

# **Increasing EL's Lesson Involvement Using Academic Language**

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# Workshop Objectives

Participants will learn effective ways to:

- Model academic language
- Engage learners in academic interactions and conversations
- Productive partnering
- Accountable lesson participation



# Identifying Language Demands in the Common Core

**READING** Read a range of complex literary and informational texts and respond to text-dependent questions and tasks.

**LANGUAGE** Expand academic vocabulary through direct instruction, reading, and academic interaction.

**WRITING** Write logical arguments based on relevant evidence and research.

**SPEAKING & LISTENING** Engage in formal academic discussions in pairs, small groups, and whole group.

# Productive Partners

1. Make eye contact
1. Determine who will be partner A and B
1. Observe MPRP

# Productive Partners

## MPRP



1. **M** = Maintain eye contact.
2. **P** = Position yourself close to your partner.
3. **R** = Report in a low voice.
4. **P** = Pay attention.



# Why is eye contact a vital *soft skill* for US scholars and professionals?

## Weak eye contact signals:

- Disinterest
- Disrespect
- Discomfort
- Insecurity
- Impoliteness
- Self-centeredness
- Boredom
- Distraction

## Strong eye contact signals:

- Interest
- Respect
- Comfort
- Confidence
- Politeness
- Consideration
- Willingness to listen
- Focused attention

# Productive Partners

## MPRP

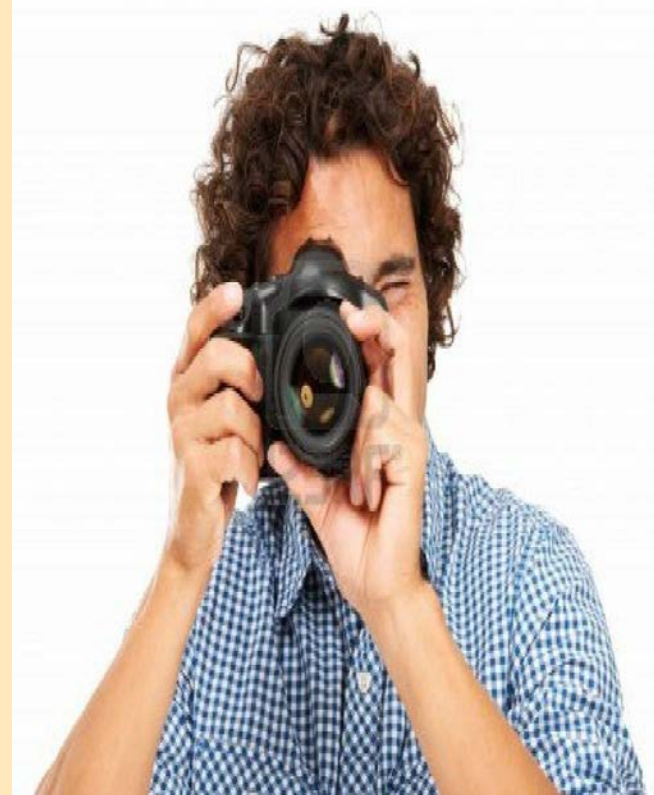
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# Position yourself close = Focus on your partner

- Looking and leaning indicates you are **focused** on your partner -- and not distracted by other people or things.

## Focusing a Camera





# Productive Partners

## MPRP

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# Report in a low voice = Use a Private, Scholarly Voice

- Speak 2 x slower and louder than you normally speak.
- Emphasize key words.
- Pause at the end of phrases.
- In **my** opinion, a **productive** partner demonstrates **interest** in my **ideas** when she makes **eye contact** with me.

# Productive Partners

## MPRP

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# Language to Listen Attentively

## Everyday

- Huh?
- What?
- What do you mean?
- I don't get it.

## Academic English

- Will you please repeat that?
- Will you please restate your idea?
- Can you explain what you mean by \_\_\_\_?
- I don't quite understand your \_\_\_\_  
*example, reason, question*  
*decision, perspective, concern*

# Practice **MPRP** Visually

1. **M** = Maintain eye contact.
2. **P** = Position yourself close to your partner.
3. **R** = Report in a low voice.
4. **P** = Pay attention.

## Using your **Private Voice**:

- **Partner A** will begin and share their favorite summer memory.

# Language: Academic Collaboration



## Language for Collaboration

### 1. Requesting Ideas

What should we write?  
What do you think makes sense?  
What are your thoughts?  
What's your idea/opinion?  
Do you have a suggestion?  
Do you have anything to add?

### 4. Clarifying Ideas

I don't quite understand your idea.  
I have a question about \_\_\_.  
What do you mean by \_\_\_?  
So, you think we should \_\_\_?

### 2. Contributing Ideas

We could write \_\_\_.  
What if we put \_\_\_.  
I think \_\_\_ would work well.  
We could consider writing \_\_\_.  
Another way to say this is \_\_\_.  
I think we should add \_\_\_.

### 5. Rephrasing Ideas

So, what you are saying is that \_\_\_.  
In other words, you think that \_\_\_.  
So, your opinion is that \_\_\_.  
So, you are suggesting that \_\_\_.

### 3. Confirming Ideas

That would work.  
That makes sense.  
I share your point of view.  
Yes, that's correct.  
I see what you mean.  
Not exactly. What I meant was \_\_\_.

### 6. Reporting Ideas

We came up with \_\_\_.  
We decided/determined that \_\_\_.  
We concluded that \_\_\_.  
Our response is \_\_\_.

# Productive Partner Responsibilities

- Speak clearly and appropriately.
- Listen attentively to your partner's ideas.
- Accept your partner's ideas.
- Let your partner know if you do not understand his/her ideas.
- Remember your partner's ideas.
- Assist your partner if they need help.

# Recommendations: MPRP Setup

- Rearrange desks/tables to make the classroom more conducive to partner and group tasks.
- Assign appropriate partners and (A/B, 1/2) roles.
- Provide a clear rationale for having students engage in daily collaborative partner tasks.
- Model each letter and explain why it is necessary.
- Bring 2 students to the front to model the skills.
- Address language goals (e.g., listening, restating).



# Strategically Partner Students in Mixed-Ability Classrooms

- Create a supportive range in ability (e.g., high with fairly high or average) rather than pairing extremes.
- Include a newcomer or exceptionally low reader in a trio with capable students.
- Include a chronically absent student in a trio.
- Assign two “floaters” to work with classmates whose partner is absent.

# Structure Partner Tasks

- Pose a clear question or task.
- Provide a response frame (for advanced language).
- Model a response (verbally and in writing).
- Clarify any language target(s) in frame.
- Guide reading of frame (phrase cued, choral).
- Check for understanding of expectations.
- Assign a task for given amount of time.
- Specify which partner speaks first.

# MPRP Review

- What does eye contact communicate to your lesson partner or group members?
- ***Eye contact communicates that I am \_\_\_.***
  - ***listening to my partner's ideas***
  - ***interested in my partner's ideas***



# Academic Language

# Academic Language to Report a Pair's/Group's Idea

## Everyday English

- We think ... We said ... We talked about ...

## Academic English

- We decided that ...
- We agreed that ...
- We determined that ...
- We concluded that ...

# Academic Language to Compare

## Everyday English

- Our's is the same.

## Academic English

- Our response **is similar to \_\_\_'s.**
- Our response **builds upon \_\_\_'s.**



# Academic Discussion: Report



## Speaking Tasks:

- Use your public voice: 3x louder than your partner/group discussion private voice.
- Use the sentence frame to report your idea.

## Listening Tasks:

- Look at and listen attentively to the reporter.
- Record two strong ideas; take brief notes.
- Listen for similarities and compare ideas.

# Academic Language to Compare

## Everyday English

- Mine's the same.

## Academic English

- My idea is similar to \_\_\_'s (Monica's).
- My idea builds upon \_\_\_'s (Eric's).



# Language to Select Reporters

## Everyday English

- Um...(name)
- I pick...
- I want...
- Let's hear from...
- How about...?

## Academic English

- *I select...*
- *I choose...*
- *I nominate...*
- *I'd like to hear from...*
- *I'd appreciate a contribution from...*

# Attentive Listening Frames



## Everyday English

- What did you put?
- *I put \_\_\_\_.*

## Academic English

- What response did you record?
- *I recorded \_\_\_\_.*
- What idea did you select?
- *I selected \_\_\_\_.*

# Tasks to Structure

## Accountable Partner Listening

- **Non-verbal:** *look, lean, nod*
- **Written:** *take notes on partner's idea*
- **Verbal:**
  - paraphrase partner's idea*
  - restate partner's idea*
  - compare ideas*
  - say something affirming*
  - report partner's idea to*

# Structuring Inclusive Participation:

## Preselected, Random, Voluntary

- Preselect 1-2 students to initiate class discussion.
- Invite a reticent participant with a strong response to contribute when you ask for volunteers.
- Encourage partner nominations.
- Invite all partner As/Bs, 1s/2s to stand and report.
- Randomly select 1-2 students using name cards.
- Allow a reporter to select the next (i.e.,

# Promote Use of a Public Voice

- Explain the reasons for reporting audibly.
- Conduct a “Public Voice Warm-up”
- Provide phrased-cued and choral rehearsal of model responses.
- Coach less than audible students.
- Don’t repeat responses for students. Instead, request audible restatements.
- Award participation points/incentives.

# Use Your Public Voice

## When Reporting During Class Discussion



### A Public, Scholarly Voice:

- Project your voice: 3x louder than your private voice.
- Speak to the classmate furthest away from you.
- Pause appropriately.
- Emphasize key words.

# “Public Voice Warm-up”

Repeat these phrases after me: (I say...You Say...)

- “Productive partners **M**aintain eye contact.”
- “Productive partners **P**osition themselves close to their partner.”
- “Productive partners **R**eport in a low voice.”
- “Productive partners **P**ay attention.”

# Request Audible Contributions

## Everyday English

- What?
- Huh?
- Come again?
- What did you say?
- I didn't get that.
- Speak up. We can't hear you.

## Academic English

- Please repeat that using your **public voice**.
- Please say that again **audibly** so \_\_\_ can hear.
- Thank you. This time, sit up and **project your voice**.
- Three times louder, using **professional voice**.



# ALL Students are AELL: Academic English Language Learners

- Academic English is not a natural language that we acquire through extensive listening and social interaction.
- Academic English-- including vocabulary, syntax, grammar and register distinctions-- must be explicitly and systematically **taught**, not just **caught**.

# Critical Components of Academic English Language Development

- **Vocabulary:** topic-specific and high-utility words used across disciplines, moving from more basic to advanced
- **Syntax:** the way words are arranged in order to form sentences or phrases
- **Grammar:** the rules according to which the words of a language change form and are combined into sentences
- **Register:** the style of language use or degree of formality reflected in word choice and grammar

# A Sentence Starter Does Not Ensure Competent Language Production

- **Sentence Starter:** *I could lead a healthier lifestyle by \_\_\_\_\_*
- **Predictable Informal Responses**
  - *Um...I won't eat junk food.*
  - *Uh...exercise.*
  - *Sleep better.*
  - *Well, no more cheetos and sodas.*
  - *Eating more healthy stuff.*

# Terms to Refer to Students during Lesson Delivery

## Familiar Register

- Kids / Niños
- Guys / You guys
- Boys and girls
- Folks / People
- Sweetie / Darling
- Freshmen / Seniors

## Academic Register

- **Students/Scholars**
- **Researchers**
- **Collaborators**
- **Authors/Editors**
- **Apprentices/Acolytes**
- **Scientists/Historians**

# Build Receptive Word Knowledge:

## Model Precise Language Use

### Everyday Verbs

- Answer
- Finish
- Repeat
- Talk about
- Share
- Think about

### Academic Verbs

- Respond, Elaborate
- Complete, Develop
- Restate, Review
- Discuss, Interact
- Report, Contribute
- Consider, Contemplate

# Precise Terms to Contribute to a Lesson Discussion

## Everyday Terms

- Answer
- Idea/Thought
- Information
- Guess
- Reason
- Steps

## Academic Terms

- **Contribution, Response**
- **Opinion, Perspective**
- **Evidence, Data, Facts**
- **Prediction, Hypothesis**
- **Justification, Evidence**
- **Solution, Process**

# Alternatives to Asking *Who has an idea? Who wants to share?*

- Does anyone have an **opposing view**?
- Did anyone **approach this in another manner**?
- Who has an **alternative perspective**?
- Who arrived at a **different conclusion**?
- Who **located evidence** to support the claim that ...?
- Can anyone **elaborate on this stance**?
- Who would like to **respond to that statement**?

# Language Functions (Purposes) Within Academic Interaction

- Expressing an opinion
- Stating a claim
- Asking for clarification
- Paraphrasing
- Soliciting a response
- Agreeing/Disagreeing
- Affirming
- Holding the floor
- Drawing conclusions
- Comparing
- Justifying
- Predicting
- Summarizing
- Offering a suggestion
- Reporting
- Citing a source



# Academic Language to Express an Opinion

## Everyday English

- I think \_\_\_\_. I don't think \_\_\_\_.

## Academic English

- I firmly believe \_\_\_\_ / I'm inclined to believe \_\_\_\_.
- In my opinion, \_\_\_\_.
- Based on my experience, \_\_\_\_.
- From my perspective, \_\_\_\_.
- I am convinced that \_\_\_\_.

# Academic Language to Solicit a Response

## Everyday English

- What do you think?

## Academic English

- What is your opinion/perspective?
- What do you think we should write?
- What do you think makes sense?
- Do you have any suggestions?
- What are your experiences with \_\_\_?

# Academic Language to Ask for Assistance

## Casual English

- Huh? What? I don't get it.

## Academic English

- I don't quite understand (the directions, the task).
- Could you explain what you mean by \_\_\_?
- Could you provide another example of \_\_\_?
- Could you define the term \_\_\_?
- Could you show me how to \_ (spell, pronounce)?

# Academic Language to Verify Understanding

## Everyday English

- So you think \_\_\_.
- So you're telling me that \_.

## Academic English

- So your example, perspective, approach is \_\_\_.
- So what you are saying/suggesting is \_\_\_.
- In other words, you believe that \_\_\_.
- If I understand you correctly, you think that \_\_\_.

# Questions and Sentence Frames for Attentive Listening

- What **example** did you **select**?
- What **example** did you **record**?
- What **response** did you **appreciate**?
- What **content** did you find most **relevant**?
- The **example** I **selected** was \_\_\_
- I **example** I **recorded** was \_\_\_
- I **appreciated** \_\_\_'s **response**: \_\_\_
- I **found** \_\_\_'s **content** most **relevant**: \_\_\_

# Practice Productive Partners

## Task:

1. A's
2. B's
3. B's will go first
4. Use the academic english question to ask a question using a private voice:  
“What **content** from this workshop did you find most **relevant?**”
5. A's will respond with this academic sentence frame:  
“I found \_\_\_'s **content** most **relevant:** \_\_\_”

# Switch Roles

6. A's will go next to ask the question to partner B using a private voice:

“What **content** from this workshop did you find most **relevant**?”

7. B's will respond with this academic sentence frame:

“I found \_\_\_'s **content** most **relevant**: \_\_\_”

# Academic Discussion: Report Back

- I will select the first set of partners to report and then they will select the next set of partners to report using the sentence frame in their public voice:  
“We select \_\_\_\_\_ and \_\_\_\_\_.”
- A’s will report first using their public voice:  
“My partner **found** \_\_\_’s **content** most **relevant**: \_\_\_”
- B’s will report after their partner does using a public voice:  
“My partner **found** \_\_\_’s **content** most **relevant**: \_\_\_”





# Questions or Comments