



TKT: CLIL Part 2: Scaffolding content and language learning – trainer's notes

Description

This activity presents different ways of scaffolding content and language learning. Participants discuss what scaffolding is and how to support learners in CLIL programmes. They then match different ways of scaffolding with examples from CLIL classrooms and do a sample task from TKT: CLIL Part 2.

Time required: 45 minutes

Materials required:

- *Participant's Worksheet 1 (one for each group of participants)*
- *Participant's Worksheet 2 (one for each pair of participants)*
- *Sample Task (one for each participant)*

Aims:

- *to know about how to scaffold content and language in CLIL*
 - *to be able to identify types of scaffolding and why they are used in CLIL contexts*
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Procedure

1. Write on the board:

'What learners can do today with support, they can do alone tomorrow.'

[Vygotsky in Gibbons, 2009]

Elicit 'scaffolding' and then establish that scaffolding should be temporary, but that some learners may need support for longer than others because of learning new subject concepts and new language.

2. Hand out **Participant's Worksheet 1** to each group. Participants discuss how they support learners in their subject areas and make notes in relevant boxes. Feedback some ideas then give suggestions from the **Answer Key (below)** if not already given.
3. Regroup participants and put them in pairs. Hand out **Participant's Worksheet 2** to each pair. Tell participants to read the eight types of scaffolding and match them with an example from the classroom. Afterwards, they should compare answers with another pair. Check answers with the whole group (**see Key below**).
4. In their groups of four, participants discuss which types of scaffolding they use from those listed in the left column of **Participant's Worksheet 2** and give examples from their subject area. Elicit other forms of scaffolding. (*e.g. providing constructive feedback; using language frames to help with production of language; substitution tables; sentence starters, using L1*)
5. Hand out the **Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner. Check answers with the whole group (**see Key below**).



6. Plenary to summarise points covered. Ask participants:

- **What is the TKT: CLIL Module syllabus area for this lesson?** (*Scaffolding content and language learning*)
- **Which ways of scaffolding presented in this part of the test are new and which would they like to use with their classes?** (*Candidates feedback some ideas*)
- **How can candidates prepare for this area of the syllabus?** (*Candidates can look at CLIL course books and websites to find out how different CLIL materials are scaffolded. They can also see a list of examples of scaffolding in the **TKT: CLIL Handbook** which is on the Cambridge ESOL website.*)

Additional information

- See **TKT: CLIL Handbook** for a further example of a test from Part 2: Scaffolding content and language learning.
- The **TKT: CLIL Handbook** and the **TKT: CLIL Glossary** are available to download at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>
- See also link to further TKT: CLIL materials at <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/how-to-prepare/>



TKT: CLIL Part 2: Scaffolding content and language learning – answer keys

Key to Participant's Worksheet 1

Example answers

<i>How I scaffold learning</i>	
Listening	<ul style="list-style-type: none">③ encourage learners to predict what they might hear③ pre-teach or elicit vocabulary before listening③ use visual organisers so learners can see the structure of what they are going to hear
Speaking	<ul style="list-style-type: none">③ provide word banks of key subject-specific vocabulary and substitution tables③ provide language frames to guide communication of ideas③ help learners notice the language they have to produce③ encourage collaborative work
Reading	<ul style="list-style-type: none">③ prepare context of texts③ encourage predicting skills③ include a visual organiser so learners can see the structure of the text③ provide examples of model texts
Writing	<ul style="list-style-type: none">③ provide a model③ talk about what has to be written: Who for? Why? How?③ help learners notice the language they have to produce③ provide word banks, sentence starters, language frames
Practical tasks	<ul style="list-style-type: none">③ demonstrate and talk about what you are doing as you demonstrate③ encourage learners to demonstrate③ point out steps by using language of sequencing③ repeat complicated instructions
Other	<p>e.g. Art and design:</p> <ul style="list-style-type: none">③ talk about the stages in production of work giving on-going constructive feedback③ task about the process of creating art and design work, not just the end result



Key to Participant's Worksheet 2

1 A, D and E 2 G 3 F 4 E and H 5 A 6 C and E 7 E 8 B

Key to Sample Task

1 C 2 A 3 D 4 B 5 A 6 D 7 C



TKT: CLIL Part 2: Scaffolding content and language learning – Participant's Worksheet 1

Discuss ways in which you support learners in your subject areas.

Subject: _____

<i>How I scaffold learning</i>	
Listening	
Speaking	
Reading	
Writing	
Practical tasks	
Other	



TKT: CLIL Part 2: Scaffolding content and language learning – Participant's Worksheet 2

Look at the types of scaffolding (1–8) then match them with examples of scaffolding from CLIL classrooms (A–H). There are three items with more than one key.

Reasons for scaffolding	Examples of scaffolding
1. creating interest	A Play a video clip of famous sports professionals warming up and cooling down before and after a match.
2. breaking down tasks into small steps	B Put learners in pairs and give them criteria in order to give feedback on each other's writing. They tell their partner two things that were achieved and one thing that needs improvement.
3. providing before, during and after task support	C Put a substitution table on the board so learners can use it to communicate their predictions about the results of an experiment.
4. using visuals and realia	D Personalise learning by relating the study of environmental policies to actions staff and students take to reuse and recycle in schools.
5. demonstrating how to do a task	E Hand out several leaflets advertising museums so learners can see examples of persuasive techniques.
6. using word banks, glossaries, sentence level support	F Seat learners so those with learning needs are at the front. Provide simplified worksheets and take time to talk to the learners when they complete the task.
7. using model texts for production of language	G Start by adding data to your animal fact files then create an index so the files can be sorted faster. Next create a link to your three files. Later you can extract the data when you need it.
8. providing constructive feedback	H Take in several natural and manufactured objects for learners to sort into groups.



TKT: CLIL Part 2: Scaffolding content and language learning – Sample Task

For questions 1 – 7, match the learners' comments with the types of scaffolding which can help them listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

You will need to use some of the options more than once.

Types of scaffolding

- A** breaking tasks down into small steps
- B** giving ongoing constructive feedback
- C** making links with what learners know
- D** using visual organisers

Learners' comments

1. Our teacher asked us to look at the history sources and to think of three ways they were connected to what we had read.
2. Before we watched a video about how an engine's made, the teacher gave us a glossary of difficult words to look at then as we watched it, she stopped it a few times to get us to predict what we might see next.
3. We drew a diagram to make it easier to show the causes and effects of farmers using chemicals on their land.
4. The teacher gave us reasons why she thought our choice of websites on 20th-century art was useful for the project we were about to start.
5. Before we practised measuring angles, the teacher showed us how to use a protractor and then asked a few of us to demonstrate before we did the ones in the book.
6. The only way we could understand the order of events leading to the national strike was to make a timeline and add key moments to it.
7. We listened to the music once then had to decide which composer's work it reminded us of.