



Developing Multilingual Learners' Proficiency with Academic Language

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Meet Your Presenter



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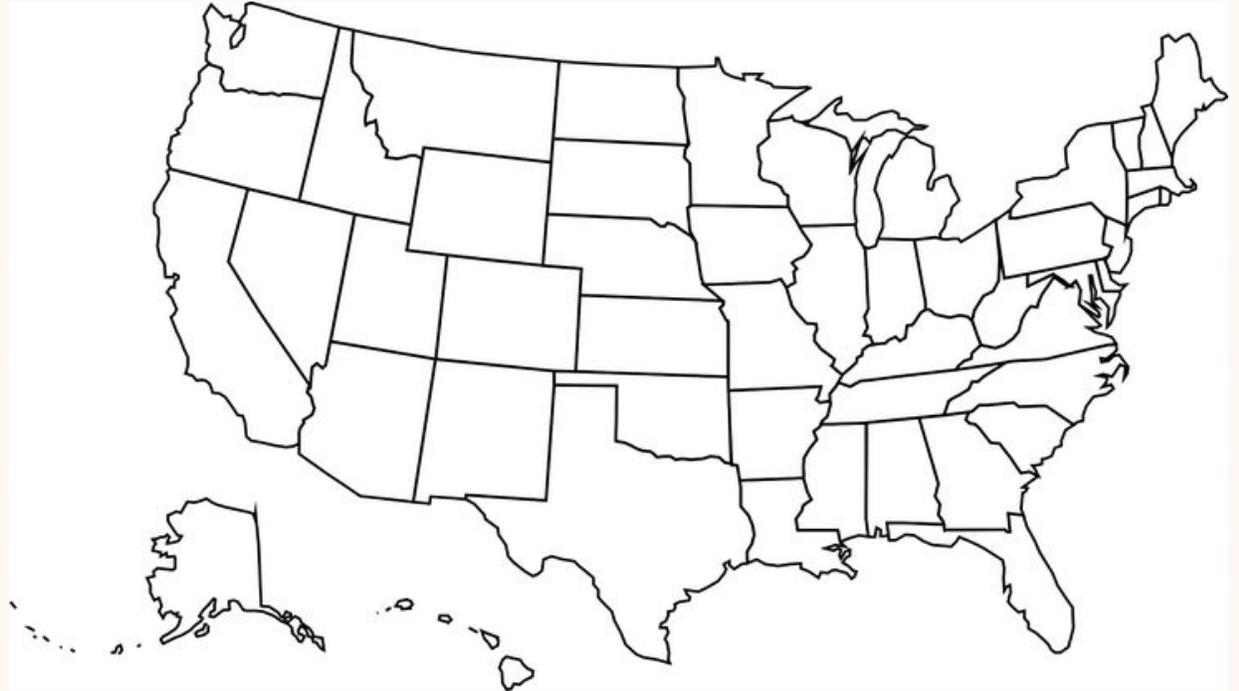


What You'll Learn

- Why systematic and explicit instruction of academic language should be integrated into the core curriculum at all grade levels
- The importance of teaching general academic vocabulary including the structures of language, such as phonology, orthography, semantics and syntax
- The impact that supporting academic language development has on multilingual learners' ability to engage with the core curriculum

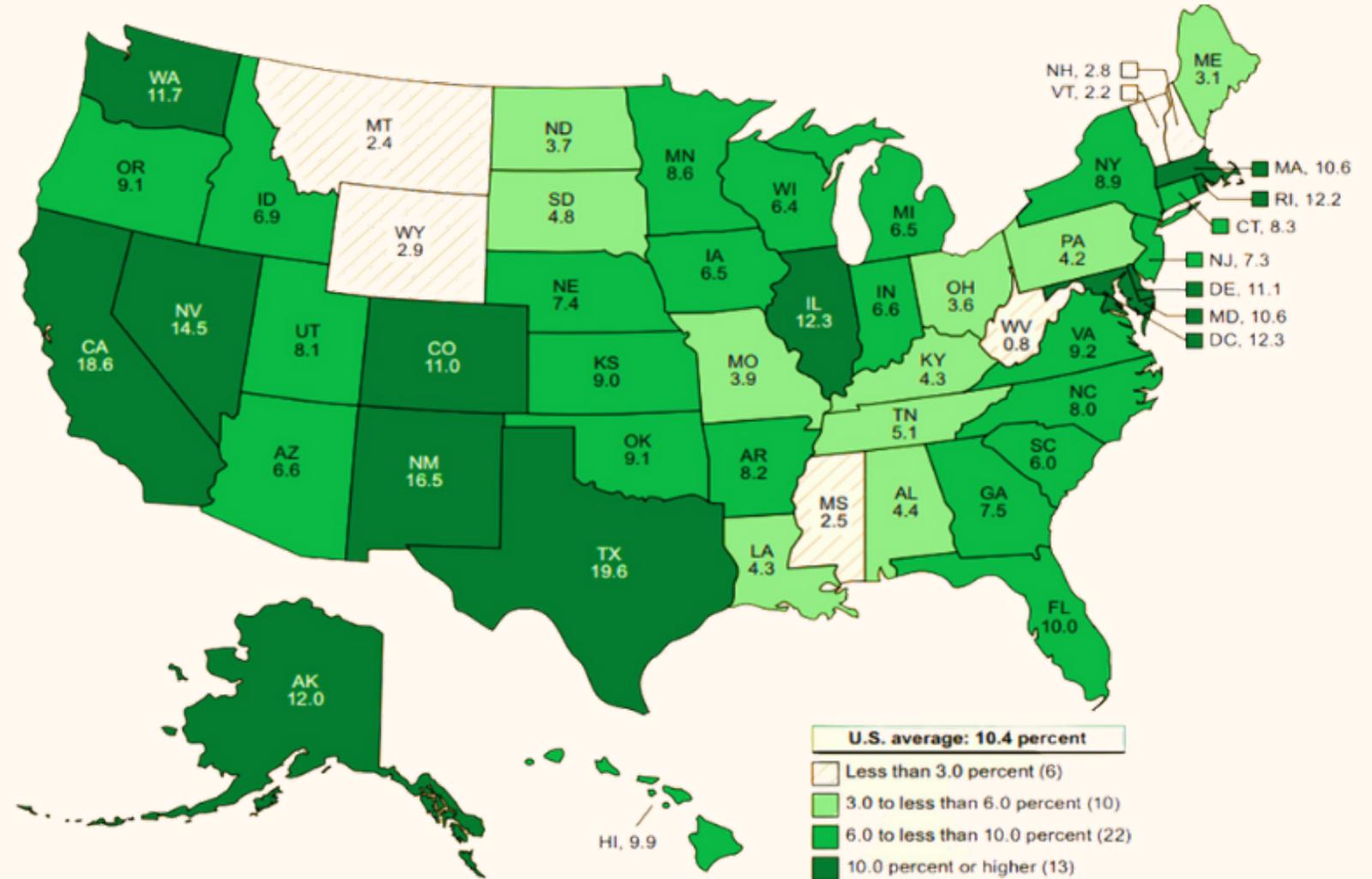


Demographics

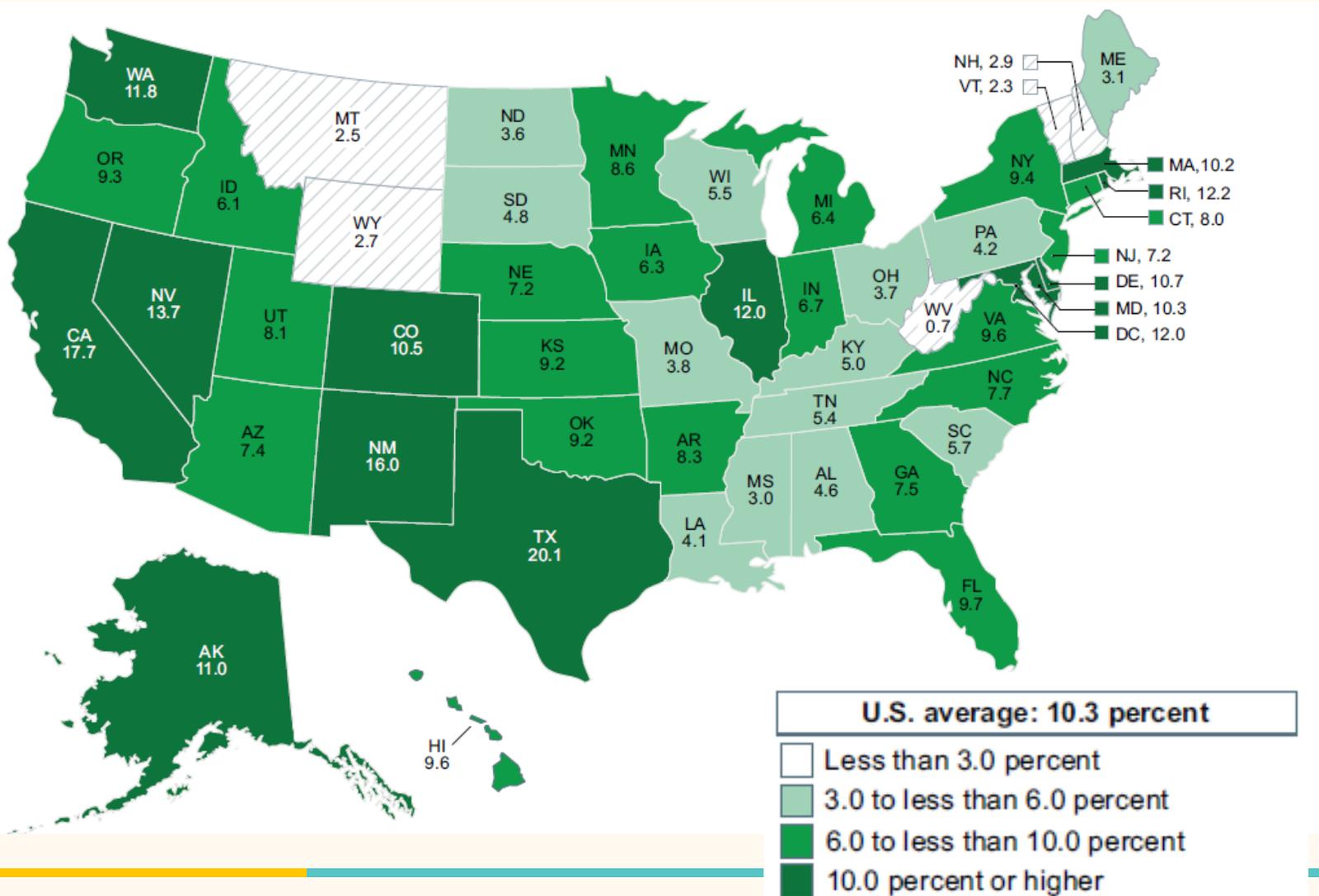


% of PS Students Who Were ELs– Fall 2019

**U.S.
Average:
10.4%**

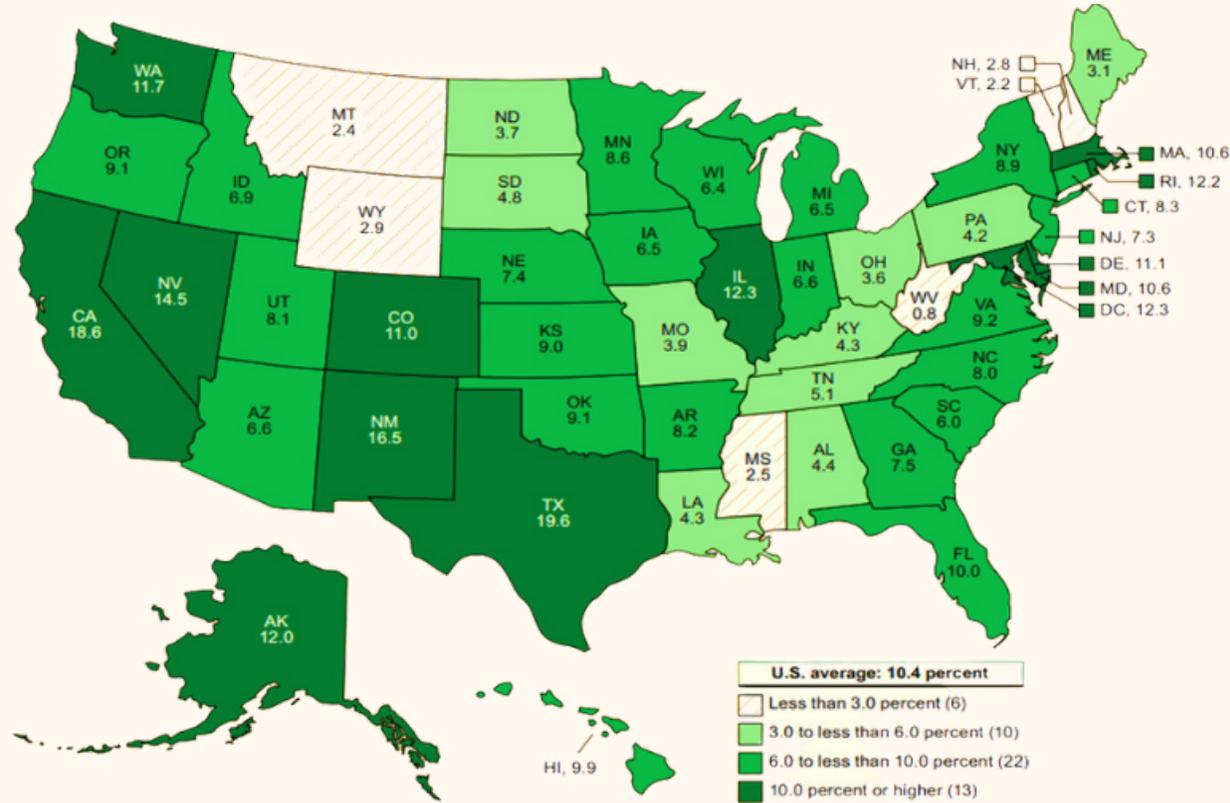


% of PS Students Who Were ELs– Fall 2019

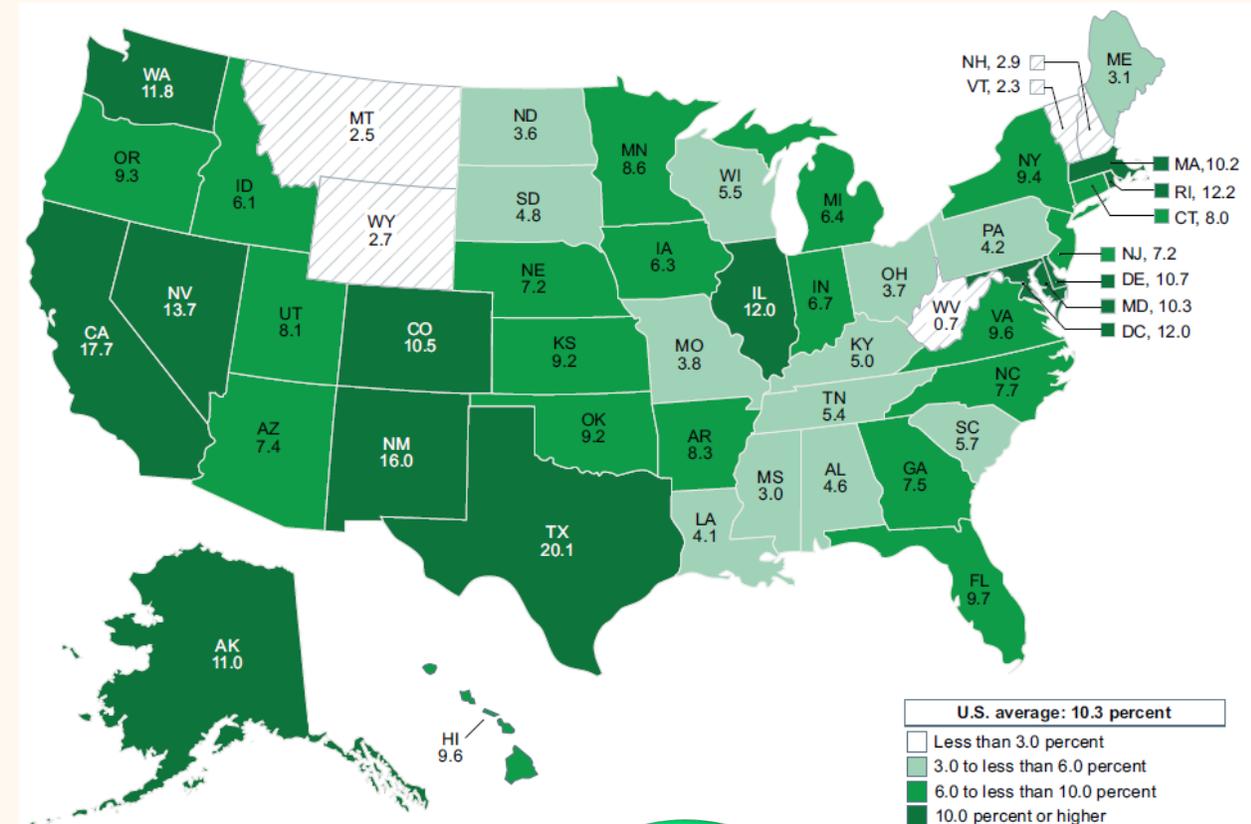


**U.S.
Average:
10.3%**

% of PS Students Who Were ELs– 2019 vs. 2020



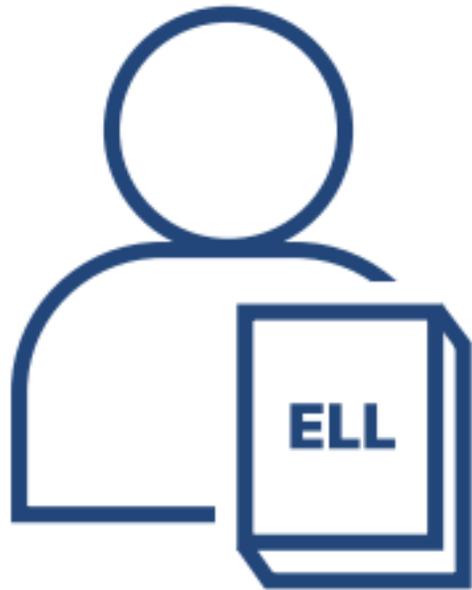
U.S. Average: 10.4%



U.S. Average: 10.3%

National Crisis

English language learners



71%

of programs dedicate **fewer than two instructional hours** to supporting English language learners

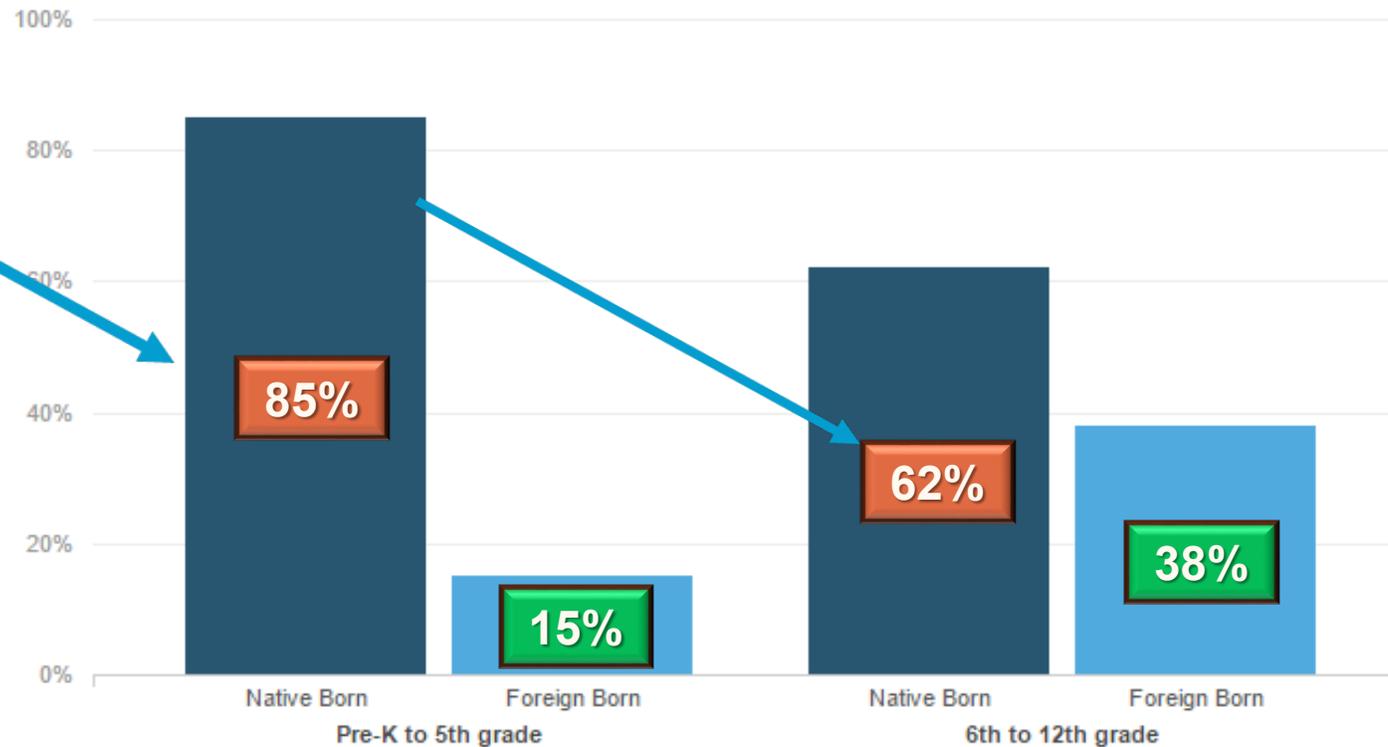
88%

of programs offer **no practice opportunities** on teaching English language learners

693 programs in 50 states and the District of Columbia. 1,146 programs were eligible to be rated.

Wide Variability

Most English Learners Were Born in The United States



Why Spanish?

Home Language	Number of EL Students	Percentage distribution of EL Students	Number of EL students as a percent of total enrollment
Spanish, Castilian	3,745,460	75.5	7.8
Arabic	128,641	2.6	0.3
English ¹	124,917	2.5	0.3
Chinese	93,339	1.9	0.2
Vietnamese	73,075	1.5	0.2
Portuguese	43,426	0.9	0.1
Russian	37,159	0.7	0.1
Haitian, Haitian Creole	30,063	0.6	0.1
Hmong	28,719	0.6	0.1
Urdu	25,192	0.5	0.1

More Background Information



Must Haves

- A safe environment...
 - where students are communicating, engaged, and taking risks
 - where mistakes are okay, they are seen as a sign of learning and feedback given
- A positive school and classroom climate...
 - where teachers and all school personnel are language models
- Home/school connections must be sought and maintained
- Explicit, intentional instruction with multiple opportunities for practice is provided
- **Students' linguistic assets are accepted, honored, and used as scaffolds to gradually acquire an additional language**

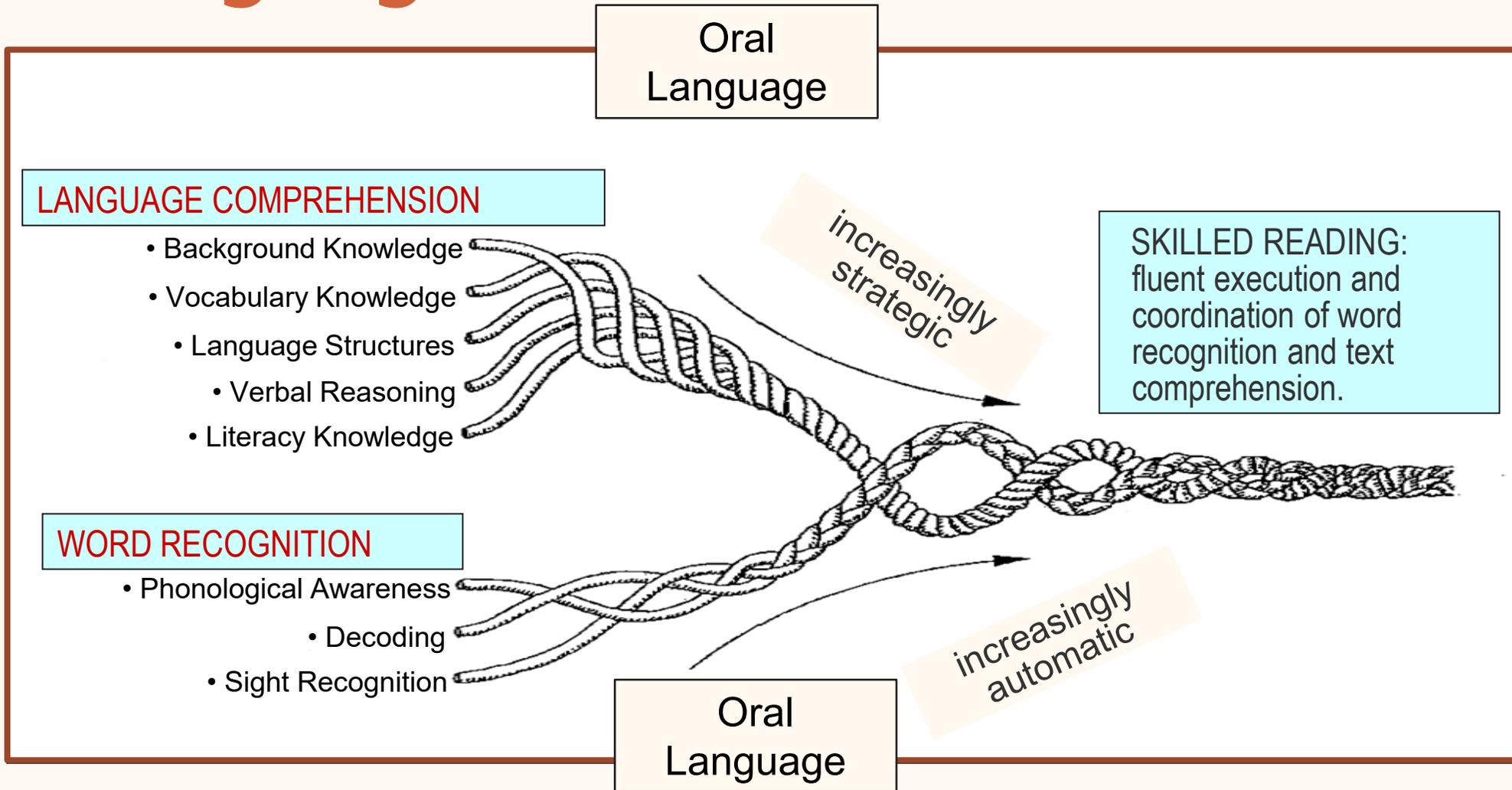


Most Importantly

- Gather as much language information as possible
 - 1st, 2nd, or 3rd generation English learner?
 - language acquisition vs. reading development
- Newcomer:
 - characteristics of their home language
 - phonology
 - orthography
 - sentence structure
- Listen, listen, and listen some more
 - add to their sentence sense



Oral Language



Academic Language



Academic Language

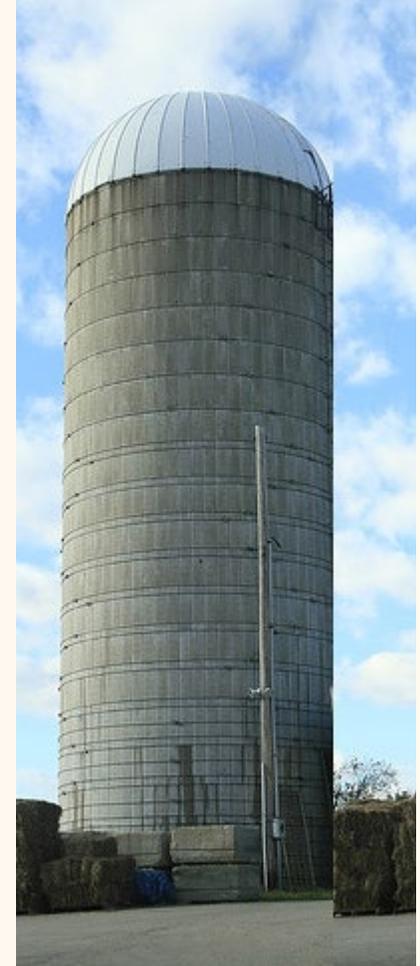
- Academic language is the language of the classroom and of content areas such as science, history, and literary analysis
- It is more abstract and decontextualized than conversational English
- **Connections** must be made for students
- English learners do not need to master conversational or oral English before they are taught the features of Academic English.



My Concern



Fidelity vs. Integrity



Integrity

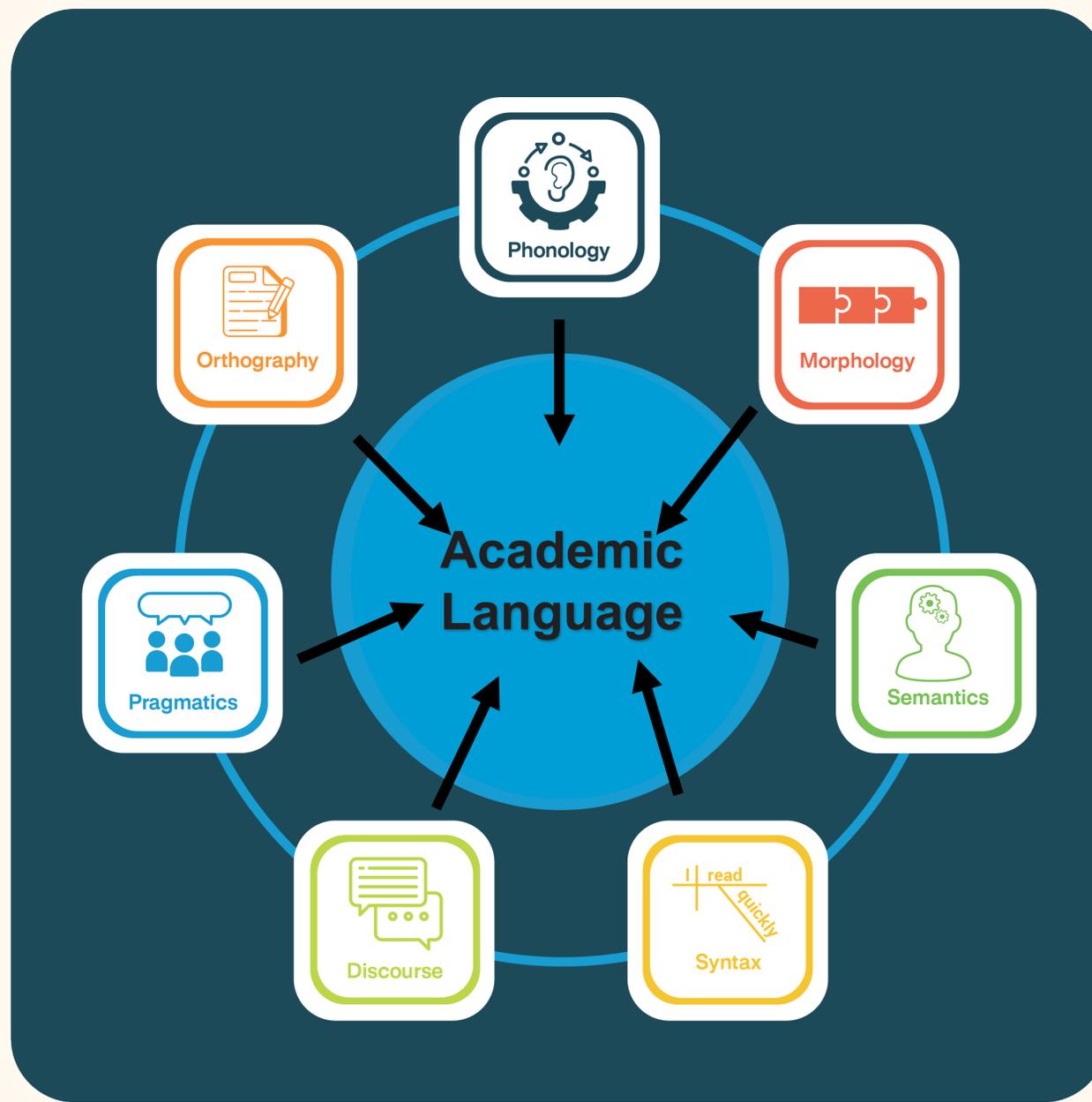


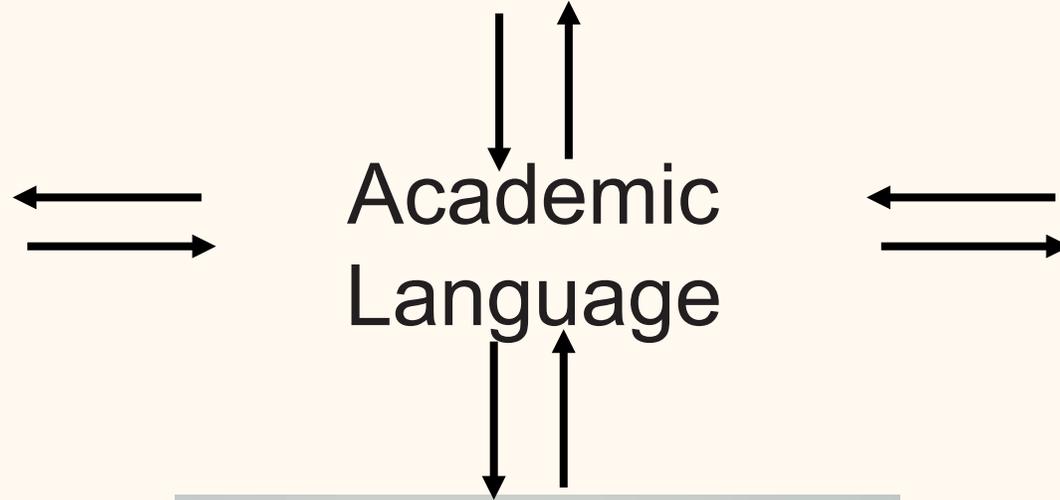


My Concern



Integrity





Phonology:

- I Say It, We Say It, You Say It (turn to a partner, whisper it, shout it out)
- Let's count the number of syllables - can break up the syllables via chopping, robot talk, or arm crawl.
- Which is the stressed syllable? - for the purpose of identifying those syllables that might have a pesky schwa in their spelling.
- Strongly consider a phoneme/phonemic awareness task.

Orthography:

(can add etymology here)

- Spell the word only if the purpose of the lesson is to focus on the morphemes found in the word itself.

illuminate

Syntax:

- Earlier, we circled the suffix -ate and I said that this suffix can tell us the role or the function of the word in a sentence.
- The suffix -ate is generally found at the end of verb or action words.
- So, illuminate has something to do with an action or something someone or something is doing.

Extended learning:

- If you change the suffix to -(t)ion, the word's role changes to a noun.
- If you change the suffix to -ous, as in luminous, the word's role changes to an adjective.

Semantics:

(morpheme awareness can be added here)

- "I'm going to box the prefix *il*. This prefix means "to" or "upon." I'll underline the Latin root *lumin*, which means light, and circle the suffix -ate. This suffix will tell us the function or the role the word plays in a sentence. The suffix -ate usually marks the word as a verb or action word."
- *So, when you illuminate something, you shine a light on it."*

Spanish Cognate:

- iluminar



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Orthography:

(can add etymology here)

- Spell the word
- Point out the syllable types. "The first syllable is a closed syllable because it ends in a consonant or consonants. The vowel is usually short. The second syllable is an open syllable because it ends in a vowel. The vowel is usually long. The third syllable is also a closed syllable. The fourth syllable is a VC-e syllable."

illuminate

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- I Say It, We Say It, You Say it (turn to a partner, whisper it, shout it out).
- Let's count the number of syllables. (Can break up the syllables via chopping, robot talk, or arm crawl)
- Let's count the number of phonemes.
- Stress that the final phoneme is /z/.
- **Phoneme/grapheme mapping is ideal for this word.**

Orthography:

(can add etymology here)

- Spell the word
- Explain that this is an old word – an Anglo-Saxon word and the spelling may be unusual (-oe is a vowel team that spells or represents the /ō/).
- In English, the number of phonemes usually equals the number of graphemes.

●	●	●
t	oe	s

toes

Syntax:

- Use "toes" in a sentence.
- My toes are cold.
- I dipped my toes in the bathtub to test the water temperature.
- She was dressed in green from head to toe.
- My toes and fingers are tingling with the cold.
- Did you stub your toe on the coffee table?
- I'm even going to cross my toes and hope our team wins.

Semantics:

(morpheme awareness can be added here)

- The suffix -s means it's more than one. *Toes* has two morphemes.
- Show picture of toes or actual toes.
- Toes are a body part found at the end of a foot.



Spanish Cognate:

- none



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January 24, 4:00 p.m. ET

with Brandy Gatlin-Nash, Ph.D.

Associate Professor

School of Education

University of California, Irvine



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