

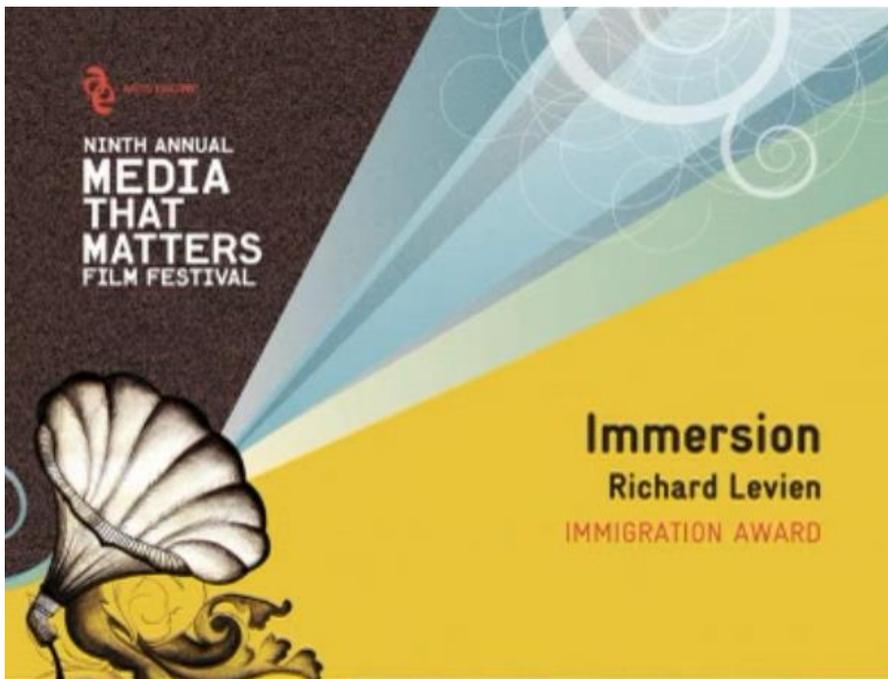


Session 4 : Developing teacher competences and confidence in supporting learners with the language of schooling

- To develop teacher/school approaches to supporting all children to access the language of education across the curriculum
- To explore scaffolding strategies and differentiated teaching materials
- To share strategies used in Slovak schools and build on them

How can learners' resources be taken into account? Experiences of Moises

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



Our observations:

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



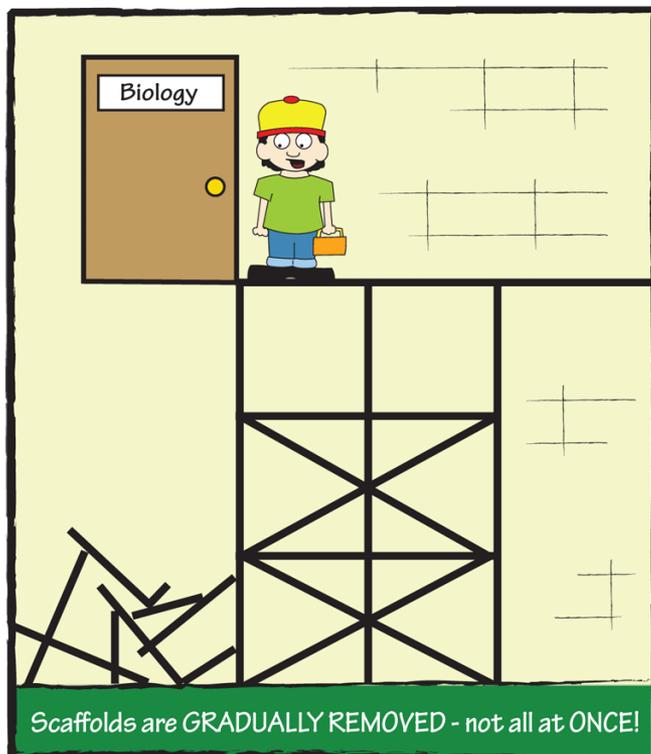
How can learners' resources be taken into account in the classroom?

Please get together in small groups.

1. What do you know about Moises and his family?
 2. How does Moises try to participate in the lesson?
 3. How do you think the teacher feels?
 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 schools that you know?
- As you discuss, make a list of recommendations for teachers.



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 do with support today, (s)he will be able to do alone tomorrow.



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



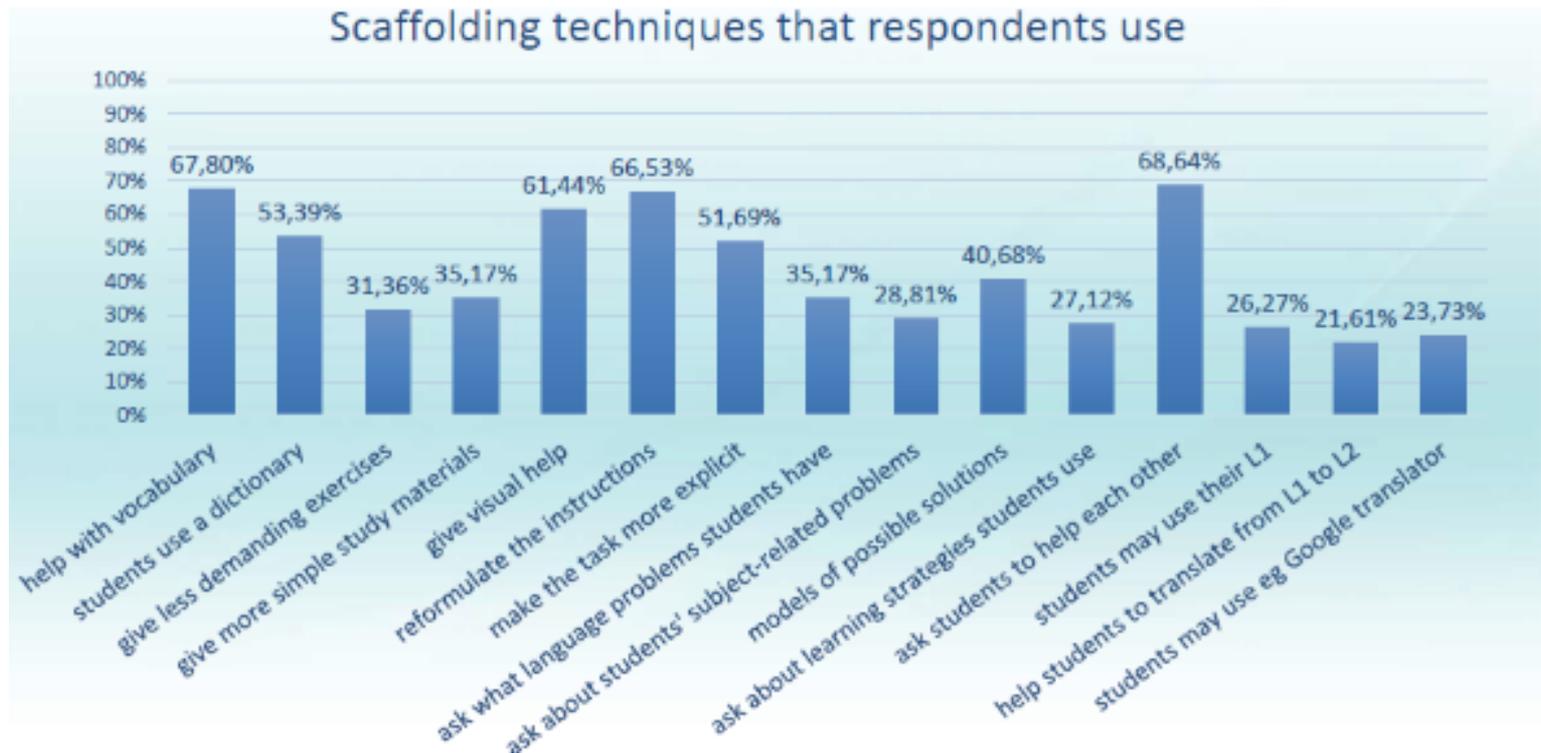
7. Being aware of language issues



8. Using classroom materials and acting in classroom



Scaffolding techniques



(Languages in Subjects, ECML)



1. Check-list for language sensitive teaching

This phase encourages teachers and students to reflect on their own learning and teaching. The self-evaluation grid for students is inspired by the Language Portfolio.

Language-sensitive teaching of so-called non-language subjects: a checklist

The self-evaluation check-list for teachers is developed by Beacco et al. (2015).

1. Transparency of language requirements in setting up attainment targets and tasks for subject-specific learning

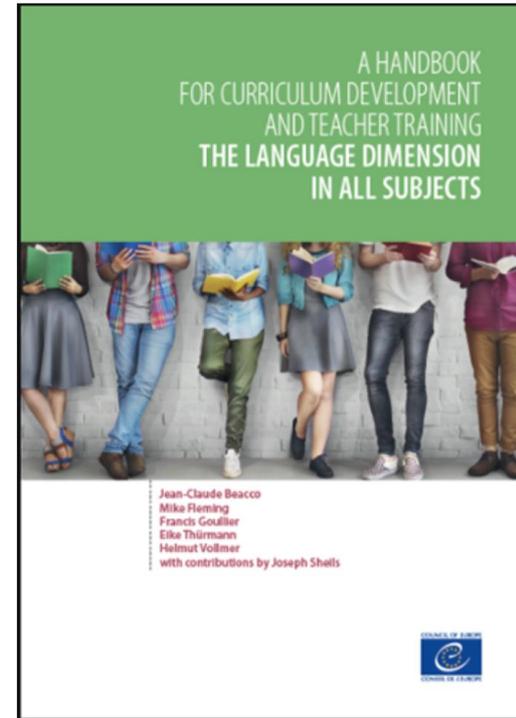
2. Use of language by the subject teacher

3. Classroom interaction and opportunities for the students to speak

4. Scaffolding academic discourse skills, strategies and genres

5. Linguistic appropriateness of materials (texts, different media, teaching/learning material)

6. Linguistic aspects of diagnosing and assessing content and language achievement



<https://www.ecml.at/ECML-Programme/Programme2016-2019/languageinsubjects/Step3Learning/tabid/4195/language/en-GB/Default.aspx>

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www.ecml.at/ec-cooperation





Scaffolding writing / speaking

Experiment report

Title:

What was your experiment about?

Our task was to explore

In our experiment we

First

In addition

Finally

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Scaffolding writing / speaking

Experiment report

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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Scaffolding writing / speaking

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 _____.



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

If your teachers want to find (more) examples of scaffolding



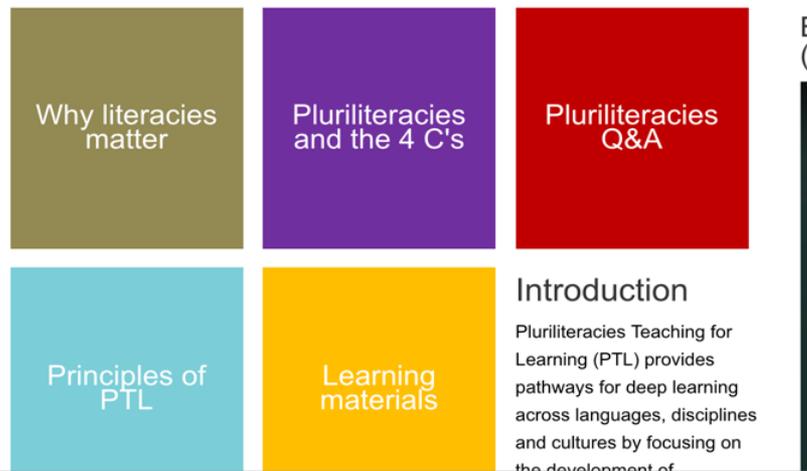
Pluriliteracies, ECML:
<https://pluriliteracies.ecml.at>

“How do I know you know until I hear what you say, read what you write, or see what you show me in an appropriate way?”

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A pluriliteracies approach to teaching for learning

Pluriliteracies Teaching for Learning (PTL) shows teachers and materials developers w development of students' subject specific literacies as well as their conceptual underst skills and strategies. By communicating about their evolving understanding in increasin understandings and ways of acting and thinking. PTL not only makes the links betwe shows how teachers can create learning trajectories taking students' current abilit the learning pathway.





Pluriliteracies Teaching for Learning

PTL makes the **links between content and language learning visible.**

For example...



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)

10 decreases the become lost farmers neglect to sufficient limiting plant 15 vulnerable to The soil and erosion worsen sand. When sudden gust 20 malnourished about a decline most extreme degradation. to drought v 25 rainfall is less production so cover also re drops further Desertificati

Word Bank

encroachment = Vordringen

timber = Nutzholz

fallow = brachliegend

downpours = Regengüsse

livestock = Viehbestand

arable = anbaufähig

famine = Hungersnot

nic matter, hus more and water f dust and ray by the y become ion brings sts. In the e of land nfall leads urs when endanger n in plant roduction re severe. al decline. ot suitable

- 30 Drought and for growing
- 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

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livestock = Viehbestand

arable = anbaufähig

famine = Hungersnot

5. Find one keyword or phrase that sums up each box best (see M8). You can write in the boxes.
6. Note which boxes describe causes of desertification and which describe effects of desertification.
7. Visit the website provided below and play the matching game.
8. 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)



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

You might also:

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

Useful phrases to write an explanation:

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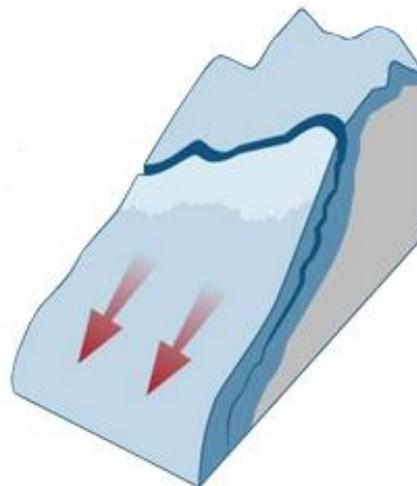
A The layer of snow closest to the ground maintains its temperature, causing a temperature difference between the upper and lower layers of snow.

B This causes an avalanche.

C The upper layers of snow lose grip and begin to slide.

D Temperature in the top layer of snow decreases.

E Then evaporation begins to occur in the lower layers, disrupting the stability of the snow above.



M1: Formation of Avalanche (Source: essentialtravel.co.uk, edited)

Here you can solve task 1. You can write the letters in the boxes.

□ → □ → □ → □ → □

Word Bank:

cause = Ursache

effect = Wirkung

layer = Schicht

to maintain = beibehalten

evaporation = Verdunstung

disrupt = unterbrechen

to decrease = sinken



More examples of scaffolding

Scaffolding learning

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

APPROACH IN A NUTSHELL STUDY MATERIALS FURTHER RESOURCES

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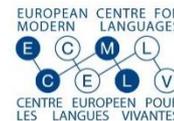
Study materials for teacher development

Teaching the language of schooling in the context of diversity

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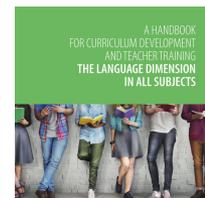
Teaching the language of schooling in the context of diversity:
Study materials for teacher development

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Academic language



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



- 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.

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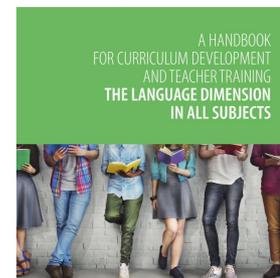


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Some characteristics of academic language

Compared to everyday informal language:

- More longer complex sentences
- More impersonal statements and passive voice
- Abstract terms, nominalisations
- Complex compound names
- Particular expressions
- Low redundancy → condensed texts and complex messages
- etc.



Jean-Claude Beacco
Mika Fleming
Francis Guillet
Eike Heinrich
Heiner Volkmann
with contributions by Joseph Sheils



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BICS and CALP (Cummins 1979)

- **Basic Interpersonal Communication Skills**
- **Cognitive Academic Language Proficiency**

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

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BICS and CALP

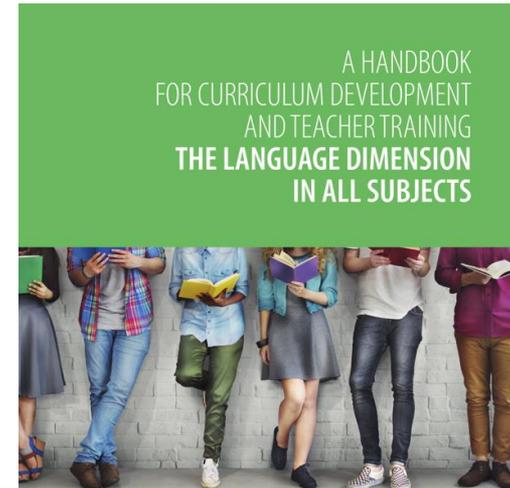
Implications

- 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.



The language dimension in all subjects

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.



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



2016



Language Descriptors



[HOME](#) > [PROGRAMME](#) > [PROGRAMME 2012-2015](#) > [LANGUAGE DESCRIPTORS](#)

Language skills for successful subject learning CEFR linked descriptors for mathematics and history/civics



These resources highlight challenges for young learners in subject classes where the language of instruction is not their first language. The focus is 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 and available in six languages.

Introduction

The traditional view is that language is only important in language lessons. Today however, language is no longer seen as a goal in itself, but also as a tool through which students interact with friends and peers in schools, and through which they learn content matters in subjects like science, geography, history and mathematics.

RESEARCH FINDINGS

The research conducted in developing the publication indicates that:

- students at the age of 12/13 are required to have a minimum level of language competence mirroring B1 in all skills in order to succeed in history/mathematics.
- 15/16-year-old students need a B2 competence in the same skills/subjects.

Materials for download

FULL PUBLICATION



Download the publication: [English](#) - [French](#)

LANGUAGE DESCRIPTORS FOR HISTORY/CIVICS AND MATHEMATICS



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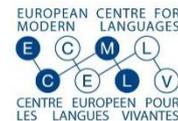
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Adapting to the learners also means identifying what they already know.... Sometimes maybe differently....

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LES LANGUES VIVANTES



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Different ways of ...

Using gestures to count



<https://www.youtube.com/watch?v=NEoG4FiUqC4>

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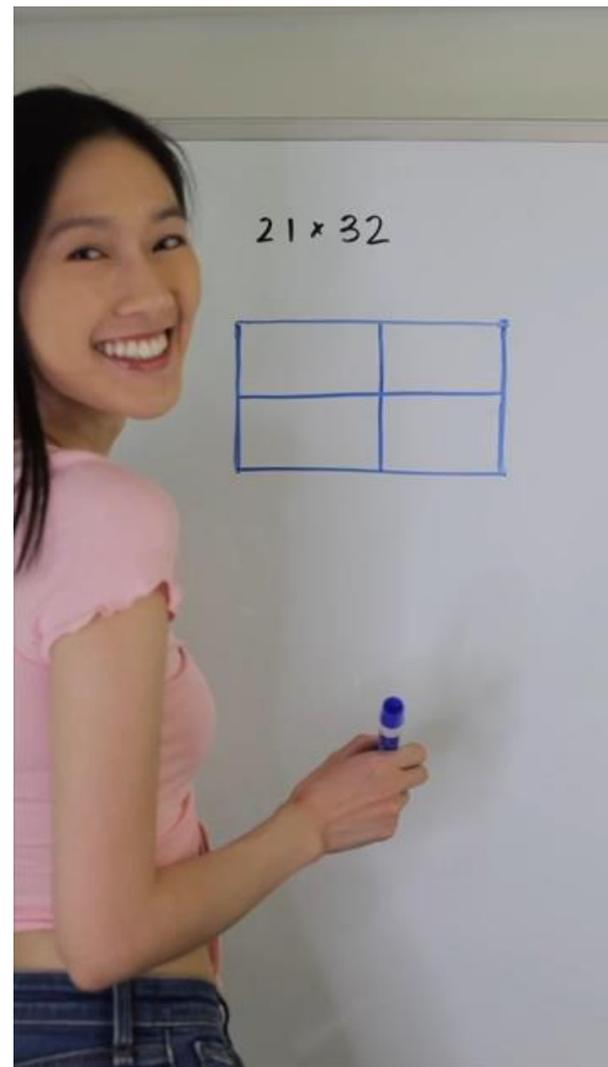


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Different ways of

multiplying.....

<https://www.youtube.com/shorts/SFVDvRTL7Ic>



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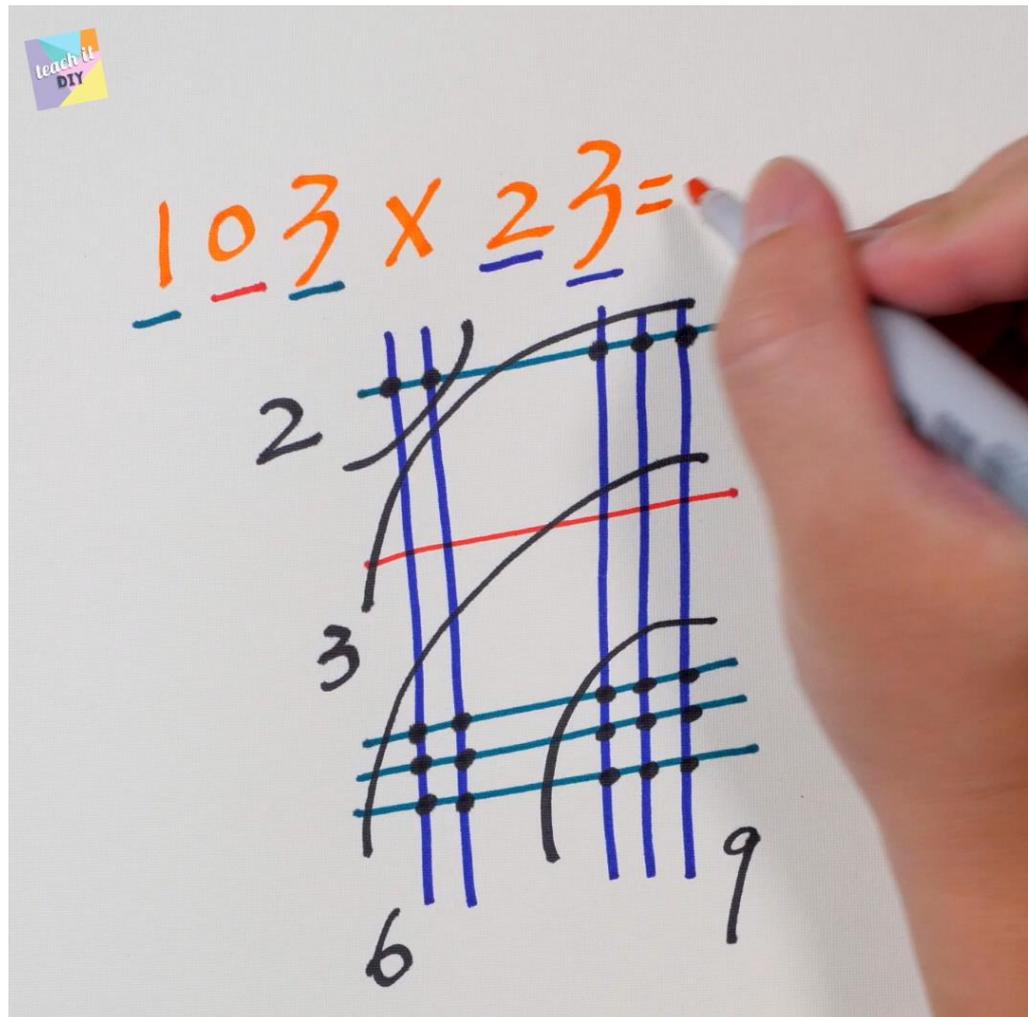


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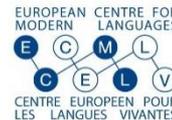
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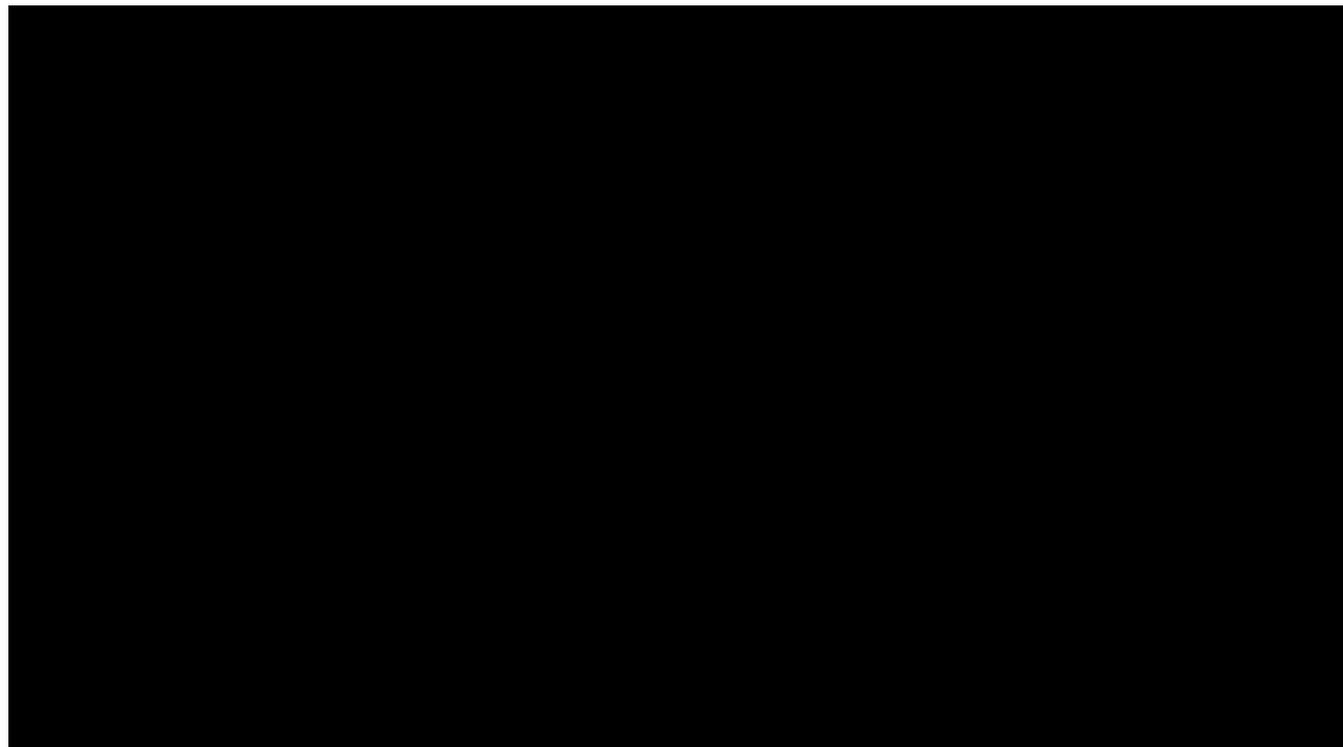
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<https://www.francaislangueseconde.fr/plurimaths/plurimaths-videos>

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