

## どの学習でも Scaffolding (手助け) は必要

- CLIL は、学ぶ内容 (content) と言語 (英語と日本語) (languages) の統合学習 (integrated learning)
- CLIL の学習では Scaffolding が大切
- Scaffolding に定型はない
- Scaffolding = Just in time / One step at a time

“The idea of scaffolding is based on work by **Wood, Bruner and Ross (1976)** and **Vygotsky (1978)**. Builders use temporary scaffolds to support a building during construction, and then – once the building can stand alone – the scaffold is removed.”

- CLIL Activities (Tanner & Dale, 2012)

- Scaffolding vs. Helping どう違うのか？

足場（を作る/かける/組む）... 建物を建てる際や工事の際に組む足場は、その作業をするために必要ですが、建築や工事が終われば外します。

過剰な足場を組まない、足場は必要なだけ作る、足場は必要がなくなればすぐに外す、しかし、必要になれば、また足場をかける



## 自律学習 (learner autonomy)

では、どうするか？



- <https://www.indeed.com/career-advice/career-development/vygotsky-scaffolding>

**The Zone of Proximal Development** is a model developed by the Russian psychologist **Lev Vygotsky (1896–1934)**. It states that **learning is most successful in a social context**, meaning that people learn more and develop further when they are supported by somebody who is more advanced in a certain area and functions as their mentor (or social pedagogue).

Vygotsky defines the zone of proximal development as ‘the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers’.

- <https://www.thempra.org.uk/social-pedagogy/key-concepts-in-social-pedagogy/the-zone-of-proximal-development/>

## **Sociocultural theory 社会文化理論**

- The role of **social interaction, language, and cultural context** in shaping children’s learning and cognitive development.
- **Early childhood education** in relation to play, scaffolding, and collaborative learning

- <https://thevoiceofearlychildhood.com/introduction-lev-vygotsky/>

## Cognitivism 認知理論

Cognitivism posits learning as an active mental process involving the acquisition and organisation of knowledge, emphasising the role of **cognitive processes** such as memory, problem-solving and information processing.

Learning is built through **mental structures** enabling understanding and skills development with an emphasis on comprehension and critical thinking.

- [https://library.cardiffmet.ac.uk/learning/learning\\_theories/cognitivism](https://library.cardiffmet.ac.uk/learning/learning_theories/cognitivism)

## Social Cognitivism (Social Cognitive Theory) 社会認知理論

**Social Cognitivism** is a learning theory developed by Albert Bandura in the 1960s in response to the extremist behaviorist views and psychoanalytic views of learning.

In a social cognitivist view, **behavior is shaped either by personal characteristics, environmental factors, or both**. According to Bandura (1977), “...man is neither driven by inner forces nor buffeted helplessly by environmental influences. Rather, psychological functioning is best understood in terms of a continuous reciprocal interaction between behavior and its controlling conditions” (Bandura, 1986).

Learning is affected by cognitive, behavioral, and environmental factors (Bandura, 1991).

CLIL は、これらの考え方を尊重しているが、もともとこのような理論があって生まれたわけではありません。Scaffolding は必ずしも CLIL だけではなく、学びには、認知的、行動的、環境的、社会的、個別的などなどの工夫が必要です。目標は、自律学習です。

## 具体例

- CLIL の学びにおいては、型を決めないことが大切
- 「目標を立て、手立てをして、指導し、評価する」という基本に縛られない柔軟な対応
- 多様な scaffolding の工夫

- 内容に関する scaffolding

英語と日本語 transanguaging (meaning-making)  
動画、静止画、絵、図、表など  
多様な英語発音、発話など  
Authentic materials +  
背景資料

- 言語に関する Scaffolding

英語と日本語 transanguaging  
言語のレパートリー linguistic repertoire  
必要な知識 grammar, vocabulary, pronunciation  
必要な技能 listening, reading, speaking, writing

- 理解のための Scaffolding

質問する questioning  
学び合う learning together  
教え合う teaching together  
協力する collaborating, supporting  
話し合う communicating  
心地よく学ぶ comfortably learning

- 学びのための Scaffolding

何でも使って学ぶ using anything

自律して学ぶ     learning autonomously  
学びを考える     thinking how to learn

- 思考のための Scaffolding

学びを話し合う   sharing what/how to learn  
学びをふりかえる   reflection on learning  
学びを計画する    learning to learn

- 文化理解のための Scaffolding

経験する     experiencing actually  
本物で学ぶ   authentic learning  
文化間理解をする   developing intercultural awareness  
他者を考える   understanding others

- コミュニケーションのための Scaffolding

英語と日本語    languaging, translanguaging  
言語のレパートリー   using linguistic repertoire  
意味を伝える    negotiation of meaning  
聞く、話す     listening, speaking  
やりとりをする    interacting, small talk

- Scaffolding は、結局、学習者にとって、Just in time / One step at a time の工夫です。
- オールイングリッシュ(English only)では、Scaffolding が限られます。
- Translanguaging pedagogies の方が、多くの面で適切です。
- ただし、教師は、総じて、English を使用する必要があります。
- さらに、学習者には、English を使う機会を多くして、そのための Scaffolding を工夫する。



## 5 Scaffolding Strategies To Bolster Student Learning

<https://www.youtube.com/watch?v=axelin36pmM>

