

Language for learning – academic language functions in CLIL

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Like, to divide em, you turn the second one over and times it by the first one. But ya gotta see if any numbers fit into the top and bottom to cross em out and get em smaller so you don't get big numbers at the end. At teh end you see if you can make the top and bottom as small as possible

In order to divide the two fractions, take the reciprocal of the second one and multiply it by the first. Before multiplying, though, see if any numerators and denominators have common factors that cancel out. For example, if a nine is above and three below, divide by three and you end p with three on top and one below. Multiply the numerators across the top and the denominators across the bottom. See if the answer can be further reduced.

- Who gets the better grade? Why?
- Do we grade one student higher because of the language s/he uses?
- Have we taught that language or did s/he learn it at home?

academic language

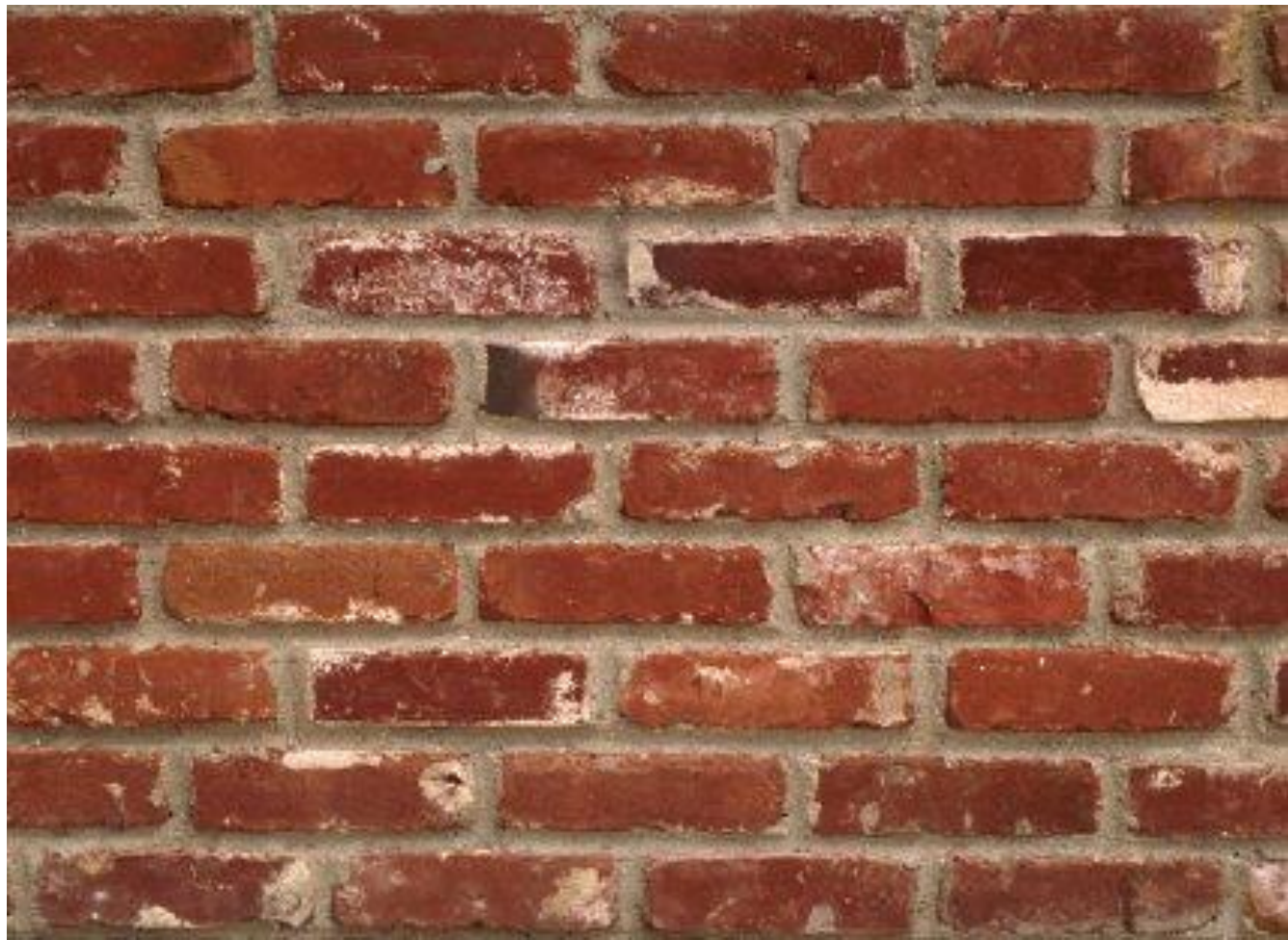
for describing complex ideas
 abstract concepts
 non-visible processes

linked to higher-order thinking

How can teachers develop
the language needed for success
in different content classes?







BICS vs. CALP

Basic Interpersonal Communication Skills (BICS)

used to build relationships

typically face to face

accompanied by extralinguistic cues

Cognitive Academic Language Proficiency (CALP)

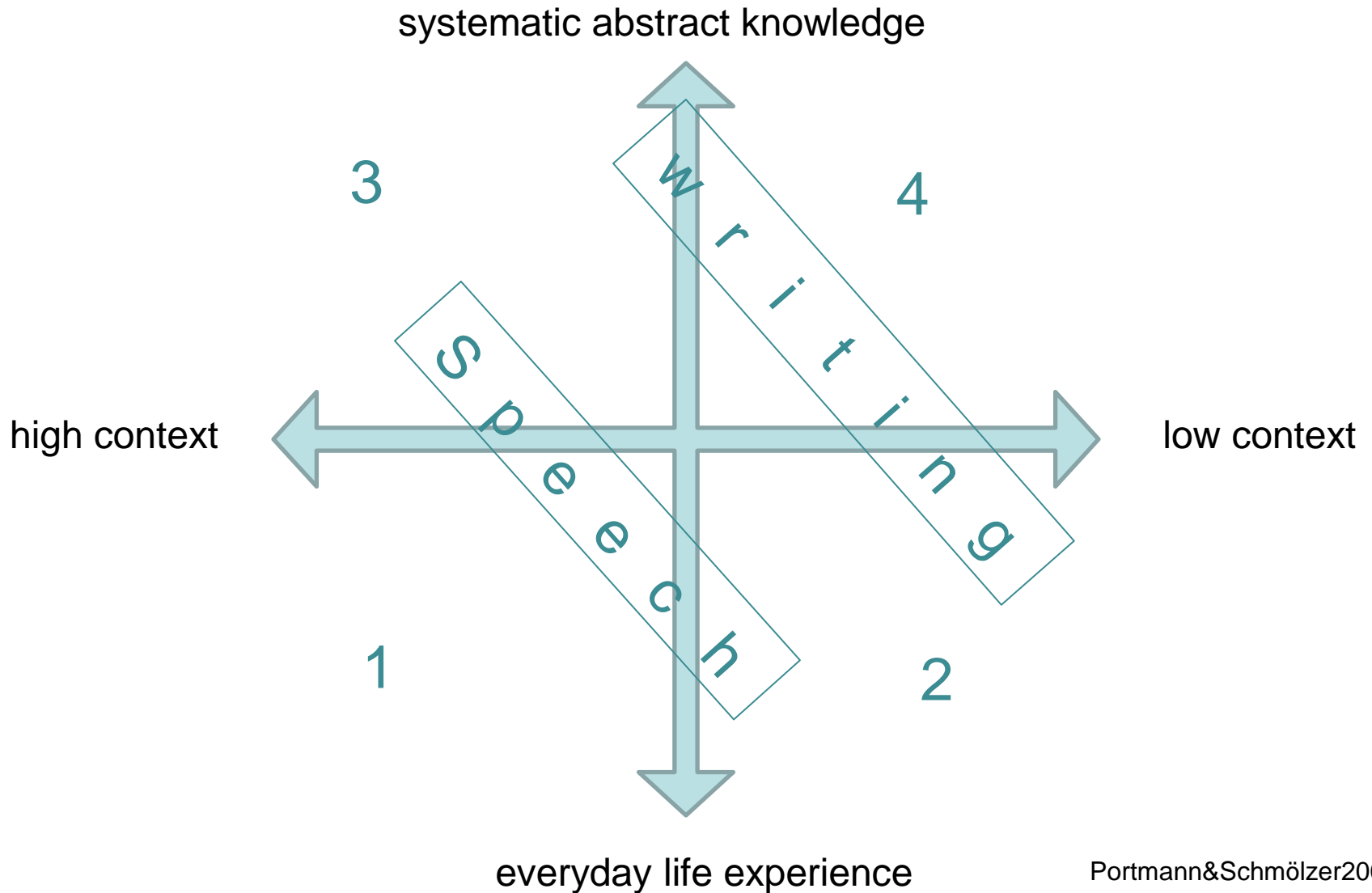
used to relate factual information,

describe concepts and ideas

complex, abstract; extralinguistic cues: few or none

(Cummins 1991)

BICS-CALP language space



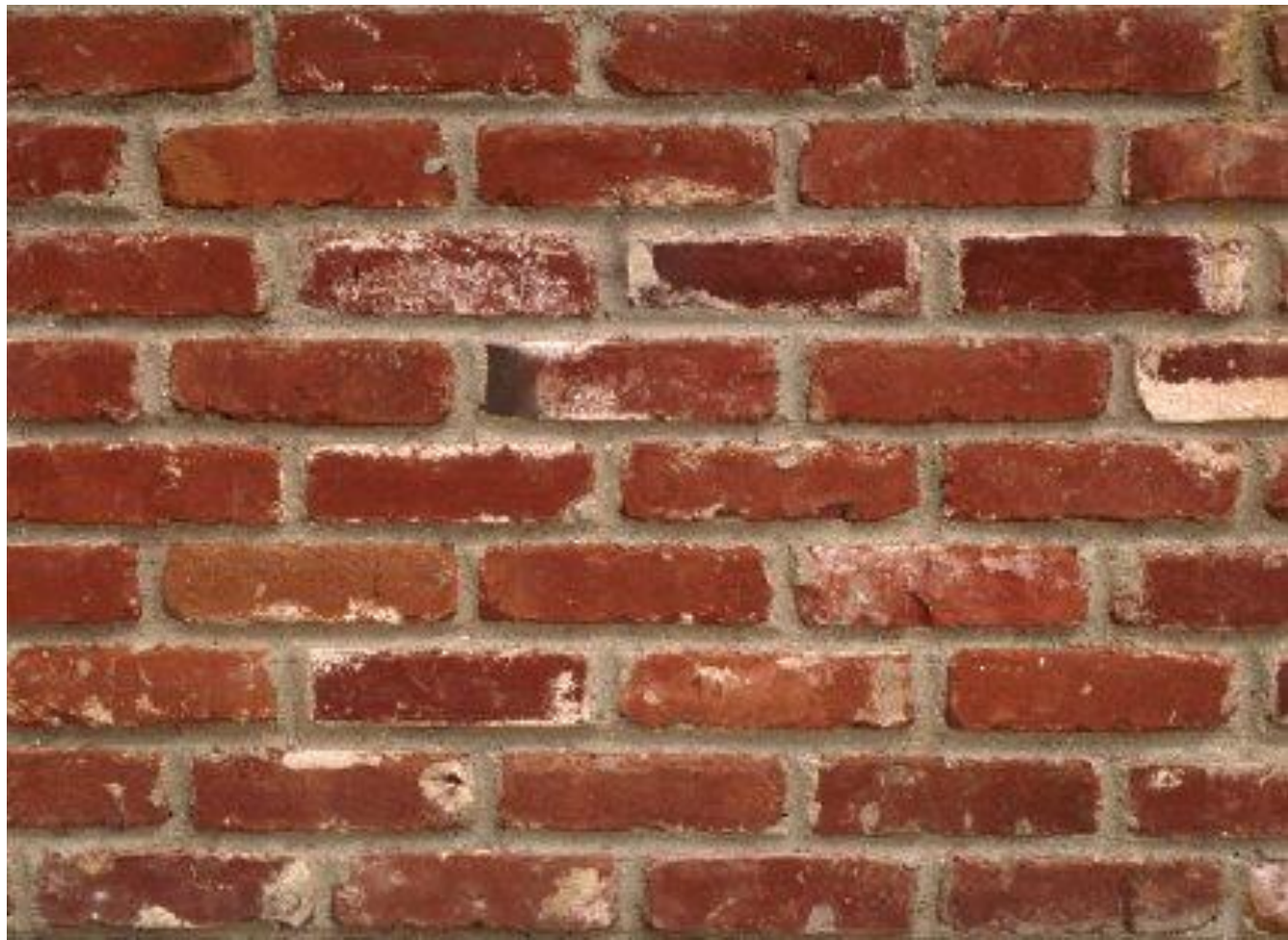
Academic language is...

the set of words, grammar and organisational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts.

(Zwiers 2008:20)

Academic language is...

- developed by extensive modelling and scaffolding of classroom talk
- accelerated by weaving direct teaching of its features *while* teaching content concepts





Like, to **divide** em, you turn the second one over and **times** it by the first one. But ya gotta **see if** any **numbers** fit into the top and bottom to cross em out and get em smaller so you don't get **big numbers** at the end. **At the end** you see if you can make the top and bottom as small as possible.

In order to divide the two **fractions**, **take** the **reciprocal** of the second one and **multiply** it by the first. **Before multiplying, though, see if** any **numerators** and **denominators** have common **factors** that **cancel out**. **For example, if** a nine is above and three below, **divide** by three and you end up with three on top and one below. **Multiply** the **numerators** across the top and the **denominators** across the bottom. **See if** the answer **can be further reduced**.

Brick words

- Concrete – Abstract

Mortar words

- Verbs v. important; adjectives/adverbs; nouns, prepositions, phrases



Academic word list (AWL)

Coxhead 2000

570 words +family (ca 3000 words)

10 sublists - frequency

Sublist 1

*e.g. area factor benefit issue define research environment
vary*

Sublist 10

*e.g. adjacent notwithstanding forthcoming panel integrity
persistent so-called*

Table 1: Coverage and pages per repetition of the items in the Academic Word List sublists in the Academic Corpus

AWL sublist	Coverage of the Academic Corpus (%)	Pages per repetition in the Academic Corpus
1	3.6 %	4
2	1.8 %	8
3	1.2 %	12
4	0.9 %	15
5	0.8 %	19
6	0.6 %	24
7	0.5 %	30
8	0.3 %	49
9	0.2 %	67
10	0.1 %	82

EAP vocabulary with dictionary function

<http://www.uefap.com/vocab/select/awl.htm>

Nottingham AWL website (Haywood)

<http://www.nottingham.ac.uk/~alzsh3/acvocab/index.htm>

Academic Word List – Coxhead 2000

<http://www.victoria.ac.nz/lals/resources/academicwordlist/information.aspx>

General Service List - West 1953 + Baumann and Culligan in 1995

<http://jbauman.com/gsl.html>

Structures in academic language

- Passives
- Long sentences
- Figurative language & metaphors
- Nominalisation & condensed messages

Figurative language

Use of concrete and common ideas to describe abstract concepts and relationships

grasp the concept, shed light on a subject, be on the right track, boils down to, to sidestep the issue

metaphors, clichés, analogies, idioms

As we stand on the threshold of a pluralist future, it will be important to hold a steady gaze on the belief that exemplary biliteracy programs will embody more than a focus on teaching in the mental processes of reading. Rather, the potential is great for multi-pronged efforts with many layers of goals. In addition to nurturing the cognitions of reading, educators will be afforded the opportunity to use literacy lessons to better assist acculturation by helping various ethnic communities to understand, know and respect the multiplicity of heritages.

Fitzgerald et al. 2000, 520

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Synonyms

The likelihood of an earthquake in that region is high. The chances of seismic activity have increased each year since 1950.

likelihood – chances

earthquake – seismic activity

Academic language is

- lifeblood of learning & understanding
- is accelerated by direct teaching of its features *while* teaching content concepts
- develops by extensive modelling and scaffolding of classroom talk and writing

Weblinks

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AWL vocabulary with dictionary function

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General Service List (2300 most frequent words)

<http://jbauman.com/gsl.html>

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