



The success of programmes involving the teaching of content through another language does not rest solely on whether the teachers responsible have a high level of linguistic and subject competence, but also on the collaboration between those teaching content subjects and languages. For example, foreign language teachers can provide available linguistic support to students in their language lessons. It is not enough to increase the content teacher's basic knowledge of the second language. These teachers need to develop a language consciousness that triggers their awareness of their own foreign language input as well as expected output from students. This is what will take their language competence to a new 'pedagogical' level. This is a highly skilled procedure, for not only does it imply a heightened awareness of the potential of language, but also an adaptation of teaching methodology and a more strategic use of teaching aids and materials.



