ACADEMIC LANGUAGE
CETL
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What is Academic Language?

Let's start with a mini experiment

<table>
<thead>
<tr>
<th>Additive</th>
<th>Subtraction</th>
<th>Times</th>
<th>Equivalent</th>
<th>Variance</th>
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</thead>
<tbody>
<tr>
<td>Provide</td>
<td>Later</td>
<td>The</td>
<td>Or</td>
<td>Non-specific</td>
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<tr>
<td>Encountered</td>
<td>Results</td>
<td>One-way</td>
<td>Suspected</td>
<td>Polynomial</td>
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<tr>
<td>Application</td>
<td>Analysis</td>
<td>And</td>
<td>Regressed</td>
<td>Transformations</td>
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<tr>
<td>To</td>
<td>When</td>
<td>A</td>
<td>Quantity</td>
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<tr>
<td>An</td>
<td>Directly</td>
<td>Tested</td>
<td>Square</td>
<td>Correlation</td>
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<tr>
<td>Interval</td>
<td>Linear</td>
<td>With</td>
<td>Predictor</td>
<td>By</td>
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<tr>
<td>As</td>
<td>Later</td>
<td>Variables</td>
<td>Linearity</td>
<td>Providing</td>
</tr>
<tr>
<td>Regression</td>
<td>Can</td>
<td>Be</td>
<td>In</td>
<td>Important</td>
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</tbody>
</table>

Regression with Dummy Variables

In addition to providing an equivalent to a one-way analysis of variance, regression with dummy variables can provide an important alternative to polynomial regression, or square root and logarithmic transformations, when nonspecific curvilinear relationships are encountered or suspected. In this latter application, an interval predictor variable with discrete values can be directly represented by dummy variables. As in the case of polynomial regression, the significance of the deviation from linearity can be tested by comparing the results of linear regression with the results of dummy regression.


Think-Pair-Share

What makes this text so difficult?

Basic Grammatical Analysis

1. Words (lexical) - basic, across disciplines, discipline-specific, new words
2. Sentence structure (syntax) - longer, embedded clauses, passive voice, hedging, nominalization, distance
3. Use of language (socio-linguistics) - new language functions (procedures, cause and effect, sequence, argumentation, analysis, etc.), register
4. Texts (discourse/genre) - specific discipline rules and traditions, text organization, transitions, word relationships
5. Cognitive demands - higher level thinking, background knowledge, strategies for communication, meta-level understanding of language learning
6. Fluency - reading, speaking, listening, writing
BICS vs. CALP

- BICS (Basic Interpersonal Communication Skills)
  - Social language
  - Day to day
  - Context embedded
  - 2-3 years to develop
- CALP (Cognitive Academic Language Proficiency)
  - Formal academic language
  - Higher thinking, complex vocabulary
  - 6-7 years (10 years for students with no prior formal schooling)

(Cummins, 1981)

Where does Academic Language exist?

- In instructional materials (textbooks, handouts, videos, websites)
- Teacher Talk
- Teacher-student/peer interactions (directions, explanations, questions, activities, requests)
- Tests

Academic Language Supports

1. Words (lexical) - basic, across disciplines, discipline-specific
2. Sentence structure (syntax) - longer, embedded clauses, passive voice, hedging, nominalization, distance
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4. Texts (discourse/genre) - specific discipline rules and traditions, text organization, transitions, word relationships
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Academic Word List

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

Academic Language

- School is where you go to learn a secret language but they don’t tell you that it’s there. You have to figure it out on your own. It’s like an initiation to a secret club. — Max 4th grader.

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Academic Language

- Zwiers’ describes academic language as “the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts” (p. 20).

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The Life of a Star

It is commonly assumed that stars result from the astronomical condensation of massive clouds of cosmic dust and hydrogen gas, which is the lightest and most abundant element in the universe. Since there are many such clouds around, and there is no lack of hydrogen, the process of star formation out of interstellar matter is as natural as space itself is on earth. It's therefore entirely possible that the life cycle of the sun and other stars is an essential part of the nature of the cosmos. Moreover, it is also possible that all bodies to attract each other in proportion to their mass and distance from each other.

Thus, the hydrogen and dust particles in these enormous clouds are drawn together and coalescence. Eventually, that is, this gravitational tendency results in a mass that is held together by gravity. As the cloud implodes, it separates itself from the residual hydrogen and dust in the area. Over time, the cloud will then shrink in size as its core increases in temperature. If the nascent star's mass is sufficiently dense, the core will become so hot as to cause a nuclear reaction, in which case the body achieves stability. 

http://www.nestl.gov.edu/ijuts/co/tutorials/8-eds.htm
Example: Student Work

- Steve in Monster got no future in the world he live in. He broke the law and got caught in a store and spent jail and on trial. His future done gone away tho he ant convicted. It don’t matter that he might notta done it. He got nothin now jail done shaped him. He cant escape his maybe action. Like the monster in Frankenstein he got no choice in what people do. Both Steve and the monster shaped by their society.

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Revision

- Steve, the main character in Walter Dean Myers’s novel Monster, was not convicted of the crime he was accused of but he still has no future because of the appearance of being a convict. He is in a world that judges young men by the color of their skin. News stories about them. It will not matter to society that he was not convicted; he will always be a monster because of who he is. As a young, black man who has been in jail and on trial, he will be judged as monstrous because of how society will see him. He will always have the stigma of both trial and jail and won’t be able to escape that. Similarly, the monster in Frankenstein will always be judged by his outward appearance. He looks scary and people don’t know what to expect from him. Both Steve and the monster are products of their society and are judged and condemned by their society. It doesn’t matter that they may be innocent; they have the appearance of being monsters by society’s standards. Neither one of them will be able to escape the views of society.

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Further Reading

Use what your students know

[Diagram showing relationships between shared, general, support, removed, informal, oral, informal written, formal oral, formal written]
Further Reading


AVID Strategies

Critical Reading Strategies:
- Cornell Notes
- Marking the Text
- Costa’s Levels of Questions