

**Activity 3:** Reflect on the notion ‘subject language’ in contemporary schools – 95’ –  
LO 1,2

Students’ activity	Timing	Teacher’s Actions	Students’ Actions	Related to Session’s ILO
2.Reflect on the notion ‘subject language’ in contemporary schools	10’	Ask them to reflect on the notion ‘subject language’ in contemporary school  What are the challenges the subject faces?	Group members discuss the notion of ‘subject language’ and present them to the plenary.  Then they discuss the challenges the subject faces in a globalized and mediatized world	1
Language teaching paradigms	15’	Ask the students to present different language teaching methods from their experience as students  Distribute A4 colored papers, cut horizontally in half. Give each team 4 papers.  Ask them to write methods and examples	Team members discuss and write different language teaching methods on the colored papers.  They read the methods to the plenary	1, 2
	15’	Ask the teams to shortly outline the online discussion on the role of teaching paradigms in promoting different types of student identity and different values, attitudes and critical knowledge	Team members discuss and write values, attitudes, critical knowledge on the colored papers, different paper color for each paradigm  When teams are ready, they stick their cards at the higher part of a wall/board	1, 2

			Under each paradigm they stick the methods they wrote on paper during the previous step	
	10'	Presenting language teaching paradigms that promote . EDC/HRE	. They attend and take notes	2
	35'	Ask the teams to choose one value and one critical knowledge from EDC and create a short lesson plan on a topic/linguistic skill of their choice, focusing on two activities that promote these elements.	The teams choose one values and one critical knowledge to work with on the topic/linguistic skill they choose. They write a lesson plan with two concrete activities that promote the chosen elements.  All the participants can reflect on what they construct. Each contribution is precious.	2
	10'	Debriefing  Impressions about the activity What did we learn?	All the participants reflect on what and why they have done during the session.	1,2
Preparatory tasks for Students (if they needed):	no			
Teacher's preparatory actions:	Ppt presentation, Flipchart stand, flipchart paper, markers A4 white paper, A4 paper in 4 colours, Pens and notebooks (for each participant), Printouts with EDC/HRE values and descriptors			
Assessment	Debriefing Lesson plans			
Resources: RFCDC, v.2,3				

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