

Improving Academic Literacy in the Secondary History Classroom

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Abstract : Through intentionally developing the Register Continuum and the Functional Model of Language in the secondary history classroom, teachers can effectively build a teaching and learning cycle geared towards literacy improvement and EAL differentiation. Developing an understanding of and engaging students in the field, tenor, and tone of written and spoken language, allows students to build the foundation for greater academic achievement due to integrated literacy skills in the history classroom. Building a variety of scaffolds during lessons within these models means students can improve their academic language and communication skills.

Keywords : academic language, EAL, functional model of language, international baccalaureate, literacy skills

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