



HIGHLIGHT THE LANGUAGE LOAD

Find the hidden language in your lessons.



THE IDEA

Every subject has a language load. It's not just about new vocabulary, but also the grammar, sentence structures, text types and ways of thinking that are needed to succeed.

If we identify and make this language load visible, we can plan better support, reduce cognitive overload and help all students access the content.



IN THE CLASSROOM

Look at your lesson through a language lens. Identify the key vocabulary, phrases and grammar structures.

Consider the text type (e.g. explanation, argument, procedural).

Think about the thinking language (e.g. compare, justify, predict).

Share the language load with students.

Use visuals, sentence frames or word banks to make it explicit.

THE 3 STEPS

1



IDENTIFY

Look for the language load.

Analyse the task, text or activity.
Identify key vocabulary, phrases, grammar structures and thinking language.
Notice what might be challenging for EAL learners.

*What are the key words?
What language structures are needed?
Where might students struggle?*

2



MAKE IT VISIBLE

Present the language clearly.

Highlight key words and phrases.
Use visuals, glossaries, timelines, diagrams or sentence frames.
Explain how the language is used and model examples.

*This means ...
We can say ...
Here is an example ...*

3



USE AND REINFORCE

Give students time and opportunities to use the language.

Use it in discussion, writing, problem-solving and practical work.
Revisit and recycle the language.
Provide feedback on both content and language.

*Let's try it ...
Can you use this word in a sentence?
How else could we say this?*



WHY IT WORKS

Makes the invisible language demands visible.
Reduces cognitive overload.
Builds vocabulary, confidence and subject understanding.
Helps all learners access, participate and achieve.



EAL UPGRADE

Create a language load chart for a lesson or unit.
Include key vocabulary, phrases, grammar and text type.
Share it with students in advance.
Use it to plan targeted support.



TRY IT TOMORROW

Choose one lesson.
Identify 5 key pieces of language in the task or text.
Make them visible on the board or a handout.
Use one example sentence for each.
Ask students to use at least two during the lesson.



TEACHER LANGUAGE

*"Let's look at the language here."
"What does this word mean in this subject?"
"Here is a useful phrase ..."
"Can you use this in your answer?"
"Let's try saying it another way."*