

Supporting language learning in subject classes

Please reflect on the following and discuss with colleagues:

1. Consider your Teacher Talking Time (TTT)

- How much do you talk in class?
- Consider the quality of your talk – is it all relevant or do you tend to go off on a tangent?
- Are your instructions clear/succinct/graded for a weak language learner?
- Do you stay quiet when students are on task/reading?
- How much Student Talking Time goes on in your class, such as pair work and group work? Could you add in extra stages to your lesson to promote and facilitate this, so students USE the language of your subject more in class?
- How fast do you speak/how loud?

2. Cognitive skills

- How cognitively challenging are the materials you are using? Do you promote reasoning and creative thinking?
- Are you aware of the difficulty of the tasks you set your students (HOTS/LOTS)?
- How much do your questions challenge? Do you relate new information to old?
- Do you allow sufficient wait time before students answer your questions?

3. Language skills

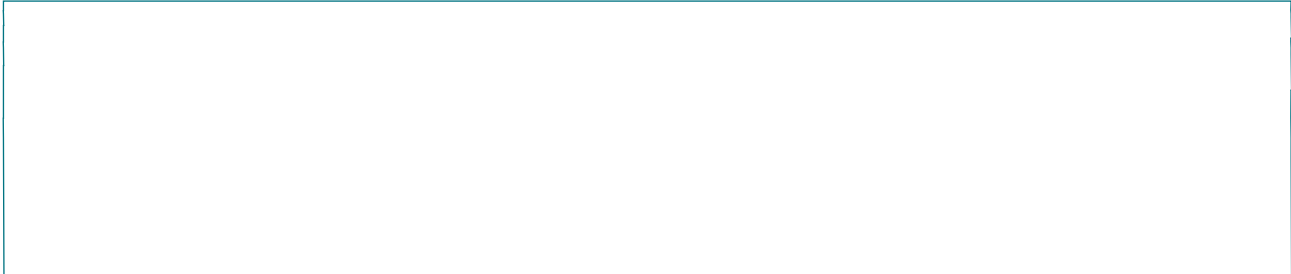
- Is the vocabulary you use when you speak/the vocabulary in the textbook you are using suitable for the needs of your students? Do you plan for language when preparing your lessons?
- Do you help your students notice the language specific to the topic you are teaching? Do you guide them in relation to the language/vocabulary which is important to learn?
- How well do you define complex new vocabulary using high frequency words?
- Do you draw students attention to the language required for a particular task or homework activity? E.g. tenses (imperatives, conditionals), functions (describing a process/experiment/recipe, giving examples).
- Do you focus on key words and other phrases which go with them (for example, 'sharp rise' and 'steady increase' to describe a graph)? Do you recycle and revise key language, demonstrating how it is used in context?

4. Learning skills

- Does your teaching style reflect your preferred learning style? Are you including all students or disadvantaging some who learn differently to you?
- Is your handwriting legible and tidy when using a whiteboard or giving written feedback?
- Do you actively promote learning skills appropriate to your subject such as note taking, drafting and editing, skimming and scanning and summarising?

NB: All the above will enhance your awareness of the role language plays in the teaching and learning of your subject. In this way, ALL students benefit and you teach more inclusively.

An Intercultural Look at our Schools is an adaptation of the project "A roadmap for schools to support the language(s) of schooling" (2017-2019) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states. www.ecml.at/roadmapforschools



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