Supporting learning in CLIL

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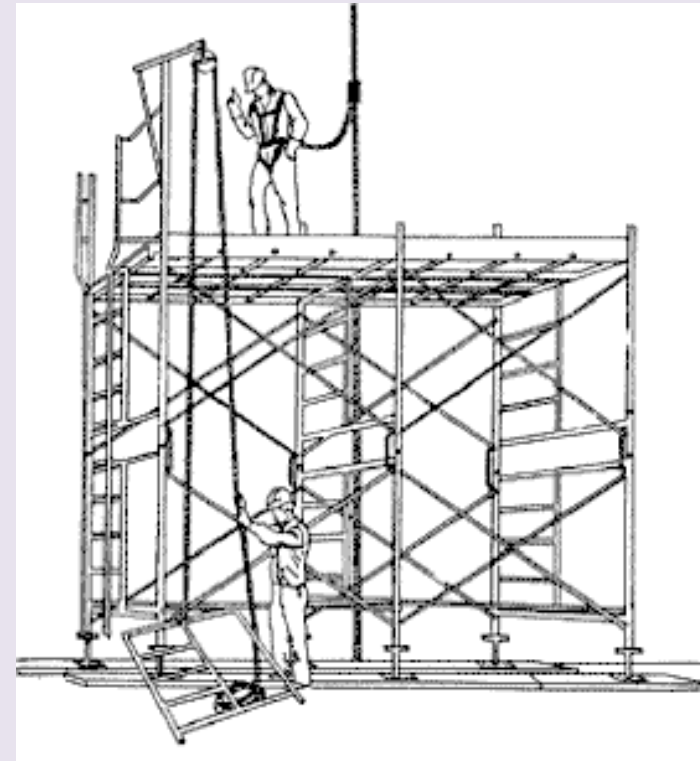
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- CLIL, bilingüe

- double immersion

- imitation and language learning

- the 4 Cs & the 3As

- LOTS, HOTS, BICS & CALP

- scaffolding, ZPD
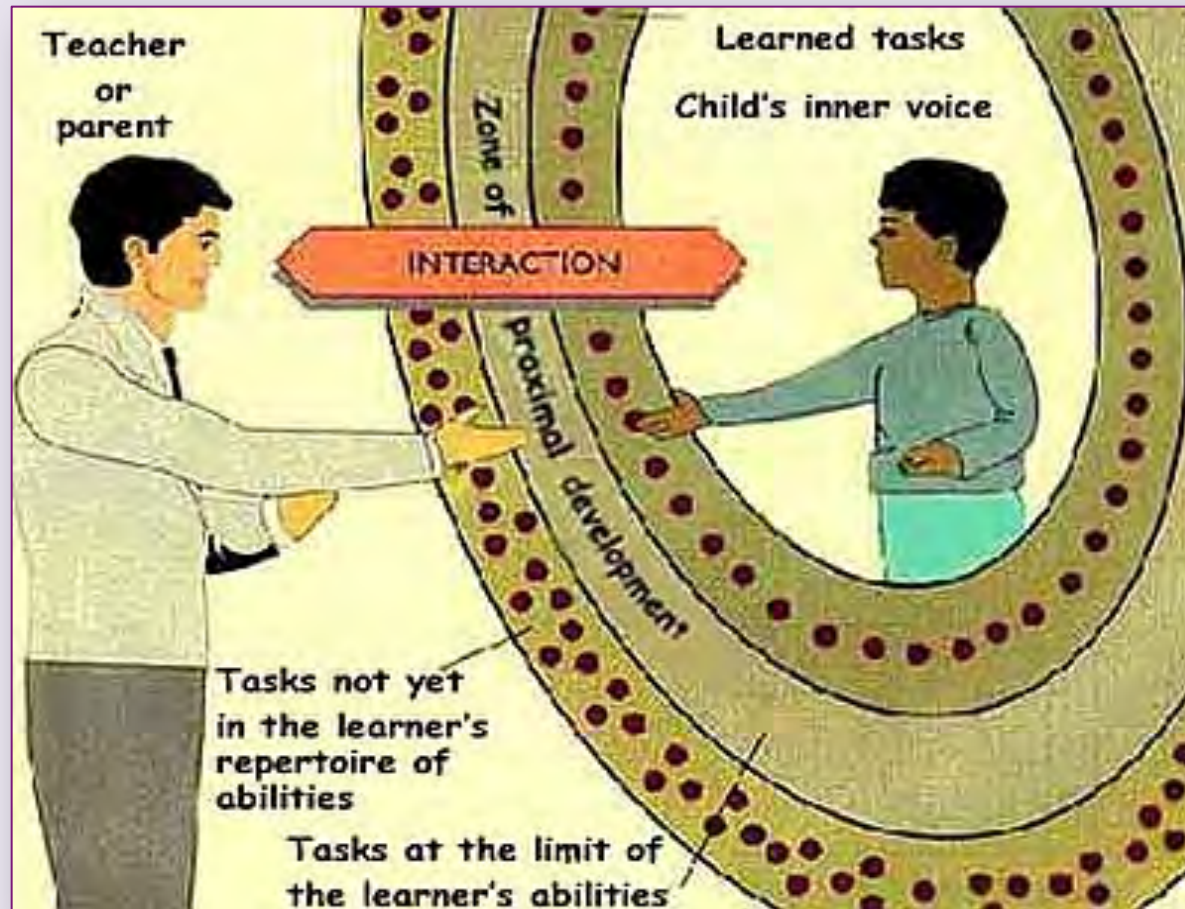
- Cummins' quadrant

Supporting learning in CLIL

1. Scaffolding

- what is it?
- what's it used for?
- is it permanent?
- does it change while you use it?
- what has it to do with teaching/learning
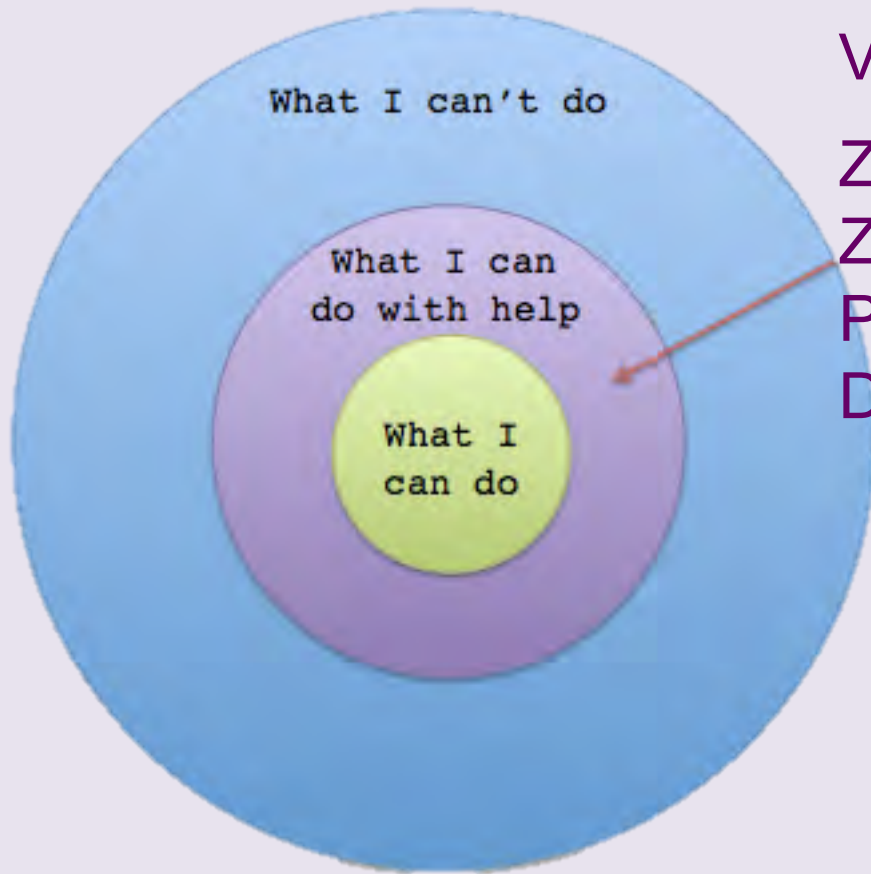
Supporting learning in CLIL
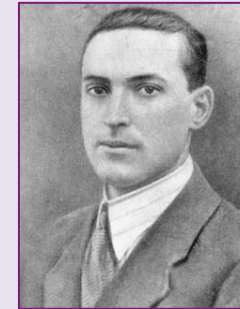
1. Scaffolding – ZPD (Zone of proximal development

11. Free interaction and learning other's mistakes

What I can't do

What I can do with help

What I can do

Vytgotsky
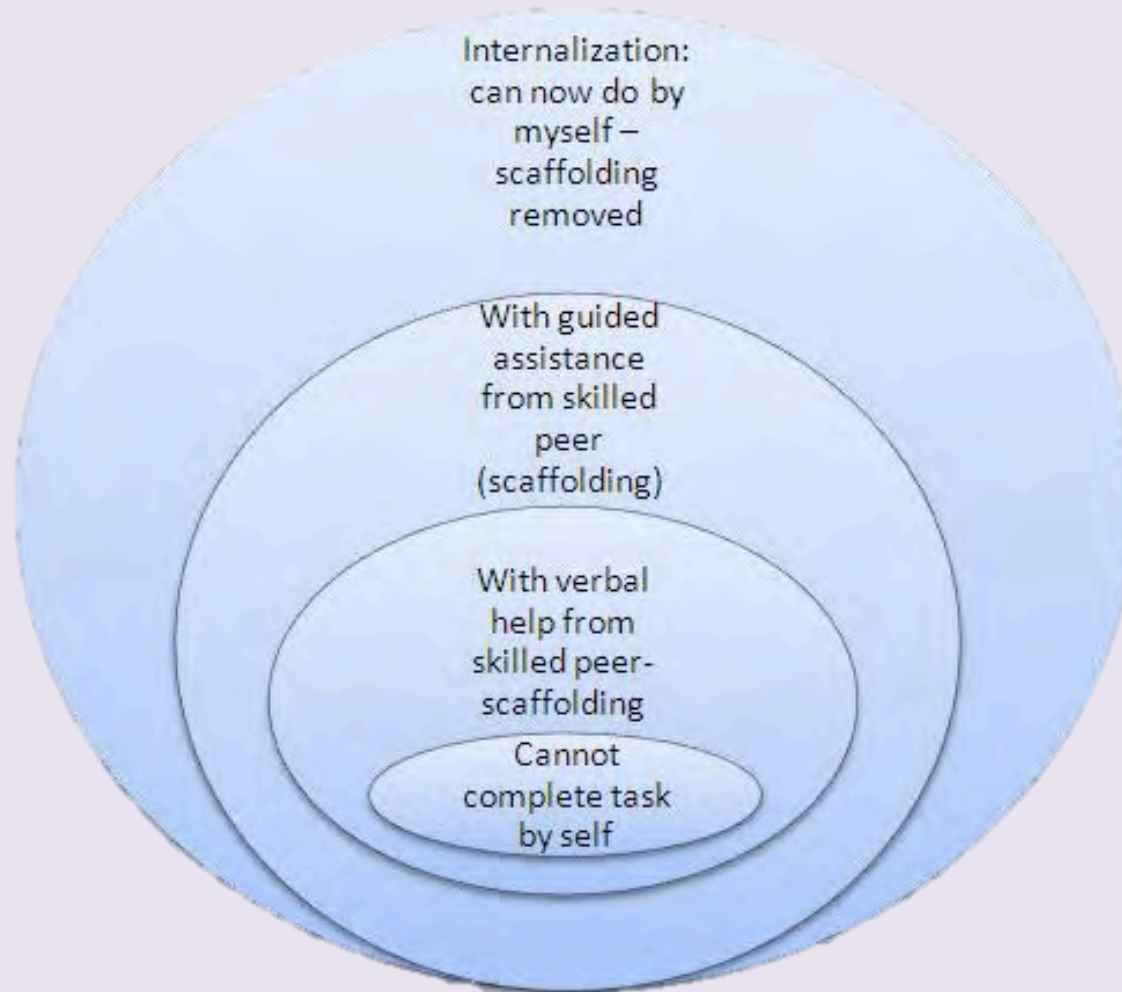
ZPD
Zone of Proximal Development

Supporting content learning in CLIL – scaffolding

1. Scaffolding learning – ZPD

Internalization: can now do by myself – scaffolding removed

With guided assistance from skilled peer (scaffolding)

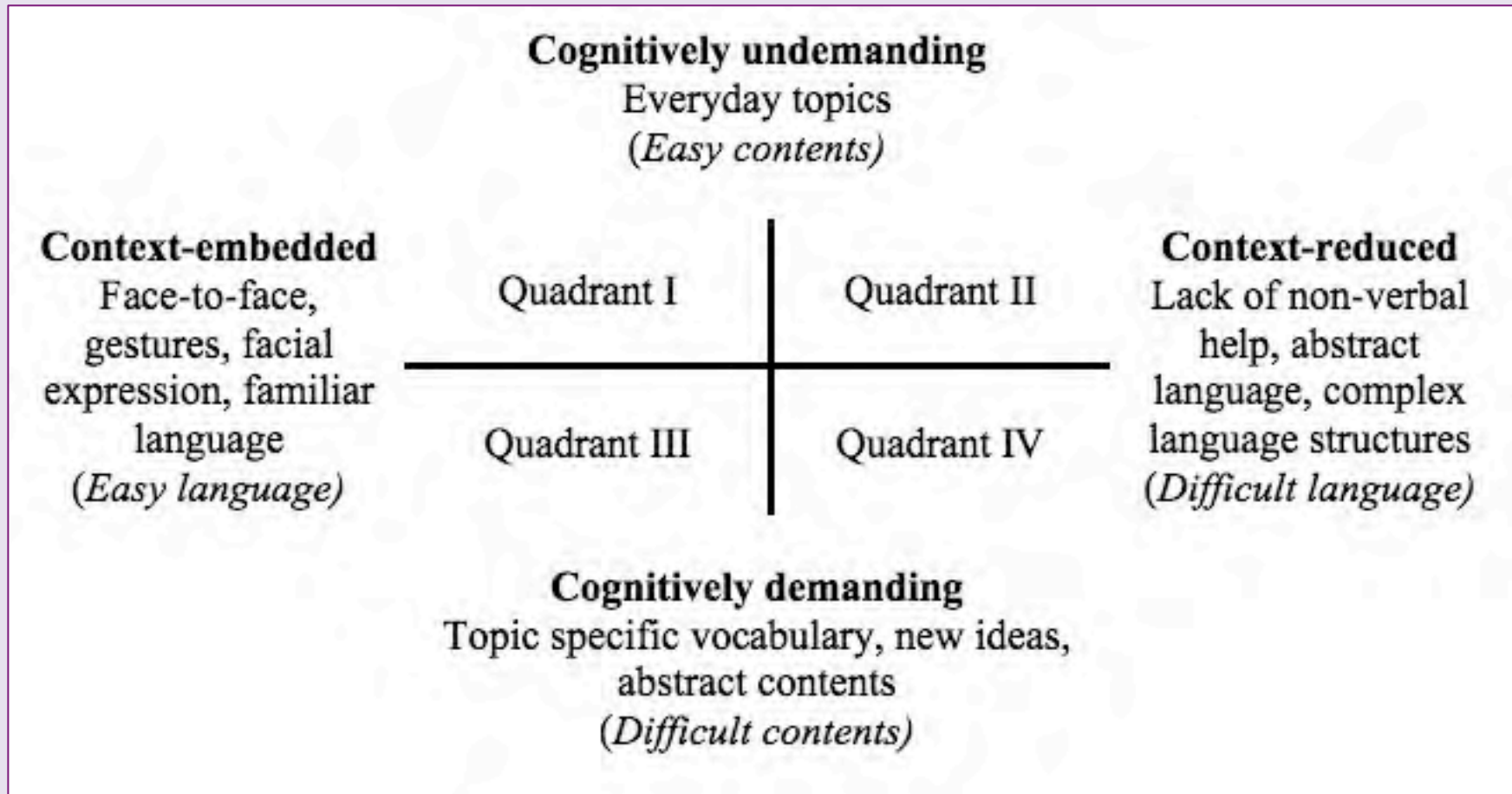With verbal help from skilled peer-scaffolding

Cannot complete task by self

Supporting learning in CLIL

1. Scaffolding learning – ZPD

Supporting learning in CLIL

2. Task difficulty – BICS, CALP and Cummins

Cognitively undemanding
Everyday topics
(*Easy contents*)

Context-embedded
Face-to-face, gestures, facial expression, familiar language
(*Easy language*)

Quadrant I	Quadrant II
Quadrant III	Quadrant IV

Context-reduced
Lack of non-verbal help, abstract language, complex language structures
(*Difficult language*)

Cognitively demanding
Topic specific vocabulary, new ideas, abstract contents
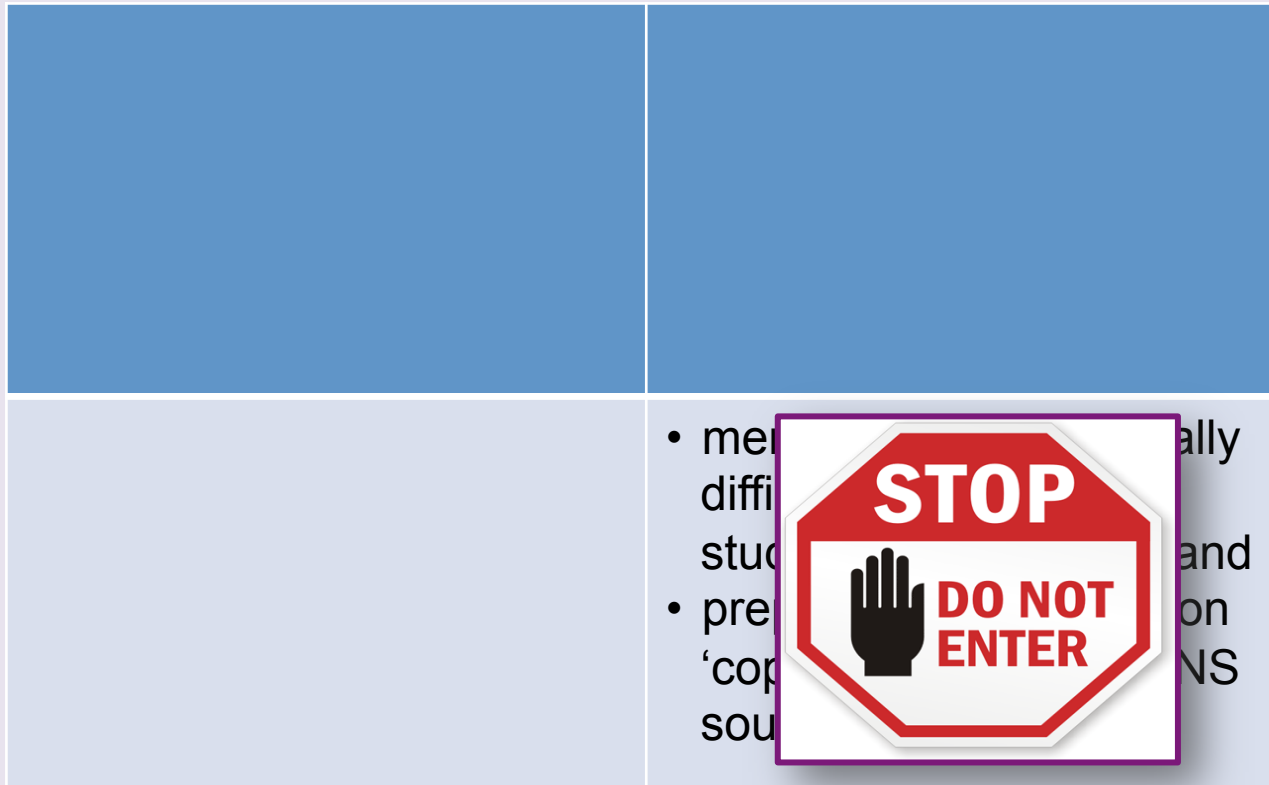(*Difficult contents*)

Supporting learning in CLIL

2. Task difficulty – BICS, CALP and Cummins

Supporting learning in CLIL

High Cognitive Demands

Low Linguistic Demands

High Linguistic Demands

- men   ally diffi   stud   and
- pre   on 'cop   NS sou

STOP DO NOT ENTER

Low Cognitive Demands

Supporting learning in CLIL

High Cognitive Demands

Low Linguistic Demands

High Linguistic Demands

- labeling diagrams with items from word banks
- copying + memorizing simple vocabulary
- choral repetition, songs, chants, games

- mer... ...ally
  diffi...
  stud... ...and
- pre... ...on
  'cop... ...NS
  sou...

STOP DO NOT ENTER

Low Cognitive Demands

Supporting learning in CLIL

High Cognitive Demands

Low Linguistic Demands

- guided reading or listening
- making graphic organizers
- making comparisons between ideas or facts
- writing texts following a model or filling in the gaps

- labeling diagrams with items from word banks
- copying + memorizing simple vocabulary
- choral repetition, songs, chants, games

- merally
  diffi
  stuand
- preon
  'copNS
  sou

High Linguistic Demands

Low Cognitive Demands

Supporting learning in CLIL

High Cognitive Demands

Low Linguistic Demands

High Linguistic Demands

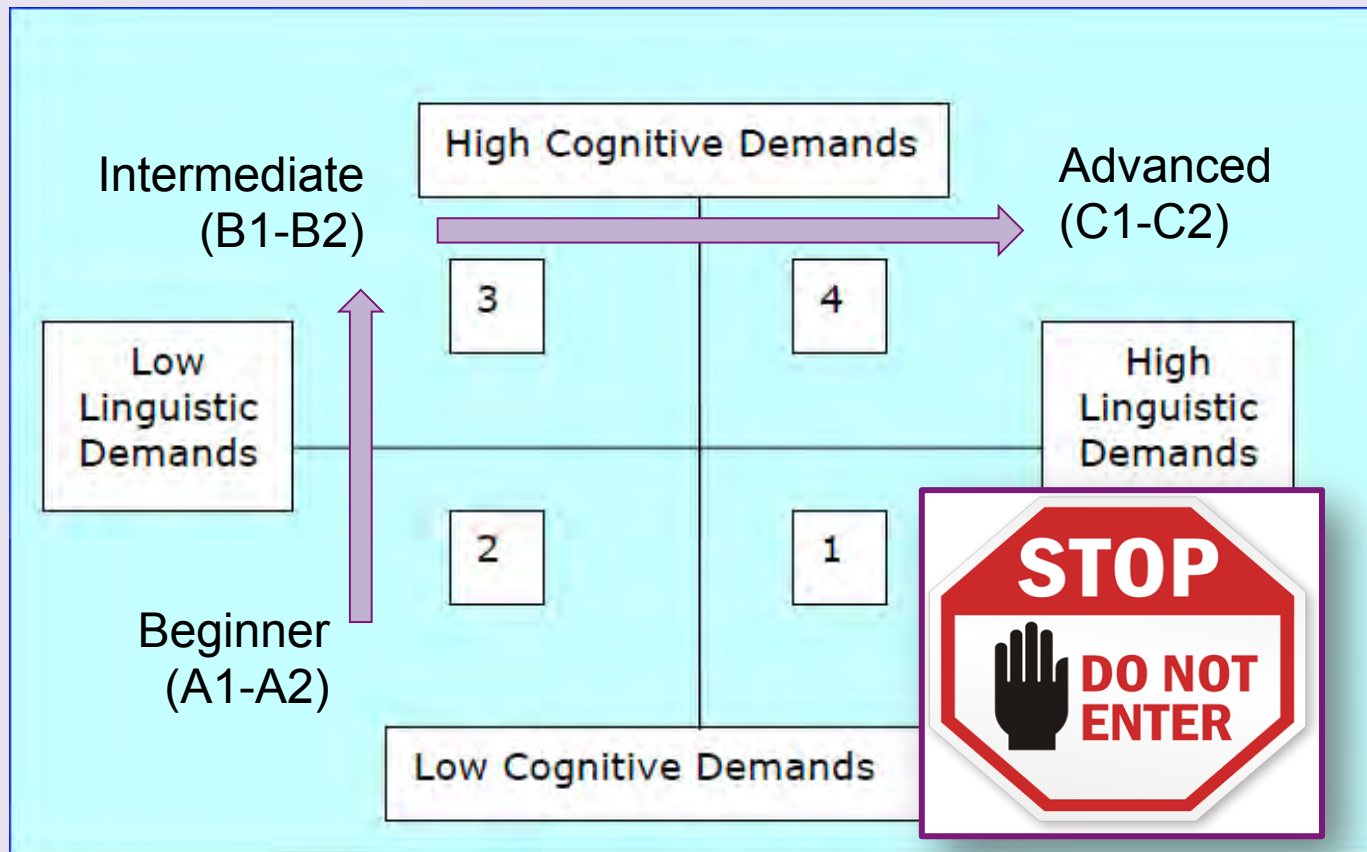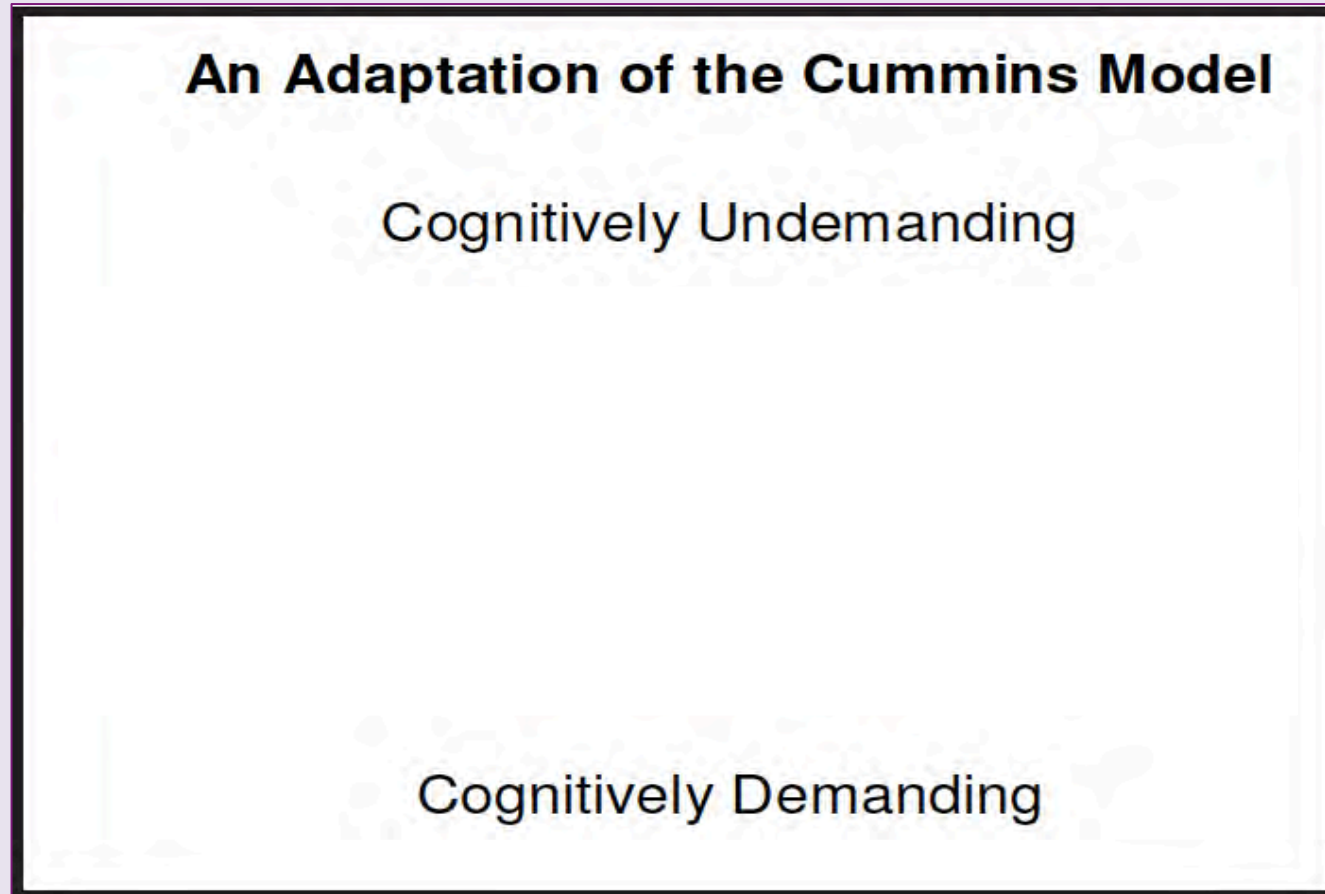|	
• guided reading or listening • making graphic organizers • making comparisons between ideas or facts • writing texts following a model or filling in the gaps	• problem solving through group discussions • comparing, analyzing and evaluating facts & ideas • presenting ideas and conclusions from tasks
• labeling diagrams with items from word banks • copying + memorizing simple vocabulary • choral repetition, songs, chants, games	• mem... ally diffi... stud... and pre... on 'cop... NS sou...

Low Cognitive Demands

Supporting learning in CLIL

2. Task difficulty – BICS, CALP and Cummins

Supporting learning in CLIL

3. Scaffolding in quadrants (Coelho 2007)

An Adaptation of the Cummins Model

Cognitively Undemanding

Cognitively Demanding

Supporting learning in CLIL

Scaffolding in the Quadrants: a framework for teaching and learning academic language for school success

Adapted from Coelho, E. (2007) [2004]: pp. 258-259

COGNITIVELY UNDEMANDING TASKS	
Quadrant A: Beginner (A1, A2): At first, most of the curriculum objectives are unattainable and need to be modified or replaced in order to focus on the acquisition of everyday language. The following instructional strategies are essential in Quadrant A, and some remain important in B and C: ■ Make connections to students' knowledge and experience ■ Start with functional language, related to students' immediate needs ■ Use physical objects, actions and activities to teach basic vocabulary ■ Provide comprehensible input (e.g., modified language, visual & contextual support) ■ Provide models: e.g., think aloud while modelling a piece of writing on the board ■ Provide supportive feedback to students' oral and written language production ■ Encourage interaction through the use of structured co-operative learning activities ■ Encourage strategic use of first languages: e.g., substituting words from L1 for words not yet learned in English, or writing notes and first drafts in L1 ■ Provide word banks for students to choose from in order to label objects, pictures, and diagrams, or to complete sentences and graphic organizers ■ Use choral repetition, songs, rhymes, games, puzzles, and role play to practise new words & phrases ■ Provide illustrated, engaging reading material within each student's present level of comprehension for extensive independent reading ■ Read aloud to students so they can listen while following the text	**Quadrant D: Don't go there!** Tasks in Quadrant D are cognitively undemanding but may also be incomprehensible for many L2 learners because of a lack of background knowledge or contextual support, or because the language level is too far above the students' present level of comprehension. Examples of Quadrant D activities include tasks such as copying or memorizing material that the students do not understand. Even activities that are intended to be student-centred and academically challenging, such as research projects, can become Quadrant D tasks if students do not receive the necessary guidance and support. Many second language learners end up "completing" their projects by copying or memorizing whole chunks of text from reference books, with little comprehension of the material. These kinds of activities are unlikely to advance academic learning, while incomprehensible or decontextualized activities are not likely to promote and language acquisition.
Quadrant B: Intermediate (B1, B2): Continued strong scaffolding enables students to achieve many of the regular curriculum objectives, except in linguistically and culturally demanding subjects such as history or literature. Many students who received some L2instruction in their own countries are ready for tasks in Quadrant B. Many of the strategies described for Quadrant A continue to be important in Quadrant B. In addition, the following strategies provide the scaffolding that enables learners to understand and produce language and complete academic tasks that would be impossible without this support: ■ Create graphic organizers showing key ideas in a text or lesson ■ Guide students' reading through a three-stage process(before, during & after reading) ■ Teach new vocabulary as it arises in a lesson, focussing on words that will be useful in various academic contexts (e.g., *observe/observation*) ■ Identify common grammatical structures that occur during a lesson and are required for certain tasks (e.g., the use of passive verbs to write about a process) ■ Provide models of writing and writing scaffolds or frameworks for specific forms of writing, such as journal entries, narratives, or expositions ■ Model the writing process: for example, think aloud while demonstrating how to brainstorm ideas, write a first draft, seek feedback, and revise. ■ Guide students step-by-step through projects and research assignments. ■ Provide alternative resource material that is comprehensible to the learners	**Quadrant C: Advanced (C1, C2):** Students who have achieved "high intermediate" proficiency in L2 are ready to be challenged by Quadrant C tasks, which are both cognitively and linguistically demanding. Keep in mind that: ■ By this time the first language has often fallen far behind, and students must rely totally on L2 for further learning. ■ Students in Quadrant C are able to work with grade level curriculum expectations and resources, without the direct support of an ESL teacher, **as long as their classroom teachers continue to provide assistance** with vocabulary, sentence structure, and cultural content. ■ They also need modelling and support for the development of effective language learning strategies so that they can take more control over their own language learning. ■ The amount of scaffolding is gradually reduced, over several years, but should **never be entirely discontinued:** all students, including native speakers, can benefit from scaffolded instruction.
COGNITIVELY DEMANDING TASKS	

MAXIMUM SCAFFOLDING

REDUCED SCAFFOLDING

Assessing English language since 1938

Supporting learning in CLIL

3. Scaffolding in quadrants (Coelho 2007)

Quadrant A: Beginner (CEF A1, A2)

- Use physical objects, and physical actions and activities to teach basic vocabulary.

Quadrant B: Intermediate (CEF B1, B2)

- Teach new vocabulary as it arises, focusing on words that will be useful in various academic contexts (e.g. *observe/observation*)

Supporting learning in CLIL

4. Supporting learning with CLIL materials (Guerrini)

Labels (word level)

- visual support for understanding content

- identify key terms & concepts

- undemanding linguistically

Captions (phrases or complete sentences)

- More content than labels

- Guide to organisation of longer texts

- Linguistically more demanding

4. Supporting learning with CLIL materials (Guerrini)

Content / Language Correlations

- Increased T sensitivity to language of topic

- Guide learners as they work

- Can be shared with language teachers

Content	Key language
Properties of water	Describing Water is a powerful solvent Water is attracted to other water

Supporting learning in CLIL

4. Supporting learning with CLIL materials (Guerrini)

Scaffolding output

- Stem sentences, questions, instructions

Stems	Questions	Instructions
Bears live in …	Where do bears live?	Habitat: describe where bears live.
Bears eat …	What do bears eat?	Nutrition: list the foods that bears eat.

Supporting learning in CLIL

4. Supporting learning with CLIL materials (Guerrini)

Mind maps
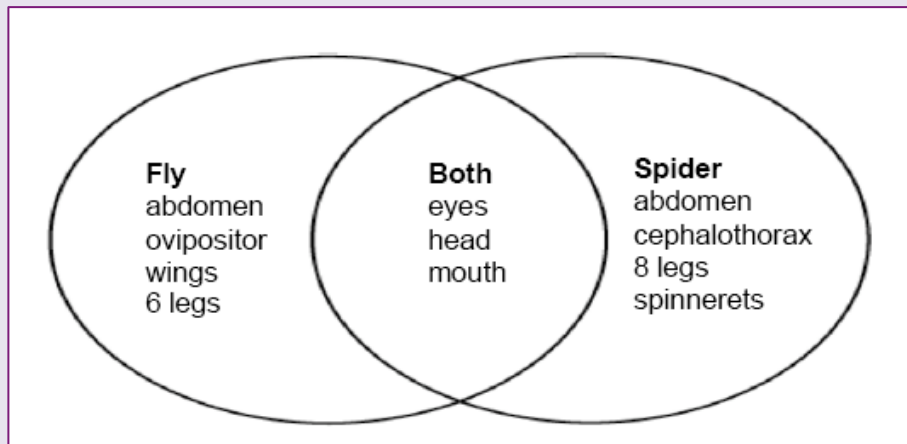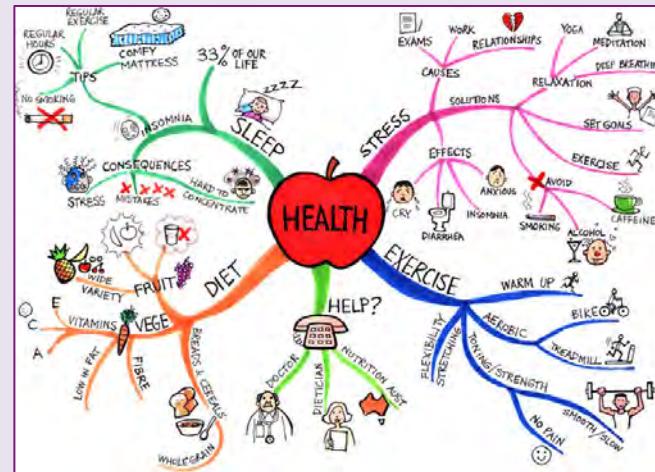
Venn diagrams

Supporting learning in CLIL

5. Giving language support in CLIL classrooms
   (from *Uncovering CLIL,* MacMillan Education)

- Create a psychologically safe environment

- Use of first language OK initially

- Speak slowly, articulate clearly

- Use an appropriate level of language

- Create many opportunities to *use* English

- Communication is of primary importance

- Develop all four language skills

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