## **Agenda Session 7**

- Housekeeping (3-3:10)
- Activity: Comparing two texts (3:10-3:40)
- What is AL or AEL? (3:30-4:00)
- Activity: Thinking about the PACT AL/LD rubric (4:00-4:30)
- 🖗 Break

Π

N03

- A tiny, but perhaps a meaningful, introduction to contrastive analysis (4:40-5:15)
- Cognates: What can they do for us? (5:15-5:50)
- Closure (5:50-6:00)

## **Table Task**

- What sort of Academic language do you find in the "Climbing" article
  - Vocabulary, Sentence patterns (syntax), Text type, Clauses (cf., sentence complexity)
- How about the "Sempervirens" paper

## **Academic Language**

- Language used in formal school contexts in the learning of academic subject matter
- The English language skills needed for "unrestricted access" to grade appropriate instruction in challenging academic subjects.
- A complex network of language and cognitive skills and knowledge required across all content areas for eventual successful academic performance.
  - The "discourse of the disciplines"

# **Content Registers**

- Mathematics: prepositions, "multiply"
- Social Studies: syntactical forms
  - past-"He explored the new land"
  - past progressive-"He was exploring the river when the battle began"
  - Past perfect simple-"After he had explored the river, he walked back to the camp"
- 203 Science: terms for predictions
  - Hypothesizing, estimating, generalizing

Π

## **Academic Language**

- Each discipline has its own terms/ vocabulary that students must learn.
- $\underbrace{\square}_{\text{then y is common}} \underbrace{\square}_{\text{then y is$ 
  - Academic writing uses logical connector words (cf. cohesion) such as:
    - *if, because/since, therefore, however, unless, same, alike, different from,opposite of, whether, unless, in general, typically...*

NO3

## Language Demands

#### Cummins' Continuum

- What will the student have to do? L, S, R, W? Group work?
- Does the text hold specific syntactical, semantic or morphological complexity?
- What specialized sentences will be required in understanding or explaining (e.g., justification, explaining, comparing, providing ω evidence)

Π

## Experienced Teachers Consider AL in Math

- (a) math journals,
- (b) use of whiteboards,
- (c) walking around the room to make quick assessments,
- (d) orally repeating key words or phrases,(e) working in small groups,
- (f) peer tutoring,
- (g) high expectations and positive teacher feedback,
- (h) Cornell style notes/notebook,
  - (i) appropriate wait time,
- **ω** (j) graphic organizers,
  - (k) synchronizing lessons with another teacher
  - (j) consistency in terms and phrases, linked to curriculum (e.g., textbook)

E D C

 $\bigcap$ 

Ο

## "Spanglish"

## Codeswitching

Bueno, I was walking to the Mercado, and I saw la Claudia, she was going a casa, but then she came with me."

### New words, syntax

Anoche fui a watchar las movies con mi novia"

Hey, 'Neto, donde parkeaste tu carro que no lo encuentro!

Π

20S

# Adjectives always follow nouns in Spanish?

Two examples complicate the rule:

- Se puso una nueva blusa (she put on a new [different] blouse)
- Se puso una blusa nueva (she put on a [brand] new blouse)
- Gran reina (a great queen)
- Reina grande (a large queen)

**EDCC** 

203

#### English for Spanish Speakers: Phonological Tough Spots

- All the short vowels-hat, bed, hit, top, up
- The sh of shoes, mission, nation, ocean, chef, special, sugar (One sound with six spellings!)
- The th of this and the th of thank
- The j of jello, edge
- The z of zero, has
- The v of voice, very
- The r-controlled vowels-especially the one sound (ir, er, ur)
- The zh of measure, mirage
- The d of day, ladder, bad
- The h of home, house, hare

Source: Thonis, E. <u>The English-Spanish Connection</u>. Compton, CA: Santillana.

## Latino ELLs: An example of language transfer

#### The all purpose "Ya"

- (finalmente) already ya hemos terminado / we have already finished
- 2. (ahora) now, nowadays

ya es famoso / now he is famous

3. (pronto) soon

ya nos veremos / we will see each other soon

- 4. (en seguida) / right away, at once
- 5. (por último) now

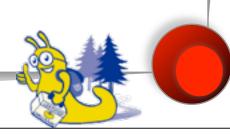
ya es hora de tomar una decisión / now it is time to make a decision

#### Idioms:

- 1. no ya = not only
- 2. si ya = if, as long as
- ya lo creo = of course, naturally
- 4. ya no = no longer
- 5. ya que = since, inasmuch as

Interj.

I, see!



Tuesday, February 16, 2010

Π

N O

Ŵ

## **Negation in Spanish**

No sé nada = "I don't know nothing" is perfectly grammatical

Tag questions:

Π

NO3

¿Los pájaros van a comer, no?

## Cognates

- Provides clues from native language to target language, or do they?
- Typically most useful in science, math (e.g., ciencia, biología, cocodrilo, \*pájaro).
  - False Cognates:
    - Carpeta/Alfombra.
    - Exito/Salido.
    - Molestar/Acostar Sexualmente •
    - Embarazada/Vergüenza
- Ο ω Conclusion: Difficult to know how much we can rely on Cognates to teach L2.



Π

N