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with contributions by Joseph Sheils (2016)

## The language dimension in all subjects<sup>1</sup>

Council of Europe (Language Policy Unit)

### Main field(s)

Nano: Language learning		Micro: Teaching methods		Meso: Piloting schools		Macro: (Inter)systemic approach	
1.1.	✓	2.1.	✓	3.1.	✓	4.1.	
2.1.	✓	2.2.	✓	3.2.	✓	4.2.	
3.1.		2.3.		3.3.		4.3.	
4.1.		2.4.		3.4.		4.4.	
5.1.		2.5.		3.5.		4.5.	

### What is it?

*The language dimension in all subjects* is a handbook for curriculum development and teacher education published by the Language Policy Unit of the Council of Europe.

**Core Idea: Fostering language-sensitive teaching** by underlining the central role of language in all subjects (cross-curricula role of language in the learning process) and taking in account the language dimension in classroom practice (language requirements of tasks and activities).

### Who is it for?

- Teachers and teacher educators
- School principals and inspectors
- Decision makers in education policy

### Keys for EOL

- **Track 1 : Developing whole school linguistic guidelines**
  - Describing general attitudes the school will foster towards language(s);
  - Compiling a glossary of key language terminology learners should acquire;
  - Drawing up an inventory of the key uses of language in order to support teachers of all subjects in adopting a global approach to language which could be adapted to the specific context of each subject.
- **Track 2 : Facilitating language use and learning for pupils in all subjects**
  - Reflecting on text genres: text types, discourse genres, reading aims and strategies;
  - Explaining the relationship between discourse and cognition, particularly the link between language and knowledge construction;
  - Explaining the specific 'literacy' of each subject: communication, discussion, application, transfer of knowledge.
- **Track 3 : Clarifying the language dimension of teaching of each subject**
  - Guided or general interaction: helping learners to discuss different contents, to adopt specific terminology;
  - Collecting and using data: searching for information, acquiring knowledge, using data;
  - Presenting or sharing knowledge on three levels: functions (assessing, reporting, presenting etc.), texts (synthesis, transfer, creative writing, etc.) and discourse (describing, narrating, informing, arguing).

<sup>1</sup> Beacco J.-C., Fleming M., Goullier F., Thürman E., Vollmer H., with contributions by Joseph Sheils (2016), *A handbook for curriculum development and teacher training: The language dimension in all subjects*, Council of Europe, Strasbourg. <https://www.coe.int/en/web/language-policy/a-handbook-for-curriculum-development-and-teacher-training.-the-language-dimension-in-all-subjects>

## Suggestion for EOL

### Training teachers for scaffolding (chapter 4)

“Scaffolding” means providing learners with successive levels of temporary language support.

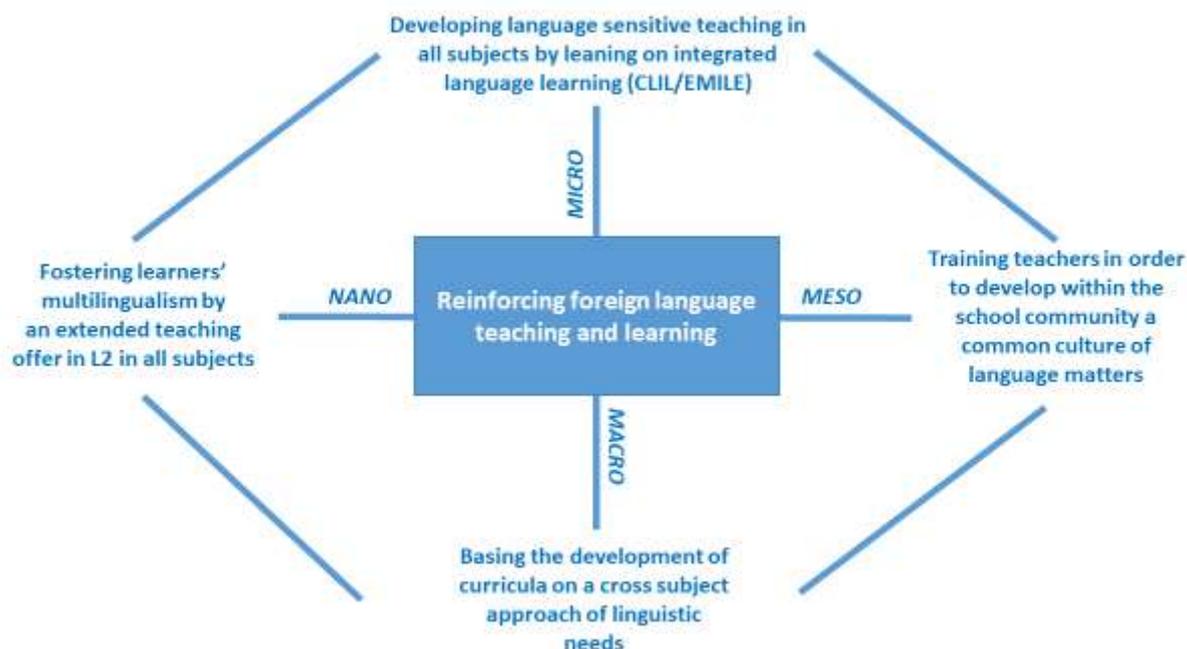
Here are some skills:

- **explaining** a new concept through a concept map;
- **comparing** with a first/another language and culture;
- focusing on particular words to **develop metalinguistic skills**;
- **providing and explicating fruitful examples; asking students to notice particular aspects/features of language use**;
- **highlighting language patterns for specific cognitive-linguistic functions** (define, evaluate, etc.);
- **providing textual models (genres) for oral or written content-based communication** (e.g. define, describe, explain, evaluate, argue);
- **communicating / discussing knowledge** means using questions to probe students’ conceptions and prompt them to describe their interpretations and challenge their opinions;
- using in a complementary way **different ways of representing ideas and concepts** (e.g. visuals, diagrams, charts, highlighting, various media and technology);
- giving **feedback** to improve subject literacy.



### Mapping all language potentials

This publication contains many proposals in order to take into account of the language dimension of all subjects in the context of foreign languages (CLIL/EMILE), but also with regard to migrant learners who are taught in L2. The following scheme attempts to illustrate the importance of combining all different areas.



### Similar resources

1. Beacco J.-C., Coste D., van de Ven P.-H. and Vollmer H. (2010), “Language and school subjects – Linguistic dimensions of knowledge building in school curricula”, Council of Europe, Strasbourg. <https://rm.coe.int/16805a0c1b>
2. Zwiers J. (2008), *Building academic language: Essential practices for content classrooms*, Jossey-Bass, San Francisco.
3. Becker-Mrotzek M., Schramm K., Thürmann E., Vollmer H. (2013), *Sprache im Fach*, Waxmann, Münster.