



ACADEMIC ENGLISH MASTERY PROGRAM

Frequently asked questions about AEMP

1. Who are SELs?

SELs—Standard English Learners—are those students for whom Standard English is not native and whose home language differs in structure and form from standard English. These students are generally classified as “English Only” or “Initially Fluent” because their home language incorporates English vocabulary though it embodies phonology, grammar, and sentence structure rules historically transitioned from languages other than English.

2. How are SELs different from ELs?

English language learners or ELs, are those students for whom English is not native (ENN). Standard English Learners, or SELs, are those students for whom Standard English is not native (SENN). Both ELs and SELs are language different but SELs can understand Standard English when it is spoken, where ELs may have language comprehension difficulties due to vocabulary differences. Indigenous Languages spoken by SELs include African American language (AAL), sometimes referred to as African American English; Mexican American Language (MxAL) also referred to as Chicano English; Hawaiian American Language (HAL) also referred to as Hawaiian Pidgin English; and Native American Language (NAL) sometimes referred to as American Indian English or Red English. Both ELs and SELs need to acquire knowledge of the rules of Standard and academic English in its oral and written form in order to access core instructional curricula and be successful in American schools.

3. What is MELD?

MELD – mainstream English language development—refers to the development of listening, speaking, reading, and writing skills in standard American and academic English. MELD is additive and utilizes contrastive analysis to conduct a grammar study of both the home language and target language (standard English).

4. What is the difference between MELD and ELD?

Both MELD—mainstream English language development, and ELD—English language development refer to the development in students of listening, speaking, reading, and writing skills in English. What differ are the strategies and approaches for moving the two groups of students toward Standard English language acquisition. While the acronym may signal that MELD is just like ELD, MELD is actually grounded in SDAIE methodology.

5. Are the ELD standards appropriate for SELs?

The ELD standards, which serve as benchmarks for moving ELs into the mainstream English language Arts (ELA) curriculum may also provide instructional support for SELs. Not all of the ELD standards will be applicable to SELs. For example, because the languages of SELs incorporate English vocabulary, the beginning and early intermediate level ELD standards— which focus heavily on comprehension and

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formation of simple sentences– have minimal application. The intermediate, early advanced, and advanced level ELD standards–which require consistent use of standard English grammatical and phonological form orally and in writing– are important benchmarks for SELs.

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