

SOCRATES – COMENIUS - C21
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CLIL across Contexts:

A scaffolding framework for CLIL teacher education

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Aims of project

- To identify **effective practice** in secondary CLIL settings by conducting classroom observations
- To **describe skills** and raise awareness of **scaffolding** learning of content and language
- To develop a **framework for CLIL teacher development** across contexts

Theoretical underpinnings



- Sociocultural theories of learning (Vygotsky)
- Scaffolding (Wood, Bruner and Ross)

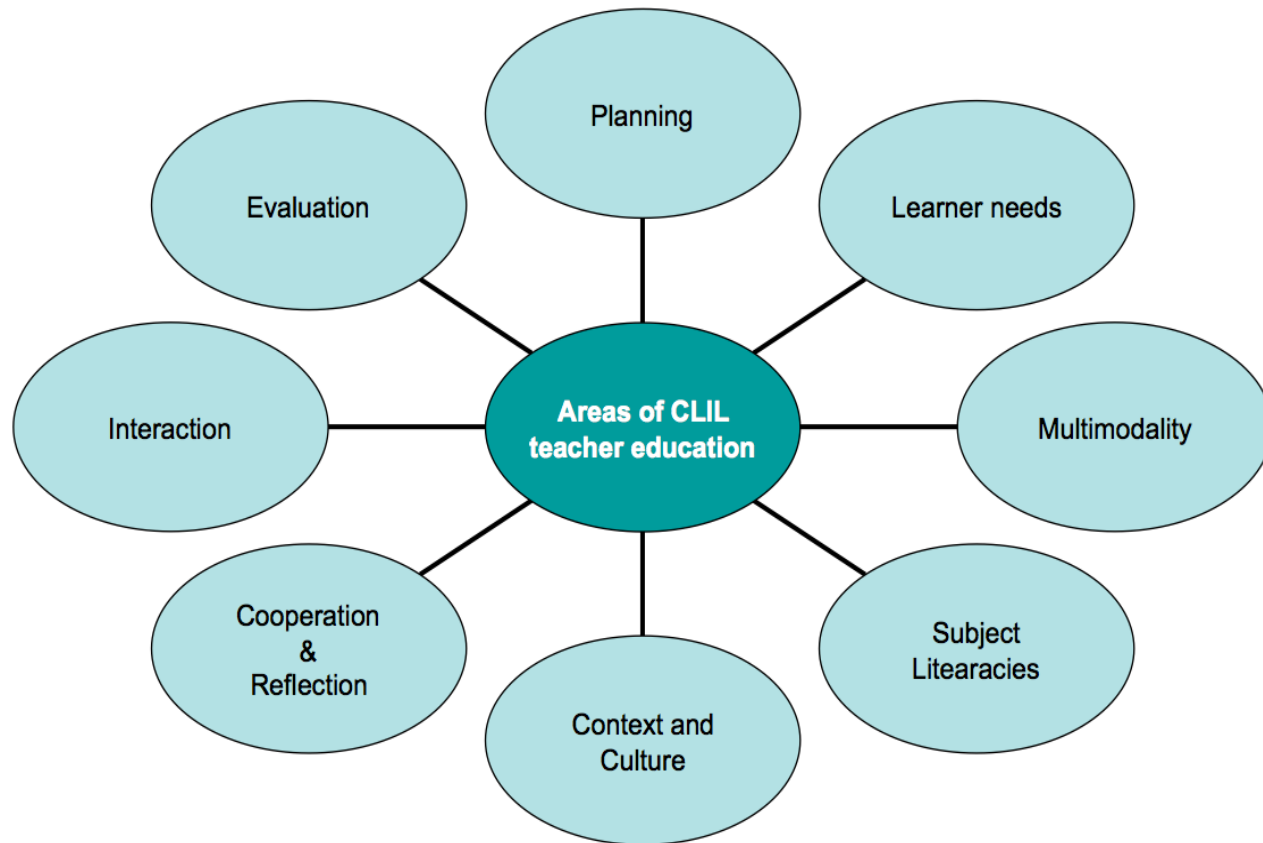
Project outcomes

- Framework for CLIL teacher development
- Guidelines for CLIL teacher trainers plus materials for student/ practicing CLIL teachers
- A portfolio for CLIL teachers
(To be published on Website (www.clil.uni.lu) and DVDs)

Diversity of context

	Languages	Content/ Language/ both	Native /Non- Native	Lower Secondary/ Upper Secondary / Vocational
Luxembourg	Luxemburgish German, French	content	NN	US/V
Madrid	Spanish, English	Both	NN	LS
Palma	Spanish, English, Catalan	Content	NN	
Pisa	Italian, English, French	Both (team)	NN	
Amsterdam	Dutch,English	Content	N/NN	LS/V
Leeds	MFL & EAL	Both	NN	LS/US
Prague	Czech, English French, Spanish German, Italian	Both	NN/N	US

8 CLIL teacher areas



Framework for CLIL teacher development

What is it?

- A conceptual overview
- A reference for CLIL teacher trainers
- A guide for student teachers
- A description of theoretical and practical understandings and indicate how these can be developed

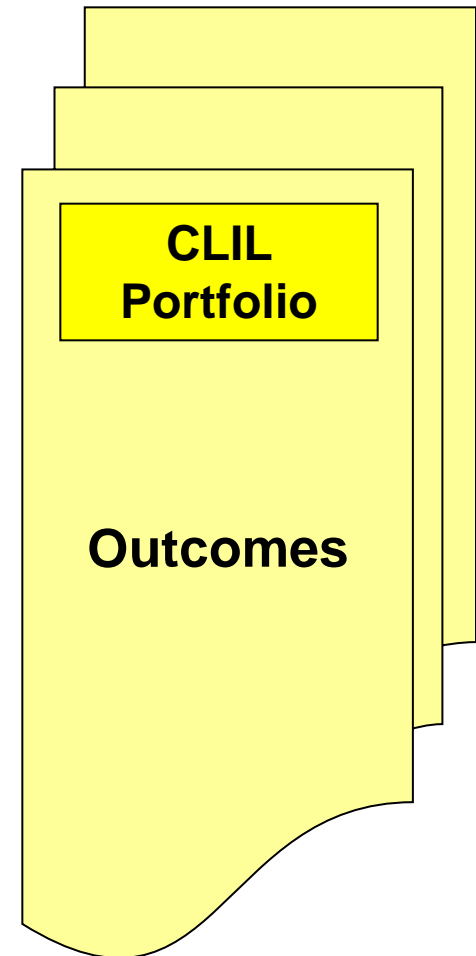
The framework details the...

Values

Knowledge

Skills

Activities



...for each of the 8 areas

Structure for each area

Theoretical background

Knowledge, Skills, Values, Activities

Examples of teacher training activities

Portfolio

Theoretical background:

Interaction (I)

CLIL teachers should create opportunities for learners to participate **in interactions in different ways**, as with learners initiating interactions themselves.

- “authentic” classrooms in second language contexts with devices such as the expansion of children’s contributions to the conversation in the L2 (Genesee,1994).
- authentic integration of content and language: learners have a more active role in their learning of content but also use the L2 for different functional purposes.

Theoretical background:

Interaction (II)

CLIL classrooms, with their focus on content-related meanings, may offer an appropriate environment for **“negotiation of meaning”** (Long, 1996),

- but only if teachers and learners make genuine attempts to understand each other and avoid ‘smoothing over’ the discourse (Musumeci, 1996).
- CLIL teachers need to be aware of interactional options for ‘pushing’ (Swain, 1995) their learners to adjust and upgrade their output.

Interaction (III)

CLIL teachers also need to be aware of the options for **focusing on language forms**.

- Following Lyster's (2007) 'counterbalanced approach', an **exclusive focus** on content-related meaning may be **detrimental to students' language learning** in CLIL contexts.
- Teachers need to be aware of **instructional options** such as prompts and recasts for providing **form-focused feedback** during classroom interaction, and take decisions appropriate to their pedagogical goals (Walsh, 2006).

The framework provides a descriptor for each competence

Example (summarised) from the framework:

TEACHER DEVELOPMENT IN INTERACTION FOR CLIL

CLIL teachers should monitor discourse in the classroom and scaffold pupils' learning and production. Genuine negotiation of meaning should be encouraged.

CLIL teachers should also be aware of instructional options which will allow them to provide an appropriate balance between content-focused and form-focused feedback in classroom interaction.

Example from the framework: TEACHER DEVELOPMENT IN INTERACTION FOR CLIL

VALUES	KNOWLEDGE	SKILLS	DEVELOPMENT ACTIVITIES	ACTIVITY OUTCOMES
CLIL teachers need to appreciate	CLIL teachers need to know.....	CLIL teachers need to be able to	CLIL teachers can develop the values knowledge, and skills interaction by ...	CLIL teachers can provide evidence of competence for the development portfolio with...
<ul style="list-style-type: none"> the role of language in developing understanding 	<ul style="list-style-type: none"> how negotiation of meaning can support language and content learning 	<ul style="list-style-type: none"> create opportunities for interaction involving negotiation of meaning identify strategies and techniques which encourage negotiation of meaning 	<ol style="list-style-type: none"> observing classroom interaction; identifying interactions involving negotiation of meaning. describing and analysing interactions which seem to encourage negotiation of meaning. collecting, listing and developing examples of strategy which seem to promote negotiation of meaning, trialling and evaluating them. 	<ol style="list-style-type: none"> copies of observation schedules/checklists/field notes descriptions of and results of analysis of interactions reflective commentaries lists of strategies organised with reference to the effect on negotiation of meaning. evaluations of trialled strategies.

Objectives: values, knowledge and skills

By the end of the unit, you should:

- value how particular interactions and teacher talk facilitate or limit development of content and language;
- be aware of discourse patterns and their possible impact on learning in your CLIL classroom;
- be familiar with and be able to use a model for analysing negotiation of meaning and scaffolding in your CLIL classroom;
- be aware of and begin to use a range of strategies and techniques for scaffolding and negotiation of meaning.

Sample Activity: Interaction

Watch the video.

Read the transcript and answer the questions:

What are they talking about?

What is the teacher trying to do?

Who talks most/least?

Whose ideas get talked about?

Do you notice any repeated patterns in the interaction?

What specific actions are done? (e.g. asking/answering questions)?

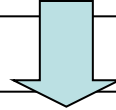
1 T: OK, so. Don't mind don't mind
2 the names in Spanish.
3 Now, tell me, what are the names of these
4 Three pictures here? Three ondulations.
5 These chapels here.
6 What are the names of that?
7 S: Apses
8 T: Apses, that's right. And this one?
9 So we enter here.
10 So what's the name of this central part?
11 SS: Nave.
12 T: The nave that's right. You are doing very well.
13 Laura, do you remember the name
14 of these two corridors at the sides? Sides?
15 What was the name of this?
16 S: Aisles ((pronounced /aisles/))
17 T: Aisle ((pronounced /ail/)).
18 That's right, the aisles here. Good.



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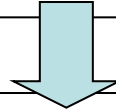
CONTENT

What is being talked about (genetic variation; factors of development in different countries; Romanesque churches)



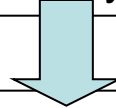
PURPOSE

What is being done with the content (engage students' interest in a new topic; go over homework; apply knowledge in new context etc.)



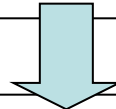
NEGOTIATION OF MEANING

How the content is being talked about (+/- interactive; only one version of the 'truth' accepted or many ideas encouraged)



INTERACTION PATTERNS

Recurring patterns of talk (e.g. IRF - teacher initiates, student responds, teacher follows up)



SPECIFIC ACTIONS

(ask different types of questions; get students to elaborate; recast or correct; evaluate students' contributions; 'amplify' for whole class etc.)

Dialogic

Teacher reviews different points of view

Teacher and students consider a range of ideas

Non-interactive

Interactive

Teacher presents a specific point of view

Teacher leads a question/answer routine to establish one point of view

Authoritative

Mortimer and Scott, 2003

[task](#)

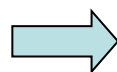
Which type of negotiation of meaning is being used in the extract we saw above?

How does it suit the teacher's purpose? (in so far as we can guess it?)

For which purposes could we use the four different types of interaction?

What opportunities and difficulties does each type present for secondary CLIL learners?

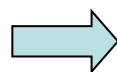
T: What are the names of that?



Initiation

I

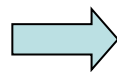
S: Apses



Response

R

T: Apses, that's right.



Follow-up

F

INTERACTION PATTERNS

- 1 T: OK, so. Don't mind don't mind
2 the names in Spanish.
3 Now, tell me, what are the names of these
4 Three pictures here? Three undulations.
5 These chapels here.
6 What are the names of that?
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9 So we enter here.
10 So what's the name of this central part?
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13 Laura, do you remember the name
14 of these two corridors at the sides? Sides?
15 What was the name of this?
16 S: Aisles ((pronounced /aisles/))
17 T: Aisle ((pronounced /ail/)).
18 That's right, the aisles here. Good.

Look at the extract again.

1. Find more examples of the pattern.
2. What happens in the follow-up move?
3. Does the pattern help the teacher to achieve her purpose?
4. How useful is this pattern in CLIL lessons?

Example A

- 1 T: So, listen, this is the way it is. I'll write something on the
2 board for you, OK? OK, proteins are over.
3 Have you studied at all?
- 4 S: (yes)
- 5 T: OK, listen, you all know this? You know this, don't you?
6 OK, now OK, a compound A, that's going to turn into a
7 compound B, OK? Chemical reaction, catalysed by an
8 enzyme one, right? Enzyme one, OK? Enzymes are
9 proteins, are they not? Yes. So, there must be one gene,
10 gene one, that codes for this enzyme one. Do you
11 agree?
- 12 SS: Yes.
- 13 T: Yes. Now, OK, now.
14 Compound B turns into compound C.
15 This chemical reaction must be catalysed by enzyme
16 two, which in turn would be coded for by gene two.
17 Do you agree? Yeah? Well that's the way it is.

Example B

- 1 S: If you have if your parents have a good ((searches for words))
2 T: Strong
3 S: If they have a good physical
4 T: Sorry? What do you mean? Physical conditions?
5 S: If they have good physical conditions you are going to have
6 physical conditions
7 T: Do you think so? I mean for instance if your father is who's this
8 swimmer...very famous
9 SS: Phelps. Michael Phelps
10 T: Michael Phelps. So do you think that the children that Phelps
11 might have they're gonna be from the very beginning that strong?
12 SS: No
13 S: Miguel ((unintelligible)) *cuadrado* [Sp. square, beefy build]
14 T: Why is he so strong? *cuadrado* Why is he so strong? Because of
15 the genes? Is it because he exercises a lot?
16 S: I have two friends that they are brothers and they are the same
strong
17 T: Well I have two daughters and one of my daughters is very strong and
18 the other one is very thin. And they have been brought up in the
same
19 way. Absolutely.

For the portfolio

Record a lesson. Before you teach the lesson, use the model to think about what communication systems may be in operation at different times. Listen to the recording.

Choose a short extract (about five minutes). Use the model to write a brief analysis of the interaction in the class. You don't have to transcribe the extract, but it would be very good to illustrate your report with some examples. Include the analysis in your portfolio, and add a brief reflective note on what you learned from the experience. What effect might it have on your CLIL practices/your students' learning opportunities?

Questions for consideration

Some food for thought...

- Does the framework proposed answer the **needs** of CLIL teacher educators?
- and of CLIL teachers?
- Across **contexts**?
- Across **disciplines**?
- Does it leave space for **creativity** in teacher development?