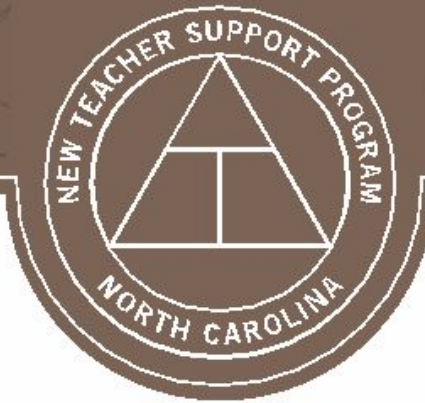


Identifying and Leveraging Students' Linguistic Assets to Promote Academic Language Learning



2017 Fall Institute

Session Facilitators



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Session Outcomes



Objective: Participants will design and share strategies/activities that leverage linguistic assets to increase students' use of academic language.

[NC Professional Teaching Standards:](#)

- **Standard 2:** Teachers establish a respectful environment for a diverse population of students.
- **Standard 3:** Teachers know the content they teach.
- **Standard 4:** Teachers facilitate learning for their students.
- **Standard 5:** Teachers contribute to the academic success of their students.

What kind of language learner are you?



What is your level of expertise with **baseball**?

- Expert
- Intermediate
- Novice

Find your group based on your knowledge level.



What kind of language learner are you?



What **vocabulary words/phrases** can you brainstorm related to baseball?

If you were to explain the sport to someone else, what **words or phrases** would they need to know?

Turn and talk in your groups to **create a list.**

Be ready to **share!**



What kind of language learner are you?



Now that we have reviewed the **words/phrases** commonly associated with baseball, it's time for an activity! (Razfar, 2012)



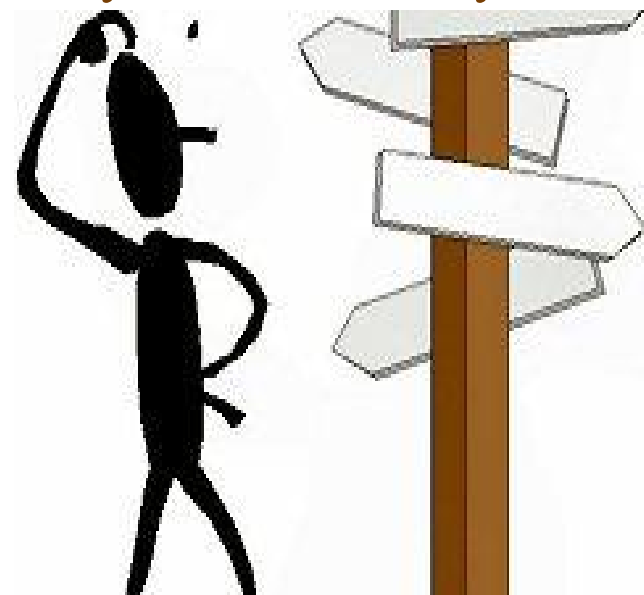
How did you do?



What **challenges** did you experience?

How did those challenges impact your ability to complete the task?

What **insight** does this give us about instructional practice?



Languages in North Carolina



According to the Home Language Survey, there are **327** diverse languages spoken in the homes of public school students across NC (DPI, January, 2017).



2009-2011 ACS	
Spanish	638,400
Hindi and related	38,552
French	28,783
Chinese	27,738
German	24,075
Vietnamese	23,279
Arabic	18,207
Dravidian	14,927
Korean	14,899
Sub-Saharan Africa	13,492

Social vs. Academic Language



Social Language

- Informal setting
- Typically face-to-face; small group
- Simple language; short sentences
- Highly contextualized-many cues provided by gestures, expressions, etc.
- Precise understanding is rarely required
- Opportunities to ask for clarification
- Low anxiety level

Academic Language

- More formalized/school setting
- Often lecture style or textbook reading
- Written material has longer sentences and more complex grammar
- Little context; usually abstract
- Precise understanding/description /explanation/analysis required
- Student usually has less background knowledge
- More difficult to clarify
- Higher anxiety

Share your expertise!



Think about your discipline/subject area.

What examples of **academic language** can you think of?

- terms
- words
- idioms
- phrases

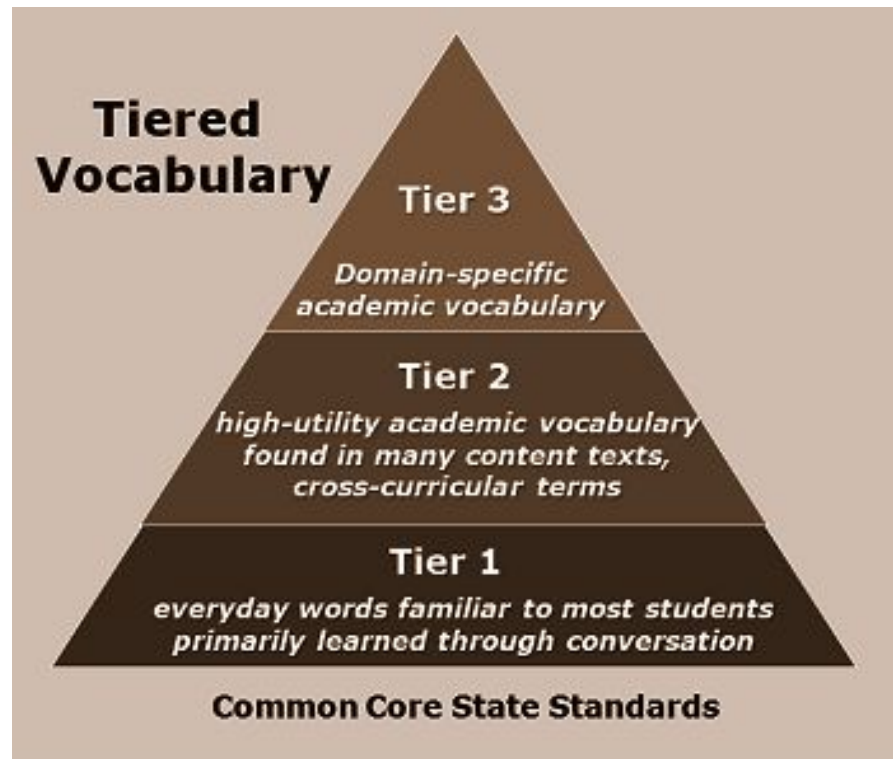
How can you leverage your **students' background knowledge, experiences, and home languages** to build academic language proficiency?

Vocabulary...Which words should I teach?



Words that can be quickly explained should be explained at moment of encounter.

- Focus on Tier 2 and Tier 3
- Polysemous words





1. **Lexicon/Morphology** (Vocabulary, TWIPs)
2. **Grammar/Syntax** (Word order and phrase/sentence structure)
3. **Discourse/Language Functions** (Specific ways that **academic language** is **used** by students to **participate** in learning task through reading, writing, listening, and/or speaking to demonstrate their understanding.)
4. **Text Structure/Genre**

Key Components of Academic Language: Beyond Vocabulary



Academic Vocabulary

The vocabulary critical to understanding the concepts of the content taught in schools. AV includes content-related vocabulary and high frequency academic words such as Bloom's verbs.

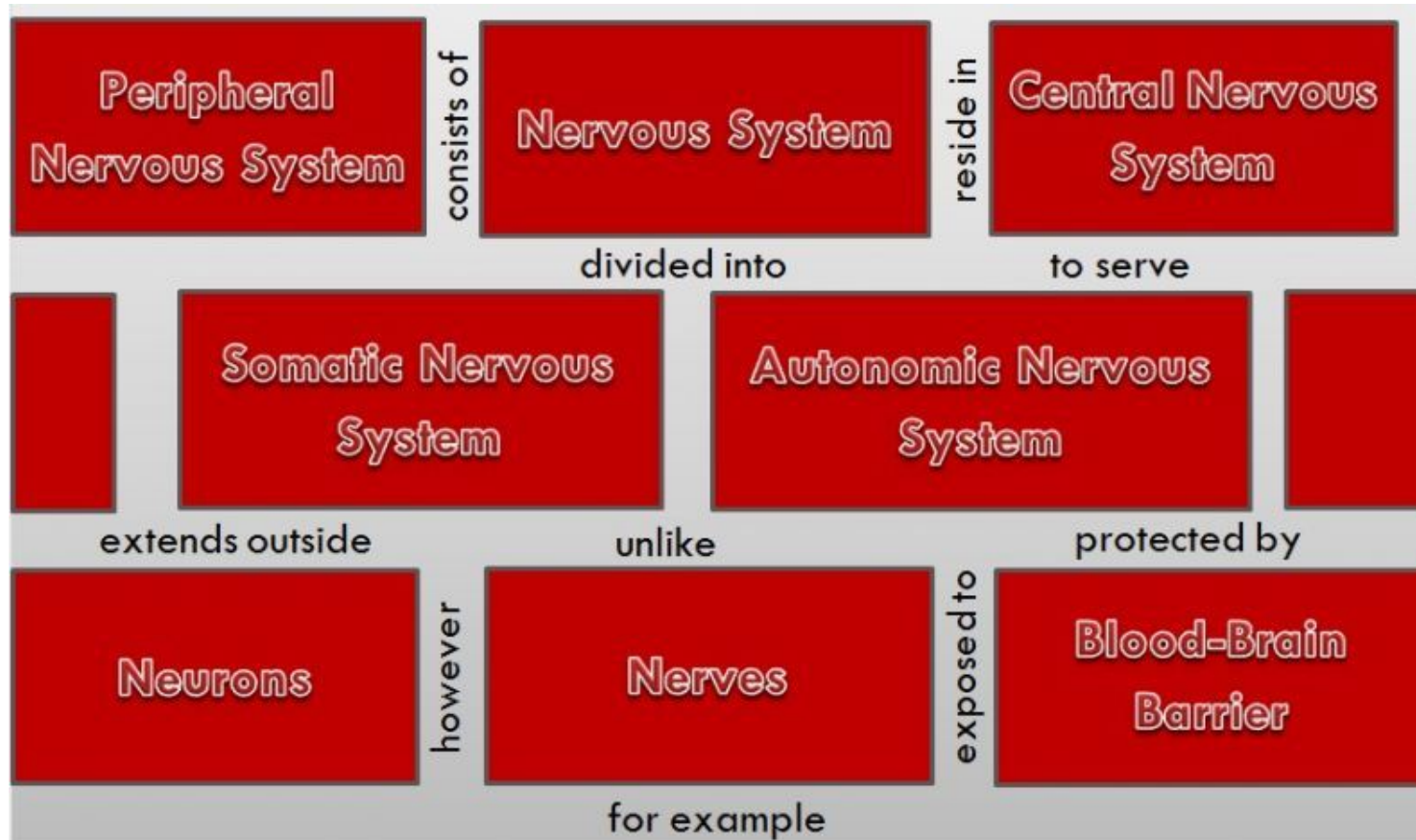
“Bricks”

Academic Discourse

Academic discourse provides students with the language tools (vocabulary and syntax) necessary to competently discuss the topic using complete sentences.

“Mortar”

Key Components of Academic Language: Beyond Vocabulary



Strategies and Supports





Let's explore some strategies for promoting academic language:

- Using Cognates
- Interactive Word Walls
- Providing culturally relevant material for students to read
- Provide sentence/summary frames
- Anchor Charts
- Interactive Support Activities (Turn & Talk, Jigsaw, Numbered Heads Together)

Reflecting on what we've learned



Exit Slip	
3	Things I learned today ...
2	Things I found interesting ...
1	Remaining question I have ... (be sure to post to google doc)
Go!	Discuss with your NCNTSP Instructional Coach ...

To round out our session:

- Complete the 3-2-1 Exit Slip and give to Traci or Mark.
- When done, transfer your **Exit Slip question** to our [shared google doc](#) <https://goo.gl/Z2itHB>
- We'll respond to your questions and provide additional resources.