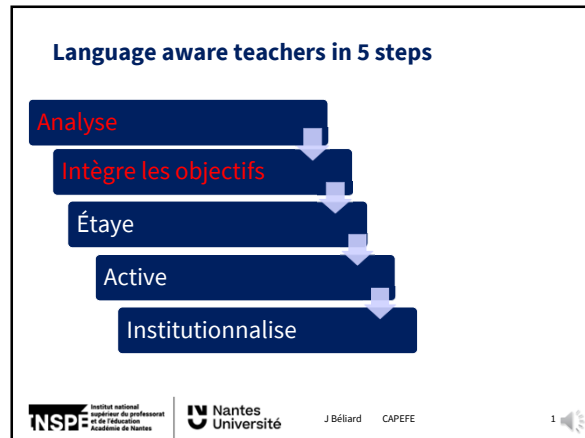




1

Étape

Jerome Bruner (1915-2016)

- ETAYAGE : l'ensemble des interactions d'assistance de l'adulte permettant à l'enfant d'apprendre à organiser ses conduites afin de pouvoir résoudre seul un problème qu'il ne savait pas résoudre au départ

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Étape

Scaffolding

In the teaching of subject matter, being aware of language issues means

carrying out subject matter scaffolding
but also

integrating elements of language support in order to avoid cognitive overload and discouragement.

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Étaye

Hard and soft scaffolding

- Subject-specific language requires both hard scaffolding at “macro” level (while planning the lesson) and soft scaffolding at the “micro” level (an “at the moment” scaffolding, during the class)
- Both can be prepared in advance if we know our students
- The focus is NOT only on vocabulary
- Scaffolding should decrease during the lesson and students is encouraged to use the L2 of task A to realise task B (ex Athens)
- Scaffolding should decrease during the the year and students be responsible for his/her learning (tools to collect datas : glossary, portfolio, models, pairs...)

4

Étaye

INPUT and OUTPUT SCAFFOLDING

INPUT : to Support comprehension
Reducing the cognitive and linguistic load of the content/material : input scaffolding

5

Étaye

The screenshot shows a lesson plan for 'The Fall of Ancient Rome'. It includes a title, a description of the lesson, and a list of learning objectives. A red arrow points from the 'INPUT' section to the 'OUTPUT' section, indicating the flow of the lesson. The 'INPUT' section contains a text about the fall of Rome, and the 'OUTPUT' section contains a map of the Roman Empire and a list of key words.

6

Étaye

OUTPUT SCAFFOLDING

Supporting language production by providing vocabulary, structure, starters, concepts so that pupils can « verbalize their thoughts appropriate to the subject manner » (Meyer 2013, 299)

Étaye

Output example : crossword in pairs

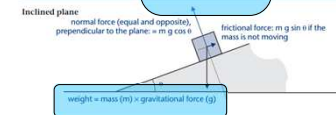


Useful language

What's number five?
I think number six is ...
No, look ...
Are you sure?
There's a problem.
Wait, please.
Give me a second / minute / moment, please.
Sorry?
How do you spell ...?
Could / Can you say that again, please?

Étaye

Units of measurement		
length	metres	m
mass	kilograms	kg
time	seconds	s
temperature	degrees centigrade or kelvin	°C, K
quantity	moles	mol
electrical current	amps	A
force	newtons	N
energy	joules	J
pressure	pascals	Pa



Étaye

Modeling /enseignement explicite

<https://www.ecml.at/ECML-Programme/Programme2016-2019/languageinsubjects/Step2Teaching/tabid/4194/language/en-GB/Default.aspx>

I DO (MODELING) **WE DO (GUIDED PRACTICE)** **YOU DO (INDEPENDENT PRACTICE)**

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Étaye

Bloom's Taxonomy

01	02	03	04	05	06
KNOWLEDGE:	UNDERSTAND:	APPLY:	ANALYZE:	EVALUATE:	CREATE:
Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote	Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite	Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer	Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart	Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe	Design, Modify, Role-Play, Develop, Rewrite, Pivot, Modify, Collaborate, Invent, Write

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Étaye

„Ranking the demands of CCE tasks, recommended sequence” (Clyth et al., 2019, p. 42)

Cognitive demands (vertical axis)

Linguistic demands (horizontal axis)

Task a, Task b, Task c, Task d

Applying Using info in a new form (Task c)

Creating Evaluating Writing an essay (Task d)

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Étaye

Scaffolding in L2 subject teaching :
From a didactic of the word to a didactic of texts

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Étaye

Complete the sentences with the correct word.

- 1 Pressure is the perpendicular *force* divided by the area on which it is applied.
- 2 The is the point around which the moments of the forces in a machine operate.
- 3 Heat can pass by (in solids), *convection* (in fluids) or *radiation* (in a vacuum).
- 4 A solenoid creates a field.
- 5 An electrical circuit can be turned on and off with a
- 6 Force is measured in

Alternative ?

Sentence starters with concepts : Complete the following definition with
the words : force, area, perpendicular, to apply

Pressure is ...

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Étaye

Cut the text and put the words in the correct order

de	J'aime	trottinette	la	faire		
un casque.	Pour	mettre	faire	il faut	du vélo	
joue	ses cubes.	empiler	Mon	à	frère	petit
grand	A	il y a	un	piscine.	la	toboggan.
cassée	morceaux	est	chaise	La	mille	on
le jardin	en train de	Les	sont	dans	tomates	pousser

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Étaye

Scaffolding genre

Instruction: Read the passage carefully and try to put the correct punctuation marks (comma, full stop and indent). Be mindful about the capital letters.

all living things need food without food we will starve to death food gives us energy to do work as soon as they are born the babies of many animals feed on their mother's milk in order to live and grow as they grow older they continue to feed themselves to keep alive we eat different types of food everyday to be strong and healthy we must eat food that has all the important things that the body needs we must eat proteins and carbohydrates in Malaysia many people enjoy eating out there are various types of food there is Malay food Chinese food and Indian food as well as food from foreign countries like Japan Korea Vietnam and Italy everyone has a favourite food some people prefer hot and spicy dishes like curry and laksa others do not young people prefer fast food like pizza and hamburgers and of course everyone loves ice cream and cakes

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2- Active

Classroom management and language of schooling

- The IRF (Initiation response feedback) model's drawbacks

T	...which, ah, religion did he have? Did, did you, did your article say? Spanish, the Spanish King, Philip the Second, was Catholic, Protestant, Puri...?
S	Catholic.
T	Catholic, exactly. Good ...

- The « wait time » concept : research shows that pauses btw teacher initiation and student's reaction rarely last more than ???
- Studies have shown that it takes 15–20 meaningful exposures to new words and phrases before an item becomes part of a learner's active vocabulary.
- Give your students the opportunities to write them many times in the same lesson by using intermediate writing

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3- Institutionnalise

9 Key features for a lgg aware lesson plan

K1: aims are explicitly stated (for content area and L2), (see tools)

K2: prior knowledge is activated, in the subject + in the L2

K3: input is scaffolded (simplified texts, pictures, charts, hands-on experience...),

K4: output is scaffolded (non-verbal answers, sentence starters, modelled answers, sentence frames...),

K5: higher order thinking skills are fostered, (combine Bloom and anderson + Cummins matrix)

K6 : hard and soft scaffolding are prepared and teacher is modeling (see Bruner)

K7 : teacher gives students opportunities to think and produce : wait time, Interaction is encouraged, particularly through pairwork and/or group work,

K 8 : students have time to write and rewrite their own productions

K 9 : metacognition : (key words, phrases, genres) are identified and collected (glossary, portfolio)

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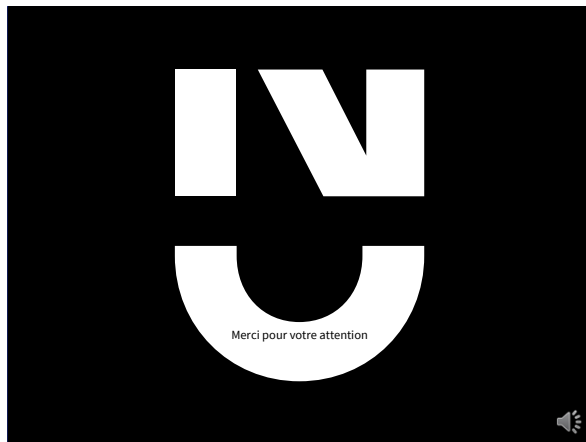
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