

# Teaching in English in multilingual classrooms: Language in learning across the curriculum

## *The cutting-edge of language-based teacher PD*

**Teaching in English in multilingual classrooms: Language in learning across the curriculum** (TEMC) is our flagship course and our most popular option for international schools. It focuses on the needs of multilingual students and ways to ensure their success in learning.

Formerly known as *Teaching ESL students in mainstream classrooms* (TESMC), the course has been delivered and recognised around the world for almost two decades. Newly updated in 2020, its content reflects the latest developments in both language theory and teaching practice.

### Who is it for?

- All our professional development courses are intended for classroom teachers.
- TEMC is aimed specifically at teachers working with diverse student cohorts aged between 8 and 18 years.
- TEMC has particular benefit for teachers whose students are learning in a language that is not their primary language.

### What will I learn?

- The language-related needs of students learning through a language that is not their primary language.
- How literacy can be seen as a capacity for making meaning across the whole curriculum, predominantly through language and visuals.
- The ways that language underpins learning.
- Teaching practices that will build up students' language and visual resources so that they can be successful learners across all learning areas.
- Teaching practices that address students' language and learning needs in a holistic and explicit manner.

- Positive strategies for self-reflection and self-appraisal.
- How to develop collaborative working relationships with other teachers across subject areas.
- How to pass on your new understanding and skills to your whole school.

### How does it work?

When you do a course with Lexis Education, you learn the skills you need in the classroom, but you also learn how to be a tutor for other teachers. This train-the-trainer method ensures that schools can benefit from our professional development in a cost-effective way that is school-managed.

We refer to the courses we deliver as the Tutor Training, and the courses you then deliver as the Teacher Course.

### How is it structured?

- 9 modules for a total of 23 contact hours and an additional 2–3 hours per module to complete the activities and readings.
- Total teacher commitment is equivalent to around 50 hours of professional development.
- Collaborative and engaging adult-learning environment.

### What's new in 2020?

- TEMC has been updated to reflect the latest developments in the course's theoretical underpinnings as well as in the practice of teachers and schools.
- New activities and more tailored content, with options for Primary and Secondary contexts.
- New intuitive design and increased use of videos to enhance and support delivery.

## Course content

### Module 1

#### Working with multilingual students

- Drawing on the diversity of knowledge and experiences that students bring.
- Experiencing what is involved in learning another language to gain insight into the challenges for all students.
- Identifying supportive teaching practices that are inclusive of all students.

### Module 2

#### Language and literacy in teaching and learning

- Exploring how we make meaning.
- Literacy, meaning-making and teaching practices.
- Analysing the literacy demands of the curriculum.

### Module 3

#### The role of language in learning and scaffolding

- The language model underpinning the course.
- Scaffolding at three levels: macro-, meso- and micro-scaffolding.
- Cycles of teaching and learning for an integrated approach.

### Module 4

#### Learning about language: supporting students to comprehend texts (part 1)

- Language choices along the Register continuum and the demands on students.
- Supporting students to comprehend and compose texts across schooling.
- The language patterns of simple Procedures and Recounts.
- The function of active and passive voice.
- The relationship between visuals and language of any text.
- Metalinguistic strategies that allow students to access texts.

### Module 5

#### Learning about language: supporting students to comprehend texts (part 2)

- The role of different kinds of conjunctions.

- Cohesion of a text: the reference system and word chains.
- Practical ways to help students understand the causal relationships holding within a given text.
- Expressing how certain we are and how often some phenomenon occurs.

### Module 6

#### Developing students' vocabulary

Options 1 and 2:

- Language resources for expressing content in fiction and non-fiction.
- Developing knowledge and vocabulary.
- Supporting students to express more abstract and technical meanings.

### Module 7

#### Supporting writing

- Setting up the content of texts through guiding questions.
- Dictogloss: a strategy for supporting writing.
- Joining clauses to make longer stretches of text and varying sentence beginnings.

### Module 8

#### Supporting listening and assessing language development

- Supporting students when they are listening to and viewing extended, dense texts.
- Evaluating language development in students on a continuum where language and learning are interdependent.

### Module 9

#### Programming and assessing: setting up successful frameworks

- Understanding programming and assessment practices.
- Reflecting on teaching and learning programs using the notion of 'backward planning'.
- Evaluating how schools are addressing the needs of EAL students.
- Setting up successful whole-school frameworks.