Developing language awareness in subject classes

www.ecml.at/languageinsubjects

The practical resources on the website help subject teachers to identify the linguistic needs of their learners and provide tailored support. The proposed procedures and language supportive teaching materials enable teachers to reflect on language-sensitive approaches which learners can draw on and apply when learning new subject content. In this context, teachers can explore how to support their students in writing, speaking, and reading tasks, how to create teaching materials, and in what ways to draw on students' first language in their teaching.

Resources

Tools and materials for teachers to identify their learners' language needs in subject learning

Scaffolding techniques for subject teachers

Language supportive teaching materials and lesson plans for 12/13-year-old learners in different subjects, such as mathematics, history and science

Team

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The resources are for

teachers and teacher educators

language
in subjects

Take a closer look

The materials on the website are organized in three steps, which are closely linked to one another. Each step offers definitions of concepts, practical tools and resources as well assistance on putting them into practice.

Discover the tools

Step 1: Planning

…helps teachers to become more aware of the differences between everyday language and the language used in school. The tools presented highlight the importance of language in subject learning and are available in Armenian, English, Finnish, French and Norwegian.
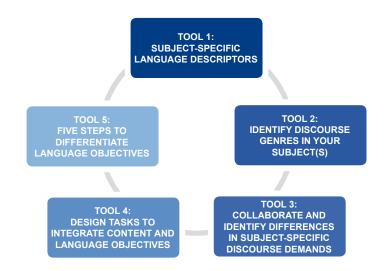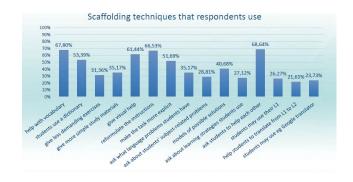
Step 2: Teaching

… presents a series of examples on practical procedures to help identify students' language needs in the specific subject(s). It also provides a list of different scaffolding techniques, such as, how to support students in writing, speaking, and reading tasks, how to create teaching materials, and in what ways teachers can draw on students' first language in their teaching.
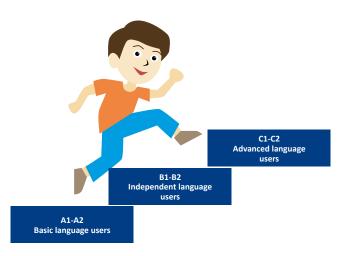
Step 3: Learning

…enables teachers and students to reflect on their own learning and teaching through the use of a self-evaluation grid provided is based on the European Language Portfolio (ELP). This section also provides a series of case studies from teachers in different countries, focusing on a variety of different subjects

The ECML publication Language skills for successful subject learning **www.ecml.at/ languagedescriptors** serves as an important resource in this.

TOOL 1:
SUBJECT-SPECIFIC LANGUAGE DESCRIPTORS

TOOL 2:
IDENTIFY DISCOURSE GENRES IN YOUR SUBJECT(S)

TOOL 3:
COLLABORATE AND IDENTIFY DIFFERENCES IN SUBJECT-SPECIFIC DISCOURSE DEMANDS

TOOL 4:
DESIGN TASKS TO INTEGRATE CONTENT AND LANGUAGE OBJECTIVES

TOOL 5:
FIVE STEPS TO DIFFERENTIATE LANGUAGE OBJECTIVES

Scaffolding techniques that respondents use

help with vocabulary 67,80%
students use a dictionary 53,39%
give less demanding exercises 31,36%
give more simple study materials 35,17%
give visual help 61,44%
reformulate the instructions 66,53%
make the task more explicit 51,69%
ask what language problems students have 35,17%
ask about students' subject-related problems 28,81%
models of possible solutions 40,68%
ask about learning strategies students use 27,12%
ask students to help each other 68,64%
students may use their L1 26,27%
help students to translate from L1 to L2 21,61%
students may use eg Google translator 23,73%

C1-C2
Advanced language users

B1-B2
Independent language users

A1-A2
Basic language users