

Scaffolding in CLIL. What, why, how.

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Abstract

Scaffolding, as an instructional principle, is critical to students' success in CLIL. It means more than help, it involves the teaching and learning of new concepts and the development of the necessary skills to use your own understanding and ideas about those concepts in the future. In CLIL, this process is carried out in a foreign language, which means that students will not only form their own ideas but will also learn language. Therefore, scaffolding in CLIL addresses both the linguistic and the cognitive challenges posed by content. Through scaffolding, CLIL students are likely to become independent and autonomous learners. For this, teachers must design their own scaffolding strategy based on students' needs in order to build their confidence and challenge them at the right level. This strategy should include, firstly, a rich input (Meyer, 2010, p. 14). Secondly, the teacher must provide conceptual redundancy, peer interaction and negotiation of meaning through hands-on activities likely to help students to transform the input and make sense of it. Finally, students need an opportunity to produce or create something new with the information they have in order to show their understanding. According to Dale and Tanner (2012) this sequence involves reception, transformation and production scaffolding. Let's take a look at some scaffolding examples and ICT tools to design our own scaffolding strategies!



J-CLIL Workshop

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