

OBSERVATION GUIDE

LST

Linguistically sensitive teaching refers to the linguistic dimension in education in a broad way, including

- awareness of the role of all languages in school for learning, identity growth and wellbeing,
- concrete pedagogical actions to promote diversity of languages in classroom activities, whole-school activities, and activities within the wider society.

Languages in the whole schools

a) My observations of languages and varieties seen and heard on a normal day at the school outside lessons. This describes how plurilingualism is an encouraged and appreciated part of the general school atmosphere. b) My suggestions for improving current practices:

Languages, well-being and relationships

a) My observations of current practices on how LST is helping to support class management, general wellbeing and supportive feedback between teacher-pupils, parents, teachers... b) My suggestions for improving current practices.

Supporting languages of schooling

a) My observations of how the language(s) of instruction (=school language) is consciously supported for all learners in instructions, working, supportive feedback and assessment b) My suggestions for improving current practices:

Encouraging multilingualism

a) My observations of how the use of various languages and language varieties is promoted for all pupils. b) My suggestions for improving current practices:

Additional support



Languages in the whole school

How visible are various languages in

school/classroom arrangements and decorations?

Are there resources and materials available in various languages (or dialects): booklets, songs, digital tablets etc.? In which languages are the signs at school? Are the multilingual resources in frequent use? Is the use encouraged by the staff?

Building good relations and supporting well-being

It is important for the teacher to have good and trusting relations with the pupils. How does linguistically sensitive teaching help enhance pupils' sense of security and well-being? You can note things like comforting pupils or putting them at ease. It can also be about encouraging pupils to express feelings and emotions. A good relations can be built by raising pupils' feelings of competence, for example, by empowering pupils to have an actual choice at moments of choice. Good relations between pupils are valuable too. You can also observe how to promote informal interaction between pupils (e.g., when entering and leaving the classroom, during breaks, between two assignments and by different grouping arrangements) and how it is shown that all languages are valued and admired in the school interactions.

Interaction in language of schooling

Linguistically sensitive teaching does not undervalue the need to build strong skills in the language(s) of schooling. Sometimes this calls for differentiation to clarify spoken or written instructions, such as using visuals in classroom, including pictograms, symbols, gestures and mimes. It might be making connections to prior knowledge, giving examples in other languages to explain a concept or to negotiate of meaning. It can be about noticing and valuing pupils' input by rephrasing, giving feedback, and responding. Notice how meaningful tasks are used to engage prior knowledge of subject and subject specific vocabulary or to encourage creating own materials, to support the process of writing assignments, or simply to check comprehension of all pupils. Take notes of things where you see learning of the language of schooling is systematically supported for all pupils at different levels of language skills.

Encouraging use of various languages

This section concerns the efforts made by the school staff or the teacher to encourage the use of both majority and minority languages for all pupils. Is it possible to hear/see various languages in a non-language lesson? Is plurilingualism normal in everyday interaction? Who are the language users and how are the reactions to the use of various languages? Observe if language awareness activities are carried out, such as asking pupils how they feel when they hear a language they do not understand. It can also be about approaching parents or other external persons as source of language input. It can be asking about concepts in other languages, promoting pupils to language experts, perhaps in order to show that even teachers can learn new languages and to give a positive role model for the emerging second language.

