

TOOL



**A didactic approach for
multilingual students**

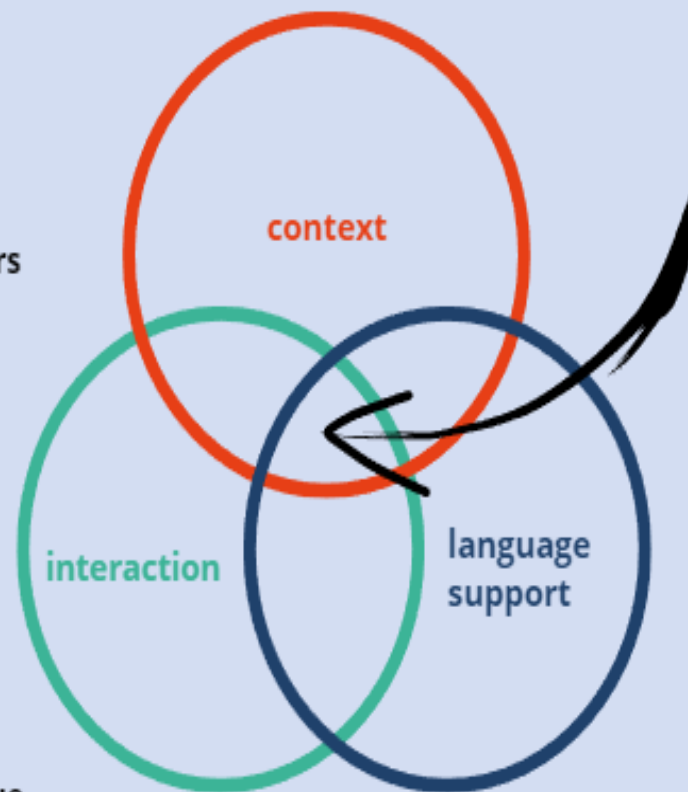
Tool to develop language awareness in subject classes

Why?

As a teacher you want to stimulate and guide your students in the process of improving their language skills because academic language and specific terminology are conveyors of your subject information.

What?

This tool offers you
1) guidelines to develop language awareness when teaching in order to enhance learning
2) a tool to reflect on your strengths and the aspects you need to work on,
3) an opportunity to engage in dialogue about this didactic approach.



#togetherforlanguageawareness

How?

You assess yourself, your lessons and your students in order to enhance their language skills based on three pillars: **context**, **interaction** and specific language support.

an initiative of
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A didactic approach to develop language awareness in higher education
(context, interaction, language support + reflection)

consistent with the 4 core principles of our education:

- 1) lean and agile education,
- 2) ownership of learning,
- 3) testing as a learning tool
- 4) active learning in authentic and co-creative contexts.

Meaning of the symbols used

	I have not applied this strategy yet, but want to explore this strategy to strengthen the language skills of my students.
	I am aware there is a language dimension in every subject. I already apply strategies to strengthen the language skills of my students. I can share some good practices.(GP)

Context			GP
1. Do do you create the appropriate context for the topic you introduce? Do you use prior knowledge of your students as a stepping stone? Do you connect with students' interests? Do you create a framework for the new subject matter? Do you invite students to provide context? Do you ensure that students feel sufficiently engaged with the subject? Do you provide examples? Do you ask for examples?			

Interaction			GP
2. Do you create opportunities for language production in interaction? Do students get opportunities to express their prior knowledge (orally, in writing)? Do students get time to answer questions, clarify opinions, write down ideas? Do <u>all</u> students get opportunities to produce language, not just the daring and eloquent students?			
3. Is there interaction between students? Do you engage in activating forms of teaching? Do you allow students to engage in peer interaction? Can students negotiate on meaning? Do you allow and monitor group work?			
4. Is your language correct and adapted to level and ability? Does it support the learning process of the students? Do you use plain language to make sure you cannot be misunderstood? Does your language create an environment to support that what and how students learn will lead to the intended results? Do you introduce specialized terminology and create the right context for them? Do you use both academic language and everyday general language? Do you highlight important information? Do you speak clearly, naturally and do you avoid slang? Are you a language model to your students?			

Language support			GP
5. Do you actively use language learning strategies? Do you teach your students how to deal with difficult words? Do you provide clues when reading texts? Do you encourage your students to reflect on their speaking, listening, writing or reading goals? Do you train them in how to distinguish between ‘need to know’ and ‘nice to know’? Do you pay attention to different text types and their characteristics?			
6. Do you provide language feedback? Do you acknowledge good language from students? Do you rephrase, paraphrase, provide cues,... ? Do you encourage students when they speak and write? Do you help students to express their ideas, without taking over (by finishing their sentences) ? Do you provide examples of the language you expect your students to use, sample formulations? Do you correct students' language (implicit versus explicit error correction)?			
7. Do your teaching materials provide visual support? Do you provide visual support: images, videos, graphs, objects? Do you develop a schedule, a mind map, ... on the blackboard? Do you provide clear checklists and transparent evaluation criteria?			

Reflection			GP
8. Do you provide diverse and meaningful assignments? Do you diversify your modes of content evaluation beyond written texts (possibly with options)? Are your assignments realistic and functional? Do your students experience the usefulness of the language task they perform? Do your students speak, listen, read and write with a clear purpose in mind?			
9. Do you provide time for reflection on language? Do you teach by means of the language but also <u>about</u> the language? Do you point out the language learning strategies you use? Do you ask your students to explain or clarify their language learning strategies? Do you invite students to reflect upon result and process + upon their approach to listening, reading, speaking and writing?			