



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

Enfoque CLIL

Session 1



Donna Lee Fields, Ph.D.
12, 18, 25 noviembre 2021
2 diciembre 2021



Please download from MOODLE:

<https://www.edu.xunta.gal/centros/cfrvigo/aulavirtual/course/view.php?id=1349#section-1>

- 1. Roles*
- 2. CLIL Essentials*
- 3. Elementos esenciales de CLIL*
- 4. Bilingual advantage*
- 5. La ventaja de ser bilingüe*

SESIÓN 1 – VIERNES, 12 DE NOVIEMBRE, 16.30 –
19.30



XUNTA DE GALICIA
CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

[https://eduxunta.webex.com/eduxunta-
en/j.php?MTID=m9428795b9df51619f7740ef9b92a2727](https://eduxunta.webex.com/eduxunta-en/j.php?MTID=m9428795b9df51619f7740ef9b92a2727)

SESIÓN 2 – JUEVES, 18 DE NOVIEMBRE, 16.30 –
19.30

[https://eduxunta.webex.com/eduxunta-
en/j.php?MTID=m8527946fedd352bfa0fb7c365e88497f](https://eduxunta.webex.com/eduxunta-en/j.php?MTID=m8527946fedd352bfa0fb7c365e88497f)

SESIÓN 3 – JUEVES, 25 DE NOVIEMBRE, 16.30 –
19.30

[https://eduxunta.webex.com/eduxunta-
en/j.php?MTID=m1dca7f2669bde7920c48ba436088003b](https://eduxunta.webex.com/eduxunta-en/j.php?MTID=m1dca7f2669bde7920c48ba436088003b)

SESIÓN 4 – JUEVES, 2 DE DICIEMBRE, 16.30 – 19.30

[https://eduxunta.webex.com/eduxunta-
en/j.php?MTID=mab4e418fcab0798eda936b9b9f1afe59](https://eduxunta.webex.com/eduxunta-en/j.php?MTID=mab4e418fcab0798eda936b9b9f1afe59)





- I'm so impressed with the way you explained...
- Thank you for sharing that idea about...
- We appreciate your clarity in saying...
- Your idea of _____ showed a lot of critical thinking...



**This is not *my* workshop. This is *our* workshop.
This is not *my* class. This is *our* class.**

**What is the difference between
teaching and *learning*?**



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA



**La ventaja de ser bilingüe
El impacto del aprendizaje de lenguas
en la mente y el cerebro**

DOCUMENTO DE OPINIÓN SOBRE
EL VALOR Y EL FUTURO DE LA EDUCACIÓN EN LENGUAS

EduCluster Finland
University of Jyväskylä Group
Finland



**The Bilingual Advantage
Impact of Language Learning on Mind & Brain**

REPORT ON THE VALUE AND FUTURE OF LANGUAGE EDUCATION

EduCluster Finland
University of Jyväskylä Group
Finland

**Speaking more than one
language is being shown
to bring cognitive
benefits.**

**These may be associated
with increased use of the
brain.**

**One potential benefit is
mental flexibility which
can lead to enhanced
creativity.**

Spotlight: Quality education for all during Covid-19 crisis

Report



Hundred Global Collection: 2021

Report

NOVEMBER 2020

HUNDRED.ORG



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

Spotlight: Visual Arts



hundrED

IN PARTNERSHIP WITH



Spotlight: Bilingual Education

Report

SEPTEMBER 2020

HUNDRED.ORG



Spotlight: Creativity

Report

SEPTEMBER 2020



hundrED

IN PARTNERSHIP WITH



Roles

SECRETARY

TAKES NOTES ON COMMENTS AND CONCLUSIONS
DOWNLOADS AND UPLOADS MATERIALS TO THE BREAKOUT
ROOMS

FACILITATOR

CLARIFIES ANY DOUBTS OF GROUP MEMBERS AND KEEPS
WORK ON TRACK

SPEAKER

VERBALISES THE COMMENTS AND CONCLUSIONS OF
GROUP



Getting to know each other Translanguaging...CLIL

In your groups:

- Download 'Getting to Know Each Other the CLIL Way' from Moodle platform
- Choose a role
- Introduce yourselves
 - your name
 - teaching level
 - where live
 - where you work
 - Say something personal the others might not know about you that's kind of fun
- Share what you know about the CLIL approach
- Translate to Spanish or Galician
- The Secretary will copy this information in the chat when we come back to the Main Room (English, Spanish, Galician).



SECRETARIO/SECRETARIA

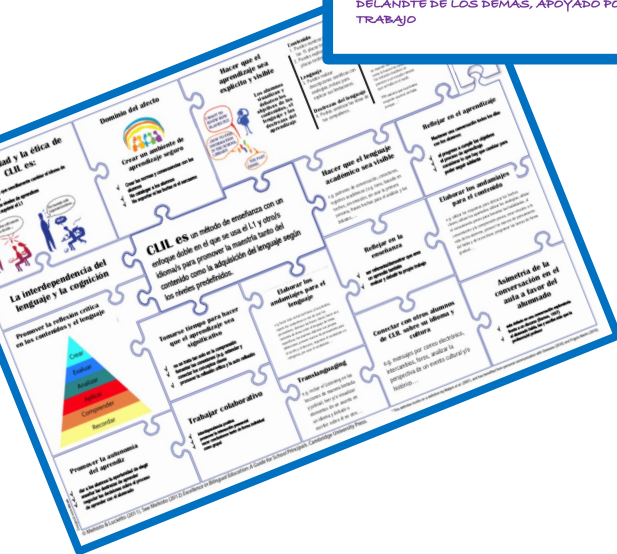
- APUNTA LOS COMENTARIOS Y CONCLUSIONES DEL GRUPO
- DESCARGA LAS ACTIVIDADES, COMPARTE PANTALLA PARA MOSTRARLAS CON LOS DEMÁS MIEMBROS DEL GRUPO

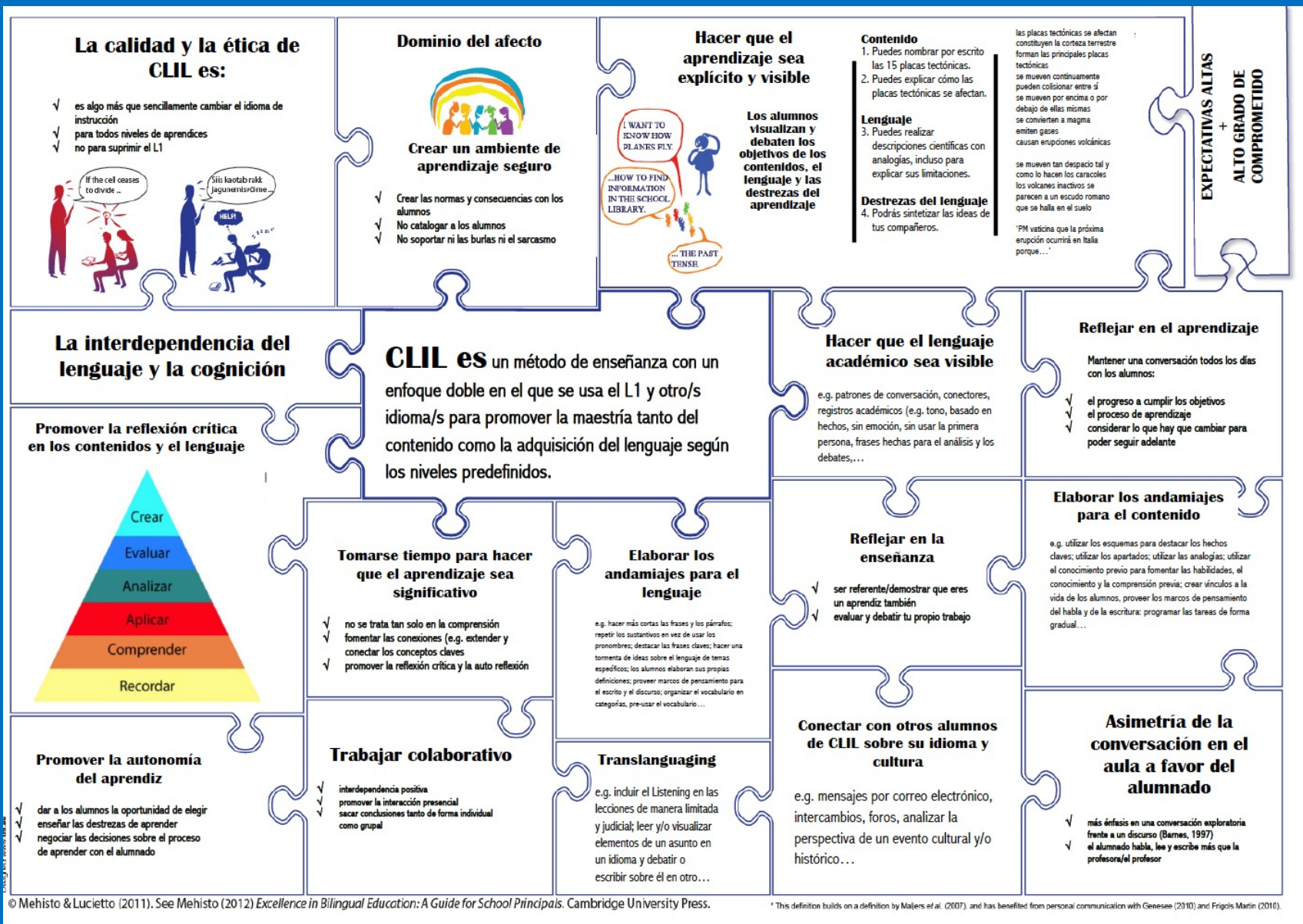
FACILITADOR

- BUSCA LAS RESPUESTAS CUANDO SURGEN DUDAS
- PROCURA QUE EL TRABAJO SIGA ADELANTE A PESAR DE LAS DUDAS, CONFLICTOS, DISTRACCIONES, ETC.

PORTAVOZ

- VERBALIZA LOS COMENTARIOS Y CONCLUSIONES DEL GRUPO DELANTE DE LOS DEMÁS, APOYADO POR SUS COMPAÑEROS DE TRABAJO





Which elements
of the CLIL
approach did
we use in this
activity?

Doing something different can be scary.

**The bad news is that
you're falling
through the air with
nothing to catch
you, not even a
parachute.**



The good news is that there's no ground.



**What are some of
my objectives for
this session?**



Objectivos:

- ☐ **Compare the general model of bilingualism and the CLIL approach**
- ☐ **Go deeper into the 5C of the CLIL approach**
- ☐ **Consider the best educational practices that create positive learning environments**
- ☐ **Participate in different Mini-Lessons that are adapted to the CLIL approach**
- ☐ **Reflect on the session**

- Choose a role
- Make a list of 5 differences between the general bilingual model and the CLIL approach
- Write the list in the chat in the main room.



CONTENT

LANGUAGE



Most Valued Professional Skills 2021

(World Economic Forum)

- **Problem-solving**
- **Critical thinking**
- **Creativity**
- **People management**
- **Coordination with others**
- **Emotional intelligence**
- **Fairness in decision making**
- **Service oriented**
- **Negotiation**
- **Cognitive flexibility**



***Which* is better: Bilingual Education or the CLIL Approach?**

***Why* is it important to know the difference between the two educational practices?**

How are the top 10 employability skills relevant to using the CLIL approach?

***What if* you created your own school. Which approach would you choose?**

Scaffolding

Magie.com

SCAFFOLDING	
BODY OF LESSON	
REFLECTION	

You've just participated in a Mini-lesson.



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN E ORDENACIÓN UNIVERSITARIA

How can we adapt this scaffold to our lessons?



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

SCAFFOLD COMPARE AND CONTRAST About Food

chocolate
yogurt
onions
grains
water



Cupcakes have **a lot of fat**.
We eat them in **small amounts**.
On the other hand, we can eat
cheese **several times a week**.

Candy **has a lot of fat and sugar**.
We should only eat **occasionally**.
On the other hand, bread is **rich in
vitamins and minerals** and we must
eat it every day.

How can we adapt this scaffold to our lessons?



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

SCAFFOLD

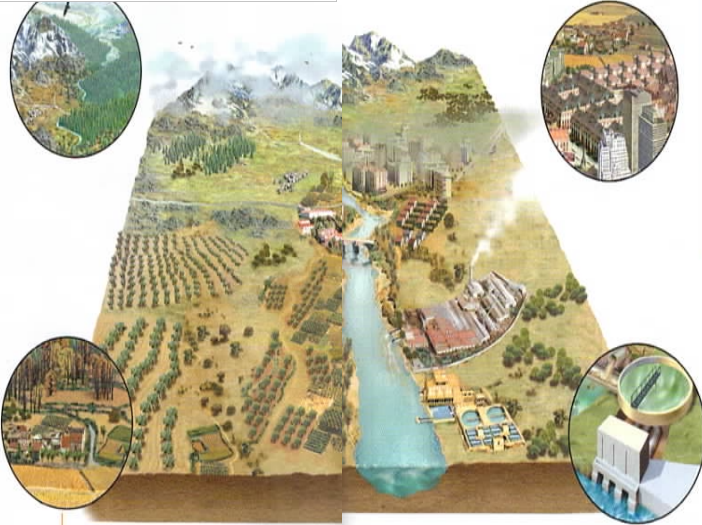
COMPARE AND CONTRAST

Human, Physical and Regional Geograpy

While regional geograpy includes.....

One similarity between physical and regional geograpy is....

Although human geograpy includes....



Physical geography

This branch studies the Earth's physical environment including its ecosystems, with which humans interact.

Specialists in this branch:

- manage and organise natural areas
- prepare environmental impact studies
- predict and, if possible, prevent natural hazards
- provide environmental education

Human geography

This branch seeks to explain how, as humans, we adapt our activities to our surroundings and analyses the form of spatial organisation.

Specialists in this branch:

- prepare transport plans
- analyse the best places to locate factories and shopping centres
- explain the causes behind the existence of deprived areas in cities

Regional geography

This branch allows us to analyse the relationship between specific geographic areas and society, and study any potential problems.

Specialists in this branch:

- work in spatial planning and decide which geographic areas should be protected and which can be used for certain activities
- decide where to build elements of infrastructure

Info bite

Geographical knowledge has always been strategically important for governments. The United States Central Intelligence Agency (CIA) has a department dedicated entirely to making maps of other countries. Governments can gain highly detailed geographical information through high-resolution satellite images or photos taken by drones from the air.

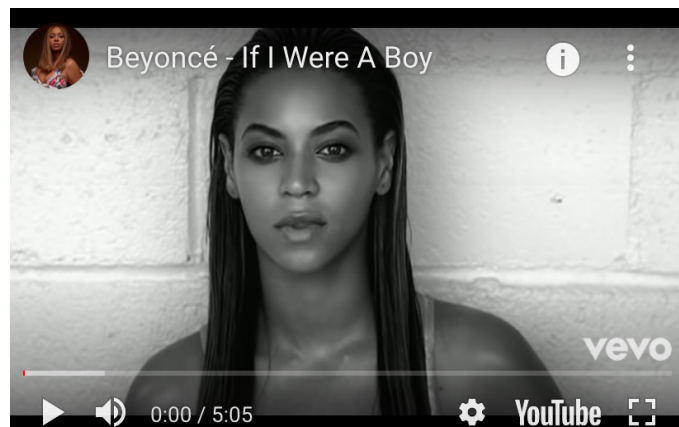


How can we adapt this scaffold to our lessons?

SCAFFOLD

COMPARE AND CONTRAST

Language: 2ND AND 3RD CONDITIONAL SENTENCES



Adele - If It Hadn't Been for Love (Live @ The Royal Albert Hall)

If I were a boy
I would roll out of bed in the morning
And throw on what I wanted and go
If I were a boy
I would turn off my phone
and tell everyone it's broken
If I were a boy
I think I could understand
How it feels to love a girl

If it hadn't been for love
I would never have hitch hiked to
Birmingham
If it hadn't been for love
I would never have caught the train to
Louisiana
If it hadn't been
I would never have run through the
blinding rain
Without one dollar to my name

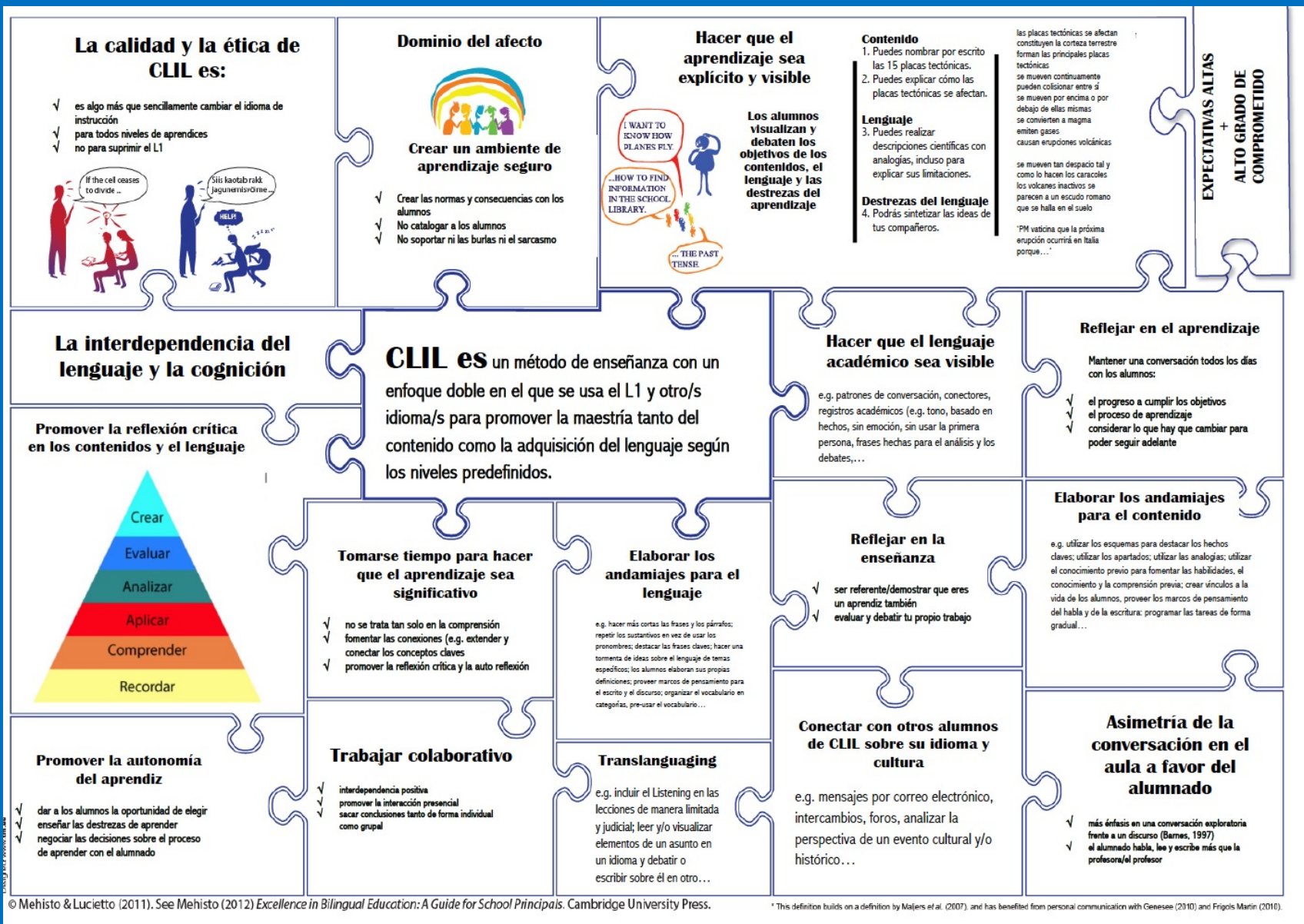
- Beyoncé uses the 2nd conditional in her song 'If I were a boy'. That means that she uses the 2nd conditional structure: If I were..I would.
- On the other hand, in Adele's song 'If it hadn't been for love', she uses the 3rd conditional. That means she uses the structure 'If it hadn't been...I would never have...'

2nd conditional sentences in
Beyoncé's song:

- If I were a boy, I would roll...

3rd conditional sentences in
Adele's song:

- If it hadn't been for love, I would never have...

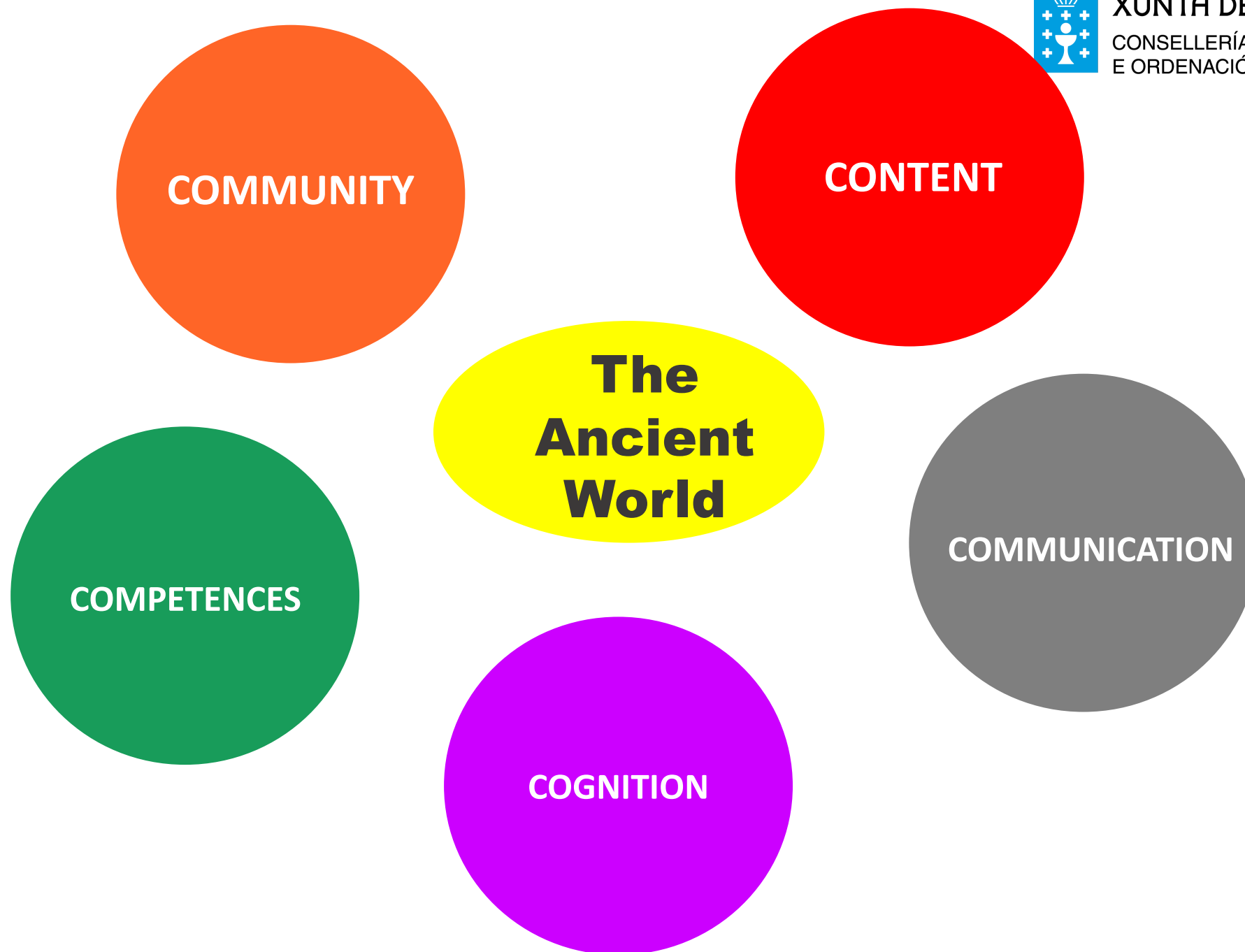


Which elements
of the CLIL
approach did
we use in this
scaffolding
activity?



Objectivos:

- ☐ **Compare the general model of bilingualism and the CLIL approach**
- ☐ **Go deeper into the 5C of the CLIL approach**
- ☐ **Consider the best educational practices that create positive learning environments**
- ☐ **Participate in different Mini-Lessons that are adapted to the CLIL approach**
- ☐ **Reflect on the session**





CONTENT

- The fragmentation of the ancient world.
- The end of the Roman Empire
- The formation of German kingdoms
- Visgoth art
- The decline of the Byzantium empire

Academic Language

- events
- feudalism
- agriculture
- decline
- decline
- metal smiths

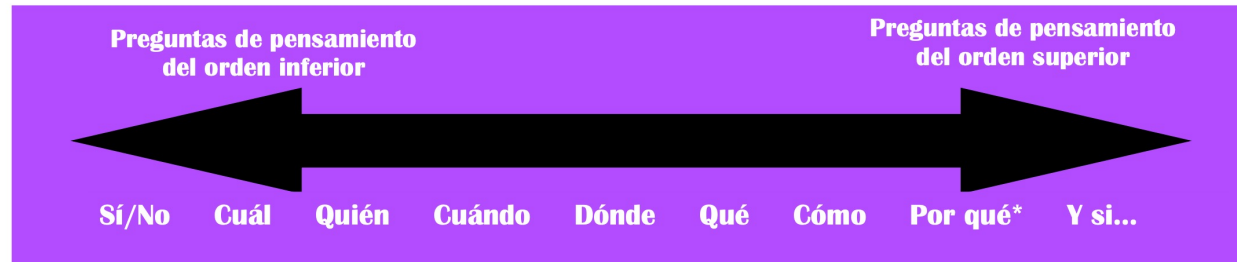


make visible
share
modify

I can...

Competences

- I can differentiate between the concept of myth and the passage from myth to "logos".
- I can categorize the fundamental aspects of Greco-Latin mythology.
- I can explain the influences of classical mythology on literature, art, the performing arts, and film
- I can identify the major religions of the classical world and their practices.
- I can trace the basic mode of living in society and working in Greece and Rome, with particular attention to political institutions and technical professions
- I can describe, in a basic way, health and eating habits of the classical world.
- I can evaluate the sources of information for the knowledge of antiquity, both literary and non-literary.
- I can extract the most intriguing elements of Greco-Latin literature.
- I can specify the origin of words and value this knowledge.



Cognition



Scaffolding:

- make the subject matter visible
- let students speak
- introduce the academic language/concept of the main lesson
- stimulate critical reflection
- consists of material that comes DIRECTLY from the main lesson



Communication



Community

- Invite a historian/librarian/Intern at a museum to come to the classroom and explain a subject
- Go to the museum and give the museum guide a tour of an exhibition
- Create a play/puppet show to share a unit with students in the lower grades.



HOW

WHY

WHAT IF...

Content: The Ancient World



XUNTA DE GALICIA
CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA



**Can we divide the ancient world
into three stages?**

Content: The Ancient World



XUNTA DE GALICIA
CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA



Which invaders were the most successful in their objectives in the Middle Ages?

Content: The Ancient World



XUNTA DE GALICIA
CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA



**When did the ancient Roman
empire divide up its lands?**

Content: The Ancient World



XUNTA DE GALICIA
CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

Lower-Order Thinking Questions

Higher-Order Thinking Questions



Yes/No

Which

Who

When

Where

What

How

Why*

What if...



**What was the cause of the
resistence of the Western Empire
and the spread of Islam?
(give examples in your answer)**

Content: The Ancient World



XUNTA DE GALICIA
CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA



**Why did the Visogods divide up
parts of their lands on the Iberic
Peninsula?**

Content: The Ancient World

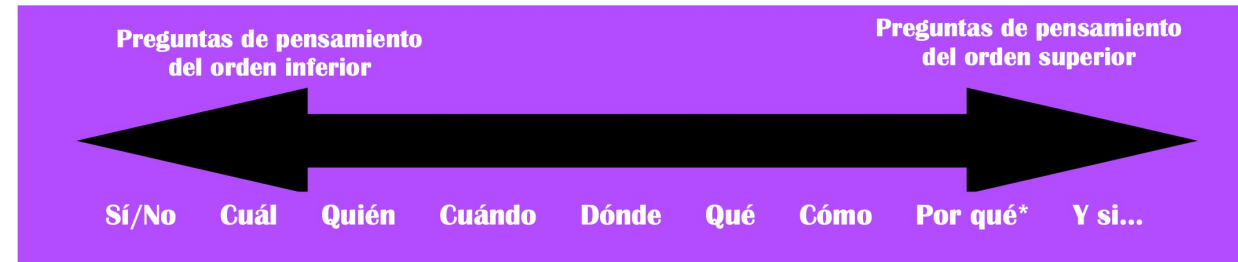


XUNTA DE GALICIA
CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA



What if the Visogods hadn't succeeded in taking over the Iberic Peninsula in the 5th century, but rather in the 21st century?

How would your life be different?



- **Choose a subject you're about the begin**
- **Write 4 Questions**
 - **2 lower-order thinking questions**
 - **2 higher-order thinking questions**



**THANK YOU AND
SEE YOU SOON FOR SESSION 2!**

HAVE FUN!!!

DONNA FIELDS
delfinesplaya@Gmail.com
scaffoldingmagic.com