

# academic language vs social language

## Academic Language vs Social Language: A Deep Dive into Linguistic Differences

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Abstract: This article explores the key differences between academic language and social language, highlighting their distinct features, contexts of use, and implications for education and communication. We examine various perspectives on the "academic language vs social language" debate, addressing challenges faced by students navigating this linguistic divide and proposing strategies for bridging the gap. The discussion emphasizes the importance of recognizing and valuing both language registers while fostering academic literacy.

### 1. Introduction: Understanding the Dichotomy of Academic Language vs Social Language

The distinction between academic language and social language is crucial for understanding communication dynamics across diverse settings. While both serve vital functions, their characteristics, purposes, and contexts differ significantly. "Academic language vs social language" is not a simple binary opposition; rather, it represents a spectrum of linguistic styles and registers adapted to specific communicative needs. This article delves into the nuances of this distinction, exploring its implications for learning, teaching, and effective communication in various domains.

### 2. Defining Academic Language vs Social Language

2.1 Academic Language: Academic language, often characterized by its

formality, precision, and complexity, is the language predominantly employed in educational settings. Key features include:

Formal Tone: Avoiding colloquialisms, contractions, and slang.

Precise Vocabulary: Utilizing specific terminology relevant to the subject matter.

Complex Sentence Structures: Employing subordinate clauses, participial phrases, and other advanced grammatical constructions.

Objectivity: Prioritizing factual information and avoiding subjective opinions or emotional language.

Explicitness: Clearly stating ideas and supporting them with evidence.

2.2 Social Language: Social language, in contrast, is the informal language used in everyday conversations, social interactions, and casual settings. Its characteristics include:

Informal Tone: Employing colloquialisms, contractions, and slang.

Simple Vocabulary: Utilizing everyday words and phrases.

Simple Sentence Structures: Primarily using declarative sentences.

Subjectivity: Allowing for personal opinions and emotional expressions.

Implicitness: Often relying on shared context and nonverbal cues.

The contrast between "academic language vs social language" becomes stark when comparing a scientific journal article to a casual conversation between friends.

### **3. The Challenges of Navigating Academic Language vs Social Language**

The shift between these two linguistic registers presents significant challenges, particularly for students from diverse backgrounds. Students whose primary language at home differs from the academic language of the school may face difficulties understanding and using academic vocabulary, sentence structures, and discourse patterns. This linguistic mismatch can lead to academic underachievement, regardless of the students' innate abilities. This is a core issue in the "academic language vs social language" debate.

Furthermore, even native English speakers may struggle to adapt their language use to the specific demands of academic writing and speaking. Understanding the subtleties of academic discourse requires explicit instruction and practice.

### **4. Bridging the Gap: Strategies for Developing Academic Language Proficiency**

Several pedagogical approaches can effectively bridge the gap between academic language and social language:

**Explicit Instruction:** Directly teaching academic vocabulary, grammar, and discourse structures.

**Scaffolding:** Providing support and guidance through various means, such as graphic organizers, sentence starters, and collaborative activities.

**Modeling:** Demonstrating effective use of academic language through examples and explanations.

**Immersion:** Creating opportunities for students to use academic language in authentic contexts.

**Differentiated Instruction:** Adapting instruction to meet the diverse linguistic needs of all students.

By implementing these strategies, educators can foster academic language development while valuing and acknowledging the importance of students' social language skills. Addressing the "academic language vs social language" divide is vital for promoting educational equity and success.

## **5. The Role of Context in Academic Language vs Social Language**

The context of communication significantly impacts the choice between academic and social language. Formal presentations, research papers, and academic discussions demand academic language, while informal conversations, social media posts, and personal emails call for social language. Understanding this contextual interplay is crucial for effective communication.

## **6. Beyond the Binary: A Spectrum of Language Use**

It's important to avoid viewing "academic language vs social language" as a rigid dichotomy. Instead, it's more accurate to consider a spectrum of language use, with various degrees of formality and complexity along the continuum. Many communicative situations require a blend of both registers.

## **7. Implications for Assessment and Evaluation**

Assessment methods should consider the nuances of academic language vs social language. Evaluations focusing solely on academic language proficiency may unfairly disadvantage students whose social language skills are more prominent. A holistic approach that acknowledges both registers is essential for accurate and equitable assessment.

## **8. Conclusion: Valuing Both Registers**

The debate of "academic language vs social language" highlights the need for a balanced approach to language education and assessment. While academic language is essential for academic success, social language plays a crucial role in social and emotional development. By recognizing the strengths and

values of both, educators can create more inclusive and effective learning environments that empower all students to thrive academically and socially. The ultimate goal is not to replace social language with academic language, but rather to equip students with the linguistic skills necessary to navigate both registers effectively, fostering both academic success and social fluency.

## FAQs

1. What is the difference between academic vocabulary and everyday vocabulary? Academic vocabulary tends to be more precise, technical, and less frequently used in everyday conversation. Everyday vocabulary is more common and informal.

1. How can I improve my academic writing skills? Practice writing regularly, focus on clarity and precision, seek feedback from others, and read widely in your field.

1. Is it always necessary to use formal language in academic settings? While formality is generally preferred, some academic contexts may allow for a less formal tone, depending on the audience and purpose.

1. How can teachers help students transition from social language to academic language? Through explicit instruction, modeling, scaffolding, and providing ample opportunities for practice in authentic contexts.

1. What are the implications of code-switching in academic settings? Code-switching (alternating between different languages or dialects) can be a valuable tool for students, but its appropriateness depends on the context and institutional norms.

1. How can parents support their children's academic language development? By engaging in conversations that utilize descriptive language, reading aloud, and encouraging participation in academically enriching activities.

1. Does mastering academic language guarantee academic success? No, while academic language is crucial, it's only one component of academic success. Critical thinking, motivation, and effective learning strategies are also vital.

1. How can the gap between academic and social language be addressed in higher education? Through targeted support programs, workshops on academic writing and communication, and fostering a more inclusive learning environment.

1. What are the ethical considerations of focusing solely on academic language? It risks marginalizing students whose primary language or dialect differs from the dominant academic register.

## **Related Articles:**

1. "The Acquisition of Academic Vocabulary: A Longitudinal Study": This article examines the development of academic vocabulary in children from diverse linguistic backgrounds.

1. "Code-Switching in the Classroom: A Sociolinguistic Perspective": Explores the use of code-switching by students in multilingual classrooms and its impact on learning.

1. "The Impact of Language Background on Academic Achievement": This research investigates the relationship between students' language backgrounds and their academic performance.

1. "Teaching Academic Language to English Language Learners": Focuses on effective strategies for teaching academic language to students learning English as a second language.

1. "Scaffolding Academic Discourse: Strategies for Supporting Student Learning": Explores various scaffolding techniques to support students' development of academic language skills.
1. "The Role of Context in Academic Language Use": Examines how context influences the choice of language register in academic settings.
1. "Assessing Academic Language Proficiency: A Multifaceted Approach": Discusses various methods for evaluating students' academic language skills.
1. "Bridging the Gap: Connecting Social and Academic Language in the Classroom": This study presents practical strategies for integrating social and academic language in teaching practices.
1. "The Importance of Explicit Instruction in Academic Language Development": This article advocates for direct teaching of academic vocabulary and grammar.

**academic language vs social language:** *Academic Language in Diverse Classrooms: Definitions and Contexts* Margo Gottlieb, Gisela Ernst-Slavit, 2014-04-22 With the rigorous content of College and Career Readiness standards, academic language use has moved to the forefront of educational priorities. School leaders and teachers must ensure that academic language becomes the focus of new curricula, instruction, and assessment, with special attention to linguistically and culturally diverse students. Margo Gottlieb and Gisela Ernst-Slavit's six-book series on academic language is already the definitive resource on the topic. This companion volume provides a concise, thorough overview of the key research concepts and effective practices that underlie the series. It includes, Definitions and examples of the dimensions of academic language, A step-by-step template to incorporate academic language use into plans for student learning, Graphic models that illustrate the construct of academic language and its classroom application, Language is the most fundamental building block of education. Be sure your school is as strong as it can be with this indispensable book.

**academic language vs social language:** *Teaching English Language Learners Across the Content Areas* Judie Haynes, Debbie Zacarian, 2010 Strategies, tools, tips, and examples that teachers can use to help English language learners at all levels flourish in mainstream classrooms.

**academic language vs social language:** Academic Language and Learning Support Services

in Higher Education Velliari, Donna M., 2019-12-27 Registering for courses, securing financial aid, developing strong study skills, and mastering difficult course material are just a few of the wide variety of obstacles that college students must overcome on their path to graduation. Beyond inadequate academic preparation, first-generation college students may not be able to rely on family or friends for advice about higher education and thus face the additional burden of constructing a support network of mentors and advisors. Without suitable advice and counseling, these students may make decisions that adversely affect their circumstances—and thus, their education. Academic Language and Learning Support Services in Higher Education is an essential scholarly resource that examines the quality, organization, and administration of academic advisement and academic support systems for college and university students that connect them to the academic community and foster an appreciation of lifelong learning. Featuring a wide range of topics such as enrollment services, professional developments, and service learning, this text is ideal for academicians, academic advisers, mentors, curriculum designers, counsellors, administrators, higher education faculty, policymakers, researchers, and graduate students.

**academic language vs social language:** Academic Conversations Jeff Zwiers, Marie Crawford, 2023-10-10 Conversing with others has given insights to different perspectives, helped build ideas, and solve problems. Academic conversations push students to think and learn in lasting ways. Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas. In *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings* authors Jeff Zwiers and Marie Crawford address the challenges teachers face when trying to bring thoughtful, respectful, and focused conversations into the classroom. They identify five core communications skills needed to help students hold productive academic conversation across content areas: Elaborating and Clarifying Supporting Ideas with Evidence Building On and/or Challenging Ideas Paraphrasing Synthesizing This book shows teachers how to weave the cultivation of academic conversation skills and conversations into current teaching approaches. More specifically, it describes how to use conversations to build the following: Academic vocabulary and grammar Critical thinking skills such as persuasion, interpretation, consideration of multiple perspectives, evaluation, and application Literacy skills such as questioning, predicting, connecting to prior knowledge, and summarizing An academic classroom environment brimming with respect for others' ideas, equity of voice, engagement, and mutual support The ideas in this book stem from many hours of classroom practice, research, and video analysis across grade levels and content areas. Readers will find numerous practical activities for working on each conversation skill, crafting conversation-worthy tasks, and using conversations to teach and assess. *Academic Conversations* offers an in-depth approach to helping students develop into the future parents, teachers, and leaders who will collaborate to build a better world.

**academic language vs social language:** Academic Discourse Pierre Bourdieu, Jean-Claude Passeron, Monique de Saint Martin, 1996-03-01 In this innovative work on culture and education, Pierre Bourdieu and his associates examine the role of language and linguistic misunderstanding in the teaching contexts of higher education.

**academic language vs social language:** Building Academic Language Jeff Zwiers, 2014-04-07 “Of the over one hundred new publications on the Common Core State Standards (CCSS), this one truly stands out! In the second edition of *Building Academic Language*, Jeff Zwiers presents a much-needed, comprehensive roadmap to cultivating academic language development across all disciplines, this time placing the rigor and challenges of the CCSS front and center. A must-have resource!” —Andrea Honigsfeld, EdD, Molloy College “Language is critical to the development of content learning as students delve more deeply into specific disciplines. When students possess strong academic language, they are better able to critically analyze and synthesize complex ideas and abstract concepts. In this second edition of *Building Academic Language*, Jeff Zwiers successfully builds the connections between the Common Core State Standards and academic language. This is the ‘go to’ resource for content teachers as they transition to the expectations for

college and career readiness.” —Katherine S. McKnight, PhD, National Louis University With the adoption of the Common Core State Standards (CCSS) by most of the United States, students need help developing their understanding and use of language within the academic context. This is crucially important throughout middle school and high school, as the subjects discussed and concepts taught require a firm grasp of language in order to understand the greater complexity of the subject matter. Building Academic Language shows teachers what they can do to help their students grasp language principles and develop the language skills they’ll need to reach their highest levels of academic achievement. The Second Edition of Building Academic Language includes new strategies for addressing specific Common Core standards and also provides answers to the most important questions across various content areas, including: What is academic language and how does it differ by content area? How can language-building activities support content understanding for students? How can teachers assist students in using language more effectively, especially in the academic context? How can academic language usage be modeled routinely in the classroom? How can lesson planning and assessment support academic language development? An essential resource for teaching all students, this book explains what every teacher needs to know about language for supporting reading, writing, and academic learning.

**academic language vs social language: International Handbook of English Language Teaching** Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

**academic language vs social language: Book Fiesta!** Pat Mora, 2016-03-29 This Pura Belpré Award-winning picture book is a bilingual ride through the joyous history of Children’s Day/El día de los niños. Children’s Day/Book Day; El día de los niños/El día de los libros has been observed on April 30th for over twelve years. Founder Pat Mora’s jubilant celebration of this day features imaginative text and lively illustrations by award-winning illustrator Rafael López that will turn this bilingual fiesta into a hit for story time! Toon! Toon! The book includes a letter from the author and suggestions for celebrating Children’s Day /El día de los niños.

**academic language vs social language: Social Justice Language Teacher Education** Margaret R. Hawkins, 2011-10-06 Social justice language teacher education is a response to the acknowledgement that there are social/societal inequities that shape access to learning and educational achievement. In social justice language teacher education, social justice is the driving force and primary organizational device for the teacher education agenda. What does “social justice” mean in diverse global locations? What role does English play in promoting or denying equity? How can teachers come to see themselves as advocates for equal educational access and opportunity? This volume begins by articulating a view of social justice teacher education, followed by language teacher educators from 7 countries offering theorized accounts of their situated practices. Authors discuss powerful components of practice, and the challenges and tensions of doing this work within situated societal and institutional power structures.

**academic language vs social language: The Sourcebook for Teaching Science, Grades 6-12** Norman Herr, 2008-08-11 The Sourcebook for Teaching Science is a unique, comprehensive resource designed to give middle and high school science teachers a wealth of information that will enhance any science curriculum. Filled with innovative tools, dynamic activities, and practical lesson plans that are grounded in theory, research, and national standards, the book offers both new and experienced science teachers powerful strategies and original ideas that will enhance the teaching of physics, chemistry, biology, and the earth and space sciences.

**academic language vs social language:** *The Knowledge Gap* Natalie Wexler, 2020-08-04 The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension skills at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and 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.

**academic language vs social language:** *Learn to Write Badly* Michael Billig, 2013-06-20 Modern academia is increasingly competitive yet the writing style of social scientists is routinely poor and continues to deteriorate. Are social science postgraduates being taught to write poorly? What conditions adversely affect the way they write? And which linguistic features contribute towards this bad writing? Michael Billig's witty and entertaining book analyses these questions in a quest to pinpoint exactly what is going wrong with the way social scientists write. Using examples from diverse fields such as linguistics, sociology and experimental social psychology, Billig shows how technical terminology is regularly less precise than simpler language. He demonstrates that there are linguistic problems with the noun-based terminology that social scientists habitually use - 'reification' or 'nominalization' rather than the corresponding verbs 'reify' or 'nominalize'. According to Billig, social scientists not only use their terminology to exaggerate and to conceal, but also to promote themselves and their work.

**academic language vs social language:** *Language Diversity, School Learning, and Closing Achievement Gaps* National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on the Role of Language in School Learning: Implications for Closing the Achievement Gap, 2010-08-26 The Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap was held to explore three questions: What is known about the conditions that affect language development? What are the effects of early language development on school achievement? What instructional approaches help students meet school demands for language and reading comprehension? Of particular interest was the degree to which group differences in school achievement might be attributed to language differences, and whether language-related instruction might help to close gaps in achievement by helping students cope with language-intensive subject matter especially after the 3rd grade. The workshop provided a forum for researchers and practitioners to review and discuss relevant research findings from varied perspectives. The disciplines and professions represented included: language development, child development, cognitive psychology, linguistics, reading, educationally disadvantaged student populations, literacy in content areas (math, science, social studies), and teacher education. The aim 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.

**academic language vs social language:** *Promoting Academic Success with English Language Learners* Craig A. Albers, Rebecca S. Martinez, 2015-07-28 Educators and school

psychologists throughout the country are working with growing numbers of English language learners (ELLs), but often feel unprepared to help these students excel. This highly informative book presents evidence-based strategies for promoting proficiency in academic English and improving outcomes in a response-to-intervention (RTI) framework. Illustrated with a detailed case example, the book describes best practices for working with K-5 ELLs in all stages of RTI: universal screening, progress monitoring, data collection, decision making, and intensifying instruction. In a large-size format with lay-flat binding for easy photocopying, the book includes more than two dozen reproducible worksheets. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

**academic language vs social language:** *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 vs social language:** *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.

**academic language vs social language:** *Making Language Visible in the University* Bee Bond, 2020-08-05 This book focuses on the nexus of language, disciplinary content and knowledge communication against the background of the economic, cultural and ideological forces of Higher Education's current push for internationalisation. It suggests the need for a greater synergy between language and content experts and argues that change needs to be implemented through policy rather than on an ad-hoc basis by individual teachers. It is a call to action for English for Academic Purposes practitioners to find a way out of the silo of their own centres and work to assert influence over the wider context in which they work. The book begins and ends in the practice of teaching, with a focus throughout on understanding the barriers and enablers to that practice within a particular context.

**academic language vs social language:** *Academic Language In Second Language Learning* Christian J. Faltis, M. Beatriz Arias, 2013-03-01 Language in academic settings, also referred to as academic language, has gained attention in the field of second language learning owing to new understandings of the complexities of language inherent in learning academic content, and new efforts to assess English learners' language proficiency in the context of school learning. The concept of academic language as distinct from social language has been in the academic literature since the mid-1950s, and surfaced as a major construct in the field of bilingual education in the

1980s. Many readers will be familiar with the ideas of BICS and CALP, first introduced by Jim Cummins in the 1980s. This book presents a critique of academic language as a separable construct from social language, and introduces current research efforts to understand how English learners interact, interpret, and show understanding of language in academic contexts in ways that re-think and go beyond the distinction between social and academic language. The book is organized into three main sections, each with a range of chapters that consider how academic language plays into how children and youth learn academic content as emergent bilingual students in school settings. A Foreward and Afterward offer commentary on the book and its contents. The intended audience for this book is graduate students, teacher educators, and researchers interested in issues of language and content learning for English learners, the new mainstream of schools across the nation. There is something for a wide range of readers and students of second language acquisition in this volume.

**academic language vs social language: The Handbook of Classroom Discourse and Interaction** Numa Markee, 2019-01-30 Offering an interdisciplinary approach, *The Handbook of Classroom Discourse and Interaction* presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language.

- Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically
- Discusses key issues in the future development of research in critical areas of education and applied linguistics
- Provides empirically-based analysis of classroom talk to illustrate theoretical claims and methodologies
- Includes multimodal transcripts, an emerging trend in education and applied linguistics, particularly in conversation analysis and sociocultural theory

**academic language vs social language: Vocabulary Instruction** Edward J. Kame'enui, James F. Baumann, 2012-05-10 This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction. The book showcases practical ways to teach specific vocabulary words and word-learning strategies and create engaging, word-rich classrooms. Instructional activities and games for diverse learners are brought to life with detailed examples. Drawing on the most rigorous research available, the editors and contributors distill what PreK-8 teachers need to know and do to support all students' ongoing vocabulary growth and enjoyment of reading. New to This Edition\*Reflects the latest research and instructional practices.\*New section (five chapters) on pressing current issues in the field: assessment, authentic reading experiences, English language learners, uses of multimedia tools, and the vocabularies of narrative and informational texts.\*Contributor panel expanded with additional leading researchers.

**academic language vs social language: The Oxford Handbook of Language and Social Psychology** Thomas Holtgraves, 2014 This title provides an innovative compilation of research that lies at the intersection of language and social psychology. The contributors address the role of social processes in language, the linguistic underpinnings of social psychological processes, the creation of meaning, and the important role played by language and social psychology in applied topics.

**academic language vs social language: Politics and the English Language** George Orwell, 2021-01-01 George Orwell set out 'to make political writing into an art', and to a wide extent this aim shaped the future of English literature – his descriptions of authoritarian regimes helped to form a new vocabulary that is fundamental to understanding totalitarianism. While 1984 and Animal Farm are amongst the most popular classic novels in the English language, this new series of Orwell's essays seeks to bring a wider selection of his writing on politics and literature to a new readership. In *Politics and the English Language*, the second in the Orwell's Essays series, Orwell takes aim at the language used in politics, which, he says, 'is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind'. In an age where the language used in politics is constantly under the microscope, Orwell's *Politics and the English Language* is just as relevant today, and gives the reader a vital understanding of the tactics at play. 'A writer who can – and must – be rediscovered with every age.' — Irish Times

**academic language vs social language: ELL Shadowing as a Catalyst for Change** Ivannia

Soto, 2012-02-29 This book helps teachers understand the classroom experience from the english-language learner's viewpoint.

**academic language vs social language: Language Awareness in Teaching** Timothy Chadwick, 2012-04-05 A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education. Produced with University of Cambridge International Examinations, the Toolkit helps teachers to develop language awareness to support their students with the academic language they need to be successful in subjects taught through English. With reflective questions and activities, it can be used either for self-study or in training modules. Useful for both content and English language teachers, it is aimed primarily at those who teach students for whom English is not their first language - for example as part of a bilingual or CLIL programme or in an international English-medium school.

**academic language vs social language: Academic Language! Academic Literacy!** Eli R. Johnson, 2009-07-06 Develop students' understanding of academic language and watch literacy skills soar! To achieve higher levels of learning, students must be able to understand academic language-the formalized language of instruction found in classrooms, textbooks, and standardized tests. Eli R Johnson conveys a powerful message of the need for teachers to provide explicit academic language instruction for all students, especially English language learners or those struggling with reading. Filled with 36 hands-on strategies, this practical ...

**academic language vs social language: Building Academic Vocabulary** Robert J. Marzano, Debra J. Pickering, 2006-12-01 In Building Academic Vocabulary: Teacher s Manual, Robert J. Marzano and Debra J. Pickering give teachers a practical way to help students master academic vocabulary. Research has shown that when teachers, schools, and districts take a systematic approach to helping students identify and master essential vocabulary and concepts of a given subject area, student comprehension and achievement rises. In the manual, readers will find the following tools: \* A method to help teachers, schools, and districts determine which academic vocabulary terms are most essential for their needs \* A six-step process for direct instruction in subject area vocabulary \* A how-to to help students use the Building Academic Vocabulary: Student Notebook. The six-step method encourages students to learn critical academic vocabulary by connecting these terms to prior knowledge using linguistic and non-linguistic means that further encourage the refinement and deepening of their understanding. \* Suggestions for tailoring academic vocabulary procedures for English Language Learners. \* Samples and blackline masters for a variety of review activities and games that reinforce and refine student understanding of the academic terms and concepts they learn. The book also includes a list of 7, 923 vocabulary terms culled from the national standards documents and other publications, organized into 11 subject areas and 4 grade-level categories. Building Academic Vocabulary: Teacher s Manual puts into practice the research and ideas outlined in Marzano s previous book Building Background Knowledge for Academic Achievement. Using the teacher s manual and vocabulary notebooks, educators can guide students in using tools and activities that will help them deepen their own understanding of critical academic vocabulary--the building blocks for achievement in each discipline.

**academic language vs social language: Connecting Content and Academic Language for English Learners and Struggling Students, Grades 2-6** Ruth Swinney, Patricia Velasco, 2011-05-11 In this supremely practical book, award-winning principal Ruth Swinney and college professor Patricia Velasco focus on the careful planning needed to develop the academic language of all students. For English learners especially, it is critically important to integrate language development with the content that the curriculum demands. What makes this book unlike any other is the detailed guidance it provides to: help students advance from social to academic language; encourage verbal expression in the classroom; plan language arts, social studies, and science lessons that connect language and content; and use shared reading and writing, read alouds, and conversation to teach language skills. Hands-on tools include graphic organizers, sample lesson plans, concept maps,

semantic webbing, word walls, and worksheets, and everything teachers need to help emergent bilingual and struggling students master the academic language they need to excel in school.

**academic language vs social language: Whole Language Strategies for ESL Students** Gail Heald-Taylor, 1991

**academic language vs social language: The Psychology of Language** David Ludden, 2015-01-06 Breaking through the boundaries of traditional psycholinguistics textbooks, *The Psychology of Language: An Integrated Approach* takes an integrated, cross-cultural approach that weaves the latest developmental and neuroscience research into every chapter. Separate chapters on bilingualism and sign language and integrated coverage of the social aspects of language acquisition and language use provide a breadth of coverage not found in other texts. In addition, rich pedagogy in every chapter and an engaging conversational writing style help students understand the connections between core psycholinguistic material and findings from across the psychological sciences.

**academic language vs social language: What English Language Teachers Need to Know Volume III** MaryAnn Christison, Denise E. Murray, 2014-03-05 *What English Teachers Need to Know*, a set of companion texts designed for pre-service teachers and teachers new to the field of ELT, addresses the key question: What do English language teachers need to know and be able to do in order for their students to learn English? These texts work for teachers across different contexts (countries where English is the dominant language, one of the official languages, or taught as a foreign language); different levels (elementary/primary, secondary, college or university, or adult education); and different learning purposes (general English, workplace English, English for academic purposes, or English for specific purposes). Volume I, on understanding learning, provides the background information that teachers need to know and be able to use in their classroom. Volume II, on facilitating learning, covers the three main facets of teaching: planning, instructing, and assessing. Volume III, on designing curriculum, covers the contexts for, processes in, and types of ELT curricula—linguistic based, content-based, learner-centered, and learning-centered. Throughout the three volumes, the focus is on outcomes, that is, student learning. Features • Situated in current research in the field of English language teaching and other disciplines that inform it • Sample data, including classroom vignettes • Three kinds of activities/tasks: Reflect, Explore, and Expand

**academic language vs social language: Teaching in Two Languages** Sharon Adelman Reyes, Tatyana Kleyn, 2010-02-18 *Teaching in Two Languages* is a hands-on practitioner's guide to the challenges of teaching bilingually to the ever-growing population of English Language Learners (ELLs) in today's schools. This invaluable resource addresses emerging models of bilingual education such as two-way immersion and heritage language programmes, in addition to programme models that are limited to serving ELLs. Sharon Adelman Reyes and Tatyana Kleyn have organized the book around essential questions asked by practicing teachers and backed up by compelling vignettes based on actual schools and teachers across the U.S.

**academic language vs social language: Leveled Texts for Social Studies: Symbols, Monuments, and Documents** Debra J. Housel, 2012-10-01 Engage and motivate students as they discover the unique history of America's most treasured symbols. *Leveled Texts for Social Studies: Symbols, Monuments, and Documents* is perfect for close reading or small-group instruction. It includes 15 different informational texts, each featuring high-interest content written at four different reading levels with matching pictures. Symbols placed in the lower corner of each page represent the reading level range and are designed to help teachers differentiate instruction for students who are reading below-grade-level, at-grade-level, above-grade-level, as well as English language learners. Differentiation strategies and leveled comprehension questions are also provided to complement each reading level.

**academic language vs social language: Leveled Texts for Social Studies: Expanding and Preserving the Union** Debra J. Housel, 2007-04-05 Featuring biographies of individuals in American history, this book is designed to fully engage and motivate grades 1-8 students. Perfect for

differentiation, *Leveled Texts for Social Studies: American Biographies* includes 15 different biographies, each featuring high-interest text written at four different reading levels with matching pictures. Symbols placed in the lower corner of each page represent the reading level range and are designed to help teachers differentiate instruction. Comprehension questions are also provided to complement each reading level. This resource is correlated to the Common Core State Standards.

**academic language vs social language:** *Effective Educational Programs, Practices, and Policies for English Learners* Liliana Minaya-Rowe, 2014-10-01 The central issue of this volume is how to meet the linguistic and academic needs of the increasing numbers of English learners (ELs). At the center of educational turns is the role of school professionals in this Common Core Standards era. Teacher education programs and professional development, or pre-service and in-service programs for teachers of ELs, are currently being reframed to reflect the new demands placed on all teachers in light of the new standards. The expectation is that ELs can learn, and their teachers possess the expertise to teach, both discipline content and academic English at the same time. The large numbers of ELs across the country have created a wide gap between what teachers have been trained to do and the skills they need to teach and reach them effectively. This practical handbook brings together research, policy and practice on teacher effectiveness, pre-service and in-service programs in the context of student linguistic and cultural diversity. Key features include: • Clearly articulated teacher training and professional development programs; • Coverage of Common Core curriculum and a variety of instructional programs and practices with research-based tools to implement them; and, • Policies to equitably and effectively prepare ELs academically and linguistically.

**academic language vs social language:** *Reading Basics for All Teachers* Lin Carver, Lauren Pantoja, 2020-04-15 Reading provides the foundation allowing students to access and analyze information. However, it is not just a single skill. Students' comprehension is impacted and supported by solid foundational skills in oral language, phonemic awareness, phonics, fluency, and comprehension. This book analyzes the skills needed in these areas and strategies and activities to support their development. It expands teachers' skills and strategies to help them make a significant difference in their students' lives.

**academic language vs social language:** *Strategies for Building Academic Vocabulary in Social Studies* Christine Dugan, 2010-01-01 Boost students' social studies vocabulary with easy-to-implement effective strategies! Sample lessons using each strategy are included for grade spans 1-2, 3-5, and 6-8 using vocabulary words from standards-based, content-specific units of study. Each strategy also includes suggestions for differentiating instruction. Each notebook includes 25 research-based strategies, differentiation suggestions for each strategy, assessment strategies, sample word lists including both specialized content and general academic words, and parent letters in both English and Spanish. Also included is a Teacher Resource CD with PDFs of resource pages, word lists, assessment pages, and parent letters. 280pp.

**academic language vs social language:** *Excellence in Bilingual Education* Peeter Mehisto, 2012-04-05 A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education. Produced with University of Cambridge International Examinations, this is a practical guide to support school principals in the implementation of bilingual education, and to help schools with an existing bilingual programme to evaluate and improve their practice. This is the first guide to focus on the development and organisation of a bilingual education programme from the perspective of the school principal. The book suggests how the major stakeholders - principal, teachers, students and parents - can work together effectively as a cohesive team. Drawing on best practice and research, it includes perspectives from school managers and teachers around the world.

**academic language vs social language:** *Research Anthology on Applying Social Networking Strategies to Classrooms and Libraries* Management Association, Information Resources, 2022-07-08 The introduction of social media has given many communities the opportunity to connect and

communicate with each other at a higher level than ever before. Many organizations, from businesses to governments, have taken advantage of this important tool to conduct research and enhance efficiency. Libraries and educational institutions have also made use of social media to enhance educational marketing, engage with learning communities, adapt educational tools, and more. The Research Anthology on Applying Social Networking Strategies to Classrooms and Libraries describes the applications, tools, and opportunities provided by the intersection of education and social media. It also considers the ways in which social media encourages learner engagement and community participation. Covering topics such as data collection, online professional learning networks, and reinforcement learning, this major reference work is a dynamic resource for pre-service teachers, teacher educators, faculty and administrators of both K-12 and higher education, librarians, archivists, government officials, researchers, and academicians.

**academic language vs social language: Educating English Language Learners** Fred Genesee, Kathryn Lindholm-Leary, Bill Saunders, Donna Christian, 2006-01-16 The book provides a review of scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten to grade 12 is reviewed. The primary chapters of the book focus on these students' acquisition of oral language skills in English, their development of literacy (reading & writing) skills in English, instructional issues in teaching literacy, and achievement in academic domains (i.e., mathematics, science, and reading). The reviews and analyses of the research are relatively technical with a focus on research quality, design characteristics, and statistical analyses. The book provides a set of summary tables that give details about each study, including full references, characteristics of the students in the research, assessment tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations about particular areas that need further research.

**academic language vs social language: Interdisciplinary Education in the Age of Assessment** David M. Moss, Terry A. Osborn, Douglas Kaufman, 2010-08-27 Interdisciplinary Education in the Age of Assessment addresses a prevalent need in educational scholarship today. Many current standards-driven curricula follow strict subject-specific guidelines, leaving educators little room for interdisciplinary innovation. This book gears itself toward developing assessment models specific to interdisciplinary education, positioning itself as a seminal volume in the field and a valuable resource to educators across the disciplines. Each chapter covers a major subject area (literacy, science, math, social studies, bilingual education, foreign language, educational policy) and discusses methods of assessing integrated/ interdisciplinary curriculum and instruction.

## Additional Resources

### **Social Language vs Academic Language - [gmc.mrooms3.net](http://gmc.mrooms3.net)**

Language is the foundation for learning at home, at school, and in a career. Language is also how we create friendships, collaborate with others, and build society. Language is not only what we ...

### **The Complexity of Language and Learning - ed**

Feb 18, 2017 · Academic Language is Not the Opposite of Social Language The third conception of academic language is the staunch dichotomy between social and academic language.

### **Social Language Vs Academic Language - [crm.hilltimes.com](http://crm.hilltimes.com)**

Margo Gottlieb and Gisela Ernst Slavits's six book series on academic language is already the definitive resource on the topic This companion volume provides a concise thorough overview ...

### *Social vs Academic Language - Springlake-Earth*

Social vs Academic Language Social Language Academic Language Simpler language shorter sentences, simpler vocabulary and grammar Usually face-to-face, small number of people, ...

### *The Academic Language of History and Social Studies*

For the past decade, social studies, history, government, geography, and civics have been relatively neglected subjects in our school systems. Because they are not required to be tested ...

### **Academic and social language - student.jjacademy.org.in**

Communication: The primary aim of language is to facilitate communication by expressing thoughts, emotions, needs, and desires. Social Interaction: Language enables social bonds ...

### Academic language demands: Texts, Tasks, and Levels of ...

We have found this framework to be helpful in guiding pre-service teachers to analyze academic language demands since it breaks down the various levels of language (discourse, syntax, ...

### 1 What Is Academic Language? - SAGE Publications Inc

Along come the Common Core State Standards (CCSS) in 2010, and poof, academic language assumes a front and center position in curriculum design and enactment, impacting every ...

### **edTPA Basics ACADEMIC LANGUAGE**

Academic language development is making the language of our discipline (History/Social Studies) and our classroom explicit, in order to expand students' mastery

### What Is the Difference Between Social (Life Skills) and ...

Social English proficiency may not necessarily have the academic English proficiency. Social English sometimes starts developing within a few months. However, it will most likely take a ...

### So...What's Academic Language? Transcript

First of all, it's important to understand the difference between social language and academic language. We use language all day, every day, whether we're talking with a friend, ordering ...

### **LANGUAGE ACROSS THE CURRICULUM UNIT 2 Academic and ...**

Academic language is defined in general as the language that is used in schools that helps students acquire many systematic form of rule on context to use in a formative knowledge

### **PERSPECTIVES FOR CLASSROOM PRACTICE: THEORY AND ...**

The examples in Figure 1.1, which contrast social and academic language usage, illustrate the distinct differences in the choice of words, the way the words are used, and the type of thought ...

### ACADEMIC LANGUAGE: WHAT IS IT AND WHAT TO DO ...

LANGUAGE FOR ACADEMIC PURPOSES In groups, identify what you think language for academic purposes is and how it is the same and/or different from language for social purposes

### *Contents*

Academic Language in Diverse Classrooms: Definitions and Contexts shows readers a variety of poignant examples of how teachers across the country are using effective academic language ...

### *Academic Language of the English-Language Arts - Pearson*

When you reflect on the previous examples for Language Arts and Mathematics, you can see that academic language differs considerably from the social, conversational language that is used ...

### **What Is the Difference Between Social (Life Skills) Academic ...**

Social (Life Skills) & Academic English? Academic English and social English are not two separate languages. Academic English is more demanding and complex than social English. ...

### **Academic Vs. Non-Academic Language - UNS**

Note: Read more about the difference between social and academic language at [ColorínColorado](#).

### *Unpacking K-12 Teachers' Understandings of Academic ...*

First, this study explored quantitative differences in K-12 teachers' knowledge and motivation for teaching academic language, specifically their perceived competence and importance of ...

### English for Academic and Professional Purposes - DepEd ...

1. Differentiate language used in academic texts from various disciplines.
2. Determine the structure of a specific academic text.
3. Explain the specific ideas contained in various ...

### Assessing the Academic, Social, and Language Production

ses: math, reading and language arts, science, social studies and his-tory, "general skills," and "other" (p. 257). Ginsburg-Block et al. (2006) conducted a meta-analysis of 36 studies that ...

### CedarCommons - Cedarville University

Thus, edTPA defines academic language as, "Oral and written language used for academic purposes. Academic language is the means by which students develop and express content ...

### **Content-based ESL instruction and curriculum. - Coalition of ...**

show that content-based ESL help English learners gain academic language proficiency. Theoretical Reasons Content-based ESL instruction is consistent with several related theories ...



content areas (e.g., social studies, science). In the U.S., these students are ... the dichotomy of academic ...

What is Academic Language Proficiency? - Stephen Krashen

components: (1) Academic language, characterized by complex syntax, academic vocabulary, and a complex discourse style. It has been assumed that academic language can be ...

**Putting Language Proficiency in Its Place: Responding to ...**

In this paper I use the terms conversational/academic language proficiency interchangeably with BICS/ CALP. This distinction has been influential in a number of contexts (e.g. Cline & ...

**The Relationship between English Language Proficiency, ...**

self-esteem scores and academic achievement (GPA). Keywords: self-esteem, academic achievement, language fluency, personality 1. Introduction Living in a multicultural society like ...

*The Relationship between English Speaking and Writing ...*

with advanced reading and writing." Everyday language fluency does not provide learners the necessary knowledge of vocabulary and syntax required to successfully complete academic ...

**Social Language Vs Academic Language - [crm.hilltimes.com](http://crm.hilltimes.com)**

Social Language Vs Academic Language: Academic Language in Diverse Classrooms: Definitions and Contexts Margo Gottlieb, Gisela Ernst-Slavit, 2014-04-22 With the rigorous ...

**Running head: SECOND LANGUAGE ACQUISITION 1 - ed**

and Cognitive Academic Language Proficiency (CALP), the differences between social language and academic language. It should also talk about Krashen's hypotheses of acquisition and . ...

Speaking and Writing in the University: A Multidimensional ...

Spoken and Written Academic Language (T2K-SWAL) Corpus, which was designed to represent the full range of spoken and written registers used at U.S. universities (e.g., classroom ...

**Using the SIOP Model for Effective Content Teaching with ...**

Sheltered instruction is used for content area instruction in all subjects, e.g., social studies, math, science, reading and language arts instruction, and across grade levels. ... so, teachers ...

Academic Language and Literacy Development for English ...

language to another, when a word in the target language is forgotten or isn't deemed as appropriate as the word in the L1. Codeswitching is often a strategic resource for English ...

## **5. LANGUAGE ACQUISITION - Hwb**

1. LANGUAGE ACQUISITION Language acquisition can be distinguished into two

areas: BICS (Basic Interpersonal Skills) and CALP (Cognitive Academic Language Proficiency). BICS is ...

### **Social Communication Disorders: Assessment of the**

Comprehensive Language Testing • Clinical Evaluation of Language Fundamentals 5 – Receptive/Expressive Cores – ages 5.0-21.11 • Comprehensive Assessment of Spoken ...

### Impact of English Proficiency on Academic Performance of

students' academic success. Moreover, Fox (2004) noted that language tests do not measure other factors such as social networks of support, financial security, time availability for study ...

### English Language Proficiency Standards and Resource Guide

language is best taught through specific academic disciplines rather than attempting to identify a more general academic language that cuts across disciplines. The problem with assuming a ...

### **Academic Vs. Non-Academic Language - UNS**

Academic Vs. Non-Academic Language I really not need writing class because since time I come to United State all my friend speak language. Until now everyone ... Note: Read more about the ...

### **CHAPTER 3: High-Quality Instruction for Newcomer Students**

communicate ideas effectively in both social and academic situations. • Provides students authentic opportunities to simultaneously develop language and discourse; analytic and ...

### Accelerating Oral Language with Academic Conversations ...

Accelerating Oral Language with Academic Conversations Jeff Zwiers 1. We worked with teachers who noticed that their students lacked skills to focus, deepen, and extend ...

### EVALUATING ENGLISH LEARNERS FOR SPECIAL ...

Language proficiency refers to a person's ability to use an acquired language for a variety of purposes, including speaking, listening, reading, and writing. It can be affected by: Language ...

### **1 Academic Language - SAGE Publications Ltd**

Academic language is a complex concept that can be defined differently by researchers espousing distinct philosophical and methodological perspectives. Although many educators ...

### *Academic Language - San José State University*

Academic Language Having the skill of using academic language in a piece of writing is necessary. It is a critical factor for academic and professional success, and if you don't know ...

### **Comparing and Contrasting First and Second Language ...**

language which is adjusted to his or her level of comprehension, therefore, interaction is seen as crucial and impersonal sources of language (such as TV and radio) are seen as insufficient. ...

### **Academic and social language - student.jjacademy.org.in**

Social Language •Social language refers to the everyday, informal language used in social interactions, such as conversations with friends, family.

•Informal Tone: Relaxed, ...

### **INSTRUCTIONAL MODELS AND STRATEGIES FOR ...**

Language vs. quality of instruction The language of instruction—whether it is the student's first language (L1) or second language (L2)—remains a central issue in current debates. But the ...

### **REFEREED ARTICLE Effective Sheltered Content Instruction ...**

the development of academic language, be cognitively challenging, and provide access to academic content (Cummins, 1999). Students must also receive daily opportunities to engage ...

### ***Writing in an Academic Tone - Shaw University***

Informal Language Academic Language Repetition of words Variety of words, more sophisticated Sentences start with "and" or "but" Sentences start with transition words, such as ...

### **BICS and CALP: Empirical and Theoretical Status of the**

nitive academic language proficiency (CALP) was introduced by Cummins (1979, 1981a) in order to draw educators' attention to the timelines and challenges that second-language learners ...

### **Transitioning from the ELPA21 English Language Proficiency ...**

WIDA ELD Standard 1: Language for Social and Instructional Purposes broadens the traditionally narrow definition of academic language to include social language, approximations, and ...

### **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 ...

### **Understanding Academic Language in edTPA: Supporting ...**

Academic language (AL) is the oral and written language used for academic purposes. AL is the "language of the discipline" used to engage students in learning and includes the means by ...

### **LANGUAGE ACROSS THE CURRICULUM UNIT 2 Academic ...**

Expository text vs Narrative text - Transactional vs Reflective text, Reading Comprehension skills, Language skills & Literacy skills - Linguistic education: Academic language & Social ...

### **Shared language and codes - Institute for Social Capital**

well as the subtleties of language such as colloquialisms and words that

carry specific meaning in that social Shared language and codes An aspect of the cognitive dimension of social capital ...

### **Examining the Relationship Between Math Scores and English ...**

Krashen (1981) theorized the relationship between second language acquisition and the academic achievement of language learners. Krashen's theory of comprehensible input as a ...

### **Language The Impact of Language Socio Cultural Factors ...**

Acquiring a second language can be an arduous and slow process. Krashen and Terrell (1983) were the first to explore stages of second language acquisition and suggested there are five ...

### **LANGUAGE CLASSROOM: A "GIRLS' DOMAIN"? FEMALE AND ...**

Language educators realize that beliefs that adult language learners bring into the language classroom may be "inherited" from their previous social and educational experiences. As ...

### *Identifying and Addressing Language Demands Critical for ...*

Apr 20, 2011 • and relationship across language demands clear in order to help support our students' progress toward language and content proficiency in school. – Standards: • Establish ...

### **Second Language Socialization in Higher Education: An**

an academic language program within a large Canadian university, which provides academic language and study support for students whose first language is not English. As the program ...

## **Academic Language Vs Social Language**

Academic Language Vs Social Language

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