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## What does it mean to be an immersion teacher?

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## Three of the many roles played by immersion teachers


- 1. Scaffolders**
  - They provide students with lots of support to understand and produce the target language.
- 2. Integrators**
  - They integrate language across the curriculum to shift students' attention between language and content.
- 3. Collaborators**
  - They work jointly with colleagues to strengthen connections across languages and content areas.



Part 1: Scaffolders

## Immersion teachers are scaffolders

- Immersion students are learning content in a language that students know only partially.
- So immersion teachers need to enhance and structure classroom discourse in ways that facilitate both content and language learning.
- To do so, they **scaffold** the interaction by:
  - making the input comprehensible
  - asking the right kinds of questions
  - using a range of feedback types




## Immersion teachers need to both provide and dismantle the scaffolding

- Scaffolding techniques enable students to:
  - understand the target language and engage with the content
  - accomplish tasks they would be unable to do on their own
- Because scaffolding is temporary, teachers need to:
  - provide just the right amount of support to make the language and content comprehensible
  - be demanding enough to ensure that learners engage in higher-order cognitive skills

## To make input comprehensible, immersion teachers are experts at:

- **redundancy**
  - repetition, paraphrase, synonyms, multiple examples, signals such as 'Let me put it another way'
- **signposting**
  - intonation, stress, discourse markers ('First', 'However')
  - 'wait time' between phrases to give students time to process language and interpret questions
- **non-linguistic support**
  - gestures, eye contact, facial expressions
  - graphs, props, visual support



### Immersion teachers use IRF exchanges

(Sinclair & Coulthard, 1975)

**Initiating move (I)**  
T: *Who won the War of 1812?*

**Response move (R)**  
S: *Canada.*

**Follow-up move (F)**  
T: *Yes, that's right.*


The IRF sequence has been criticized:

- as a teacher-centered transmission model of teaching
- for engaging students only minimally

### IRF exchanges: Why the criticism?


**From teacher to student:**

T: *How did you come to school today?*  
S: *I came by bus.*  
T: *That's right!*




**Now imagine this:**

S: *How did YOU come to school today?*  
T: *I came by car.*  
S: *Yes, that's right!*



### Immersion teachers are expert at asking for elaboration

- IRF is predominant in classroom discourse because it helps teachers to monitor students' understanding.
- IRF can be enhanced by follow-up moves that avoid evaluation and instead request elaboration:
  - "What do you mean by that?"
  - "Why do you think that?"
  - "How do you know?"
  - "What makes you think that?"
  - "Tell me more about that."
  - "Why might that be?"





(from Echevarria & Graves, 1998)





### Immersion teachers need to orchestrate a variety of corrective feedback (CF) types

- **CF types:**
  - *Reformulations* provide the correct form to students
  - *Prompts* push learners to self-repair without providing the correct form
- **Effectiveness of CF:**
  - confirmed by classroom intervention studies
- **Paradoxes to think about:**
  - Teachers hesitate to interrupt students yet CF may be most effective during interaction when students have something meaningful to say.
  - Teachers are reluctant to provide CF believing that students prefer not to be corrected yet, according to research, students express a strong preference for receiving CF.

### Reformulations

- **Recasts** (Lightbown & Spada, 2013)
  - S1: *Why **you** don't like Marc?*
  - T: *Why **don't** you like Marc?*
  - S2: *I don't know, I don't like him.*
- **Explicit correction** (Lyster & Ranta, 1997)
  - S: *We cut the straws into six different **thicknesses**...*
  - T: *I want you to use the word **lengths**. You cut the straws into different lengths. Not thicknesses.*

### PROMPTS


- 1. Clarification request**
  - S: *When they **fire** the books uh—*
  - T: *When they **what**?*
  - S: *When they **fire** the books.*
  - T: *What do they mean when they fire the books?*
- 2. Repetition**
  - S: *Il **bond**. [It jump.]*
  - T: *Il **bond**? [It jump?]*
- 3. Metalinguistic clue**
  - T: *Le porc-épic? Sara?*
  - S: *C'est **les piques** sur le dos, c'est..*
  - T: *Les piques. Est-ce qu'on dit « les piques »?*
- 4. Elicitation**
  - S: *Ben y a un **jet de parfum** qui sent pas très bon...*
  - T: *Alors un jet de parfum, on va appeler ça un...?*

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**Immersion teachers can use recasts to model academic language** (Gibbons, 2003)

S: *the magnets you can feel . feel the . that they're not pushing ... and if we use the other side we can't feel pushing*

T: *OK so when .. they were facing one way .. They/you felt the magnets attract and stick together/when you turn one of the magnets around you felt it (repelling ) or pushing away .. OK thank you, well done.*



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**Immersion teachers can use prompts to push for more academic language** (Gibbons, 2003)

T: *Tell us what you found out.*

S: *We found out that the south and the south don't like to stick together.*

T: *Now let's start using our scientific language Michelle.*

S: *The north and the north repelled each other and the south and the south also .. repelled each other but when we put the/ when we put the two magnets in a different way they/ they attracted each other.*



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**Towards more equal distribution of recasts and prompts?**

French Immersion      Japanese Immersion

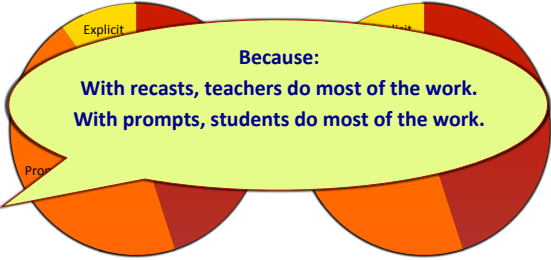
Explicit

Because:


**With recasts, teachers do most of the work.**

**With prompts, students do most of the work.**

Prompts



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**Part 2: Integrators**

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**Why immersion teachers need to integrate language and content**

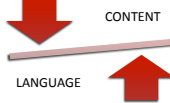
- Swain (1988) proposed that content teaching on its own was not necessarily good language teaching:
  - *it needs to be complemented and manipulated to maximize language learning*
- Lightbown (2014) proposed that without integrating language and content:
  - *students are deprived of opportunities "to focus on specific features of language at the very moment when their motivation to learn them may be at its highest"*

*(CAVEAT 1: There is nothing simple about doing this!)*

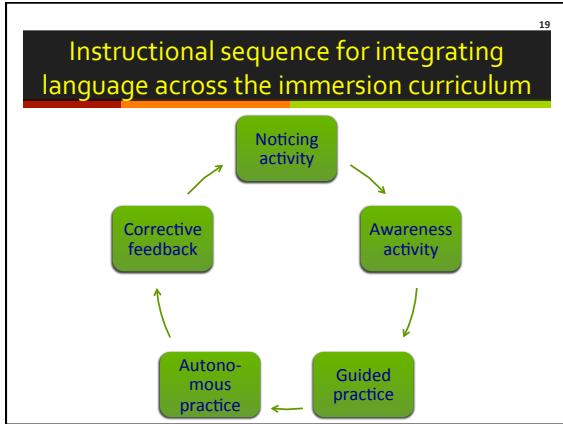
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**Integrating language and content through "counterbalanced" instruction** (Lyster, 2007)

- emphasizes language across the curriculum
- draws students' attention to language in content-driven classrooms and to content in language-driven classrooms
- shifts students' attention between language and content in ways that strengthen connections in memory and increase depth of learning



*(CAVEAT 2: There is nothing simple about doing this either.)*



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### Instructional sequence for integrating language across the immersion curriculum

- Noticing activity**
  - In a context related to content, students' attention is drawn to a problematic L2 features highlighted through typographical enhancement
- Awareness activity**
  - Students engage in some degree of meta-linguistic reflection so they become more aware of the pattern.
- Guided practice**
  - Students are pushed to use the features in a meaningful yet controlled context in order to develop automaticity and accuracy.
- Autonomous practice**
  - In a context related to content, students are encouraged to use the features in more open-ended ways to develop fluency, motivation, and confidence.

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### What do you notice in the Awareness Test?

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### Grammatical gender is a moon-walking bear

- "may be the single most frustrating and difficult part of the study of French L2" (Tucker et al., 1977)
- Grammatical gender markers:
  - are not salient in classroom discourse
  - do not convey semantic distinctions
- Teachers encourage students to learn gender on an item-by-item basis in spite of rule-governed patterns:
  - 80% of nouns have endings that reliably predict their gender (Lyster, 2006)

Some feminine endings	Some masculine endings
-ie, -ine, -tion, -ise, -ure	-age, -ment

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Noticing activity

Après avoir reçu la mission de fonder une colonie en Nouvelle-France, Samuel de Champlain a choisi, pour faire un établissement permanent, le site où se trouve aujourd'hui la ville de Québec. C'est parce que cet endroit avait un grand avantage. La fourrure était très présente. [...] De plus, la colonie se situait sur le fleuve St-Laurent, ce qui donnait accès au cœur du continent et ouvrait peut-être un passage vers la Chine.

La vie dans la colonie était très dure. Le défrichement de la forêt était difficile et la nourriture manquait. Les colons risquaient donc de mourir de la famine ou encore du scorbut, une maladie très grave. La survie d'une grande partie de la population dépendait donc de la marchandise venant de France. Mais, en 1629, les Anglais ont pris Québec et la Nouvelle-France est restée aux mains de l'Angleterre pendant trois ans. Par la suite, Champlain est revenu pour reprendre les rênes de la colonie.

Petit à petit, la population de la colonie augmentait, le défrichement devenait moins difficile. [...].

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### Awareness activity: detecting patterns

Terminaison	Noms retrouvés dans le texte	M ou F?
-age	un avantage, un passage	M
-tion, -sion	la mission, la population, la fondation	F
-ment, -ent	un établissement, le défrichement, du continent	M
-ine	la Chine, la famine	F
-ie	rune/la colonie, la vie, une partie, la survie, une maladie	F
-ise	la marchandise, une église	F
-ure	la fourrure, la nourriture	F


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### Guided practice: Riddles for reviewing content

<ul style="list-style-type: none"> <li>Je sers à couvrir certains mammifères et à faire des manteaux bien chauds.                     <ul style="list-style-type: none"> <li><i>(I am what covers certain mammals and can be made into warm coats.)</i></li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Je suis l'enlèvement des arbres dans le but de préparer la terre pour la culture.                     <ul style="list-style-type: none"> <li><i>(I am the removal of trees in order to prepare the land for cultivation.)</i></li> </ul> </li> </ul>	

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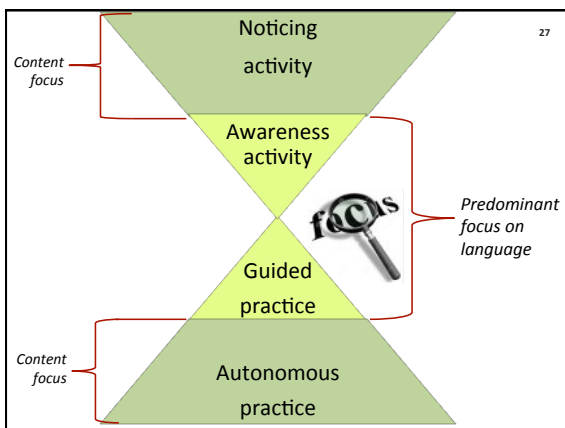
### Autonomous practice related to content themes




Compare the attitudes of people in New France with those of people today concerning the fashionability of fur. *[Comparez les attitudes des habitants de la Nouvelle-France et celles de nos jours à l'égard de la mode de la fourrure.]*



Compare the attitudes of people in New France with those of people today concerning deforestation. *[Comparez les attitudes des habitants de la Nouvelle-France et celles de nos jours en ce qui concerne le défrichement de la forêt.]*



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### Part 3: Collaborators

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### Integrated language learning (Cummins, 2007)

- Integrated language learning:
  - entails connections across languages
  - strengthens biliteracy development
  - diminishes the “two solitudes approach”
- “It seems reasonable to teach for **two-way cross-lingual transfer** (L1 to L2, L2 to L1) in order to render the process [of biliteracy development] as effective as possible”

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### Integrated language learning

- But how can teachers encourage students to draw on their knowledge of both languages while developing a sense of linguistic and contextual integrity for each language on its own?
- Teachers need answers to this because competition for time and status between target languages often leads to the habitual use of one language over the other.
- Teachers of different languages but of the same group of students can collaborate to co-design biliteracy tasks that begin in one language and continue in the other.

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## Research on biliteracy instruction in Montreal

- Project 1 : *Bilingual read-aloud project*
  - Lyster, Collins, & Ballinger (2009)

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- Project 2: *Teacher collaboration for integrated language learning*
  - Lyster, Quiroga, & Ballinger (2013)

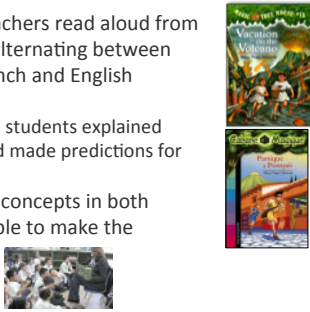
Éducation, Loisir et Sport  
**Québec**

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## Bilingual read-aloud project in Montreal

(Lyster, Collins, & Ballinger, 2009)

- English and French teachers read aloud from same chapter books, alternating between chapters from the French and English versions.
  - Before each reading, students explained previous chapter and made predictions for upcoming chapter;
  - Students learned new concepts in both languages and were able to make the connections.



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## Results

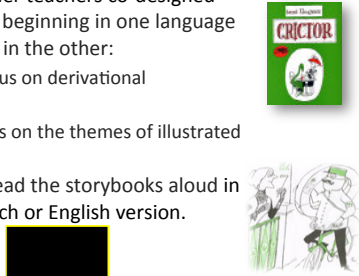
- Students responded positively and enthusiastically:
  - Teachers felt that motivation was due to the bilingual reading that helped all students to understand the stories, regardless of language dominance.
  - Having to switch their attention from one language to another appeared to enhance rather than hinder students' understanding of the stories.
  - Alternating languages may have increased the students' depth of processing while also increasing their engagement with the stories, which may have been given more importance than usual because two different classes and two different teachers were involved rather than only one.

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## Teacher collaboration for integrated language learning


(Lyster, Quiroga, & Ballinger, 2013)

- 2<sup>nd</sup>-grade partner teachers co-designed biliteracy tasks beginning in one language and continuing in the other:
  - language focus on derivational morphology
  - content focus on the themes of illustrated storybooks.
- Each teacher read the storybooks aloud in either the French or English version.



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*For his **bravery**, a nice medal was awarded to the **heroic** snake.*



*Pour sa **bravoure**, le serpent **héroïque** reçut une belle médaille.*

heroic  
• heroism

brave  
• bravery


HERO

UN HÉROS

héroïque  
• l'hérosime

brave  
• la bravoure

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*« Il trouva la cellule vide et terrorisa les gardiens par ses **hurlements** ».*

*Crictor was a **helpful** snake... the **faithful** boa awoke and furiously attacked the burglar.*

Students were encouraged to detect the words **help** and **faith** in **helpful** and **faithful** and then to form by analogy similar adjectives from nouns such as **beauty**, **care**, **peace**, and **play**.

un hurlement → hurler  
 un bâtiment → bâtir  
 un jappement → japper

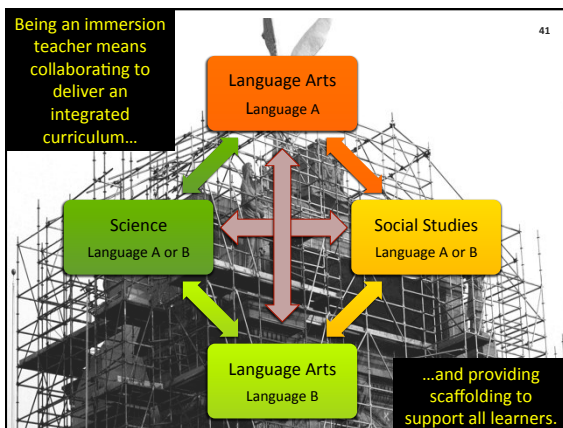
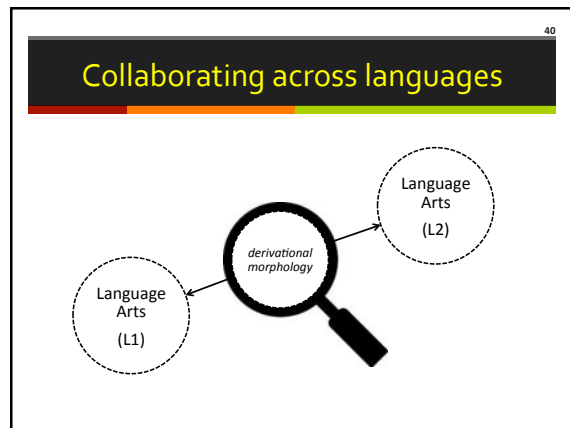
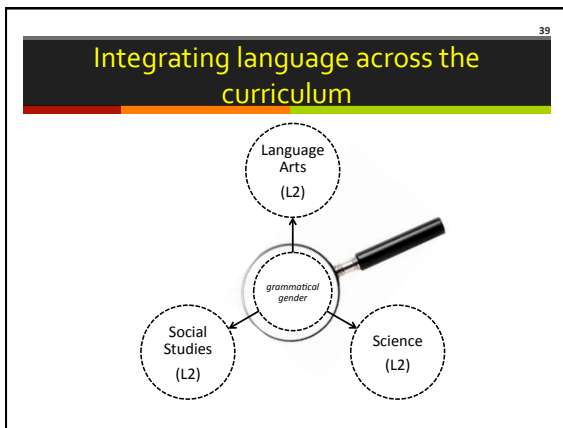
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## Student outcomes and reactions

- Experimental group significantly outperformed comparison group in French morphological awareness test.
  - positive effects in French were similar for all students irrespective of language dominance
- About reading the stories in both languages, the teachers said that students:
  - *"loved it"*
  - *"enjoyed making connections between the two languages"*
  - *"never complained about hearing the same book"*
  - *"were very excited to hear it again in a different language"*
- One teacher said that even during math class, students would stop and say:
  - *"Oh look! A little word inside a big word!"* **addition**

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## Part 4: Conclusion



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Thank you  
Merci

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