Teaching and Learning of Language

Using a variety of approaches, including the action-oriented and communicative approaches, teachers facilitate the learning of language by embedding it within authentic contexts. Students are introduced to the language that is necessary for them to communicate and interact in a certain context or situation.

As educators in the twenty-first century, we are charged with implementing an approach that makes it possible for our students to communicate meaning. We must not underestimate the importance of language conventions, but they are only effective when approached globally, serve a communicative purpose, and are informed by the following factors:

- They are taught in context;
- They are scaffolded, modeled and practised in authentic situations;
- They are interpreted in meaningful ways;
- They are tailored to meet student needs;
- They are structured to respond to student interests;
- They are practised and applied in multiple ways to consolidate knowledge; and
- They are presented across the strands in the curriculum.

Purposeful Introduction of Language

- Emerges from authentic communication
- Is presented within a meaningful context
- Should build on students’ prior knowledge
- May occur in response to students’ inquiry
- May be incidental
- Originates from and responds to identified needs
- Sparks curiosity

*Teachers should use assessment for learning strategies to determine which language conventions to focus on*

On-going Modelling and Practice of Language

- Is modelled by teachers and peers through communicative tasks and/or mentor texts
- Provides opportunities for interaction in real life situations
- Provides opportunities to use words, expressions, sentences, and paragraphs in both structured and spontaneous contexts
- Involves using and re-using language in various groupings, situations, activities, etc.
- Involves a transfer of skills
- Is introduced orally and is highlighted and observed in all 4 strands

*Teachers should use assessment for and assessment as learning strategies to assist students in their reflection on their use of language*

Application and Consolidation of Language

- Are adapted to suit varied authentic contexts
- Are consolidated through sharing and reflecting
- Facilitates spontaneous use
- Promotes and refines effective communication skills

*Teachers should encourage students to use assessment for, as and of learning strategies to promote self-correction, self-assessment and goal-setting*