



Kielitietoinen polku JY:n opettajankoulutuksessa

Kielitietoinen opetus on väline kaikkien oppijoiden osallisuuden ja toimijuuden tukemiseen.



STEP 6: Recognising learners' linguistic resources (TP2 & ProTeacher)

Place the answers to these questions into the speech bubble which is nearest to the student:

1. Is it easy or difficult for 'your' student to speak publicly in front of the class? Why?
2. How about speaking in small groups with friends, is this easy or difficult?
3. And if 'your' student is speaking about a familiar subject, is it easy or difficult?
4. And a question which is often forgotten, how many languages does 'your' student speak?
5. What if 'your' student is speaking about a new, unknown or scientific topic – is it easy or difficult? Why?

Place the answers to the following questions into the speech bubble at the top corner of this page:

6. Is it easy for 'your' student to listen to the instructions of the teacher?
7. How does the student listen to the teacher and how can you notice that the student is listening, if the teacher is speaking about regular everyday things?
8. How does the student listen to the teacher and how can you notice that the student is listening, if the teacher is speaking about abstract, unknown or scientific topics?
9. What encourages the student to listen to the teacher more?

The answers to these questions are to be written in the textbook in front of the student:

10. When the teacher asks the students to turn to their textbooks, is your student excited or frustrated or disconcerted?
11. Is it easy or difficult for your student to read the text of the textbook? How does your student read texts – the whole text from beginning to end, by looking over the pictures first, by looking over the questions first?
12. What does the student think of the pictures in the textbook – do they help with the reading because there is less text or do the pictures help to better understand the text?
13. Does your student read the textbook in their mind or verbally? Does the student easily stay on track with the text? Does it help to use assisting methods like following the text with a finger or a ruler?
14. And what if the questions at the end of the text use different key words than in the text, does this affect how the student is able to answer the questions?

The answers to these questions are to be written on paper in front of the student:

15. What kinds of texts do students write in school?
16. Is it easier for 'your' student to write imaginary texts or formal texts?
17. If your student is asked to write something, do they write a few rows, half a page or even more than a page of text?
18. Does your student have any methods or strategies to help with writing? Does your student have different linguistic resources, such as other foreign languages?