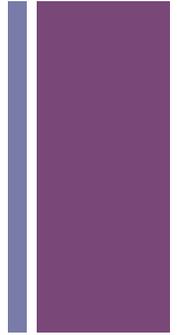


ED 498

The Prism Model for ELLs

+ Overview

- Is this topic relevant?
- Prism Model
 - What is it?
 - Where does it fit?
 - What does it mean for our classroom practice?
 - What does the research say?



+ Is this topic relevant?

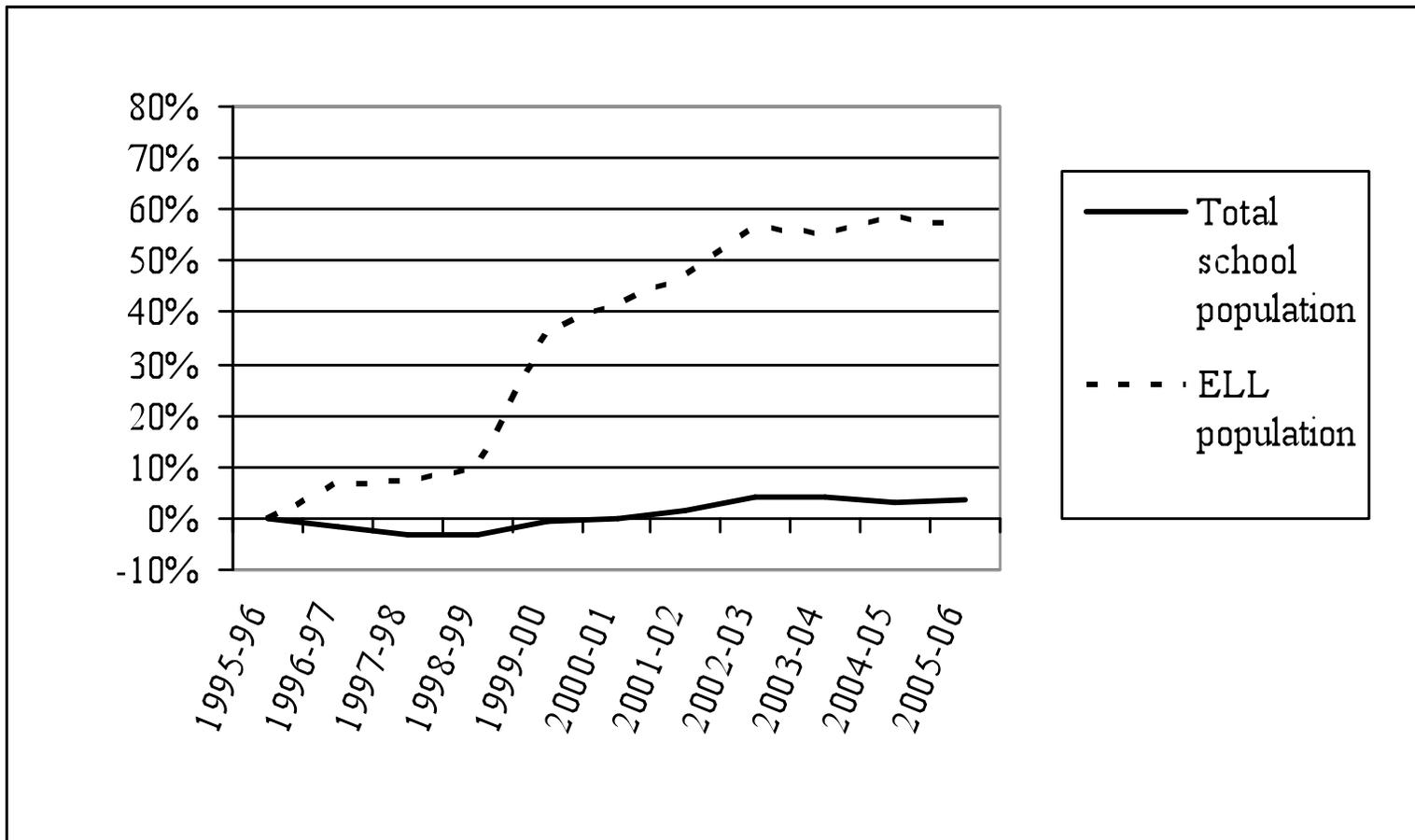
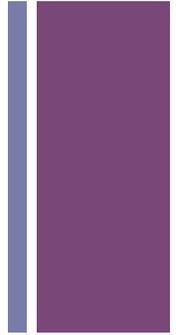


Figure 1. Growth of ELL and total school population between 1995-96 and 2005-06 (from U.S. DOE)

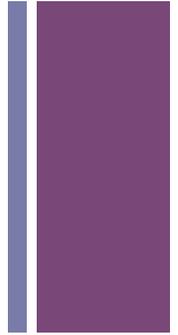
+ The Prism Model

Developed and refined by Wayne Thomas and Virginia Collier from George Mason University.

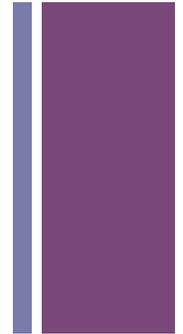
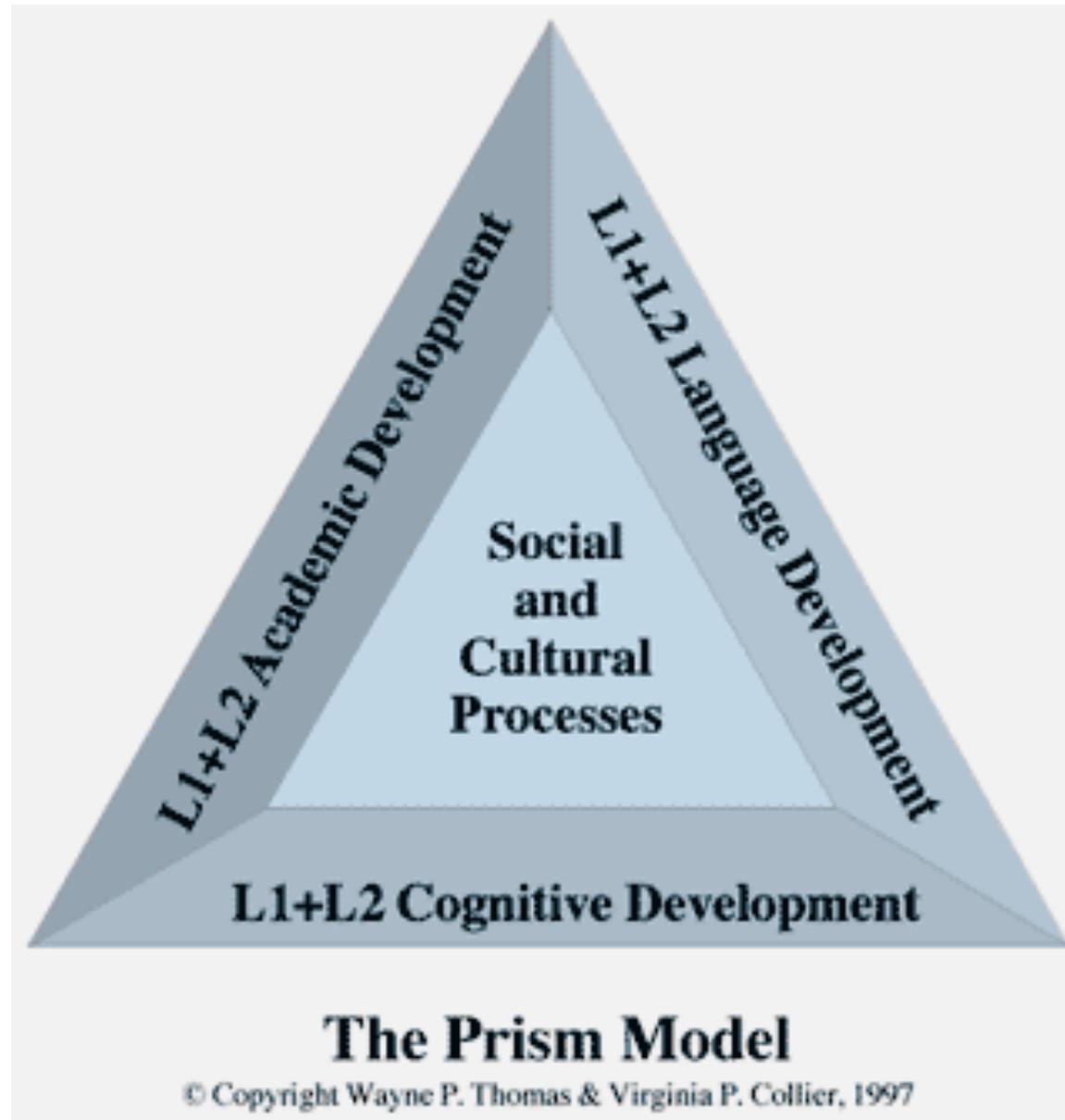




The Prism Model: What is it?



“If they would just learn English,
everything else (in their school
performance) would fall into
place.”



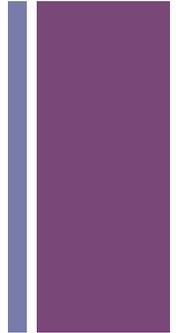
+ Sociocultural Processes

Cultural:

- Adjustment to a new country, city, etc.
- Adapt to a new education system
-

Psychosocial:

- Affective
- Socioeconomic
-
-

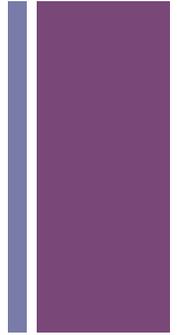


+ L1 and L2 Cognitive Development

- Preferred learning styles and processes
- Opportunities for higher-order thinking (cognitively demanding)
- Connection to prior knowledge in problem solving
- Meaning making
- L1 cognitive development

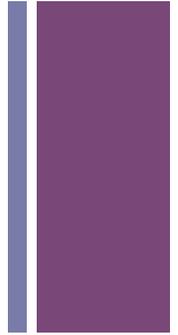
+ L1 and L2 Academic Development

- Academic language development
- Opportunities for interaction in classroom
-
-

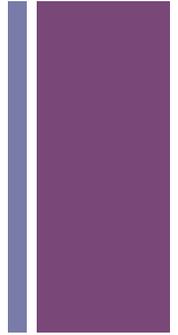


+ L1 and L2 Language Development

- Developing academic language in L1
- May be learning to read/write in L1
- Acquiring L2
 - Phonology
 - Grammar
 - Meaning
 - Pragmatics
 - Paralinguistics



The Prism Model: Where does it fit?



The Prism Model can serve as
a guide for our professional
practice with ELLs...our
interactions, our language, our
lesson plans.

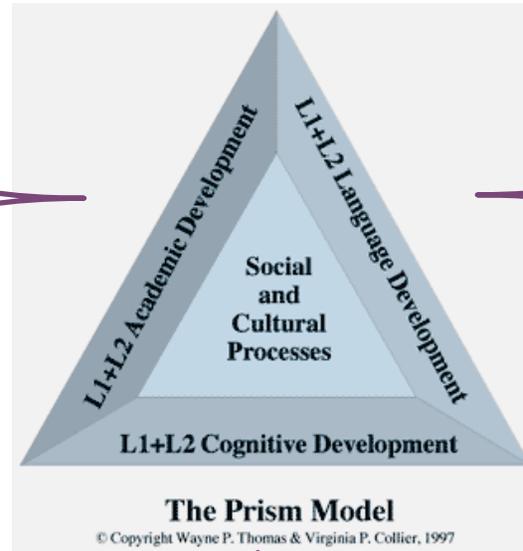
+

-Academic discipline

-Academic language development

-Transfer from L1 to L2 (Cummins)

-Integration of concepts across disciplines



-Cognitive load (Cummins)

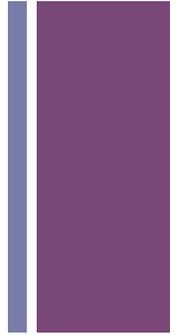
-Strategic approach to learning

-Krashen's 5 Hypotheses

-CALP and BICS (Cummins)

-Stages of SLA

-Language domains and proficiency levels

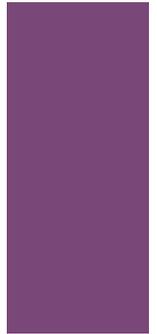


The Prism Model: What does it mean?

+ Case story analysis: Tinou

Questions:

- What do we know about Tinou? (i.e., status and needs)
- What can we do? (Implications)
 - ✓ Academic
 - ✓ Linguistic
 - ✓ Cognitive
 - ✓ Sociocultural



+

What does the research say?

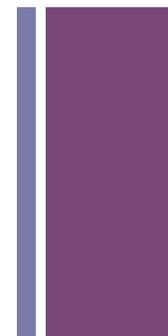
Thomas & Collier (1997, 2002)

+ Length of time to reach on-grade-level performance?

- For ELLs who are schooled in English in U.S., and had no schooling in L1 = 7-10 years
- For ELLs who are schooled in English in U.S., but had at least 2-3 years of L1 instruction in home country = 5-7 years
- For ELLs schooled bilingually in U.S., = on-grade-level in L1 and will take 4-7 years in L2

+ Predictors of success for ELLs?

The most important predictor of *long-term* school success for ELLs is the presence of cognitively complex on-grade-level academic instruction through the students' L1 for as long as possible (at least through Grade 5 or 6) and cognitively complex on-grade-level academic instruction in the L2 for part of the school day.



+ Program model effectiveness

Figure 6

PATTERNS OF K-12 ENGLISH LEARNERS' LONG-TERM ACHIEVEMENT IN NCEs ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SIX PROGRAM MODELS

(Results aggregated from a series of 4-8 year longitudinal studies from well-implemented, mature programs in five school districts)

© Copyright Wayne P. Thomas & Virginia P. Collier, 1997

- Program 1: Two-way developmental bilingual education (BE)
- Program 2: One-way developmental BE, including ESL taught through academic content
- Program 3: Transitional BE, including ESL taught through academic content
- Program 4: Transitional BE, including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches
- Program 6: ESL pullout--taught traditionally

