The Essential Elements of Teaching and Learning in Two Languages

Concepts of learning in two languages

- Immersion (Canada 1960s)
- Content-based instruction (CBI) (USA 1980s)
- English as a medium of instruction (EMI) (Asia 1990s)
- Content and language integrated learning (CLIL) (Europe 1990s)

CLIL is a success story

- 1999: 336 schools in Germany with CLIL provision
- 2013: more than 1500 schools with CLIL provision

What do we know about CLIL?

- empirical evidence
  - Is CLIL a better way of foreign language learning?
  - Added-value for the non-language subjects?
  - conceptual considerations

Is CLIL a better way of foreign language learning?

- listening comprehension + strategy use, to a lesser extent: grammar (Bredenbröker 2000)
- oral production: monologic and dialogic speaking (Zydatiß 2007)
- oral production: fluency and lexical scope (Grum 2012)
- written production: lexical and morphosyntactic complexity, appropriateness (discourse pragmatics) (Jexenflicker/Dalton-Puffer 2010)

But...

- problem: selectivity
  - better language competence when entering CLIL programmes (Bredenbröker 2010, Rumlich 2013)
  - increased motivation for language learning among prospective CLIL learners (Rumlich 2014)
  - increased motivation for language learning among prospective CLIL learners
- problem: comparative studies, controlling variables
  - teacher, methodology, materials etc.
Still better languages competences of CLIL learners

- matched sample, control of variables:
  - sex
  - first language
  - education and profession of parents
  - grade in German
  - cognitive abilities
- CLIL learners outperform non-CLIL learners in the following areas:
  - listening and reading comprehension
  - grammar
  - text reconstruction
- BUT: exposure? \(\rightarrow\) longitudinal study
  (Dallinger/Jonkmann 2014)

Added-value for the non-language subjects?

- fully-developed subjects
- similar competence levels of CLIL and non-CLIL learners
- Chemistry (Bonnet 2004)
- Geography (Passon 2007)
- Geography, History (Badertscher/Bieri 2009)
- immersion
- primary school: higher competence levels in mathematics, German

Added-value for the non-language subjects?

- change of perspective / coordination

What is good teaching?

1. efficient time management and pedagogy
2. productive atmosphere
3. versatile motivation strategies
4. structure and clarity
5. efficacy and competence orientation
6. learner orientation and support
7. support of active and independent learning
8. variation in methods + social constellations
9. consolidation, intelligent practicing
10. background sensitivity

(Helmke 2014)

Language-related aspects

2. productive atmosphere
   - tolerance towards slowness, appropriate waiting time, constructive appreciation of mistakes
4. structure and clarity
   - appropriate language (lexicon, technical terms), structuring clues (outline, summary, advance organizers), concise language (clear diction, appropriate rhetoric, correct grammar, manageable sentences)
7. active and independent learning
   - diverse incentives to talk, authentic questions
10. background sensitivity
    - sensitivity towards heterogeneous learner characteristics: social, cultural and linguistic background

What is good CLIL teaching?

- „sprachsensibler Fachunterricht“
- „sprachfördernder Fachunterricht“ (Leisen 2013)
- verbalisation, negotiation of meaning
- intersemiotic transformations (Leisen 2005)
- scaffolding (Zydatiß 2010, Thürmann 2013)
The role of language in subject-matter teaching

- use of technical terminology?
- language as a means of transport?
- every lesson = a language lesson
- communicative and discursive subject matter learning
- everyday language, subject-specific language, classroom language, iconic language and symbolic language

What happens if you do not „talk the talk”

https://www.youtube.com/watch?v=8lBoFv6WEDQ

Intersemiotic transformations

Intersemiotic transformations

Activity

- Find examples of material for your own subject, which can be represented in different semiotic systems.

Empirical evidence?

- Video sequence: Hannoveraner Unterrichtsbilder (Mühlhausen 2006)
- CLIL Geography lesson, 10th grade, „Gymnasium”
- Topic: Coastline Features
- Scene 2: Revision of the tides
**Excursus: The tides**

- **Diagram:** Tides: the simple model

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**Activity**

Analyze the transcript concerning the following questions:
- types of teacher questions
- learner talk
- conceptual development
- teacher feedback and error correction

Develop an alternative scenario: Where should the teacher have reacted differently?

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**Additional empirical evidence**


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**How can the development of cognitive academic language proficiency be supported?**

- Cummins (2008)

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**Scaffolding**

- Characteristics of scientific language, systematic tasks, systematic language support, generic knowledge, methods, learning strategies

- Caring "All Times" screenshot

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**(Cummins 2008)**
Scaffolding: Theoretical foundations

- term introduced by Bruner (1983)
- socio-cultural theory (Vygotsky)
  - construction of meaning as joint activity
  - social interaction as crucial element in the development of language and thinking
  - zone of proximal development
  - collaborations of novices and "experts"

Scaffolding

discontinuous texts

Scaffolding: systematic language support

Language support

<table>
<thead>
<tr>
<th>Task</th>
<th>Language</th>
<th>Symbolic</th>
<th>Graphical</th>
</tr>
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<tbody>
<tr>
<td>Learn to use scientific language.</td>
<td>Write a research paper.</td>
<td>Create a diagram.</td>
<td>Draw a graph.</td>
</tr>
</tbody>
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Scaffolding: Focus on skills

Skills

1. Learn to use scientific language.
2. Write a research paper.
3. Create a diagram.
4. Draw a graph.

Scaffolding: The language of science

- What are the goals of scientific language and terminology?
- What makes scientific writing sound so scientific?
- Why and how is scientific language different from poetic language?
Conclusion: essential elements of teaching and learning in two languages

- obey the principles of any good teaching
- recognize the importance of verbalization
- support conceptual understanding through intersemiotic transformations
- support conceptual understanding and the development of academic language proficiency through scaffolding
- allow for reflections on the functions of language

Thank you very much for your attention!

References


Breidbach, Stephan (2012): The Semiotics of Learning and Learning: What has the Debate on Semiotics and Semiotic Praxis in Public Education Added Between 1985-2012?


