

Language aware teachers in 5 steps

Analyse

Intègre les objectifs

Étaye

Active

Institutionnalise

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

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.**

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...)



INPUT and OUTPUT SCAFFOLDING

INPUT : to Support comprehension

Reducing the cognitive and linguistic load of the content/material : input scaffolding

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The Fall of Ancient Rome

The fall of Ancient Rome started from about AD 195. The Roman Empire was attacked by tribes such as the Goths and the Vandals. Civil wars in parts of the empire further weakened the rule of Rome and respect for Roman law diminished as a result.

Why was the empire attacked by fierce tribes people? Tribes such as the Goths wanted to move south into parts of Europe that experienced a better climate that would assist their farming. This could only bring them into conflict with the Romans. At about AD 195, Rome also experienced a succession of poor emperors who simply were not capable of doing the job.

The Roman Army was spread throughout Western Europe. Each part of the army had its own idea as to who should be emperor. When one part of the army succeeded in putting its own man into the position of emperor, another part of the army would fight to put its own man in power. Between AD 211 and AD 284, there were twenty-three 'soldier-emperors' - and twenty of these men were killed by rivals. Clearly law and order and respect for that within Rome itself was at fault.

In AD 284, the emperor Diocletian realised that something had to be done in Rome and its empire would disintegrate. He decided to divide the Roman Empire in two to make it easier to rule - he created the Western Empire and the Eastern Empire, each with its own leader. This split geographically was all but a north to south divide between the empire with Spain, France, England, Italy and parts of Germany forming the Western Empire and all areas to the east of this were in the Eastern Empire.

However, Diocletian faced more than just administrative problems. More and more military defences had to be built across the whole empire. This cost money that Rome did not have. To pay for these, taxes were increased and extra coins were minted. This led to inflation causing prices to rise. Therefore, the people of Rome were less than favourable towards those who led them.

With threats from tribes in northern Europe, financial problems in Rome itself and a civilian population becoming more and more discontented, Rome could not afford further major issues.

In AD 307, Constantine became emperor. He ruled from AD 307 to AD 337. Constantine was Rome's first Christian emperor and he is considered to have been a strong ruler.

He believed that Rome as a city was too far away from vital areas of the empire to be of value from a governmental level. Constantine, therefore, moved the capital of the empire to a new city - Constantinople. This was a new city that was built on the old city of Byzantium. Whatever the motives were, Constantine's decision was a poor one. Constantinople was much further east than Rome and firmly in the eastern empire. This left the western empire very vulnerable - though the eastern empire was hardly free from attacks.

The Ostrogoths attacked the western empire via the eastern empire. The Huns, a fierce tribe from Asia, attacked the western empire. The Franks, Visigoths and Burgundians all made large incursions into the western empire.

The glory days of the Roman Army had passed and the Romans were forced into making deals with the tribes. The Vandals and Visigoths were allowed to live in the Roman Empire as long as they gave a promise to protect the empire from the Huns.

However, in AD 395, the leader of the Visigoths, Alaric, realised that the Roman Army was so thinly spread, the Roman Empire was for the taking. Alaric moved cautiously south but in AD 410 he captured the city of Rome. The city was sacked. Roman-held territory in Spain, France, northern Africa and England all fell to the various tribes that attacked them.

In AD 475, Rome was attacked again. This time the damage was done by the Vandals. The city suffered serious damage. In AD 476, the last Roman emperor in the west, Romulus Augustulus, was removed from power by Odoacer, leader of the Goths. This date is usually used by historians as the year the Roman Empire ended. However, Roman rule continued in the eastern empire for a number of years after this date - in modern Greece



The Fall of Ancient Rome



When did the fall start and why?

The fall of Ancient Rome started from about AD 195. The Roman Empire was attacked by **tribes** such as the Goths and the Vandals. Civil wars in parts of the empire further **weakened** the **rule** of Rome and respect for Roman law **diminished** as a result.

Why was the empire attacked by fierce tribes?

Tribes such as the Goths wanted to move south into parts of Europe that experienced a better climate that would assist their farming. This could only bring them into conflict with the Romans. At about AD 195, Rome also experienced a succession of poor emperors who simply were not capable of doing the job.

The Roman Army was **spread** throughout Western Europe. Each part of the army had its own idea as to who should be emperor. When one part of the army succeeded in putting its own man into the position of emperor, another part of the army would fight to put its own man in power. Between AD 211 and AD 284, there were twenty-three 'soldier-emperors' - and twenty of these men were killed by rivals. Clearly law and order and respect for that within Rome itself was at fault.

What did Diocletian decide?



In AD 284, the emperor Diocletian realised that something had to be done in Rome and its empire would disintegrate. He decided to divide the Roman Empire in two to make it easier to rule - he created the Western Empire and the Eastern Empire, each with its own leader. This **split** geographically was all but a north to south divide between the empire with Spain, France, England, Italy and parts of Germany forming the Western Empire and all areas to the east of this were in the Eastern Empire.

However, Diocletian faced more than just administrative problems. More and more military defences had to be built across the whole empire. This cost money that Rome did not have. To **pay for** these, **taxes** were increased and extra coins were **minted**. This **led to** inflation, causing prices to rise. **Therefore**, the people of Rome were less than favourable towards those who led them.

With **threats** from **tribes** in northern Europe, financial problems in Rome itself and a civilian population becoming more and more discontented, Rome could not **afford** more major problems.

Keywords rephrased or with direct translation

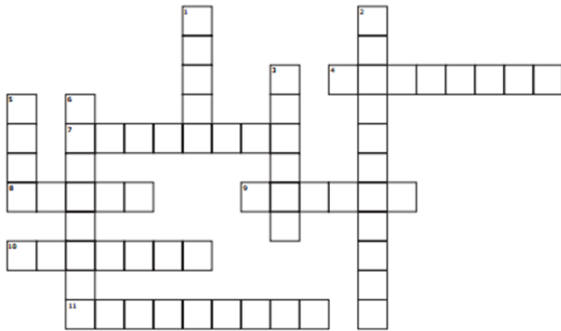


OUTPUT SCAFFOLDING

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

Output example : crossword in pairs

Work in pairs and complete the crossword puzzle.



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?

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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

Inclined plane

normal force (equal and opposite),
perpendicular to the plane: $= m g \cos \theta$

frictional force: $m g \sin \theta$ if the
mass is not moving

weight = mass (m) $\times$ gravitational force (g)

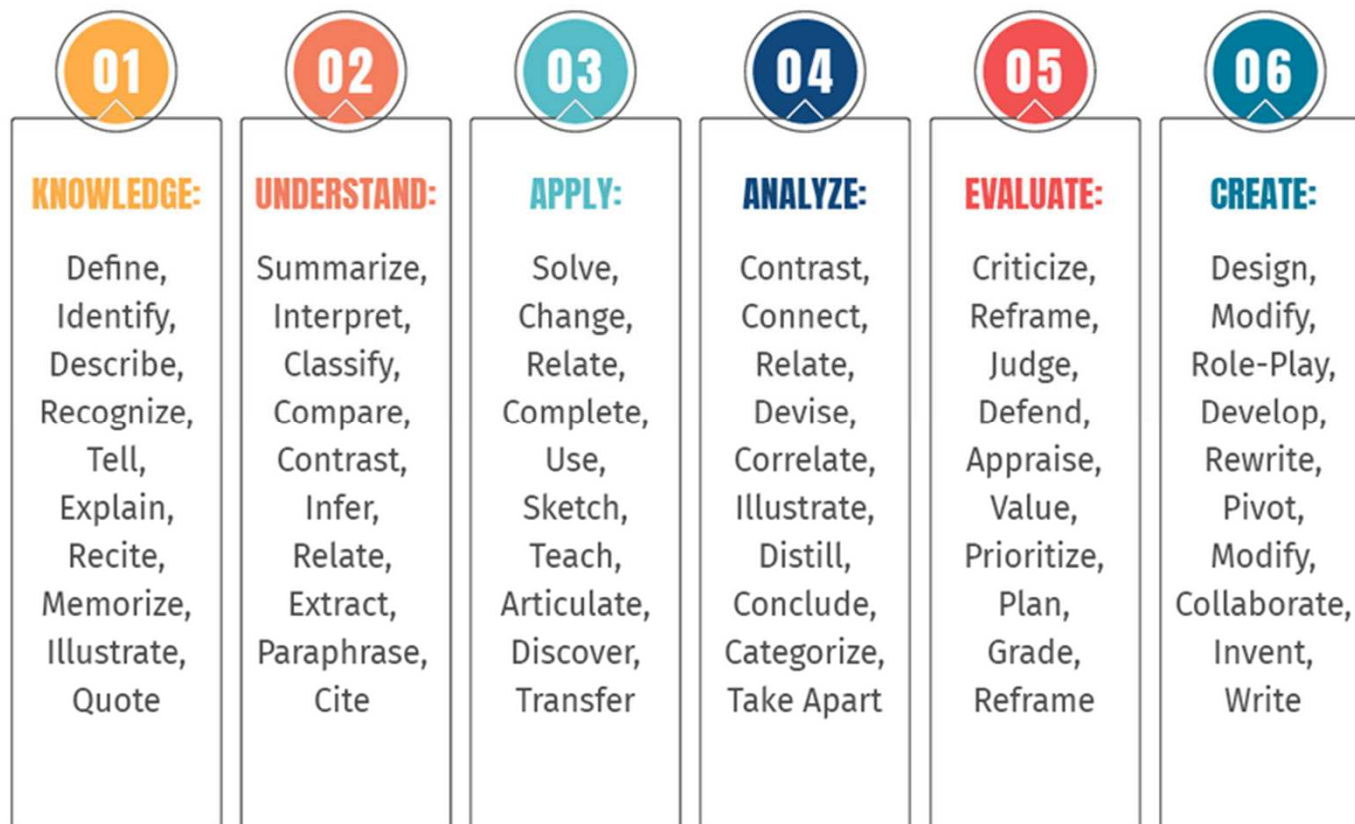


Modeling /enseignement explicite

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

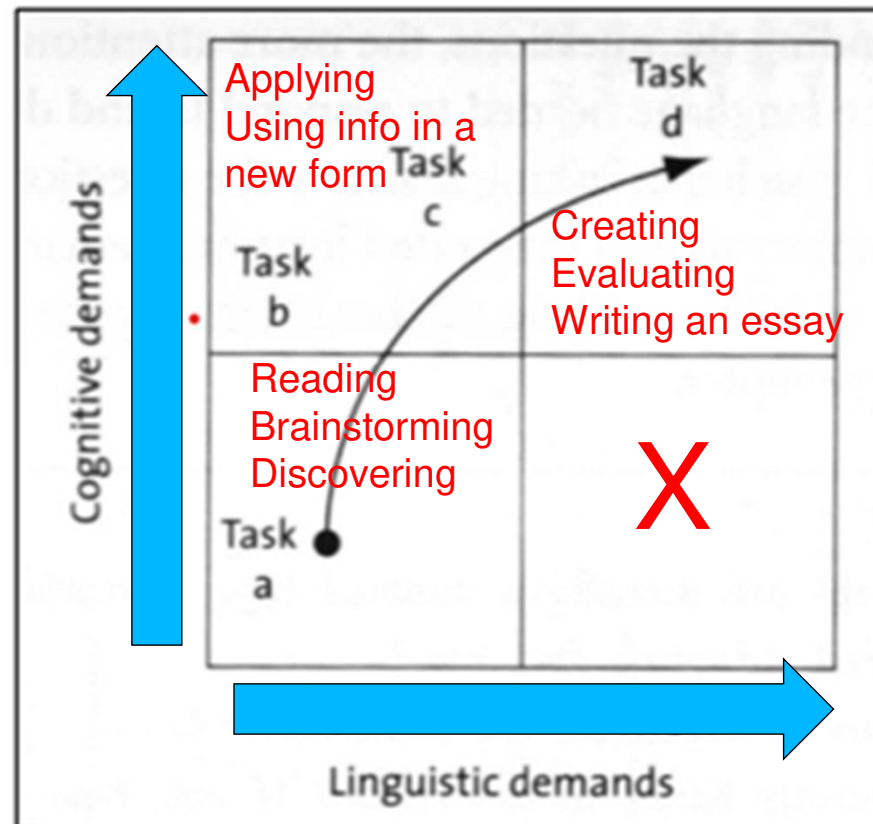


Bloom's Taxonomy



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: Auditing the demands of CLIL tasks, recommended sequence (Coyle et al., 2010, p. 43)



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

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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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
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joue	ses cubes.	empiler	Mon	à	frère	petit
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grand	A	il y a	un	piscine,	la	toboggan.
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cassée	morceaux.	est	chaise	La	mille	en
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le jardin.	en train de	Les	sont	dans	tomates	pousser
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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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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

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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Merci pour votre attention

