



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA

Enfoque CLIL

Session 2



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. CLIL Essentials*
- 2. Elementos esenciales de CLIL*
- 3. Bilingüal advantage*
- 4. La ventaja de ser bilingüe*
- 5. Las Mini-Lessons 2, 3, 4, y 5*

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



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[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

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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

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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

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



Objectivos:

- ☐ **Review feedback from the first session**
- ☐ **Consider John Hattie's best educational practices to augment learning**
- ☐ **Participate in different Mini-Lessons at all levels and content themes**
- ☐ **Reflect on the session**



Objectivos:

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**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*?**





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**



SCAFFOLDING

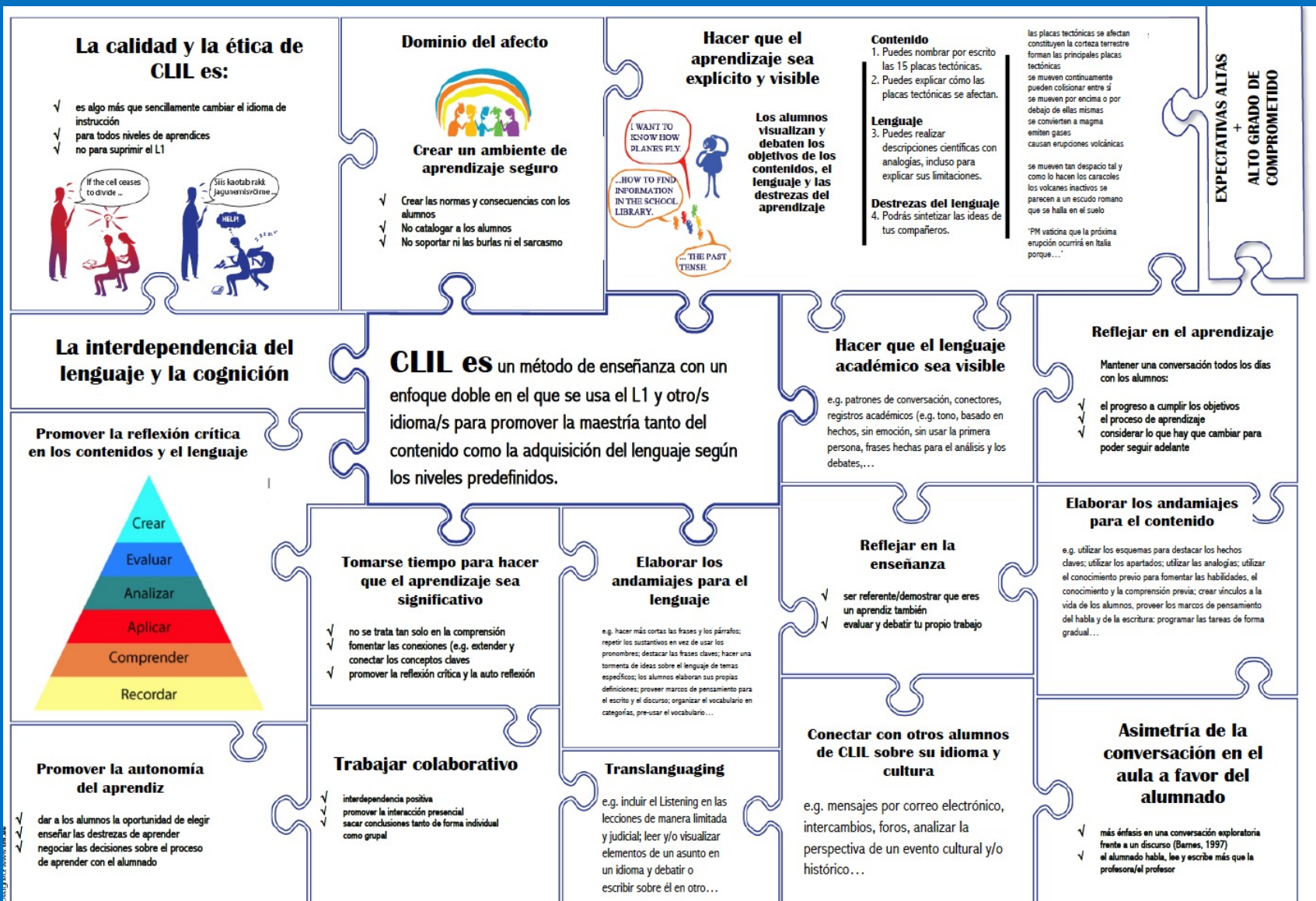
BODY OF LESSON

REFLECTION

What is the
relationship
between the
scaffolding
activity and the
body and the
lesson?



Which elements
of the CLIL
approach did
you use this
week?





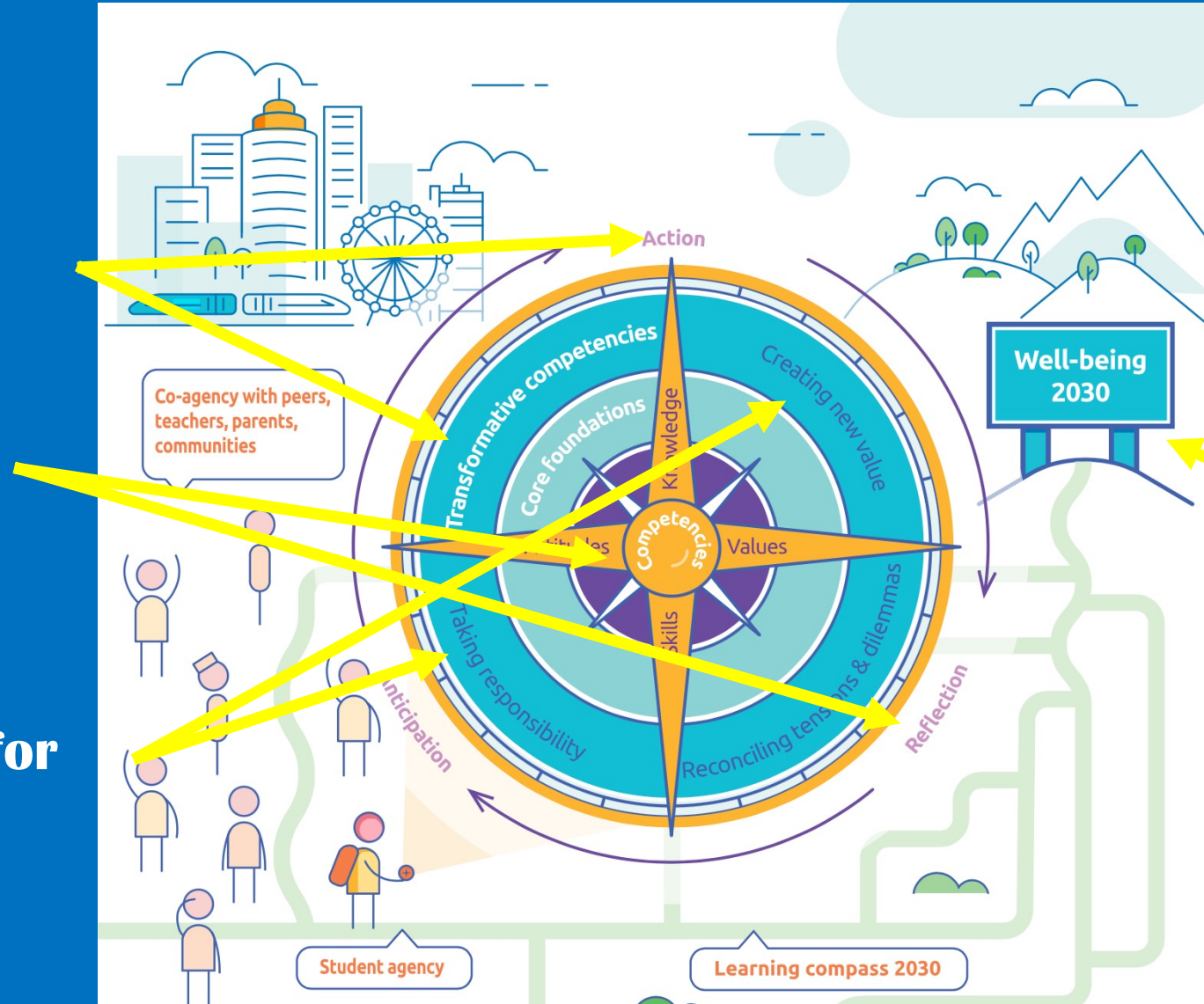
Objectivos:

- ☐ **Review feedback from surveys and share changes in your lessons**
- ☐ **Consider the power in giving our students more voice**
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OECD LEARNING COMPASS

- Create new values
- Reconcile tensions and dilemmas
- Take responsibility for your own acts



The well-being of society is a shared goal



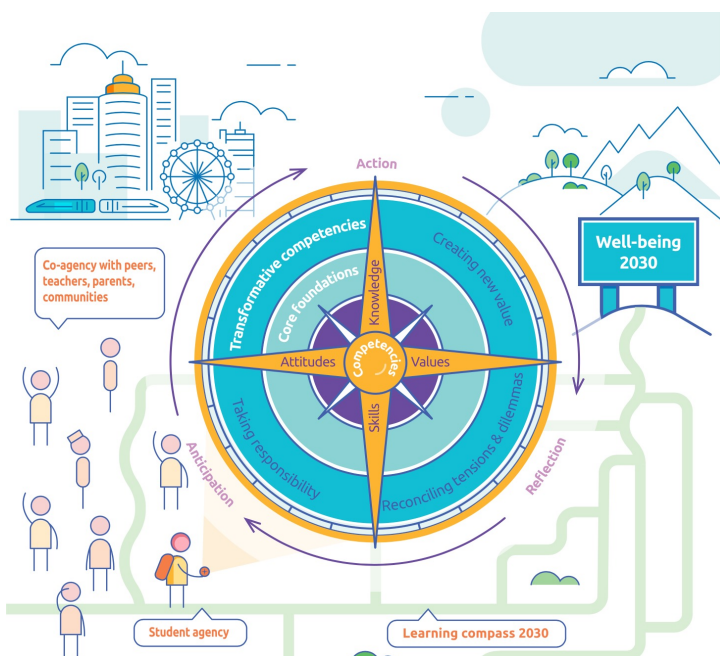
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OECD FUTURE OF EDUCATION AND SKILLS 2030

OECD Learning Compass 2030

A SERIES OF CONCEPT NOTES



Overload

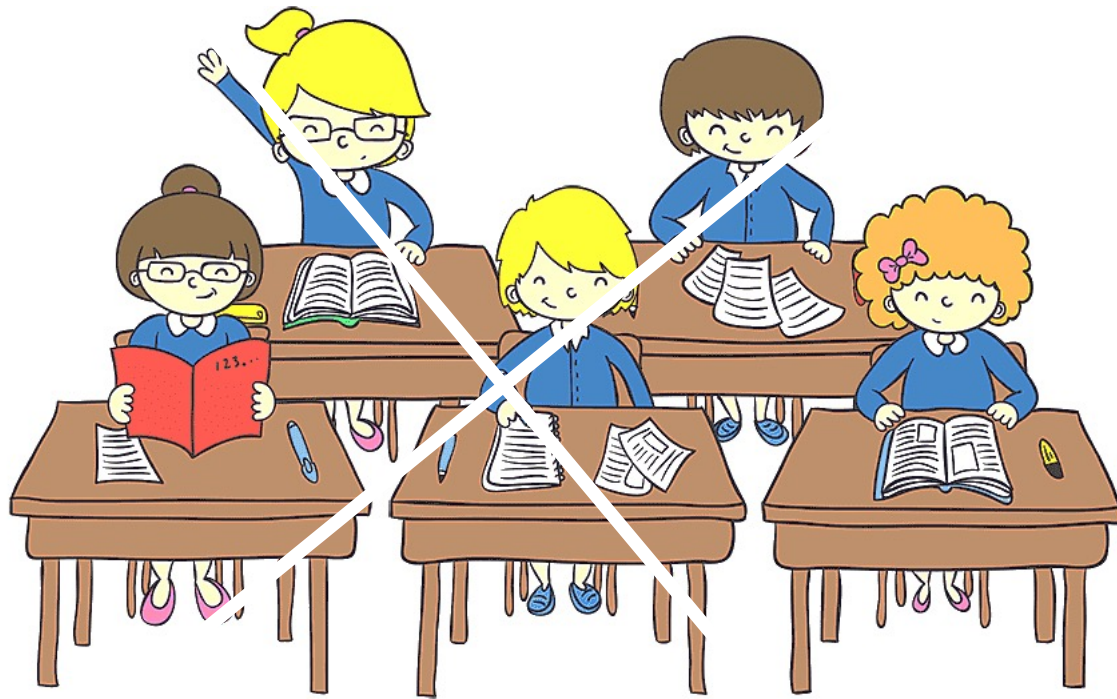






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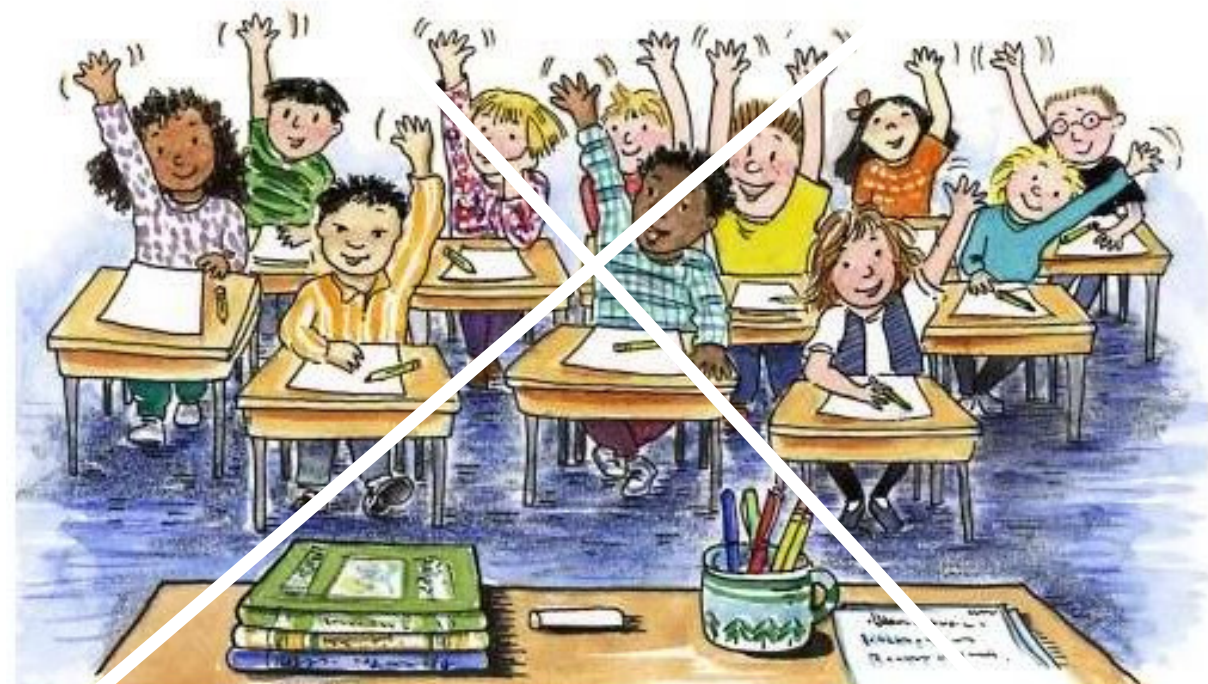
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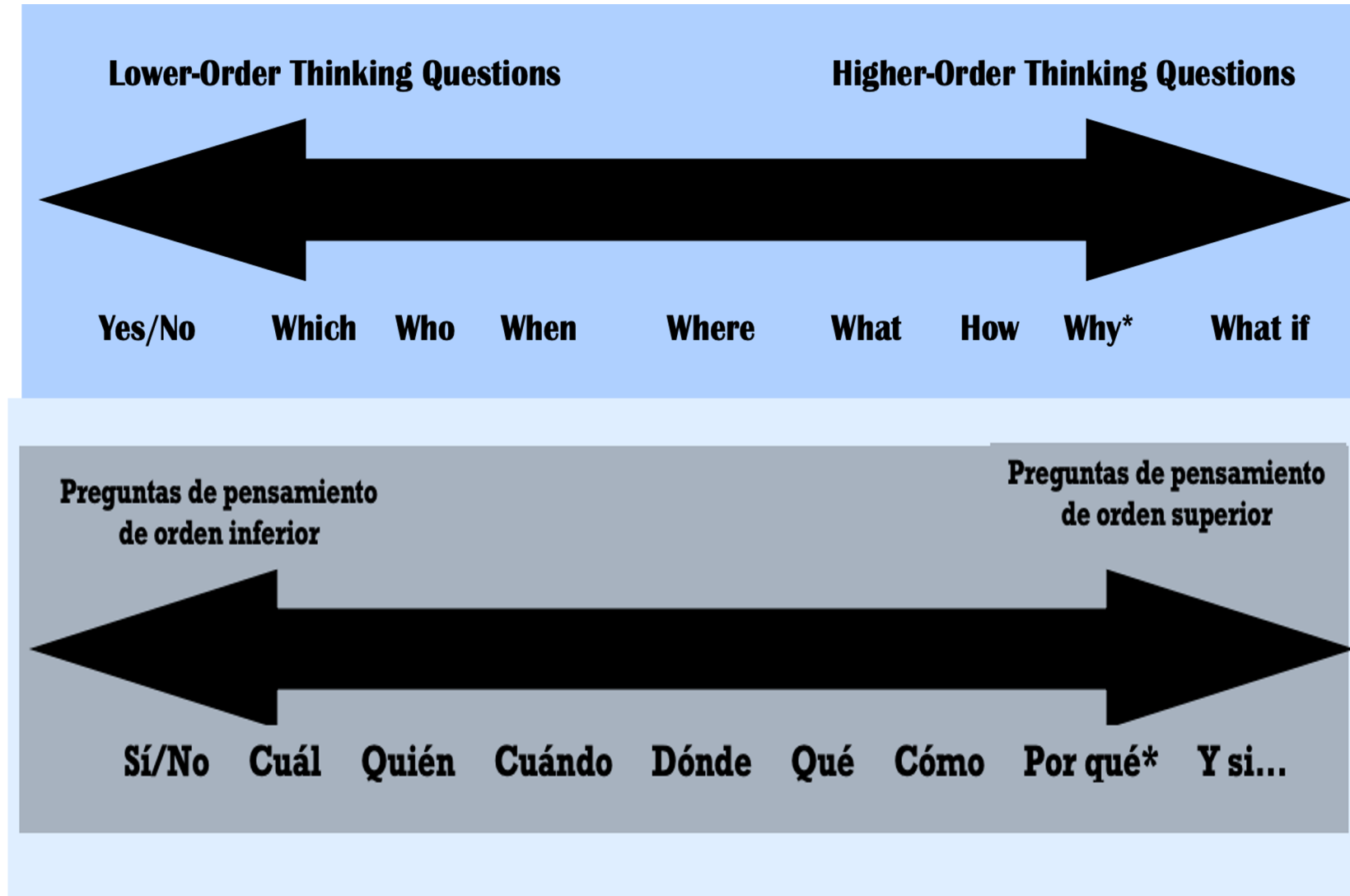
PASSIVE LEARNING

Learning through memorisation and repetitive exercises...

Employable 21st Century skills...



One way of giving our students more voice is by asking them more stimulating (intelligent) questions...





Stages of a River

Lower-Order Thinking Questions

Higher Order Thinking Questions



**Are there three (3) stages
of a river?**



Stages of a River



***Which* course ends at the mouth of the river?**



Stages of a River

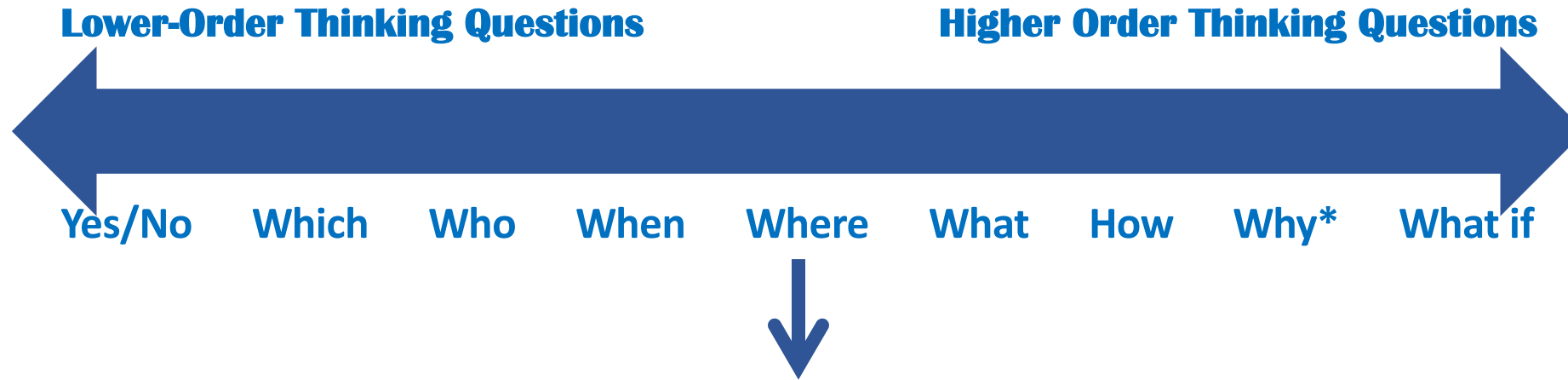


↓

**When floating down the river,
when would you most likely find
the fastest currents?
Upper, Middle or Lower Course?**



Stages of a River



**Where in a river do we find
waterfalls?**

Upper, Middle, or Lower Course



Stages of a River



**Why do rivers meander
(meandro)?**



Stages of a River



**What if you had the choice to live next to a river.
Would you choose the Upper, Middle or Lower
course for your home? Explain.**



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A

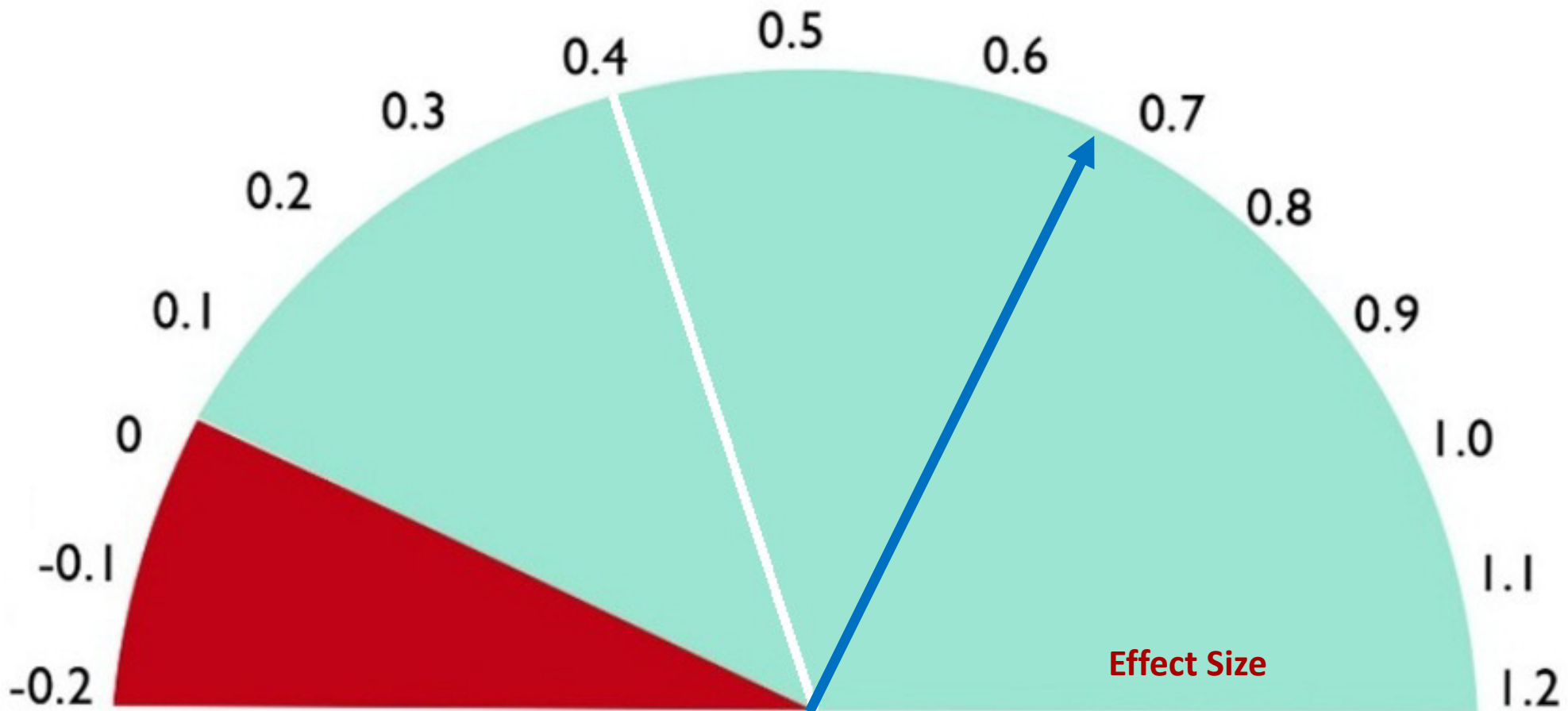
John Hattie's studies are about wearing hats in the classroom.

B

John Hattie's studies examine educational techniques that show us the most effective practices we can use in the classroom.

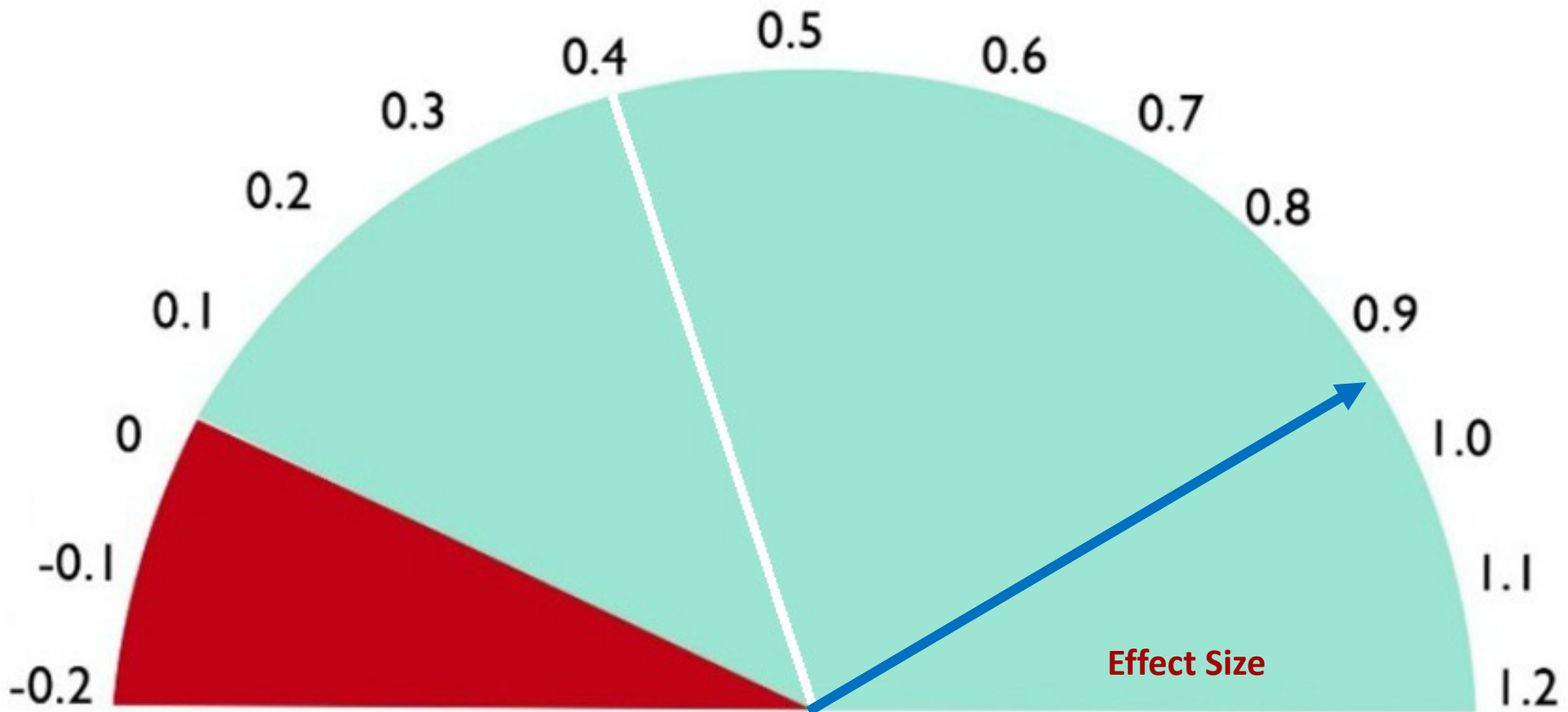


Behaviour in the Classroom, 0,68



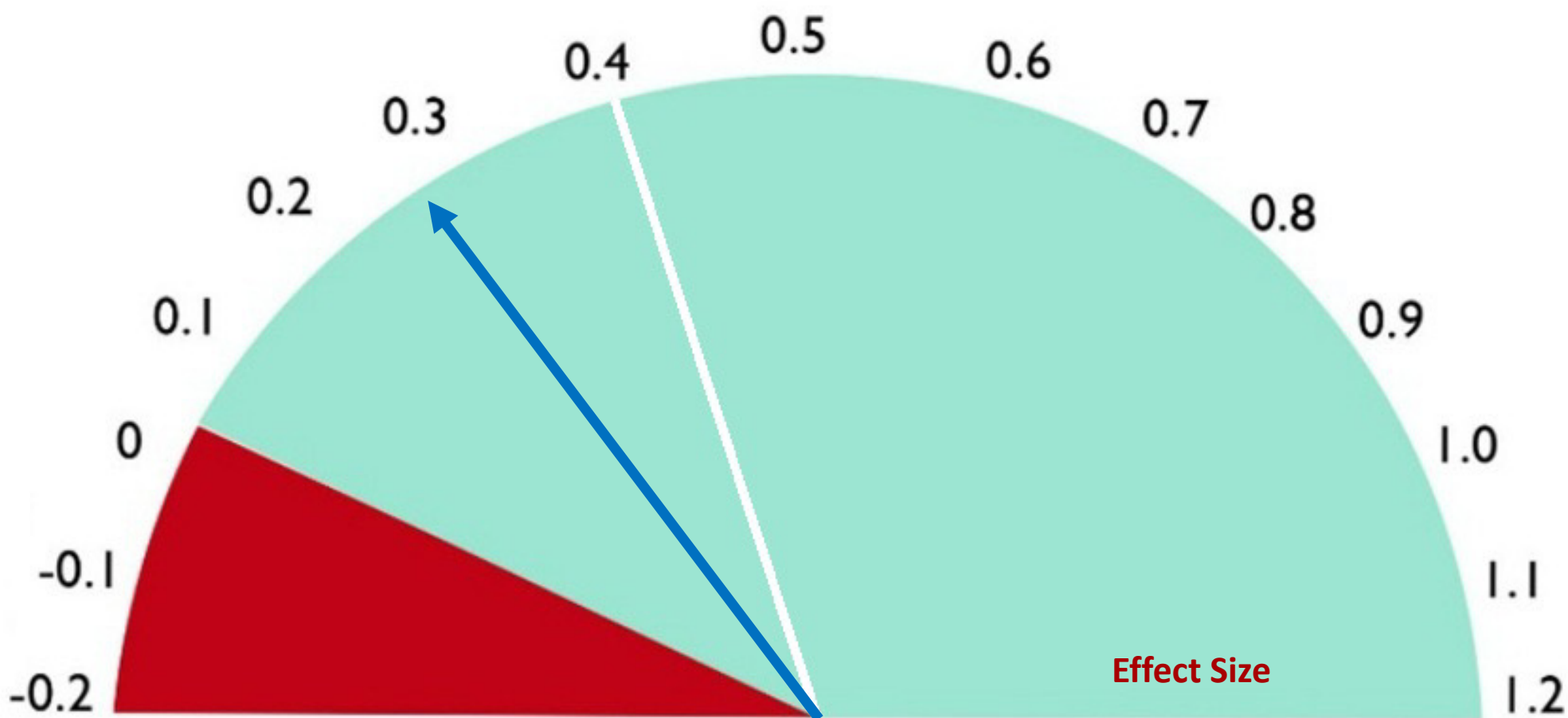


Strategies to integrate subjects, 0,93



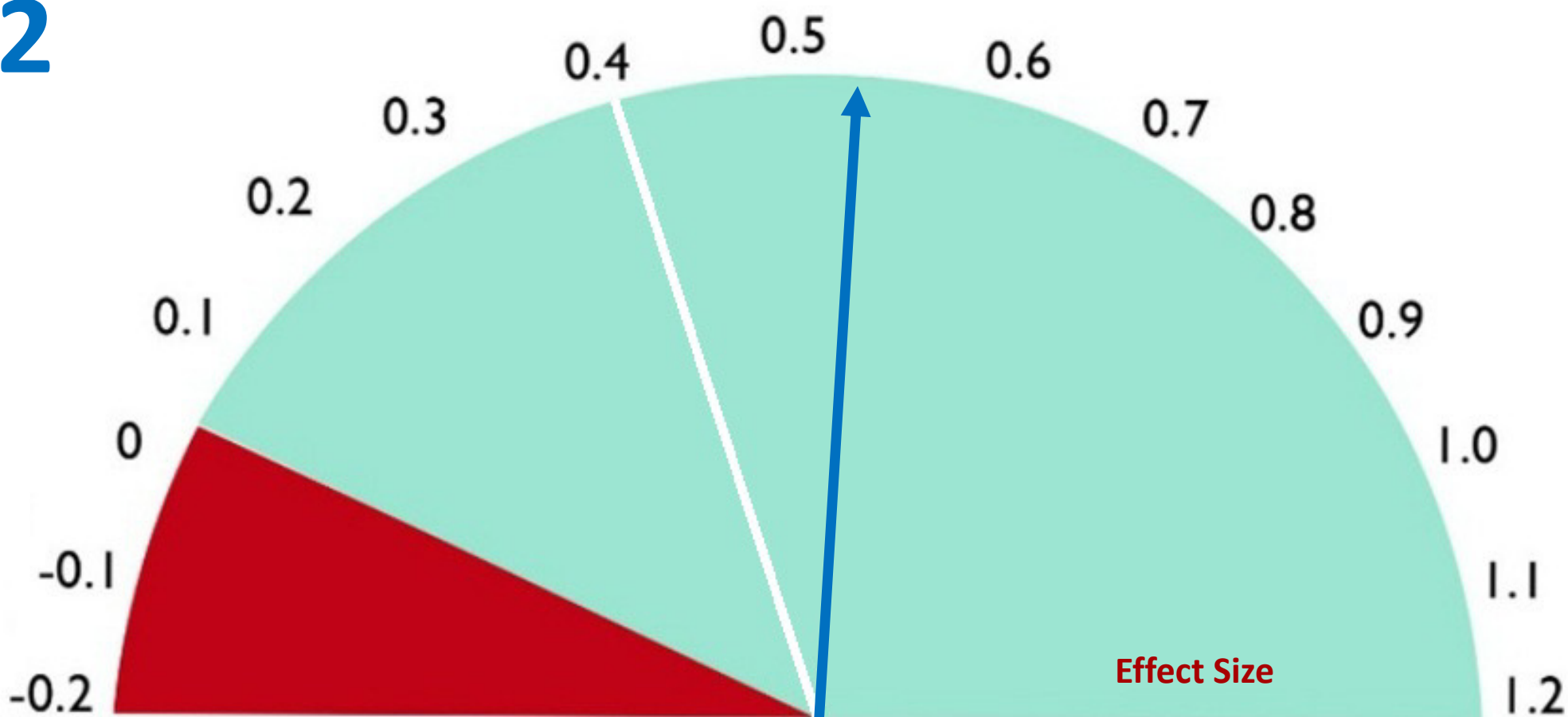


Use of calculators, 0,27



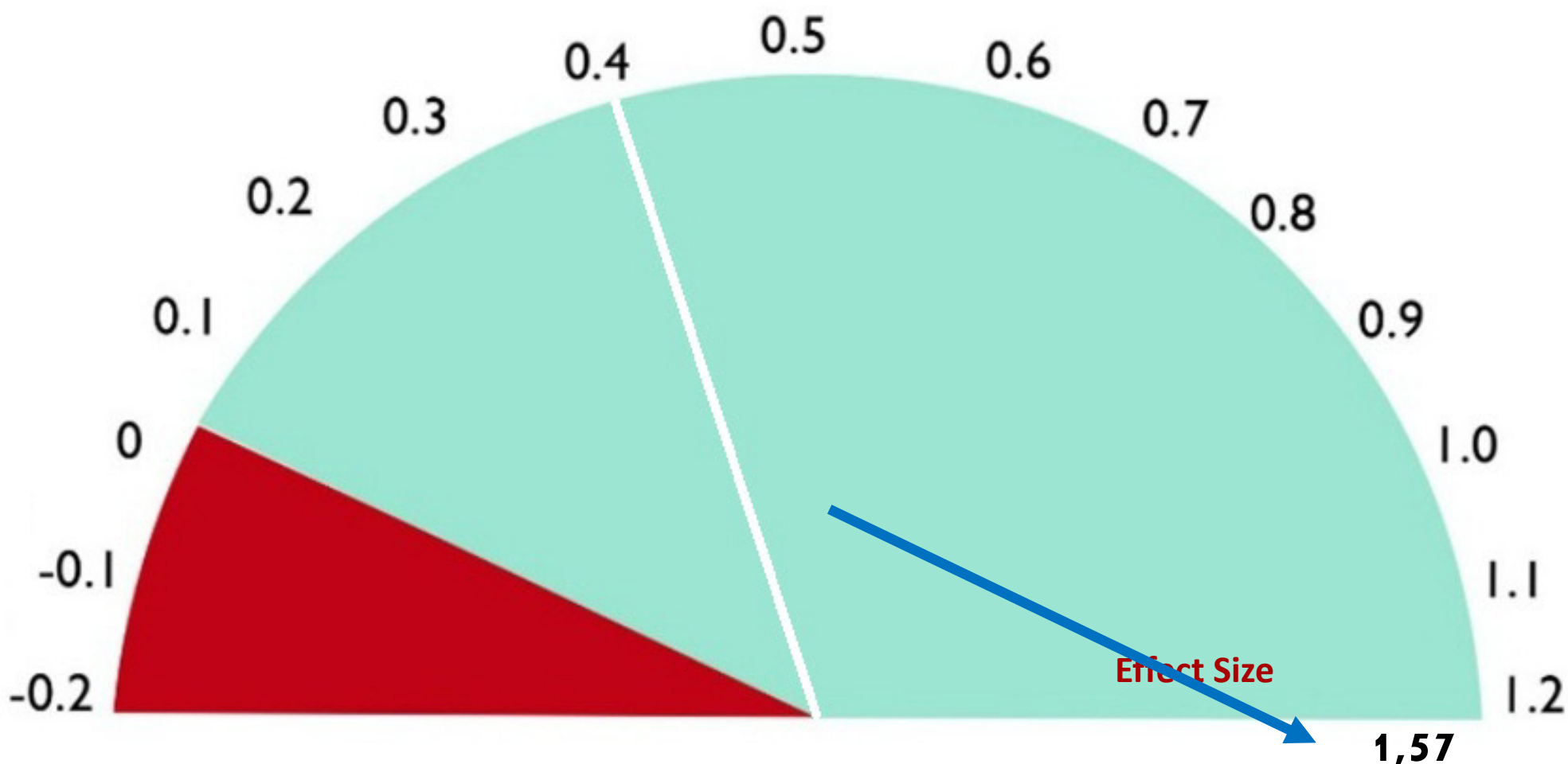


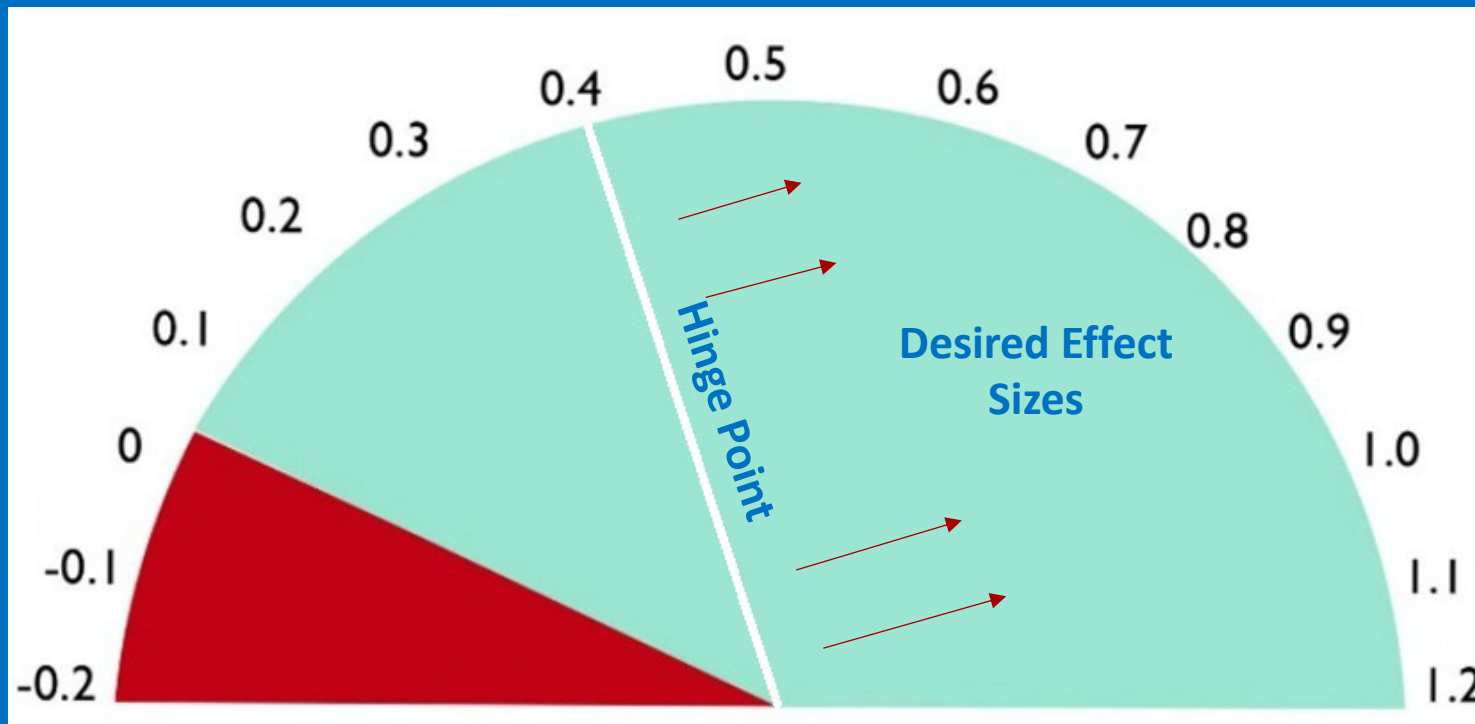
Socio-economic status of student, 0,52





Collective Efficacy, 1,57





**Effect sizes: The research tries to answer the question:
What are the best educational practices?**



1. Download 2ª Mini-Lesson: Best Educational Practices

2. Choose Roles

3. Follow instructions on the slides.

META-COGNITIVE STRATEGIES

Las estrategias de metaconocimiento

Thinking about thinking; plan how to approach a given learning task; evaluate progress; monitor comprehension, self-questioning.

NON-IMMIGRANT BACKGROUND

Procedencia de la cultura mayoritaria

Whether a student is from the majority culture of the school zone.

One-on-one Laptops

Portátiles/Tabletas para cada alumno

Each student with a tablet or laptop of her own.

Teacher verbal ability

Las habilidades de la expresión oral de la profesora

A teacher's ability – in L1 or L2 - to verbally express tasks, objectives, information.

Summer School

Escuela de verano

Recuperation, extra classes or tutoring to reinforce skills.

ADHD – treatment with drugs

THAD – tratado con drogas

Whether a student with ADHD takes medication or not in the learning environment.

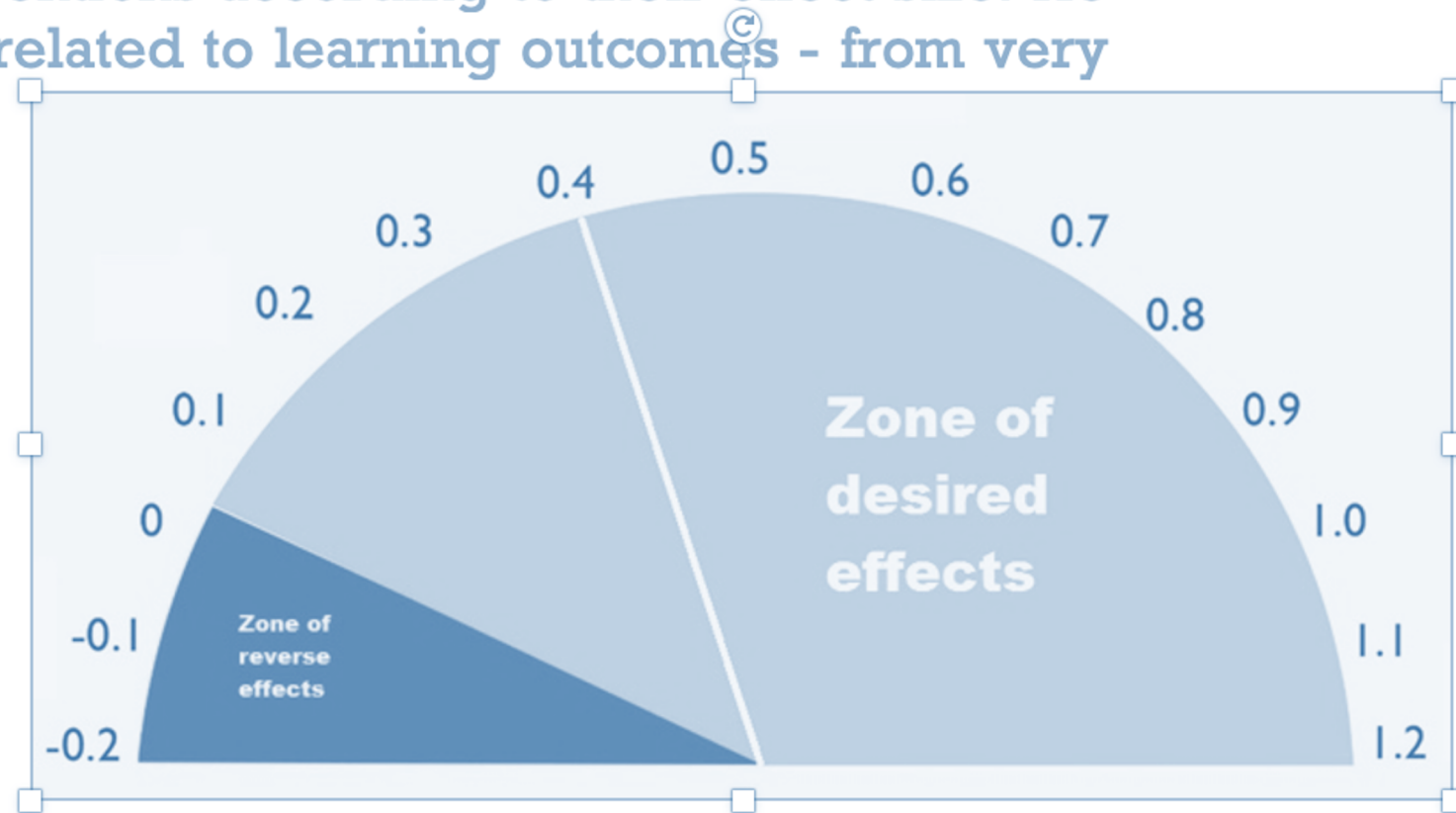
Questioning

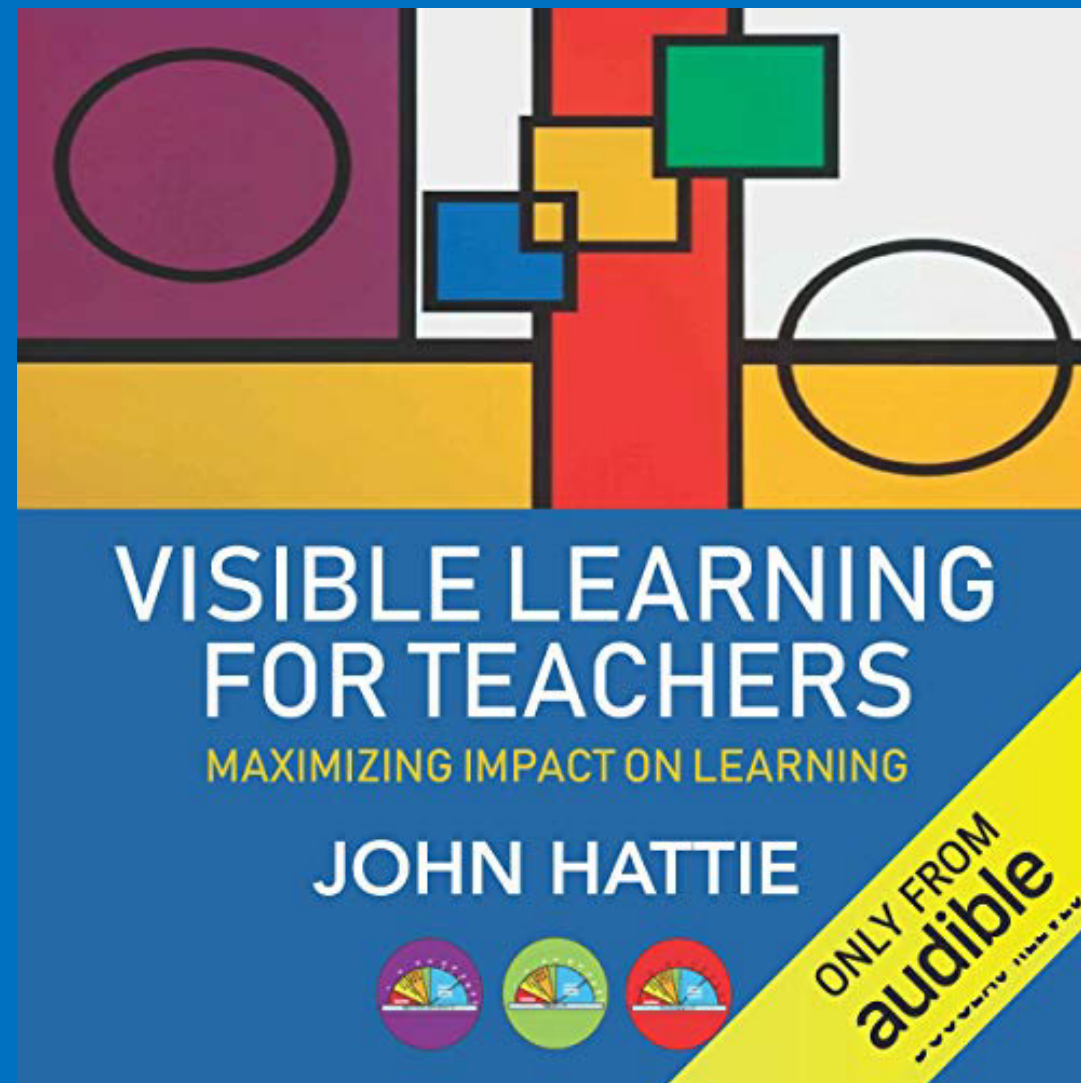
Preguntas del orden superior, los alumnos pidiendo claridad

Teacher using higher-order thinking questions. Students asking for clarity, questioning information, intentions, objectives not leaving doubts unvoiced.



John Hattie developed a way of synthesizing various influences based on 1200 meta-analyses of educational interventions according to their effect size. He has ranked 252 influences that are related to learning outcomes - from very positive effects to very negative effects. Hattie found that the *average* effect size of all the interventions he studied was 0.40. (For example, Scaffolding has a very high effect size (0,82) while Use of Power Point has a very low effect size (0,26). His studies try to answer the question “What are the best practices in education?”





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collective efficacy (1,57)

self-reported grades (1,33)

teacher expectations of students (1,29)

summarisation (0,79)

teacher clarity (0,75)

feedback (0,70)

meta-cognitive strategies (0,60)

peer tutoring (0,53)

questioning (0,48)

ADHD – treatment with drugs (0,32)

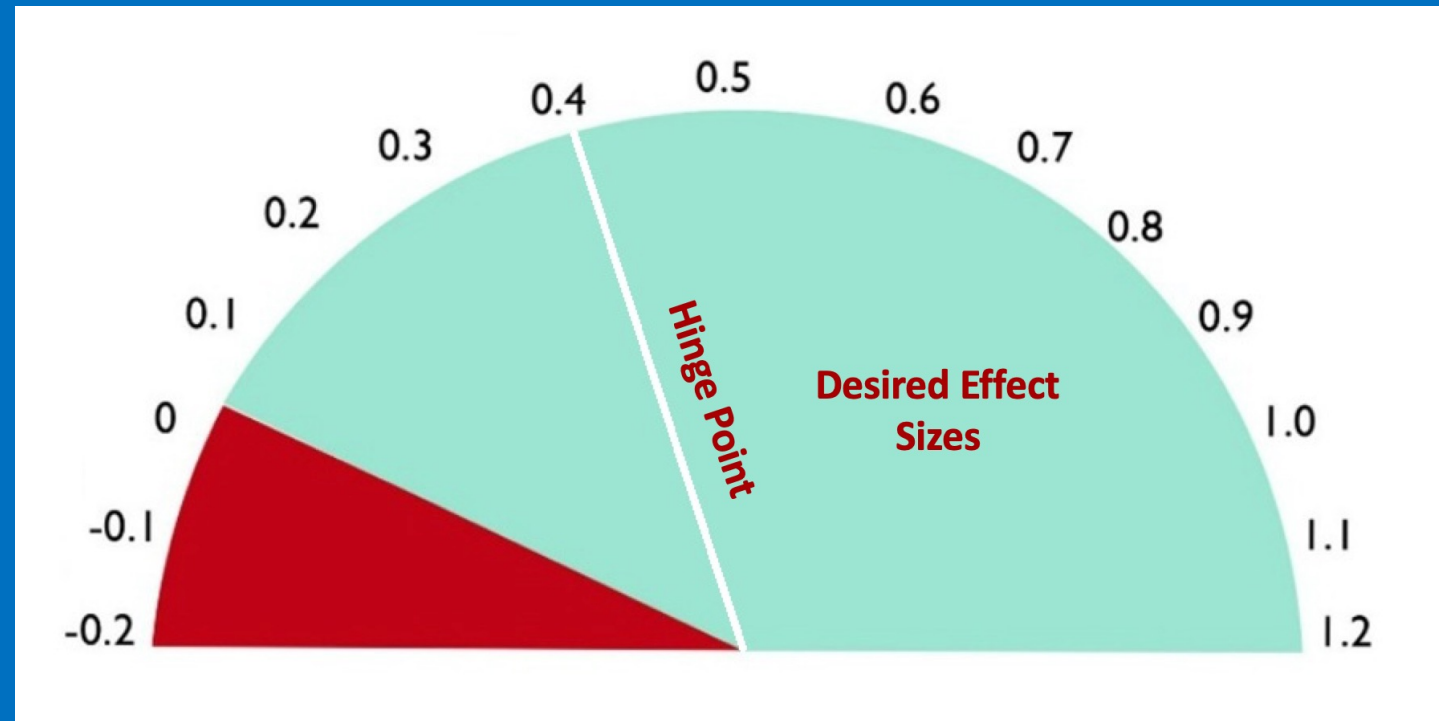
summer school (0,23)

teacher verbal ability (0,22)

one-on-one laptops (0,16)

non-immigrant background (0,01)

retention (-0,32)





***Which* practices do I use that Hattie's studies confirm are effective?**

***Why* is it important to know the effect sizes of our educational practices?**

***How* will I change my educational practices in the future based on what I learned in this activity?**

(one more on the next slide)



NEGOTIATING PHRASES...

Would you reconsider...

I'm wondering if...

How would you feel if...

I believe that...

How about if we reconsider...

I believe we could change...

Actually, I think all we need to do is...

I believe _____ means _____.

Perhaps _____ could also be placed...

In this case, I believe what you mean is...

I see what you mean; however, I wonder if...

I agree up to a point. Would you consider...

I would like to interject another point of view.

Did the negotiating phrases help you communicate differently? How?

This was a Mini-Lesson!



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SCAFFOLDING

- Reading information
- Assessing its value
- Giving the different elements value compared to each other.

BODY OF LESSON

- Looking at the source of the information
- Considering conclusions drawn by the experts

REFLECTION

Which practices have lower influences of learning than I expected?
Why is it important to know the effect sizes of educational practices?
How will I change my educational practices in the future based on what I learned in this activity?
Did the negotiating phrases help you communicate differently? How?

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Put the images in order according to the year.





How can we adapt this scaffold to our lessons? *Science Laboratory Instructions*

MINI-BOTTLE ROCKET

- When you're ready to launch, drop the baking soda parcel into the bottle, quickly add the cork, put the rocket down and stand back!
 - Wrap the baking soda up in the kitchen roll to make a little parcel.
- Use the tape to attach the 3 straws to the side of the bottle so it stands up, upside down.
 - Choose a launch site outside. It needs to be on a hard surface.



How can we adapt this scaffold to our lessons?

Math Multi-Step Equations



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Solve this equation. $2x + 5 = 15 - x$

- Bring variables to one side by adding or subtracting.

Now, divide both sides by 3: $3x = 10 \rightarrow 3x \div 3 = 10 \div 3 \rightarrow x = 10/3$

First bring variables to one side by adding x to both sides.

$$2x + 5 = 15 - x \rightarrow 3x + 5 = 15$$

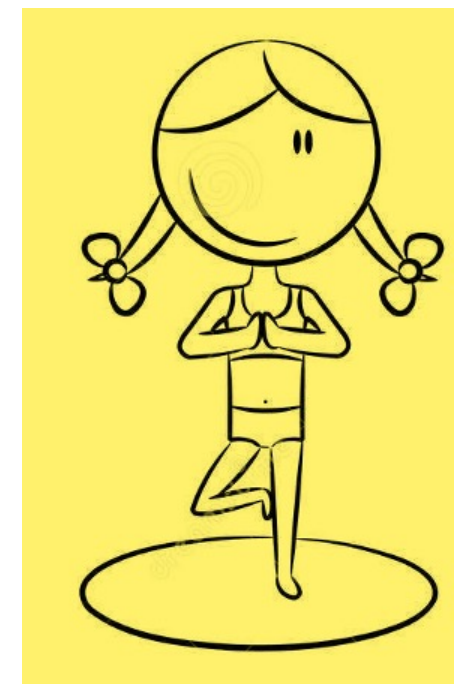
- Combine “like” terms on one side.

- Simplify using the inverse of addition or subtraction.

Now, subtract 5 from both sides:

$$3x + 5 - 5 = 15 - 5 \rightarrow 3x = 10$$

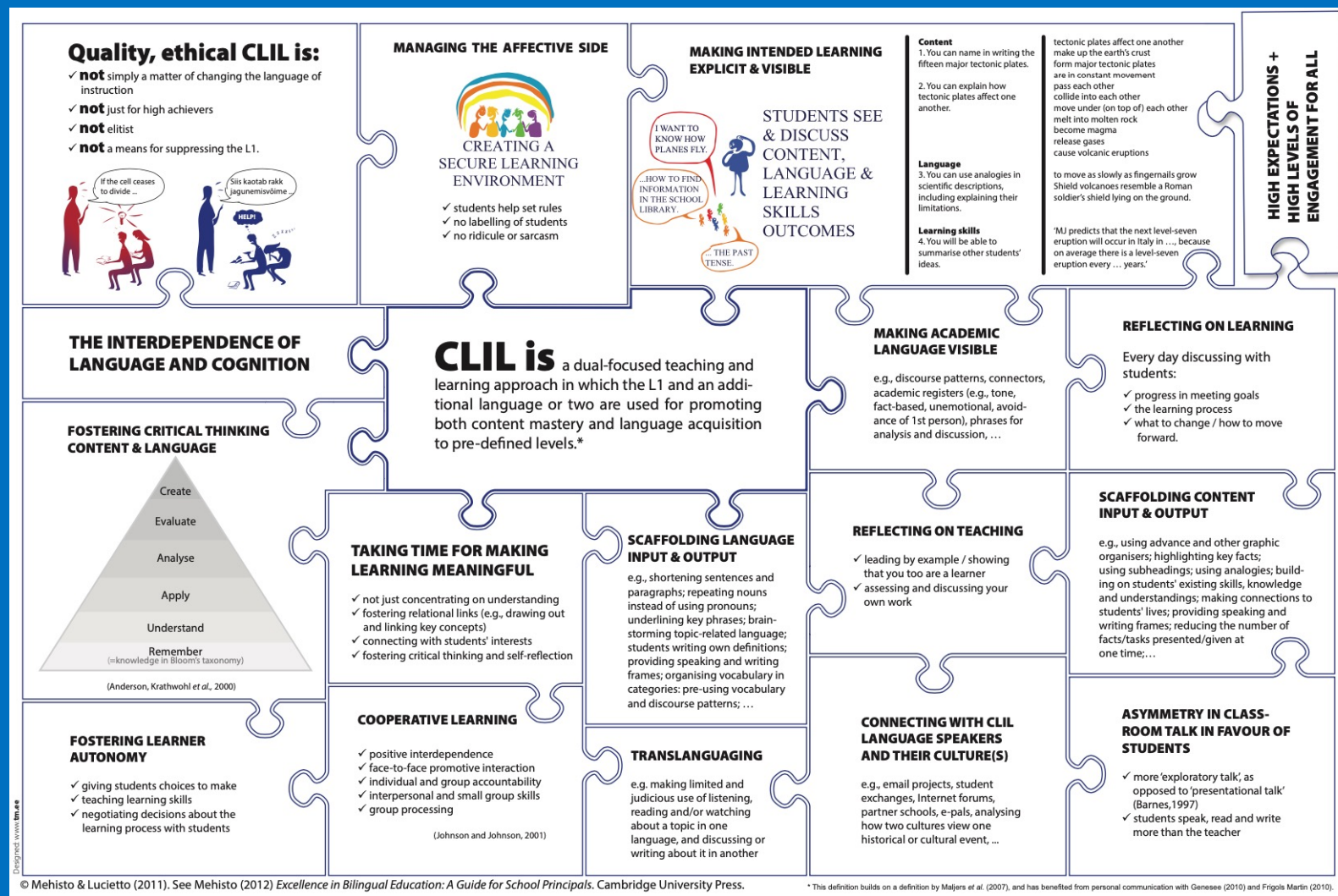
- Simplify further by using the inverse of multiplication or division.



How can we adapt this scaffold to our lessons?
Language Sequencing Action



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





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3ª MINI-LESSON

1. Download: '3ª Mini-Lesson Which is the best paraphrase?'
2. Choose Roles
3. Secretary Shares screen with PPT





Was it easy to identify the most accurate paraphrases/translations choices?

Why do you think this activity might be valuable in stimulating your students' critical thinking skills?

Which did you like better – the examples that were paraphrased or the ones that were translated?

This was a Mini-Lesson!



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SCAFFOLDING

- Reading and identifying best paraphrases/translations

BODY OF LESSON

- Reading a unit on geography
- Making a mask for the holidays

REFLECTION

Was it easy to identify the most accurate paraphrases/translations choices?

Why do you think this activity might be valuable in stimulating your students' critical thinking skills?

Which did you like better – the examples that were paraphrased or the ones that were translated?

4º Mini-Lesson Logistics - Tiras

You students
think going

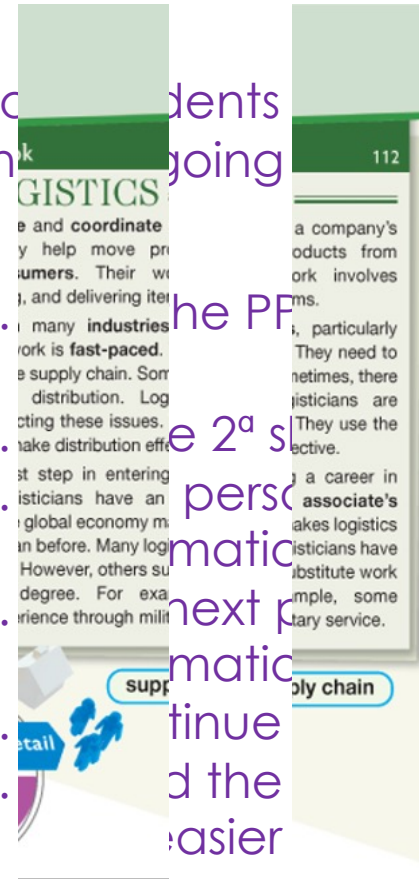
ing to begin Unit 1. Before they begin,
participate in this activity:

modo de presentación

1. the PF
2. the 2ª s
3. pers
4. next p
5. continue
6. and the

Look at one strip (tira) at a time.

Read everything on that strip and predicts what
appear on the strips to the right and left.
Reads the second strip and predicts what
appear on the left/right.
Continue until your group has read all the strips.
On the 3rd slide and discuss whether it would
be easier for students if they do this scaffold first.





- **Was it easier for you to understand this text after participating in the scaffold? Why?**
- **What are logisticians main responsibility?**
- **If you were to create this scaffold with other material, would you make the strips wider or thinner? Explain.**

This was a Mini-Lesson!



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SCAFFOLDING

- Read strips of information one by one.

BODY OF LESSON

- Read the page of the student book

REFLECTION

- Was it easier for you to understand this text after participating in the scaffold? Why?
- What are logisticians main responsibility?
- If you were to create this scaffold with other material, would you make the strips wider or thinner? Explain.

Adapting the Mini-Lesson...

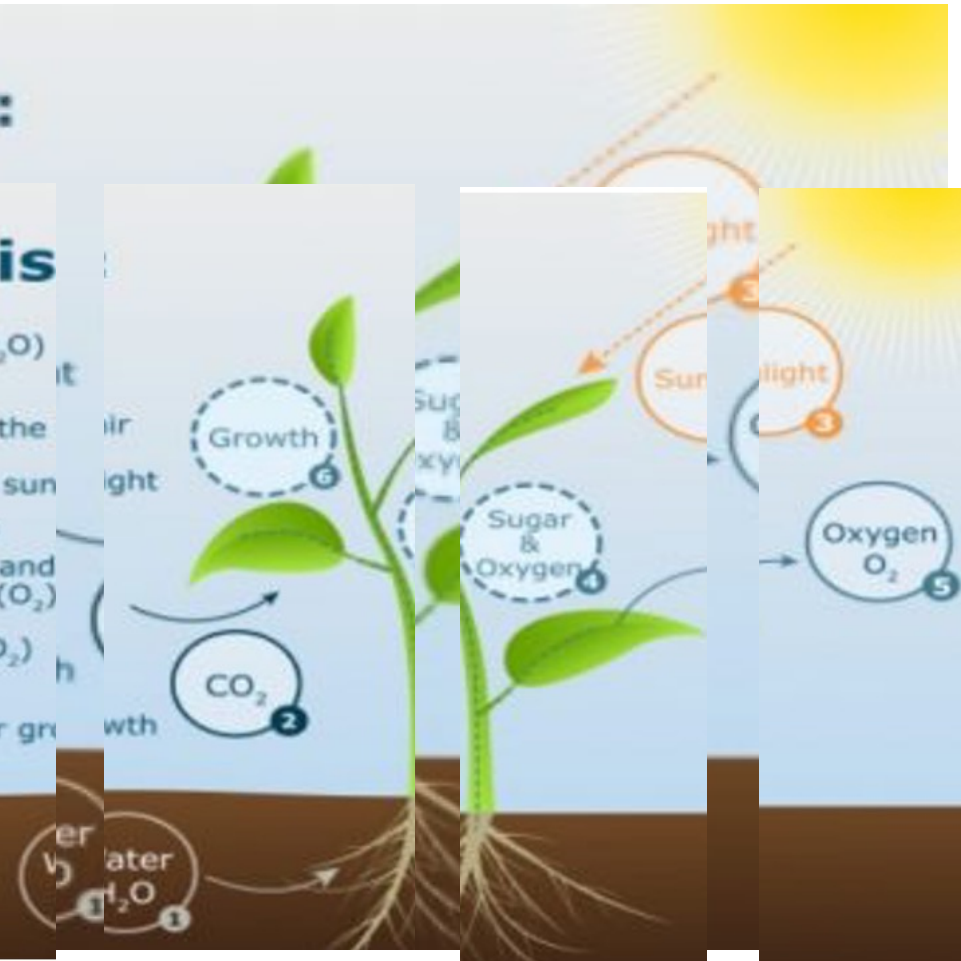
Science Primary



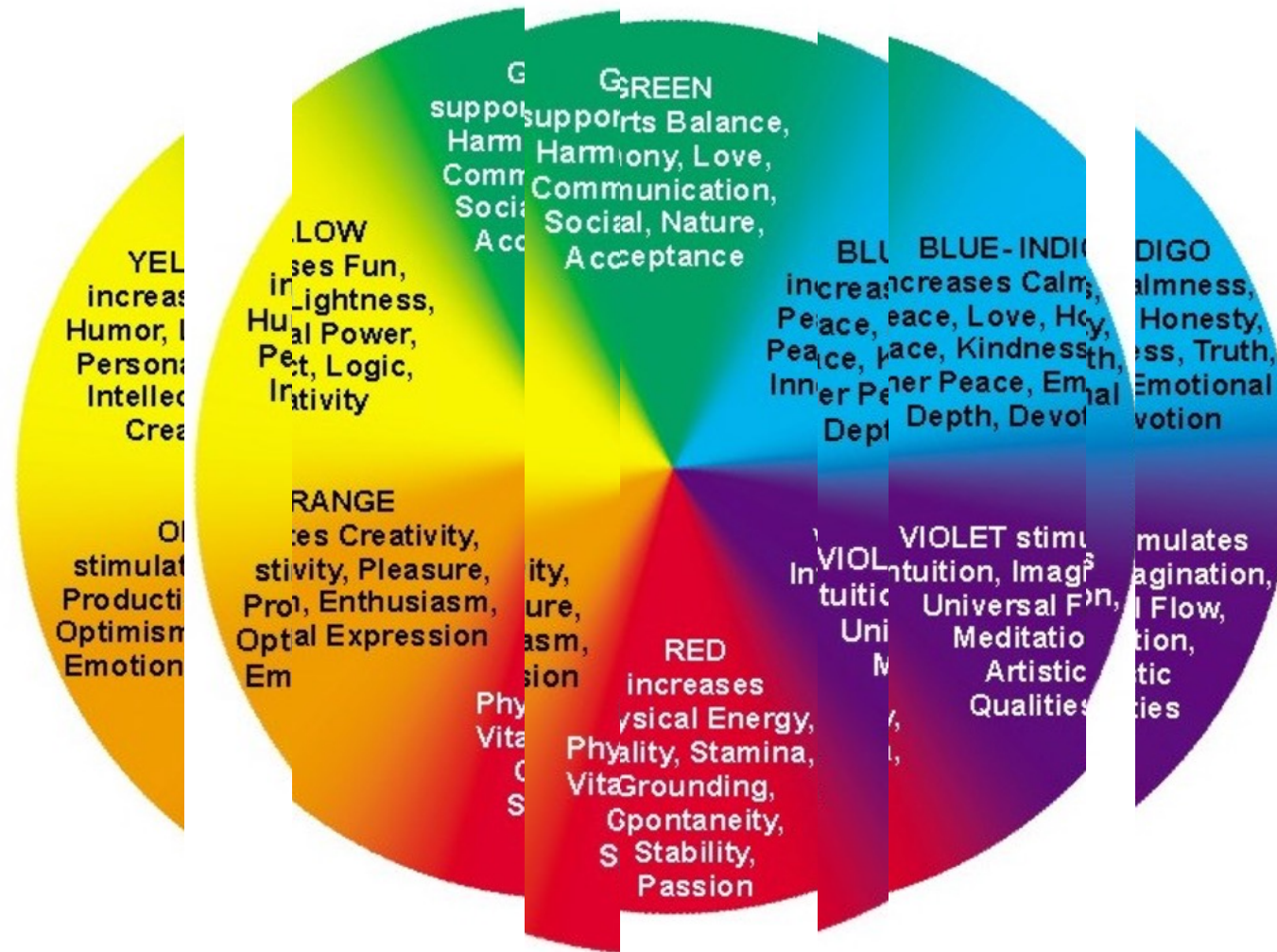
Photosynthesis:

Photosynthesis

1. The plant draws up water (H_2O) through its roots.
2. The leaves take in CO_2 from the air.
3. The leaves trap energy from sunlight.
4. The plant uses the energy of sunlight to turn water (H_2O) and CO_2 into sugars and oxygen (O_2).
5. The plant releases oxygen (O_2) into the air.
6. The plant uses the sugars for growth.



Adaptar el andamiaje: Los colores y emociones



Adapting the Mini-Lesson...
History



HERALD
THE NEOLITHIC NEWS
FRIDAY OCTOBER 15 8000 YEARS AGO | No 15 | MORNING EDITION | PRICE: 1 bifaz or two arrows

FASHION
New furs for a new fur
The latest trends for the late comfortable nomadic life will be presented today, all be p
Page 25

ENVIRONMENT
No more ice ages
Witch doctors advise the risk of no more glacial periods due to changes of Mother Nature. Page 15

ECONOMY
Hunting grows hits new low
Responsible of the horde pres for this year. Page 12

MY
fishing
Economy
Page 12

The end of an era
Scientists confirm the possibility of growing of our food
and animals have been tried. That means the end of nomadism

SAPIENS HUNTER
Expectation had grown due to the announcement of what may mean the end of the world as we know it: the discovery of the Sapiens Hunter. Scientists have called Agriculture, speaking with the press, "the end of nomadic life, the creation of permanent settlements and new jobs for all the members of the herds". This is the beginning of a new era. EDITORIAL P. 6. MORE ON PAGES 1-4

A FUTURISTIC WORLD
Scientists have shown that this is what life might look like in the near future. ANDREW HABILIS

Altamira will close "until further notice"
Conservation is the priority, experts say

DAVID BISON
The popular cave located in the north of the Iberian Peninsula is closing its doors indefinitely, at least "for some thousands of years". The permanent exhibition has been open for 100 years after its discovery. It was accidentally found by a little girl and her father. Experts have been studying the paintings and state "we cannot risk the main hall any longer. The amount of hunter-gatherers visiting the cave looking for inspiration for their hunting parties have caused severe damage to the paintings and the bison will be restored once only be known in some millen nia, when our descendants find the cave again and begin looking for the origins and meaning of the most famous artwork in the world. The amount of hunter-gatherers visiting the cave looking for inspiration for their hunting parties have caused severe damage to the paintings and the bison will be restored once only be known in some millen nia, when our descendants find the cave again and begin looking for the origins and meaning of the most famous artwork in the world.

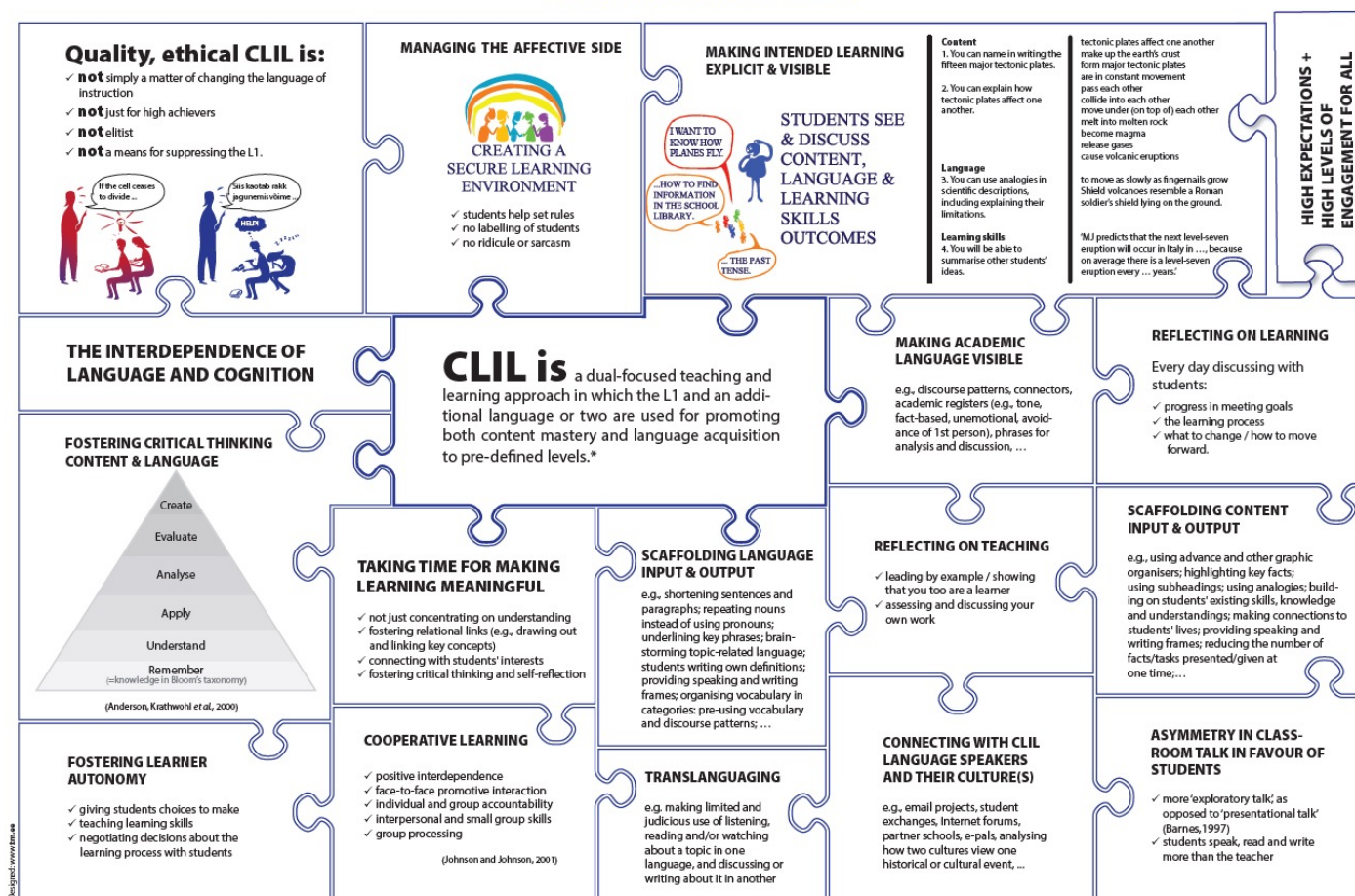
NEW STONE COMPANY
TRY POLISHED STONE TOOLS
Get yours by bartering three of your old bifaces for a brand new axe

STONE TOOLS
TRY POLISHED STONE TOOLS
Get yours by bartering three of your old bifaces for a brand new axe



Which elements of the CLIL approach were included in the Mini-Lesson?

CLIL ESSENTIALS



5º MINI-LESSON



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1. Download 5º Mini-Lesson List of Academic Language for Gestures'

2. Choose Roles

3. Secretary Shares screen with PPT

4. Speaker will share gestures

MUSICAL INSTRUMENTS 1 Name: _____ Class: _____

Effects of migration on host countries

grow and get younger. This is because ageing populations are replaced by younger people. This is due to the fact that people who migrate are usually young and healthy. This is because they are able to work and pay taxes. This is because they are able to work and pay taxes. This is because they are able to work and pay taxes.

5 The impact of migration

Migration affects population in many ways because it creates change in the country of origin as well as the host country.

Effects of migration on countries of origin

Positive effects

- It creates a source of income. Emigrants usually transfer some of their savings back to their families in their home country.
- It helps regulate high unemployment. If fewer people of working age stay in a country, there is less competition for any remaining jobs.

Harmful effects

- It lowers the youth population. Young people emigrate more than older people. This makes it difficult for countries to modernise themselves. This is because they are taking them across the world.
- Countries lose highly qualified and well-trained workers when they decide to look for better professional opportunities abroad. If they are successful, their friends sometimes decide to follow them. This is a more developed country.
- It affects gender distribution because more men emigrate than women. This is because men are more likely to find work in other countries.
- It often disrupts family life since family members are separated from each other.

Let's go further

Brain drain refers to when people from high professional backgrounds leave their countries of origin to look for work in more developed countries. The lack of opportunities in their home country drives these highly trained individuals to search for better professional and economic conditions abroad.

This situation causes the country of origin to lose the resources it invested in training these people. It is particularly harmful to less developed countries that have fewer educational resources for their population. Host countries, on the other hand, gain from this situation since they receive highly qualified workers they did not have to train.

VALUES

There are about 200 million people residing in a country other than where they were born. If they all united, they would be the fifth country in the world in population size!

Let's practise!

- Listen to people talking about migration and say if they are referring to positive or negative effects of migration.
- What problems would a country have if it allowed large numbers of immigrants? Do you know of any difficulties this has caused in your country or your town? What solutions do you propose?
- Advantages of emigration for a country.

Adapting the Mini-Lesson The Weather



Gestos para:

sun
rain
wind
clouds
snow
storm
cold
hot



Video

Adapting the Mini-Lesson Geography



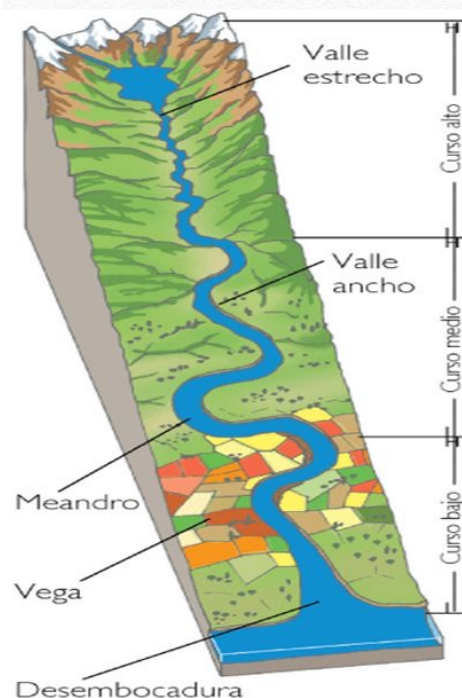
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Gestos para:

superior
 nacer
 pendiente
 inferior
 medio
 zona
 lentamente
 fluir
 desplaza

En el recorrido o curso de un río que se desplaza de cordillera a mar se pueden distinguir tres tramos:



CURSO ALTO O SUPERIOR:

Donde nace el río. Gran pendiente. El río es angosto y rápido, generando un proceso de **erosión**

CURSO MEDIO:

Pendiente menor. El río se desplaza a menor velocidad y su cauce se hace más ancho. Se forman los terrenos aluviales, ricos en sedimentos

CURSO INFERIOR:

Zona donde el río desemboca en el mar. Pendiente suave, el río fluye lentamente. Casi no hay erosión



Images from video	Write sentences describing the images using 'We see...'
Come on let's paint with some colours. Start with yellow, red and blue. 	Example: We see the mouse is mixing paints. We see the colours are yellow, red and blue.
Mix them together to get purple, green and orange, too. 	
We put the paint, on the brush... 	
...and we swirl it all around on the canvas. 	
So many things that we can draw: lines, dots, stripes, and shapes. 	
Let's use chalk, pencils, markers and crayons to brighten up the page. 	
All these colours to choose from: turquoise, magenta, lime green and sienna. It's time to sketch. 	

6ª Mini-Lesson

In other words, we could say...

In your groups:

1. Download '9ª Mini-Lesson We Call It Art'
2. In the left column, look at the images and read the description.
3. In the right column, paraphrase the information and include descriptions of the images.
4. Afterwards, we'll watch the video!



sesame studios™

from the makers of sesame street



***Which* words would be difficult for your students?**

***How* could they learn them in a dynamic way?**

***How* helpful was the scaffold in understanding the video and understanding the information?**

***Which* are prime colours and which are secondary colours?**





You just participated in a Mini-Lesson

SCAFFOLD	• Read the transcript, study the images • Paraphrase the narration, using the vocabulary from the left column
BODY OF LESSON	Watch the video
FORMATIVE ASSESSMENT	<i>Which words would be difficult for your students? How could they learn them in a dynamic way?</i> <i>Which are prime colours and which are secondary colours?</i> <i>How helpful was the scaffold in understanding the video and understanding the information?</i>



**How can you adapt
this Mini-Lesson to
your classes?**

**For example....Time
line of ancient
history**



<https://www.youtube.com/watch?v=rLFGra2tITE>



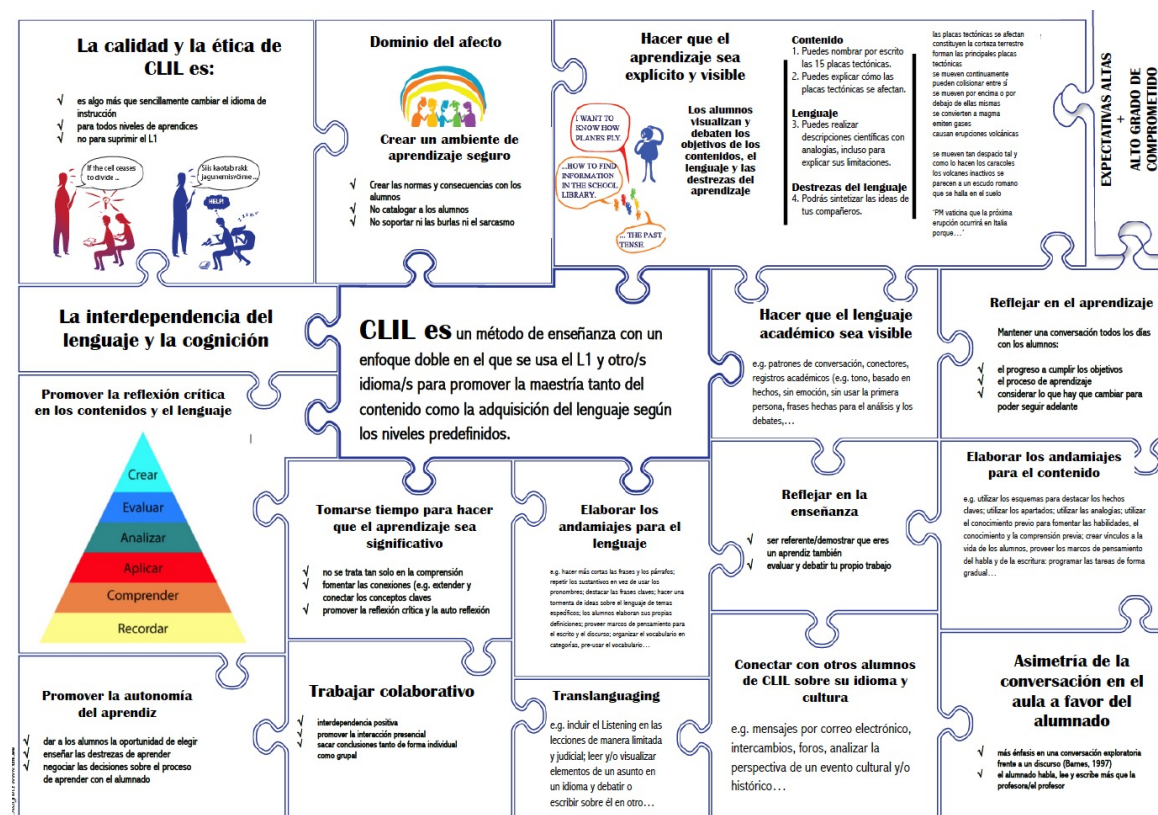
**¿How can you adapt
this Mini-Lesson to
your classes?**

**For
example....Sports**





Which essential elements of CLIL did you use in this Mini-Lesson?

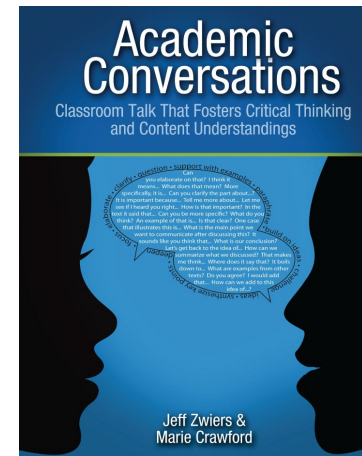
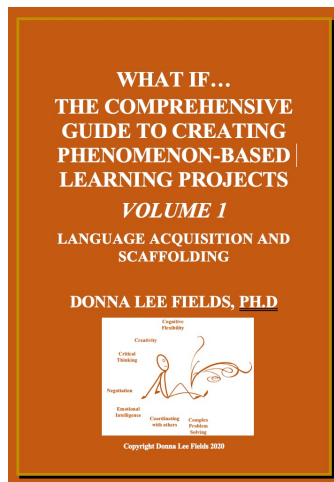
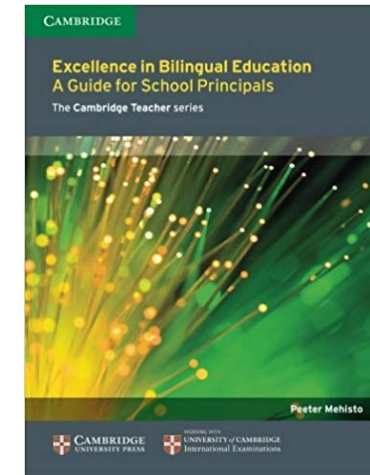
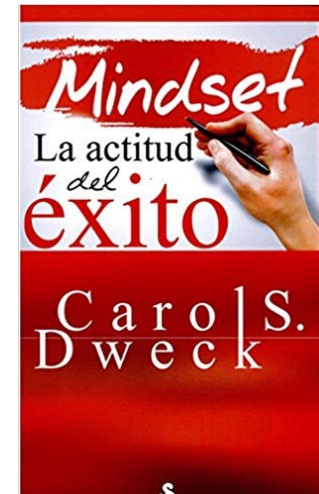
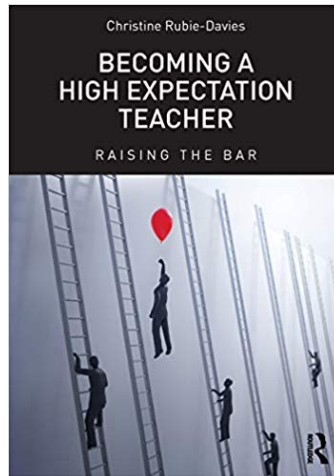


Recommended books:



XUNTA DE GALICIA

CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA





**THANK YOU AND
SEE YOU SOON FOR SESSION 3!**

HAVE FUN!!!

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