



# Breaking the Language Barrier!

**Lauren Harris**  
Education Officer,  
Teaching and Learning Team



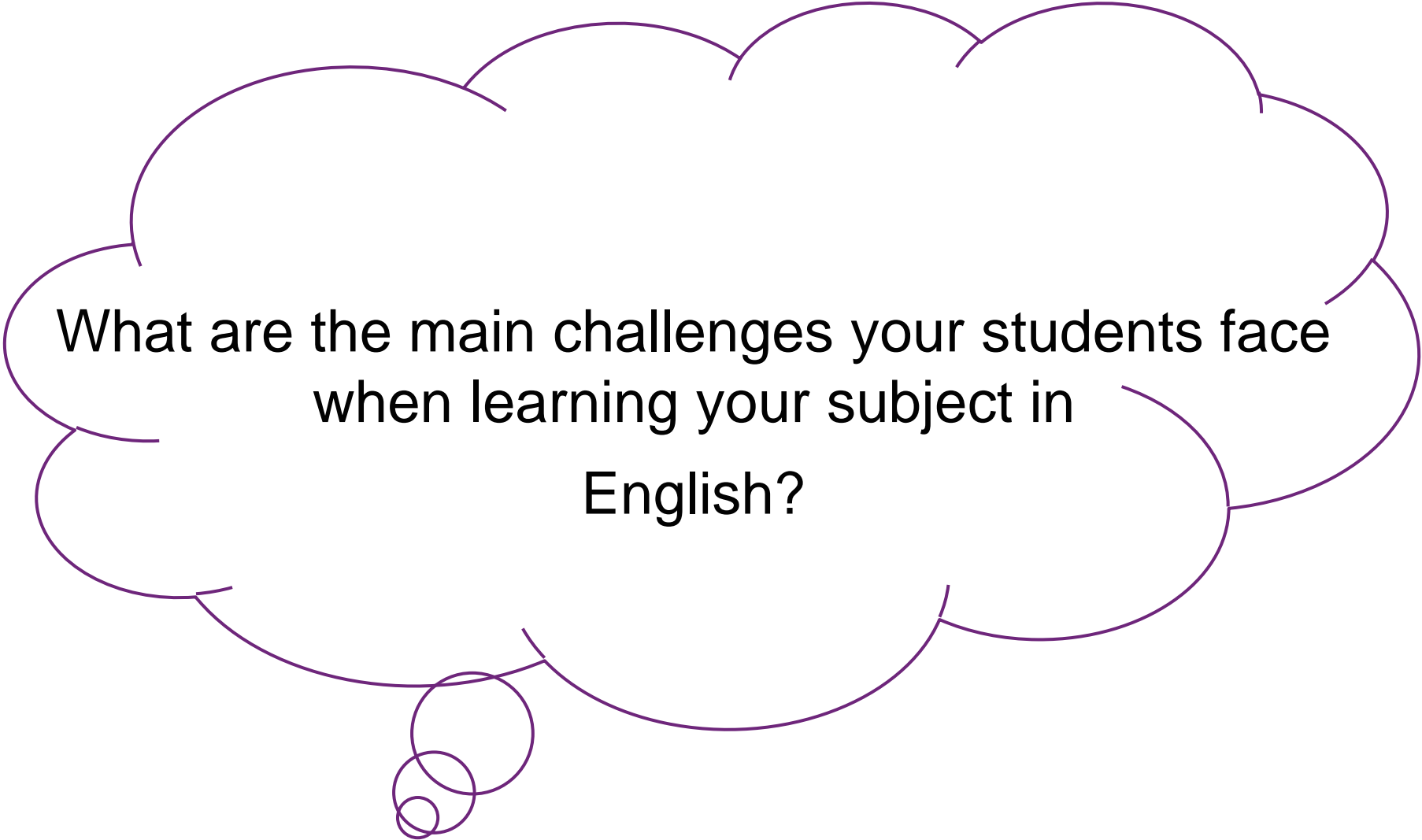


# Does your partner...

- ‘...[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



THE POWER OF WORDS





# 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*

# 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*

# 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...

Definition	Spelling strategy	Draw the word
Synonyms	<b>Evaluate</b>	Word family
Metaphor	Personal connection	Sentence

# Choose a word

Analyse	Concept	Estimate	Fluctuate
Investigate	Isolate	Justify	Mechanism
Sequence	Structure	Topic	Volume

Definition	Spelling strategy	Draw the word
Synonyms		Word family
Metaphor	Personal connection	Sentence



# 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*

# Subject specific vocabulary

Words might mean different things in everyday and subject specific contexts (multi-meaning words).

- Physics: **force**
- Chemistry: **element**
- Business: **demand**
- Economics: **investment**

# How could you support academic vocabulary in your lessons?



# Provide a **language rich** environment

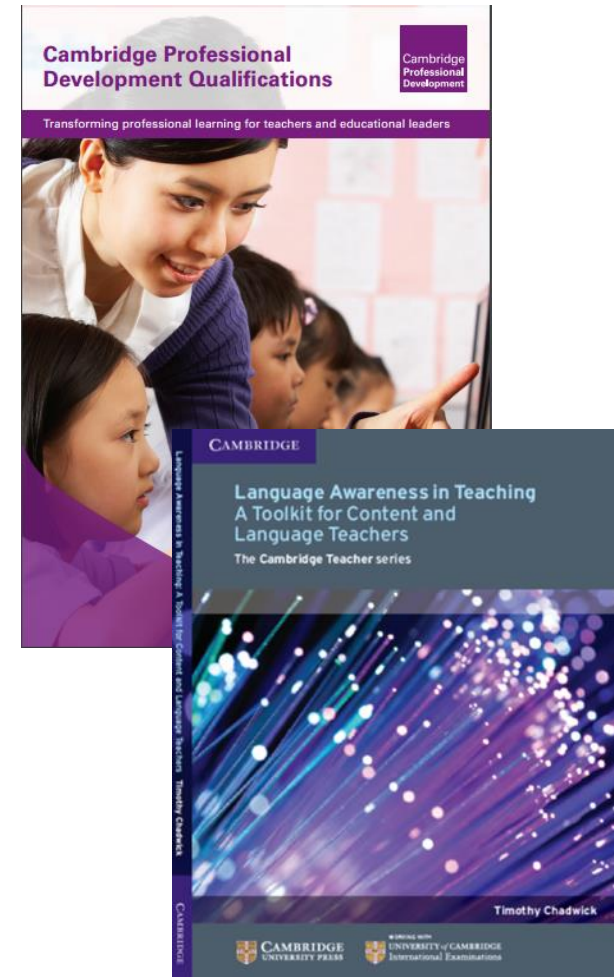
- ✓ Matching exercises (word and definition, word and picture)
- ✓ Glossary (bi-lingual glossaries)
- ✓ Graphic organisers (tables, diagrams, flow charts)
- ✓ Word walls
- ✓ Flashcards with pictures and/or words or definitions in first language
- ✓ Translation
- ✓ ...

# Substitution tables – science

Nitric acid Sodium bicarbonate Salt solution Citric acid Sodium hydroxide Ammonium hydroxide water	is a	strong weak medium strength neutral	acid. alkali. substance.
--	------	--	--------------------------------

# How is Cambridge supporting bilingual learners?

- ▶ Online resources
- ▶ Face-to-face courses
- ▶ Professional development qualifications
- ▶ Published resources
- ▶ Research
- ▶ Case studies



# Further reading

**Beck, McKeown & Kucan** (2002) *Bringing Words to Life: Robust Vocabulary Instruction*, The Guilford Press.

**Lemov, D** (2016) *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*, Jossey Bass.

**Marzano R.J.** (2005) *Building Academic Vocabulary: Teacher's Manual*, Association for Supervision and Curriculum Development.

## Online resources

**Getting Started with Language Awareness:** <http://www.cambridge-community.org.uk/professional-development/gswla/index.html>

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

**Thank you!**

