

The Prism Model

Highlights of the Four Dimensions

(V. Collier, 1996)

PAGE

CIMA © 2005

Social and Cultural Processes

Academic Development

Cognitive Development

Language Development

Social/Cultural Processes: core of whole prism and process

*“TO REACH A CHILD’S MIND A TEACHER MUST CAPTURE HIS HEART.” Dr. Haim
Ginott*

Consider adjustments to school, community, and home environments

School Environment—consider the stressors that may inhibit or enhance student’s learning, doing so will lower the student’s affective filter

Community Environment—affects the student’s attitude in attending school; issues of prejudice and discrimination can influence student achievement as well as acculturation and assimilation by student.

Home Environment—native language support very important from parents. If this does not occur, the student will fail to transfer successfully from CALP in L1 to CALP in L2.

Other notes: Self-esteem, anxiety, and other affective factors should be considered; involves all aspects of students’ everyday lives.

Language Development:

Targets four literacy domains of listening, speaking, reading, and writing

Targets four language systems: graphophonic, syntactic, semantic, and pragmatic

Critical to understand that all are complex processes

Crucial to understand the difference between BICS and CALP; be careful that the social language is not used as an indicator of a student’s academic level

Extremely important to understand the interdependence of the first and second languages for the transfer of knowledge from L1 to L2

Consider the simplification of language within all instruction.

Academic Development:

Content area vocabulary required should be considered and put within a meaningful context.

Proper informal assessments (i.e. observation, demonstration, etc.), will provide the background information about the ELL's academic ability and linguistic understanding.

Informal assessment in L1 is an important way to find out about a student's academic level and ability.

Cognitive Development: (most overlooked with ELLs)

Critical to recognize CALP development in L1 and L2

Significant to stretch students cognitively by providing opportunities for the development of higher order thinking skills.