

**The role of awareness, practice and feedback in CLIL**  
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**Research-based immersion outcomes**

(e.g., Harley et al., 1990)

*Development in L1 and content areas:*

- similar to students in regular programs

*Development in L2:*

- high communicative abilities and confidence
- native-like comprehension skills
- non-native-like production skills in:
  - grammatical accuracy
  - lexical variety
  - sociolinguistic appropriateness

**Explaining shortcomings**

- Students understand content while bypassing much of the grammar.  
*“We can understand discourse without precise syntactic and morphological knowledge”*  
*(Swain, 1988)*
- Some language features are non-salient or infrequent, e.g., of the verbs used by teachers:
  - 75% in the present or imperative
  - 15% in the past
  - 3% in the condition

*“From 9:00 until 3:30, I do not teach French. I teach subject matter, and French is learned through this content”* (Grade 1 immersion teacher, in Salomone, 1992)

**Counterbalanced instruction**

Research has long suggested that effective L2 instruction needs to **counterbalance** both form-oriented and meaning-oriented approaches.

- Counterbalanced instruction:
  - gives language and content objectives equal and complementary status
  - integrates **language and content** across three key components of instruction:
    - instructional input
    - student production
    - classroom interaction

**Form-focused instruction**

- draws learners’ attention to problematic L2 forms that are misused or avoided and often go unnoticed
- differs from traditional grammar lessons that emphasize memorization of forms out of context

- usually embedded in content-based or meaning-oriented tasks that provide contexts for
  - noticing and awareness
  - practice and corrective feedback

### **Instructional input**

Objectives to counterbalance

#### *Content objectives*

- Students will understand content by means of instructional techniques employed to make L2 input more comprehensible

#### *Language objectives*

- Students will engage with language features brought to their attention through noticing and awareness activities

### **Comprehensible Input**

(Met, 1994)

CLIL and immersion teachers:

- modify their speech
- emphasize key words or phrases
- use lots of repetition, paraphrases, and synonyms
- pause between phrases (wait time)
- use lots of visuals and gestures
- ensure predictability and repetition in instructional routines

### **Enhanced Input**

(Sharwood Smith, 1993)

Helps students to notice L2 features contrived to appear more **salient** or more **frequent** in oral and written input.

- enhancement of written input
  - COLOUR CODING
  - *Italics*
  - **bold**
  - CAPS
- enhancement of oral input
  - increased frequency
  - intonational stress

### **Awareness Activities**

Students need to do more than just notice enhanced forms in the input

They need to engage in metalinguistic reflection or analysis:

- *rule-discovery (inductive) tasks*
- *opportunities to compare language patterns, including L1-L2 contrasts*
- *metalinguistic information*

### **Noticing the conditional in science**

(Day & Shapson, 2001)

Students make scientific predictions:

- If you put an inflated balloon in the fridge over night, what would happen?
  - *the balloon would expand*
  - *the balloon would deflate*
  - *the balloon would burst*
- If you put a jar over a plant for 24 hours, what would happen?
  - *the leaves would fall off*
  - *the leaves would turn yellow*
  - *drops of water would form in the jar*

### Noticing comparatives and superlatives in science

*True or False?*

T / F Earth is **closer** to the Sun than Neptune.

T / F Mars is **the closest** planet to the Sun.

T / F Saturn is **farther** away from the Sun than Jupiter

T / F Pluto is **the closest** planet to the Sun.

### Noticing noun gender in social studies

(Lyster, 2004)

Endings of nouns in the students' social studies materials were made **salient** by means of typographical enhancement (**in bold**).

*Québec ressemblait de plus en plus à \_\_\_\_ vrai village doté notamment d' \_\_\_\_ deuxième habitation de Champlain, d' \_\_\_\_ chapelle, d' \_\_\_\_ magasin et d'autres bâtiments.*

### Student production

Objectives to counterbalance

*Content objectives*

- Students will use the L2 for academic purposes in content-based tasks to learn subject matter

*Language objectives*

- Students will use the L2 to practice language that they would otherwise avoid or misuse

### Science task: Create a perfectly balanced mobile

**Why?**

To understand the relationship between weight distribution and equilibrium.

**What?**

Students each create a hanging mobile made of string, dowel, and objects brought from home.

**How?**

They weigh objects, measure distance, and use algebraic formulae to determine the exact fulcrum points in order to ensure equal weight distribution and a perfectly balanced hanging mobile.

### Content-based tasks

- allow students to use L2 authentically for academic purposes
- create opportunities for
  - in-depth understanding
  - learning by doing

- hands-on experience
- *but, do not necessarily push students to refine their oral production skills*

### **Practice activities**

- engaging in an activity with the goal of becoming better at it (DeKeyser, 2007)
- opportunities for learners to use the target language in ways that help them automatize their use of target forms
- includes:
  - controlled practice (focus on accuracy)
  - communicative practice (focus on communicating)

### **Using the right 2<sup>nd</sup>-person pronouns in social studies**

(Lyster, 1994)

After studying about the settlement of Quebec in New France, students play roles to give directions, using a modern map of *Le Vieux-Québec*, addressing either a friend or an adult stranger.

#### **Role play**

*Tu es devant l'Hôtel de Ville à Québec et une dame que tu ne connais pas te demande comment aller au Château Frontenac.*

#### **Peer correction**

Each student begins with 5 tokens.

If student uses *tu* in formal context or *vous* in informal context, and partner notices the error, student gives up token.

### **Integrating grammatical gender into science**

(Lyster, 2004)

T/F exercises helped to review 'simple machines' and elicit correct gender markings.

1. \_\_\_ **poulie** est \_\_\_ **machine** simple qui n'est plus utilisée aujourd'hui. **V ou F?**

[*The pulley is a simple machine that is no longer used.*]

2. \_\_\_ **marteau** et le pied-de-biche peuvent servir de leviers. **V ou F?**

[*The hammer and crow-bar can be used as levers.*]

### **Using comparatives and superlatives to describe planets in the solar system**

- Students first learn about the different planets:
  - distance from the sun
  - orbit and rotation
  - diameter and mass
  - temperature
- Then they play a card game with cards representing each planet (Morgan, Perez, & Quiroga, 2011)
- After selecting a card, a player chooses a category such as temperature or distance and a judge decides if a higher or lower value will trump.
- If the player chooses *temperature*, the judge decides whether the winner will be the hottest or the coldest planet.
- If the player has Mercury and the judge chooses hottest, the player has to use comparatives and superlatives to explain why s/he wins:

- "I win because my planet is hotter than the others"
- "I win because my planet is the hottest."

### Using simple & conditional past tense forms in science

(Doughty & Varela, 1998)

*Make predictions then do experiment*

- Predict which ball will bounce the highest:
  - *basketball*
  - *soccer ball*
  - *rubber ball*
- Predict which type of paper will make the airplane fly the farthest:
  - *construction paper*
  - *folder paper*
  - *typing paper*

### **Lab Report**

1. Problem and procedures

2. Hypothesis

- What did you think would happen?  
***I thought that the rubber ball would bounce the highest***
- What did the teacher think would happen?  
***She thought that the basketball would bounce the highest***

3. Results and conclusions

### **Classroom interaction**

Objectives to counterbalance

*Content objectives*

- Students will be scaffolded in ways that ensure their participation and appropriation of new content

*Language objectives*

- Students will be given feedback that pushes them towards accuracy and beyond use of recurring interlanguage forms

### **Scaffolding**

- Provides learners with assistance to carry out tasks they would be unable to do on their own (*Jerome Bruner*)
- "A **temporary** framework for construction in progress" (*Courtney Cazden*)
- Teacher-student interaction plays a pivotal role in scaffolding that promotes continued L2 growth by means of:
  - initiating & follow-up questions in IRF exchanges
  - corrective feedback

### **Recasts**

- implicitly reformulate the student's utterance:
  - S: *It's because they don't get dead.*
  - T: *They won't die. Is something bad going to happen?*
- serve scaffolding functions that facilitate students' participation

- help students stay focused on meaning
- useful when:
  - the form is beyond a student's current abilities
  - the topic is new to students
  - the error is phonological

### Ambiguity of recasts

Recasts serve the same **scaffolding** functions as teachers' frequent repetitions of well-formed utterances that acknowledge or **rebroadcast** the student's utterance.

#### Non-corrective repetition

S: *Depends who's teaching.*

T: *Depends who's teaching.*

#### Recast

S: *Because he don't like books.*

T: *He doesn't like books...*

### The water cycle

T: *What's a stream?*

S1: *It's like **a small lake**.*

T: *Did we say it was "**a small lake**"?*

S1: *It's an **little river** [un petit rivièrè]*

T: *That's it. It's **a little river** [une petite rivièrè], OK? Because a lake is a place where there's water but it's a ...*

Ss: ***Like a circle.***

T: *What do they do to transport the wood?*

S3: *Um, you put the wood in the water and the um ... **Takes tree to an place and another person who puts the wood.***

T: *That's it. So, **they put the wood in the river so it gets transported from one place to another.***

T: *Why does she want to warm up do you think? Yes?*

S1: *Because she **\*has\*** too cold to go into all the ...*

T: *Because she **is** too cold, OK. Yes?*

S2: *She **\*has\*** too frightened.*

T: *Because she **is** frightened, yes.*

### Prompts

- do not provide the correct form and instead push students to self-repair:
  - S: *When they fire the books.*
  - T: *What do you mean when they fire the books?*
- help learners to focus on language form
- provide contexts of contextualized practice
- useful when:
  - students are familiar with the form
  - students are familiar with the topic
  - the error appears to have fossilized

### Hares

- T: *The hare. Joseph could you tell us what its means of defense that you see from this illustration?*
- S1: *It runs fast and it hops.*
- T: *It runs fast.*
- S2: *It jump.*
- T: *It jump?*
- Ss: *It jumps.*
- T: *It jumps, from the verb...?*
- Ss: *To jump.*
- T: *To jump. It jumps about. Right, it jumps. Next...*

### Porcupines

- T: *The porcupine? Sara?*
- S1: *It's the pines on its back, it's ...*
- T: *The pines. Do we say "pines"?*
- S2: *The upines.*
- T: *The ...?*
- S3: *The quills.*
- T: *The quills. Very good. The quills.*

### Recasts vs. prompts in classroom experimental studies

(Lyster & Saito 2010)

Meta-analysis of 15 classroom experimental studies comparing different CF types ( $N = 827$ )

- pre-tests before CF treatments followed by post-tests
- experimental groups vs. comparison groups

All CF types yielded significant effects

- Recasts yielded medium effect sizes whereas prompts yielded large effects
- Prompts were significantly more effective than recasts in within-group contrasts (i.e., across time)

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