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# FROM CLIL TO FOREIGN LANGUAGE CLASSES: SCAFFOLDING RECEPTION AND PRODUCTION

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## b) CORE CLIL FEATURES

### **Multiple focus**

- Supporting content and language learning
- Integrating several subjects, also through cross-curricular themes and projects
- Supporting reflection on the learning process

### **Active learning**

- Ss communicating more than the teacher
- Ss evaluate progress in achieving learning outcomes
- Favouring peer co-operative work

### **Safe and enriching learning environment**

- Using routine activities and discourse
- Building ss confidence to experiment with language and content
- Increasing ss language awareness

### **Authenticity**

- Letting ss ask for the language help they need
- Maximising the accommodation of ss interests
- Using current materials from the media and other sources

### **Scaffolding**

- Building on ss'existing knowledge, skills, attitude and experience repackaging information in user-friendly ways
- Fostering creative and critical thinking

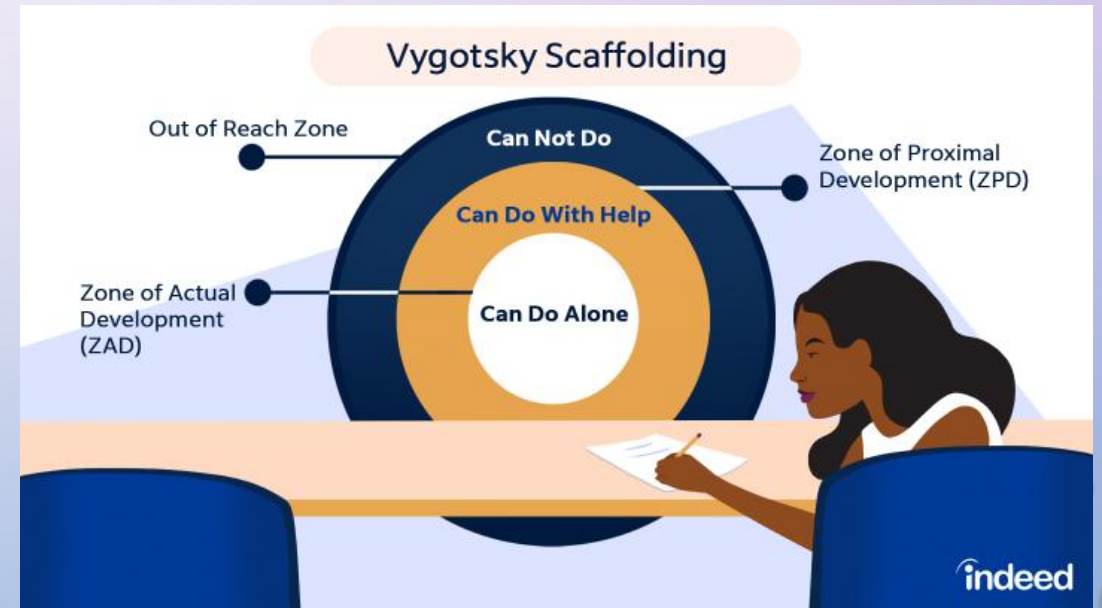
[Workshop on CLIL](#)

# What is 'scaffolding'?

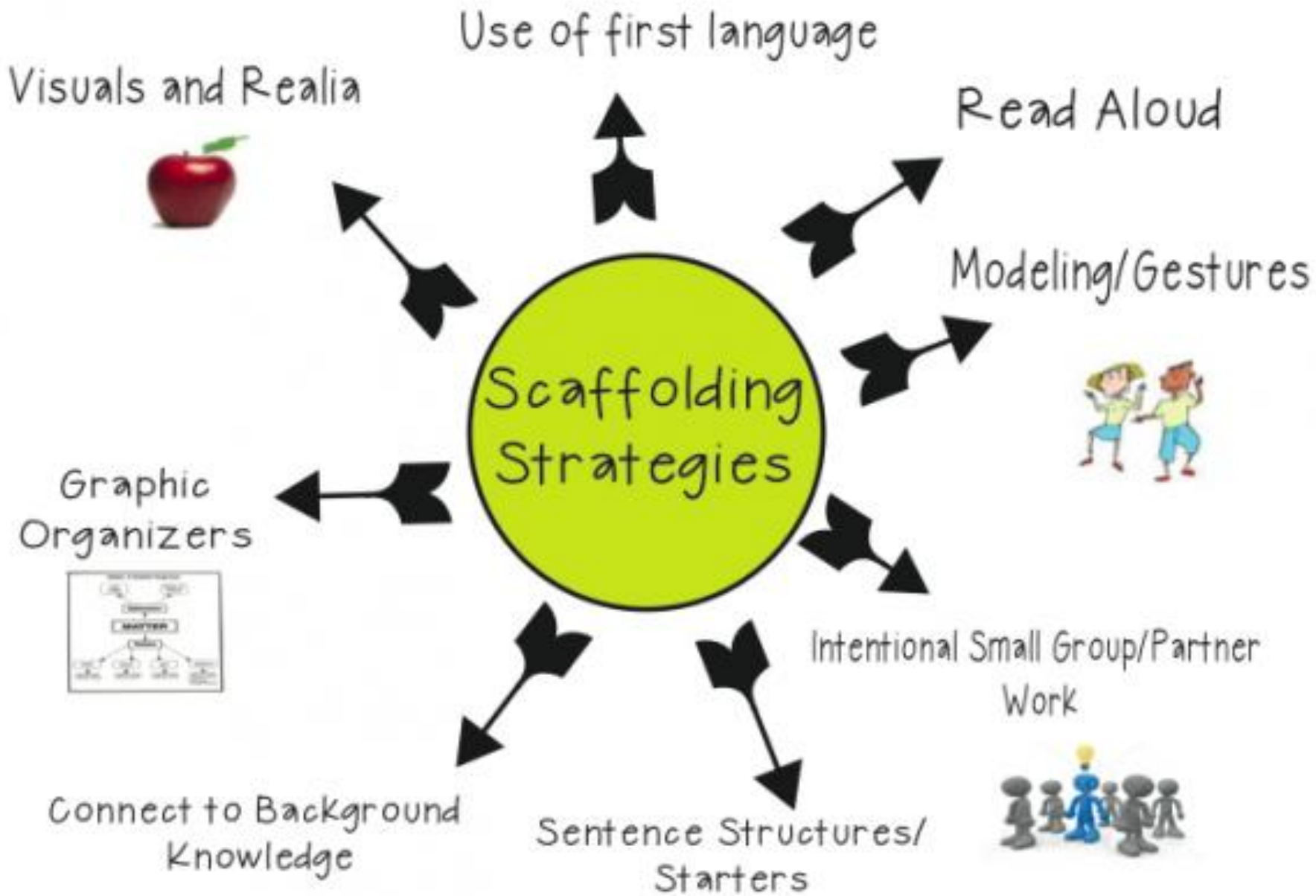
→ Assistance to extend the scope of the learning process in the „zone of proximal development “ (Vygotsky 1978: 86)

→ Characteristics:

- input- und output-oriented
- task-oriented
- competence-oriented
- temporarily or in learning spirals





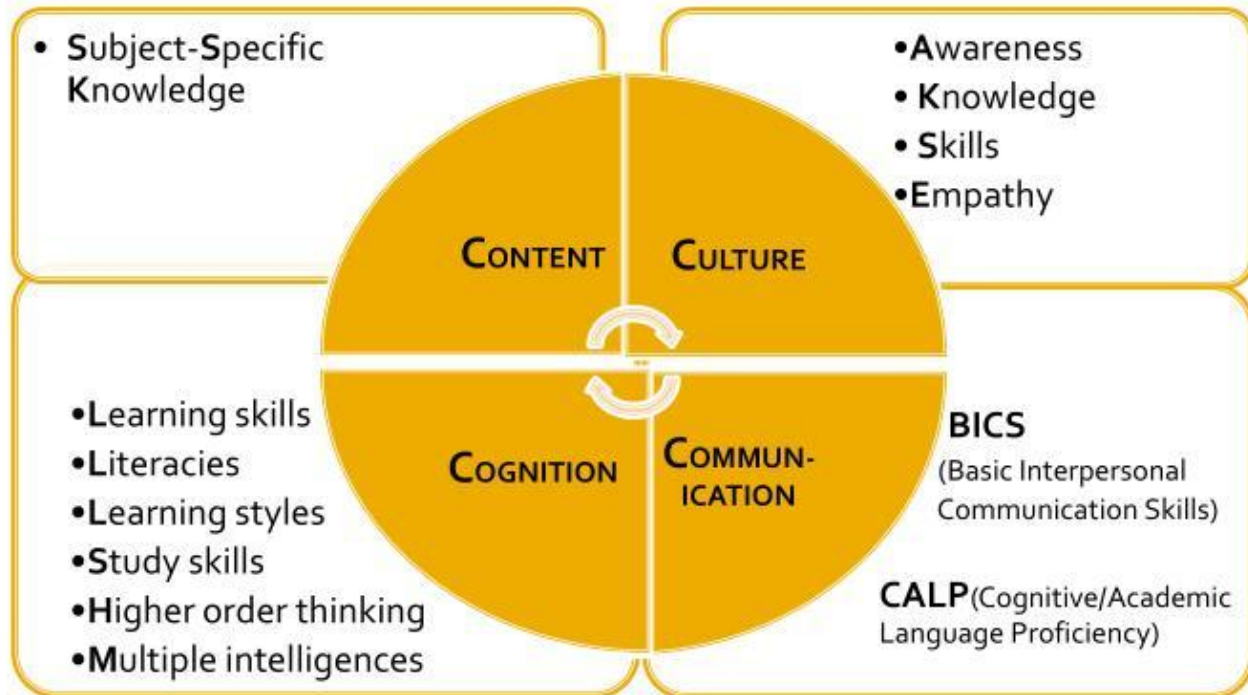


•I know \_\_\_\_\_ because \_\_\_\_\_.

8 Strategies for Scaffolding Instruction

# Four types of scaffolding in CLIL

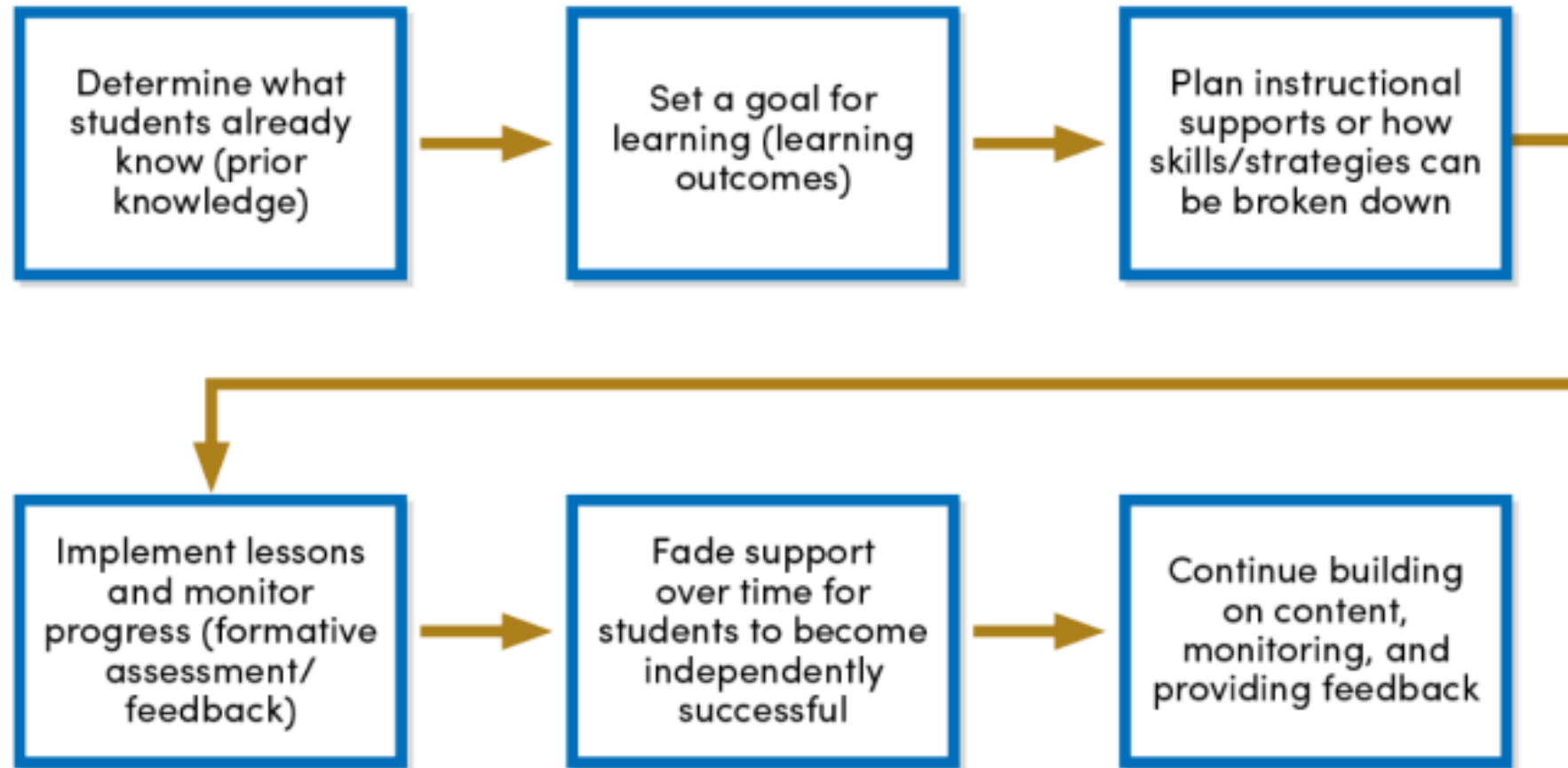
## 2.1 Quality CLIL – The 4Cs-Framework



- Scaffolding in Subject Lessons with a Focus on Language
- Scaffolding with a Focus on Disciplinary Content
- Scaffolding with a Focus on Disciplinary Cognition
- Scaffolding with a Focus on (Disciplinary) Culture

Dr. Susanne Staschen-Dielmann

# Scaffolding over time



Scaffolding  
Content



# Scaffolding with the focus on content and language

# Input-oriented scaffolding

## Focus on content

- re-activating previous knowledge, e.g. via mind or concept map
- making goals transparent (e.g. by using an advance organiser)
- visualisations (changing the mode of representation, using discontinuous texts like graphs, statistics)
- using bi- or even tri-lingual material
- pronouncing or highlighting subject specific terms and definitions

## Focus on language

- using appropriate language of instruction (comprehensible input, thinking aloud, appropriate speech rate, clear articulation)
- re-activating previous knowledge via mind maps, semantic webs, word banks
- offering key vocabulary and idiomatic expressions, e.g. in word lists or annotations
- emphasising the most relevant terms, e.g. in bold print





Same content...  
different reading level



reading together  
in unison as a group



Adapted texts



Shared Reading

@VALENTINAESL  
@SEIDLITZ\_ED

Scaffolding



using students' native language as a leverage



Partner reading

reading the same text with a peer

READING

for English Learners

SEIDLITZBLOG.ORG

Primary language support

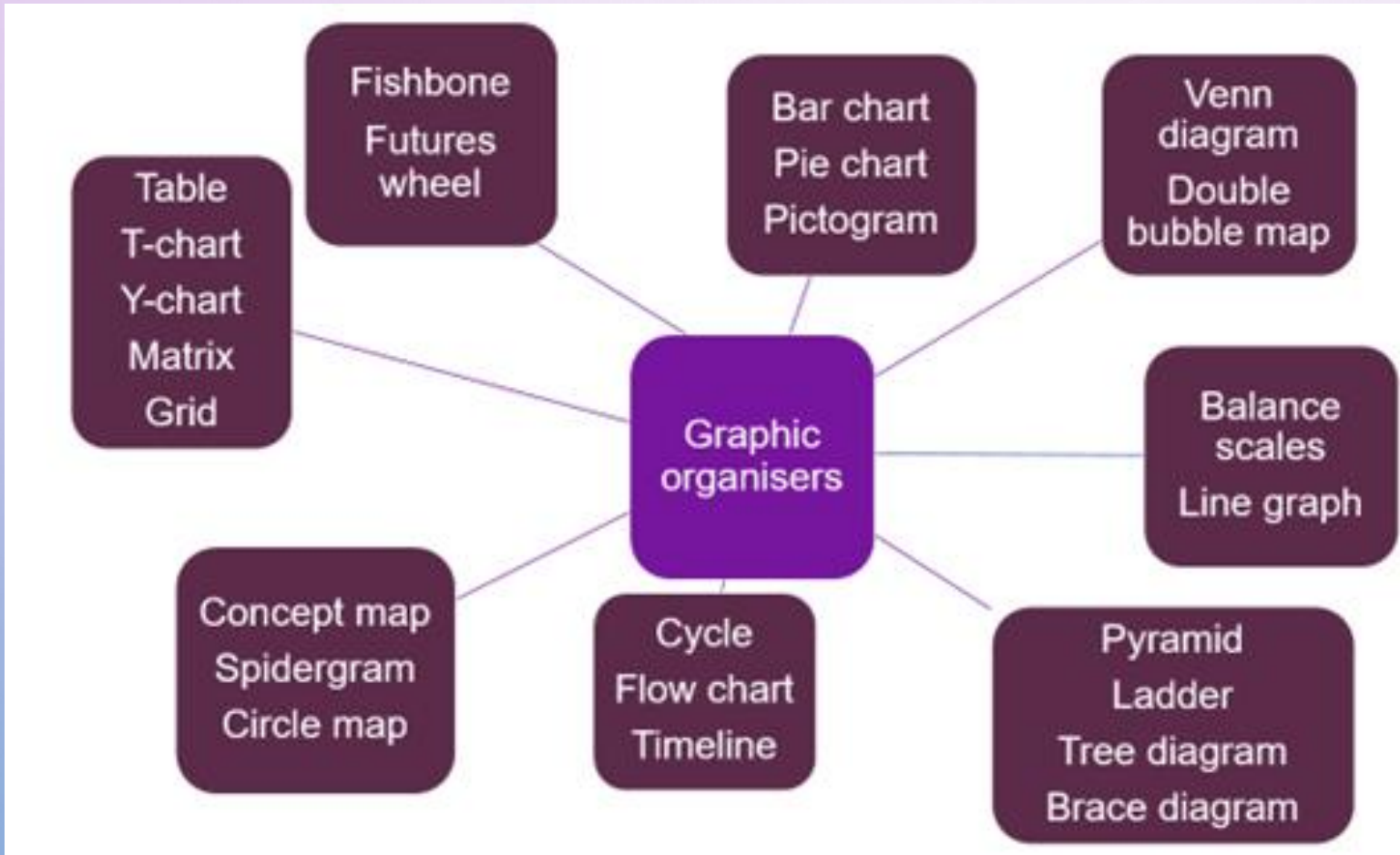
chunking

section reading into smaller pieces



Seidlitz Education

# Graphic organisers



= visual thinking tools that help organise information and ideas in a way that is easy to comprehend and internalise.

- [How to choose a graphic organiser](#)
- [Graphic Organizers: Definitions and Uses](#)



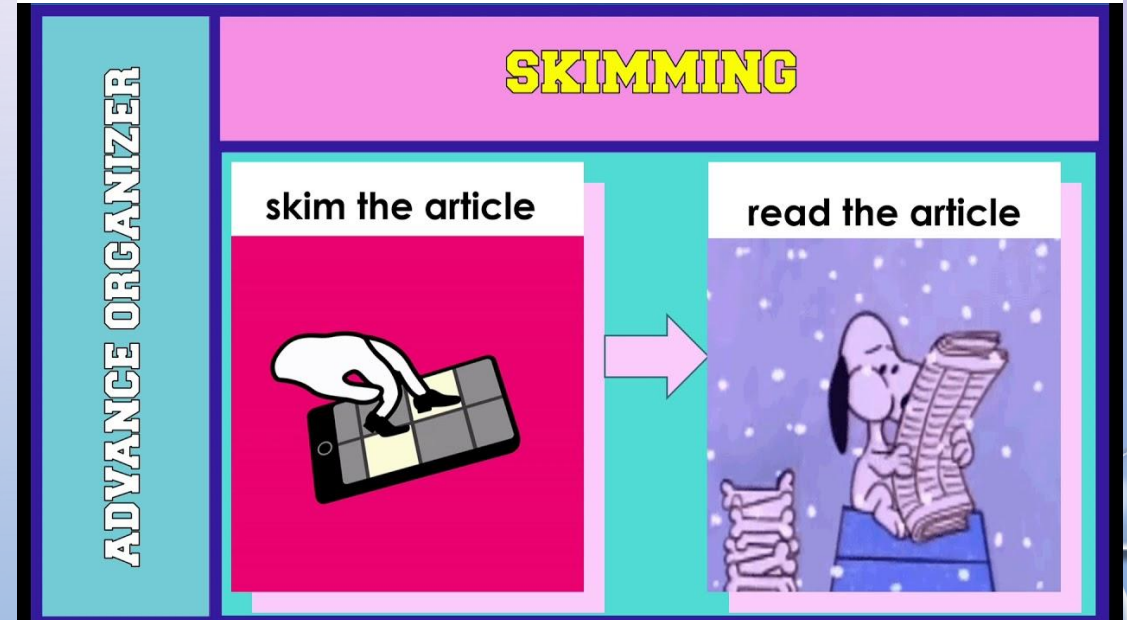
# Advance organisers

**KWL Chart**

What I Know	What I Want to know	What I Learned
<p>K</p>	<p>W</p>	<p>L</p>

www.educatorstechnology.com

Guess & tell the story





# Genre Frames for Reading



Who are the characters  
What is the problem?  
What is the solution?  
What is the lesson learned?



What is the topic?  
What is the author teaching me about this topic?  
What is the author's point of view?



What's the literal meaning and deeper meaning?

# CLOSE READING

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 1<sup>ST</sup> READING: KEY IDEAS & DETAILS

MAIN IDEA



DETAIL

## 2<sup>ND</sup> READING: CRAFT & STRUCTURE

UNKNOWN WORD	DEFINITION	SKETCH

## 3<sup>RD</sup> READING: INTEGRATION OF KNOWLEDGE & IDEAS

« TEXT TO WORLD »»

- TELEVISION
- MOVIE
- CURRENT EVENT
- GAME
- NEWS
- POP-CULTURE

\_\_\_\_\_

reminds me of \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_



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# Output-oriented scaffolding

## Focus on content

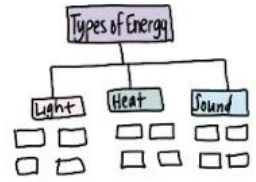
- showing an example, a model for a process or student product
- staggered learning tasks aimed at authentic problem solving (experiments, role play)
- authentic language product representing subject specific communication
- self-evaluation and assessment grids or checklists making subject requirements transparent

## Focus on language

- limiting language production to short formats (with sentence starters, gap texts etc.)
- visualisation of text structures
- useful phrases for working with disciplinary methods
- including strategies of text production, e.g. writing conference, language frames for genres

# 8 Ways to Scaffold Writing

## 4 Interactive Word Walls



## 7 Language Experience Approach



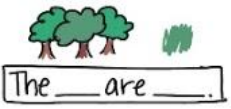
## 5 Model Writing



## 8 Mentor Sentences



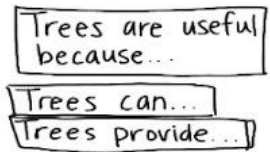
## 1 Sentence Frames



## 6 Quick Writes



## 2 Sentence Stems



## 3 Mentor Texts

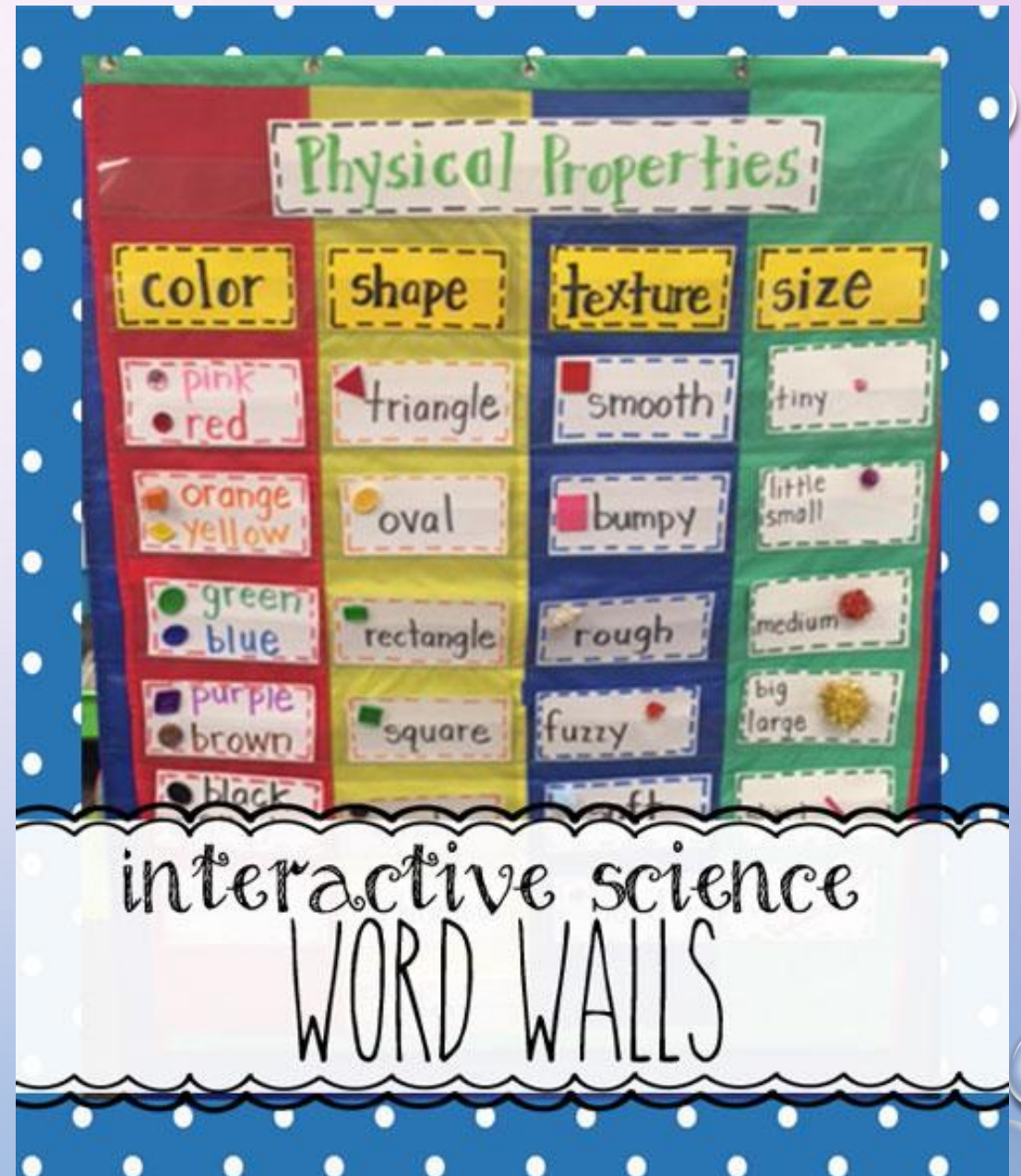


See the full article at [SeidlitzEducation.com/blog](http://SeidlitzEducation.com/blog)  
@ValentinaESL

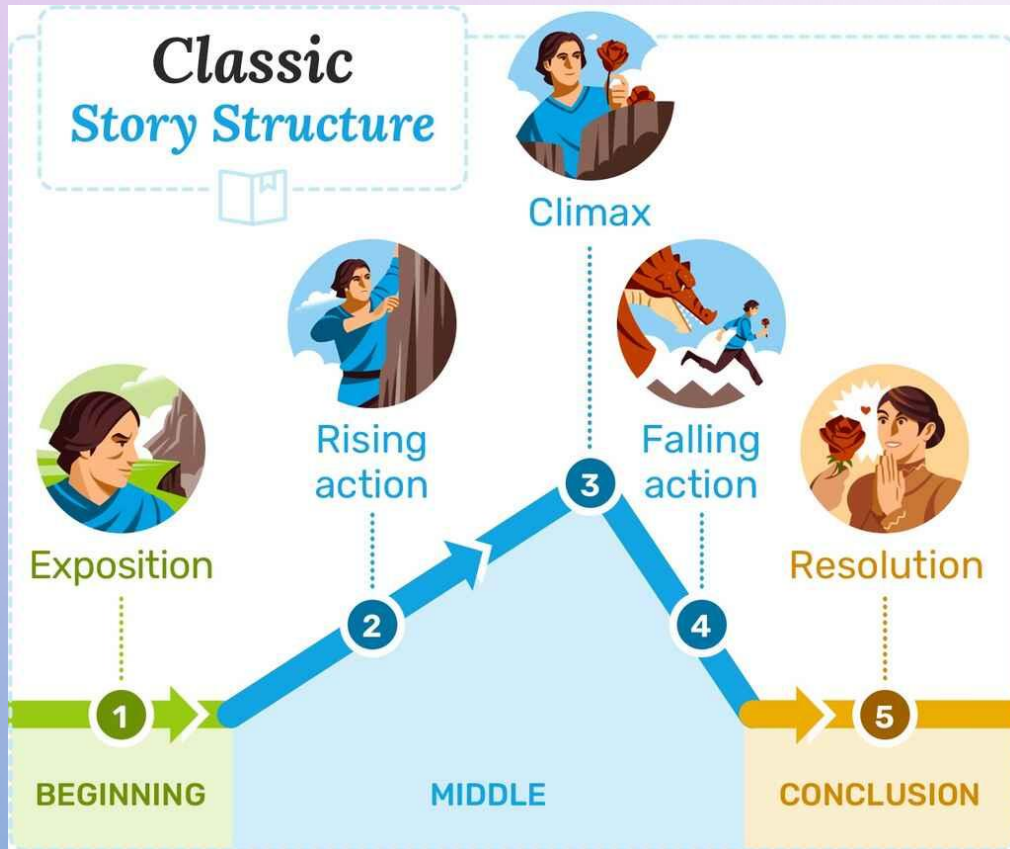


# Interactive word walls for activating vocabulary

- = an organised collection of words (and sometimes phrases) displayed on a wall or other space in the classroom.
- Words should be in large letters and in a simple font and visible to all students.
  - Add to the word wall regularly as new lessons and terms are introduced to students.



# Text structure visualisation



## Informational Text Structures

### Description



**Signal Words:**  
such as, for instance, in addition, also, specifically

**Tips:**  
Ask yourself: what specific person, place, thing, or idea is being described?

Look for a topic word or phrase and for synonyms.

### Problem and Solution

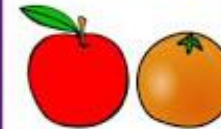


**Signal Words:**  
problem, issue, since, as a result, solution, idea, so, leads to, causes

**Tips:**  
Ask yourself: what is the problem and what is the solution?

Look for the problem first and then the solution.

### Compare and Contrast



**Signal Words:**  
similar, same, alike, both, as well as, unlike, as opposed to, on the other hand, in contrast, instead

**Tips:**  
Ask yourself: what is being compared?

How are they the same? How are they different?

### Cause and Effect



**Signal Words:**  
since, because, if, due to, as a result of, causes, leads to, consequently, then, therefore

**Tips:**  
Ask yourself: what happened and why did it happen?

Remember, you are looking for a cause, not a solution.

### Sequence



**Signal Words:**  
first, second, third, then, next, before, after, finally, following

**Tips:**  
Ask yourself: Is this event taking place over time?

Look for steps or references to time such as dates.



# Sentence stems and starters

<b>Identify State questions</b>	<input type="checkbox"/> The definition of _____ is .... <input type="checkbox"/> The value of _____ is .... <input type="checkbox"/> The diagram shows a _____. <input type="checkbox"/> The reading was _____ ( ).
<b>Describe questions</b>	<input type="checkbox"/> The function of _____ is to .... <input type="checkbox"/> The _____ has .... <input type="checkbox"/> The relationship between _____ and _____ is .... <input type="checkbox"/> First _____ happens, followed by ..... <input type="checkbox"/> The diagram shows....
<b>Explain questions</b>	<input type="checkbox"/> _____ happens because.... <input type="checkbox"/> This pattern occurs because... <input type="checkbox"/> _____ is an advantage because... <input type="checkbox"/> _____ is a disadvantage because...
<b>Apply questions</b>	<input type="checkbox"/> The process of _____ can be used in the real world by .... <input type="checkbox"/> _____ is useful to humans because... <input type="checkbox"/> Another use of _____ would be ....
<b>Analyse questions</b>	<input type="checkbox"/> The differences between _____ and _____ are.... <input type="checkbox"/> _____ would be considered the better option because....



# 12

# Sentence Stems & Starters CHARTS

to

enhance student reading responses

## Reading Response Sentence Starters

### Monitoring & Clarifying

Readers stop to think about their reading and use reading strategies to help make sense of any confusion.

- I had to slow down when...
- I was confused by...
- I had some difficulty with understanding...
- I needed to reread the part where... because...
- I used \_\_\_\_\_ (what strategy) to help me understand...

## Reading Response Sentence Starters

### Evaluating Text

Readers stop to think about their reading and make judgments about the plot, characters, information, etc.

- I like the part where... because...
- I dislike... because...
- This \_\_\_\_\_ is important because...
- I think the relationship between \_\_\_\_\_ and \_\_\_\_\_ is important because...
- I think \_\_\_\_\_ is very realistic/unrealistic because...
- This is good/bad because...

## Reading Response Sentence Starters

### Summarizing

Readers identify the most important ideas of what they read and restate them in their own words.

- BME (beginning, middle, end)  
 SWBST (Somebody, Wanted, But, So, Then.)
- The text is mainly about...
  - The author's most important ideas were...
  - The basic gist is...
  - The key information is...
  - Basically what happened was...
  - I read about...
  - Big events that happened were...

## Reading Response Sentence Starters

### Author's Craft

Readers notice and analyze the way an author uses language and organization to deliver his/her ideas.

- When I read, I notice...
- I like the way the author uses \_\_\_\_\_ to show \_\_\_\_\_
- The word/phrase \_\_\_\_\_ stands out because...
- The simile/metaphor/image that caught my eye was...

## Reading Response Sentence Starters

### Characters

Readers follow the words/actions of characters to determine their different traits and feelings.

- I like/dislike \_\_\_\_\_ because...
- I most admire \_\_\_\_\_ because...
- \_\_\_\_\_ changed throughout the story because...
- 3 traits to describe \_\_\_\_\_ are... because...
- \_\_\_\_\_ reminds me of... because...

## Reading Response Sentence Starters

### Reflection

After reading, readers can think about the book and share their opinions and/or thoughts.

- I learned...
- This book could be better if \_\_\_\_\_ made me feel \_\_\_\_\_
- I think this story \_\_\_\_\_
- A golden line for me was \_\_\_\_\_
- The best part was \_\_\_\_\_ because...





# PEEL SENTENCE STARTERS

**P** The writer explores... The author conveys... The artist depicts...  
 The poet presents... The dramatist professes...  
 The narrator demonstrates... The speaker portrays... The persona purports...

**e** For example... For instance... The text states... Within the line...  
 This is apparent in... This is especially seen when... This is illustrated when...  
 This is highlighted in... The phrase... The word... The quote...

**e** This shows... This suggests... This implies... This indicates... This signifies...  
 This infers... This means... This connotes... This epitomises... This reflects...  
 This represents... This emphasises... This symbolises... One could argue...

**L** Moreover... Furthermore... Essentially... Effectively... Fundamentally...  
 Ultimately... Undoubtedly... Similarly... Equally... Additionally... Also...  
 However... Alternatively... Yet... Conversely... Significantly...

@POETRYESSAY

## TEEL Sentence Starters

Use these sentence starters to help you write your TEEL paragraphs.


T	E	E	L
Topic	Evidence	Explanation	Link
I strongly believe...	For example...	This shows...	From this we can conclude...
Another point to consider is...	This is illustrated by...	This means...	It is clear that...
First of all...	This can be seen...	Therefore...	In conclusion...
It is quite obvious that...	Data shows...	Because of this...	We can therefore see...

ink saving Eco

# Sentence frames

= “templates of language” or “ready made chunks of language” that allow students to create a well-written sentence because the right amount of scaffolding has been provided.

## Non Fiction Summary



**Indent** The text \_\_\_\_\_  
Title

is about \_\_\_\_\_  
Main Idea

First you should know \_\_\_\_\_

\_\_\_\_\_. Also, \_\_\_\_\_  
Detail 1 Detail 2

Finally, \_\_\_\_\_. Now I  
Detail 3

think \_\_\_\_\_  
Opinion

because \_\_\_\_\_  
Detail to support opinion

Language for Academic Writing and Speaking

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## Compare and Contrast

Use the following frames when you draft a paper or prepare to speak:

<b>To open</b>	<ul style="list-style-type: none"> <li>■ The similarities between _____ and _____ indicate _____.</li> <li>■ By comparing _____ to _____, it becomes clear that _____.</li> <li>■ A comparison of _____ to _____ reveals _____.</li> </ul>
<b>To compare or contrast</b>	<ul style="list-style-type: none"> <li>■ Although _____ and _____ are, _____ is _____.</li> <li>■ _____ is _____, whereas _____ is _____.</li> <li>■ The most obvious difference between _____ and _____ is _____.</li> </ul>
<b>To support your ideas</b>	<ul style="list-style-type: none"> <li>■ One similarity / difference is _____.</li> <li>■ Their common characteristics include: _____, _____, and _____.</li> </ul>




# Mentor sentences

= well-written sentences that come from a novel, short story, poem, etc. that are used to spark originality and creativity in students

## Imitating a Mentor Sentence

I stood there, trying to think of a comeback, when suddenly, I heard a whooshing sound, like the sound you get when you open a vacuum-sealed can of peanuts.

From *Tangenne*, by Edward Bloor



I \_\_\_\_\_, trying to  
\_\_\_\_\_, when \_\_\_\_\_,  
I heard \_\_\_\_\_, like  
\_\_\_\_\_.

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## Putting the SPOTLIGHT on Mentor Sentences

- Use engaging and well-written texts to model great writing.
- Focus on writer's craft.
- Review and reinforce grammar skills and parts of speech.
- Provide scaffolds for students to imitate mentor sentences and improve their own writing.

### sentence SPOTLIGHT

She soared with the anticipation of dreams she never knew she could have, of learning English, of supporting her family, of someday buying a tiny house.

- Complex sentence
- Past Tense
- 3rd person POV
- "English" - proper
- "Soared" - vivid verb
- "anticipation" - abstract noun
- Commas - used in a series
- 5 words w/ suffixes
- Only 1 adjective (still d...)

UPPER ELEMENTARY SNAPSHOTS



# Language experience approach (LEA)

= a whole language approach that promotes reading and writing through the use of personal experiences and oral language.

- Common features:

- Materials are learner-generated.
- All communication skills are integrated.
- Difficulty of vocabulary and grammar are determined by the learners own language use.
- Learning and teaching are personalized, communicative, creative.



## Language Experience Approach: LEA

1. Participating in a common experience
2. Discussing the experience
3. Cooperative writing of the story on a chart, board, or computer
4. Participating in extension activities related to the story

# Useful sources

- [Content - Training and consultancy \(TaC\) "CLIL and beyond" for Estonia 16-17 May 2024](#)  
– padlet with all the materials.
- A Better Way to Teach: [How To Use Sentence Frames In The Secondary Classroom](#)
- A Better Way to Teach: [What Are Mentor Sentences and Why Are They So Important For Writing Instruction?](#)
- CAELA: [The Language Experience Approach and Adult Learners.](#)
- Structural Learning: [The Zone Of Proximal Development: A Teacher's Guide.](#)
- Structural Learning: [Scaffolding In Education: A Teacher's Guide.](#)
- The Bell Foundation: [EAL Strategies and Great Ideas.](#)