Scaffolding: The Holy Grail of CLIL

CLIL Voc 2020 Sub-plenary

Learning objectives of this session

- Why scaffolding is important for your learners
- How scaffolding can be used in your lesson
- What activities you can do that promote scaffolding techniques in your lesson

Who am I?

- CLIL student
- CLIL Maths teacher
- CLIL Coach
- Chief editor CLIL Magazine
- CLIL teacher trainer

What is scaffolding?

Construction

Language

Reception

Learning

ZPD

Transformation

What is scaffolding?

A process of setting up the situation to make the child's entry easy and successful and then gradually pulling back and handling the role to the child as he becomes skilled enough to manage it.

Bruner, 1986: 60

What is scaffolding?

Temporary supporting structures that will assist learners to develop new understandings, new concepts and new abilities.

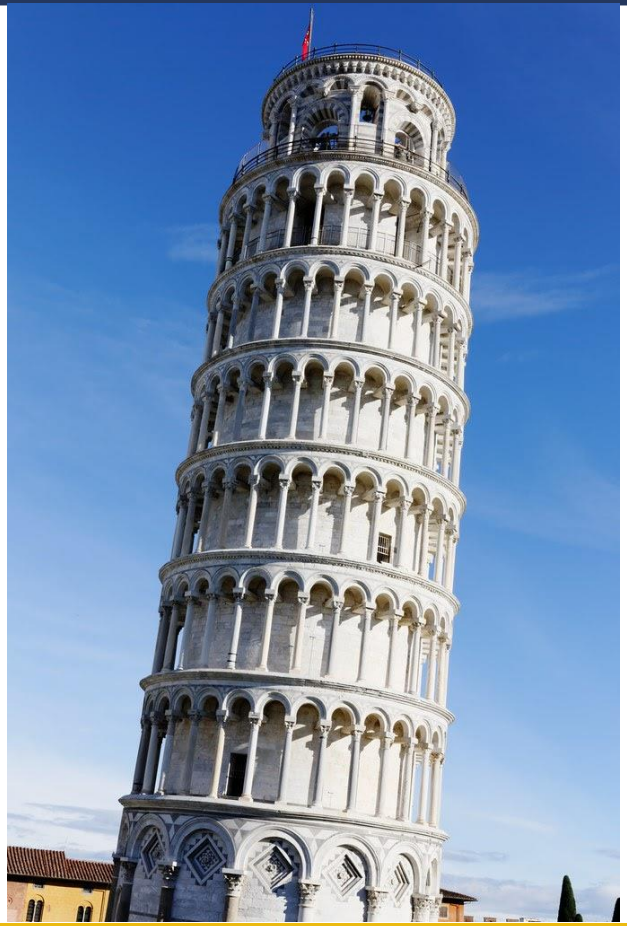
Hammond 2001: 14

What is scaffolding?

Scaffolding ‘leads learners to reach beyond what they are able to achieve alone, to participate in new situations and to tackle new tasks’

Gibbons 2015: 14

Important?



Some scaffolding is needed a bit longer

In your lesson

Without scaffolding:

“Read this text and answer the questions”

With scaffolding:

“Identify the words you do not know. We will discuss those in a minute.”

“First read the text and write down the three most important aspects of the text.”

“Write down what you already know about this topic and come up with three questions you don’t know the answer to yet”

Why does scaffolding actually work?

Lev Vygotsky (1896-1934)

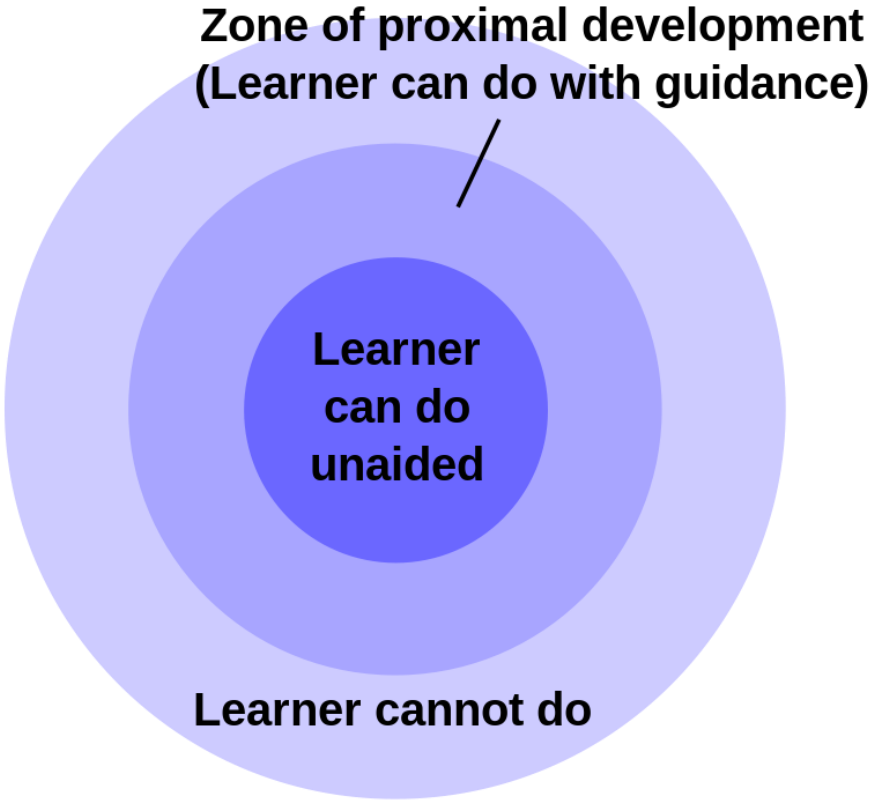
It is the distance between the actual development level as determined by independent problem solving and the level of potential development as determine through problem solving under adult guidance or in collaboration with more capable peers.

(Vygotsky, 1978: 86)

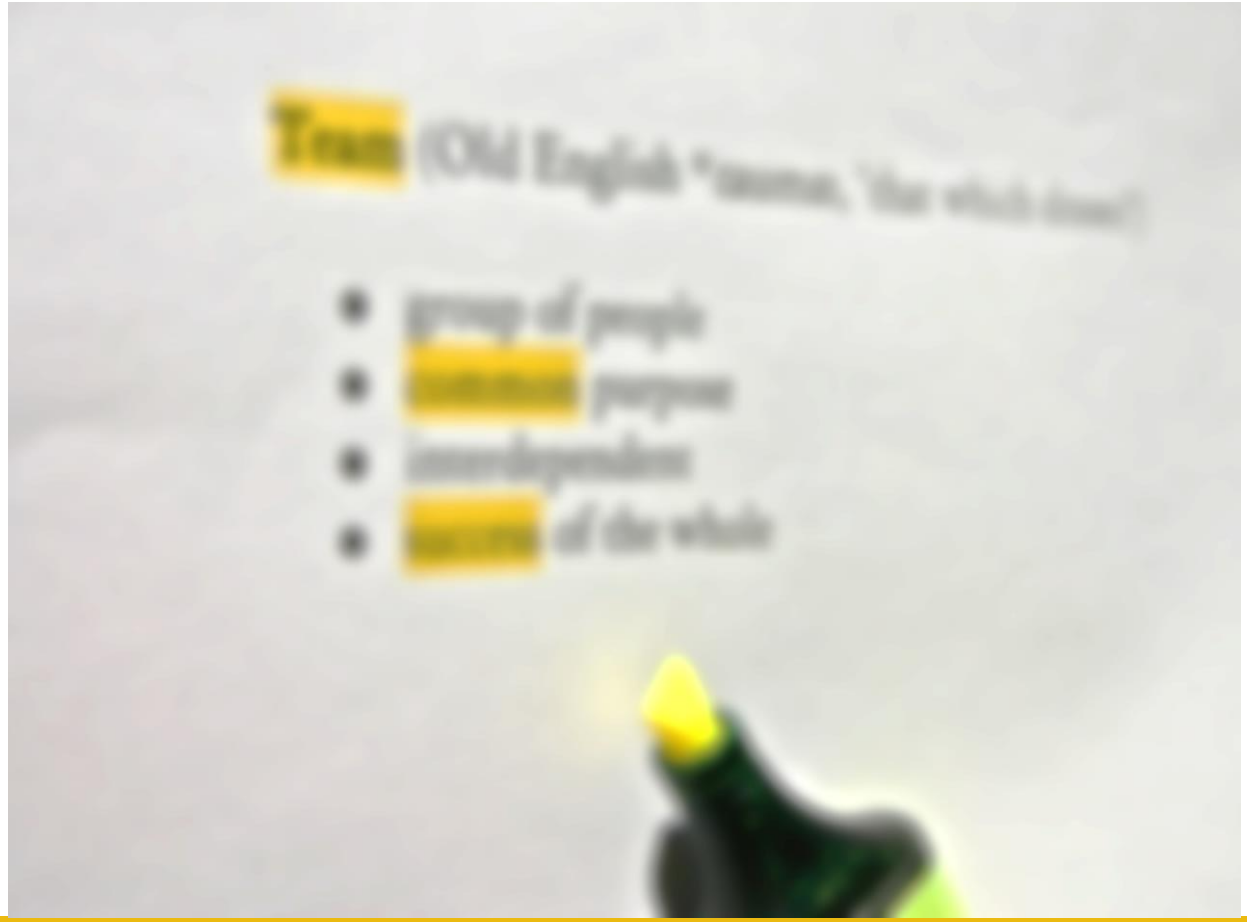
Zone of Proximal Development

"The advancement through and attainment of the upper limit of the ZPD is limited by the instructional and scaffolding-related capabilities of the more knowledgeable other"

Adapted from McLeod, S. A. (2018)



Scaffolding in a CLIL setting



Scaffolding & Embedding

Text adapted from Ball, P., Kelly, K., and Clegg, J., *Putting CLIL into practice* (2015)

From scaffolding to embedding

Non-CLIL source material

Scaffolding:

Embedding:

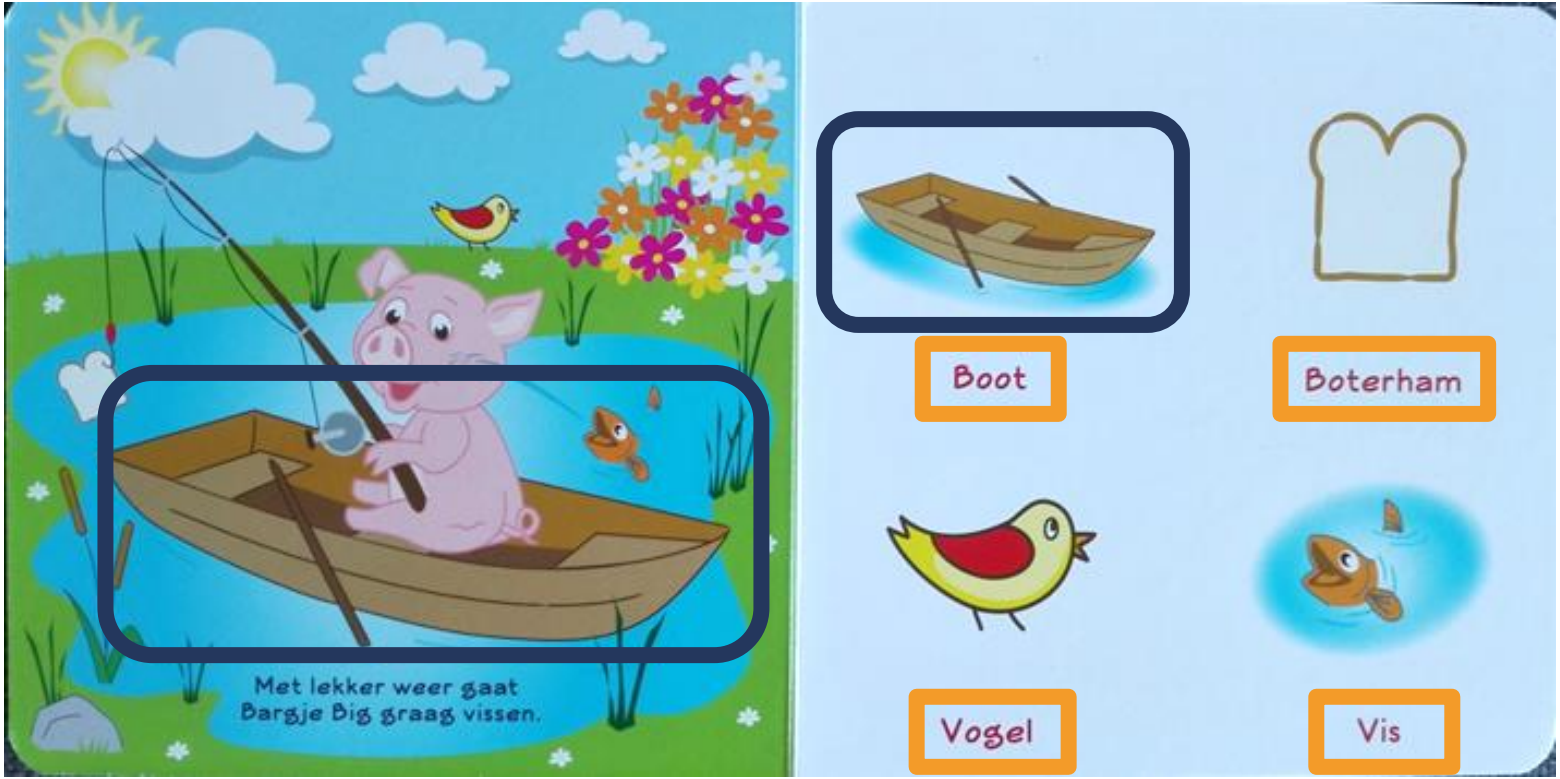
Scaffolding in your lesson

Language

Learning process

Activity: Image search

What does this image have to do with scaffolding?



How does scaffolding help?

Help to start

Provide correct words to use

Imply what the words mean

Three types of scaffolds

Stage 1: Input

Stage 2: Transformation

Stage 3: Output

Bernie Dodge (2009)

Stage 1: Input

Reception scaffold

Helps student to perceive structure

Stage 2: Transformation

Transformation scaffold

Helps student to work with the data

Stage 3: Output

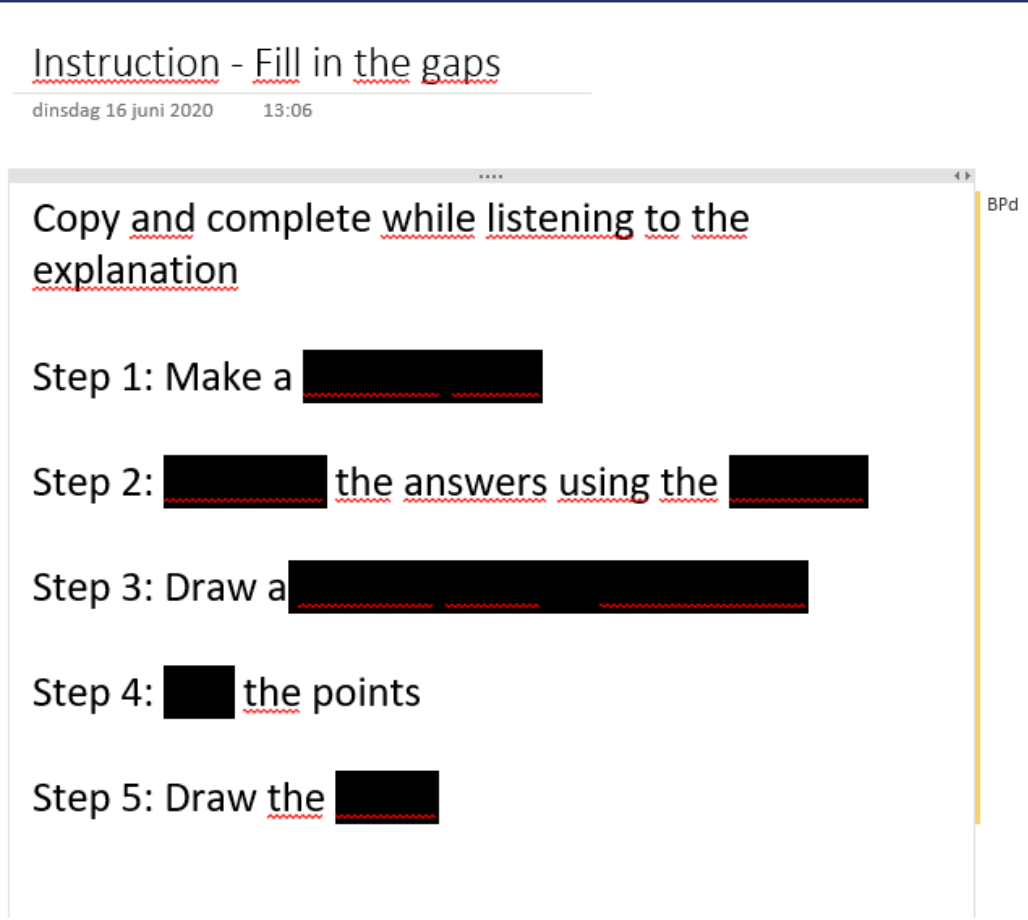
Production scaffold

Helps student to provide structure

Scaffolding Application Table

	Reception	Transformation	Production
Language	A partially filled in word list to be completed by students to support reading a text.	Not possible	A series of phrases and words to be used in a presentation
Learning	A gapped text to fill out while listening	A diagram to complete with pros and cons of a text	An outline of a presenation

Activity: Gapped instruction



Instruction - Fill in the gaps

dinsdag 16 juni 2020 13:06

BPd

Copy and complete while listening to the explanation

Step 1: Make a [redacted]

Step 2: [redacted] the answers using the [redacted]

Step 3: Draw a [redacted]

Step 4: [redacted] the points

Step 5: Draw the [redacted]

6 types of instructional scaffolding

Modelling
Bridging
Contextualisation
Building Schema

Re-presenting tekst
Developing metacognition

Walqui, A. *(*2006)

Modeling

Show, don’t tell

Bridging

Activate prior knowledge

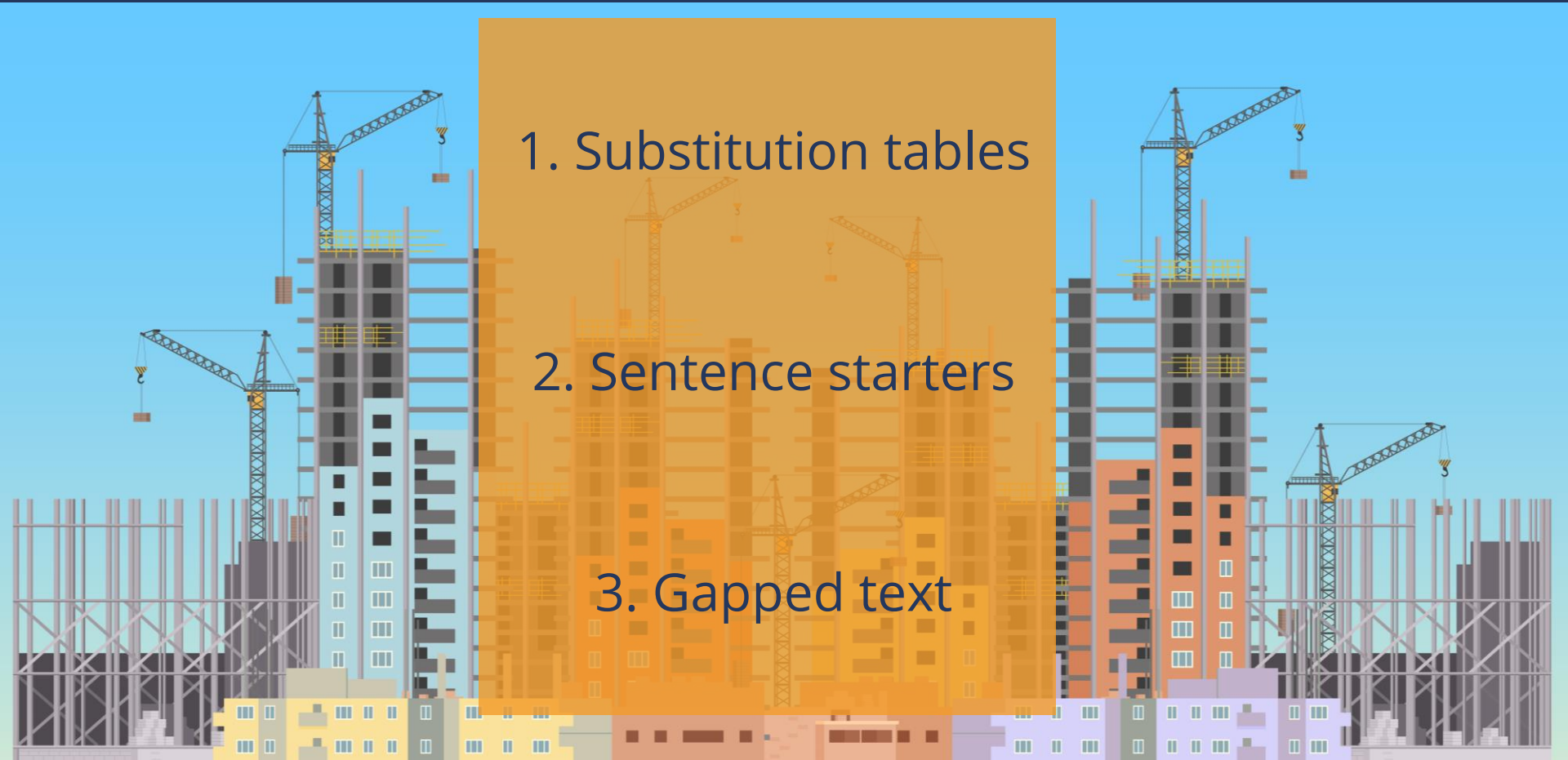
Contextualising

Everyday language (BICS) and Academic language (CALP)

Schema building

Structure for both input and output

Scaffolding language in your lesson



1. Substitution tables

2. Sentence starters

3. Gapped text

Substitution tables

2. Reporting

Candles Butter Margarine Ice Cheese Chocolate	melted	in	cold cool warm hot boiling	water

2. Make 2 true sentences about white cells and 4 true sentences about red cells

	have a nucleus
	have no nucleus
White cells	have a red pigment called haemoglobin
	carry oxygen
Red cells	are shaped like a disc
	have large surface-area-to-volume ratio
	are divided into lymphocytes and phagocytes

Sentence starters

Sentence Starters for Cause-and-Effect Thinking in History

- I believe that one reason for their…was…
- It wasn't just one cause, though; we need to think about other factors, such as…
- That was a result of…
- Just because they…doesn't mean that…
- The most likely reason for…was…
- The…led to…, which lead to….
- She was motivated by…
- Each…played a key role. First…
- There were political, social, and economic motives for…
- Even though the textbook says the cause was… I believe…
- If they hadn't…what would have happened?
- ...had a significant influence on…

Gapped text – Open answers

A volcano is a _____ or _____ in the planet's _____ through which lava, ash, rock and gases _____. A volcano is also a mountain formed by the _____ of these _____ products.

Volcanoes have existed for a long time on Earth, likely causing disasters such as the Permian mass extinction about _____ million years ago. Volcanoes can and have existed on other worlds as well: although volcanoes on the moon and Mars have long been _____, volcanoes are still very active on _____. Researchers are currently striving to find ways to predict when volcanic eruptions might happen on Earth by analyzing clues such as _____ and _____ linked with volcanoes.

http://random-idea-english.blogspot.com/2011/07/tools-gapfill-generator.html

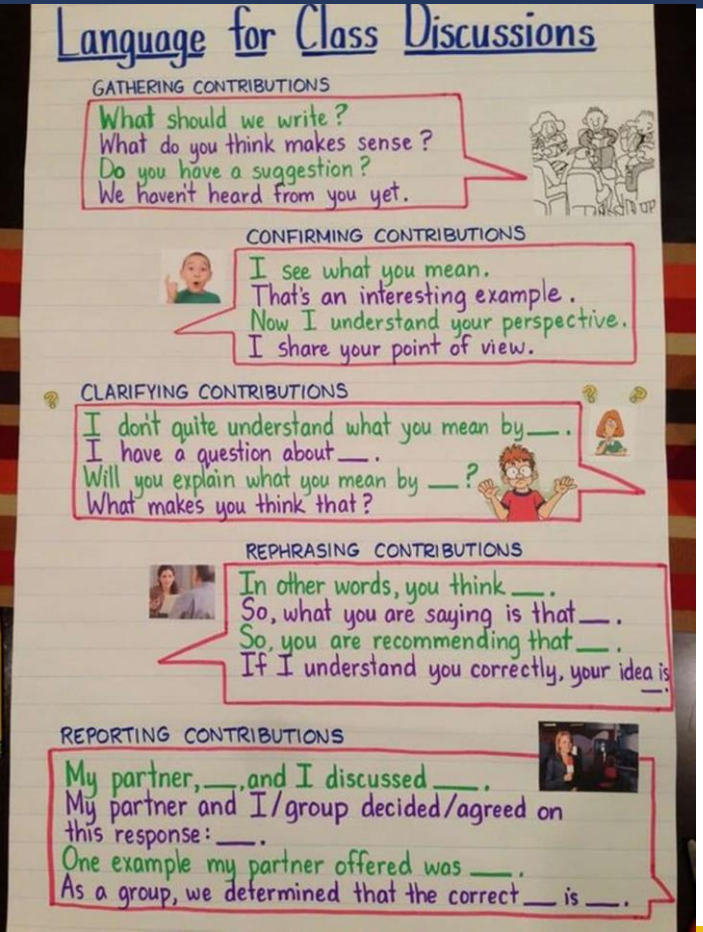
Gapped text – Multiple choice

250 · accumulation · dormant · vent · jupiter's moon io · erupt · crust · crystals · fissure · eruptive · gases

1. A volcano is a _____ or _____ in the planet's _____ through which lava, ash, rock and gases _____. A volcano is also a mountain formed by the _____ of these _____ products.

2. Volcanoes have existed for a long time on Earth, likely causing disasters such as the Permian mass extinction about _____ million years ago. Volcanoes can and have existed on other worlds as well: although volcanoes on the moon and Mars have long been _____, volcanoes are still very active on _____. Researchers are currently striving to find ways to predict when volcanic eruptions might happen on Earth by analyzing clues such as _____ and _____ linked with volcanoes.

Language support in your classroom



If possible, have a variety of sentence starters or other means of scaffolding available.

Conclusion

1) Important

2) Structure and ideas

3) Activities for your lesson

Q&A

Any questions?

References

- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
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- Gibbons, P. *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classrom* (2015)
- Ball, P., Kelly, K., and Clegg, J., *Putting CLIL into practice* (2015)
- McLeod, S. A. (2018, August 05). *Lev Vygotsky*. Simply Psychology. https://www.simplypsychology.org/vygotsky.html.