Academic Language: From Paper to Practice

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AGENDA

• Review: Academic Language
• Example: Using WA ELP standards as a tool for academic language instruction for ELLs
• Suggestions for Practice: Specific strategies for incorporating academic language for student learning
• Questions:
Academic Language

• A register
• Specific linguistic features associated with academic disciplines
• Found in textbooks, tasks, talk, and tests
• Students must produce it!!!
# Dimensions of Academic Language

<table>
<thead>
<tr>
<th>Level</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discourse Level</strong></td>
<td>• Text types</td>
</tr>
<tr>
<td></td>
<td>• Genres</td>
</tr>
<tr>
<td></td>
<td>• Cohesion of text</td>
</tr>
<tr>
<td></td>
<td>• Coherence of ideas</td>
</tr>
<tr>
<td><strong>Sentence Level</strong></td>
<td>• Types of sentences—simple, compound, complex</td>
</tr>
<tr>
<td></td>
<td>• Word order</td>
</tr>
<tr>
<td></td>
<td>• Prepositional phrases</td>
</tr>
<tr>
<td></td>
<td>• Phrasal verbs</td>
</tr>
<tr>
<td><strong>Word/Expression Level</strong></td>
<td>• Colloquial expressions</td>
</tr>
<tr>
<td></td>
<td>• General, specialized, and technical content words</td>
</tr>
<tr>
<td></td>
<td>• Nominalizations (use of verbs, adjectives, or adverbs as nouns, such as produce and production)</td>
</tr>
</tbody>
</table>

Gottlieb & Ernst-Slavit, 2014
## Dimensions of Academic Language

Gottlieb & Ernst-Slavit, 2014

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Expression Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Autobiographies</td>
<td>• Sequence words</td>
<td>• Setting</td>
</tr>
<tr>
<td>• Story problems</td>
<td>• Logical connectors</td>
<td>• Right angle</td>
</tr>
<tr>
<td>• Lab reports</td>
<td>• Complex noun phrases</td>
<td>• Hypothesis</td>
</tr>
<tr>
<td>• Historical argument</td>
<td>• Historical present</td>
<td>• Democracy</td>
</tr>
</tbody>
</table>

- Language arts, Math, Science, Social studies
## Dimensions of Academic Language

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Level</td>
<td></td>
</tr>
<tr>
<td>Sentence Level</td>
<td></td>
</tr>
<tr>
<td>Word/Expression Level</td>
<td></td>
</tr>
</tbody>
</table>
‘Mastery of academic language is arguably the single most important determinant of academic success for individual students. ..it is not possible to overstate the role that language plays in determining students’ success with academic content.’

--Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006. p. 7
Since 2010, academic has become...

- more explicit in the standards
- shared between English language proficiency and content standards
- inclusive of every school discipline
- taught within a sociocultural context
- the responsibility of all teachers.

Gottlieb & Ernst-Slavit, 2014
Language awareness

- Texts
- Tests
- Tasks
- Talk

- Discourse
- Sentence level (grammatical structures)
- Word level (vocabulary)
Questions
We need to bring language instruction to the forefront in every subject matter and for all students.
STANDARDS

COLLEGE & CAREER READINESS STANDARDS

CONTENT TARGETS

LANGUAGE TARGETS

LANGUAGE DEVELOPMENT

ASSESSMENT ACROSS LESSONS

INSTRUCTION & ASSESSMENT WITHIN LESSONS

DIFFERENTIATED CONTENT OBJECTIVES

DIFFERENTIATED LANGUAGE OBJECTIVES

ACADEMIC LANGUAGE

Students

Adapted from Gottlieb & Ernst-Slavit, 2014
Content target:
All students will solve and explain mathematical problems involving fractions.

Language Target:
All students will describe and compare the use of fractions in a variety of situations.
<table>
<thead>
<tr>
<th>Language Target</th>
<th>Differentiated Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will describe and compare the use of fractions in a variety of</td>
<td>Intermediate ELLs will</td>
</tr>
<tr>
<td>situations.</td>
<td>• Use descriptive words, phrases, and modeled sentences to describe fractions.</td>
</tr>
<tr>
<td></td>
<td>• Use comparative terms, such as greater than 1 and smallest common denominator, to identify fractions.</td>
</tr>
<tr>
<td></td>
<td>• Use sequential terms to describe steps of cooking recipes using a graphic organizer.</td>
</tr>
<tr>
<td></td>
<td>Beginning ELLs will</td>
</tr>
<tr>
<td></td>
<td>• Reproduce words and phrases from the math word/phrase wall to describe fractions.</td>
</tr>
<tr>
<td></td>
<td>• Distinguish between bigger than and smaller than to compare visually supported fractions.</td>
</tr>
<tr>
<td></td>
<td>• Show basic steps of cooking recipes involving fractions using visuals.</td>
</tr>
</tbody>
</table>

*Source: Ernst-Slavit, Gottlieb, & Slavit, 2013, pp. 92, 98, 99*
Unit on Gothic Literature

- Grade 8
- 14 students receiving ELL services (mostly level 3)
- Most students of Mexican descent
- Mr. Soto is bilingual

Minaya-Rowe (2014). In: Gottlieb & Ernst-Slavit (Eds. Academic Language in Diverse Classrooms, ELA, Grades 6-8)
Process

Teacher...

...analyzes language demands of text

...pairs CCSS standards with ELP standards
Poe’s original version (1846):

THE thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that gave utterance to a threat. At length I would be avenged; this was a point definitely, settled—but the very definitiveness with which it was resolved precluded the idea of risk. I must not only punish but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.
Process

Teacher...

...analyzes language demands of texts

...pairs CCSS standards with ELP standards
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.8.3:</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
</tr>
<tr>
<td><strong>SL.8.4:</strong></td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td><strong>L.8.3:</strong></td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td><strong>L.8.3(a):</strong></td>
<td>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</td>
</tr>
<tr>
<td><strong>8W.5</strong></td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
</tbody>
</table>
Migrant and Bilingual Education

Washington English Language Proficiency (ELP) Standards with Correspondences to K-12 and Common Core State Standards

Download the English Language Proficiency Standards (PDF, 234 pages, 4 MB) (Word)

Or jump to a section:
- Introduction
- Kindergarten ELP Standards
- Grade 1 ELP Standards
- Grades 2-3 ELP Standards
- Grades 4-5 ELP Standards
- Grades 6-8 ELP Standards
- Grades 9-12 ELP Standards
- Supporting Tools
- Kindergarten ELA Standards Matrix
- Grade 1 ELA Standards Matrix
- Grade 2 ELA Standards Matrix
- Grade 3 ELA Standards Matrix
- Grade 4 ELA Standards Matrix
- Grade 5 ELA Standards Matrix
- Grade 6 ELA Standards Matrix
- Grade 6 Literacy in Content Area Matrix
- Grade 7 ELA Standards Matrix
- Grade 7 Literacy in Content Area Matrix
- Grade 8 ELA Standards Matrix
- Grade 8 Literacy in Content Area Matrix
- Grade 9-10 ELA Standards Matrix
- Grade 9-10 Literacy in Content Area Matrix
- Grade 11-12 ELA Standards Matrix
- Grade 11-12 Literacy in Content Area Matrix
- Glossary
- References

For questions about the ELP Standards, please contact us: Migrant and Bilingual Education Program, (360) 725-6147 or e-mail terrie.beckman@k12.wa.us.
## Grade 8 ELA Standards Matrix

Use the Grade 8 ELA Standards Matrix to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

<table>
<thead>
<tr>
<th>ELP Standards</th>
<th>Corresponding CCSS for ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. construct meaning from oral presentations and literary and informational</td>
<td>RL 1, 2, 3, 7 RI 1, 2, 3, 7 W 2</td>
</tr>
<tr>
<td>text through grade-appropriate listening, reading, and viewing</td>
<td></td>
</tr>
<tr>
<td>2. participate in grade-appropriate oral and written exchanges of information</td>
<td></td>
</tr>
<tr>
<td>ideas, and analyses, responding to peer, audience, or reader comments and</td>
<td></td>
</tr>
<tr>
<td>questions</td>
<td>6 1</td>
</tr>
<tr>
<td>3. speak and write about grade-appropriate complex literary and informational</td>
<td></td>
</tr>
<tr>
<td>texts and topics</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>4. construct grade-appropriate oral and written claims and support them with</td>
<td></td>
</tr>
<tr>
<td>reasoning and evidence</td>
<td>1, 4, 6</td>
</tr>
<tr>
<td>5. conduct research and evaluate and communicate findings to answer questions</td>
<td></td>
</tr>
<tr>
<td>or solve problems</td>
<td>7, 8, 9, 4</td>
</tr>
<tr>
<td>6. analyze and critique the arguments of others orally and in writing</td>
<td></td>
</tr>
<tr>
<td>8 1b 3 6</td>
<td></td>
</tr>
<tr>
<td>7. adapt language choices to purpose, task, and audience when speaking and</td>
<td></td>
</tr>
<tr>
<td>writing</td>
<td>5 6 6</td>
</tr>
<tr>
<td>8. determine the meaning of words and phrases in oral presentations and</td>
<td></td>
</tr>
<tr>
<td>literary and informational text</td>
<td>4 4, 4, 5</td>
</tr>
<tr>
<td>9. create clear and coherent grade-appropriate speech and text</td>
<td>1c, 2c, 3c, 4 4, 6</td>
</tr>
<tr>
<td>10. make accurate use of standard English to communicate in grade-appropriate</td>
<td></td>
</tr>
<tr>
<td>speech and writing</td>
<td>1, 3</td>
</tr>
</tbody>
</table>

**Legend for Domains**

<table>
<thead>
<tr>
<th>RL</th>
<th>RI</th>
<th>W</th>
<th>SL</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Literature</td>
<td>Reading for Informational Texts</td>
<td>Writing</td>
<td>Speaking and Listening</td>
<td>Language</td>
</tr>
</tbody>
</table>
What is the new language that my students need to know in order to access the material and to demonstrate understanding of the topic, vocabulary, grammar, and discourse?

Minaya-Rowe (2014)
Content and Language Targets for the Unit

• **Content Target**: Students will identify and analyze the characteristics of Poe’s horror short story “The Cask of Amontillado.”

• **Language Target**: Students will explain orally and in writing the characteristics of gothic literature in Poe’s horror short story.
Differentiated Language Objectives

<table>
<thead>
<tr>
<th>Oral Language and Literacy Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
</tr>
<tr>
<td>- Use academic vocabulary, expressions, and sentences to describe the main idea of the story.</td>
</tr>
<tr>
<td>- Use comparative language to contrast short stories.</td>
</tr>
<tr>
<td>- Use sequential language to summarize the story.</td>
</tr>
<tr>
<td><strong>Intermediate ELLs</strong> (ELP Levels 3–4)</td>
</tr>
<tr>
<td>- Use descriptive words, phrases, and modeled sentences to describe the story.</td>
</tr>
<tr>
<td>- Use comparative terms such as, “_____ is scarier than <em><strong><strong>,” “</strong></strong></em> is more grotesque than <em><strong><strong>,” “</strong></strong></em> is similar to _____” to identify characteristics of the short story.</td>
</tr>
<tr>
<td>- Use sequence terms such as <em>first, second, third, next, later, finally</em> to describe what happened in the story using paragraph prompts and a graphic organizer.</td>
</tr>
<tr>
<td><strong>Beginning “Upper” ELLs</strong> (ELP Level 2)</td>
</tr>
<tr>
<td>- Use posted words, key terms, and expressions to describe the story.</td>
</tr>
<tr>
<td>- Distinguish between “scarier than,” “more than,” “similar to” to compare visually the characteristics of the short story.</td>
</tr>
<tr>
<td>- List the order of posted events to match what happened in the story using a sequential graphic organizer.</td>
</tr>
</tbody>
</table>
Encourages Interaction and Cooperation

- Small groups
- Jigsaws
- Clock interaction partners
- Academic instructional conversations
- Spanish and English
Builds on cultural and linguistic strengths of students

• Cognates
• Suffix patterns in English and Spanish

![Figure 4.6](image)

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Verbs</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tion = -ción</td>
<td>-ous = -oso/a</td>
<td>-ate = -ar</td>
<td>-ly = mente</td>
</tr>
<tr>
<td>retribution</td>
<td>furious/furioso/a</td>
<td>decorate/decorar</td>
<td>really/realmente</td>
</tr>
<tr>
<td>retribución</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attention</td>
<td>spacious/espacioso</td>
<td>celebrate/celebrar</td>
<td>immediately/</td>
</tr>
<tr>
<td>atención</td>
<td></td>
<td></td>
<td>inmediatamente</td>
</tr>
<tr>
<td>satisfaction</td>
<td>curious/curioso</td>
<td>illustrate/ilustrar</td>
<td>seriously/</td>
</tr>
<tr>
<td>satisfacción</td>
<td></td>
<td></td>
<td>seriamente</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Builds on cultural and linguistic strengths of students

Experiences with horror movies

Legends and other stories
Questions
“Every teacher will now need to be a teacher of the language and literacies for all their students, including ELLs.

....this will require a different level of teacher expertise than currently exists.”

Walqui & Heritage, 2012
Suggestions for Practice
1. Be aware of the academic language demands in...

- Texts
- Tests
- Tasks
- Talk

- word
- sentence
- discourse
- functions
2. Help students understand the differences between everyday and academic language at the discourse level
“Hello Mrs. It's Cody from 3rd period and TurnItIn.com won't accept my essay because it's not from Microsoft Word which I do not have on the computer I am using at my friend's house. I printed out a copy of the website page and attached it to my essay so that you know that I am not lying. I don't know what else to do sorry. Here's a copy of my essay so that you can see I did it.”
## Differences Between Everyday and Academic Language

(Scarcella & Rumberger, 2000)

<table>
<thead>
<tr>
<th>Aspect of Proficiency</th>
<th>Social Language</th>
<th>Academic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language domains</td>
<td>Relies on listening and speaking.</td>
<td>Relies on reading and writing.</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Minor errors are acceptable.</td>
<td>Requires a high standard of accuracy in grammar and vocabulary.</td>
</tr>
<tr>
<td>Language functions</td>
<td>Relies primarily on narrative.</td>
<td>More complex, such as persuading, arguing, interpreting, hypothesizing, etc.</td>
</tr>
<tr>
<td>Cognitive demands</td>
<td>Often less demanding and highly contextualized.</td>
<td>More demanding; must rely on prior knowledge of words, grammar, and conventions.</td>
</tr>
<tr>
<td>Range of knowledge</td>
<td>Requires smaller vocabulary.</td>
<td>Requires knowledge of over 20,000 word forms.</td>
</tr>
</tbody>
</table>
Analyzing academic language at the discourse level
Many small fish live on the coral reef. A coral reef is made up of plants, fish, and many other creatures. Coral reefs are diverse ecosystems.

Dazzling living jewels fill the warm, shallow seas of the tropics. In the clear sunlit waters, large colonies of animals called corals have built underwater walls and platforms known as reefs. (Collard, 1998)
3. Teach Sentence-level Structures
Sentence-level structures across content areas
(Gottlieb & Ernst-Slavit, 2014)

- Sensory imagery,
- Alliteration,
- Simile,
- Hyperbole

- Formulas,
- Logical connectors,
- Comparative structures,
- Story problems

- Passive voice,
- Grammatical metaphor,
- Syntactic ambiguity
- Complex noun phrases

- Sequence words,
- Historical present,
- Multiple forms of past tense
Examples of sentence-level structures
(Gottlieb & Ernst-Slavit, 2014, p.38-40)

<table>
<thead>
<tr>
<th>Academic Language Function</th>
<th>Purpose</th>
<th>Key Words and Phrases Within a Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause and Effect</td>
<td>To show the reason behind an outcome or to show the consequence of an event</td>
<td>as a result consequently due to for this reason is caused by therefore thus when ... then</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>To show similarities and differences between two things, people, places, ideas, concepts, actions</td>
<td>although similarly on the other hand unlike however instead of even though for this reason</td>
</tr>
<tr>
<td>Define Concepts</td>
<td>To state the meaning of a concept using appropriate supporting details</td>
<td>refers to that is characterized by in other words for instance usually stated differently</td>
</tr>
</tbody>
</table>
Teaching sentence-level structures
Teaching Sentence-level structures

Cause & Effect — David Goes to School

**Cause**
- David was up in front of the class making faces.
- David wrote all over his desk.
- David was about to paint one of his classmates.

**Effect**
- The teacher told David to sit down.
- David had to stay after school to clean his desk.
- The teacher told David to keep his hands to himself.

**Event**
- David goes to school.

**Example sentences**
1. David wrote all over his desk so he had to stay after school to clean it.
2. The teacher told David to keep his hands to himself because he was about to paint one of his classmates.
3. Since David was standing in front of the class making faces, the teacher told him to sit down.
Example – “Is this accurate, meaningful?”

GRADE 4 - SCIENCE
“Is this accurate, meaningful?”

T: OK, turn to your partner and come up with a sentence that uses the word “geologist”
S: A geologist is someone who studies the earth with a magnifying glass.
T: Is that a complete sentence?
Ss: Yes
T: Is it accurate?
... Is it meaningful?
Ss: Yes
S: No
T: Someone said no. Why?
S: Because you look parts of the whole earth.
Use sentence starters

• Give reasons for students to speak to each other in class.
• Structure academic conversations around texts and topics of interest that enhance language learning.
Foster word consciousness
Dimensions of Academic Language

Discourse Level
- Text types
- Genres
- Cohesion of text
- Coherence of ideas

Sentence Level
- Types of sentences—simple, compound, complex
- Word order
- Prepositional phrases
- Phrasal verbs

Word/Expression Level
- Colloquial expressions
- General, specialized, and technical content words
- Nominalizations (use of verbs, adjectives, or adverbs as nouns, such as *produce* and *production*)

Gottlieb & Ernst-Slavit, 2014
Word-learning strategy
Example – What’s a geologist?

GRADE 4 - SCIENCE
“What’s a geologist?”

12 T: What did we decide about yesterday’s word?
13 T: What is a geologist?
14 s: A scientist who study rocks.
15 T: Does anyone disagree with that?
16 s: A scientist who studies the earth.
17 T: A scientist who studies the earth.
“What’s a geologist?”

12 T: What did we decide about yesterday’s word?
13 What is a geologist?
14 s: A scientist who study rocks.
15 T: Does anyone disagree with that?
16 s: A scientist who studies the earth.
17 T: A scientist who studies the earth.
18 So we have this prefix here (points to the board). This is all Latin.
19 Literally it means a person who studies the
20 earth.

Geologist
prefix geo = earth
this part ology = science
suffix ist = a person

21 T: There are different types of geologists—paleontologists,
22 volcanologists, seismologists…
Word-learning strategies—Acting out words and concepts

Classroom Clips - 6th Grade Math - Kristin Hera
https://www.youtube.com/watch?v=Wly-JkOqpB0
Word-learning strategies—Acting out words and concepts

Jump
Walk
Stretch
Touch head
Stand
Hop
Breathe
Raise right hand
Use cognates!

**Cognate**
A word that looks similar in two languages AND has the same meaning.

Example:
- information
- información

**False Cognate**
A word that looks similar in two languages BUT has a different meaning.

Example:
- exit
- éxito
<table>
<thead>
<tr>
<th>English</th>
<th>Español</th>
<th>Português</th>
<th>Italiano</th>
<th>Française</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activate(s) v.</td>
<td>Activ(a) v.</td>
<td>Ativ(a) v.</td>
<td>Activ(e) v.</td>
<td>Activ(e) v.</td>
</tr>
<tr>
<td>Activat(ing) v.</td>
<td>Activ(ando) v.</td>
<td>Ativ(ando) v.</td>
<td>Activ(e) v.</td>
<td>Activ(e) v.</td>
</tr>
<tr>
<td>Activat(ed) v.</td>
<td>Activ(ó) v.</td>
<td>Ativ(ó) v.</td>
<td>Attiv(ato) v.</td>
<td>Activ(é) v.</td>
</tr>
<tr>
<td>Active Carbon</td>
<td>Carbón Activo</td>
<td>Carbono Ativo</td>
<td>Carbone Attivo</td>
<td>Carbone Actif</td>
</tr>
<tr>
<td>Active Service</td>
<td>Servicio Activo</td>
<td>Serviço Ativo</td>
<td>Servizio Attivo</td>
<td>Service Actif</td>
</tr>
<tr>
<td>Active Volcano</td>
<td>Volcán Activo</td>
<td>Vulcão Ativo</td>
<td>Vulcano Attivo</td>
<td>Volcan Actif</td>
</tr>
<tr>
<td>Activated Carbon</td>
<td>Carbón Activado</td>
<td>Carbono Ativado</td>
<td>Carbone Attivato</td>
<td>Charbon Activé</td>
</tr>
<tr>
<td>Politically Active</td>
<td>Políticamente Activo</td>
<td>Politicamente Ativo</td>
<td>Attivista Politico</td>
<td>Politiquement Actif</td>
</tr>
<tr>
<td>Political Activist</td>
<td>Activista Político</td>
<td>Ativista Político</td>
<td>Activista Político</td>
<td>Activiste Politique</td>
</tr>
<tr>
<td>Criminal Activity</td>
<td>Actividad Criminal</td>
<td>Atividade Criminal</td>
<td>Atividade Criminale</td>
<td>Activité Criminelle</td>
</tr>
<tr>
<td>Cultural Activity</td>
<td>Actividad Cultural</td>
<td>Atividade Cultural</td>
<td>Atividade Cultural</td>
<td>Activité Culturelle</td>
</tr>
<tr>
<td>Illegal Activity</td>
<td>Actividad ilegal</td>
<td>Atividade ilegal</td>
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<td>Activité Légale</td>
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<td>Atividade Mental</td>
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<tr>
<td>Physical Activity</td>
<td>Activad Física</td>
<td>Atividade Física</td>
<td>Attività Fisica</td>
<td>Activité Physique</td>
</tr>
</tbody>
</table>
Write content and language objectives
Language & Content Objectives
(Egbert & Ernst-Slavit, 2010: Gottlieb & Ernst-Slavit, 2014)

• **Content Objectives:** Focus of the lesson (*What* student should know and be able to do)

• **Language Objectives:** Focus on language development, language needs, and language use for the lesson (*How* Listening, Speaking, Reading and Writing will be incorporated into the lesson)
Content Objectives
The ideas/facts/processes students will learn as a result of a lesson

Format
SWAT+ measurable/observable outcome (verb) + specific content

- SWBAT identify three central causes of the Civil War

Language Objectives
The language that students need to meet the content objectives and participate in task processes

Format
SWAT + measurable outcome (verb) + language skills, functions, grammar, strategies, or vocabulary required for the task

- SWBAT use past tense verbs
EXAMPLES of Language Objectives from a unit on Fractions – Grade 4

SWBAT:

• Use technical vocabulary, expressions, and sentences to describe fractions.

• Use comparative language to contrast fractions.

• Use sequential language in stating procedures to prepare a cooking recipe.
LANGUAGE OBJECTIVES

(Egbert & Ernst-Slavit, 2010)

Language Objectives...

- are the **HOW** of the lesson
- should be specific about the language skills you want students to develop

✓ derive from the content to be taught
✓ consider the strengths and needs of students
✓ present measurable, achievable outcomes
Allow Translanguaging
Translanguaging

- Coined by Cen Williams in Wales (1994)
- All languages are used in an integrated and coherent way to organize and mediate mental processes in learning.”

- Making meaning
- Shaping experiences
- Gaining understanding
- Through two languages
  (Baker, 2011, p. 288)
In sum...

1. Be aware of the academic language demands
2. Help your students become aware of the differences between everyday and academic language
3. Teach sentence-level structures
4. Foster word consciousness
In sum...

5. Use cognates
6. Write content and language objectives
7. Allow and encourage translanguaging
Questions

In today’s educational context, every teacher is a language teacher and every student a language learner.

Thank you.

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Selected References


