

# Agenda Session 7

EDUC 203

- 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*
- 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

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- 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

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- 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

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- 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”
- Science: terms for predictions
  - Hypothesizing, estimating, generalizing



# Academic Language

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- Each discipline has its own terms/ vocabulary that students must learn.
- Disciplines have their own internal logic (if x, then y is common).
- 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...*



# Language Demands

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- 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 evidence)



# Experienced Teachers Consider AL in Math

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- (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,
- (j) graphic organizers,
- (k) synchronizing lessons with another teacher
- (j) consistency in terms and phrases, linked to curriculum (e.g., textbook)



# “Spanglish”

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## 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!





# Adjectives always follow nouns in Spanish?

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- 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)



# English for Spanish Speakers: Phonological Tough Spots

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- 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. The English-Spanish Connection.  
Compton, CA: Santillana.**



# Latino ELLs: An example of language transfer

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## The all purpose “Ya”

1. (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
3. ya lo creo = of course, naturally
4. ya no = no longer
5. ya que = since, inasmuch as

## Interj.

I, see!



# Negation in Spanish

- No sé nada = “I don’t know nothing” is perfectly grammatical
- Tag questions:
  - ¿Los pájaros van a comer, no?

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# Cognates

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- 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
- Conclusion: Difficult to know how much we can rely on Cognates to teach L2.

