Breaking the Language Barrier!

Lauren Harris
Education Officer,
Teaching and Learning Team
Does your partner…

• ‘…[have] native-like control of two or more languages?’
  (Bloomfield, 1933)

• ‘…[have] the ability to use two or more languages sufficiently to carry on a limited casual conversation…?’
  (Myers-Scotton, 2006)

• ‘…use two or more languages (or dialects) in their everyday lives?’
  (Grosjean, 2010)
Aims

• To understand some of the challenges students face when learning through an additional language (English).

• To explore some practical strategies to support language development in your subject.
What are the main challenges your students face when learning your subject in English?
“Even teachers teaching through the L1 [first language] need to think about the fact that language is a vehicle for learning as a basic attribute of good pedagogy.”

(Hughes in Mehisto, 2012:96)
THE POWER OF WORDS
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Tiers

Tier 1
Everyday vocabulary that is familiar to most students

Tier 2
Vocabulary that is used frequently in cross-curricular contexts

Tier 3
Subject specific vocabulary

Beck, McKeown & Kucan (2002)
Bringing Words to Life: Robust Vocabulary Instruction
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Why Teach Vocabulary?

✓ It enables students to articulate their thinking and learning
✓ It improves students’ ability to read well and write with precision
✓ Students with a wider vocabulary make better progress and achieve more
✓ Research evidences that teaching academic language underpins academic achievement
The Importance of Explicit Teaching

The importance of direct vocabulary instruction cannot be overstated. Vocabulary provides essential background knowledge and is linked to academic achievement.

Robert J. Marzano
Multiple exposures

1. Define the word to a friend
2. Develop a strategy to spell the word
3. Draw a picture of the word
4. Identify any synonyms
5. Identify words in the family
6. Use a metaphor to describe the word
7. Make a personal connection with the word
8. Put the word into a sentence
### Example...

<table>
<thead>
<tr>
<th><strong>Definition</strong></th>
<th><strong>Spelling strategy</strong></th>
<th><strong>Draw the word</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Synonyms</strong></td>
<td></td>
<td><strong>Word family</strong></td>
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<td></td>
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<tr>
<td><strong>Evaluate</strong></td>
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<td></td>
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<tr>
<td><strong>Metaphor</strong></td>
<td><strong>Personal connection</strong></td>
<td><strong>Sentence</strong></td>
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</tbody>
</table>
Choose a word

<table>
<thead>
<tr>
<th>Analyse</th>
<th>Concept</th>
<th>Estimate</th>
<th>Fluctuate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate</td>
<td>Isolate</td>
<td>Justify</td>
<td>Mechanism</td>
</tr>
<tr>
<td>Sequence</td>
<td>Structure</td>
<td>Topic</td>
<td>Volume</td>
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How could you apply this in your classroom?
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Subject specific vocabulary

*Beck, McKeown & Kucan (2002)*

*Bringing Words to Life: Robust Vocabulary Instruction*
Subject specific vocabulary

Words might mean different things in everyday and subject specific contexts.

- Physics: force
- Chemistry: element
- Business: demand
- Economics: investment
Teaching subject specific vocabulary

✓ Matching exercises (word and definition, word and picture)
✓ Glossary
✓ Wall displays
✓ Translation
✓ …
How is Cambridge supporting bilingual learners?

- Research
- Publications
- Case studies
- Support for examiners
- Professional Development
- Qualifications
How is Cambridge supporting bilingual learners?

- Teaching & Learning
- Educational Leadership
- Teaching Bilingual Learners
- Teaching with Digital Technologies

http://www.cie.org.uk/programmes-and-qualifications/bilingual-education/
Further reading


Online resources

Coxhead A. Academic Word Lists (AWL)  [www.victoria.ac.nz](http://www.victoria.ac.nz)
Thank you!