

SUPPORTING



MULTILINGUAL
CLASSROOMS

Session 5

Developing competences in supporting
second language development across
all school subjects

This initiative is carried out within the framework of the **Innovative Methodologies and Assessment in Language Learning** cooperation agreement between the European Centre for Modern Languages and the European Commission
www.ecml.at/ec-cooperation





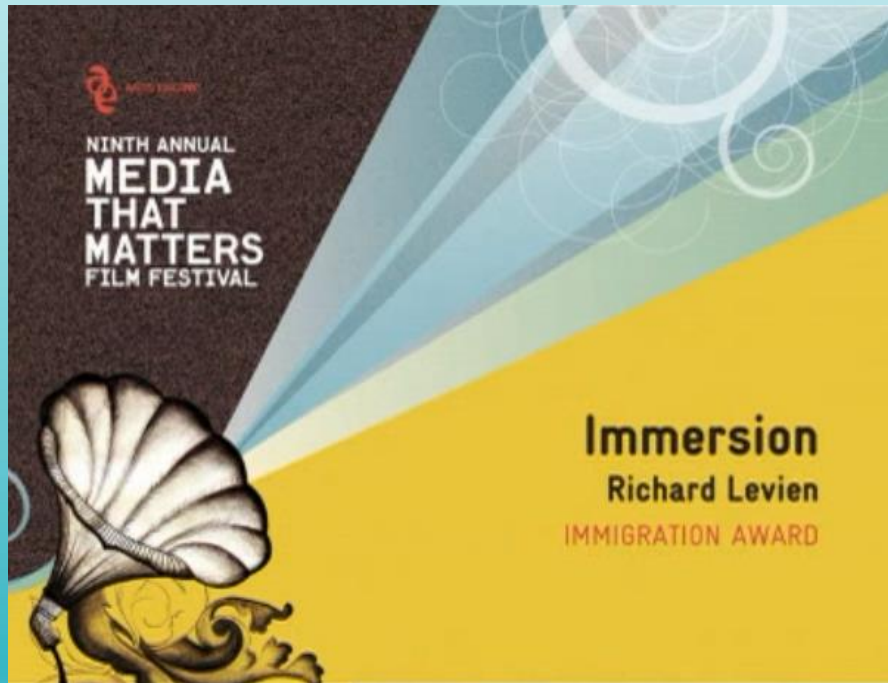
Session 5 - Objectives

- Developing competences in supporting second language development
- Sharing your own strategies and developing them
- Exploring scaffolding strategies and differentiated teaching materials



Making the Unseen Visible: Experiences of Moises

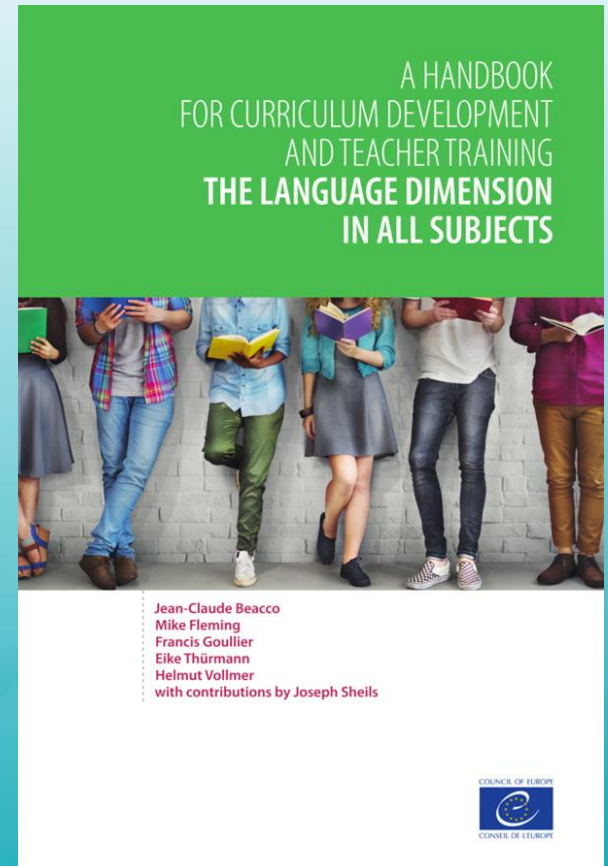
https://www.youtube.com/watch?v=I6Y0HAjLKYI&feature=player_embedded



1. Watch the video up to 5 minutes – then discuss:
2. What do you learn about Moises?
3. What does Moises do to try to participate in the lesson?
4. What could the teacher do to assess his knowledge and skills in this lesson?
5. What would you do to help Moises in the classroom? What happens or might happen in your school?



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.



2016



Let's have an experiment!



Tajmel, T. „Prinzip Seitenwechsel“, in: Tajmel, T./ Starl, K. (Hrsg.) (2009): Science Education Unlimited. Approaches to Equal Opportunities in Learning Science (Buch und DVD), Waxmann, Münster.

Observe the experiment!

Describe what happens – **in your best foreign language!**

And then in your mother tongue

How was it? Why?



Identified language demand

(beam) balance

coathanger

balance beam

weight(-s)

to submerge...
to dip in ...



balance

light - heavy

horizontal - inclined - upright

Tajmel, T. et al. (2009): Floating – Sinking. Teaching Modules for grade 5-8. In: Tajmel, Tanja and Starl, Klaus (Eds.), Science Education Unlimited. Approaches to Equal Opportunities in Learning Science, Waxmann, Münster/New York 2009

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Sharing ideas for scaffolding learning

(15 minutes)

Group task

- How might you adjust the ‘basic tasks’ on the handout to enable *all* your students to demonstrate what they are capable of?
- If time, look at [Maledive](#) on Macro- and Micro-level Scaffolding and add your own practices.



Developing language awareness in subject classes

Publication team: Marita Härmälä; Artashes Barkhanajyan; Jérôme Béliard; Eli Moe.

The website provides practical support for teachers of subject disciplines to identify the linguistic needs of their learners and to provide tailored assistance for them.

The outputs include:

- materials for teachers to become more aware of the difference between everyday language and subject-specific language used in school;
- procedures and scaffolding techniques helping teachers to cater for the students' language needs in their subject(s);
- language supportive teaching materials for 12/13-year-old learners in different subjects;
- examples of lesson plans from teachers using language sensitive materials.

The resources are for subject teachers and language teachers, offering support for subject teachers.

language
in subjects



Content and Language Integrated Learning (CLIL)



Evaluation and assessment



Migrant education and employment



DEVELOPING LANGUAGE AWARENESS IN SUBJECT CLASSES

DÉVELOPPER LA CONSCIENCE LINGUISTIQUE DANS LES MATIÈRES SCOLAIRES

- 3 steps for subject teachers: planning – teaching – learning
- A treasure trove of tools: check-lists for language-sensitive teaching, self-evaluation grids, language and subject teacher collaboration, case-studies ...

1. Definitions

2. Scaffolding techniques

3. Putting it into practice

4. Teaching tips

4. Teaching Tips

This school year, for the first time, bilingual learners have enrolled at your school. Their skills in the language of schooling are not sufficient for entering the mainstream classes without language support. Consequently, the subject teachers have begun to pre-teach them vocabulary, but that is not enough. What recommendations or tips would you give to the teachers to help these L2 students to read, write, understand, speak, think and live autonomously in a L2?



1. Integrating new students into the class



2. L1 and cultural differences



3. Translanguaging strategies



4. Scaffolding language



5. Seeing the “big picture”



6. Teaching strategies



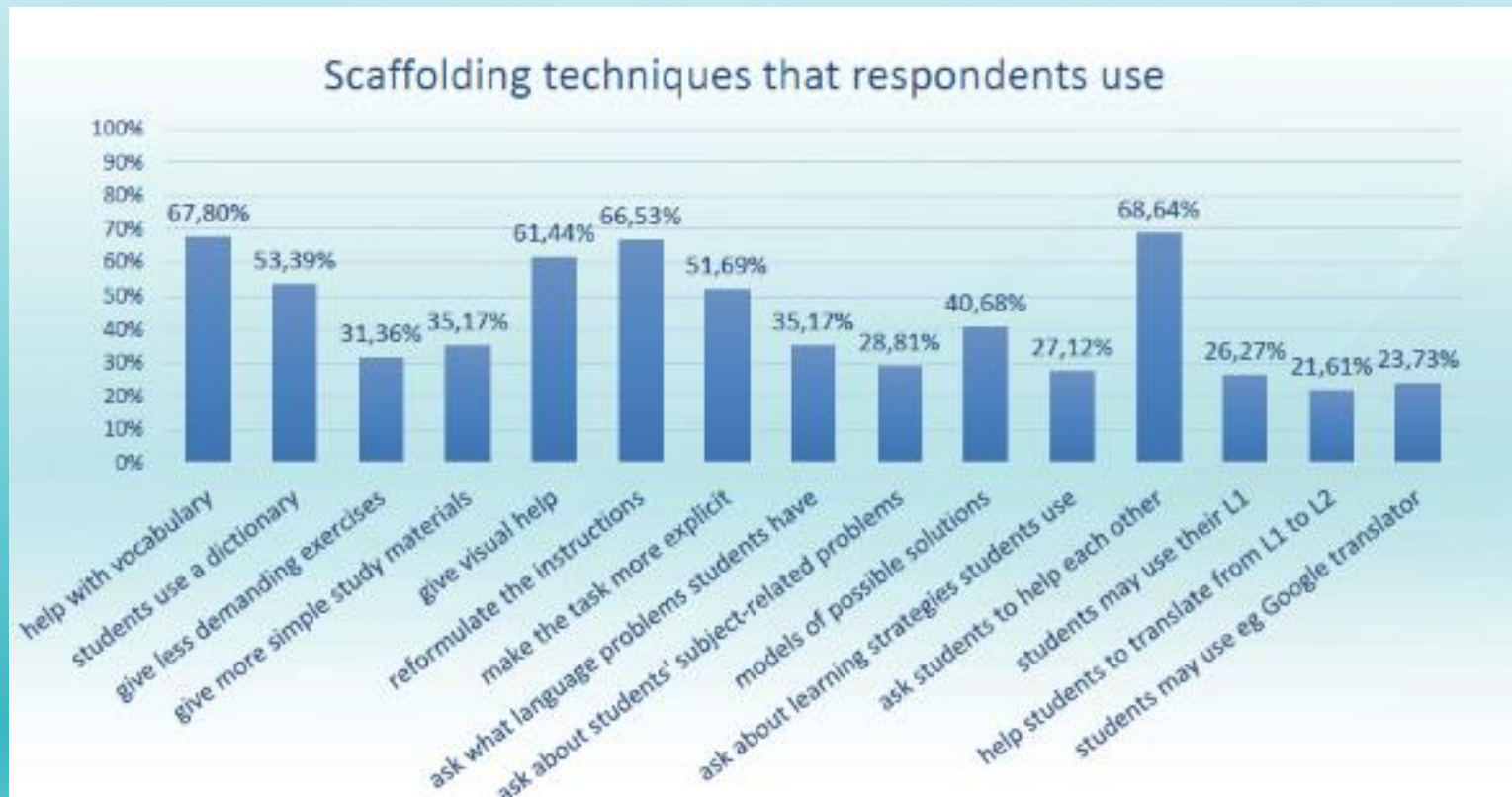
7. Being aware of language issues



8. Using classroom materials and acting in classroom



Scaffolding methods



(Languages in Subjects, ECML)

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Pluriliteracies Teaching for Learning

- Shows teachers and materials developers ways of fostering deep learning by paying attention to the development of students' subject specific literacies
 - Further ideas on scaffolding
 - Ideas about how to differentiate materials

Desertification - A Natural Disaster

- 1 Desertification is a phenomenon that ranks among the greatest environmental challenges of our time. Although desertification can include the encroachment of sand dunes on land, it does not refer to the advancement of deserts. Rather, it is the persistent degradation of dryland ecosystems by human activities — including unsustainable farming, mining, overgrazing and clear-
- 5 cutting of land — and by climate change.

Desertification occurs when the tree and plant cover that binds the soil is removed. It occurs when trees and bushes are stripped away for firewood and at the grass



diercke.de)

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- 25 rainfall is le
production s
cover also re
drops furthe
Desertificati
- 30 Drought and
for growing

Word Bank
encroachment = Vordringen
timber = Nutzholz
fallow = brachliegend
downpours = Regengüsse
livestock = Viehbestand
arable = anbaufähig
famine = Hungersnot

If the population is growing, this will cause economic problems and starvation. Desertification can cause flooding, poor water quality, dust storms, and pollution. All of these effects can hurt people living near an

35 affected region.

M1: Desertification - A Natural Disaster (Sources: un.org, edited; unesco.org, edited; desertificationb.tripod.com; botany.uwc.ac.za, edited)

Word Bank
encroachment = Vordringen
timber = Nutzholz
fallow = brachliegend
downpours = Regengüsse
livestock = Viehbestand
arable = anbaufähig
famine = Hungersnot

- Find one keyword or phrase that sums up each box best (see M8). You can write in the boxes.
- Note which boxes describe causes of desertification and which describe effects of desertification.
- Visit the website provided below and play the matching game.
- Explain which causes lead to desertification and which effects desertification has. Therefore, create a scheme and use academic language! The given structure on worksheet 7 and the keywords and phrases from task 5 might help you!

The number of people in the world getting bigger.	Deserts becoming bigger over time.
Animals becoming wiped out by loss of habit and/or feeding areas.	A permanent change in temperature and rainfall patterns.
A decrease in the amount of food produced.	Too many animals eating grass more quickly than it can grow.

M8: Cause or Effect? (Source: 3dgeography.co.uk)

Here you can solve task 7:
 Visit this webpage, which shows human reasons for desertification:
<http://www.purposegames.com/game/desertification-game>. Match the phrases to the suitable pictures!
 You have to point at the blue dots and click. Remember, time is ticking while you are playing this matching game! The person with the highest score and the best time wins!



M9: Online Game (Source: purposegames.com)

pluriliteracies.ecml.at

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 and Assessment in
 the European Centre





Worksheet 7: Desertification

Here you can solve task 8.
You may add causes you have found in the online game! Use the phrase bank!

Remember to add links and arrows to connect and contrast the different effects and to refer to other aspects.

Cause 1

lead to...

Effect 1

Useful phrases to write an explanation:

- firstly/ secondly...
- when/ if
- then
- due to/ because of (this)
- 1 initiates/ triggers 2
- this leads to...
- as a result (of)/ therefore...
- consequently/ inevitably...
- cause A triggers/ reinforces B
- multiple causes lead to
- this, in turn, causes...
- the effect is...
- therefore .../so

You might also:

- use modifiers &
- be as precise as possible!
E.g. *intense snow* instead of *snow*

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E.g. *intense snow* instead of *snow*



Scaffolding writing / speaking

Title:

What was your experiment about?

Our task was to explore

In our experiment we

First

In addition

Finally

maledive.ecml.at



Scaffolding writing / speaking

What did you find out in your experiment?

We discovered that

On the basis of our observations we concluded that

In addition

Maledive.ecml.at

Write an informative text on a president of your choice.

Use the beginnings of the sentences below.

_____ (person's name) was _____ (which country's)
president number _____. (S)he worked as a president during the
years_____.

(S)he was born in _____ and spent his/her childhood in
_____ (Where?). Are there any other interesting and important pieces of
information about his/her family and childhood?

(S)he studied_____.

In her/his career, (s)he worked_____ (in what jobs and areas?).

As a president, (s)he worked especially to _____. (S)he has been appreciated for
_____ and criticised for_____.

maledive.ecml.

at

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Scaffolding receptive skills

Reading – listening

- research subject in own language before lesson
- relate content to their own countries
- tasks to enable them to show comprehension without relying on writing skills e.g.
 - Overall topic? Title?
 - Multiple choice
 - True or false
 - Ask about specific information
 - Fill in the gaps (if transcript available)
 - Questions
 - Summarise, **translate** etc etc



Scaffolding productive tasks

- Whole class preparation and joint planning e.g. teach key specialist language
- Pre-reading activities, e.g. jigsaw reading
- Develop a word-wall on different topics - multilingual
- Provide a model text and discuss what makes it successful (whole-class or groups)
- Provide several examples of a genre and ask them to discuss what makes them similar
- Provide vocabulary/phrases, including specialist language (maybe including learners' languages if possible)
- Writing frames
- Gap filling (focusing on specific language issues)
- Divide the task into smaller steps
- Include other ways of responding: visuals, timeline, role play etc
- Slogans instead of extended writing
- Reconstruct a coherent text from jumbled sentences
- Includes parts in first language
- Use dictionaries – any support (may need to learn how to use)
- Pair/Groupwork – but discuss how to work

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If you want to find (more) examples of scaffolding

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

<https://www.ecml.at/ECML-Programme/Programme2016-2019/languageinsubjects/Step2Teaching/2ScaffoldingTechniques/tabid/4232/language/en-GB/Default.aspx>



ConBat+

Plurilingualism and pluriculturalism in content teaching

Video

[Background to the CONBAT+ project](#)

[Related Publications](#)

Educational institutions increasingly face the challenge of accommodating learners from a wide range of linguistic and cultural backgrounds in their classrooms. The training kit presents an innovative way of managing diversity in the classroom by combining plurilingual and pluricultural approaches with content-based instruction. The reader will discover how content-based and plurilingual activities can be linked to several subjects of the curriculum.



WHO IS IT FOR?

- **primary and secondary school teachers** working with learners from different linguistic and cultural backgrounds
- **teacher trainers** looking for a training kit with very practical resources
- **educational inspectors and decision-makers** faced with accommodating diversity in the school curriculum.



[download flyer](#)

THE TRAINING KIT

The training kit shows in which way the languages and cultures present in the classroom can be developed as a cross-curricular resource at primary and secondary level. It offers **twenty-six content-based didactic units** in English, French and Spanish to be used in classrooms. [...read more](#)

The project

[Click here to go the project pages](#)

This website presents sample activities which illustrate the approach outlined in the rationale. A primary school teacher will, for example, find an activity suitable for mathematics, sports and/or music and a secondary school teacher of civic, social and political education may be interested in testing out plurilingual comparative text work on the theme of the Universal Declaration of Human Rights.



WATCH
VIDEO




ABOUT THE
TRAINING KIT



The **European Centre for Modern Languages** (ECML) is a Council of Europe institution promoting excellence in language education in its 34 member states. Publication downloads at <http://www.ecml.at/publications>.



CONBAT+ <http://combat.ecml.at>



CONBAT+
CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS








































ConBat+ Training Kit Didactic Units Resources
en fr nl

Didactic Units

- Contar hasta diez
- Japanese calligraphy
- Motion in the ocean
- Notre terre nous nourrit
- Fairy tales
- Our home - our world
- Addictively tasty
- La reproduction des animaux
- Il est temps de connaître tes droits
- L'énergie
- A healthy diet
- Una estadística plurilingüe
- Coffee
- Trees: Linguistic and cultural aspects
- Units of measurement
- A symphony of fractions
- Droits de l'homme
- Parasites
- Explorers
- Our beautiful earth: A view from space
- Yoghurt
- Body part
- Mathematics
- Science and Scientists

Didactic Units

	Didactic Units	Author	Subject	Age	Language	Material for teachers	Material for students
1	Contar hasta diez	Sofie Jonckheere	matemáticas, educación física, música	6 - 12	ES	 	 
2	Japanese Calligraphy	Áine Furlong	art	8 - 12	EN	 	 
3	Motion in the ocean	Martine Kervran	geography, physics	9 - 12	EN	 	 
4	Notre terre nous nourrit	Nathalie Auger	géographie, sciences de la vie et de la terre	9 - 13	FR	 	 
5	Fairy tales	Pia Berg	music, art, geography, science, physical education	9 - 16	EN	 	 
6	Our home - our world	Marie Hofmannová & Radek Vít	homeland studies, mathematics	10 - 12	EN	 	 
7	Addictively tasty	Sofie Jonckheere, Kristel Provost & Arzu Basoglu	history, geography, cooking, home economics	10 - 16	EN	 	 
8	La reproduction des animaux	Mercè Bernaus & Manel Castellano	sciences naturelles	11 - 13	FR	 	 
9	Il est temps de connaître tes droits	Elena Coman	éducation civique	11 - 14	FR	 	 
10	L' énergie	Nathalie Auger &	technologie,	11 - 14	FR		

SHARE

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Conbat+

an example

Motion in the ocean by Martine Kervran

Target group

9-14

Subjects

Geography & Physical Sciences


Aims

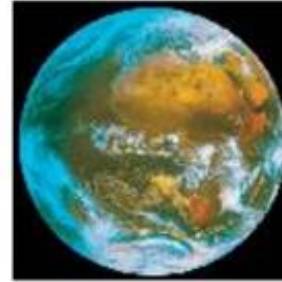
- Learn about the location and names of the main oceans in the world
- Identify the main causes for water movement in the ocean.
- Explore the relationships between wind and ocean waves.
- Learn about storms at sea



1. THE OCEANS IN THE WORLD

WORKSHEET 1

Grouping 



1- Fill in the chart below after discussing the items with your friends and your teacher (use the language you know best / your teacher will help you if necessary)

What we know about the ocean	What we want to Learn about the ocean
-	-
-	-
-	-
(...)	(...)

2- Answer the question after discussing it with your friends and your teacher (use the language you know best/ your teacher will help you if necessary)

Why does the water of the sea move?

.....
.....

<http://conbat.ecml>



1- Read the definitions and label the map

Oceans cover nearly 71% of the Earth's surface.

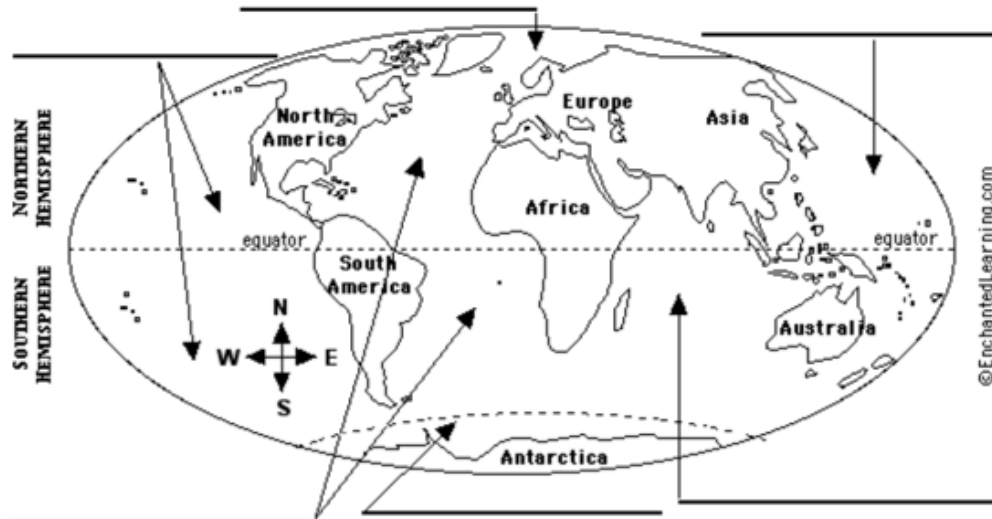
The **Pacific Ocean** is the largest ocean and borders the five continents.

The **Atlantic Ocean's** neighbouring seas include the Mediterranean Sea, the North Sea and the Baltic Sea.

The **Arctic Ocean** is the smallest ocean. It surrounds the North Pole. It is frozen all the time, except at its edges.

The **Southern Ocean** is where you'll find Antarctica and the South Pole.

The **Indian Ocean** borders areas from the southern hemisphere.



<http://combat.ecml>

- 2-  Check your answers and learn more about the five oceans by following this link:

<http://www.gdrc.org/oceans/world-oceans.html>

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Grouping:

Look at the translations of the world ocean in a few different languages and try to answer these questions

Language	The word ocean
German	ozean
French	océan
Italian	oceano
Russian	океан
Danish	ocean
Deutch	ocean
Spanish	océano
Portuguese	oceano
Swedish	ocean
...	...
...	...



Then discuss them with the whole class (use the language you know best/ your classmates and teacher will help you if necessary)

What do you notice?

.....

Can you guess why?


.....

Can you write the word ocean in any other language(s)? If so, add it to the list above

There are various kinds of storms at sea that are given different names. Those names depend on the region of the world where those phenomena generally occur.

1- Link each English word to the original word you think it comes from.

English word	original word
Hurricane	<i>Kyklōma</i>
Typhoon	津波
Tsunami	<i>Huracan</i>
Cyclone	台风


2-  Try to find out what is the name of each of those languages

The word hurricane comes from.....

The word typhoon comes from.....

The word tsunami comes from.....

The word cyclone comes from.....

3-  Look for a definition of each term in a dictionary and write it down:

Hurricane:

Typhoon:

Tsunami:

Cyclone:

Methodologies





Answer sheet

The word **hurricane** came to English from the Spanish word *huracán*. Spanish explorers and conquerors took the word from the Taino word, meaning *storm*. Taino is an extinct language from the Bahamas.

The word **typhoon** comes from the Chinese word 台风 (*TAI-FUNG*) which means *great wind*.

The word **tsunami** comes from the Japanese word meaning *port*.

The word **cyclone** comes from modifications of the Greek word *kyklōma* which means *wheel* and is derived from *kyklos*, meaning *circle*.

School snapshot



- HWS School: multilingual 11-18 comprehensive
- A radical curriculum for languages
 - French/German/Greek/Turkish tasters
 - Then choosing language option
 - Heritage languages as foreign languages
- Raising language awareness – learners as experts of their home languages
- Making links across disciplines and with out-of-school learning

SUPPORTING



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Language Awareness

Languages of the classroom and the community

Languages of the world

Language families

Language borrowings

Scripts

Dialect

Learning how to learn languages

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boeh!
Dutch

moo!
English

mu!
Russian

bű!
Hungarian

The European Day of Languages is for EVERYBODY!

What sound does a COW make in YOUR language?

September 26
www.coe.int/EDL

EUROPEAN CENTRE FOR MODERN LANGUAGES
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

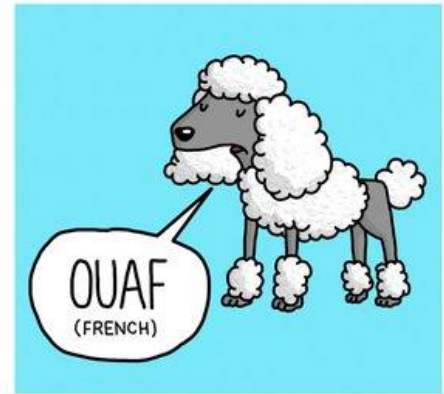
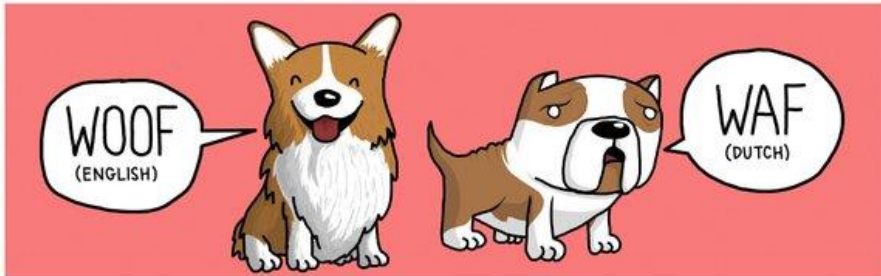
COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

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WHAT SOUND DOES A DOG MAKE?

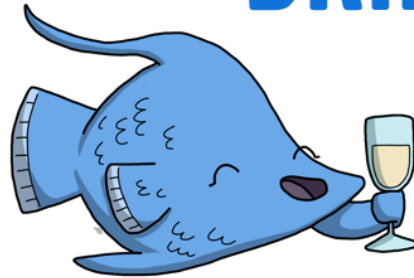
DOGS MAKE THE SAME SOUND WHEREVER THEY ARE, BUT YOU MIGHT GET A DIFFERENT ANSWER DEPENDING ON WHO YOU ASK!



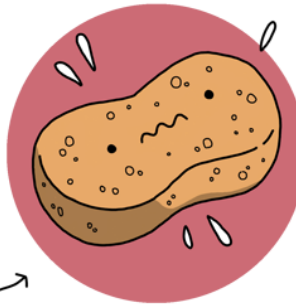


DRINK LIKE A FISH AROUND THE WORLD

JAMES CHAPMAN
SOUNDIMALS.COM



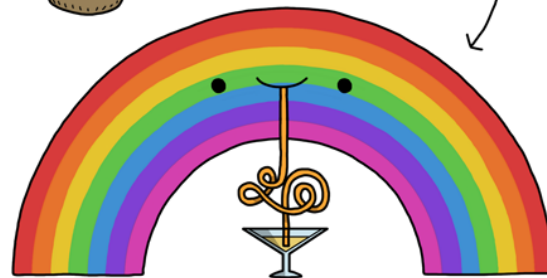
Drink like
a sponge
(Portugal)



Drink like a snake
(Serbia)



Drink like a rainbow
(Czech Republic)



Drink like a
Templar Knight
(Netherlands)

<http://soundimals.com/>

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