Teacher education: Language issues in multilingual educational contexts: Sensitising Subject Student Teachers for Language Issues and Cultural Perspectives

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Abstract

This document is directly linked to educational policies in Luxembourg and the challenges of multilingual school practices for subject teachers. The vehicular languages are German and French with national regulations about language use in each class/ subject. The project presented here aims at enhancing teachers' professional language skills as part of their general teaching proficiency as they have to cater for more and more linguistically diverse learners.

The proposed course targets young secondary teachers, at postgraduate level, who are requested to confront concepts of learning and theoretical models with their own experiences in the classroom. The selected key areas for professional development are awareness for language issues, key notions of language learning processes, concepts of subject literacies and discourse functions, interaction for learning, multilingual didactics, cultural contexts of learning as well as evaluation questions. For each area, a similar approach includes driving questions, key words, selected references, targeted teacher competences as well as a few suggestions for training activities.

The needs of teachers varying greatly, the areas for development are not equally relevant for all. The course leaves room for trainers' initiatives and puts emphasis on situated approaches to methodological issues. Classroom-based investigations and a reflective stance should improve practice. A reading list is added.

Contents

Preliminary remarks on "Multilingual contexts "

This paper reflects work in progress by a team of teacher educators for secondary education at the University of Luxembourg[1]. It refers to the particular language situation of Luxembourg, yet it addresses many issues of general importance for raising student teachers' awareness of various language dimensions of their subjects and subject teaching, to make them, as it were, 'language – sensitive'. The country is officially trilingual: *Lëtzebuergesch*, the national language, is mostly used for informal interaction, French and German for administrative and legislative matters (law of 1984), whereas various other languages linked to migration and internationalization have in recent decades become more and more noticeable, too. In secondary education, German and French are the official languages of instruction (*langues véhiculaires*); their use has been redefined in ministerial guidelines (2010). A crucial distinctive feature of Luxembourg secondary education is that in most cases learners' and teachers' first languages (Lëtzebuergesch, or e.g. Portuguese or any other language) do not correspond to the official languages of schooling or instruction.

On the one hand, multilingualism in education means well-defined areas and functions for different languages, with clearly fixed regulations concerning the curriculum, set books, interaction and exams; on the other hand, both teachers and learners, constantly and spontaneously change languages in and outside school, according to situations and expectations. In other words, to use a distinction made by the Council of Europe in the Common European Framework of Reference for Languages (2001), educational policies are multilingual and well regulated; the persons, however, who are involved in processes of learning and teaching, all have plurilingual repertoires and competences and can adapt their use of languages to situations and requirements.

This means, for example, most subject teachers have to teach their subjects in two languages, in German and French, neither of which is a first language for the great majority of learners. It also means that learners acquire subject knowledge and competences through both German and French, the two main languages of schooling.

In such circumstances of regulated instruction and recommended interaction, on the one hand, the multilingual educational frame and policies remain relatively stable (prescribed languages of instruction and testing, resources such as textbooks, definition of learning outcomes); this is the more static and only slowly changing dimension of multilingualism. On the other hand, learners (and teachers) are constantly challenged to develop their language repertoire; they constitute the active and progressive dimension. It is their dynamic use of languages that evolves and that will have an impact on the construction of knowledge and cultural identity. In this dialectical interaction between a multilingual educational system and plurilingual social actors (Coste/ Simon 2009) the need for a specific training course, which gives young subject teachers more orientation and security, has arisen. The initial focus was on the role of vehicular languages and content learning. Early inspiration has also come from *Language Education Policy Profile: Grand Duchy of Luxembourg,* from *Réajustement de l'enseignement des langues* (2007), participation in European projects on related topics (*CLIL across Contexts: A scaffolding framework for teacher education*, 2006-2009; EUCIM-TE: *European Core Curriculum for teacher education and further training: raise teacher competencies to teach immigrant*

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multilingual pupils, 2008-2010) and studies of the LCMI research unit at the University of Luxembourg, such as *Plurilingualism and Teacher Education: A Critical Approach.* (Ehrhart/ Hélot/ LeNevez 2010).

Multilingualism, knowledge development and cultural perspectives on learning: a course for language sensitive subject teaching

The aim of the course on multilingualism and learning is to define, develop and integrate teachers' language competences and general teaching competences by focussing on their strategies for using language (and eliciting learners' language use) to construct knowledge in the context of various subjects.

Driving questions:

- How can subject teachers be prepared (through initial teacher education and later professional development) for complex linguistic learning situations?

- How can teachers be assisted to expand professional proficiency in their second languages, in particular in the languages they use for teaching?

- What information (theories, concepts) skills/ competences, strategies and techniques do they require to further their students' language competence/ skills and awareness of cultural perspectives in learning situations?

General approach

This course aims at offering a general framework for teachers' professional development in the area of subject instruction and knowledge construction through a second or foreign language. Regulations and details of language policies in general and in technical secondary education are not identical (*Enseignement secondaire et Enseignement secondaire technique*). They are related to the targeted vocational and academic outcomes. Learners' competence in the various school languages varies. The underlying assumption of the course is that despite the permanent need for teachers to take into consideration specific subject and language classroom situations, schools will benefit from a shared general approach to linguistic matters in education.

No formal language teaching is offered; theories of learning and language acquisition are presented so that the role of language in learning processes can be analysed. The aim is to enable young teachers to reflect on practice and to adapt language use to effective (subject and language) learning in concrete classroom situations.

The student teachers have high levels of language competence in the languages of schooling (usually equivalent to C1 and above) confirmed by previous language tests, which are part of the entry examinations to the teacher education programme. What they aspire to develop is a professional level of language proficiency for the promotion of subject learning in (multilingual) teaching situations.

The course has a dual focus on the teaching and learning dimensions. It takes an integrated approach to

- student teachers' development of language competences *for teaching* and

- learners' development of language competences *for learning*.

However competent and fluent student teachers are when they start teaching, they will be confronted with new, pedagogically oriented linguistic challenges (e.g. scaffolding, interacting, monitoring, assessing, repairing…). So basically, they are encouraged to see themselves as learners, too, though of course progressing at different levels and paces than their students. For instance, student teachers become competent at making effective interactive presentations or delivering short lectures ; simultaneously they will teach their students in secondary schools how to make short presentations for their peers.

For student teachers it is largely experiential learning, they improve their competences by analysing the characteristics of classroom situations they meet and by adapting their language and activities to the needs and potential of linguistically heterogeneous classes. Great emphasis is put on self-evaluation and peer exchange on language sensitive teaching.

Course staff and organization

The cooperation between language specialists, experienced subject teachers and experts of learning processes ensures coherence between theory and the requirements of practice. The course is a combination of short lectures, seminars and workshop activities. Ideally, experts of language learning and subject teachers share responsibility for the course.

The groups are mixed with student teachers of different subjects being taught together. The languages of instruction may vary; theoretical references and resources (background reading) are trilingual (German, French and English). For interaction in groups, Luxembourgish is also used. This plurilingual approach means that the arguments of a text read in English may be informally discussed in Luxembourgish before being integrated into an oral presentation or written production in French or German. This quite natural passage from one language to another often affords an in-depth analysis of concepts and comparison of terminology facilitated by course seminar tutors. Paraphrasing and translating/ translanguaging motivate student teachers to produce personal reconstructions of the original input. This is a very challenging aspect of the course; it is also felt to be a crucial experience as it reflects learning processes in multilingual school contexts, where learners have to acquire knowledge in two or more languages through similar processes.

The course consists of 15 units of 45 minutes. It follows a course on general paradigms of learning and teaching and is part of a general module on educational theories and professional issues and (*Savoirs de la profession*).

The different units attempt at covering a large number of language aspects related to subject learning. For all the topics, there is some theoretical underpinning but the main focus should be on conditions for effective practice.

Practice-based approach

Managing the multilingual classroom consists in balancing double-focussed expectations (subject knowledge AND language development), as well as dealing with individual learner characteristics, as found in changing classrooms where learners' linguistic and cultural backgrounds are becoming more

and more heterogeneous. On average, in secondary education more than 40% of students are not of Luxembourgish origin.

As all student teachers have a half-time teaching assignment in Luxembourg *lycées*, the privileged approach is practice based with short tasks and activities calling for student teachers' reflection on their classroom experience. Participants are also asked to bring examples of their own teaching material, learning resources, lesson plans and student productions. For the theoretical founding of discussed topics, they are given selected articles for home reading.

Teacher education: Language issues in multilingual educational contexts

1. Raising general awareness for language aspects in learning

In an opening session, definitions of multilingual countries and plurilingual individuals are presented to trigger awareness of the various perspectives that can be taken. The discussions will turn around questions like, "Why can Luxembourg be called a multilingual country? What are specific opportunities and challenges for the population?"

The aim is to recall facts that student teachers are familiar with and to start out with representations of situations they know or have experienced themselves. The various dimensions are likely to include:

- Historical and political dimensions; national considerations; the present EU perspective (mobility, social cohesion)

- Social and socio-cultural points of view: home languages, plurilingual social interaction and languages of schooling, code switching, the press and the media

- Levels of language competence, status of languages, L1, L2, …

- A comparative approach to languages and linguistic aspects

- Cultural aspects: literary productions, multilingual and intercultural events

- Economic repercussions: employment, communication …

The main aim is to show the relevance of these perspectives on educational issues, on classroom interaction, on language learning, on languages for learning.

A next stage consists in formulating some of the challenges teachers have to cope with. This can be done by analysing divergent views on multilingual learning and presenting some frequently-voiced statements and a few research findings:

- The second/ foreign languages for subject learning are an unfair additional obstacle. They constitute a cognitive challenge which requires more efforts and extra time for learning (a possible reason for poor results in the PISA tests).

- Bi-/multilingual learning is equally successful for content acquisition than monolingual learning: recent studies in other countries have confirmed this for CLIL programmes and language sensitive teaching (Badertscher 2009; Coyle/ Hood/ Marsh 2010).

- Good results through content and language integrated learning are due to the required additional concentration and more active involvement on the learners' part; teaching tends to focus on essential points; learners must make a closer and deeper analysis of learning material; links can be made with previous learning experiences in another language (Breidbach/ Viebrock 2012).

- Learners', parents' and teachers' motivation is essential: they must be aware of the potential benefit of focusing on language development in subject learning.

- Learning through a second language requires a specific teaching methodology and explicit learner strategies.

Significant research inside Luxembourg seems problematic as the languages of instruction are prescribed so that comparative research beyond an analysis of individual students' learning processes and outcomes is difficult. No conclusive studies are available.

2. Introducing key notions of language learning and language use

> Driving questions:
>
> - How are second/ foreign languages effectively learnt / taught?
> - What are key aspects of language use in subject learning?
>
> Key words: language skills, situated task-based learning, interactive language learning, academic language competence, content-based learning, immersion, CLIL
>
> References: Selinker, Krashen, Cummins, Coyle, Lantolf, Swain, Lightbown/Spada, CEFR
>
> Targeted teacher competences:
> - Recognize key elements of language in situations of subject learning/ teaching

As all student teachers have their own memories of second/ foreign language learning at school and outside school, it is important at this stage to allow them to formulate their views and start off with their own representations.

The course provides a succinct overview of methods they may have met themselves at school in their French, German, English, Italian, Spanish … language classes. The role and function of translation, grammar competence, vocabulary learning, text analysis, oral practice etc. are briefly analysed from the point of view of linguists and learning specialists. Recent theories on how languages are acquired and developed outside language classes and school contexts through a communicative and task-based approach will be presented.

The following basic concepts are introduced:

- Language learning versus language use (CEFR); indicators of comprehension and production skills at different levels; the importance of task-based learning

- Languages of culture, languages of communication, minority languages, languages of contact

- Language learning and language acquisition (socio-cultural theory)

- The distinction between communicative and academic or school language for 2nd language acquisition (Cummins' distinction of BICS and CALP, as well as CUP[2])

- Content-based learning, immersion programmes, content and language integrated learning (CLIL)

- Coyle's 4 C's model (cognition, culture, content, communication)

Proposed activities for teacher education workshops

Reflecting on the use of BICS, CALP and CUP

Student teachers' awareness of register and their own multilingual proficiency can be revealed by two simple tasks, one BICS oriented (e.g. 'small talk' about a text book), another more CALP focussed

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[2] BICS – basic interpersonal communicative skills; CALP – cognitive academic language proficiency; CUP – Common underlying proficiency

(explanation of an aspect of their subject with written support). The CUP dimension can be introduced by comparing student teachers' own handling of subjects in two or more languages.

Working with texts

A comparison of texts on a similar topic, in different languages, helps introduce the next study points in the course. Biographical information on scientists and their research can be used to discuss possible teaching activities and expected outcomes. As experience has shown, texts on Marie Curie are excellent material for this activity. [3]

- What subject specific elements can one recognize in these texts? Are there language specific differences?
  The identification of these elements will lead to a definition of SUBJECT LITERACIES.

- What response can one expect from learners? What input is required from teachers for learning to take place?
  This should be a clue for the importance of CLASSROOM INTERACTION, with an analysis of what makes up effective language for teaching and learning.

- What learning does the reference to other languages than the language of the text afford?
  This question induces an analysis of a MULTI-/PLURILINGUAL APPROACH to learning.

- Do the texts contain cultural elements? How will readers from different cultures perceive them?
  Will French, German and English classes approach these texts from specific cultural and pedagogical perspectives?
  These questions could elicit different approaches to CULTURAL AND INTERCULTURAL APPROACHES to learning and a comparison of cultural perspectives in teaching.

- What learning outcomes – written/ oral - could language sensitive subject teachers expect from the use of these texts as learning resources?
  The definition of expected outcomes is closely linked to issues of the EVALUATION OF LEARNING, in particular the delicate weighting of both subject and language elements.

The following sections will allow an elaboration of the key elements that have been identified.

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[3] Jos Salentiny inspired this text-based activity; it was used as introduction to an interdisciplinary project in teacher education. Here are some links to documents related to Marie Curie's life:
http://www.nobelprize.org/nobel_prizes/physics/laureates/1903/marie-curie-bio.html
http://www.dieterwunderlich.de/Curie.htm
http://www.futura-sciences.com/fr/biographie/t/chimie-3/d/curie_222/

3. Defining subject literacies for L2 school contexts

Driving question:
 - What makes language use in each subject specific / different from the language used in other classes?

Key words: literacy, multiliteracies, subject specific terminology, collocational patterns, genre

References: OECD, Gee, Coffin, Luke/ Freebody/ Land, Halliday, Kress, van Leeuwen

Targeted teacher competences:
 - identify terminology and text types (genres) that learners of a certain age/ level should become familiar with and work with in their subject learning
 - plan stages of subject literacy development for specific learners
 - compare subject literacies as expected in different languages of instruction

From reading ability to sociocultural practice

Literacy can be defined in various ways. For a long time, the focus was on the acquisition of a reading ability. Literacy has also been looked at in terms of the texts that are produced and consumed by literate learners of school subjects. Literacy development concerns educational situations at all levels.[4] This view is reflected in the definition provided by the OECD in relation to the PISA testing: "Reading literacy is understanding, using and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society."

In the context of the course for subject teachers, literacy is approached as a matter of social practices. The definition of literacy as sociocultural practice (Gee 1996, 1997; Lankshear 1997) underlines the contextual, functional and dynamic dimensions of language use. Reading, writing and meaning making are social practices related to what Gee calls Discourses, which are socially recognized ways of using language. There are many different kinds of such discourses with which individuals may identify themselves. In the educational context, subject literacies are examples of Discourses that learners acquire with each new field of knowledge. Discourses, or subject literacies, assume the existence of a community which shares a common language as well as ways of thinking, acting and interacting in relation to people and things that are relevant to the group. School subjects or disciplines introduce learners to accepted ways of speaking and dealing with subject related themes. They also have particular classroom cultures that promote learning through well-defined forms of literacy.

Reader roles

Luke, Freebody and Land (2000) show that literacy practices go beyond a passive memorization of words. They gradually empower learners to participate actively in a subject community. Within the repertoire of literacy practices one can distinguish four main "roles" for the reader in a postmodern, text-based culture: As a Code Breaker he is required to decode systems of written and spoken languages and visual images. As a Meaning Maker he becomes a text participant and constructs cultural meaning from texts. The Text User resorts to texts effectively in everyday, face-to-face situations and for different cultural and social functions. The Text Analyst closely examines, interprets and assesses texts.

[4] Although the term is not yet widely used outside the Anglo-Saxon world, several recent French studies confirm a growing interest in the contextual and cultural perspectives of language development that this term offers (Latifa Kadi, "De la littéracie et des contexts", Synergies Algérie n° 6 - 2009 pp. 11-17).

These different roles are particularly relevant in the development of literary practices in subject areas.

Aspects of subject literacy acquisition

Important language elements of subject literacy, especially for second or foreign language school contexts, are subject specific terminology, subject related collocational patterns (Halliday), discourse functions and subject specific genres.

By subject specific terminology is meant an ability to name 'things'; knowledge of this terminology is essential for labelling and listing. In bi-/multilingual contexts this entails two or more repertoires of terms; at this level, word to word translation is usually possible.

Subject related collocational patterns are sequences of words that are used together in subject contexts; knowledge of them is necessary to produce a coherent/ authentic text; this requires the mastery of fitting adjectives, verbs, prepositions, … The latter often belong to standard language, yet second language learners are not all likely to recall these words in the subject context or to recognize automatically their subject specific use[5].

Subject specific genres, or text types like picture descriptions, reports, biographies …, which vary in structure and language according to the subject context. There are several definitions of genre, but perhaps the most useful for educational contexts is that provided by Martin (2009, p.13), in which genre is seen as a "staged goal-oriented social process". He underlines the importance of development in the use of genres in educational contexts: it takes several stages to work through the meaning of a text. This process is goal-oriented as it aims at the completion of a task or at a production. Moreover, working with genres is social as it requires interaction with others.

Coffin (2006) shows how in secondary education genre can be used to identify: a) the social purposes or functions within a subject area (e.g. explaining observable and natural processes in geography), b) the distinctive structures which allow a writer to achieve their purpose (e.g. introduction, method, results, discussion for lab reports, with variations according to disciplinary differences), c) the distinctive grammatical features (e.g. nominalisation, time sequences, etc.). Genre, thus, can be used to 'map' the types of texts and specialized language that students are expected to identify and later develop control over in order to communicate knowledge in different discipline areas.

Subject literacies and multimodal learning

Kress and his team have analysed the role played by language and multimodal tools in science learning (2001). These findings on various language and cognitive processes are particularly relevant for language sensitive subject teachers. Kress argues that for learning and meaning making, the mediation of knowledge and skills through language is often additionally enhanced through other modes of expression and communication, such as discontinuous texts, visual support and gestures.

They are particularly interested in how multimodal teaching may lead students to choosing from a range of different genre conventions they are familiar with in their written productions, in other words, learners use different formats, styles to translate the multimodal input they received into their own 'genre'.

Subject literacies from a multilingual perspective

In a multilingual classroom, languages could also be considered as modes which are used for learning and negotiating meaning, with learners showing preferences for one or the other linguistic mode just

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[5] This is an area close to features of English for Specific Purposes (ESP) and English for Academic Purposes EAP).

as they do for visual or other modes.[6] Learning becomes plurilingual as it relies on different linguistic modes of presentation and allows individual learners to integrate various elements into their construction of knowledge. These elements reflect the diversity of input and the learning development, especially at early stages of learning or in moments of transition from one language of instruction to another.[7] Progressively, one language of instruction prevails; resorting to other languages can still enrich the learning process.

Proposed activities for teacher education workshops: comparative approaches

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- Starting with a bottom-up approach will rely on student teachers' own representations of subject literacy. Each school subject has its own way to speak, sometimes referring to the same object. A good example is the topic of water, which will be approached in quite different ways and terms by teachers of geography, chemistry, biology, engineering, language, literature, sports, arts or religion.

- Analysing and comparing tools for subject literacy development, such as school books and learning resources: use of terminology, examples of text types or subject specific genres, underlying assumptions on learning and teaching, cultural aspects of subject literacies, choice of methodology …[8]

- Comparing teachers' subject literacy in several languages: does the expected range of competence vary from one class to another? What strategies can student teachers use to move from their stronger language to the other language of instruction required at school? How helpful is tandem teaching?

- Comparing subject literacies in their cultural context: If literacies are social practices, they reflect the discourse of specific communities, which explains why expectations of subject literacy in one country/ linguistic community are not identical to those of another community. This means that providing translations of terminology is usually not sufficient to move from one language of instruction to another. Moreover, each country / language has its cultural and academic priorities which teachers (and ultimately learners) have to take into account.

- Discussing and analysing the creation of 'third spaces' in learning communities, like Luxembourg, where one relies on several strong cultural influences in education. How can an integration of different cultural and linguistic influences be observed in literacy development and subject acquisition? E.g. Does Luxembourg learners' literacy in geography integrate elements acquired through French/ German (English)?

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[6] See also section "Preparing for a multi-/ plurilingual approach"

[7] In Luxembourg this happens in many subjects in grade 10, with German, the *langue véhiculaire* of lower secondary education, becoming replaced by French.

[8] See also section "Evaluating language use …"

4. Developing language for teaching and managing interaction for learning

Driving questions:
- What forms of communication and exchange promote effective subject learning?
- How can language use support cognitive processes?

Key words: learning as dialogic situated processes; negotiating meaning; scaffolding; metacognition, higher order thinking skills, taxonomy of cognitive abilities, discourse functions ...

References:
sociocultural theory of learning: Vygotsky, Lantolf, Mercer & Howe, Coyle   cognitive and linguistic aspects of learning: Bloom, Vollmer

Targeted teacher competences:
 - install situations of knowledge construction
 - manage interaction for learning
 - link language use to targeted cognitive processes

When the emphasis in teaching is put on the transmission of knowledge priority is given to teacher talk rather than to a process of interaction. In such an approach, language for subject teachers is above all a means of conveying information. To some extent, such teacher fronted, lecture-like instruction greatly simplifies linguistic challenges for teachers in the classroom. All can be planned and prepared beforehand.

With the focus being on input, little attention is paid to spontaneous interaction. For younger learners the language may be simplified whereas at more advanced levels elaborate and detailed explanations can be presented. But teachers need not worry much about managing unexpected linguistic challenges as learner intervention is strictly controlled. Difficult points might be repeated but occasions for contingent feedback and exchange with learners are rare.

From the learners' point of view, the absence of interaction simplifies the linguistic aspects; but it also means that almost all efforts will go into exactly memorising what is being said and reproducing the input. For lower order cognitive skills, like learning basic subject terminology, this approach is effective. But when it comes to the level of personal appropriation, of applying knowledge to new situations, to task solving, evaluation, to ultimately a relatively autonomous handling of problems, then a fluent and flexible use of language must underlie learning processes. Insufficient mastery of the language of instruction, of the *langue véhiculaire*, becomes a barrier; resorting to L1 may bring help but is also likely to create new complications and frustrations (unless this use becomes part of a well reflected multilingual approach, as discussed below).

Today, many learning specialists agree that, just like learning, effective teaching is a dialogic social process (Lantolf 2006; Mercer & Howe 2012)in which questioning, responding, negotiating, arguing, de- and re-constructing, play a crucial role. Rich stimulation and interaction promote cognitive processes and allow learners' active participation and involvement. The challenge is to prevent language – in particular when it is a second or foreign language – from becoming a barrier rather than a facilitating medium or support for cognitive processes, i.e. the development of thinking skills.

This means that language sensitive teachers are aware of choices and alternatives in form and lexis and decide on how to use them for quality learning to take place. Language for teaching is thus language for interaction.

In practice, this means that very often learners need support for interaction at early stages of learning in a second or foreign language. Teachers have to provide suitable scaffolding. The appropriation of key phrases for questioning, challenging and responding will simultaneously promote learners' cognitive and language development. A step-by-step, conscious development of concepts and appropriate language prevents experiences of frustration which are detrimental to learning. Especially for group and individual work, precisely formulated questions for each step of a task will help overcome language barriers and facilitate contributions or answers in L2. This is particularly true for project and problem-based learning in a second/foreign language.

Language for teaching then facilitates what Coyle (2008) calls language for learning. Learners are prompted to put into words what their minds have grasped; teachers ease the passage from inner thought (Vygotsky 1962; 1986) to explicit complex and coherent statements addressed at others or exchanged in a learning community. This is where prompts for recasting and rewording are particularly significant.

Discussing the role of language in teaching scientific and technical subjects, Lemke (1990) has shown the essential role played by communication in the acquisition of subject literacies in science classes. He emphasizes the role of semantic patterns in classroom discourse and their impact on learning processes.

Language and metacognitive processes

Language for teaching takes cognitive targets into account. The description of the different stages of cognitive acquisition established in Bloom's taxonomy (1956; 2001) confirms the interaction of thinking skills and adequate language. The verbs used to define the different levels show the vast range of cognitive activities that any good learning should cover: it is often a long way from, for example, remembering terminology, to analysing objects or phenomena, to comparing, questioning, hypothesising, debating and assessing.

Cognitive and language challenges go hand in hand, but in the case of learning through a second or foreign language explicit support, especially for appropriate language use, is crucial for an effective appropriation of cognitive abilities. In his presentation of eight central discourse functions Vollmer (2011) provides a succinct description of key speech acts linked to cognitive operations which are essential to all learning situations and social communication. For teachers, this list of discourse functions (negotiating, naming, describing, narrating, explaining, arguing/positioning, evaluating, and simulating/modelling) offers a framework for expected language in various oral or written school genres.

Language of feedback will integrate appropriate subject terminology and language reflecting learning processes.[9] Indeed, language for teaching also includes using language for metacognition that learners need to reflect on their own development of subject knowledge and competence. Analysing lists of 'can do' as used in a skills-oriented approach may help learners set goals and situate their own progress. For many, particularly younger, learners narration offers an excellent means to process information and consolidate understanding (Kress et al. 2001)). By introducing a practice of research narrative teachers provide linguistic tools that prove to be powerful instruments to (self) monitor learning processes and detect obstacles. Especially in mathematics the impact of this approach has been studied extensively (Sauter 2000).

In a second or foreign language context for subject learning, language development is not only indispensable for cognitive development: vice versa higher order thinking skills will promote language

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[9] See also section on "Evaluating language use ...".

development. This is what Coyle (2008) has called language through learning and *mutatis mutandis* one should speak of teaching language or supporting language growth through subject learning/ teaching.

Proposed activities for teacher education workshops

- Elaboration of task instructions targeting different cognitive abilities in relation to specific subjects; checking expected language levels and anticipating learners' problems; arranging for additional language support.

- Providing feedback with a dual integrated focus on language and content based on learners' oral or written productions… (cf. evaluation)

- Analysis of video-recorded classroom interaction: Focus on e.g. learners' negotiation strategies, the role of interaction for learning, contingent and planned language support, teacher's instructions …

5. Facilitating the development of receptive and productive language skills for subject learning

Driving question:
- How can a development of language skills provide support for subject learning?

Key words: modelling, scaffolding, communicative and task-based approach to learning

References : CEFR, Zwiers, Schiesser/ Nodari, Leisen, Kruczinna

Targeted teacher competences:
 - Giving extra support to learners struggling with language skills

When student teachers at secondary level begin teaching they are often unprepared for the manifold language problems their students have with text comprehension, oral expression and writing.

In Luxembourg schools French and German are/ have functions of "first" languages in the sense that they are the languages of schooling which determine the formal construction of knowledge. Accuracy of lexis, of grammar and spelling is often perceived as a first indicator of mastery. However, learning situations require above all an effective use of the language and depend on highly developed receptive and productive skills. The descriptions and indicators of the CEFR at different levels can guide subject teachers in their expectations of students' language at various levels.
The section on subject literacies has already dealt with some of these issues. A focus on language skills aims at distinguishing particular language barriers that learners may meet in second or foreign language instruction. As Zwiers (2007) has shown, also native speakers may need support in their use of the language of school and their academic language acquisition.

Text comprehension is essential for school learning; especially academically weaker learners often need support. Reading effectively involves complex processes, for which teachers need to develop awareness and require tools and methodology (Schiesser/Nodari, Leisen, Kruczinna) to provide this support/ scaffolds as part of their regular subject teaching.

Individual oral presentations are opportunities to foster the appropriation of subject literacy and deepen as well as extend knowledge with some degree of autonomy. Learners need guidelines for strategies and some modeling to ensure the development of an academic language of presentation which is appropriate for the subject and targeted audience.

As stated above, interaction is a fundamental condition for students' engagement with the subject matter. In order to further thinking skills, classroom discourse needs to support the appropriation of discourse functions for which specific language (subject literacy) is required. In the context of learning through L2, the additional challenge for teachers is to facilitate the passage from inner thought or internalized knowledge to sharing, negotiating and responding in the language of instruction.

Particularly in second or foreign language contexts, memorization may be a powerful and sometimes welcome strategy for learners. Good writing is then perceived as equivalent to the reproduction of memorized texts. However, if writing is considered as part of the learning process it will require a task-based approach which gradually fosters an appropriate use of language integrating elements of subject literacy, general discourse functions and characteristics of the expected text type. The influence of reading (associated, for example, to close reading techniques, text awareness …) is undeniable; models of text and language will support the writing process, just like oral scaffolds do. But as evidence of personal appropriation, written outcomes must go beyond unreflective replicas of

textbook information. Among many aspects of knowledge appropriation, linguistic accuracy is then one (important) criterion of subject literacy and competence. Fluency, a handling of perspectives, rich vocabulary, appropriate register and discourse functions are other, usually higher indicators of knowledge construction. Even in seemingly simple tasks accomplished by younger learners or produced in vocational contexts, these elements of language use are expected (Schiesser/ Nodari).

Proposed activities for teacher education workshops

Adapted to a specific subject learning context, the European Language Portfolio provides a model for learning that also allows taking into account language levels of highly heterogeneous classes. The development of language skills in a subject is linked to appropriate methodology. A vast array of relevant examples can be found in books and resources related to DFU (*Deutsch im Fachunterricht),* *DAZ/DAF, FLE (français langue étrangère),* to CLIL/ EMILE, to English for academic purposes, …

- Adapting examples of second language methodology to specific subject classroom situations in Luxembourg

- Organising a dual-focussed portfolio to facilitate content and language learning:

  - Choose a theme
  - Define a range of learning outcomes for process and product evaluation (content knowledge and language skills)
  - Collect relevant material (texts, information from the internet, recorded interviews, pictures …); may also serve as models or prompts for learners' own productions
  - If necessary, provide a toolkit with useful wordlists, guidelines for particular productions, …
  - Elaborate tasks in agreement with targeted cognitive abilities and learners' linguistic competence for
    - Reading comprehension and text processing
    - Presentations
    - Interactive work
    - Written productions
    - Decide on evaluation criteria ($\rightarrow$ section on evaluation)

Depending on learning situations, such portfolio work could accommodate teaching material/ learner productions in more than one language.

6. Preparing for a multi-/ plurilingual approach:

Mediating between languages and cultures for better learning

> Driving questions:
> - What kind of learning does the reference to other languages than the language of instruction afford?
> - What languages can play a role in the learning process? (L1, other languages of schooling, international languages?)
> - How can other languages be put to effective use for subject teaching and learning? Situations, activities, outcomes?
>
> - What is the link between subject knowledge and the development of multicultural third spaces for learning, identity construction and social cohesion?
>
> Key words: Mediating, translating and translanguaging, use of Luxembourgish (L1) for learning, dialogism, intercultural learning processes
>
> References: CEFR, Garcia, Bakhtin, Holquist, Selinker, Byram, Hu, Gutierrez, Canagarajah
>
> Targeted teacher competences:
> - offer opportunities for mediation between languages that foster knowledge construction
> - take a dialogic approach to overcome cultural and emotional barriers linked to languages
> - make reflective choices about the use of other languages to reinforce content learning in the prescribed language of instruction (langue véhiculaire)
> - make an informed use of L1
> - foster the creation of common 'third spaces' in classroom practice, which respect texts, representations and values from different cultural contexts

- The educational context in Luxembourg is <u>multilingual</u>: several different languages are learnt/ taught in schools. Home languages vary greatly; they are a rich source for informal learning and knowledge construction on many topics.
- In most subjects the syllabus, i.e. the programme for one year, is <u>monolingual</u>: there is one language of instruction which also defines the language of testing.
- The curriculum, i.e. the course of study for all of secondary education, is <u>multilingual</u>. There are two languages of instruction; moreover, the language of instruction for one subject is not the same for all seven years of secondary education.
- Teachers and students are <u>plurilingual</u> according to the definition of the CEFR: As individual persons, they can communicate effectively with interlocutors in two, three or more languages though competence in the various languages may not be the same. For learners this also means that they often have some knowledge and understanding of topics or of required skills because they have already dealt with them in another language; they need to recall and use this previously acquired knowledge in order to deepen and enlarge it as well as to apply it to new tasks and contexts.

The challenge is how to use this plurilingual competence as a resource for learning rather than see it as a mere obstacle imposed by a multilingual context.
In such an environment, the role of mediation between languages for learning/ teaching purposes is undeniable but has not been much explored or studied in relation to secondary education. Mediation is an act of intervening when two (or more) parties are in conflict to achieve a compromise or solve a problem. In the case of school languages, the conflict or problem can appear in different situations:

- Learners are unable to express in one language what they seem/ claim to know in another
- Learners do not see the link between what is being said or written/ expressed in different languages; there may be an apparent contradiction, distortion, ...
- Divergent understandings of a subject issue /subject terminology emerge in class discussions
- Teacher and learners hold different views on tasks, in particular in relation to discourse functions; thus basic instructions like 'explain', 'describe' ... etc may be interpreted differently according to subject contexts.
- Teacher and learners conceive learner participation and autonomy differently: taking notes, consulting reference books or the internet (in what language?); use of first languages for cooperative tasks, ...

In addition to linguistic and cognitive hurdles there may be emotional or cultural barriers. All of them prevent or slow down learning and understanding.

The teacher can become the mediator who tries to clarify the situation. Teaching through language mediation is not meant to be looking for a compromise or to settle grievances, as the most common definition of 'mediation' could suggest. It is rather seen as part of the teaching/ learning process where elucidating misunderstandings will lead to new insights; comparing two languages is not just a matter of analysing so-called "false friends": it should offer new perspectives on meaning or connotations and thus enrich knowledge. Mediation concerns learners, too. It corresponds to a dialogic process, either between learners or learners and teacher but it may also be part of an inner dialogue allowing learners to check their understanding against views held previously, often in another sometimes stronger language. Divergent views can become catalysts for cognitive mediation processes, the resolution of further questions and knowledge construction. In a broad sense, mediation reflects the state of mind of a person ready to accommodate differences, to appropriate new knowledge and to progress by overcoming apparent inconsistencies. This process largely corresponds to Bakhtin's concept of dialogic development (Holquist 2002).

Cultural translation: Integrating notions of space and time into a plurilingual approach

Considerations of mediation as cultural translation are often restricted to language classrooms, but in fact all subjects are concerned. Subject teachers in Luxembourg are imbued with their own cultural, linguistic and academic experiences acquired through their studies in more than one country. At school, the juxtaposition of different approaches to learning and teaching asks for personal positioning and the integration of views derived from different backgrounds. School subjects are not everywhere defined or organized in the same way. Each country seems to have its own culture of education. Negotiating about curricular decisions and agreeing on the choice of set school books (from different countries) could become a dialogic process between teachers or policy makers with diverse views on pedagogy, syllabus, testing and outcomes.

Moreover, teaching in classes with learners from a variety of cultural backgrounds, some of whom may only have recently arrived in the country, adds to this need of cultural awareness and readiness to integrate various perspectives. However, cultural elements have to be seen as situated in the classroom contexts. Often they are linked to personal attitudes rather than to ethnic groups. Too much insistence on expected learner behaviour depending on cultural origins and family background/languages is detrimental to proclaimed educational principles of self-determination and community development. Classrooms where languages, learning cultures and perspectives can constantly vary will have their own dynamic of creating always new 'third spaces', which would suffer from too strict regulations or categorisations. There is an easy, often little reflected passage from texts and discourse in one language to those in another, thus leading to 'textual third spaces', which are quite naturally created in multilingual educational contexts and classrooms (Gutierrez 2008).

Languages and cultures are also very personal and emotional issues where learners and teachers need their own space to work and progress. Connotations and personal experiences of all kinds make some languages more attractive than others to individual learners: for those who apprehend using a foreign language, the advantage of content-based disciplines is that their focus remains primarily on the subject. In these conditions some of the pressure gone, language use in subject classes often reduces performance anxiety, fear of failure (or of making a fool of oneself) in front of peers – and yet provides opportunities for consolidating knowledge of the language and acquiring fluency.

Mediation obviously deals with integrating learning taking place in different spaces, in or outside school. The temporal dimension of plurilingual learning is even more challenging: often basic knowledge is acquired in one language whereas the elaboration takes place at a later moment and in a different language. So referring to earlier acquired subject knowledge is also constructing on skills and knowledge in another language. This is where the interdependence hypothesis and the notion of a common underlying proficiency (CUP), as developed Cummins (1979; 1980) and revisited by Verhoeven (1994), help to understand the complex interaction of languages for learning.

The use of L1 and other languages in the development of plurilingual learning competences
Mediation also raises the question about the role of L1 in the classroom. In Luxembourg secondary education, Luxembourgish is not considered as a language of instruction for input and learner outcomes. Yet, one may argue that in the natural process of development, the first language – be it Luxembourgish or another language - has a mediating role to clarify, question and facilitate negotiation in case of cognitive conflict or clash with knowledge acquired in other (linguistic) contexts. English is not officially advocated as language of instruction (apart from English language classes), yet gradually more and more situations arise where teachers and learners resort to information in English, especially via the new media. This is likely to become another facet of multilingual learning.

Translanguaging
Translanguaging is related to mediation. For Garcia (2007, 140), this common practice of bi- or multilingual children includes codeswitching but goes beyond it as a more effective means of sense-making. She defines it as 'the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages in order to maximize communicative potential.' In the school context, it is seen as a strategy for learning and could be systematically resorted to for sense-making.
In Luxembourg, teachers and learners can resort to different languages to enrich the construction of knowledge. Often, it involves changing from one mode of communication to another: For example, in a French medium course, a document in German (or even English) may be presented as additional support; it will be discussed in the *langue véhiculaire* (French, in this example) and then without any formal or extensive translation activity become integrated into the learning process (with its focus on content).
For the Luxembourg context, Canagarajah's study on translanguaging in writing (2012, 403) is particularly relevant for its analysis of a multilingual student's writing strategies. Canagarajah has also adopted the term 'codemeshing' which does not consider switching from language to another but rather 'treats language as part of an integrated system'. It also 'accommodates the possibility of mixing communicative modes and diverse symbol systems (other than language).' Learning in several languages is linked to identity development. Learning as a participant in a multicultural community, with the classroom as common space, is part of the process of social cohesion and citizenship education.

In practice:
Once teachers and learners are conscious of possible benefits of plurilingual exchanges, they can define a space for an effective use of mother tongues and other languages according to needs and

aims. Linked to this there should be an awareness of the accompanying process of cultural mediation: switching languages usually implies changing attitudes. The above should have shown that a plurilingual approach relies on very complex and changing personal and institutional variables. Mediation is a situated process; a few general principles concerning a language sensitive approach help the reflective teacher choose the appropriate codes, interactions and productions for each stage of subject learning:

The input will be mainly monolingual, in the language of instruction, with appropriate scaffolding if required.

Individual processing and meaning construction is likely to be multilingual: it may include learners' first or stronger languages and/or other languages of schooling.

The expected outcome – the oral and written productions, including those submitted for assessment will be monolingual, i.e. in the language of instruction.

There is one consideration which is not often taken into account: One can assume that many learners are also able, at least with some degree of competence, to communicate and give evidence of their acquired skills and subject knowledge in one or two other languages than the officially set languages of instruction. This is what enables them to study and work in a multilingual context, where skills in several languages are indispensable.

They can apply to German and French speaking university of their choice, and are usually accepted without additional language tests. In the past decades, English speaking universities are becoming more and more popular with students, who will have to 'translate' the subject knowledge they have acquired in German/ French into yet another academic language and cultural code. Not all can be prepared at school: what is required is a solid language background and a readiness to adapt to new linguistic, academic and cultural contexts.

Proposed activities for teacher education workshops

- Comparing the practice of close translation with word lists in two or three languages to examples of mediation practices integrating two or more languages for different purposes or stages of the learning process.
- Preparing a unit of subject teaching with resources in two or more languages.
- Providing guidelines for note taking when a switch of languages is involved.
- Testing bilingual learning resources / textbooks and commenting on their impact on knowledge construction.
- Transcribing and analysing recorded multilingual classroom situations with a focus on mediation strategies (no material yet available).

7. Evaluating language use, learning / teaching processes and outcomes

Driving questions:
- What aspects of language use can be evaluated in relation to subject learning?
- How can teachers develop their own tools for language evaluation?
- How can evaluation practices support learning processes?

Key words*: Evaluation, assessment, formative evaluation, observation, portfolio, criteria*

References: CEFR, Badertscher/ Bieri; Coyle/ Hood/ Marsh, CoE: PORTFOLIO incl. subject literacy; Vollmer u.a.2010 and Coetzee-Lachmann Diss. 2009

Targeted teacher competences:
- Evaluate and reflect on their own choice of language strategies, register ...
- Develop teaching material which fosters learners' language development for knowledge construction
- Give formative feedback that takes into account the link between content and language

Issues of evaluation for language sensitive teaching are analysed in agreement with the general concepts recommended in a module on evaluation practices in schools.

Evaluation and assessment: no difference is made here between the two terms, mostly because in French, the language of educational administration in Luxembourg, the term *évaluation* covers both meanings. The term 'evaluation' is here used as an inclusive term covering both the value of a course, of resources or teacher initiatives/ learner strategies and what is often covered by the term assessment, i.e. the testing or measurement of learners'/ teachers' language skills.

Evaluation issues thus concern different aspects of language use which all interact in the subject classroom. In teacher education, the emphasis will be on the analysis and evaluation of situated practice, which takes into account socio-cultural aspects of specific classroom contexts, rather than general considerations about broad desirable curricular aims and objectives. As content learning is always the ultimate aim, evaluation practices cannot be conceived without the help of subject experts.

The evaluation of teachers' language

A distinction could be made between, on the one hand, the teachers' own language development for instruction and interaction, and on the other hand the support they give to learners for their use of language(s) in subject related areas. In fact, all these aspects are closely linked in teaching/ learning situations.

For evaluation purposes, the main focus should be on their ability to enable learners to acquire or construct subject knowledge. Language is a key medium through which this is achieved. Teachers' use of language *for teaching* can be evaluated through different tools, like the analysis of video-recorded classroom episodes, questionnaires, lesson preparations including information about questioning strategies, ...

Criteria and indicators of evaluation can vary. Whether the tools are used for self-evaluation or evaluation by peers or tutors, a clear focus must be defined, e.g. the development of learners' cognitive abilities, the use of subject specific language, general choice of language, the negotiation of meaning, the use of scaffolding, the integration of mediating or translanguaging strategies, ... It may

be appropriate to include other, non- linguistic modes of communication, such as gestures, space organisation, pace. Of course, elements of general language competence should also be included: fluency, accuracy, range of vocabulary, style and register ...

The use of grids can help to define the focus and facilitate formative feedback.

A portfolio approach, fostering teacher responsibility can document the development over a long stretch of time.

The evaluation of learning resources

One may distinguish between

- set books (compulsory use)
- additional available resources (optional use, teachers' own choice)
- material produced by teachers themselves

Content learning in Luxembourg occurs through a second or foreign language but most textbooks and other resources are initially produced for mother tongue learners. This is true for set books, prescribed for instruction by the Ministry of Education, but also for the additional material that teachers are free to choose (printed or electronic material). In this case, the teachers' task consists in recognising the challenges that language use presents for their learners and in adapting or complementing whatever is too difficult. In teacher education, a systematic analysis of language components aims at differentiating between subject specific literacies and general language skills, between a receptive and a productive use of language.

Linguistically challenging matters greatly profit from pre-teaching (vocabulary and use in context/ collocational patterns, bi- or trilingual word lists), multimodal approaches (for example, terminology supported by visual means), scaffolding (through a step by step approach and questioning), clear structuring based on key words ... For these purposes, teachers have to prepare their own material. The evaluation of hand-outs or worksheets requires a double focus: subject learning and language use that gives appropriate support for the targeted content. The development of extra material is a crucial skill in plurilingual learning communities and should become an integral part of teacher education.

The evaluation of learners' language use

For subject teachers the evaluation of learners' language has always been a delicate issue. Often the attitude prevails that it is not the subject teachers' job to look after learners' language development. Then language elements beyond subject terminology are either neglected or a deficit oriented attitude focussing on form dominates: language is only checked for spelling and grammar accuracy. The teacher corrects the mistakes, yet does not take them into account for the final assessment or mark. This is a tiresome exercise, not very satisfying and often probably ineffective practice as learners tend to ignore those corrections.

What is proposed in relation to this course is a somewhat different approach: the overall focus should be on key aspects of subject learning (concepts, skills, procedures ...) in which language is to be considered as an integral part of knowledge construction.

On the one hand, the emphasis is on evaluation, i.e. identifying the value and appropriateness of learning processes and strategies. Criteria of reference are based on strategies for the acquisition of content knowledge, aspects of plurilingual interaction, on receptive and productive skills in relation to subject literacies ... The outcome is formative feedback focussing on processes and progress. For this purpose, a portfolio-based approach is appropriate and can encompass students' self-evaluation.

On the other hand, the assessment of language use is inevitable. Indeed, the importance of accuracy cannot be underestimated in subject literacy. In many situations, this includes conforming to language norms (spelling, grammar) and discourse functions, respecting pragmatic competences (conventions of genre) and register differences (BICS/ CALP). Especially, in the upper classes these aspects of subject learning are crucial as most learners have no academic first language to go back to if necessary. This is what differentiates learning in a second language in Luxembourg from, for instance, most content and language integrated learning models in other countries, which aim at instructing a subject in a language that comes in addition to learning in the mother tongue.

The presentation and comparison of grids for evaluation in teacher education allow teachers to define their objectives and focus their evaluation (and assessment) practices on situation-specific priorities, i.e. depending on targeted content and learners' language level. Among long lists of criteria (inspired by the previous sections) student teachers learn to make a succinct selection according to classroom situations. Once aware of the role of language for subject knowledge, learners, too, can gradually identify various key aspects.

Activities for teacher education workshops

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1. Making transcripts of video-recorded lesson episodes for the evaluation of language used by teachers and learners.

2. Creating evaluation grids for a comparison of textbook material for specific learning situations.

3. Analysing learners' written or oral productions to set up evaluation criteria.

4. Develop a content-and-language-focused portfolio unit with information on the evaluation process and expected outcomes.

Methodological issues in the L2 subject classroom

Methodological issues cannot be separated from the points discussed above. Language sensitive teachers will find valuable inspiration in related language-focused approaches to learning, such as CLIL/ EMILE, but also in foreign and second language teaching, such as TEFL/TESL, DAZ/DAF, DFU, fle/fls methodology.

Moreover, in teacher education, it makes sense to establish links with general theories of learning (e.g. socio-constructivist theories) and methodological approaches presented in other units (e.g. task-based learning, cooperative learning, problem-based learning, ...).

Training for language sensitive teaching should include specific considerations about

- Planning for language and subject learning (careful progress, differentiated learning, time constraints, ...)

- Methods of scaffolding integrating conceptual and linguistic elements

- Use of languages for interaction and knowledge construction in group work

- Portfolio approach with an emphasis on subject and language integrated processes

- Language skills development: in particular, reading skills and text comprehension; interactive learning in L2; academic writing ...

- Practices of remediation

- Vocabulary work as part of literacy development,

- Translation, mediation and translanguaging activities for specific learning situations

- Multimodal approaches to facilitate comprehension

- Multilingual interaction and use of L1 for learning purposes

Material development

Student teachers learn to

- adapt resources initially aiming at L1 learners
- provide elements of multilingual support
- create worksheets, evaluation grids for feedback, ...

Differentiation

Language skills vary greatly according to age groups, type of course and individual abilities. Linguistically heterogeneous classes are an additional challenge for which teachers need support and training.

Depending on classroom contexts, teachers are expected to deal with similar topics at very different levels. As a training activity, student teachers can be invited to prepare a learning unit around the same subject for three different classes. The approach may change; content, targeted competences

or discourse abilities will have to be differentiated and accordingly also the language for input, for interaction and teaching, as well as the formulation of expected learning outcomes.

Interdisciplinary projects of teacher education

For many years a course on interdisciplinary approaches to learning and teaching has been offered by FOPED. It is theory based yet practice driven; explicitly or implicitly, language issues are integrated in the projects planned and implemented by interdisciplinary teams of teachers. This cooperation promotes awareness raising and experience of different approaches to languages, depending on whether they are taught as subjects or used for learning and instruction.

Intercultural perspectives on teaching

Visits to schools running innovative pedagogical projects, to international schools or to schools whose approaches and curricula follow regulations of foreign educational authorities offer opportunities for the encounter with other educational and cultural communities. Student teachers are invited to observe practices, expected outcomes and underlying values before comparing them with those in their own schools. This reflective approach always has a strong focus on the role of languages in educational systems.

For the future, exchange programmes with teacher education departments and schools abroad are being taken into consideration. Such experiences would be powerful tools to promote intercultural understanding among student teachers, academic staff and school practitioners.

Observation and practitioners' research

Tasks for the observation of (learner and their own teacher) practice as well as small-scale projects are integrated into the course. Student teachers are asked to report to their group, to participate in discussions and conceive alternative approaches in case of unsatisfying results. This is in agreement with the overall experiential approach to teacher development.

Moreover, student teachers can choose a topic related to issues of language sensitive teaching for their *mémoire* or for essays to be inserted in their final portfolio for assessment. All these writings must have a theoretical framework and references to the candidates' own classroom practice.

A vast range of issues related to subject teaching/ learning in L2 can be investigated to document professional development. Usually, studies are linked to a project aiming at testing relatively innovative ways of learning/ teaching. Most student teachers adopt an action research approach and aim at finding answers to recurring questions met in their practice.

Data are collected in various ways, through

- Questionnaires aimed at learners or colleagues,
- Interviews
- Transcriptions of classroom discourse
- Structured observation
- Video recorded material for the analysis of interaction
- Learner productions
- Comparative studies of teaching material (textbooks, support specifically designed for multilingual classes, …) and their impact on learning processes and outcomes

The best of these works represent a great resource for innovation in the educational community. Often, an interdisciplinary team or some cooperation between subject teachers and language-as-subject teachers is involved. In a multilingual setting, language sensitive teaching is indeed everybody's concern: all teachers are (also) language teachers.

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