>
<td>- Writing a list</td>
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<tr>
<td>- Talking on the telephone</td>
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<td>- Copying from the board</td>
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<tr>
<td>- Filling in a worksheet</td>
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<tr>
<td><strong>D</strong></td>
<td></td>
</tr>
<tr>
<td>- Listening to a lecture</td>
<td></td>
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<tr>
<td>- Reading a textbook</td>
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<tr>
<td>- Writing a persuasive essay</td>
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<tr>
<td>- Writing a lab report</td>
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<tr>
<td>- Solving a word problem in math</td>
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<tr>
<td>- Taking standardized tests</td>
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</tbody>
</table>
Implications for Teachers

• Assess which activities in your class are context-reduced and cognitively demanding (Quadrant D)
• Try to contextualize instruction and all activities for ELLs (Quadrant B)
• *Don’t be fooled by ELLs who have good conversational English!* They may still need lots of help with CALP!
Using Funds of Knowledge in a Secondary Social Studies Course

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STEP T for ELLs
Presentation Overview

• What is the Funds of Knowledge Approach?
• How can it be used in a classroom of diverse learners?
• Why is this approach important?
Funds of Knowledge Approach (Gonzalez, Moll, & Amanti, 2005)

- People have valuable knowledge that comes from their life experiences.
- Students from diverse backgrounds are a valuable resource in the social studies classroom.
How Can a Social Studies Teacher Use a Funds of Knowledge Approach?

- Have students interview family members concerning their knowledge on soon-to-be-studied topics.
- Have students share experiences from their native cultures and use it to bridge the information they are about to receive.
- Incorporate their knowledge into the lesson wherever possible.
Example

- You are about to begin a unit on American government and plan to begin with talking about the role of the president.

1. Have students interview a family member about their favorite president or national leader.
2. Call on students to share what they learned. Draw on the characteristics of that leader that are valued.
3. During the lesson, refer back to the information the students shared as often as possible.
Discussion Question

In what ways do you think giving students access to diverse worldviews can help students to work collaboratively in a globalized society?


