Module 7

DEFINING AND SETTING UP STRUCTURES FOR ACADEMIC LANGUAGE

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Nebraska • North Dakota • South Dakota • Wyoming

By the end of the session we will:

- KNOW what academic language is all about

- BE ABLE TO create the environment for academic conversations

- UNDERSTAND why productive, accountable academic talk enhances learning

"There are no native speakers of academic language."

> Wong-Fillmore, L. (2013, January 8). Common Core and English language learners [Webinar]. Retrieved from http://www.ncela.us/Webinars

Defining Academic Language

Mix, Freeze, Pair, Share

- When you hear the word "mix," walk quietly around the room.

- When you hear the word "freeze," stop where you are.

- When you hear the word "pair," turn to the person closest to you and "share" your definition of academic language.

- We will do three rounds of this activity.
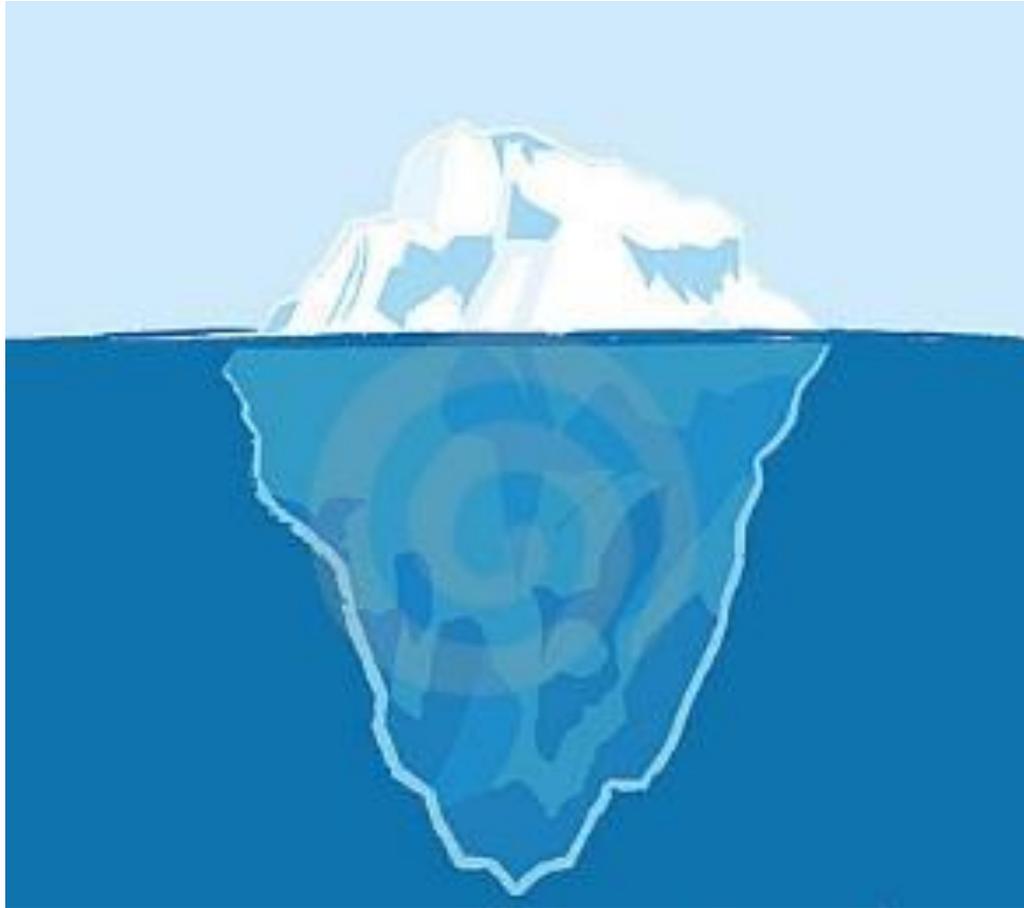
Academic Language
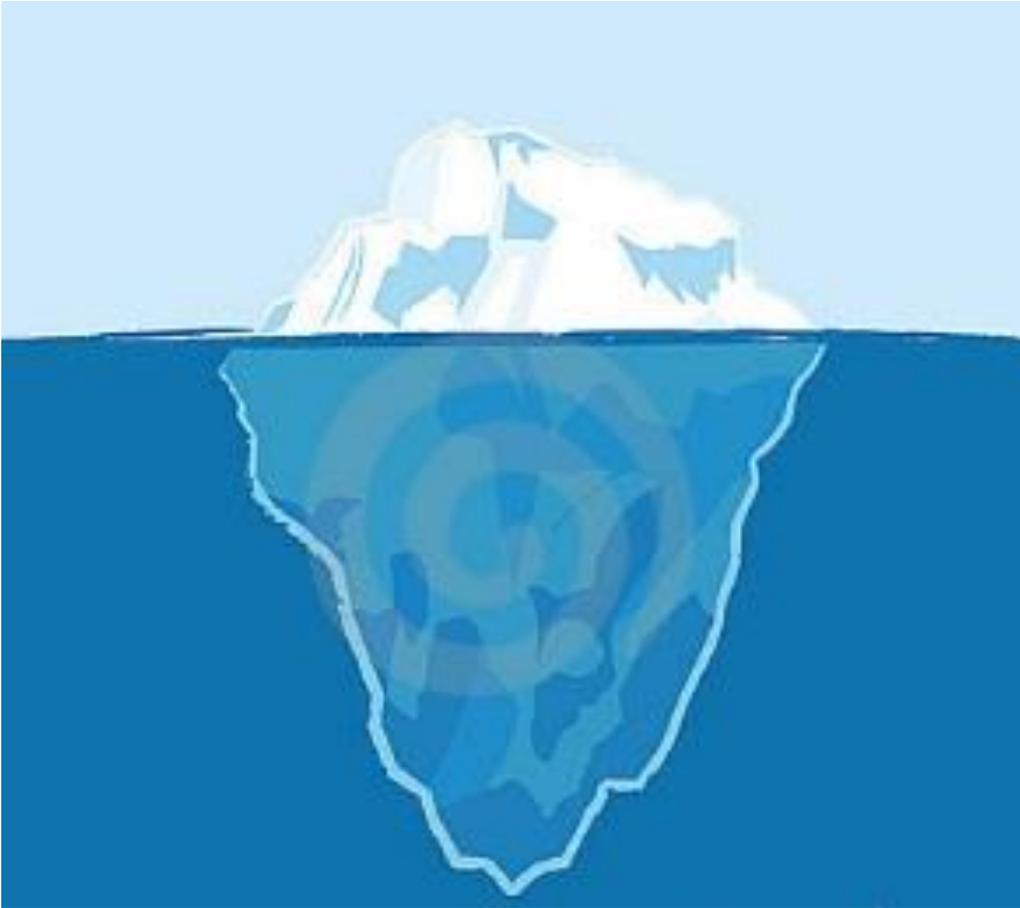
Vocabulary of Content

Syntax of Content

Discourse of Content

Syntax of Content

Cause and Effect	Compare	Contrast
consequently	compared with	in contrast
subsequently	as well as	although
as a result of	both	whereas
if…..then	likewise	even though
when…then	similarly	as opposed to
	equivalent	however
		on the other hand

Academic Language

Vocabulary of Content

Syntax of Content

Discourse of Content

Creating the environment

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Learning floats on a sea of talk

Adapted from Britton, J. N. (1970). *Language and learning*. London: Allen Lane

How do rich academic conversations promote academic learning?

Conga Line (same as Inside-Outside Circle with limited space)

- Face each other in two lines.

- Participants in Line A address the prompt with their partner. B can ask for clarification and examples.

- Participants reverse roles and Line B shares with their partner. A can ask questions.

- First person from Line A goes to end of Line A and the whole line shifts forward. Address the prompt.

- Do 3 rounds.

History of School Talk

- Industrial Age

- Compliant students for factory work

College and career readiness standards emphasize extensive use of academic language

ELA	Math	Science
Engage with complex text	Explain	Explain
Argue	Construct viable arguments	Argue from evidence
Present ideas	Critique reasoning	Ask questions

The BIG 4: Key Uses of Academic Language

(WIDA, 2015)

- **D**iscuss

- **A**rgue

- **R**ecount

- **E**xplain

Have conversations about talking for learning

- How can talking with each other help us learn?

- What was a time you learned through talking with others?

- Others?

"Telling isn't teaching and students must be actively engaged in the academic discourse of the classroom if they are to understand the content."
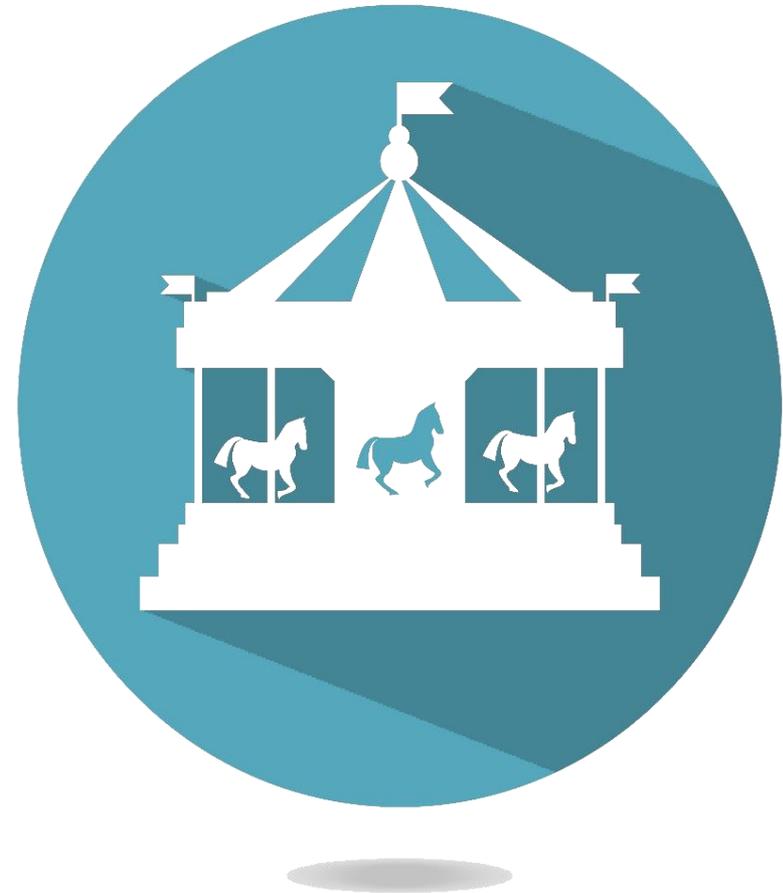
Fisher, D., Frey, N., & Rothenberg, C. (2008). Content-area conversations. (p. 23) Alexandria, VA: ASCD.

Carousel of Learning

Talking Points

- How does this structure encourage academic talk?

- If you've used this before, what results were achieved?

- How can this be used in future?

- What routines should be in place?

Who speaks first? Need timer?

Prompt: How are South Dakota and North Dakota the same or different?

Simulation Activity

- No writing, just talking

- Everyone contributes

- Reach consensus on one similarity or difference to share

How are South Dakota and North Dakota the same or different?

- If you are making a comparison, use words such as:

  - similarly

  - in a similar way

  - likewise

  - in the same manner

  - as well as

- If you are contrasting, use words such as:

  - in contrast

  - although

  - even though

  - as opposed to

  - conversely

  - however

  - whereas

Comments? Questions?