

ENGLISH LEARNERS



Math

Use of Language

- Displays limited thoughts in English but may be rich in native language
- Expresses language nonverbally due to limitations in native language and English
- May use inventive vocabulary combining both languages
- Develops new language quickly when given the opportunity
- Gains language proficiency through a cycle of silence in order to avoid errors in speech

Critical Thinking

- Demonstrates strong critical thinking in primary language
- Performs well on non-verbal measures
- May display high levels of visual memory or auditory memory skills
- May reflect complex thoughts through art

Logic

- Examines complicated material most often in terms of home and family
- Uses logic when defending ideas, family, and traditions, or when adjusting to a new culture

Curiosity and Questioning

- Is curious and can learn to be independent, but still values relationships
- Asks questions to learn and reinforce relationships and fairness
- May be culturally conditioned NOT to question

Rate of Acquisition

- Learns at a faster pace if given the opportunity to learn through comprehensible input (i.e., native language instruction or sheltered English instruction)
- May require more repetition
- Transfers learning to the new language easily

Motivation

- May be particularly sensitive to racial and/or cultural issues
- May be perceived as a loner due to cultural, racial, or linguistic isolation combined with isolation due to giftedness and socioeconomic status
- May express low self-image if language or culture is not validated
- Gains language proficiency through a cycle of silence in order to avoid errors in speech
- Assumes leadership roles according to family needs
- May be a leader in the community and church, but not in school
- Focuses on short-term goals, e.g., language acquisition
- Focuses on long-term goals related to family needs
- Bases degree of risk-taking on the familiarity of the situation and on different cultural experiences; needs to feel secure
- Is culturally socialized to conform in groups
- Wants to be valued by the peer group
- Usually does not question authority

Learn more from the source below:
TEA Equity in Gifted/Talented Education