

Incorporating Multilingual Aspects in so-called non-linguistic subjects¹

1. I plan my lessons and whole sequences of the syllabus with the diversity of my student population in mind. *e.g. anticipating difficulties and possible points of cultural or conceptual differences*
2. I integrate multilingual aspects/dimensions into the materials used in the classroom.
3. I acknowledge the diverse languages / language repertoires present in my classroom and make use of them regularly / as often as I can.
4. I support my students in acknowledging and appreciating their cultural-linguistic backgrounds and thus their possibilities of expressing thoughts in another language than that of schooling.
5. I include (activate / initiate) students' contributions in whatever language or language mix they are offered.
6. I help translate contributions or (single) expressions/utterances/words of the learners produced in other languages into the language of schooling so that all learners can understand and appreciate them.
e.g. translating (if known) or asking for paraphrase or guessing, also checking concept
7. I allow codeswitching and translanguaging in the subject-related discourse, but from time to time I talk explicitly with the whole class about these phenomena, their reason and their usefulness.
8. I give special room/time to multilingual students, let them speak as much as possible and thereby let them combine the language of instruction/schooling with other language repertoires.
9. I consider the specific conditions of multilingual students in diagnosing content and in setting up assessment and evaluation procedures.
10. In general, I praise students for their multilingual capacities and make the rest of the class aware and understand the good of it: as an asset and as a normal language practice of multilingual people.

NB: This checklist was sent to the project team by M. Vollmer in October 2018 as an addendum to the checklist you can find in the document listed below.

¹ cf. Beacco, J.-C., Fleming, M., Goullier, F., Thürmann, E. & Vollmer, H. J. (2016), *The Language Dimension in All Subjects. A Handbook for Curriculum Development and Teacher Training*. Strasbourg: Council of Europe, pp. 149-155. (ISBN 978-92-871-8456-6). Downloadable under:
<https://rm.coe.int/a-handbook-for-curriculum-development-and-teacher-training-the-languag/16806af387>