

# Is Language Ability an Indicator of Giftedness?

or English language proficiency and general intellectual ability: Is there a correlation?

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## **INTRODUCTION**

- Gifted ELLs should have access to rigorous coursework and gifted education programs and services
- Data shows that ELLs are not identified at the same rate as their non-English speaking peers
- Equitable identification procedures would reduce the underrepresentation of diverse learners in gifted education programs

## **KEY QUESTIONS**

What is the relationship between English language proficiency and general intellectual ability? How do these relationships inform gifted identification?

## **RELATIONSHIP BETWEEN LANGUAGE AND COGNITION**

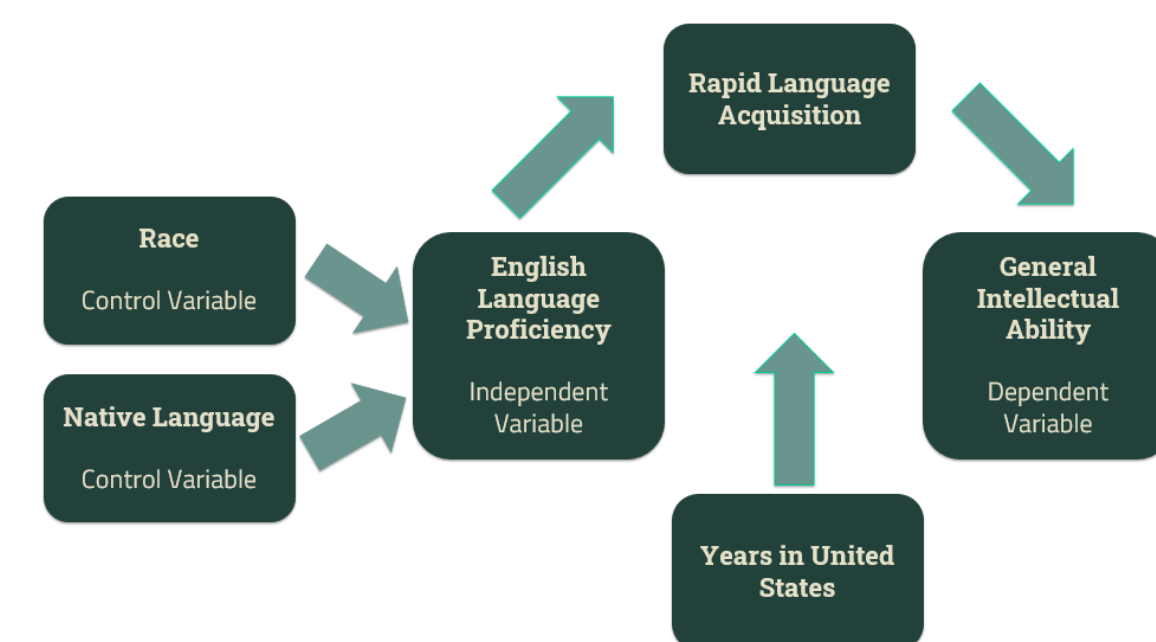
- Piaget indicates that cognitive development is influenced by language, and language needs cognition to develop, as well as amplify or facilitate cognitive growth (Slobin, 1979).
- Vygotsky (1987) found in his research that language serves an intellectual function and drives cognitive development.

## **THEORETICAL FRAMEWORK**

Educational equity is a measure of achievement, fairness, and opportunity in education.

Achieving fairness and inclusion requires looking at aspects of the education system including the design of education systems, educational practices, and resourcing.

## **CONCEPTUAL FRAMEWORK**



## **METHODS**

An ex post facto correlational design was used in this study.

## **DATA SOURCES & ANALYSIS**

The study used both a Pearson's product-moment correlation analysis and a bivariate linear regression analysis using SPSS version 26.

Data from 1,741 students grades 2-7 was analyzed.

## **PRELIMINARY RESULTS**

There is potentially a weak correlation between English language proficiency and general intellectual ability. As such, English language proficiency could potentially be part of the body of evidence for a gifted identification.

## **REFERENCES**

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