

ACADEMIC LANGUAGE

All students
deserve the
access and
advantages that
**ACADEMIC
LANGUAGE**
affords!



COMPREHENSIVE APPROACH TO VOCABULARY

- *Encourage independent reading and read aloud to students. To improve vocabulary, we must read a lot and we must read a variety of texts.*
- *Teach vocabulary intentionally and explicitly. Students can learn hundreds of words per year, but be selective.*
- *Help students develop word consciousness. Foster the knowledge and attitudes necessary for students to learn, appreciate and effectively use words.*
- *Teach students how to learn vocabulary independently. **“Students can become independent and strategic word learners.”***

Stani and Nagi, 2008

Graves, 2006

PROMISING PRACTICES: Three Big Ideas to Help ELLs

- 1. Promote Engaging Teaching**
- 2. Teach Academic Vocabulary**
- 3. Increase Structured Academic Talk**

Engaging Teachers

“Engaging teachers do something every minute of every hour of every school day to motivate their students, using every conceivable mechanism to do so.”

Pressley, 2004

Engaging Teachers

- Monitor progress and scaffold individually.
- Maintain positive tone, using humor.
- Make personal connections to students.
- Provide authentic, thoughtful activities.
- Model enthusiasm.
- Provide regular informative praise.
- Encourage students to take risks.
- Encourage students to be independent thinkers.
- Encourage student collaboration.

What is **ACADEMIC LANGUAGE**?

ACADEMIC LANGUAGE is “the type of language required to engage in, profit from and display learning in subject matter classrooms.”

Enright Villava, 2006



WestEd

Differences between Everyday(oral) and ACADEMIC LANGUAGE

Everyday(Oral) Language

- Immediate feedback from listener
- Gestures, prosody, facial expressions to convey meaning
- Ability to add information in real time

ACADEMIC LANGUAGE

- Anticipation of level of explicitness required of reader or listener
- Precise word choice and tightly structured message
- Time to structure written text

Characteristics of ACADEMIC LANGUAGE

1. *Informationally dense*

- a. Information and reasoning are tightly packed into the grammar.
- b. Technical and abstract vocabulary are used.

2. *Authoritatively presented*

- a. no room for objection; authority is often masked
- b. modal verbs(could, should, would) and adverbs(certainly, probably) to indicate possibility.

3. *Highly structured*

- a. Clause-combining and clause-embedding
- b. Organizational structure leads to a cohesive text.

ACADEMIC VOCABULARY

- Vocabulary is highly correlated with reading and listening comprehension.
- Low SES students and ELL students benefit from *intentional* and *explicit* vocabulary instruction.
- In order to promote *educational equity*, we need to pay attention to vocabulary instruction.

Alliance for Excellence in Education, 2008, Beck and McKewn, 2007, Beck, Perfetti and McKewn, 1982, Carlo, Agusi, McLaughlin, Snow, Dresser, Lippman, 2004, Silverman, 2007

ACADEMIC VOCABULARY INSTRUCTION

Students need to hear the words multiple times in different ways: choral response, echoing a definition, using sentence frames, answering questions.

Teachers must scaffold lessons to support students in using the vocabulary.

Use activities like THINK-PAIR-SHARE to ensure equity in student-to-student interactions.

ACADEMIC VOCABULARY INSTRUCTION

1. Say the word. Write the word. Have students repeat the word. Use it in its original context.
2. Provide a student friendly definition and have the students echo it.
3. Explain the meaning more fully in the context of the original text.
4. Provide examples of the word used in other student-relevant contexts. Include visuals, movement and other support.

ACADEMIC VOCABULARY INSTRUCTION

5. Support students to create their own sentences with the following:
 - a. Use questions suggesting context. (Allow think time.)
 - b. Use sentence frames for structured talk so that all students have an opportunity to use the word meaningfully and successfully.
6. Ask short-answer questions to check for understanding and to “play” with the words.
7. Have students repeat the word “chorally” one more time.

ACADEMIC VOCABULARY DEVELOPMENT

Teacher should create multiple contexts in which the words can be used in various ways over time.

1. Provide both structured and less structured opportunities for students to use new words.
2. Display vocabulary words with visuals (WORD WALL) and provide opportunities for students to interact with the words.
3. Provide a systematic way to reinforce student recognition and proper use of the words

ACADEMIC VOCABULARY DEVELOPMENT

Teacher should create multiple contexts in which the words can be used in various ways over time.

4. Incorporate vocabulary into classroom speaking and writing every day.

examples:

- *Please **distribute** the science materials for me.*
- *Clearly, you seem to be trying to **convince** me to let you go to recess early. However, I am **reluctant** to do so because you have not all turned in your work.*

ACADEMIC VOCABULARY DEVELOPMENT

Teacher should create *word consciousness* by...

- Drawing attention to cognates*
- Exploring the morphology* of words
- Exploring relationships between words

Would you prefer for a friend to “**announce**” or “**denounce**” you?

Is “**trudging**” faster or slower than “**sauntering**?”

When would you “**trudge**?” When would you “**saunter**?”

* See definitions below.

ACADEMIC VOCABULARY DEVELOPMENT

cognate

(of a word) having the same linguistic derivation as another; from the same original word or root

a word that is recognizable from one language to another, although pronounced differently

constitution/constitución

element/elemento

theme/tema

triangle/triángulo

morphology

the study of the identification, analysis, and description of the structure of a given language

If you are studying **prefixes** and **suffixes** with your students, you are studying morphology.

STRUCTURED ACADEMIC TALK

In classrooms where *structured academic talk* takes place regularly, three components are vital.

- 1. CONTENT SUPPORT**
- 2. LANGUAGE SUPPORT**
- 3. STRUCTURED PROCESSES**

PROVIDE SUBSTANTIAL SCAFFOLDING for ACADEMIC LANGUAGE DEVELOPMENT

CONTENT SUPPORT

Teacher should provide graphic organizers, note-taking guides, study skills assistance, etc. and lead students to self-guided learning.

PROVIDE SUBSTANTIAL SCAFFOLDING for ACADEMIC LANGUAGE DEVELOPMENT

LANGUAGE SUPPORT

Teacher should use sentence frames, vocabulary instruction, word banks, etc. and present a language objective along with each content objective.

PROVIDE SUBSTANTIAL SCAFFOLDING for ACADEMIC LANGUAGE DEVELOPMENT

STRUCTURED PROCESSES

Teacher should use THINK-PAIR-SHARE, GALLERY WALKS, COOPERATIVE GROUPING, TECHNOLOGY ASSISTANCE, etc. to scaffold for equitable interaction and internalization of academic language.