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

Traci Bellas, UNCG, tjbellas@uncg.edu

Mark Meacham, UNCG, mrmeacha@uncg.edu
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?
According to the Home Language Survey, there are 327 diverse languages spoken in the homes of public school students across NC (DPI, January, 2017).

<table>
<thead>
<tr>
<th>2009-2011 ACS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>638,400</td>
</tr>
<tr>
<td>Hindi and related</td>
<td>38,552</td>
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<tr>
<td>French</td>
<td>28,783</td>
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<td>Chinese</td>
<td>27,738</td>
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<tr>
<td>German</td>
<td>24,075</td>
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<tr>
<td>Vietnamese</td>
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<tr>
<td>Arabic</td>
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<tr>
<td>Dravidian</td>
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<tr>
<td>Korean</td>
<td>14,899</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>13,492</td>
</tr>
</tbody>
</table>
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
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
Key Components of Academic Language: Beyond Vocabulary

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

Peripheral Nervous System

Nervous System

Central Nervous System

consists of

divided into

reside in

to serve

Somatic Nervous System

Autonomic Nervous System

extends outside

unlike

protected by

Neurons

Nerves

Blood-Brain Barrier

however

for example
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

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](https://goo.gl/Z2itHB)

- We’ll respond to your questions and provide additional resources.

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**Exit Slip**

<table>
<thead>
<tr>
<th>3</th>
<th>Things I learned today…</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Things I found interesting…</td>
</tr>
<tr>
<td>1</td>
<td>Remaining question I have …[be sure to post to google doc]</td>
</tr>
<tr>
<td>Go!</td>
<td>Discuss with your NCNTSP Instructional Coach…</td>
</tr>
</tbody>
</table>