

Cognition for all Language Proficiencies

Don Bouchard: Now, just for review, we have here a, uh, a sample, um, MPI and to, uh, just to reiterate that this, um, right here, that MPIs start with language function, an action verb. Now, it's a verb; it may be a verb plus something, but it is in essence, um, something that the students are going to do; it's a communication process. There is a topic or content stem, and that relates to the, um, ELD Standard. It may be related to math; it may be related to science or whatever. Um, and in the final piece is the support, and, um, the type of support needs to allude to the nature of the, um, uh, performance criteria inherent in the English Language Proficiency level, ok? That's really important to keep in mind.

There's another important piece, which we will examine in detail, and that is that the, there needs to be consistency with the language function in terms of the cognitive function. In other words, in delivering a lesson, let's say you have three groups of students, level 5, 3 and 1. Those students should engage cognitively at the same level, so if the selection is remembering, fine, but if it's creating, fine. Whatever it is—and again, we're using Blooms Taxonomy as a reference point here. We don't have to, but it's something that is most familiarly known—it needs to be consistent. It raises some very interesting questions from, from folks who are not familiar with, or who question the fact that, “how can you engage in evaluating or analyzing when you don't know any, don't have much language?” There is, there is some very interesting problem solving around that. Now, you can argue, and one can, I think, argue very definitely that you can't engage in the, the, um, extensive nature of the cognitive functioning without much language, but you still can do so in terms of how you structure the task.