SCAFFOLDING AND FEEDBACK STRATEGIES IN CLIL LESSONS

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FEBRUARY 2019

DISSEMINATION CONFERENCE OF ERASMUS+ KA2 PROGRAMME

"GO FOR CONTENT LANGUAGE AND INTEGRATED LEARNING"

01/09/2016 – 28/02/2019 (PROJECT NUMBER: 2016-1-PT01-KA219-022907)

GOOD PRACTICES AND USEFUL TIPS FOR SCAFFOLDING AND FEEDBACK IN CLIL LESSONS

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POSITIVE IMPACT OF SCAFFOLDING AND FEEDBACK ON LEARNING

According to Hattie's list (2012) of the effect sizes of teaching and learning strategies and other influences on learning, both **scaffolding** (0.82 effect size) and **feedback** (0.70 effect size) play an important role and **have great impact on students' learning.**

WHY DO WE NEED TO USE SCAFFOLDING IN OUR CLIL LESSONS?

Effective scaffolding enhances critical thinking as well as learner autonomy and engagement, aiming at helping students to reach beyond what they could do on their own (Peter Mehisto, 2017).

SCAFFOLDING LANGUAGE OUTPUT

- Use **brainstorming activities** as a class, in groups / pairs or individually in order to come up with suitable English language required to develop a topic.
- **Pre teach new vocabulary** / key words and allow time for students to practise using these new words in different contexts for different purposes.
- **Provide useful expressions** / frameworks for speaking and writing in order to perform various functions, such as describing, comparing and contrasting.

PROVIDE STUDENTS IN ADVANCE WITH THE LANGUAGE THEY NEED TO CARRY OUT TASKS DURING THE CLIL LESSONS

Teachers could Introduce useful expressions in the CLIL lessons for:

- **making predictions**
- **drawing conclusions**
- **conducting an experiment**
- **asking questions, interviewing someone**
- **solving a problem**
- **taking a decision**
- **expressing feelings**

- Give **handouts with useful words** divided into different categories according to the meaning.
- Allow enough time in class for **silent thinking** before answering questions.
- Give students some time for **notetaking of their thoughts** before answering.
- Choose students who respond to class activities at random to ensure everyone's attention to the CLIL lesson.

- **Elicit the background knowledge** that students have regarding a CLIL lesson topic and make connections, establish links with new learning.
- **Ask questions** that encourage students to elaborate on a specific CLIL lesson topic and make their arguments more explicit.

For example, “Can you add anything else?”, “Do you agree /disagree with this idea? Why or why not?”, “Is there a different way to solve this problem?”

SCAFFOLDS FOR READING COMPREHENSION

- Teachers present a long and complicated text in sections.
- Students **scan a text** for some unknown words that are explained before detailed reading begins.
- Students **divide long paragraphs** into several shorter paragraphs.
- Students **add subheadings** in every paragraph.

- **Repeat new terms** so that students are exposed to new terms many times to be able to recall them easier.
- **Underline key terminology** and highlight new concepts.
- **Insert synonyms or definitions** in parentheses into the original text.
- Use graphic organisers, such as

diagrams, tables & charts, concept & mind maps.

SCAFFOLDS FOR WRITING ACTIVITIES

- **Provide key phrases** or words to write introductions and conclusions.
- **Provide linking words** to connect ideas and bridge paragraphs in a coherent way.
- Allow time to **plan the outline for the writing assignment** before starting to write.
- **Provide writing frames** that suggest a suitable structure for a writing assignment.

For example frames for writing a letter, an article, an argument, a complaint, a report.

- Provide completed **samples of good and poor writing** tasks.

WHAT IS THE ADDED VALUE OF EFFECTIVE FEEDBACK IN CLIL LESSONS?

- Feedback consists of teacher's reactions, responses to performance of students tasks, focusing on facilitating students' **motivation, participation and improvement.**
- It is aimed at creating reflective and **autonomous learners.**
- It helps students take greater **responsibility and action.**

USEFUL TIPS FOR FEEDBACK IN CLIL LESSONS

- **Rewarding students' effort.**
- **Acknowledging students' strengths,** skills and talents.
- Using positive language to provide feedback.
- Reflecting on what students have already learnt.
- Reflecting on what students are expected to learn.

FEATURES OF EFFECTIVE FEEDBACK IN CLIL

Effective feedback is:

- **is focused on task, process or self-regulation**
- **is factual (and includes examples)**
- **is non-threatening (*does not label or judge, but focuses on the next steps to be taken*)**
- **is focused on learning rather than the person**
- **does not refer to student's personality**
- **does not include comparisons with other people**

Providing people **informational feedback** leads to much greater creativity than **controlling and evaluative feedback.**

Shally and Perry-Smith (2001)

Constructive feedback enhances the teaching and learning process.

WHY DO WE NEED FEEDFORWARD?

- Feedforward consists of concrete advice about the next steps that students should take to move forward and progress.
- It is essential for teachers to offer guidance and support to students when they present an initial draft of their work.
- Teachers provide students with advice about what they need to improve in their work.
- Students resubmit their final draft after making the required changes.

CONCLUSION

The CLIL method is not integrated in the educational curriculum of Greece. However, thanks to the "Go CLIL" Erasmus programme it has been introduced to the 3rd Gymnasium of Heraklion Crete for the first time.

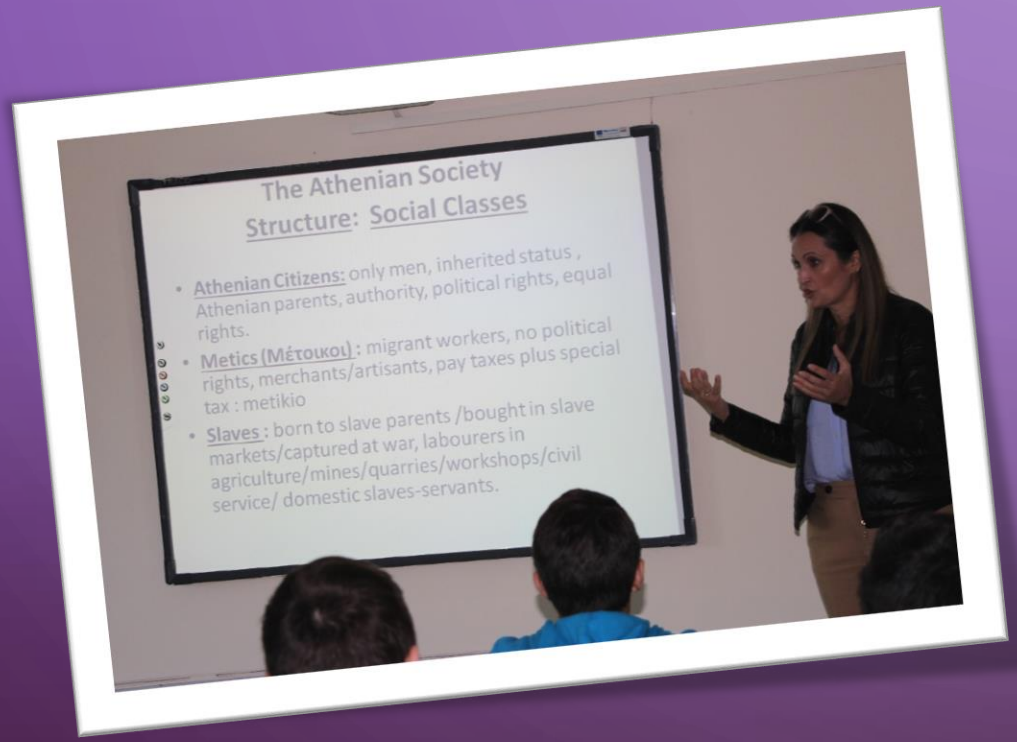
Based on our experience so far throughout the implementation of this "GO CLIL" project at our school in Greece we have realized that **effective scaffolding and feedback strategies are essential for CLIL and contribute to implementing successful CLIL lessons.**

So, we use a variety of the above-mentioned scaffolding and feedback strategies for the development of CLIL modules at our school.

CLIL LESSONS IN INFORMATION TECHNOLOGY LEARNING THROUGH ICT AND CLIL APPROACH

(3RD GYMNASIUM OF HERAKLION CRETE, GREECE)

CLIL HISTORY LESSONS
A DIFFERENT APPROACH TO ANCIENT GREEK HISTORY THROUGH CLIL METHOD
(3RD GYMNASIUM OF HERAKLION CRETE, GREECE)



FOUNDATION OF RESEARCH AND TECHNOLOGY IN CRETE AND CONFERENCE AT THE REGION OF CRETE DURING THE OFFICIAL MEETING WITH LOCAL AUTHORITIES

(ERASMUS+ KA2 "GO CLIL" PROJECT MEETING IN GREECE, NOVEMBER 2017)

- The outcomes and results produced in the framework of the Erasmus+ KA2 programme "GO CLIL", such as the e-books of good practices, videos and newsletters are available at the website of the 3rd Gymnasium of Heraklion Crete http://3gym-irakl.ira.sch.gr/, at the website of the programme "GO CLIL" https://goclil.wixsite.com/goclil and uploaded on the eTwinning platform.

- A video about Erasmus+ KA2 "GO CLIL" Training Activity in Greece is available at https://www.youtube.com/watch?v=5u7yTKExv3U&feature=youtu.be

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"Go CLIL" project has been funded with support from the European Commission. This presentation reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.


GO CLIL
LANGUAGE AWARENESS
PLURILINGUALISM
INTERACTION
COMMUNICATION
PROJECT BASED LEARNING
ACHIEVABLE OUTCOMES
CRITICAL THINKING
FEEDBACK
LEARNING
CREATIVITY
SCAFFOLDING
MULTI TASKING
LEARNER AUTONOMY
COLLABORATIVE LEARNING
DEVELOP MOTIVATION
LEARNING BY DOING
ENHANCE PARTICIPATION
AUTHENTIC MATERIALS
FORMATIVE ASSESSMENT
INTERCUTURAL AWARENESS
CROSS CURRICULAR APPROACH

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