


**Enhancing Cultural Knowledge:  
Effects of Interrupted Schooling**

Gloria Maria Rockhold  
Webinar  
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**Welcome**



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**We Will Explore the Following**

- Interrupted Schooling
- Family Separation and Reunification
- Anxiety and Isolation
- Social Language vs. Academic Language
- Effective use of Texts and Dictionaries

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### Effects of Interrupted Schooling

- War, migration, refugee camps
- Loss of family and family culture
- Little knowledge of school routines
- Effects—withdrawn, aggressive, unable to concentrate, anxious

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### Family Separation and Reunification

- Why families separate
- Effect of separation on family culture
- Definition of family roles
- Temptations
- How does this affect the student in the classroom

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### Question

- Can you think back and recall a time when you or someone you know was separated from significant family members for any period of time?
  - What did it feel like?

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### Anxiety and Isolation

- “I am not like anyone else.”
- Feeling of inadequacy
- “I do not want to be identified as different.”

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### Reflection

- Can you recall a student in your classroom who may be feeling isolated?
- What are the characteristics you see?

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### Social vs. Academic Language

- Social communication skills
- Five years to develop oral language proficiency
- Four to seven years to gain academic language proficiency
- Much longer for students with interrupted schooling

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### Academic Language

- Academic Language skills
  - Explaining
  - Comparing
  - Contrasting
  - Classifying
  - Inferring
  - Evaluating
  - Synthesizing
  - Reporting

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### Strategies to Help Students Access Academic Language

- Ask students to guess the meaning of new words
- Pacing
- Common Word Root words
- Academic word list
  - [www.uefap.com/vocab/select/awl.htm](http://www.uefap.com/vocab/select/awl.htm)

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### Texts and Dictionaries

- Many students' first textbooks are in our classrooms
- Dictionaries are effective if the students have a mastery of their primary language
- How to use dictionaries effectively

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