Slide 1

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Scaffolding for Minority-Language Growth in ImDL Programs

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Slide 2

Language outcomes in ImDL programs
(Tedick & Lyster, 2022)

English language development

↗ ranges from equivalent to superior to that of students in all-English programs.

Minority-language development (Fortune & Tedick, 2015; Harley et al., 1990; Potowski, 2007; Tedick & Wesely, 2015; Tedick & Young, 2016)

↗ ImDL students develop good comprehension skills and functional levels of communicative ability in the minority language.

↗ Over time, however, majority-language speakers of English (as well as some L1 speakers of the minority language) achieve lower-than-expected production skills in terms of grammatical accuracy and lexical variety.

↗ Lower-than-expected outcomes have been correlated with increased use of English as students advance in grade level (regardless of L1).

Slide 3

They already use English, and yet...

↗ Despite progressively more use of English, its use has been justified as a cognitive support, specifically to facilitate content learning and to generate complex ideas (Cummins, 2007, 2014; Swain & Lapkin, 2013).
  ↗ This is because research has confirmed the benefits of L1 use by minority-language students.

↗ However, the benefits of English use by majority-language students have not been adequately substantiated by research to justify more use of English than is already the case.

↗ Because English enjoys a high status that militates against the use of other languages, guidelines for language use in ImDL programs need to be tempered in favour of the minority language.

Slide 4

Cognitive support or linguistic inequity?
(Ballinger et al., 2017; Lyster, 2019)

↗ The sociopolitical context of school settings needs to be considered in order to understand whether students use English as:
  ↗ a cognitive support for processing content through the minority language;
  ↗ a manifestation of a societal language imbalance that favours majority-language use.

↗ Whereas use of English can facilitate comprehension, processing content through the minority language is more likely to benefit minority-language development than use of English because of the depth of processing required (Tedick & Lyster, 2020).

Slide 5

Depth of processing: the extent to which a learner reflects on new information and links it to other relevant information *(Craik & Lockhart, 1972)*

↗ Greater depth of processing allows more information to be stored in long-term memory and thus to become more readily accessible.

↗ Shallow levels of processing require less elaboration and less analysis, leading to processing in short-term memory and thus reducing the likelihood of retention.

↗ Therefore, if ImDL students are encouraged to use English for "the purpose of working through complex ideas" (Swain & Lapkin, 2013), then deep levels of processing will occur in English and shallow levels in the minority language.

↗ This may facilitate comprehension, but with the consequence that English will be more readily available than the minority language and students will thus be more motivated to use English than the minority language.

Slide 6

Scaffolding can support depth of processing in the minority language

↗ ImDL teachers have multiple scaffolding strategies at their disposal to enable students to process subject matter through the minority language without using much English.

Scaffolding:
Assistance provided by teachers to help students understand and engage with content at levels higher than they would be able to reach on their own.

↗ If students are scaffolded in ways that help them process complex subject matter through the minority language, the deeper level of processing will help to push their minority language development forward...

The remainder of this talk...

Is divided as follows:

1. Scaffolding to support growth in the non-English language
   - Reactive scaffolding
   - Proactive scaffolding
2. Scaffolding to support biliteracy development by drawing on both languages
   - Bilingual read-aloud projects

Scaffolding to support minority-language growth

Proactive scaffolding	• Activities planned in a progression to promote metalinguistic awareness, and opportunities for practice in meaningful contexts.
Reactive scaffolding	• Scaffolding techniques that include questions and feedback to ensure that oral interaction is a key source of learning

Reactive Scaffolding

The importance of oral interaction in ImDL programs

- Oral interaction is a key source of L2 learning, and ImDL programs provide many rich opportunities for oral interaction about subject matter.
- **But how can students fully participate in the oral interaction in a language that they are still learning and know only partially?**
- The answer lies in the scaffolding that teachers provide to enhance oral classroom discourse so that it becomes a key source of learning.
- Teachers can scaffold oral interaction by:
  - making the input comprehensible
  - asking the right kinds of questions
  - using a range of feedback types

Scaffolding to make content comprehensible

Teachers can use "teacher talk" in the minority language to highlight both language and content rather than using English to facilitate comprehension.

- **Linguistic supports:**
  - repetition, paraphrase, synonyms, multiple examples
  - intonation, stress
  - lots of sequencing words and connectors (*First; However*)
- **Non-linguistic supports:**
  - gestures, eye contact, facial expressions
  - graphs, props, visual support

Teacher questions as scaffolding

- In their seminal study of classroom discourse, Sinclair and Coulthard (1975) found that the most typical teaching exchange consists of three moves:
  - an initiating (I) move by the teacher;
  - a responding (R) move by the student;
  - an evaluative (E) move by the teacher.
- IRE is predominant in classroom discourse because it helps teachers to monitor students' understanding.
- But...

> T: What would Max's emotions be?
>
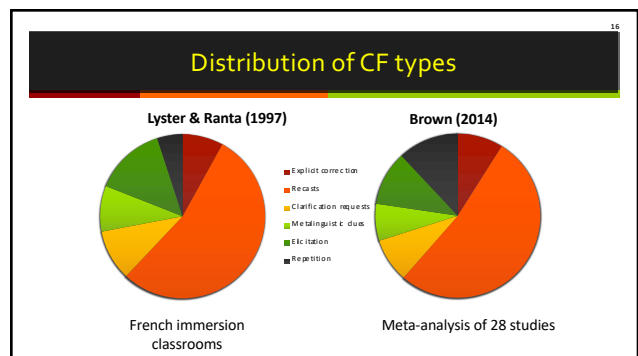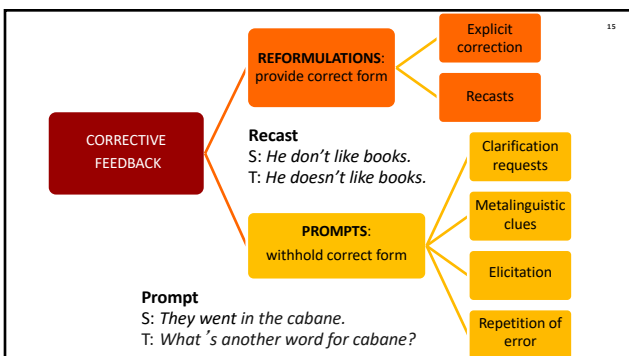> S: He would be very worried.
>
> T: Yes, very worried. That's a really good word. OK.

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Moving away from evaluative remarks toward elaboration requests (Echevarria & Graves, 1998; Nassaji & Wells, 2000)

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↗ The IRE sequence has been criticized as a transmission model of teaching:
  ↗ because it engages students only minimally;
  ↗ because evaluative comments such as "very good" may inhibit learning opportunities by serving a 'finale' function that precludes attempts by others to articulate their (mis)understanding or explore alternative answers (Wong & Waring, 2009).
↗ But, IRE can be enhanced by follow-up moves that avoid evaluation and instead request elaboration:
  ↗ *"What do you mean by that?"*   ↗ *"What makes you think that?"*
  ↗ *"Why do you think that?"*   ↗ *"Tell me more about that."*
  ↗ *"Can you be more specific?"*   ↗ *"Can you explain that a bit more?"*

Corrective feedback (CF) as scaffolding

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↗ defined as *responses to learner utterances containing an error* (Ellis, 2006)
↗ effectiveness confirmed by 4 recent meta-analyses: providing CF is more effective than not providing CF
↗ possibly most effective during interaction when students have something meaningful to say (Lightbown, 1991; Long, 1996)
↗ Research has shown that students have a preference for receiving CF, yet teachers are reluctant to provide CF believing that students prefer not to be corrected (e.g., Jean & Simard, 2011).
↗ CF plays an important scaffolding role, because it provides teachers with a means to integrate a language focus during subject-matter instruction.
↗ Teachers have at their disposal a range of CF types that either provide or withhold correct forms (Lyster & Ranta, 1997).

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CORRECTIVE FEEDBACK

REFORMULATIONS: provide correct form
— Explicit correction
— Recasts

Recast
S: *He don't like books.*
T: *He doesn't like books.*

PROMPTS: withhold correct form
— Clarification requests
— Metalinguistic clues
— Elicitation
— Repetition of error

Prompt
S: *They went in the cabane.*
T: *What's another word for cabane?*

Distribution of CF types

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Lyster & Ranta (1997)

French immersion classrooms

Brown (2014)

Meta-analysis of 28 studies

- Explicit correction
- Recasts
- Clarification requests
- Metalinguistic clues
- Elicitation
- Repetition

Why are recasts so frequent?
(Lyster, 1998 ; Tedick & Lyster, 2020)

↗ Recasts move lessons ahead when target forms are beyond students' abilities and/or entail complex structures.
↗ Recasts provide support on the spur of the moment to help learners complete learning tasks and express their understandings of content.
↗ But, they often go unnoticed…

I putted the plates on the table!
You mean, I put the plates on the table.
No, I putted them on all by myself!

It's ok to make errors, but…

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↗ Errors are:
  ↗ an integral part of learning a language
  ↗ signs that students are testing their linguistic knowledge.
↗ So, it's ok to make errors, because errors mean that learners are testing their hypotheses about the language.
↗ However, for learners to benefit from their errors, their hypotheses need to be confirmed or disconfirmed.
↗ Errors not followed by CF can become fossilized.

Decrease use of recasts in favour of more prompts
(Seedhouse, 1997, 2004; Tedick & Lyster, 2020)

- Teachers use recasts to avoid embarrassing students, but this contradicts the message that "it's OK to make errors."
- Students don't need to feel embarrassed and teachers shouldn't feel the need to camouflage student errors by recasting them.
- Instead, teachers can use prompts more frequently to help students to notice errors and to generate correct forms.
  - Learners remember information better when they take an active part in producing it rather than having it provided by an external source.
  - Retrieval from existing knowledge strengthens associations in memory so that subsequent retrieval is easier and quicker.

Prompts can encourage students to self-repair

S: *When they burned it, the guy just burned the books that he didn't write. He kept the books that he write, he wrote...*

When students are pushed by teachers to be more accurate while being supported by their peers in this endeavor, they become more aware of their speech and more likely to self-correct, which can be seen as the ultimate goal of CF.
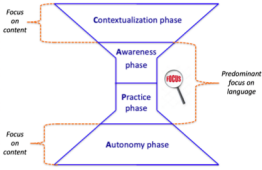
Proactive Scaffolding

The CAPA sequence
(Lyster, 2016, 2019; Tedick & Lyster, 2020)

- **C**ontextualization phase
- **A**wareness phase
- **P**ractice phase
- **A**utonomy phase

Focus on content → Contextualization phase → Awareness phase → Practice phase → Autonomy phase
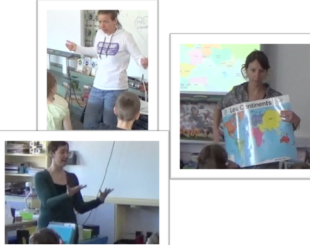
Predominant focus on language

Focus on content

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1. Contextualization establishes a meaningful context related to content usually by means of a text adapted to make specific target features appear salient and frequent.

2. Awareness encourages students to notice and to reflect on the target features in a way that helps them to discover the patterns governing their use in the text.

3. Practice provides opportunities for students to use the target features in a meaningful yet controlled context and to receive corrective feedback.

4. A**utonomy** enables students to use the features in more open-ended and autonomous ways in order to develop fluency and confidence in using the target language.

CAPA sequence designed and implemented by teachers in Grade 4

Content focus
Jacques Cartier's three voyages to 'New France': sequence of events and cause/effect relations.

Language focus
Passé composé to refer to completed actions in the past using *avoir* or *être* as auxiliary.

1. Contextualization phase

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- Students watch a narrated, time-lapsed, animated biographical video of Cartier created by the teachers.
- The narrative abounds with instances of the *passé composé* using one or the other auxiliary verb.
- Following the video, the focus stays on content as students discuss many questions about Cartier's voyages, although questions and answers already entail use of the *passé composé*.

2. Awareness phase

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- The text is projected on the interactive whiteboard with verbs in the *passé composé* highlighted in bold.
- Students are led to:
  - identify the tense of the highlighted verbs;
  - notice the two different auxiliaries;
  - prepare a list for future reference classifying verbs according to auxiliary.

PREMIER VOYAGE DE JACQUES CARTIER
Jacques Cartier **est né** en France à Saint-Malo en 1491. En 1532, le roi François Ier l'a **choisi** pour explorer le Nouveau Monde.
Cartier **est arrivé** dans la baie des Chaleurs en 1534 et a **rencontré** des Micmacs. À Gaspé, il a **planté** une croix et il a **déclaré** que les terres appartenaient au roi de la France.
DEUXIÈME VOYAGE DE JACQUES CARTIER
En 1535, Cartier **est parti** pour une deuxième expédition.
À Hochelaga, il a **rencontré** des Algonquins. L'hiver **est arrivé** vite et a **surpris** les Français. Le fleuve était gelé et les navires ne pouvaient plus bouger.
TROISIÈME ET DERNIER VOYAGE DE JACQUES CARTIER
En 1541, Jacques Cartier **est reparti** avec cinq bateaux. Au Kanata (Canada), Cartier et son équipe **ont construit** un fort. Pendant l'hiver, Cartier a **acheté** de l'or et des diamants que les Iroquoiens **ont trouvés**. Mais ce n'était que de la pyrite et du quartz.
Jacques Cartier **est mort** le 1er septembre 1557 à l'âge de 65 ans

*En avril 1534, Jacques Cartier **a levé** l'ancre et il **est parti** avec deux navires.*
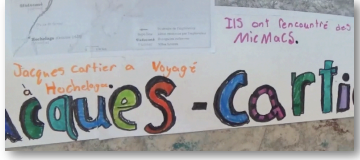
3. Practice phase

- Each student receives 1 of 5 images of an important event or place related to Jacques Cartier, then writes a description of the event using the *passé composé*.
- Students mingle to find others with the same image and as a group they synthesize their descriptions to create an historical account based on the image.
- They present their account to the whole class and the teacher provides feedback on both content and language.

4. Autonomy phase

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- In pairs, students first discuss and then select what they consider to be the most important among the many events in Cartier's life.
- Then they create an illustrated timeline depicting these landmark events in Cartier's career.
- As each group orally presents its timeline to the class, the teacher provides feedback on both language and content.

Teacher endorsements of the CAPA sequence

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- *"I realized it was a success when my students presented their timelines. **Some students who have difficulty in French were very successful in terms of both French grammar and Jacques Cartier's life. I think it was from often having repeated and manipulating the same information while sometimes focusing on French and sometimes on history**—that really helped a lot."*
- *"Seeing how they were all so eager about what we were doing—I thought, OK, I'm really captivating them."*
- *"This approach allows me to target specific language difficulties … in a structured way that is also concrete and motivating for my students."*

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Scaffolding to support biliteracy development

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How can students draw on their knowledge of two languages while developing a sense of linguistic and contextual integrity for each?

↗ Teachers need answers to this question because competition in schools for time and status between target languages often leads to the habitual use of one language over the other.

↗ The answer lies in teacher collaboration: Partner teachers of different languages can implement crosslinguistic pedagogy and co-design biliteracy tasks that begin in one language and continue in the other.

Cross-linguistic pedagogy

↗ makes connections across languages

↗ strengthens biliteracy development

↗ tried and tested in two bilingual read-aloud projects in Montréal

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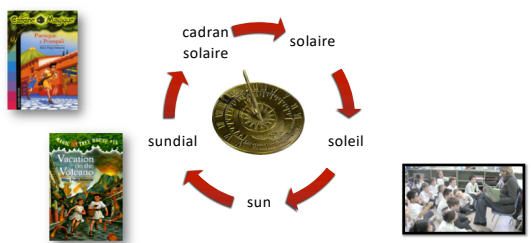### The Magic Tree House Project (Grades 1-3)
(Lyster, Collins, & Ballinger, 2009)

↗ English and French teachers read aloud from same 3 chapter books, alternating between chapters from the French and English versions.

↗ Before each reading, students explained previous chapter and made predictions for upcoming chapter;

↗ After each chapter, students made predictions for next.

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Connections within and across languages

cadran solaire → solaire

soleil

sundial

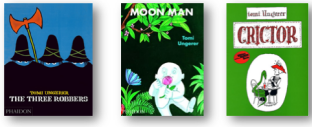sun

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Results of Magic Tree House Project

↗ Students responded positively through enthusiastic participation in read-aloud sessions and high ratings on student questionnaire.

↗ Teachers attributed high levels of motivation to the bilingual reading that helped all students to understand the stories, regardless of language dominance.

↗ Teachers collaborated to determine which chapters would be read in which language, but not to plan specific cross-linguistic objectives.

↗ So, we undertook a follow-up professional development project with built-in planning time for teachers and guidance in targeting cross-linguistic connections.

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The Tomi Ungerer Project (Grades 1-2)
(Lyster, Quiroga, & Ballinger, 2013)

↗ The teachers of both languages read aloud from three illustrated storybooks by Tomi Ungerer.

Content Focus	Language Focus
• Illustrated storybooks	• Derivational morphology
• *The Three Robbers*	• prefixes
• *Moon Man*	• suffixes
• *Crictor*	• bases

↗ They used a counterbalanced approach to focus on both content and language.

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Student outcomes and reactions
(Lyster et al., 2013)

↗ The experimental group significantly outperformed the comparison group on post-tests assessing morphological awareness in French:

↗ these positive effects in French were similar for all students receiving the biliteracy instruction irrespective of language dominance or program type.

↗ Concerning the reading of the stories in both languages, the teachers stated that students:

↗ "loved it"

↗ "enjoyed making connections between the two languages"

↗ "were very excited to hear it again in a different language"

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Summary and conclusion:
Favor minority-language use as much as possible

↗ ImDL teachers have multiple scaffolding strategies at their disposal to promote sustained use of the minority language during class time devoted to the minority language:

↗ Reactive strategies
  ↗ Linguistic and non-linguistic supports to facilitate comprehension; effective follow-up questions to push students to elaborate; corrective feedback to help students to self-repair.

↗ Proactive strategies
  ↗ Integration of language and content through variations of the CAPA sequence; collaborative cross-linguistic pedagogy to support biliteracy development across the curriculum.

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Thank you

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