

Students' Communicative Characteristics with Varying Degrees of Contextual Support and Cognitive Involvement

(Adapted from S. Fradd & W. Tikunoff (Ed.) *Bilingual education and bilingual special education*. Boston, MA: College Hill Press)

Context-embedded, low cognitive tasks

- Engages in every day conversations with teachers and friends
- Interprets nonverbal communication correctly (anger, excitement, etc.)
- Watches others to determine appropriate behavior
- Follows spoken directions with the assistance of props or concrete objects
- Responds appropriately when spoken to directly one-to-one
- Responds appropriately when spoken to in a group
- Participates in simple, interpersonal conversations about movies, holidays, previous events, etc.

Context-reduced, low cognitive tasks

- Follows simple pictorial directions
- Follows simple written directions
- Plays simple individual games
- Completes simple paper and pencil activities
- Associates letters/words with sounds or objects
- Associates time of day with appropriate activities (Knows when it is lunch time, play time, reading time, etc.)

Context-reduced, cognitively demanding tasks

Context-embedded, cognitively demanding tasks

- Talks about school subjects, establishes appropriate content and sequence of events (talks about and answers questions about Columbus's voyage, etc.)
- Follows sequence of verbal commands without props
- Repeats verbal directions when asked
- Works with others to complete a cognitively demanding task (uses manipulatives to solve math word problems)
- Participates with friends in games and sport activities
- Presents orally –individually or as part of a team or group

- Follows complex written directions
- Writes a story
- Takes study notes or outlines a chapter in a book
- Reads a story and prepares a written report
- Solves word problems independently
- Writes a formal letter independently
- Listens to a lecture and completes a written activity based on the lecture information