Why is important Scaffolding in CLIL?
Support: SCAFFOLDING
Scaffolding is based on Vygotsky’s concept of the zone of proximal development and the emphasis is on providing assistance to enable a learner to reach beyond what they are able to achieve alone.

Learners initially need support and guidance until they are able to perform the activity themselves unaided.

The ‘scaffolding’ can be gradually removed until it is no longer needed. To be of benefit, the scaffolding must be temporary.
Scaffolding is the support that the teacher gives the student in a number of different ways; it ranges from hints or feedback to doing the task for the student as a demonstration. It will often involve combining controlled practice with work on a particular subject at a skill level that is accessible to the student. The value of scaffolding is that the student learns to master the task, strategy and/or skill, using relatively easy material, and then moves on toward mastery of higher level content with more confidence and a better understanding.

From: http://www.west.net/~ger/scaffolding.html
Scaffolding - Tips and ideas

This scaffolding looks a bit chaotic. Is it safe and strong enough?

This scaffolding surrounds the whole building.

This is an individual scaffold.

This scaffolding is large, well organized and safe.
Scaffolding - Tips and ideas

Building scaffolding takes time.

Strong, solid links (joints) are important.

Sometimes we only need to apply scaffolding to part of a building.

Do we provide safety tools?
Scaffolding- Tips and ideas

We can build scaffolding together.

Planning is important

Scaffolding can be constructed in different ways.

Some scaffolding seems to be ever present...
Scaffolding- Tips and ideas

Scaffolding is an art.

We can remove the ground level scaffolding but still use it to build the upper levels.

This scaffolding does not have solid foundations.

Does this scaffolding allow us to see the building?
Scaffolding- Tips and ideas

Scaffolding can be used to renew (old buildings).

To what can we apply scaffolding? Ideas, concepts, language...

Look at what we have built together!

Variety, diversity, possibilities...
Scaffolding- Tips and ideas

The same scaffolding for everybody, but with different people at different levels.

First let’s build some solid foundations and establish basic toeholds.

Pair work tightens links

However, sometimes scaffolding falls down!
Scaffolding- Tips and ideas

Sometimes you can’t see where the scaffolding is, but it’s still there.

Scaffolding improves connections. tightens links.

We need to have an overview of the scaffolding that we plan to use during a given unit.

Having people on different floors offers a number of advantages.
CLIL - Tips for a good Scaffolding

Teacher talk
Visuals
Task design
Use of the L1
Learning strategies
Note-taking
Using dictionaries
Forms of interaction
Doing research
CLIL - Tips for a good Scaffolding

a) Link language/cognition/content

- **Manipulatives and realia**
- **Pictures, Photos, Visuals:** provide visual support to harder concepts. Helps relate to prior knowledge and oral presentations. Include models, charts, maps, timelines as you are presenting concepts
- **Multimedia:** film clips, songs and chants, posters, computer games, etc.--related to concept solidify key concepts into the deep memory
- **Demonstrations:** Model step-by-step completion of tasks, or model language to use with presentations. This scaffolds and enhances learning
- **Graphic Organizers:** Schematic visuals that assist students to grasp the “wholeness and parts” of a concept. Use to supplement written or spoken words
CLIL - Tips for a good Scaffolding

- **Concept Definition Map**
  A simple graphic system used to discuss complex concepts and clarify the meaning of a concept.

- **Cloze Sentences:**
  Used to teach and review content vocabulary in context.
  - Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word.
  - Possible replacement words are brainstormed
  - Teacher assists students in choosing correct word
  
  Ex: During a ____________ a group of people tries to overthrow an existing government or social system. (revolution)
b) Different interaction/grouping

Effective classes are characterised by a variety of grouping structures.

• At least 2 different grouping structures should be used during a lesson—partners, triads, teams, etc.
• Vary group configurations from day-to-day across the topic:
  • Variety maintains students’ interest
  • Movement from whole class, to partners, to small group increases student involvement
  • Varying group structures increases the preferred mode of instruction for students
• Variety:
  • Whole class
  • Flexible small groups
  • Partnering
c) Cooperative learning activities

- Some examples

**Information gap activities**—Each student in a group has only one or two pieces of information needed to solve the puzzle or problem. Students must work together, sharing information while practising their language, and using critical thinking skills.

**Jigsaw**—One or two members of each cooperative team are chosen by the teacher to form an “expert” team. Each “expert team” is responsible for one section of assigned text. Text sections are read aloud in the “expert team”, discussed and reviewed for essential information, key vocabulary, and better collective understanding. When clear understanding is reached, “expert team” members return to their original cooperative teams to teach their team mates—demonstrating peer-modeling. Learners benefit from this system because they are learning from others while not burdened with reading the longer text.
CLIL - Tips for a good Scaffolding

**Numbered heads together**—Similar to Jigsaw without forming expert groups. Each student works on one portion of assignment and then students share.

**Four corners**—Great activity to introduce a topic or chapter of study. Write one question or idea on each chart paper. Divide class into 4 groups, each group has a different colour marker— students move to one corner chart paper and designated student begins writing their ideas on chart. Time activity 2-4 minutes. Students move clockwise to next corner, read responses and add their comments.

**Writing Headlines**—Good way to practice summarising an activity, story or project. Provide models of Headlines. Students work in pairs writing a headline for an activity. Pairs share out their headlines and class votes on most effective headline.

**Send a Problem**—One table team sends a question or problem to another table. Each table team solves or answers question and passes it back to original table. This is a good way to review for a test.
CLIL - Scaffolding

Take a moment to reflect on your experience with SCAFFOLDING.