Language Functions and Forms

guage function refers to **what students do with language** as they engage with content and interact with others. Function sent the active use of language for a specific purpose. Students use language functions in order to express ideas, commun thers, and show understanding of content in an academic or professional setting. Examples of language functions are:

giving instructions
making requests
defending an argument
describing processes
comparing or contrasting things or ideas
classifying objects or ideas

is a lot of overlap between language functions and analytical skills, but here we are focusing on the *language* needed (the words and phrases) to make those thoughts visible (e.g. comparing and contrasting ideas: "There are far more _____ than ').

age forms are the language structures and vocabulary that **are used to support those functions**:

Grammar, syntax, and morphology
Words that hold language together at the word, phrase, and sentence levels
Academic vocabulary used across different subject areas or Tier 2 vocabulary, for example:
- verbs (e.g. hypothesize, analyze),
- transition words, (e.g. in contrast to, as well as), and
- nouns (e.g. comparison, conclusion, analysis)

age learners need to acquire both the functions (uses/purposes) and the forms (structures + cross-disciplinary vocabulary up the English language in order to reach higher levels of proficiency. Teachers also need to understand the language den ısk as they relate to both function and form in order to best support students' language development.

Examples of Language Functions	Examples of Language Forms
alyzing	• Adjectives (comparative, descriptive, participial)
king clarifying questions	• Adverbs (manner, time, location)
king Informational questions	• Correlative conjunctions (*both . . . and*; *either . . . or)*
mparing and contrasting	• Indirect/ direct object
mprehending text or speech	• Modal verbs (will, would, can, could, may, might) and with
fending	compound verb tense (could have been)
fining	• Nouns (common, collective and abstract; count/non-coun
scribing actions	pronouns; nominalizations)
scribing cause and effect	• Prepositional phrases
scribing people, places, and things	• Questions formation (wh-; do-support)
scribing spatial and temporal relations	• Relative clauses, subordinate conjunctions
awing conclusions	• Verb tense (past, present, future); verb aspect (simple,
aluating	progressive, perfect); subject/verb agreement
plaining	
pressing and supporting opinions	
neralizing	
pothesizing and speculating	Academic vocabulary words used across different subject a
erpreting	or Tier 2 vocabulary, for example:
king claims	● verbs (e.g. hypothesize, analyze),
king predictions	● transition words, (e.g. in contrast to, as well as), and
rsuading	● nouns (e.g. comparison, conclusion, analysis)
telling/relating past events	
quencing	
mmarizing	