

RAISING LANGUAGE AWARENESS IN SUBJECT CLASSES: WORKSHOP 2017



Languages at the heart of learning
Les langues au cœur des apprentissages
Sprachen als Herzstück des Lernens

www.ecml.at

Workshop programme, 16th – 17th November 2017

Thursday 16th November

- 9:00-10:00 Welcome to Graz and the ECML, introductions
- 10:00-10:30 Presentation of the Language awareness project (Marita Härmälä)
- 10:30-11:00 Language of schooling and the Language descriptors –project (Eli Moe)
- 11:00-11:30 Coffee break
- 11:30-13:00 Examples on lesson plan from mathematics and history (Artashes Barkhanajyan and Jérôme Béliard)
- Introduction to Group work 1
- 13:00-14:30 Lunch
- 14:30-17:00 Group work 1. (incl. coffee break)
- 17:00-17:45 Summing up the group work
- 18:00-20:00 Bring-dish party at the ECML (participants bring some food/drinks) and clean-up party



Friday 17th November

9:00-10:30 Integrating language objectives in subject teaching (Susan Ballinger)

Introduction to group work 2

10:30-11:00 Coffee break

11:00-13:00 Group work 2

13:00-14:30 Lunch

14:30-16:30 Summing up Group work 2 and discussion

16:30-17:00 Next steps and network meeting (incl. feedback of the workshop)



Project team:

Marita Härmälä (Finland); coordinator

Artashes Barkhanajyan (Armenia); website correspondent

Jérôme Béliard (France); second language documentalist

Eli Moe (Norway); communications person

Susan Ballinger (Canada); associate partner



What is language awareness?

- Association for Language Awareness (ALA, 2012):
*“explicit **knowledge** about language, and **conscious perception** and **sensitivity** in language learning, language teaching and language use ...it covers a wide spectrum of fields”*
- Donmall (1985):
*“a person’s sensitivity to and a **conscious awareness** of language and its role in human life”*



What is the project about?

- Role of language in all knowledge building
 - Every teacher is a language teacher
- To support students with weak skills in the language of schooling
- CEFR and the Language Descriptors (2012-2015)
- Focus on 12/13 year old students with migration background

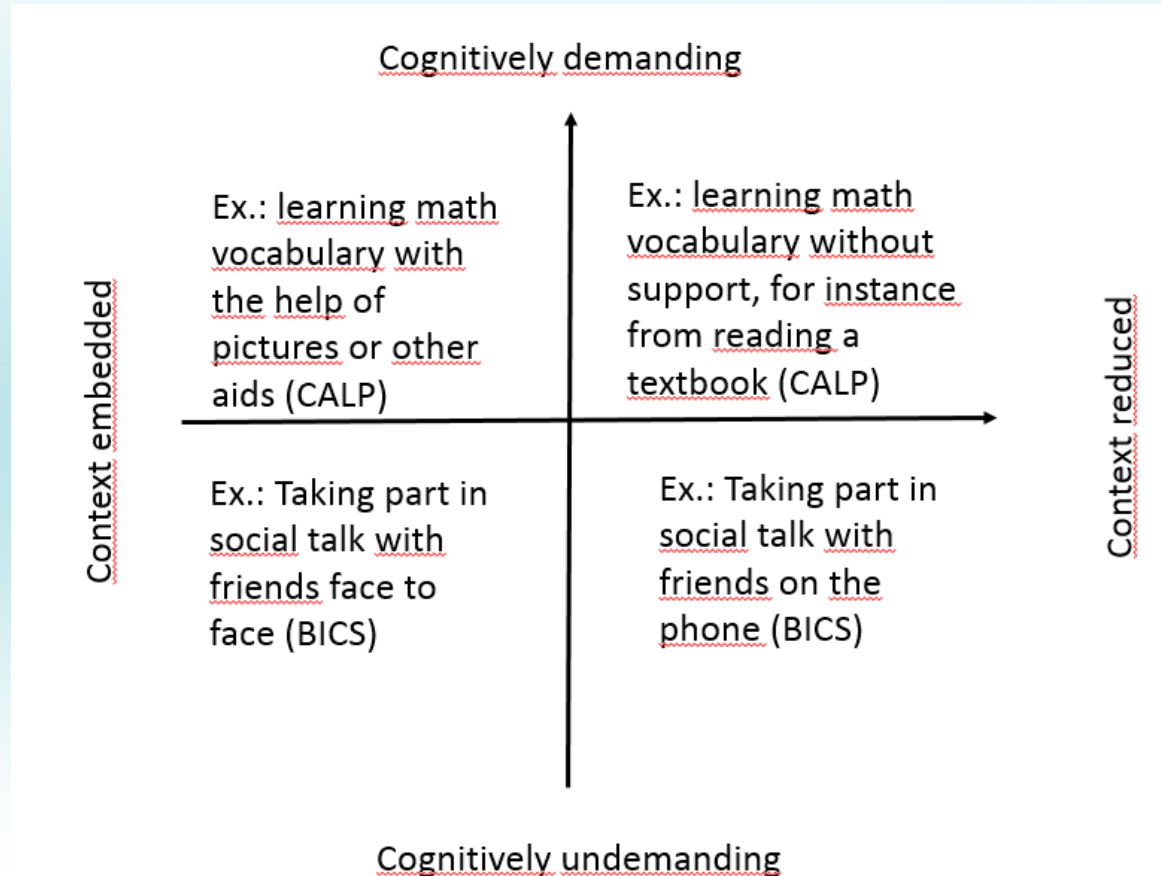


Subject-specific language

- Everyday language vs. academic language (Cummins) or language of schooling (Schleppegrell)
- Genres
- Ways of thinking, speaking, writing
- Structures, vocabulary
- Density of information
- Etc.



Cummins: BICS and CALP



Exemple: mathematics and history

| | History | Mathematics |
|------------|---|---|
| Language | <ul style="list-style-type: none"> - Chronological order - Change: causes and effects - Evidence: facts, interpretations | <ul style="list-style-type: none"> - Non temporal, everything just “is” - No emotional content - Precision (e.g. definitions) |
| Challenges | <ul style="list-style-type: none"> - Historical empathy: stepping into other people’s shoes (Rantala 2015) | <ul style="list-style-type: none"> - Worded problems, which are both linguistically and mathematically challenging (Barbu & Beal 2010) - Multi-semantic formations, implicit logical relationships (Schleppegrell 2007) |



Finnish National Core Curriculum (2014), learning goals at the end of 6th grade: some examples

History: The student will

- know how to distinguish fact from opinion, a source from an interpretation
- know that the past can be divided into eras (chronology), s/he is able to name features characteristic of societies and eras
- recognize the continuity of phenomena, understand that change is not the same as progress, and does not mean the same thing from the perspectives of different people
- know how to place themselves in the position of a person from the past, know how to explain why people of different era thought and acted in different ways, know the importance of cause-and-effect relationship



Finnish National Core Curriculum (2014), learning goals at the end of 6th grade: some examples

Mathematics: The student will be able

- to ask questions and make conclusion that are meaningful in terms of mathematics
- to present his/her solutions and conclusions in different ways (speech, writing, ICT, drawings)
- to use and understand mathematical concepts and notations
- to describe geometrical properties of objects and figures



Envisaged outputs of the project

- Practical procedures to identify the learners' language needs in the specific subject
- Samples of language supportive teaching materials for 12/13 year old students in different subjects
 - Using the European Language Portfolio (ELP) as a tool (Can do statements)



Aims of the workshop

- To gather examples of...
 - Lesson plans in different subjects
 - Subject specific content goals and language goals (ELP)
 - Ways to make subject specific text (e.g. important concepts) accessible

