



Senatsverwaltung
für Bildung, Jugend
und Familie



Pädagogische
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TRAINING PROGRAMME

Gefördert durch



Erasmus+
Schulbildung

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Objective

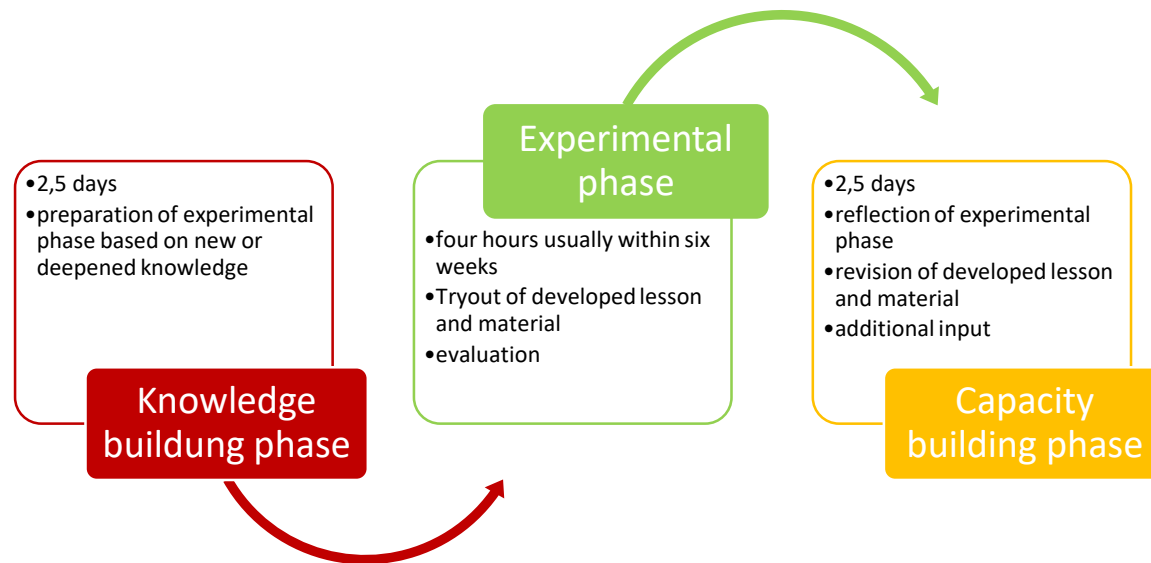
The Training Programme aims at offering a practice oriented Training for in service teachers. It addresses teacher trainers in order to give them support for developing teacher trainings that take into account national and local contexts as well as the teachers' needs. So flexibility and additivity to various contexts of doing school is one of its main advantages. The overall goal is to change school practice in order to foster students learning and life chances, no matter what starting conditions they come along with. By this, it is a project focusing on inclusion in a wide sense.

Structure

The training program is designed for an up to 40-hour in-service teacher training. There could be sessions that take one entire day or sessions that only take a few hours and may be held after school. They could take place outside the school or, ideally, inside it as part of the internal training scheme of a particular school. It basically depends on the specific background, needs and circumstances in each country that makes use of the training program. Due to findings in modern didactical research it seems to be the better option to offer schools individual trainings. They can directly be applied to the didactical setting in the respective lessons and thus respond to the most urgent needs of teachers and students as well as all others involved in school life.

Regardless of where it takes place and how it is individually designed due to schools' needs, the training is divided into three phases: a knowledge building, an experimental and a capacity building phase (see figure below).

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For the experimental phase the participants are expected to spend four hours on reflecting their practice and on preparing the second workshop. The knowledge building and the capacity building phase are designed as workshops. Each of these two workshop phases consists of up to 20 hours of training time carried out/conducted in class and online. One hour is defined as a 45-minute lecture (in the following called session) and 15 minutes break. So the whole training consists of 40 sessions of 45 minutes each. When designing the training program the idea of modularization was crucial. Taking in account this paradigm the training program is structured in four modules (which will be explained later on). One module consists of a variable number of topics (in the following called bricks) and these bricks consist at least one session but mostly of more than one session. This detailed structure has been chosen in order to give teacher trainers the possibility to either use the whole training program or adapt those parts needed for their specific target group. Although also single sessions can be chosen by the trainers, there is a recommendation to stick to the bricks, because they are planned and designed as coherent parts. Further discussions about possibilities how to adapt the training program will be offered in the Training Manual (IO7). The module can contain present as well as blended learning settings. It also includes the possibility of self-organized learning. Sessions brought out in the latter way are nevertheless part of the calculation of overall sessions. That means, self-organized learning parts



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are not designed for outsourcing work load. The maximal workload of the whole in-service teacher training has – as mentioned above – an amount of 40 sessions of 45 min. plus four hours for reflection during the experimental phase.

The Training Programme contains a number of modules, always focusing on both, Language Acquisition and Democratic Citizenship Education. Of course, some modules are more focusing on the first, others on the latter. But the connection of both dimensions, which can be seen as the core of the whole LADECI idea, is at the centre of all modules. The modules are not limited to the first workshop (knowledge building) but stretched over the whole time of the in-service teacher training, which means they are bridging the experimental phase.

The Training Programme is linked to *classroom material*, that can be given to and used by teachers, a *teaching guideline* offering advice on how to plan and conduct and a *trainers' manual*. The latter is designed as additional resource for teacher trainers, supporting them when planning a concrete teacher training.



MODULE 1: Academic Language in Educational Contexts

Core	The following two texts are meant to be prepared before starting the training of the module Academic Language in Educational contexts.	
PT1	Materials	Guidelines
	<i>Feilke (2012)</i>	The participants read the article (45 min).
PT2	Materials	Guidelines
	<i>Feilke (2012)</i>	<p>The participants answer the following questions (key points; 45 min):</p> <ul style="list-style-type: none"> • Which linguistic features characterize the register <i>Academic Language</i> (AL)? • Which functions does AL have in an educational context at school? <p>What are the strengths and weaknesses of the metaphorical notion of AL as “cultural capital”?</p>

T1	Main Competency	Materials	Guidelines	Tips
	The participants know the concept of 'Academic Language' (AL; German: 'Bildungssprache'), its linguistic features and its functions.	<i>Feilke (2012)</i> ; power point presentation (ppp); papers (A2); pens	After a short presentation by the instructor who provides basic knowledge about the role of language in educational contexts (15 min), the participants work in two groups. Regarding Feilke (2012) and their notes taken in advance the participants extract linguistic (group 1) and functional features (group 2) of Academic Language and visualize their results on papers (30 min).	Group size: Groups should consist of 2 to 6 participants maximum, group size should be more or less even. If more participants take part, 4 groups should be formed – 2 of them respectively working on one topic.
T2	Main Competency	Materials	Guidelines	Tips
	The participants can analyse school books by applying their knowledge about AL.	ppp; papers (A2); pens; pins/ tape; several copies of one double page taken from a school book	The groups present their result (first 1, then 2; 5 min each). New groups (consisting half of group 1, half of group 2 members) now analyse a school book's double page. They mark linguistic and functional features of AL (12 min) and present their results afterwards to all participants (8 min). In a final presentation the instructor summarizes the work results so far (15 min).	Material of analysis: Material for analysis (here: double page of school book) should stem (if possible) from domains of relevance for the participants (i.e. e.g. math books for math teachers). If groups work with different material, more time for group presentation of results should be allowed for (to illustrate the domain specificity of AL challenges).

T3	Main Competency	Materials	Guidelines	Tips
	The participants know quality features of language-sensitive teaching.	Gogolin et al. (2011); ppp; papers (A2); pens	The instructor introduces the concept of ‚Durchgängige Sprachbildung‘, which calls for language-sensitive teaching as didactic consequence (10 min). The participants then learn more about its quality features. They work in 3 groups. Each group reads a different part of Gogolin et al. (2011; quality feature 1, 3 and 4) and writes down the central aspects on papers. They furthermore discuss how their respective quality feature can be concretised in regard to the previously analysed school book pages (35 min).	Gogolin et al (2011) name 6 quality features, only 3 of them are discussed here. The other 3 focus on procedural language education (QF 2: diagnosis of individual language skills, QF 5: individual support of pupils, QF 6: evaluation of language support). If the training program’s temporal organization allows for it/ participants work with students/pupils known to them, the additional discussion of the above mentioned quality features should be taken into consideration.
T4	Main Competency	Materials	Guidelines	Tips
	The participants can plan and reflect teaching arrangements in accordance to quality features of language-sensitive teaching.	pins/ tape; pens	Each group presents their work results (10 min + 5 min discussion each).	In T5 participants prepare for their school visit. They work in pairs. They read the checklist of observation criteria for language-sensitive teaching and discuss which of the criteria will be observable (at a time visit), seem (most) relevant to them and which criteria they want to observe (25 min). Finally they present and justify their choices to the whole group (20 min).
T5	Main Competency	Materials	Guidelines	Tips
	The participants know observation criteria for language-sensitive teaching arrangements.	Thürmann/ Vollmer (n.d.) pens	In T5 participants prepare for their school visit. They work in pairs. They read the checklist of observation criteria for language-sensitive teaching and discuss which of the criteria will be observable (at a one-time visit), seem (most) relevant to them and which criteria they want to observe (25 min). Finally they present and justify their choices to the whole group (20 min).	



Guidelines

Session 1 (ca. 45')	Competencies	Guideline of the Session	Material	Additional Readings
	<ul style="list-style-type: none"> understand the relationship between language and subject learning know the linguistic concept 'register' know the linguistic and functional characteristics of the register 'Academic Language' (AL) in differentiation from neighbouring registers 	<p>15 minutes:</p> <p>Presentation by instructor: PISA-results (Germany in comparison to other countries), conceptualization of language competence (PISA); Germany-specific consequences following PISA) → general political guiding questions (which provide the structure of the following sessions):</p> <ol style="list-style-type: none"> Which language competences are needed for educational success? How can every student, independent of his/her background, acquire these competences? <p>register as functional variety; Academic Language (Bildungssprache) vs. colloquial/ everyday language (Alltagssprache).</p> <p>Students are asked:</p> <p>"Please describe the graphics." "What does it tell us about AL?"</p> <p>--> 3 min. in pairs, then share in plenum</p> <p>30 minutes:</p> <p>Task for participants:</p> <p>"Form two groups of equal size. You are now expert groups:</p> <p>Group 1: linguistic features of AL Group 2: functional characteristics of AL</p> <p>Compare the notes you took down beforehand (reading Feilke 2012). Develop a clear and well-structured poster presentation of the substantial aspects of your topic. Illustrate them by using examples (from the text)".</p>	<p><i>ppp</i></p> <p><i>ppp: graphics Feilke (2012, 6)</i></p> <p><i>Feilke 2012;</i> task is written down on <i>ppp</i> papers (A2); pens of different colours</p>	<p>instructor is supporting groups while they are working and, if necessary, guiding them subtly to an appropriate understanding of text</p>

<p>Session2 (ca. 45')</p>	<ul style="list-style-type: none"> • apply the knowledge about AL (linguistic and functional characteristics) to authentic teaching material • develop awareness and sensitivity towards the language challenges of ordinary school books 	<p>10 minutes: Poster Presentation by groups (first 1, then 2). Each group 5 min.</p> <p>15 minutes: Task for participants: "Form two new groups, consisting half of members of former group 1 and group 2. Analyse the school book's double page together. Identify the linguistic features and functional characteristics of AL and mark them. "</p> <p>5 minutes: Groups present and discuss their finding.</p> <p>15 minutes: Presentation by instructor The instructor summarizes the work results so far (structured overview about linguistic features). Discussion with participants about Feilke's metaphor of AL as "cultural capital" (What does it mean? What are the strengths and weaknesses according to him?). Closing with short elaboration on communicative, epistemic and socio-symbolic function of AL --> Morek/ Heller (2012).</p>	<p>pins or tape to fix the papers at the wall</p> <p>Double page taken from ordinary school book, glued on larger paper with enough space to take notes, pens</p>	<p>"Instead of looking at the whole page, better focus on just one or two single paragraphs."</p>
<p>Session 3 (ca. 45')</p>	<ul style="list-style-type: none"> • participants know three of the six quality features of language-sensitive teaching (Gogolin et al. 2011) in detail • participants can plan and reflect teaching arrangements in accordance to quality features of language-sensitive teaching 	<p>10 minutes: Presentation by instructor. Instructor reminds participants of 2nd guiding question after PISA "How can every student, independent of his/her background, acquire AL competences? ", which will be guiding for the next two sessions. The s/he informs about the BLK-programme „FÖRMiG“, in whose context the three-dimensional concept of „Durchgängige Sprachbildung“ was developed. Its thematic dimension which calls for language-sensitive teaching in all subjects will now be explored by students.</p> <p>35 minutes: Instructor presents the 6 quality features (QF) of language-sensitive teaching (Gogolin et al., 2011). 3 of them will be examined in detail (QF 1; QF 3; QF 4).</p>	<p>ppp</p> <p>ppp; Gogolin et al. (2011)</p>	

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		<p>Task:</p> <p>“Form three groups of about equal size. Each group will now learn more about one QF. Read the paragraphs which are relevant for your group: every group p. 8-11; in addition, QF 1: p. 14-15, QF 3: p. 18-21, QF 4: p. 22-23).</p> <p>Note the suggestions for concretisation, which are most important to you, on your poster. Develop concrete applications for the school book’s double page (session 2). What seems easy to you, what difficult. Why? ”</p>	<p>task is written down on ppp; papers (A2), pens of different colour, analyzed material glued on larger paper (session 2)</p>	
Session 4 (ca. 45')	<ul style="list-style-type: none"> participants can plan, justify and reflect teaching arrangements in accordance to quality features of language-sensitive teaching 	<p>45 minutes:</p> <p>Presentation of groups (posters are fixed at the wall).</p> <p>Each group presents their work results (QF 1, QF 2, QF 3 – each group 15 min) und explains/ justifies their choices concerning the application of “their” QF.</p>	<p>pins/ tape</p>	<p>Participants are encouraged to question other groups’ choices and decisions.</p>
Session 5 (ca. 45')	<ul style="list-style-type: none"> participants know observation criteria for language-sensitive teaching arrangements participants can evaluate observation criteria concerning specific observation situations 	<p>3 minutes:</p> <p>Instructor introduces observation criteria for language-sensitive teaching (Thürmann/ Vollmer), which are clustered to six domains.</p> <p>19 minutes:</p> <p>Students read Thürmann/ Vollmer (p. 4-9) and discuss the usefulness/ applicability of the listed observation criteria.</p> <p>Task:</p> <p>“Work in pairs”. Clarify the listed criteria’s meaning if necessary. Compare them the QF (Gogolin et al. 2011). What is identical, what is new? Which aspects will be observable during your school visit? Which aspects do you consider to be of major relevance for your own teaching? ”</p> <p>23 minutes:</p> <p>Instructor moderates groups’ presentation and discussion of results.</p>	<p>ppp</p> <p>Thürmann/ Vollmer</p> <p>task is written down on ppp</p>	<p>Participants are encouraged to develop their own reflected attitude towards the QF/ observation criteria. The instructor has to make clear that there is not one single major ideal solution (like a recipe) for language-sensitive teaching. Instead it depends on group structure, respective learning aims (main focus on subject/ language), participants’ personality, etc. Participants do not have to follow all suggestions at once, they just have to start somewhere.</p>



Materials: Academic Language in Educational Contexts

Session 1 & 2

The following paragraphs represent a rough translation of central sections of Feilke, H. (2012). Bildungssprachliche Kompetenzen – fördern und entwickeln. In: *Praxis Deutsch* 233, 4 – 13. (Translated by LADECI)

Promoting and Developing Academic Language Competences

(cf. Feilke, 2012)

P. 4: Academic language is not “taught” in school

Academic language is currently receiving this much attention for two reasons: it includes a large number of linguistic forms the school takes for granted as being mastered by the students for learning, but the use of which is not explicitly taught at school. Also, an increasing number of students with German and non-German as their mother tongue do not automatically bring these expected language competences to school.

P. 5f.: What do we understand by academic language?

Academic language is not the language of communication on the way to school, on the playground or in the staff room. What is taken into account when speaking of “academic language” are the special linguistic formats and procedures of language competences such as *describing, comparing, explaining, analysing, debating* etc. that can be found in a school or academic context.

Copying Anglophone concepts such as “school language” and “language of schooling” they speak of “Schulsprache” (school language), and indeed academic language could be called a *school language in a broader sense* (cf. Schleppegrell 2010). Nevertheless, differentiating between academic language and school language in the narrow sense seems to make most sense to me.

Differentiation between school language and Academic language

1. School language

School language in the narrow sense to me means the language forms and forms of language use, but also language expectations, that are concerned with teaching and are *made for didactic use* in lessons (cf. Feilke 2012). This includes e.g. the didactic genres of the subjects like the discussion. Their narrowed down standards refer to the didactic use. The discussion is supposed to *train* the competence of discussing a topic. If, and how far this is successful, is a controversial question

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(Winkler 2003). Outside of school, no one writes discussions. In contrast to school language in the narrow sense, academic language includes a lot more general forms of speech act and grammatical forms that are admittedly not explicitly “made” just for learning, but that can be “used” epistemically.

2. Academic language

Academic language is concerned with historical single-language pronounced linguistic devices. These resources have developed over several centuries and belong to the language system such as the passive or the system of modal verbs in the German language and their epistemic use (e.g. that *can* be the reason).

School language and academic language are socio-linguistically considered as linguistic “registers”. This term covers – unlike the spatially restricting “dialect” – the linguistic forms of usage in a certain social-functional field of communication, in this case the field of education and school.

The register of the academic language in communication is concerned mostly with written situations, also if it is medially used in oral situations at the same time. Connected to this are linguistic forms which enable forms of communication that are largely detached from a situational context and by that also require a cognitively abstracting speech thinking (cf. Donaldson 1982). However, not only is the connection with learning in the foreground; at school there is also a *normatively* demanded language use.

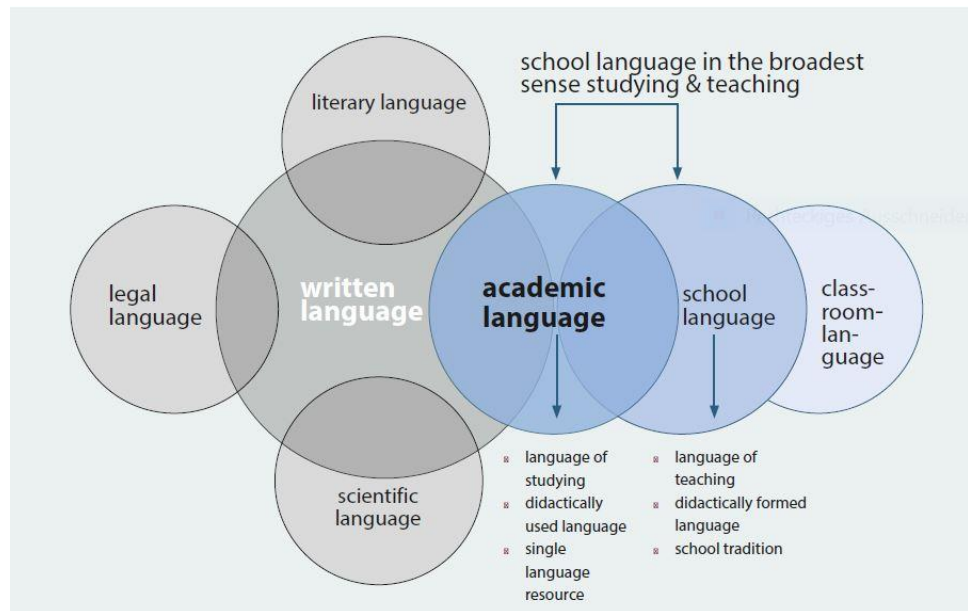


Diagram: the language environment of academic language (according to Feilke, translated by LADECI)



P. 8:

Besides mathematical skills, linguistic skills are demanded here that support the understanding and explaining of the exercise. Merely form-oriented grammar lessons hardly prepare students for such complex understanding and formulation exercises. Here – proceeding from the text – text-oriented, vocabulary-oriented and functional grammatical accesses must intertwine.

Recent research on this proves that difficulties with acquiring skills of using educational terms is not restricted to L2 learners but also often affects native German learners to a great extent (Siebert-Ott 2001, Gogolin et al. 2004, Eckhardt 2008). The emphases here are different: Gogolin et al. (2004) highlight a migration-specific disadvantage through linguistic origin. This also characterizes the socioeconomic background of the families in the immigration country. In comparison to this, Eckhardt (2008, S.150ff.) points out that when the socioeconomic status of the parental home is controlled, no specific disadvantage depending on origin could be proven. What would mean that the social origin and the familial context would be decisive, not the migration status.

P. 9:

In the Hamburg-coordinated federal state-overarching “FörMig-Initiative” (Förderung von Kindern und Jugendlichen mit Mitigrationshintergrund; support of children and young adults with migration background) a set of indicators for diagnostic purposes that count as especially relevant in educational terms has been developed. According to their existence or non-existence, competence levels can be distinguished. These terms include: passive, impersonal expressions, subjunctive, constructions with “let”, nominalisation, compounds and adjuncts of different complexity (Gogolin/Neumann/Roth, 2007, S.58ff.).

P. 10:

- Complex sentences and phrases → grammatical explication of connections
- Nominalizations, compounds → formation of meaning by compression of expressions
- Passive, impersonal expressions, constructions with “let” → generalisation and suppression of situational references
- Modal constructions, subjunctive → hypothetical presentation

P. 10f: Academic language requires understanding

Language only works as a means of communication because it retains results of understanding figuratively and provides it – as capital – for renewed communication. This also holds valid for academic language, which incorporated and in a way “retained” results of understanding in its historical development. For people who do not have access to this history of use due to their linguistic experience, such forms and segments of the language are often difficult to understand. They already require an abstract knowledge of meaning. The present and passive for example in the sentence “In the salt mine in Bad Friedrichshall rock salt is being quarried” have a generalizing function or a generic meaning. The sentence in the example doesn’t actually describe a process happening here and now but it describes a timelessly valid statement. It is completely irrelevant who quarries rock salt in Friedrichshall or when and where exactly it is taking place. This generic function of the passive is a means of academic language.



P. 11:

Academic language is in this sense an inventory of linguistic devices, that on the one hand are used for education processes, but on the other hand contain prior understandings which have already been conserved to a considerable extent. It is therefore equally to human gain as it can be an obstacle to understanding.

P. 12:

Guiding questions for supporting competences of using educational terms

- How can a pragmatically circumstanced learning context for the competence area in question for the model be created?
- Which means and text routines of using educational terms are relevant in the created field of action?
- How can linguistic awareness for the means be created? How can the means be put into an order and how can they be provided for further utilisation by the students?
- How can the different pre-knowledge of the students affect this and how can stronger students support weaker students, with regard to using educational terms?
- How can the utilisation of means be modelled and shown? Teachers and students should – if possible – stage and “simulate” problem solving. Students who are missing the respective linguistic experience profit from models of the actions in question.
- Which learning exercises provide suitable reasons to try out the acquired means and to embed them in their own production?

The location of the linguistic requirements is an important characteristic of didactics concerning the use of educational terms. Contexts should be created where the use of forms as well as their reflection is pragmatically oriented. This could also be scenarios, games and simulations. The aim is a functional embedding; the isolation of educational term forms such as “Now we get to the passive” are to be avoided.

Name, characterise, describe, elucidate, explain, prove, show, interpret, discuss etc. (cf. Anderson/Krathwohl 2001, Vollmer/Thürmann 2010).

Such speech acts can be understood as communicative and cognitive problem solving which is often tied to certain linguistic devices, phrasing patterns and text types in order to be accomplished successfully: How do you do that when you *discuss* something? How do you do that when you *characterise* or *describe* something?

The respective linguistic competences are on the one hand interdisciplinary; indeed, they are possibly even cross-linguistic and cross-cultural.

Academic language is contextually embedded

On the other hand, the supposed universality of the linguistic forms needs to be taken into account, which is embedded in specific characteristics of the educational culture at all times. You only need to think of such didactic genres as the essay in the Romanic countries in comparison to the German discussion.



P. 13:

For the purpose of support, it is about taking a look at the constitution of learning itself, to reflect on it, to put it to the test and to make the potentials of using educational terms available in this way. This is unknown territory for all subjects and also for German lessons. For this, ideas, concepts and models have to be developed first. The aim is being linked to partly familiar leading ideas, including e.g. the principle of “consistent language development” (cf. Gogolin/Lange 2011). It describes the aim of permanence and sustainability of language support by interdisciplinary (horizontal) cooperation across different academic years (vertical). Especially in non-linguistic subjects, the demand of “content and language integrated learning” (CLIL) appears.

For the original text see:

Feilke, H. (2012). Bildungssprachliche Kompetenzen – fördern und entwickeln. In: *Praxis Deutsch* 233, 4 – 13.



Session 3 & 4

The following paragraphs represent a rough translation of central sections of Gogolin, I. et al. (2011). Durchgängige Sprachbildung. Qualitätsmerkmale für den Unterricht. Münster et al.: Waxmann. (Translated by LADECI)

Long-Term Language Education Quality Characteristics for Lessons

P. 7

Introduction

Lessons in linguistically heterogeneous classes are becoming more and more a part of teachers' everyday life. Successful strategies of action for dealing with linguistic heterogeneity are not yet self-evident. "Which topics should be considered in language education? How can I take linguistic heterogeneity into account when planning lessons? Which overall aim is connecting different approaches and methods?" – Questions like these often come up for teachers time and again.

The quality characteristics of continuous language education can provide assistance. These are a collection of characteristics, concretisations, examples and evidence of how language education can be implemented in all subjects and they describe characteristics and particulars of lessons *supporting language education*. "Quality" in this context refers to the enabling of all students to access academic language, in this way giving them the chance to acquire the linguistic challenges that the school entails as far as possible.

P. 8

The first characteristic refers to academic language being a way of language use that differs from the way students deal with language in their everyday life:

The teachers plan and organise the lessons in reference to the register of academic language and present the connection of everyday language and academic language explicitly.

P. 9

Educational terms in expressions and texts are characterised by a distance in space and time in oral as well as in written form. In order to overcome this distance, complex linguistic structures are necessary, e.g. differentiated and abstracting expressions ("filling" instead of "pouring in"); technical terms that differ from everyday language in their meaning ("solution" as a term for a fluid); impersonal constructions ("is being filled" instead of "we pour it in") and multiple kinds of texts of different study groups (e.g. text report).

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The first characteristic therefore includes summarised concretisations of how teachers can support students in recognising differences between everyday language and academic language. The focus here is on the organisation of the lessons. It is about sensible planning for when everyday language is useful for the acquisition of content (e.g. in group work) and for when the use of educational terms in expressions is expected (e.g. when presenting group work). The respective situations should be clarified explicitly to the students so that they can fulfil what is expected of them.

The second characteristic includes the necessity and the possibility to take the students' language resources into account.

The teachers diagnose the individual language requirements and developmental processes.

Sensible lesson planning regarding the register of academic language is possible if it is clear which resources the students bring with them and how far they have advanced in their language development. The sensible support in acquiring the register of academic language is possible when the next steps in linguistic learning tasks are documented in a process-related way.

Here it is about planning the linguistic learning together – in the communication of teachers with each other and in the communication of the teacher with students.

The third characteristic highlights the responsibility of all teachers to support all students actively in the acquisition of linguistic competences in the areas of listening, speaking and writing – and not to take these competences for granted:

Teachers provide means of everyday language and academic language and model these.

This characteristic refers – as an addition to the first characteristic – to the realisation in lessons. For the following areas, concretisations have been collected about how teachers can use methods to support students with the acquisition of differentiated linguistic devices: tasks, vocabulary work, language perception (listening and reading), speech production (oral and written). The formulation "modelling" clarifies that the teachers organise the respective necessary linguistic devices according to the students' developmental status and the subject.

P. 10

The fourth characteristic is concerned with the activity of the students in the lessons:

The students have many opportunities to acquire their skills in everyday language and academic language, to apply them actively and to develop them.

Here the activity of the students is at the centre of interest. Everyday language is not only 'oral language' but it also appears in written ways – e.g. in private letters, written dialogues, in chats, on the internet or when communicating via SMS on the mobile phone. Academic language again is not limited to written use but is also used orally – e.g. in talks or in formal situations. This is why the concretisations are about the principles for a climate beneficial for language development in general, as well as about the single areas of listening, reading, speaking and writing. The opportunities to develop linguistic skills are designed holistically.

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The fifth characteristic is about forms of internal differentiation in tasks:

The teachers support the students in their individual language formation process.

This characteristic is connected to the second characteristic, the diagnosis of individual language requirements: It is about the subsequent support of the language formation processes that are performed by the students themselves in and outside of the lessons. In lessons of linguistically heterogeneous groups, internally differentiated tasks play an important role. They can ensure that requirements concerning the content can be accomplished – without the processing failing because of language requirements. Additionally, it is helpful to provide a broad supply of linguistic auxiliaries and to let the students develop a routine in dealing with them confidently and autonomously. In this way, the learners can decide themselves which help they would like to use, when to acquire the content and to present it appropriately in an oral or written way.

The sixth characteristic is concerned with the importance of recording the learning itself and the learning process:

The teachers and students check and evaluate the results of the language education.

This characteristic stresses the responsibility of teachers and learners for language education. Constructive dialogic feedback and corrections not only enable the students to learn from their mistakes, but also enable them to develop a positive self-perception as successful learners. In this way, they can master the upcoming linguistic challenges step by step and can increasingly control their linguistic education process themselves.

1.2.3 The use: planning, reflection and understanding

The quality characteristics can be applied in variable ways:

- If a school or a form team would like to put a consistent language education into practice they offer an introduction: the characteristics define the areas the staff or the form team should communicate about: Which experiences do we have in the separate areas? Who can offer expertise at what point? What can we build on? In which committees and groups should the areas be discussed? For what would we possibly like to get external help?
- The characteristics and concretisations enable an inventory: Which activities are already parts of the lessons? Which concretisations are especially interesting for us? Where would we like to start as a team?
- Finally, the characteristics can be used for systematic planning: Which area would we like to start with? What are achievable goals that the staff can agree on? Which methods do we use in order to check if we are achieving our goals?



P. 13

2. Quality Characteristics

LANGUAGE EDUCATION IS TAKING PLACE CONTINUOUSLY IN ALL SUBJECTS. THE TEACHERS VALUE AND PROMOTE THE STUDENTS' MULTILINGUALISM

Consistent language education: quality characteristics for lessons

Q1: The teachers plan and organise the lessons in reference to the register of academic language and present the connection of everyday language and academic language explicitly.

Q2: The teachers diagnose the individual language requirements and developmental processes.

Q3: Teachers provide means of everyday language and academic language and model these.

Q4: The students have many opportunities to acquire their skills in everyday language and academic language, to apply them actively and to develop them.

Q5: The teachers support the students in their individual language formation process.

Q6: The teachers and students check and evaluate the results of the language education.

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Quality Characteristic 1

THE TEACHERS PLAN AND ORGANISE THE LESSONS IN REFERENCE TO THE REGISTER OF ACADEMIC LANGUAGE AND PRESENT THE CONNECTION OF EVERYDAY LANGUAGE AND ACADEMIC LANGUAGE EXPLICITLY.

Concretisation

The teachers know the difference between various linguistic registers – from everyday language to academic language. In their lesson they explicitly establish a connection between the registers. They plan their lessons with the aim of expanding the language skills of their students towards a competent use of academic language.

The teachers consider linguistic heterogeneity when planning their lessons.

The teachers analyse the language requirements of the lessons they are planning and compare them to the students' pre-knowledge.

The teachers check the teaching material regarding its language requirements. If necessary, they extend it with auxiliaries in order to master the requirements

The teachers set open, problem-oriented tasks that require complex speech acts.

The teachers activate the students' pre-knowledge and provide linguistic devices for this, so they can understand the topic of the lessons in substance and master it.



The teachers take their students with them on the way to a life of being able to use educational terms. They make

- the differences between factual and linguistic requirements and
- the situationally different requirements of speaking and writing, listening and reading (generic and academic language)

into explicit topics, informing about the central factual and linguistic requirements of the current lessons.

The teachers draw on the students' world of experience and include this. They encourage the students to apply the linguistic knowledge and skills they have in their first language.

The teachers regularly give their students the opportunity to respond to a topic in a written or oral way and to recognise the requirements of both types of action by comparison.

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Quality Characteristic 2

THE TEACHERS DIAGNOSE THE INDIVIDUAL LANGUAGE REQUIREMENTS AND DEVELOPMENTAL PROCESSES:

Concretisation

At the beginning of the school year the teachers determine the individual development needs of selected students.

The teachers diagnose and document the language development of the students in a process-accompanying and criteria-based way.

The teachers assess the performance of the written language in class tests or in extensive tests by means of agreed criteria and suitable instruments, respectively.

When diagnosing, the teachers take into account the students' expertise.

The teachers use the results of their diagnosis for the planning of lessons and support.

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Quality Characteristic 3

TEACHERS PROVIDE MEANS OF EVERYDAY LANGUAGE AND ACADEMIC LANGUAGE AND MODEL THESE:

Tasks/Operators

Concretisation

The teachers impart and practice the meaning of single operators with regard to facts as well as context.

The teachers use the operators clearly in tasks.



Systematic vocabulary work

Concretisation

Working with word fields is a fixed part of lessons: The teachers develop the students' vocabulary systematically (single exposure is not sufficient, but learning with a spiral curriculum).

The teachers use variable methods of working with word fields.

The teachers offer the students a rich vocabulary and language structures. They connect this to possibilities of classification that help the students to realize in which context words and specific language structures are adequate.

The teachers embed vocabulary exercises in topical coherences and ensure context-oriented work with vocabulary.

The teachers also provide auxiliaries in the students' first language so they can expand their vocabulary independently.

The teachers stress the meaning of "form words" (also "structural words" or particle) in lessons.

As a basic principle, the teachers secure the vocabulary and the new technical terms in a written way.

Language perception Listening: Teacher language

Concretisation

The teachers are linguistic models.

The teachers use their language consciously and pay attention to an appropriate way as well as speed of speaking.

Language Perception Reading

Concretisation

The teachers systematically practice important reading skills with the students.

The teachers impart reading strategies to the students that enable them to make texts accessible independently.

Speech Production (Oral and written)

Concretisation

The teachers offer formulation auxiliaries

The teachers support the language production by visualisation (writing, graphs, graphics).

The teachers support the students with guidelines for the composition of texts and oral contributions.

Teachers support the students' competence of producing and understanding texts in different contexts and practice the respective subject-specific kinds of text with them.

The teachers impart the skill of verbalising graphic illustrations.



Speaking: Conversation in class

Concretisation

The teachers support the students' speaking by encouragement, paraphrasing and asking for clarification (Micro-Scaffolding).

The teachers enable the students to express their thoughts which they then take into account and use for further teaching.

The teachers give the opportunity for self-correction and for constructive correction.

Writing

Concretisation

The teachers practice important writing skills with the students in a systematic way.

The teachers create transparency of the writing process and offer assistance and target-aimed strategies for the individual steps of the writing process.

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Quality Characteristic 4

THE STUDENTS HAVE MANY OPPORTUNITIES TO ACQUIRE THEIR SKILLS IN EVERYDAY LANGUAGE AND ACADEMIC LANGUAGE, TO APPLY THEM ACTIVELY AND TO DEVELOP THEM.

Concretisation

The teachers create an atmosphere in their lessons in which the students' experience themselves as competent language learners in speaking, listening, writing and reading.

The students' native languages are taken for granted in the lesson and are not tabooed.

The students get the possibility and are encouraged in using the competences of their native language to accomplish exercises of language comparison and reflections.

Listening

Concretisation

The students get the opportunity to communicate about what they are listening to. For this they use, as far as possible, the skills they have in their native language.

The students' experience the (social) effects of how an expression is stressed, or exactly how it sounds.

The students practice strategies that help them to overcome difficulties in listening comprehension.

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Speaking

Concretisation

The teachers set tasks that enable the students to produce complex expressions.

There is a high proportion of speaking time for the students.

The students have time to construct their contributions consciously.

The students negotiate meaning of the learning content – also in their native language.

The students experience the (social) effects that something spoken can have – depending on how it is stressed and in which way it is being said.

Reading

Concretisation

The teachers specifically promote the students' motivation to read.

Reading activities of the students are a set part of the lessons.

The teachers enable the students to activate, practice and use reading strategies.

The teachers systematically increase the amount of literary and subject-specific texts.

The students use, as far as possible, the skills they have in their native language for reading, e.g. activation of pre-knowledge.

Writing

Concretisation

The teachers form an agreement with the students that they write something in every lesson.

The students have the opportunity to plan texts, to think about written formulations and to edit their texts.

The students write on many different occasions. They have various opportunities to try out different kinds of texts.

The students use, as far as possible, the skills they have in their native language for text production.

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Quality Characteristic 5

THE TEACHERS SUPPORT THE STUDENTS IN THEIR INDIVIDUAL LANGUAGE FORMATION PROCESS:

Concretisation

The teachers formulate differentiated tasks for students with different language competences.



When the task is the same, the teachers provide different auxiliaries.

The teachers provide an “oversupply” of linguistic means so that the students can choose from them.

The teachers provide graded linguistic learning auxiliaries for text comprehension and text production.

For lateral entrants, the teachers focus the lessons on the acquisition of subject-specific and academic language competences.

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Quality Characteristic 6

THE TEACHERS AND STUDENTS CHECK AND EVALUATE THE RESULTS OF THE LANGUAGE EDUCATION.

Teachers

Concretisation

Teachers and students develop a constructive way of dealing with mistakes together. Teachers recognize mistakes as milestones in the students’ development. The teachers give the students content-rich, comprehensive feedback which is beneficial for their further learning.

The teachers record and assess oral and written performances in a criteria-oriented way.

The corrections from teachers is also criteria-based as well as encouraging and constructive. The students are being made aware of their progress in building up (academic) language competences.

The teachers supply their students with auxiliaries and instruments for them to be able to judge their own language skills and processes.

Students

Concretisation

Students are encouraged to pay attention to the correct and appropriate linguistic form and to correct their classmates in a supportive way.

Students have the opportunity for self-correction and for communication with each other.

For the original text see:

Gogolin, I. et al. (2011). *Durchgängige Sprachbildung. Qualitätsmerkmale für den Unterricht*. Münster et al.: Waxmann.



Session 5

The following paragraphs represent a rough translation of central sections of Thürmann, E./ Vollmer, H. (n.d.). Checkliste zu sprachlichen Aspekten des Fachunterrichts. Retrieved from http://www.unterrichtsdiagnostik.info/media/files/Beobachtungsraster_Sprachsensibler_Fachunterricht.pdf (Translated by LADECI)

Checklist Regarding Linguistic Aspects of Subject-Teaching

(cf. Thürmann/Vollmer, 2013)

Mastering typical language in class for teaching processes and learning processes – it can be simplified said – is the key to educational success, as with and through language in class

- reality can become accessible, cognitive processes can be promoted and knowledge can be (re-) organized, expanded and deepened
- operations and meanings can be negotiated
- learning efficiency can be identified and evaluated, thus qualification and life chances can be provided.

To enable subject teachers to identify single aspects of the linguistic dimension of subject-teaching and subject-learning, and to work on it in a reflective manner, in the following, characteristics/ indicators for language sensitivity and language awareness in subject-teaching are provided in form of a checklist. This rather extensive list has been formulated in a way that enables it to be of as much relevance in as many subject areas and learning areas as possible, or can be specified accordingly. Furthermore, it has been structured according to different observation areas, as experience has shown that it is most effective to concentrate on a manageable set of characteristics/indicators for self-assessment, external assessment, as well as class observation. The following observation areas can be covered with the checklist:

1. **Transparency of linguistic shares at subject-related aims and competence expectations** (what means that students receive explicit and understandable hints by means of techniques of →advance organizing and a reflective task culture to help them understand which linguistic instruments/ strategies →text types etc. are linked to subject-related aims and competence expectations, what enables to activate previous linguistic knowledge and emphasises what is expected linguistically.)
2. **Lesson-related language use of teachers** (means e.g. comprehensibility of the teacher's language for students, flexibility and rhythm of the speech act, correctness and adequacy)



3. **Interaction in class and opportunity for students to speak in class** (means the proportion of the teacher's and the student's speaking time, respectively, the speaking time of students among themselves, the consideration of textual phases and open impulses that motivate students to construct detailed and complex utterances)
4. **Targeted support for subject-specific linguistic instruments, strategies, and →text types** (what does not only mean subject-related terminology. It is also about specific linguistic support – →scaffolding – when using subject-typical (speech) patterns (→collocations, →text types and their specific formats in subject-teaching.)
5. **Linguistic adequacy of teaching material (texts, media, teaching and learning material)** (means adjusting the linguistic difficulty of a text according to a student's stage of language acquisition and level of reading comprehension; so primarily, it is about the lexical difficulty →morphosyntactic and textual means of chosen texts, as well as the adequacy of addressed contexts regarding the subject and world knowledge of students.)
6. **Linguistic aspects of measuring and assessing achievements** (means to consider students' linguistic preconditions regarding subject-typical formats of assessing the achievements of learning outcomes on the one hand, and to consider the usefulness for the linguistic development in class and in school – which implies the value of linguistic aspects for subject-related assessment of achievements and the importance of non-discriminating feedback regarding the development of students' linguistic competence, on the other hand.)

The following checklist presents specific indicators for the mentioned observation areas which help to identify a teacher's ability to take linguistic aspects into consideration in subject-teaching and learning.

The following checklist is supposed to add to the development of language sensitivity and language awareness in subject-teaching, as it helps subject-teachers to

- test themselves whether they already have got, and if so to what degree, the attitude, didactic strategies, and methodical practice to promote language skills
- meet in smaller groups of "critical friends" in order to observe each other's teaching and use the checklist to provide feedback and to evaluate the quality of each other's teaching
- find an agreement among colleagues on a common approach of language teaching across different subjects (e.g. use of →operators in assignments of tasks, agreement on a manageable set of subject-relevant text types that actually can be produced by the students), and to stand to the agreement in the best interest of the students.

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1. Transparency of linguistic shares at subject-related aims and competence expectations

In subject-teaching, I make the linguistic shares of learning transparent for my students in an understandable way.	
Strongly agree	agree
Strongly disagree	disagree
1.1	At the beginning of a teaching unit, I usually explain the subject-relevant aims as well as the linguistic aims (intended results).
1.2	I make sure that the students do not miss the point of the subject-related aims and the linguistic aims.
1.3	When formulating tasks I pay attention to the operators, so students know which mental and linguistic contributions are expected.
1.4	I formulate tasks with a certain importance for my subject-teaching, or tasks that require a certain amount of time in written form and with a recurring →“task syntax”.
1.5	I plan my subject-teaching medium-term, respectively long-term. Therefore, I consider subject-relevant →cognitive and linguistic functions, →text types and communicative activities.
1.6	At the end of a teaching unit I discuss with the students, whether the subject-relevant aims and linguistic aims have been reached (or why not), and which should be the following steps.

2. Lesson-related language use of teachers

In subject-teaching I regulate my language use in a way which allows me to adjust to the language competence of my students on the one hand, and on the other hand, to inspire them to use new language patterns and strategies in class themselves.	
Strongly agree	agree
Strongly disagree	disagree
2.1	When teaching I use linguistic expressions very deliberately. I always use a linguistic →register that fits the particular teaching situation.
2.2	I am aware that figurative language, metaphors, →idioms, and dialectal language use, but also irony and sarcasm are not easy to understand for many students. Therefore, I mainly use subject-related and process-related standard language.
2.3	My students need a linguistic role model to be able to expand their repertoire of subject-relevant linguistic patterns and structures. I integrate these deliberately into my wording.
2.4	I stress the expression of statements, requests, and questions deliberately with intonation, so students have at least a rough understanding of the speech act, even if they do not understand details or even the overall meaning.
2.5	I adjust my rate of speaking and my language use to my students' stage of language acquisition.

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2.6	I accentuate with my pronunciation and my speaking behaviour subject-relevant aspects, as well as transitions between topics and between phases of teaching.
2.7	I try to explain difficult subject-relevant issues with increased verbal effort.
2.8	To guide my listeners and to facilitate their process of comprehension, I often use announcing and commenting verbal expressions.
2.9	When I write something in front of the class, I write in a cohesive and standardized way to offer my students language models they can use.
2.10	According to the students' needs and the subject-related requirements and activities my role as a teacher varies (a person who offers information, provides linguistic help, structures cognitive processes, etc.).

3. Interaction in class and opportunity for students to speak in class

Students get the opportunity to formulate complex and coherent expressions (written or verbal) during my subject-teaching.				
	Strongly agree	agree	disagree	Strongly disagree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1	I control my own speaking time when I teach to enable more speaking time for my students.			
3.2	I slow down verbal interaction in class. I give my students the time to construct complex sentences.			
3.3	I ask open questions in class, so students cannot answer with single words or gestures.			
3.4	I offer corrective feedback when it comes to linguistic phenomena that are decisive for reaching subject-relevant goals.			
3.5	I treat technical, respectively linguistic inadequate student reactions carefully and try to encourage them to correct their own mistakes.			
3.6	In my subject-teaching students are advised to take on different roles.			
3.7	In my subject-teaching I often integrate working phases where students have to concentrate on writing.			
3.8	I often integrate open formats of tasks in practice phases and working phases.			
3.9	My teaching units always contain some tasks that require demanding cognitive efforts (higher-order thinking skills) and demanding written expressions.			
3.10	I increase the share of language during my subject-teaching by integrating tasks and working phases from time to time that can only be accomplished with great verbal efforts, and at the same time are perceived as motivating by the students.			
3.11	Practice and working phases are organised in my subjects in a way that allows students to interact verbally and to learn from each other.			
3.12	My classroom is organised in a way that supports my language-sensitive teaching.			
3.13	At least once every six months I conduct a project with my students that allows them to demonstrate their language skills also in the world outside of school.			

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4. Targeted support for subject-specific linguistic instruments, strategies, and →text types

I explicitly pay attention to linguistic competences which are relevant and/or specific for the learner's success in my subjects, as I state how much of these competences my students already have achieved. If necessary, I support them with the technique of →scaffolding to achieve those competences.	
Strongly agree	agree
Strongly disagree	disagree
<input type="radio"/>	<input type="radio"/>
4.1	In my classes students learn to be responsible for their own language learning. I therefore support strategies and methods of language learning and make them a subject for discussion.
4.2	In my classes I encourage students to reflect on learning methods and learning success – of course considering linguistic aspects.
4.3	I differentiate between linguistic support aimed at a specific occasion and target-relevant linguistic support. I use →scaffolds for the target-relevant support which offer a surplus on relevant linguistic means and/or impulses to activate cognitive processes.
4.4	I am aware of the fact that subject-relevant terminology is a comprehension barrier. Therefore, I use technical terms very carefully in my subjects.
4.5	In my subject-teaching scaffolds help to work with (a) text types/genres, (b) non-linguistic sign systems, (c) cognitive strategies and operations, (d) and systems of concepts relevant for my subjects.
4.6	When I plan target-relevant linguistic support (→scaffolds) I consider the relation between cognitive and linguistic operators (fundamental →discourse functions).
4.7	I use different techniques to support my students in developing their own awareness for text structure, coherence and cohesion; so they are able to write their own texts.

5. Linguistic adequacy of teaching material (texts, media, teaching and learning material)

I check the material I want to use in my subjects, whether it could provide linguistic difficulties for my students. If necessary, I substitute the material, complement it with non-linguistic forms of presentation, or offer hints, explanations with easier language, or other help.	
Strongly agree	agree
Strongly disagree	disagree
<input type="radio"/>	<input type="radio"/>
5.1	In my subjects I usually use texts which match my students' stage of language acquisition, or which challenge it.
5.2	I give my students the chance to identify linguistic difficulties when using the material, respectively to name them.
5.3	In my subjects I support my students by providing them with learning and working techniques, helping them to overcome linguistic barriers in specialised texts independently.
5.4	If I have to use a difficult texts in class due to subject-relevant reasons, I provide appropriate tools to work with them.
5.5	Non-linguistic sign systems are used increasingly in my subjects, especially due to their verbalisation and their translation from one mode into another (e.g. movies, pictures, schemes, diagrams, statistics).

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5.6	In the classroom, material is provided for subject-relevant activities or for independent learning.
5.7	I often offer different activities to develop and to draw attention to different kind of →reading strategies/reading techniques.

6. Linguistic aspects of measuring and assessing achievements

I am aware of the fact that linguistic aspects are of major importance regarding most forms of measuring and assessing achievements in the subjects that I teach. Nevertheless, I also use task formats that require to be detailed and cohesively formulated. When assessing achievements, I take great care of assessing their subject-related achievements, not possible linguistic deficiencies. However, I provide them with detailed feedback on the language aspects they still have to work on in future.									
<table><tr><td>Strongly agree</td><td>agree</td><td>disagree</td><td>Strongly disagree</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>		Strongly agree	agree	disagree	Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly agree	agree	disagree	Strongly disagree						
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
6.1	If a clear differentiation is possible at all, I do not assess linguistic aspects in the assessments of subject-related achievements.								
6.2	I provide an assessment of a student's achievement regarding the subject and the linguistic improvement at least once a term in form of a written evaluation which is transparent and understandable for the student, the parents, and others.								
6.3	In my school we agreed to conduct a comparative test in every subject and every class to make sure the language development is age-appropriate and meets the standard of the subject, and that there are not any systematic or unbreachable deficits regarding the achieved competences.								
6.4	In my school we agreed on language competences students should have in order to be able to succeed in the subject in the following classes.								

For the original text see:

<https://www.schulentwicklung.nrw.de/materialdatenbank/material/view/3831>



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