

How linguists can help schools (LAGB EC session)

The assumption behind this title is that linguists can help schools. Who in schools? Administrators, teachers, pupils/students, teachers, subject leads, SENCOs etc. The aim of this session is to explore different ways in which linguists may be able to support schools.

Ideas/concrete examples/examples of best practice can range from:

- exploring the requirements of different text types with administrators, to
- raising teachers' low linguistic subject knowledge (Andrews and McNeill 2005) while in HE, during PGCE programmes, through CPD courses, to
- alleviating feelings of anxiety and fear when asked to teach grammar (e.g. Watson 2012, Giovanelli 2015) which can undermine teacher identity, to
- addressing misconceptions of grammar teaching (e.g. Cajkler and Hislam 2002), to
- demonstrating how knowledge about language and language analysis skills help teach literature (better), to
- investigating with students how knowledge about language and language analysis skills can improve their reading/understanding and verbal and written communication skills, to
- investigating and highlighting how language analysis/linguistics can aid understanding in mathematics, statistics and science (see e.g. contributions by Glaister, Sheldon and Zacharias in [Hudson & Trousdale 2019](#)), to
- discovering commonalities among languages (pronunciation, spelling, grammar, vocabulary, semantics, history, variation), to
- investigating with subject leads how knowledge about language and language analysis skills can transfer between home/community languages, English and modern foreign languages, to
- exploring with SENCOs how to spot the difference between language delay and language disorders based on linguistic analysis of pupil's spoken or written language use.

You are invited to share and discuss your ideas/examples with practitioners, trainee teachers and linguists during this session.

Contact Eva Eppler (e.eppler@roehampton.ac.uk) with any questions.