Supporting Multilingual Classrooms

Slovak Republic
16th – 17th June 2021, online

Chantal Muller & Katja Schnitzer

**European Centre for Modern Languages and European Commission cooperation
on Innovative Methodologies and Assessment In Language Learning**

Feedback - Day 1

- Quick summary

- Anything you would like to add

Programme Day 2

| DAY 2 – WEBINAR via ZOOM – 17th June 2021	
Time	**Content**
08:45 – 09:00	Registration – Greetings
09.00 – 10.30	Session 4: • Developing competencies: supporting language development
10:30 – 10:45	Coffee / Tea Break
10:45 – 12:00	Session 5: • Learning environments where modern languages flourish • Whole school approaches
12:00 – 12:30	Lunch Break
12:30 – 13:15	Next steps – Evaluation – certificates – Farewell
13:15 – 13:30	Exchange with local coordinator

Session 4 – Objectives

- Feedback and reflection

- Developing competences in supporting second language development across all subjects

- Getting aware of the importance of academic language.

Experiences of Moises
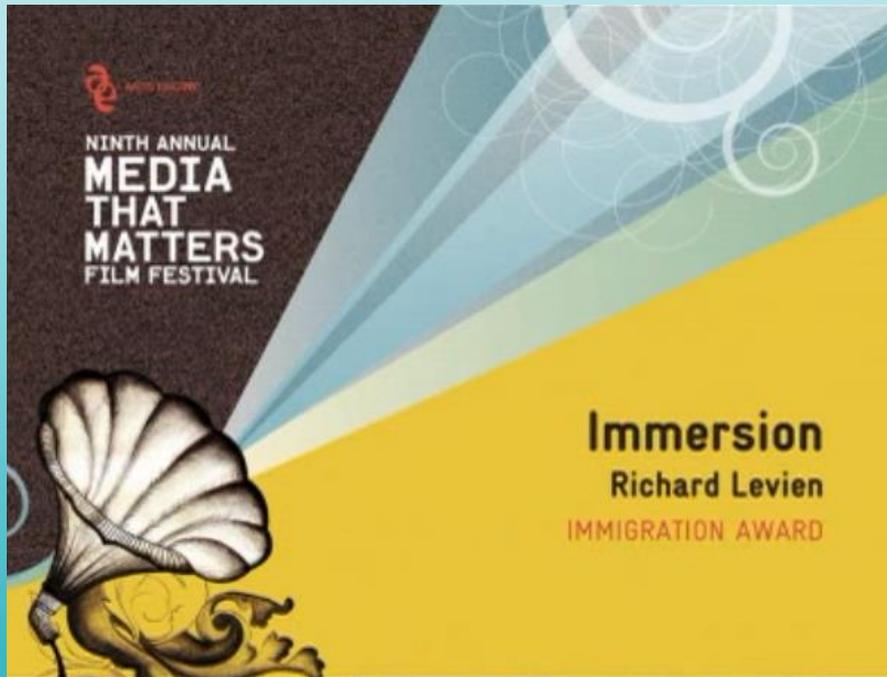
Our observations:

- What does the teacher do?
- What does Moises feel?
- How does his family act?
- …

How can learner's resources be taken into account in the classroom?

Reflection about the film (group work in breakout rooms):

1. What do you know about Moises?

2. How does Moises feel, how do the other children feel, how does the teacher feel?

3. How does Moises try to participate in the lesson?

4. What could the teacher do to assess his knowledge and skills during this lesson?

5. What would you do to help Moises in the classroom? What happens or might happen in your school?
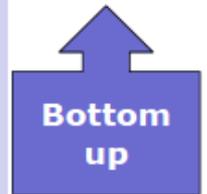
Let's have an experiment!

The students observe and **describe** a phenomenon.

Which linguistic means are necessary to **describe** this phenomenon precisely?

*You will recognise it immediatly, when you take the students perspective!**

Bottom up

Observe the phenomenon!

Describe in everyday language, what you observe!

Use your best foreign language!

*Tajmel, T. (2009), *Preparing Teachers for Cultural and Linguistic Diversity in the Science Classroom*, in: Tajmel, T. und Starl, K. (Eds.), *Science Education Unlimited. Approaches to Equal Opportunities in Learning Science*, Waxmann, Münster/New York.

©Tanja Tajmel 2012

Role of language in subject learning

- How was it? Difficult? Why (not)?

- What did you miss in terms of language?

- What would have helped you?

- How can you relate this to teaching in your context?

Identified language demand

to overflow

powder

test tube

substance

plastic bag

joghurt pot

tablespoon

foam

to stir

citirc acid

to add

colour chalk piece

to crush

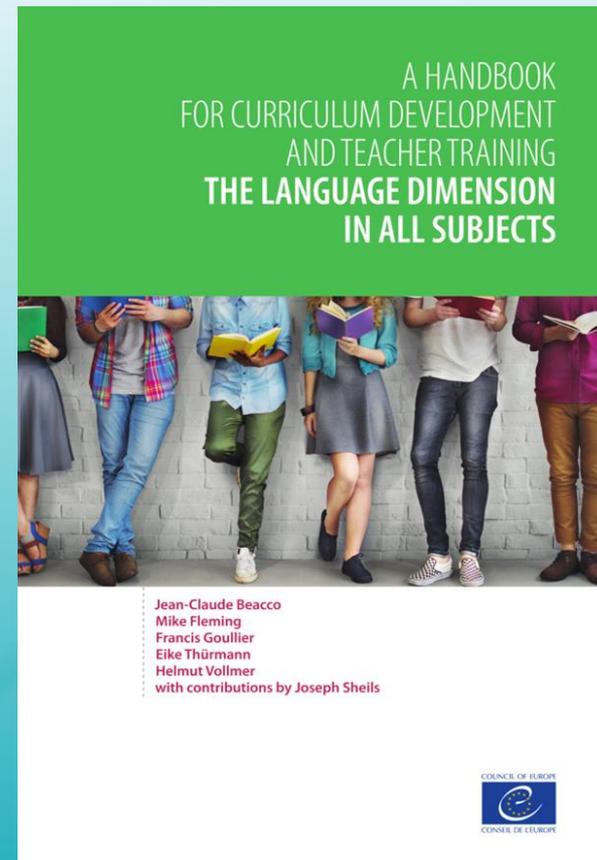to shake

Role of language in subject learning

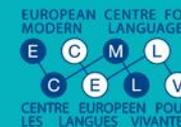| Without vocabulary	With vocabulary
	to overflow — powder test tube plastic bag — joghurt pot foam tablespoon to stir — citirc acid — to add colour chalk piece — to crush to shake
when we put the powder in the cup, it got bigger	Put equal amounts of citric acid and chalk powder into an empty yoghurt cup, mix the two substances by shaking and pour in twice as much water as powder. Coloured chalk foam then forms, which rises up in the cup and runs out over the rim.

Attention to language in the subject classroom will not only improve the pupils' competence in subject-based as well as general language use, but will also help deepen their understanding of the subject matter and their wider learning in the subject.

A HANDBOOK
FOR CURRICULUM DEVELOPMENT
AND TEACHER TRAINING
**THE LANGUAGE DIMENSION
IN ALL SUBJECTS**

Jean-Claude Beacco
Mike Fleming
Francis Goullier
Eike Thürmann
Helmut Vollmer
with contributions by Joseph Sheils

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

2016

Language-aware teaching practice

Preparation of teaching lessons:

The teacher anticipates the subject related language needs and the expected language outcomes.

Analysis framework for language functions		(Tajmel 2011)
1.	**Educational standard**	Acquisition of knowledge (F): Observing and describing phenomena Basic concept: interaction, buoyant force
2.	**Relevant language function**	**Describing**
3.	**Level of expectations**	A stone is hanging on one side of a coathanger, on the other side there are weights hanging. The stone is as heavy as the weights. When the stone is dipped into water, the side with the stone lifts and the coathanger is inclined.
4.	**Relevant linguistic means:** - word level - senctence level - text level	- *stone, coathanger, weights, horizontal, inclined, to dip into, to lift, light , heavy, ...* - *conditional clause, passiv form*
5.	**Modified and extended educational standard**	The students describe an experiment to buoyant force by using general terms, such as weights, inclined, to dip into, light – heavy, ...

SUPPORTING MULTILINGUAL CLASSROOMS

EUROPEAN UNION

EUROPEAN CENTRE FOR MODERN LANGUAGES
ECML
CELV
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

BICS and CALP
(Cummins 1979)

- Basic Interpersonal Communication Skills
- Cognitive Academic Language Proficiency

- BICS : ~ 2 years
- CALP : 5 – 7 years

BICS and CALP Implications

- A student who is fluent in the social language may need support for developing academic language.
- Teachers of content subjects (maths, history, etc.) need to be *language aware* and be able to:
  - Identify the component parts of academic language
  - Identify students' needs
  - Make academic language accessible to students (all students)
- Teachers of the language of schooling may support this by making connections to those contents.
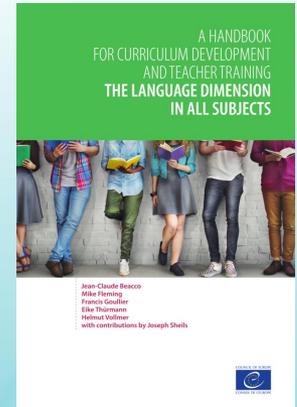
Academic language
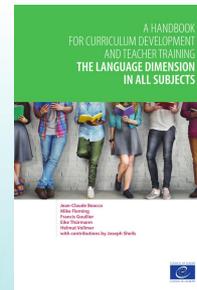
- For many students, the language of their day-to-day life either at home or in their peer group is markedly different from that of school and of subject learning.

- The school has to adapt to the learners – and not only the other way around.

Some characteristics of academic language

Compared to everyday informal language:

- Longer, more complex sentences

- More impersonal statements and passive voice

- Abstract terms, nominalisations

- Complex compound names

- Specialised vocabulary

- Specific expressions, phrases

- Low redundancy –> condensed texts and complex messages
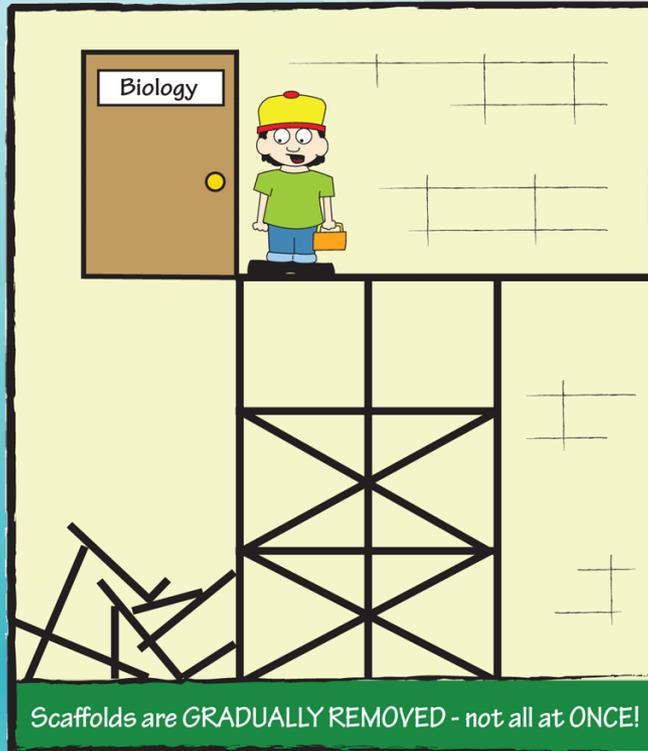
- etc.

Basic language functions in academic language

- naming/defining;

- describing/comparing;

- narrating/reporting;

- explaining/illustrating;

- conjecturing/hypothesising;

- assessing/evaluating;

- arguing/reasoning;

- positioning/taking a stance, negotiating, modelling
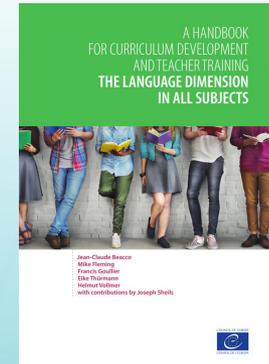
Scaffolding for content and language

Biology

Scaffolds are GRADUALLY REMOVED - not all at ONCE!

achievenowpd.com

Scaffolding is temporary help that assists students to become more independent and capable of handling learning more on their own. What a student can with support today, (s)he will be able to do alone tomorrow.
maledive.ecml.at

Different levels of scaffolding

Macro-scaffolding
(Gibbons 2002, Kniffka 2010)

Needs analysis, e.g. difficulties in a written text

Knowledge and learning abilities analysis (Which linguistic structures can lead to problem in the classroom?)

Planning of teaching lessons (activating pre-knowledge, planning additional activities, organizing working groups, etc.)

Micro-scaffolding
Teaching interaction
(Gibbons 2002, Kniffka 2010)

active listening to pupils' talk

Reformulation of pupils' utterances

Explanation/Clarification of vocabulary or expressions appropriated for a specific context

MALEDIVE

Teaching the language of schooling in the context of diversity:

Study materials for teacher development

- Scaffolding learning

http://maledive.ecml.at/Studymaterials/School/Scaffoldinglearning/tabid/3618/language/en-GB/Default.aspx

Sharing ideas for scaffolding learning (15 minutes in breakout rooms)

Look at MALEDIVE:
http://maledive.ecml.at/Portals/45/Basic_tasks_scaffolding.pdf

How might you adjust the 'basic tasks' on the handout to enable *all* your students to demonstrate what they are capable of?

Scaffolding

- Making students aware of the metacognitive strategies they use

- Teaching them a repertoire of effective learning strategies

- Practising these strategies in the classroom activities and tasks for supporting learning

- Gradually removing the supporting structures

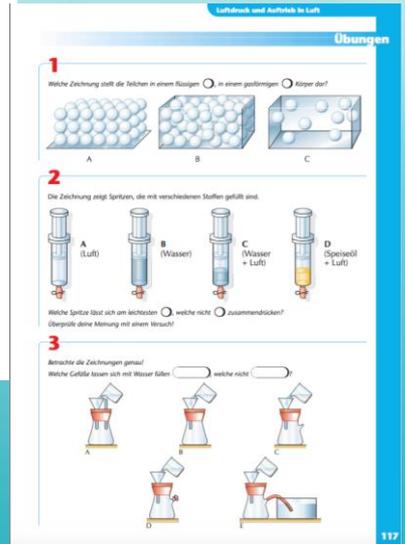- Autonomous learning: the choice and use of strategies is up to each learner

How to scaffold?

Which methods and activities help learners to understand contents better?

Source:
http://www.veritas.at/physik-heute-2.html?series=42

To go further:
https://pluriliteracies.ecml.at/Principles/RethinkingScaffoldingForLearnerDevelopment/tabid/4277/language/en-GB/Default.aspx
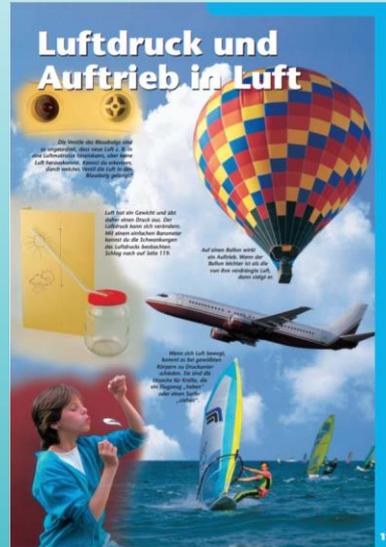
How to scaffold?

- language
- questions, operating instructions
- tips and advices for thinking and learning
- lists, summaries
- visual image, photos
- labelled illustrations,
- titles, subtitles and nuggets
- definitions, glossar
- colors and boxes,
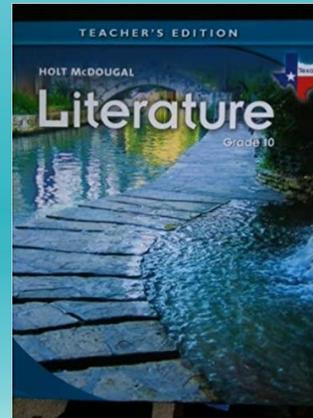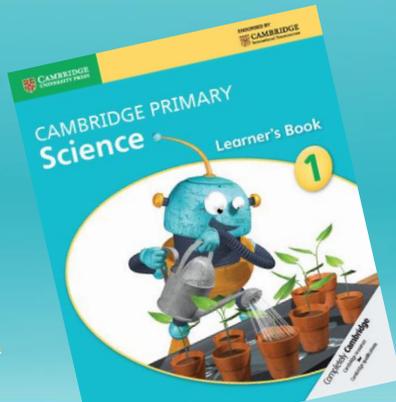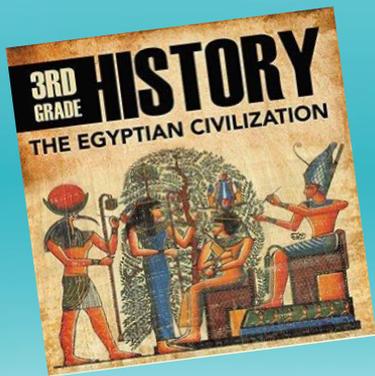- diagrams ans charts.
- markings in text

Language in textbooks

Recommendation:

Look at the language used in your textbooks!

- What could be difficult for the pupils?
- Think of a pupil with migration background: What could be especially difficult for them?
- What would help children to better understand the text/learn the content?
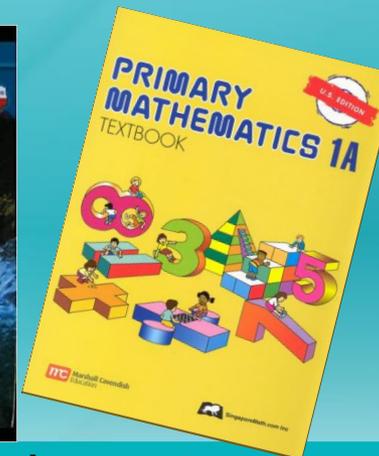
Scaffold strategies and Slovak textbooks

a) Collecting ideas and sharing thoughts in break-out-rooms (35 min.)
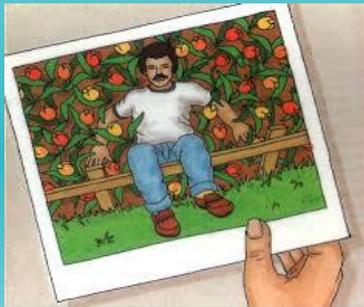
b) Plenary session (20 min.) - our ideas and comments:

Diagnosis Based Language Education

Examples of standardized observation tools for students' language level in Germany (L2 learners)
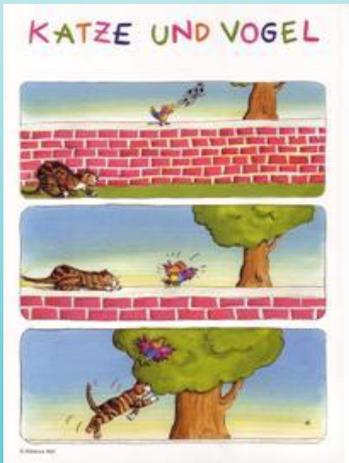
- **HAVAS 5** (used in the youngest cohort, Reich/Roth 2004) designed to assess children's oral language skills

- **Tulpenbeet** (11-year-olds, Reich/Roth/Gantefort 2008) designed to assess the written academic language skills

- **Bumerang** (15-year-olds, Reich/Roth/Döll 2009) designed to assess the written academic language skills

Where to find support in ECML projects?

- MALEDIVE: scaffolding

http://maledive.ecml.at/Studymaterials/School/Scaffoldinglearning/tabid/3618/language/en-GB/Default.aspx

prestávka na kávu
Kaffitími

sos caife

kohvipaus

Immorru Kafé?!

pausa de café

coffee break

Kaffeepause

pause café