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| **Strand 6: Teaching for Language and Content Integration** |
| **6A: Language alertness – instructional choices that intentionally bring attention to language during content instruction** |

* The teacher shifts attention between content and language in natural ways.
* The teacher looks for and takes advantage of opportunities to teach language (features, functions, genres) in effective ways to clarify linguistic misconceptions in relation to content.
* The teacher shares language objectives with students in student-friendly terms.
* The teacher models and elicits specific language structures and functions.
* The teacher’s attention to language (grammar, syntax, discourse) is contextualized within content instruction.

**Examples:**

1. *A Grade 5 teacher has posters displayed with sentence stems to elicit academic language [for example, for compare contrast: A is….but B is….; Whereas A is…., B is…..; A and B are alike/similar (differ) in that….; etc.]. The teacher reminds students to use the sentence stems during whole class discussion, small group or pair work, and writing practice. She pays attention to the phrases students use for expressing compare and contrast and doesn’t accept the same phrase again and again (as she is aware that students have a tendency to overuse the easier phrase, A is….but B is….). So when she hears a student use the same (easier) expression, she might say: “Let’s try another way of comparing those two things – look at the poster – what other expression could you use?”*

1. *A Grade 2 teacher has created a language objective for comparing and contrasting tadpoles and frogs (“Students will write simple and compound sentences to compare and contrast tadpoles and frogs with verbs in the present tense like have, swim, jump, breathe.”). She rewrites the objective in student-friendly language, displays it, and goes over it with students before the activity (“I can write sentences to describe how tadpoles and frogs are the same and different with verbs like have, swim, jump, and breathe.”)*
2. *A Grade 4 teacher brings students’ attention to different ways that participial phrases are used to indicate cause/effect in a geography textbook chapter about landforms (The running water of the river wears away the ground, forming a canyon). For example, she has students circle the cause/effect sentence, highlight the comma in one color and the participle (-ing form) in another. Later students create these cause/effect sentences to describe the formation of landforms.*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:** |
| **Resources:** |

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| **Strand 6: Teaching for Language and Content Integration** |
| **6B: Corrective feedback – strategies include recasts or prompts like metalinguistic clues or clarification requests** |

* The teacher uses a range of developmentally and contextually appropriate corrective feedback types to improve students’ language proficiency.
* The teacher uses many corrective feedback types that encourage student uptake and repair.
* The teacher distinguishes between feedback on language (form) and feedback on content (meaning).

**Examples:**

1. *For a student with a lower comfort level with the language, the teacher uses explicit corrective feedback that offers a choice (“Do we say \_\_\_\_\_ or \_\_\_\_\_\_?”), whereas with a student who frequently self-corrects, the teacher use prompts, such as giving a metalinguistic clue (“Remember that in Mandarin we need to use a measure word.”) or clarification request (“Pardon? I don’t understand.”).*

*2. When students share comments in a whole class discussion, the teacher distinguishes feedback on meaning from feedback on form by responding with phrases like, “You are right that the colonists wanted to be independent, but I’d like you to repeat your idea, focusing on the correct form of the verb.”.*

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| **Resources:** |