



What did you have for breakfast?



Go to www.menti.com and use the code

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Session 5

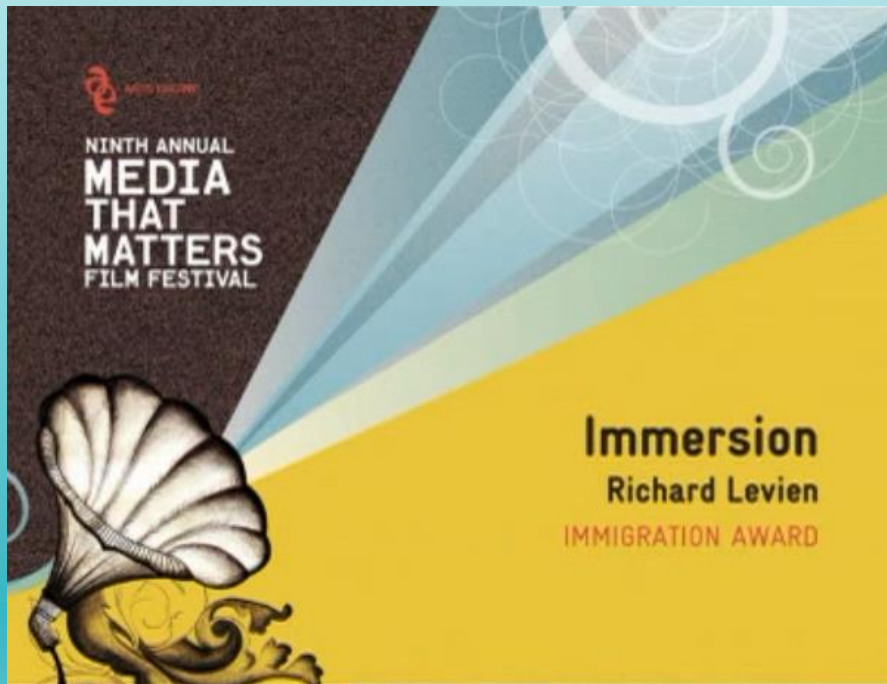
OBJECTIVES

- Developing competences in supporting children with the language of schooling
- 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=l6Y0HAjLKYI&feature=player_embedded



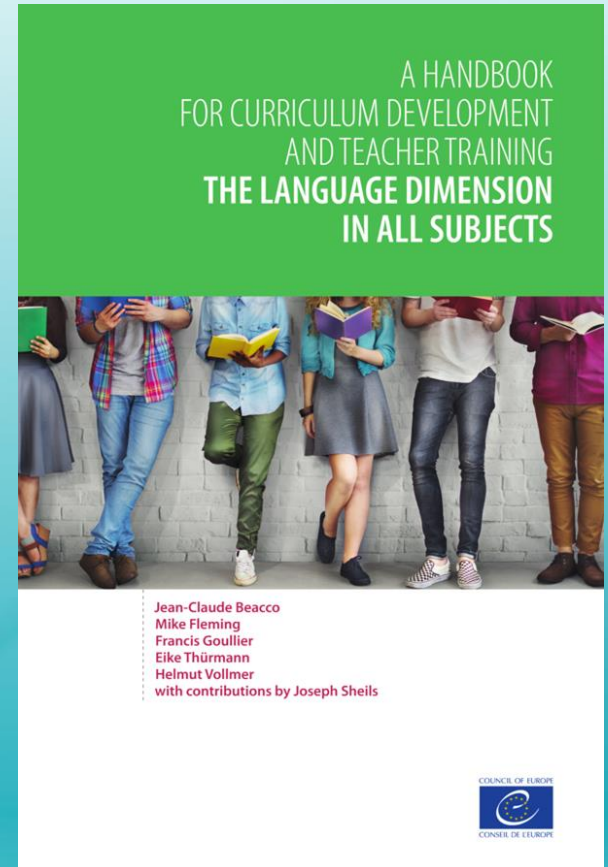
1. Watch the video up to 5 minutes – then discuss:
2. What do you learn about Moises?
3. What does Moises do to try to participate in the lesson?
4. What could the teacher have done to enable Moises demonstrate what he knows?
5. What would you do to help Moises in the classroom? What happens or might happen in your school?

SUPPORTING



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CLASSROOMS

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

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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.



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 - sentence level - text level	- <i>stone, coathanger, weights, horizontal, inclined, to dip into, to lift, light, heavy, ...</i> - <i>conditional clause, passiv form</i>
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, ...



Language Descriptors

- These resources highlight challenges for young learners in subject classes where the language of instruction is not their first language.
- Focus on minimum language standards in history/civics and mathematics for learners aged 12/13 and 15/16.
- The language descriptors are linked to CEFR levels A2, B1 and B2.
- Available in six languages (English, French, Finnish, Lithuanian, Norwegian, Portuguese).



Language Descriptors

	A2	B1	B2
Understand factual information and explanations	Can grasp the main point of short, clear, simple presentations or explanations by teachers and peers, if people speak slowly and clearly and time is allowed for repetition	Can follow straightforward presentations and explanations by teachers and peers on subject related issues	Can follow elaborate presentations and explanations by teachers and peers on subject-related issues
Understand instructions and directions	Can follow simple and clear instructions from teachers and peers on what to do when they are given clearly and slowly	Can follow straightforward instructions and directions from teachers and peers on how to solve a task	Can follow detailed instructions and directions from teachers or peers on how to solve a task. Can follow (lengthy) complex instructions and directions
Understand opinions	Can understand whether a person is for or against something provided what is said is slowly and clearly articulated	Can understand the main points of views expressed in class conversations and clear discussions on historical and social issues	Can understand detailed points of views expressed in class conversations and discussions on historical and social issues

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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



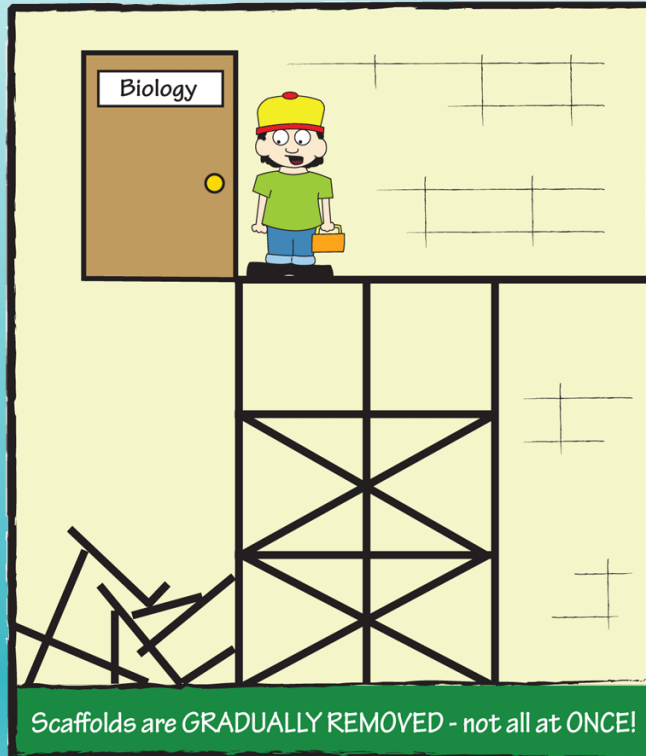
7. Being aware of language issues



8. Using classroom materials and acting in classroom



Scaffolding for content and language



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



Scaffolding techniques that respondents use



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Groupwork: Sharing ideas for scaffolding learning (15 minutes)

Look at MALEDIVE here:

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

- How might you adjust the 1st ‘basic task’ (Writing) to enable **all** your students to demonstrate what they are capable of?



Scaffolding – writing task

- ✓ use other ways of responding - visuals, role play
- ✓ write a slogan instead of extended writing
- ✓ use technology - different tools to make accessible and fun (mind mapping, translation)
- ✓ use of dictionaries - any support they can find
- ✓ write what they can
- ✓ Group/pair work they share tasks and not all have to do same amount of writing
- ✓ provide vocabulary/phrases - useful language they can use
- ✓ fill in gaps
- ✓ pair work
- ✓ templates for different kinds of text
- ✓ collaborate in own language.

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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



Scaffolding receptive skills

Reading – listening

- Orientating reading/listening
 - Overall topic? Title?
 - Multiple choice
 - True or false
 - Ask about specific information
 - Fill in the gaps (if transcript available)
 - Questions
 - Summarise, translate etc etc

Differentiation is possible on the same text



Scaffolding productive tasks

- Ideas on earlier slide
- Writing frames
- Divide the task in different smaller steps
- Provide examples of good products
- Texts to imitate the construction
- Tutorials to explain



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

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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)



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Word Bank

encroachment = Vordringen

timber = Nutzholz

fallow = brachliegend

downpours = Regengüsse

livestock = Viehbestand

arable = anbaufähig

famine = Hungersnot

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- 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)

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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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SUPPORTING



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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>

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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

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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_____.

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Scaffolding writing

Pre-writing

Possible activities at step 1:

- Semantic mapping, wallpapering, brainstorming.
- Pre-reading activities (e.g. jigsaw reading in groups).
- Develop a word wall from topic-related vocabulary.
- Interview an expert or make an excursion to a relevant place.
- Graphic outlining (timeline, information grid, etc.).
- Employ technology that students already use for information retrieval.

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Scaffolding writing

Possible activities at step 2:

- Display and read a model text to the students and discuss the purpose of the genre. Draw attention to the organisation and language features of the genre.
- Give students different examples of the focus genre and ask them to compare them and infer how they are alike.
- Have students reconstruct a coherent text from jumbled sentences.
- Choose a model text and delete from it the words that typify the focus genre (e.g. connectives and word forms typical to the genre). Ask students to complete the text with suitable words and forms. Discuss their suggestions and compare their appropriateness in the context.

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SUPPORTING



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pause café

kafijas pauze

sos caife

coffee break

prestávka na kávu

кофе-брейк

Kaffeepause

odmor za kavu

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