

ACADEMIC LANGUAGE FUNCTION EXAMPLES

ACADEMIC LANGUAGE FUNCTION EXAMPLES: CHALLENGES AND OPPORTUNITIES IN ACADEMIC DISCOURSE

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KEYWORDS: ACADEMIC LANGUAGE FUNCTION EXAMPLES, ACADEMIC WRITING, DISCOURSE ANALYSIS, LANGUAGE FUNCTIONS, ACADEMIC VOCABULARY, ESL, EFL, HIGHER EDUCATION, COMMUNICATION STRATEGIES.

ABSTRACT: THIS ARTICLE EXPLORES THE MULTIFACETED NATURE OF ACADEMIC LANGUAGE FUNCTIONS, PROVIDING CONCRETE EXAMPLES AND ANALYZING THE CHALLENGES AND OPPORTUNITIES ASSOCIATED WITH THEIR EFFECTIVE USE. WE DELVE INTO THE COMPLEXITIES OF EMPLOYING THESE FUNCTIONS ACROSS DIFFERENT ACADEMIC CONTEXTS AND DISCUSS STRATEGIES FOR BOTH INSTRUCTORS AND LEARNERS TO NAVIGATE THIS CRUCIAL ASPECT OF ACADEMIC SUCCESS.

1. INTRODUCTION: UNDERSTANDING ACADEMIC LANGUAGE FUNCTIONS

ACADEMIC LANGUAGE FUNCTIONS REPRESENT THE VARIOUS PURPOSES FOR WHICH LANGUAGE IS USED IN ACADEMIC SETTINGS. THESE FUNCTIONS GO BEYOND SIMPLY CONVEYING INFORMATION; THEY INVOLVE PERSUADING, ARGUING, ANALYZING, SYNTHESIZING, EVALUATING, AND MUCH MORE. UNDERSTANDING AND MASTERING THESE FUNCTIONS IS PARAMOUNT FOR ACADEMIC SUCCESS, AS IT DETERMINES THE EFFECTIVENESS OF COMMUNICATION AND THE ABILITY TO ENGAGE MEANINGFULLY WITH ACADEMIC DISCOURSE. THIS EXPLORATION OF ACADEMIC LANGUAGE FUNCTION EXAMPLES WILL ILLUMINATE THEIR SIGNIFICANCE AND PROVIDE PRACTICAL INSIGHTS INTO THEIR IMPLEMENTATION.

2. KEY ACADEMIC LANGUAGE FUNCTIONS AND EXAMPLES

SEVERAL KEY ACADEMIC LANGUAGE FUNCTIONS ARE CONSISTENTLY EMPLOYED ACROSS VARIOUS DISCIPLINES. LET'S EXAMINE SOME WITH ILLUSTRATIVE ACADEMIC LANGUAGE FUNCTION EXAMPLES:

2.1 DEFINING: THIS FUNCTION INVOLVES CLEARLY AND CONCISELY EXPLAINING CONCEPTS.

EXAMPLE: "PHOTOSYNTHESIS, IN SIMPLE TERMS, IS THE PROCESS BY WHICH GREEN PLANTS AND SOME OTHER ORGANISMS USE SUNLIGHT TO SYNTHESIZE FOODS WITH THE HELP OF CHLOROPHYLL."

2.2 DESCRIBING: THIS FUNCTION FOCUSES ON PROVIDING DETAILED ACCOUNTS OF PHENOMENA, PROCESSES, OR OBJECTS.

EXAMPLE: "THE EXPERIMENTAL SETUP CONSISTED OF A CONTROLLED ENVIRONMENT CHAMBER, EQUIPPED WITH SENSORS TO MONITOR TEMPERATURE, HUMIDITY, AND LIGHT INTENSITY. THE CHAMBER HOUSED THREE DIFFERENT PLANT SPECIES..."

2.3 COMPARING AND CONTRASTING: THIS INVOLVES HIGHLIGHTING SIMILARITIES AND DIFFERENCES BETWEEN CONCEPTS OR PHENOMENA.

EXAMPLE: "WHILE BOTH METHODOLOGIES AIM TO ADDRESS THE RESEARCH QUESTION, THE QUANTITATIVE APPROACH EMPHASIZES NUMERICAL DATA ANALYSIS, WHEREAS THE QUALITATIVE APPROACH PRIORITIZES IN-DEPTH TEXTUAL INTERPRETATION."

2.4 ANALYZING: THIS FUNCTION REQUIRES BREAKING DOWN COMPLEX INFORMATION INTO SMALLER, UNDERSTANDABLE COMPONENTS, OFTEN INVOLVING CRITICAL EVALUATION.

EXAMPLE: "THE AUTHOR'S ARGUMENT RELIES HEAVILY ON ANECDOTAL EVIDENCE, LACKING THE RIGOROUS EMPIRICAL SUPPORT

NECESSARY TO SUBSTANTIATE ITS CLAIMS. THIS WEAKENS THE OVERALL PERSUASIVENESS OF THE ANALYSIS."

2.5 SYNTHESIZING: THIS INVOLVES INTEGRATING INFORMATION FROM MULTIPLE SOURCES TO CREATE A NEW UNDERSTANDING OR PERSPECTIVE.

EXAMPLE: "DRAWING ON THE FINDINGS OF SMITH (2020) AND JONES (2022), WE PROPOSE A REVISED MODEL THAT INCORPORATES BOTH SOCIAL AND ECONOMIC FACTORS TO EXPLAIN THE OBSERVED PHENOMENON."

2.6 EVALUATING: THIS FUNCTION INVOLVES MAKING JUDGMENTS BASED ON CRITERIA OR EVIDENCE.

EXAMPLE: "THE PROPOSED POLICY IS EFFECTIVE IN ADDRESSING SHORT-TERM NEEDS; HOWEVER, ITS LONG-TERM SUSTAINABILITY REMAINS QUESTIONABLE GIVEN THE LIMITED RESOURCES ALLOCATED."

2.7 ARGUING: THIS INVOLVES PRESENTING A REASONED CASE OR CLAIM, SUPPORTED BY EVIDENCE.

EXAMPLE: "THE EVIDENCE STRONGLY SUGGESTS THAT CLIMATE CHANGE IS PRIMARILY DRIVEN BY HUMAN ACTIVITIES, NECESSITATING IMMEDIATE AND DECISIVE ACTION TO MITIGATE ITS EFFECTS."

3. CHALLENGES IN USING ACADEMIC LANGUAGE FUNCTIONS

MASTERING ACADEMIC LANGUAGE FUNCTION EXAMPLES PRESENTS VARIOUS CHALLENGES, PARTICULARLY FOR SECOND LANGUAGE LEARNERS (ESL/EFL) AND STUDENTS FROM DIVERSE BACKGROUNDS. THESE CHALLENGES INCLUDE:

VOCABULARY ACQUISITION: ACADEMIC LANGUAGE OFTEN INVOLVES SPECIALIZED VOCABULARY THAT REQUIRES DELIBERATE LEARNING AND PRACTICE.

GRAMMATICAL COMPLEXITY: ACADEMIC WRITING FREQUENTLY UTILIZES COMPLEX GRAMMATICAL STRUCTURES, INCLUDING SUBORDINATE CLAUSES AND PASSIVE VOICE.

CULTURAL DIFFERENCES IN COMMUNICATION STYLES: DIFFERENT CULTURES HAVE VARYING NORMS REGARDING DIRECTNESS, FORMALITY, AND ARGUMENTATION STYLES.

DEVELOPING CRITICAL THINKING SKILLS: EFFECTIVE USE OF ACADEMIC LANGUAGE FUNCTIONS REQUIRES WELL-DEVELOPED CRITICAL THINKING ABILITIES.

CONTEXTUAL UNDERSTANDING: THE APPROPRIATE ACADEMIC LANGUAGE FUNCTION EXAMPLES VARY DEPENDING ON THE SPECIFIC ACADEMIC CONTEXT (E.G., ESSAY, PRESENTATION, RESEARCH PAPER).

4. OPPORTUNITIES AND STRATEGIES FOR IMPROVEMENT

DESPITE THE CHALLENGES, THERE ARE NUMEROUS OPPORTUNITIES TO IMPROVE THE USE OF ACADEMIC LANGUAGE FUNCTION EXAMPLES:

EXPLICIT INSTRUCTION: INSTRUCTORS CAN EXPLICITLY TEACH ACADEMIC LANGUAGE FUNCTIONS THROUGH MODELING, GUIDED PRACTICE, AND FEEDBACK.

SCAFFOLDING: PROVIDING LEARNERS WITH APPROPRIATE SUPPORT AND STRUCTURED ACTIVITIES CAN FACILITATE THEIR DEVELOPMENT OF ACADEMIC LANGUAGE SKILLS.

COLLABORATIVE LEARNING: PEER INTERACTION AND FEEDBACK CAN ENHANCE LANGUAGE ACQUISITION AND PROMOTE CRITICAL THINKING.

EXPOSURE TO AUTHENTIC TEXTS: READING AND ANALYZING AUTHENTIC ACADEMIC TEXTS EXPOSES LEARNERS TO VARIOUS ACADEMIC LANGUAGE FUNCTION EXAMPLES IN CONTEXT.

FEEDBACK AND REVISION: CONSTRUCTIVE FEEDBACK ON WRITING AND SPEAKING TASKS IS ESSENTIAL FOR IMPROVEMENT.

5. CONCLUSION

THE EFFECTIVE USE OF ACADEMIC LANGUAGE FUNCTION EXAMPLES IS CRUCIAL FOR ACADEMIC SUCCESS. BY UNDERSTANDING THE VARIOUS FUNCTIONS, ADDRESSING THE ASSOCIATED CHALLENGES, AND LEVERAGING THE AVAILABLE OPPORTUNITIES, LEARNERS CAN SIGNIFICANTLY ENHANCE THEIR ABILITY TO COMMUNICATE EFFECTIVELY WITHIN THE ACADEMIC COMMUNITY. ONGOING PRACTICE, EXPLICIT INSTRUCTION, AND A FOCUS ON CRITICAL THINKING ARE ESSENTIAL ELEMENTS IN MASTERING THESE FUNCTIONS AND THRIVING IN HIGHER EDUCATION.

FAQs

1. WHAT IS THE DIFFERENCE BETWEEN ACADEMIC AND EVERYDAY LANGUAGE? ACADEMIC LANGUAGE IS MORE FORMAL, PRECISE, AND OBJECTIVE, OFTEN EMPLOYING SPECIALIZED VOCABULARY AND COMPLEX SENTENCE STRUCTURES COMPARED TO EVERYDAY LANGUAGE.
1. HOW CAN I IMPROVE MY ACADEMIC WRITING SKILLS? FOCUS ON CLARITY, PRECISION, EVIDENCE-BASED REASONING, AND APPROPRIATE USE OF ACADEMIC LANGUAGE FUNCTIONS. SEEK FEEDBACK AND REVISE YOUR WORK.
1. ARE THERE SPECIFIC RESOURCES AVAILABLE FOR LEARNING ACADEMIC LANGUAGE FUNCTIONS? YES, NUMEROUS TEXTBOOKS, ONLINE RESOURCES, AND WRITING CENTERS OFFER GUIDANCE AND PRACTICE MATERIALS.
1. HOW DO ACADEMIC LANGUAGE FUNCTIONS DIFFER ACROSS DISCIPLINES? WHILE CORE FUNCTIONS REMAIN CONSISTENT, SPECIFIC VOCABULARY AND EMPHASIS MAY VARY DEPENDING ON THE DISCIPLINE (E.G., SCIENTIFIC VS. HUMANITIES WRITING).
1. WHAT IS THE ROLE OF CRITICAL THINKING IN USING ACADEMIC LANGUAGE FUNCTIONS? CRITICAL THINKING IS FUNDAMENTAL FOR SELECTING AND APPLYING THE APPROPRIATE LANGUAGE FUNCTIONS TO EFFECTIVELY ANALYZE, EVALUATE, AND ARGUE A POINT.
1. HOW CAN INSTRUCTORS EFFECTIVELY TEACH ACADEMIC LANGUAGE FUNCTIONS? INSTRUCTORS SHOULD EMPLOY EXPLICIT INSTRUCTION, MODELING, SCAFFOLDING, COLLABORATIVE ACTIVITIES, AND PROVIDE AMPLE OPPORTUNITIES FOR FEEDBACK AND REVISION.
1. WHAT ARE SOME COMMON MISTAKES STUDENTS MAKE WHEN USING ACADEMIC LANGUAGE FUNCTIONS? OVERUSE OF INFORMAL LANGUAGE, IMPRECISE VOCABULARY, INSUFFICIENT EVIDENCE, AND INAPPROPRIATE TONE ARE COMMON ERRORS.
1. HOW CAN I IDENTIFY MY STRENGTHS AND WEAKNESSES IN USING ACADEMIC LANGUAGE FUNCTIONS? REFLECT ON YOUR WRITING AND SPEAKING, SEEK FEEDBACK FROM PEERS AND INSTRUCTORS, AND ANALYZE YOUR OWN WORK FOR AREAS NEEDING IMPROVEMENT.
1. IS IT ESSENTIAL TO MASTER ALL ACADEMIC LANGUAGE FUNCTIONS AT ONCE? NO, FOCUS ON GRADUALLY DEVELOPING PROFICIENCY IN KEY FUNCTIONS, BUILDING UPON YOUR FOUNDATION AS YOU PROGRESS.

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for academic purposes, or English for specific purposes.

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Learning English as a foreign language in any formal education context requires opportunities for learners and teachers to give and receive feedback on the teaching learning process as it is happening. These opportunities could be created via various in-class activities specifically designed for this purpose. Teachers who create and use these diagnostic opportunities effectively detect what learners need in a timely fashion, and provide remedial teaching in the right time and mode, so that chances can be created for learners to improve their learning. There is no one universally accepted way of how to do this, however, with various approaches for collecting, analyzing and reviewing data for this purpose. This book encapsulates the unbreakable relationship between teaching, learning and assessment through a range of articles which scrutinize assessment from a wide spectrum, ranging from the role of assessment in language learning to ELT teacher assessment literacy, from the use of technology in classroom-based assessment to practicing teachers' reflections on their teacher classroom action research, and from the role of the Common European Framework of Reference for Languages (CEFR) to empirical data analysis.

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of the meeting was not to reach consensus or provide recommendations, but rather to offer expert insight into the issues that surround the study of language, academic learning, and achievement gaps, and to gather varied viewpoints on what available research findings might imply for future research and practice. This book summarizes and synthesizes two days of workshop presentations and discussion.

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compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

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way that raises learners' abilities to think and problem solve. This book takes a fresh look at how language and literacy interact, and will be of interest to educators and special educators, speech and language pathologists, and other professionals who support language learning and development.

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academic language function examples: *The language dimension in all subjects* Jean-Claude Beacco, Mike Fleming, Francis Goullier, Eike Thürmann, Helmut Vollmer, Joseph Sheils, 2016-10-24 Mastering the language of schooling is essential for learners to develop the skills necessary for school success and for critical thinking. It is fundamental for participation in democratic societies, and for social inclusion and cohesion. This handbook is a policy and working document which promotes convergence and coherence between the linguistic dimensions of various school subjects. It proposes measures to make explicit – in curricula, pedagogic material and teacher training – the specific linguistic norms and competences which learners must master in each school subject. It also presents the learning modalities that should allow all learners, and in particular the most vulnerable among them, to benefit from diversified language-learning situations in order to develop their cognitive and linguistic capacities.

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academic language function examples: *The Cambridge Handbook of Literacy* David R. Olson, Nancy Torrance, 2009-02-16 This volume demonstrates how literacy is more than learning to read and write. Literacy creates communities, organizes personal and social lives, makes possible

civil society and the rule of law, and underwrites the commitment of both modern and developing societies to universal education and ever higher levels of literate competence. Everything that is involved in being and becoming literate is the concern of this interdisciplinary group of distinguished scholars.

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academic language function examples: *Supporting Multilingual Learners' Academic Language Development* Luciana C. de Oliveira, 2023-04-13 A practical and comprehensive resource, *Supporting Multilingual Learners' Academic Language Development: A Language-Based Approach to Content Instruction* introduces an accessible language-based approach to teaching academic language to multilingual learners across the content areas. Luciana C. de Oliveira provides elementary school teachers with everything they need to know to successfully teach grade-level content to multilingual learners. Chapters are organized by subject, addressing the specific language demands of teaching English language arts, social studies, mathematics, and science. Each chapter features examples of implementation in grades K-5, practical strategies, and a wealth of tables, figures, and other resources. The Language-Based Approach to Content Instruction (LACI) in this book provides teachers with a ready-to-use framework of six scaffolding elements that serves as a guide to enable multilingual learners to meet the grade-level standard of their peers without simplification. Aligned with WIDA and CCSS standards, this resource provides the tools and methods teachers need to support multilingual learners' academic language development in the content area classroom.

academic language function examples: *Using Understanding by Design in the Culturally and Linguistically Diverse Classroom* Amy J. Heineke, Jay McTighe, 2018-07-11 How can today's teachers, whose classrooms are more culturally and linguistically diverse than ever before, ensure that their students achieve at high levels? How can they design units and lessons that support English learners in language development and content learning—simultaneously? Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design® framework (UbD® framework) for curriculum design, which emphasizes teaching for understanding, not rote memorization. Readers will learn the components of the UbD framework; the fundamentals of language and language development; how to use diversity as a valuable resource for instruction by gathering information about students' background knowledge from home, community, and school; how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills; and how to assess in ways that enable language learners to reveal their academic knowledge. Student profiles, real-life classroom scenarios, and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms. Combining these practical examples with findings from an extensive research base, the authors deliver a useful and authoritative guide for reaching the overarching goal: ensuring that all students have equitable access to high-quality curriculum and instruction.

academic language function examples: *Building Academic Language* Jeff Zwiers, 2013-02-20 Many students, ranging from native English speakers to recent immigrants, need help in understanding and using the language of school. Language is the lifeblood of learning in all content areas, and it plays a major role in academic achievement. *Building Academic Language* explains the

functions and features of academic language that every teacher (language arts, history, math, & science teachers, etc.) should know for supporting academic reading, writing, and discussion. The book includes research-based instructional and assessment activities that content teachers can use to build students' abilities to understand and describe the many abstract concepts, higher-order thinking skills, and complex relationships in a discipline. The book emphasizes an approach that builds from students' existing ways of learning and communicating, scaffolding them to think and talk as content area experts think and talk about math, science, history, and language arts. Major topics and themes include: What is academic language and how does it differ by content area? How can language-building activities (discussions, small groups, etc.) support content understanding? How can we build language abilities for content reading and writing - and vice versa? How can we build on students' diverse ways of understanding, learning, and communicating about the world? How can we more effectively model and scaffold academic language in our teaching and assessment?

academic language function examples: Inclusive Pedagogy for English Language Learners Lorrie Stoops Verplaetse, Naomi Migliacci, 2017-09-25 In this Handbook leading researchers, teacher educators, and expert practitioners speak to current and future educators and educational leaders in understandable language about the research that informs best practices for English language learners integrated into the K-12 public school system. Responding to current state and federal mandates that require educators to link their practices to sound research results, it is designed to help educators to define, select, and defend realistic educational practices that include and serve well their English language learning student populations. A critical and distinctive feature of this volume is its non-technical language that is accessible to general educators who have not been trained in the fields of second-language development and applied linguistics. Each chapter begins with a thorough discussion of the recommended practices, followed by a description of the research that supports these practices. The rigor of reported research is contained, but this research is written in a lay person's terminology, accompanied by bibliographies for readers who wish to read about the research in technical detail. The volume is structured around four themes: • In the Elementary Classroom • In the Middle and Secondary Classroom • School and Community Collaboration • School and District Reform. *Inclusive Pedagogy for English Language Learners* is intended for current and future educational administrators, all educators who have a keen interest in school reform at the classroom, school, or district level, and staff developers, policy makers, parents and community groups, and anyone interested in the successful education of linguistically and culturally diverse students.

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examples showing what robust instruction looks like in action. *Appendix with a useful menu of instructional activities. See also the authors' *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*, which includes specific instructional sequences for different grade ranges, as well as *Making Sense of Phonics, Second Edition: The Hows and Whys*, by Isabel L. Beck and Mark E. Beck, an invaluable resource for K-3.

academic language function examples: *Teaching Reading Skills in a Foreign Language* Christine Nuttall, 1988

academic language function examples: *Academic Vocabulary in Middle and High School* Donna Ogle, Camille Blachowicz, Peter Fisher, Laura Lang, 2015-10-21 In order to succeed in school and beyond, students in grades 6-12 need to understand and use both academic language and discipline-specific vocabulary. This book describes effective practices for integrating vocabulary study with instruction in English language arts, history/social studies, and math and science, and for helping students become independent, motivated word learners. The expert authors present a wealth of specific teaching strategies, illustrated with classroom vignettes and student work samples. Connections to the Common Core State Standards (CCSS) are highlighted throughout; an extensive annotated list of print and electronic resources enhances the book's utility.

academic language function examples: *Collaboration and Co-Teaching* Andrea Honigsfeld, Maria G. Dove, 2010-08-10 Help ELLs achieve success with an integrated, collaborative program! Teacher collaboration and co-teaching are proven strategies for helping students with diverse needs achieve academically. Now this practical resource provides a step-by-step guide to making collaboration and co-teaching work for general education teachers and English as a second language (ESL) specialists to better serve the needs of English language learners (ELLs). The authors address the fundamental questions of collaboration and co-teaching, examine how a collaborative program helps ELLs learn content while meeting English language development goals, and offer information on school leaders' roles in facilitating collaboration schoolwide. Featuring six in-depth case studies, this guide helps educators: Understand the benefits and challenges of collaborative service delivery Choose from a range of strategies and configurations, from informal planning and collaboration to a fully developed co-teaching partnership Use templates, planning guides, and other practical tools to put collaboration into practice Evaluate the strategies' success using the guidelines, self-assessments, and questionnaires included *Collaboration and Co-Teaching* helps ESL, ELL, and general education teachers combine their expertise to provide better support for their ELLs!

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academic language function examples: *Teaching and Supporting English Learners: A Guide to Welcoming and Engaging Newcomers* ebook Eugenia Mora-Flores, Stephanie Dewing, 2022-12-16

academic language function examples: *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts* Angel M.Y. Lin, 2016-09-15 This book will be of interest to a broad readership, regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible "meta-language" (i.e. a language for talking about language) that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta-language by critically reviewing, systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment, and on school-based approaches to LAC and CLIL, drawing on both research studies and the experiences of front-line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by

asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals, where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society, and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry.

ADDITIONAL RESOURCES

ACADEMIC LANGUAGE FUNCTION - LITERACY HOW

GUIDING QUESTIONS FROM BUILDING ACADEMIC LANGUAGE (ZWIER): WHAT IS ACADEMIC LANGUAGE, HOW CAN I BUILD IT AS I TEACH CONTENT? HOW CAN I ADAPT MY CURRICULUM AND ASSESSMENT TO BUILD ON ...

EDTPA BASICS ACADEMIC LANGUAGE

ACADEMIC LANGUAGE REFERS TO “WORD KNOWLEDGE THAT MAKES IT POSSIBLE FOR STUDENTS TO ENGAGE WITH, PRODUCE, AND TALK ABOUT TEXTS THAT ARE VALUED IN SCHOOL” (FLYNT & BROZO, 2008, p. 500).

UNDERSTANDING ACADEMIC LANGUAGE IN EDTPA: ...

LANGUAGE SUPPORTS ARE SCAFFOLDS, REPRESENTATIONS, AND INSTRUCTIONAL STRATEGIES THAT TEACHERS INTENTIONALLY PROVIDE TO HELP LEARNERS UNDERSTAND AND USE THE LANGUAGE THEY NEED TO LEARN ...

LANGUAGE FUNCTION 7: INQUIRY/SEEKING INFORMATION - MONTANA ...

LANGUAGE FUNCTION 7: INFERRING, PREDICTING AND HYPOTHESIZING STUDENT USES LANGUAGE TO: MAKE INFERENCES, PREDICT IMPLICATIONS, HYPOTHESIZE. EXAMPLES: DESCRIBE REASONING PROCESS (INDUCTIVE ...

UNDERSTANDING ACADEMIC LANGUAGE IN EDTPA: SUPPORTING ...

THIS INCLUDES THE “LANGUAGE OF THE DISCIPLINE” THAT IS USED TO ENGAGE STUDENTS IN LEARNING AND USING CONTENT KNOWLEDGE. IN EDTPA, THE LANGUAGE DEMANDS CANDIDATES NEED TO CONSIDER AS THEY ...

LANGUAGE FUNCTIONS AND FORMS 9.10.15 - STANFORD UNIVERSITY

FUNCTIONS REPRESENT THE ACTIVE USE OF LANGUAGE FOR A SPECIFIC PURPOSE. STUDENTS USE LANGUAGE FUNCTIONS IN ORDER TO EXPRESS IDEAS, COMMUNICATE WITH OTHERS, AND SHOW UNDERSTANDING OF ...

LANGUAGE FUNCTIONS AND FORMS - WOU & CENTRAL SCHOOL ...

IN ACADEMIC WRITING WE USE A RANGE OF SPECIFIC FUNCTIONS IN ORDER TO COMMUNICATE IDEAS CLEARLY. THESE INCLUDE: • DESCRIBING PROCESSES • COMPARING OR CONTRASTING THINGS OR IDEAS, AND • ...

ACADEMIC LANGUAGE: UAGE USED FOR ACADEMIC PURPOSES.” ...

ACADEMIC LANGUAGE IS USED IN TEACHING AND LEARNING FOR STUDENTS TO LEARN AND USE TO PARTICIPATE AND ENGAGE IN THE CONTENT AREA IN MEANINGFUL WAYS. (EDTPA, 2015) DEFINITION EXAMPLES ...

ACADEMIC LANGUAGE FUNCTIONS - BROCKPORT

ACADEMIC GE ON USES : HIC NIZERS GNAL WORDS TH LANGUAGE ON S D SEEK INFORMATION OBSERVE AND EXPLORE; ACQUIRE INFORMATION; INQUIRE USE WHO, WHAT, D HOW TO GATHER INFORMATION ATTRIBUTE ...

COMMUNICATIVE AND ACADEMIC FUNCTIONS - UNIVERSITY OF ...

SPECIFIC EXAMPLES OF FUNCTIONS UNDER EACH CATEGORY APPEAR BELOW (NOTE THAT NOT ALL POSSIBILITIES ARE INCLUDED; INSTEAD, AN ARRAY OF FUNCTIONS IS LISTED TO EXEMPLIFY EACH CATEGORY). ACADEMIC ...

ACADEMIC LANGUAGE DEMANDS: TEXTS, TASKS, AND LEVELS OF ...

ACADEMIC LANGUAGE DEMANDS SINCE IT BREAKS DOWN THE VARIOUS LEVELS OF LANGUAGE (DISCOURSE, SYNTAX, AND VOCABULARY) AS WELL AS TWO MAJOR SOURCES OF THE DEMANDS: THE WRITTEN AND ORAL ...

EXAMINING LANGUAGE DEMANDS THROUGH FUNCTIONS AND FORMS

LANGUAGE FUNCTIONS • DESCRIBE WHAT STUDENTS DO WITH LANGUAGE TO ACCOMPLISH ACADEMIC TASKS ACROSS CONTENT AREAS • REFER TO THE PURPOSES FOR WHICH LANGUAGE IS USED IN THE CLASSROOM ...

ACADEMIC LANGUAGE FUNCTION - WHENL.WEEBLY.COM

ACADEMIC LANGUAGE CAN BE DEFINED AS 1) THE LANGUAGE USED IN THE CLASSROOM AND WORKPLACE, 2) THE LANGUAGE OF TEXT, 3) THE LANGUAGE OF ASSESSMENTS, 4) THE LANGUAGE OF ACADEMIC SUCCESS ...

THE POWER OF WIDA FEATURES OF ACADEMIC LANGUAGE

I CAN IDENTIFY SPECIFIC FEATURES OF ACADEMIC LANGUAGE USING A TEMPLATE BASED ON THE WIDA FEATURES OF ACADEMIC LANGUAGE. 2. I CAN ANALYZE STUDENT WRITING. 3. I CAN DISCUSS ADDITIONAL ...

UNDERSTANDING ACADEMIC LANGUAGE IN edTPA: SUPPORTING ...

CANDIDATES IDENTIFY A KEY LANGUAGE FUNCTION AND ONE ESSENTIAL LEARNING TASK WITHIN THEIR LEARNING SEGMENT LESSON PLANS THAT ALLOWS STUDENTS TO PRACTICE THE FUNCTION (PLANNING TASK 1, PROMPTS ...

EXAMINING KEY USES OF ACADEMIC LANGUAGE 2017 - SAGE ...

1. WHAT OPPORTUNITIES DO STUDENTS HAVE TO USE ACADEMIC LANGUAGE EVERY DAY? 2. HOW IS LANGUAGE MODELED IN YOUR SCHOOL? 3. WHAT MODELS FOR LANGUAGE USE EXIST IN YOUR CLASSROOM? 4. HOW DO ...

SO...WHAT'S ACADEMIC LANGUAGE? TRANSCRIPT

WHAT ACADEMIC LANGUAGE ACTUALLY IS, THE TERMINOLOGY THAT'S USED IN edTPA, AND SOME EXAMPLES OF WAYS TO SUPPORT STUDENTS IN ACQUIRING AND USING ACADEMIC LANGUAGE. FIRST OF ALL, IT'S IMPORTANT ...

ACADEMIC LANGUAGE FUNCTIONS - ICDST

ACADEMIC LANGUAGE FUNCTIONS ARE USED DAILY IN ALL ACADEMIC SUBJECTS. THE LANGUAGE FUNCTIONS GO WELL BEYOND JUST LEARNING THE CONTENT VOCABULARY. A FOCUSED APPROACH TO CONSTRUCTING ...

edTPA: UNDERSTANDING ACADEMIC LANGUAGE - WEEBLY

LANGUAGE FUNCTION. USING INFORMATION ABOUT YOUR STUDENTS' LANGUAGE ASSETS AND NEEDS, IDENTIFY ONE LANGUAGE FUNCTION ESSENTIAL FOR STUDENTS TO DEVELOP CONCEPTUAL UNDERSTANDING, PROCEDURAL ...

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ACADEMIC LANGUAGE FUNCTION STUDENT USES LANGUAGE TO: EXAMPLES THINKING MAP© GRAPHIC ORGANIZERS LANGUAGE STRUCTURES/KEY SIGNAL WORDS TASKS ASSOCIATED WITH ACADEMIC LANGUAGE ...

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