

Integrating Language Objectives in Subject Teaching

Susan Ballinger, McGill University
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Languages at the heart of learning
Les langues au cœur des apprentissages
Sprachen als Herzstück des Lernens

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Overview

- Immersion/CLIL approaches and this project
- Classroom interaction: Supporting comprehension, oracy development
- Inclusive classrooms (positive student positioning, translanguaging)



Integrating Content and Language in Immersion

- The simultaneous integration of content and language learning goals remains one of the greatest challenges for educators in immersion and CLIL (Dalton-Puffer, 2007; Lyster, 2007; Mehisto, 2008).
- Many teachers consider themselves to be constantly teaching language, but few plan for lessons that integrate both content and language objectives (Tedick, Fortune, & Walker, 2008); rather, they tend to focus on vocabulary explanations and reactive instruction only.



Grammatical features that are particularly challenging for bilingual learners

(Harley, 1990; Lyster, 2007)

- Features that are not **essential** to understanding or conveying meaning (e.g., grammatical gender in French, German)
- Features that **do not exist** in the learner's L1 or that are **expressed differently** in the L1 (e.g. possessives)
- Features that are **less frequently used** (subjunctive, conditional)



Proactive v. Reactive Instruction

(Lyster, 2007; 2016)

- **Proactive Instruction / Planning for CLI:**
 - Setting content and language objectives
 - Building framework of lesson: Topic, lecture, activities
 - Goals: support comprehension, production/practice, content and language exploration, learning
- **Reactive Instruction:**
 - Occurs in response to student language production during interaction
 - Incorporates scaffolding, or support, moves (follow-up questions, elaborations, extensions, corrective feedback)
 - Goals: support comprehension and production, push students to learn *in the moment* of language production



Oracy

Comprises oral skills that overlap with literacy skills:

- Phonological and morphological awareness
- Knowledge of and ability to use appropriate syntax
- Rich, precise vocabulary (understanding and use)
- Pragmatic ability
- Understanding and use of story elements (listening, story-telling)
- Ability to structure persuasive arguments
- Comparing and contrasting items
- Ability to put together information from different oral sources
- Ability to summarize key points and to paraphrase ideas



The Importance of Oracy

- “Providing classroom experiences that will help children to develop their oral language skills is an investment in literacy outcomes.” (from, Do You Hear What I Hear?
<http://www.doyouhear.org.au/wp-content/uploads/2012/06/Strategy-3-Oral-Language-for-Literacy.pdf>)
- “Classroom activities that provide children with the best foundation for literacy are those that provide them with the opportunity to use long turn talk about topics that are not present in the classroom.” (Escamilla et al, 2014)



Research linking oracy and literacy

- Children can sound out a word more efficiently if they know what it is meant to sound like (Snow & Tabors, 1993).
- Children who are told or read stories are better at making predictions when reading narratives (Jennings, 1991).
- Other oracy activities (puns, phrases, rhymes, chants, etc.) have been linked to development of word recognition, grammar, and comprehension (Cooper, Collins & Saxby, 1992; Dyson & Genishi, 1994).
- 1,500 Grade K-3, Spanish/English bilingual children: lexical, syntactic, fluency, and discourse measures of oral language predict reading achievement within and across languages (Miller et al, 2006)



METHODS TO SUPPORT COMPREHENSION AND PRODUCTION



Recommended, best-practice pedagogical methods for all classes are *more* important in classes with L2 learners.



Scaffolding (Wood, Bruner & Ross, 1976)

- Assistance given to a learner by an expert; originally targeted oral language production
- Term that is currently used more broadly

Essential:

- Choice of task: Task requires learners to produce targeted language features
- Anticipation of errors
- Provision of support in ZPD; helping learners move beyond their current ability
- Temporary: These supports must gradual be removed to allow learners to become more autonomous.



Methods that Support Comprehension

- Preview-view-review; from concrete to abstract
- [Connections to prior knowledge](#) / personal connections
- Redundancy
 - Paraphrase
 - Repetition of key words/concepts
 - Giving definitions, examples, synonyms
- Visual support
 - Graphs, images, props, videos, dramatization, in-class modeled experiments
- Body language

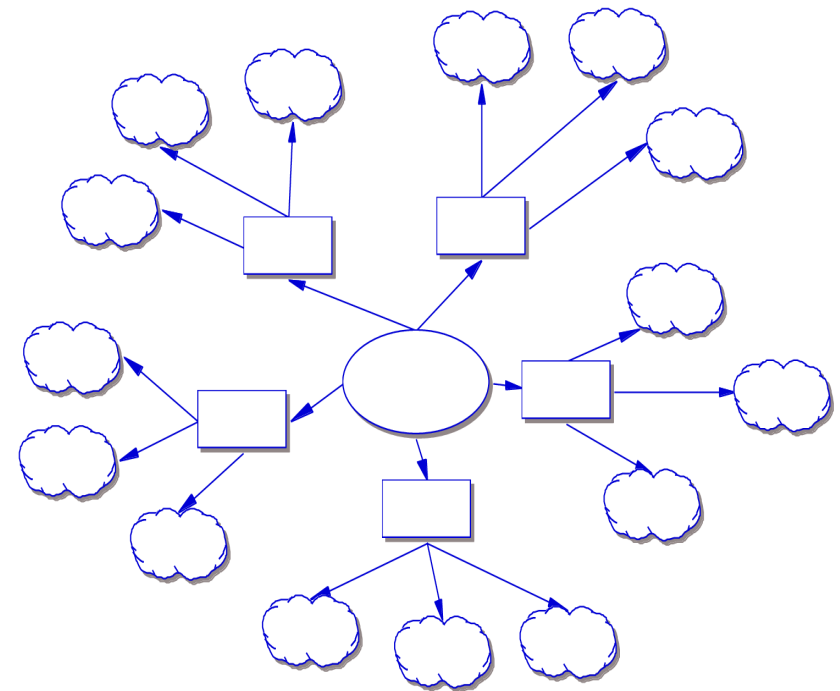


Connecting to prior knowledge

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

whyspecial.com

CONCEPT MAP



Methods that Support Comprehension

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Methods that Support Comprehension: Limitations

- The more complex the topic, the more students will need to draw on prior knowledge.
- Over time, learners need to develop the ability to comprehend without this level of comprehension support (redundancy, visual support, etc.).



Methods that support L2 learners' language production: Purpose and limitations

- Allows teacher to evaluate content learning, language development, exploration of ideas
- Supports active engagement with material
- Supports language practice and development, oracy
- Allows teacher to position student positively (Yoon, 2008)
 - Teachers' impact on other students' attitudes and behaviors
 - Ultimately can lead to greater peer learning opportunities
- Many of these methods are limited to students' language proficiency



Methods that Support Language Production

- [Wait time after questioning](#)
- Ask students to write answer/draw before speaking
- Variations in grouping for discussions and activities (think-pair-share, etc.)
- Write language prompts on the board that scaffold structures
 - If you refrigerate milk, it will last longer before spoiling.
 - If you X, then Y will Z.
 - I believe pigs are / are not dirty animals, because ...
 - That's a good point. However, did you consider...?
- For level A1-B1, assign buddies to help.
 - [Fellow L1 speaker](#) or a responsible student
 - Short term, L1 support (pre-assign topics?), bilingual dictionaries



Peer Support

”Having bilingual peers who collaborated on academic tasks with participants...contributed to academic English proficiency beyond (other) predictors of second language acquisition” (Carhill-Poza, 2015, p. [278](#)).



Questioning that Supports Production and Participation

- Open-ended questions:
 - Expressing opinions: What did you like/not like about X?
 - Connections with prior knowledge/personal experience: Does this make you think of anything else?
 - Comparing/contrasting
- Open-ended follow-up moves
 - Ask a follow-up question
 - Request clarification
 - Challenge students' ideas
 - Seek opinions from other students (check for agreement, understanding with rest of group)
 - Ask for an example



Oral Corrective Feedback

- In content-based language classrooms, has been found to be effective way to target errors that may otherwise fossilize in speech.
- Acknowledgement of the content contribution.
- [Reformulation, prompt, explicit correction](#)



Reformulation, prompt, or explicit correction?

S: The wolf *live* in the forest.

T: The wolf live in the forest?

S: J'ai mis *la verre* sur la table.

T: le verre.

S: I *am liking* this story very much.

T: Good, but it's not 'I am liking'. It's 'I like'.

S: La petite fille *a allé* visiter sa grand-mère.

T: Pardon?

S: He carries *a thing* to help him walk.

T: Can you think of a more precise word for that?

S: Je *suis* 12 ans.

T: Oui, tu as 12 ans.



Video Observation: Feedback Types and Follow-Up Moves



Discussion Question: Corrective Feedback

- Is oral corrective feedback appropriate in your context? When? How? On what type of error?



INCLUSIVE CLASSROOMS



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Positioning of L2 Learners

- Latino students in U.S. given less wait time (1-2 seconds) than other students. Estimate is that they need 5-7 seconds to formulate response (Nieto, [1992](#))

Soto-Hinman & Hetzel (2008)

- Teachers tend to give L2 students the answers instead of waiting for the answer.
- Teachers tend to ask L2 students closed questions and tend not to ask follow up questions.
- Teachers tend to praise L2 learners less and discipline them more.
- These behaviors found among well-intentioned teachers too!
(Yoon, 2008)



Translanguaging Is...

- The internal system governing bi/multilinguals' storage, retrieval, and use of their repertoire of linguistic features.
- Discursive practices of bi/multilinguals that make use of their full linguistic repertoire.
- Pedagogical practices that support the above.



Translanguaging Pedagogy

- Practices that support direct use of other languages (often home languages) in a target language classroom.
- Practices that indirectly push learners to draw on resources from their other languages while continuing to communicate through the target language.



Translanguaging Instructional Strategies

(Celic & Selzer, 2011)

- Reference diverse cultures in the content curriculum
- Choose culturally relevant texts
- Create bilingual identity texts
- Use multicultural and multilingual displays
- Use multilingual texts
- Compare word meanings, roots, usage, sounds, expressions across languages
- Create language portfolios
- Conduct a study of community's linguistic landscape
- Design units around multilingual culminating projects
- Brainstorm in any language and write in school language
- Preview material (individually) in home language and have lesson in TL.
- Do different stages of a task/project in different languages.
- Allow students to engage in peer interaction in any language and then to share in English.
- Allow students to translanguague within a piece of writing.



Discussion: Case Studies

1. This school year, for the first time, mainly A2-level bilingual learners have enrolled at your school. The subject teachers have begun pre-teaching them vocabulary before lessons, but it is not enough. What recommendations would you give them?
2. Your science teacher colleague has a number of bilingual learners enrolled in her class. They are so overwhelmed by the content material that they have become completely disengaged. What kind of advice could you give her?

