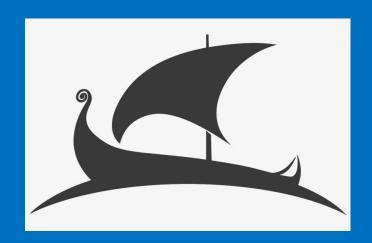






Enfoque CLIL **Session 3**





Donna Lee Fields, Ph.D. 20, 27 octubre 2021 3, 11 noviembre 20221





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?



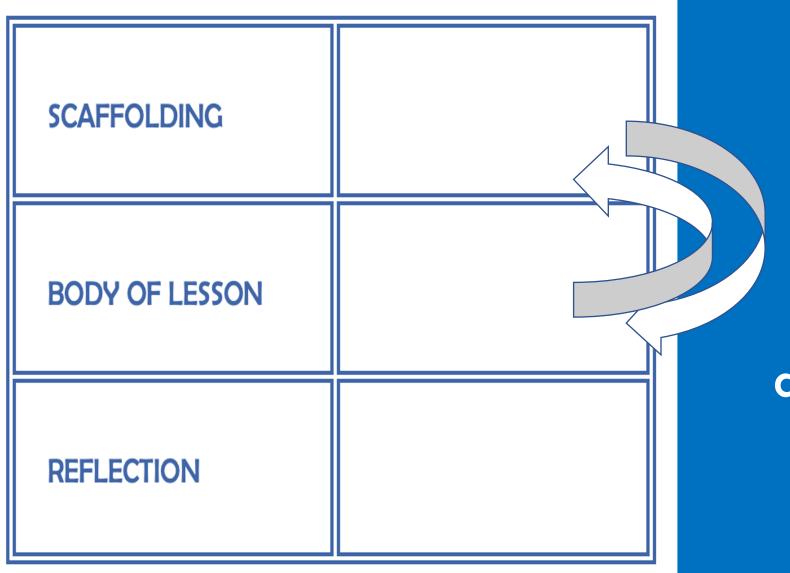


Most Valued Professional Skills 2021

(World Economic Forum)

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





What is the relationship between the Scaffolding activity and the Body and the Lesson?

La calidad y la ética de CLIL es:

- es algo más que sencillamente cambiar el idioma de
- para todos niveles de aprendices no para suprimir el L1



Dominio del afecto



Crear un ambiente de aprendizaje seguro

CLIL es un método de enseñanza con un

enfoque doble en el que se usa el L1 y otro/s

idioma/s para promover la maestría tanto del

contenido como la adquisición del lenguaje según

- Crear las normas y consecuencias con los
- No soportar ni las burlas ni el sarcasmo

los niveles predefinidos.

Hacer que el aprendizaje sea explícito y visible



Los alumnos visualizan v debaten los objetivos de los contenidos, el lenguaje y las destrezas del

aprendizaje

- 1. Puedes nombrar por escrito las 15 placas tectónicas. . Puedes explicar cómo las
- placas tectónicas se afectar se mueven nor enrima o no debain de elles mismes se convierten a magma emiten gases

Lenguale

- Puedes realizar descripciones científicas con analogías, incluso para explicar sus limitaciones.
- Destrezas del lenguajo 4. Podrás sintetizar las ideas d tus compañeros.

constituyen la corteza terrestre forman las principales placas se mueven continuamente nueden colisionar entre si

se mueven tan despacio tal v como lo hacen los caracoles los volcanes inactivos se parecen a un escudo romano que se halla en el suelo

causan erupciones volcánicas

las placas tectónicas se afectan

PM vaticina que la próxima erupción ocurrirá en Italia

ALTO GRADO DE COMPROMETIDO EXPECTATIVAS

La interdependencia del lenguaje v la cognición

Promover la reflexión crítica en los contenidos y el lenguaie



Promover la autonomía

del aprendiz

de aprender con el alumnado

Tomarse tiempo para hacer que el aprendizaje sea significativo

- no se trata tan solo en la comprensión fomentar las conexiones (e.g. extender y conectar los conceptos claves
- promover la reflexión crítica y la auto reflexión

Trabajar colaborativo

mover la interacción presencial dar a los alumnos la oportunidad de elegir sacar conclusiones tento de forme individue enseñar las destrezas de aprender negociar las decisiones sobre el proceso

Mehisto & Lucietto (2011). See Mehisto (2012) Excellence in Bilingual Education: A Guide for School Principals. Cambridge University Press.

Elaborar los andamiajes para el

lenguaje

e.g. hacer más cortas las frases y los párrafos; repetir los sustantivos en vez de usar los pronombres; destacar las frases claves; hacer un tormenta de ideas sobre el lenguaje de temas específicos: los alumnos elaboran sus propias definiciones; proveer marcos de pensamiento par el escrito y el discurso; organizar el vocabulario en

Translanguaging

e.g. induir el Listening en las lecciones de manera limitada v iudicial: leer v/o visualizar elementos de un asunto en un idioma y debatir o

Hacer que el lenguaje académico sea visible

e.g. patrones de conversación, conectores, registros académicos (e.g. tono, basado en hechos, sin emoción, sin usar la primera persona, frases hechas para el análisis y los

Reflejar en la enseñanza

ser referente/demostrar que eres un aprendiz también

evaluar y debatir tu propio trabajo

Conectar con otros alumnos de CLIL sobre su idioma y cultura

e.g. mensajes por correo electrónico. intercambios, foros, analizar la perspectiva de un evento cultural y/o histórico...

el progreso a cumplir los objetivos el proceso de aprendizaje

con los alumnos:

Reflejar en el aprendizaje

Mantener una conversación todos los días

considerar lo que hay que cambiar para poder seguir adelante

Elaborar los andamiaies para el contenido

e.g. utilizar los esquemas para destacar los hechos claves; utilizar los apartados; utilizar las analogías; utilizar el conocimiento previo para fomentar las habilidades, el conocimiento y la comprensión previa: crear vinculos a la vida de los alumnos, proveer los marcos de pensamiento del habla y de la escritura: programar las tareas de forma gradual.

Asimetría de la conversación en el aula a favor del alumnado

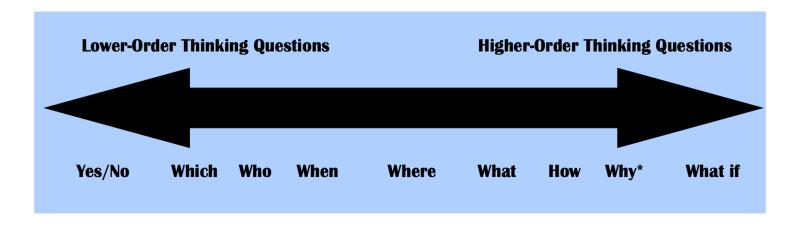
- más énfasis en una conversación exploratoria frente a un discurso (Barnes, 1997) el alumnado habla, lee y escribe más que la
- 1 This definition builds on a definition by Maljers et al. (2007), and has benefited from personal communication with Genesee (2010) and Frigols Martin (2010)

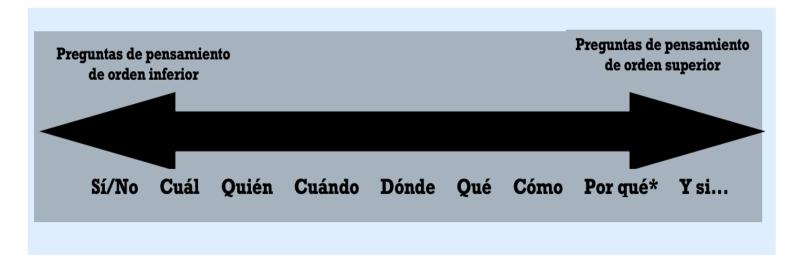


XUNTA DE GALICIA

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











Do you like memorising information?





Yes/No Which Who When Where What How Why* What if

Who do you like studying with and why?





Yes/No Which Who When Where What How Why* What if

When do you do your best work – in the morning or in the evening?



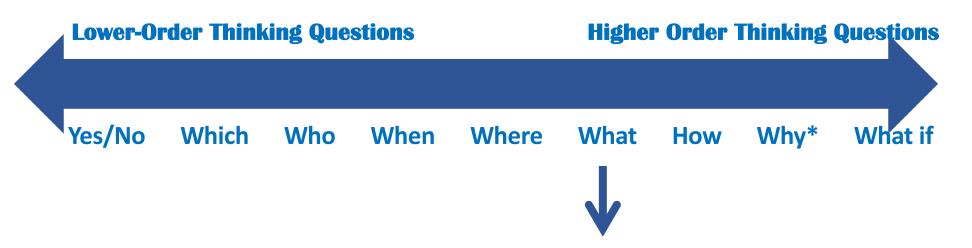


Yes/No Which Who When Where What How Why* What if

Where do you most like to study? Where do you do your most productive thinking?







What types of activities help you to remember information?

(when you speak, listen, write, touch and manipulate material, move your body, stories, songs)





Yes/No Which Who When Where What How Why* What if

How would you describe what learning is? How does it change you from year to year? How will it change you in the future?







Why do you think it's important to learn a variety of subjects and not just focus on your interests?



A boat is always safer at port, but that isn't what it was built for.



Albert Einstein





Objectives:

- ☐ Review feedback from the first session
- ☐ Share what you've changed since the last session
- ☐ Clarify the difference between language acquisition and language learning
- ☐ Participate in different Mini-Lessons at all levels and content themes
- **□** Reflect on the session

Feedback from survey:



What do these three images have in common? What do they suggest we focus on in our lessons?

- They focus on students on giving them a voice.
- We need to focus on our students
- In all of the pictures, the focus is on the students and someone is a guide of learning
- The teacher is the guide, a help, as a main role for the students
- I think they promote an active learning. We should know how to motivate and stimulate our students with enthusiasm.
- Giving voice to our students by proposing graded task, by making them think by themselves, and sharing the teaching-learning roles will make the learning process more significant, and so more relevant and satisfying for everyone involved.
- They suggest teachers must work with students helping them along the way as a compass, a conductor or using scaffolding questions.





0.2 0.4 0.5 0.6 0.7 0.5 0.6 0.7 0.1 Desired Effect. Sizes

Which educational practice will you augment, based on John Hattie's studies? (https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)

- Summarisation and self-reported grades
- Working in groups, allowing more time for them to discover the concepts for themselves. Less teacher talking time, more for students.
- Collective learning
- Taking time to make learning meaningful
- Scaffolding
- Cooperative work
- Teacher clarity
- ❖I'll increase group work to favor cooperative work, better graded activities to move from LOTS towards HOTS and gamification to engage students.
- I'm still not sure I understand this properly

- 3. Which two scaffolds will you adapt to your lessons this week
- 3. What would you most like to learn during the next session?
- I'd like to know about timing (i.e., how to do these Mini-Lessons in the short amount of time we have. My lessons last for around 35 minutes at the most.
- Specific activities like the scaffolding ones
- > I loved the practical example of activities. The last class was perfect.
- Adapting a Mini-Lesson for example about Daily Routines.
- Resources and activities
- A definition of CLIL
- More scaffolding activities
- How to balance successfully the CLIL approach, the pressure of fulfilling a program, coordinating with my colleagues and having to use a textbook.





















Objectives.



- ☐ Review feedback from surveys
- ☐ Share what you've changed since the last session
- ☐ Clarify the difference between language acquisition and language learning
- Participate in different Mini-Lessons at all levels and content themes
- □ Reflect on the session

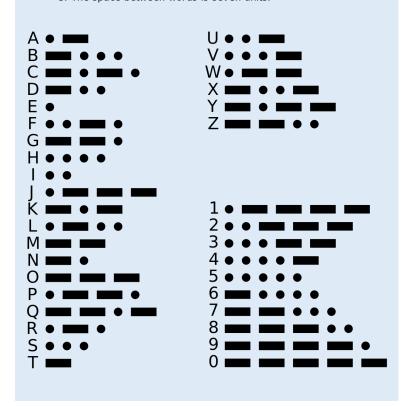


7^a Mini-Lesson International Morse Code and Language Acquisition



International Morse Code 1. The length of a dot is one unit. 2. A dash is three units.

- 3. The space between parts of the same letter is one unit.
- 4. The space between letters is three units.
- 5. The space between words is seven units.



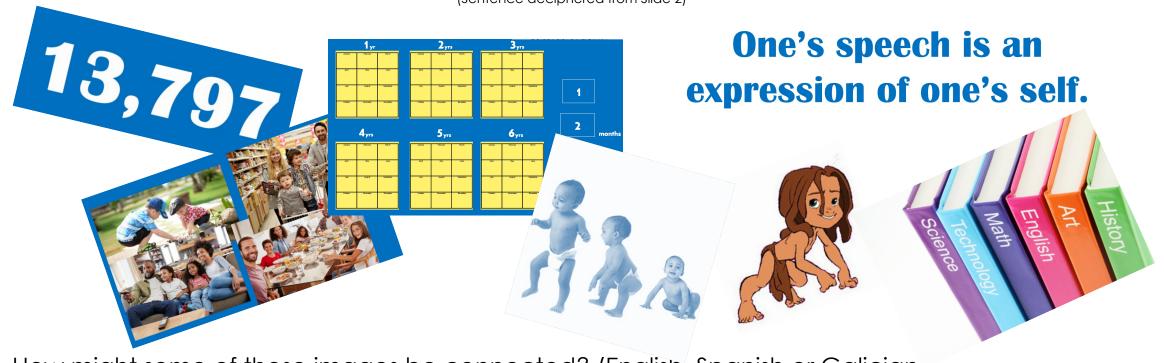
- Download 7^a Mini-Lesson

 International Morse Code and Language Acquisition
- 2. Decipher the sentence in Slide 2.
- 3. Rewrite that sentence at the top of Slide 3.
- 4. Write 5 sentences predicting how the sentence and the other images are connected.*

***There are no 'correct' predictions
- only those you can justify!!!

Language is a skill tied to living within a society.

(Sentence deciphered from Slide 2)



How might some of these images be connected? (English, Spanish or Galician,

1.	
2.	
3.	
4.	
5	



13,797



Language Acquisition:

1 month

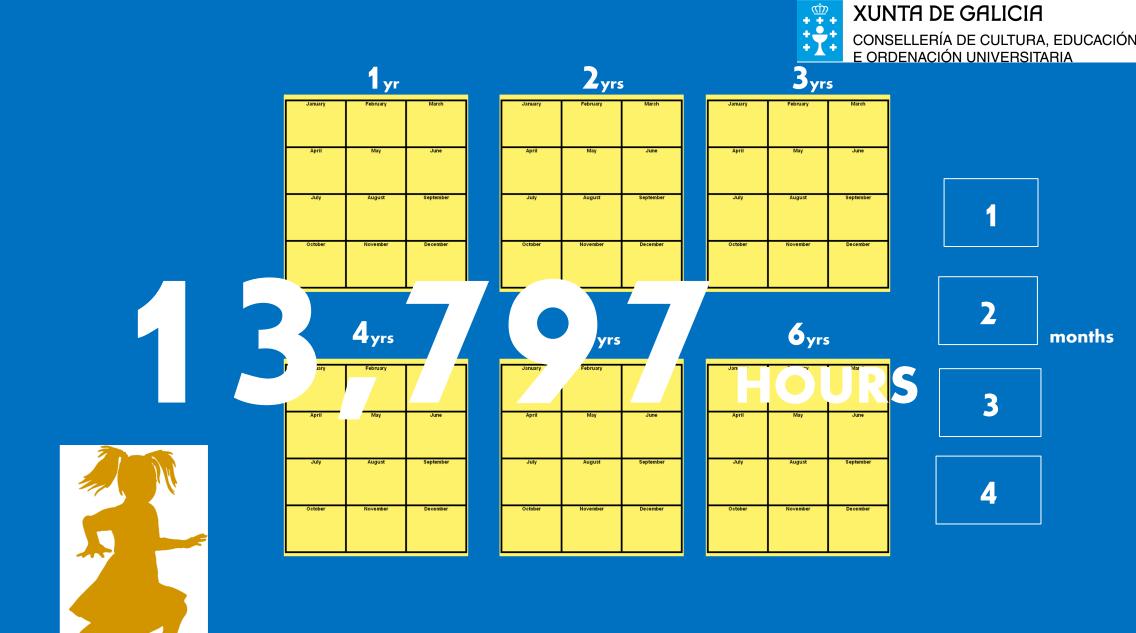
Distinguishing speech sounds

6 months

• Babbling, producing speech sounds (sign language)

12-18 months

- Holophrases
- Resembling adult speech

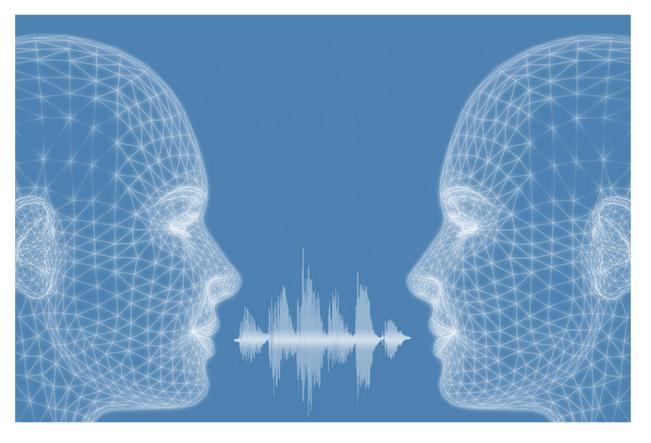




Raised outside of society and studies show that a person will learn to walk.







Language is a skill tied to living within a society.



Feral Children vs. Children raised in society:

No language learned before puberty...

...it is difficult to learn spoken human language.

Language learned before puberty...

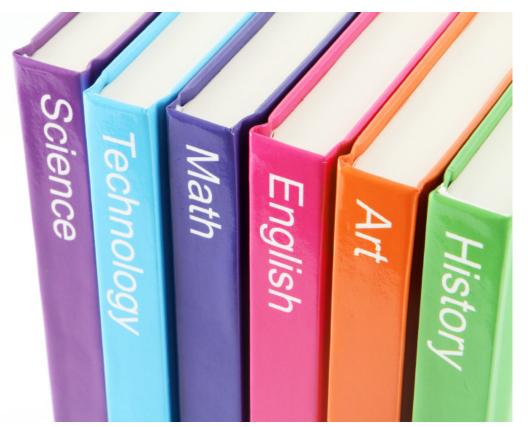
...individuals develop basic communication, social skills, a sense of belonging, and emotional and intellectual developments.





One's ability to interpret or remember history or to do math, is a skill, but it's not part of one's self.

(Young & Kimball, 1995)







One's speech is an expression of one's self.

(Young & Kimball, 1995)





REFLECTION:



- Do you think the deciphering activity will be fun for your students? Explain
- How did it feel to be reminded that: 'There are no 'correct' predictions, but rather only that you can justify?
- What is the difference between language learning and language acquisition?
- How will the CLIL approach promote students acquiring language?



SCAFFOLDING

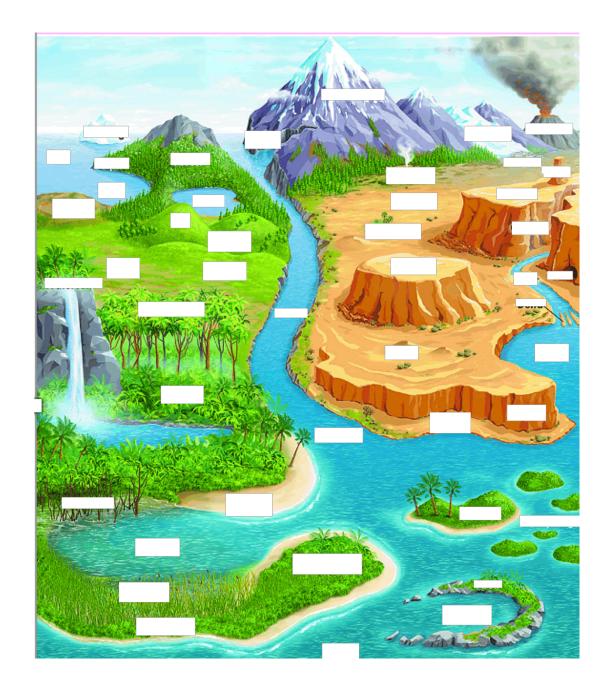
- Deciphering a key sentence
- Making predictions about that sentence and how it is connected to images that students will consider during the Body of the Lesson

BODY OF LESSON

- Share conclusions from the activity
- Study information more deeply

REFLECTION

- Do you think the deciphering activity will be fun for your students? Explain
- How did it feel to be reminded that: 'There are no 'correct' predictions, but rather only that you can justify?
- What is the difference between language learning and language acquisition?
 How will the CLIL approach promote students
- How will the CLIL approach promote students acquiring language?

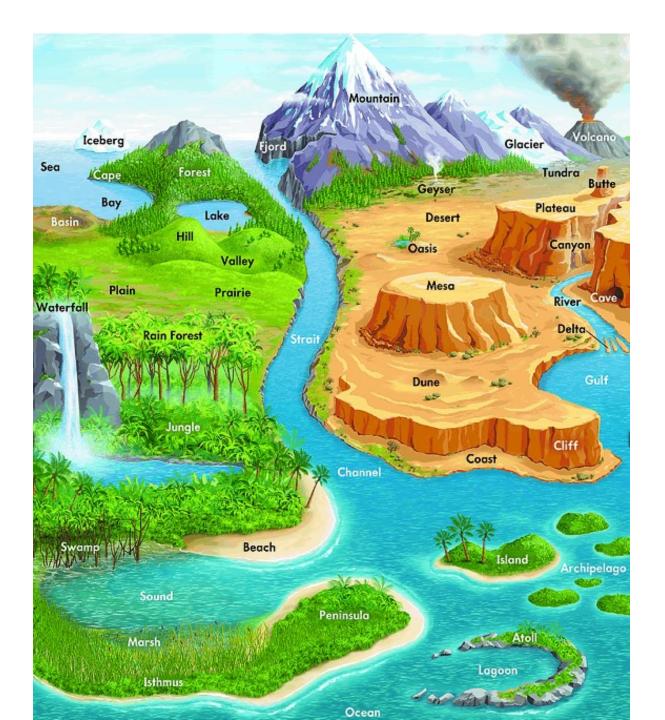




Adapting this scaffold to other subjects...

- 1. Decipher the terms
- 2. Predict where they go on the map

```
.- .-. -.- . . . . . . --. . --. / .- - --- .-. . / -...
.- -.-- / -... . - -.- . . . . - - - . / -.-. .- - - . .
/---..../---./
.... -- ..- ... / .--- ..- -. .-.. . / .-.. .- --. --- -. / --
.- .-. ... / -- . ... .- / -- --- ..- -. - . . - . / --- .- ...
.. ... / --- -.-. . .- -. / .--. . -. ... -. ... .- / .--. .-..
.- .. -. / .--. .- . .- / .--. .- .- . . / .-. .- .. - .
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/ ... --- ..- -. -. / ... -- .- -- .-- / - ..- -. -. .- / ...-
.- .-. / .-- / ...- --- / ...- -. -. / .-- .- . .-. / .-- .- . .-.
.- .-.. .-..
```





1. Decipher the terms

2. Predict where they go on the map

Archipelago

Atoll

Bay

Beach

Butte

Canyon Channel

Cliff

Cove

Delta

Desert

Fjord Forest

Geyser

Glacier

Gulf

Iceberg

Island Isthmus

Jungle

Lagoon

Marsh

Mesa

Mountain **Oasis**

Ocean

Peninsula

Plain

Plateau

Prarie

Rain forest

Rver

Sea

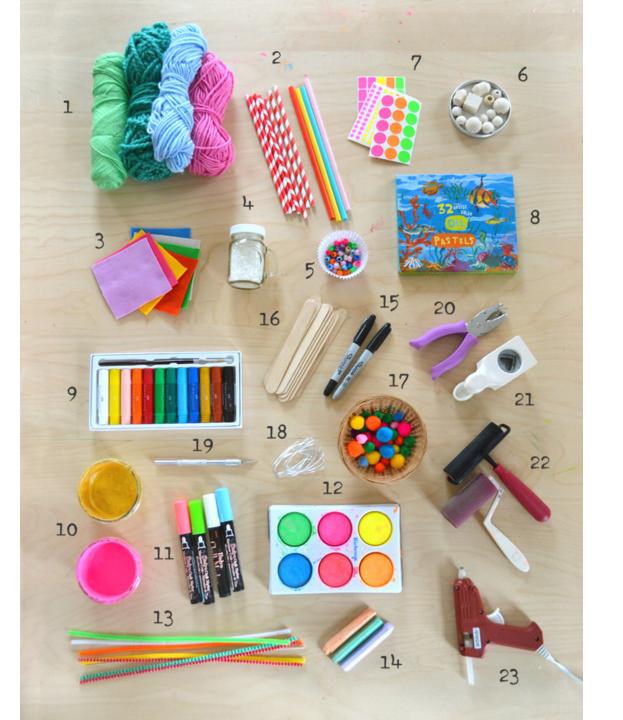
Sound

Sound

Swamp

Tundra Valley

Volcano Waterfall





Adapting this scaffold to other subjects...

- 1. Decipher the terms
- 2. Write the term under the image you think matches





Adapting this scaffold to other subjects...

- 1. Decipher the terms
- 2. Write the term under the image you think matches
 - 3. Black sharpies
 - 4. Chalk markers
 - 5. Chalk pastels
 - 6. Craft wire
 - 7. Exacto knife
 - 8. Felt
 - 9. Gel sticks
 - 10. Glitter
 - 11. Glue gun
 - 12. Oil pastels
 - 13. Pipe cleaners
 - 14. Pompoms
 - 15. Popsicle sticks
 - 16. Rollers
 - 17. Sticker shapes
 - 18. Striped paper straws
 - 19. Utility knife
 - 20. Wooden beads



Objectives: XUNTA I

XUNTA DE GALICIA

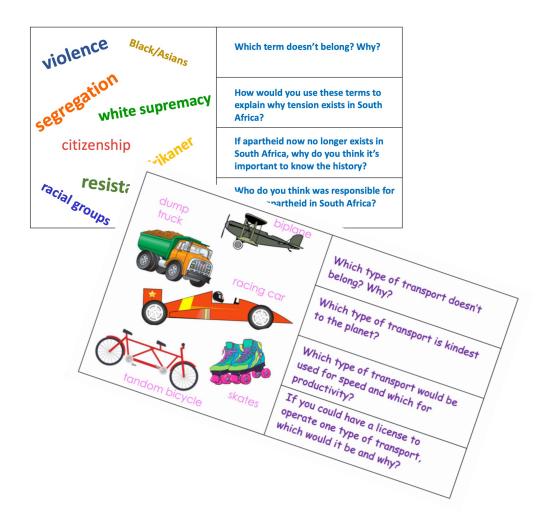
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E ORDENACIÓN UNIVERSITARIA

- ☐ Review feedback from surveys
- ☐ Share what you've changed since the last session
- ☐ Clarify the difference between language and language learning
- □ Participate in different Mini-Lessons at all levels and content themes
- **□** Reflect on the session









- 1. Download 8^a Mini-Lesson 'Which Doesn't Belong?'
- 2. Choose Roles
- 3. Secretary shares screen
- 4. Read the questions and follow instructions.

***There are no 'correct' answers – only those you can justify!!!



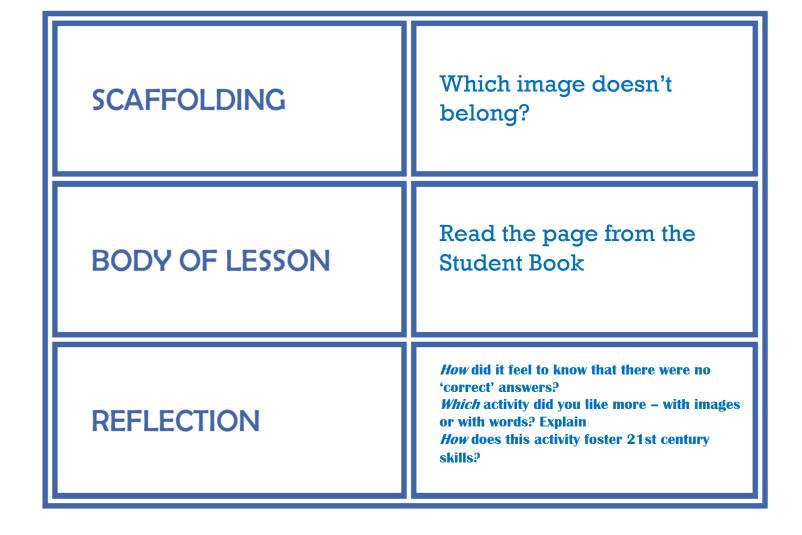
Reflection:

How did it feel to know that there were no 'correct' answers?

Which activity did you like more – with images or with words? Explain

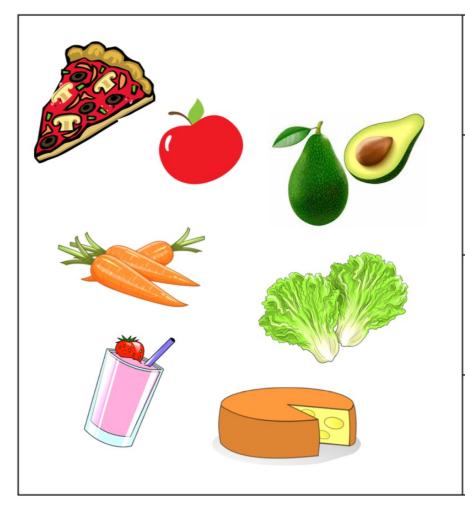
How does this activity foster 21st century skills?







***There is no one correct answer for any of these questions - only answers you can justify...



Which type of food doesn't belong? Why?

To make a healthy meal, which of these choices would you eliminate and what would you add?

If you make three categories of the food shown here, what would the categories be?

What is your favourite food and why?

















8^a Mini-Lesson (Extension) Social Sciences Apartheid/Global Consciousness (Biko)



- 1. Download 8^a Mini-Lesson Extension 'Biko'
- 2. Choose Roles
- 3. Secretary shares screen
- 4. You're going to see a video.
 You've already done one scaffold for this video (Which doesn't belong?). Now do one more.
- 5. Follow the instructions on slides 2 and have fun!!



Read the texts and mark the cities on the map

"Biko" Peter Gabriel

Steve Biko was an anti-apartheid activist who died while in the custody of the police in Capetown, South Africa, which is on the southern-most tip of the African continent.

Pyramid Lake Paiute Tribe, Wadworth Nevada, which is very close to the eastern border of California.

Meshell Ndegeocello, is a German-born American singer and activist and now lives in Hudson, New York, which is in the south-eastern part of New York state.

Taiko Project is a Japanese-style drumming and percussion school based in Little Tokyo, Los Angeles, which is in southern California.

Peter Gabriel wrote the song 'Biko' in 1981. He now works in Witshire, United Kingdom, which is west of London.

Yo Yo Ma is one of the most famous cellists of all time and lives in Boston, Massachusetts, which is on the east coast of the United States.

Tushar Lass is an Indian composer and social activist, who lives in Mumbai, a city on the west coast of India.

Angélique Kidjo is Beninese singersongwriter, actress, and activist who lives in Paris, which is in the northern center of France. September '77
Port Elizabeth weather fine
It was business as usual
In police room 619
Oh Biko, Biko, because Biko
Oh Biko, Biko, because Biko
Yihla Moja, Yihla Moja
-The man is dead

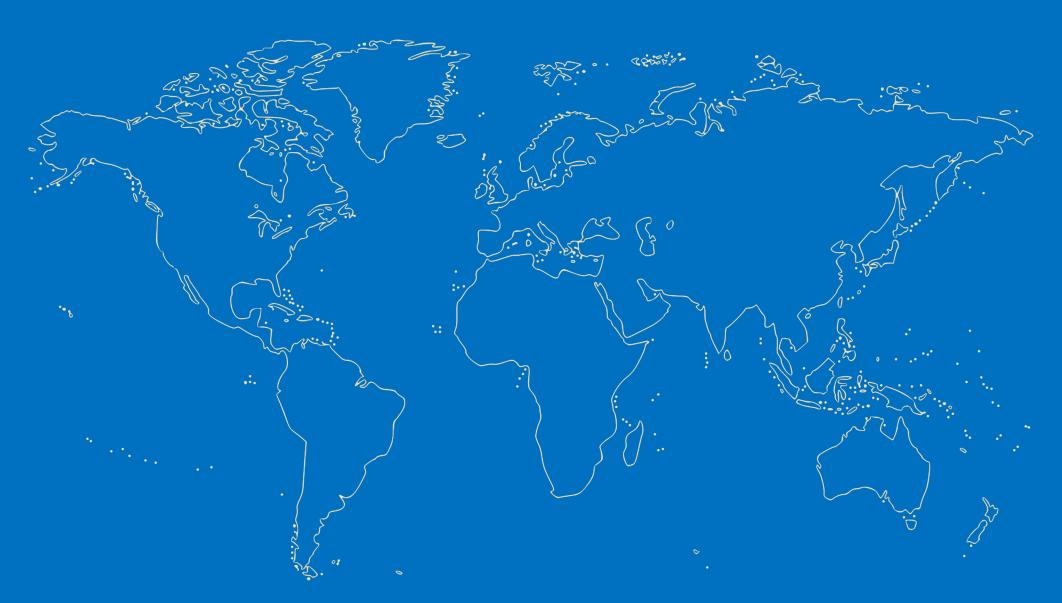
When I try to sleep at night
I can only dream in red
The outside world is black and
white
With only one colour dead
Oh Biko, Biko, because Biko
Oh Biko, Biko, because Biko
Yihla Moja, Yihla Moja
-The man is dead

You can blow out a candle
But you can't blow out a fire
Once the flames begin to catch
The wind will blow it higher
Oh Biko, Biko, because Biko
Yihla Moja, Yihla Moja
-The man is dead

And the eyes of the world are watching now watching now



Use this information to mark on the map the different homes of the singers you'll see in the video.











REFLECTION:

- Did finding the different locations on the map of the singers change the way you reacted to the video? Explain
- What if the video showed only Peter Gabriel singing the song? Would you have reacted differently to it?
- Who is Steve Biko?



SCAFFOLDING

Which doesn't belong? Why
Locate on map homes of
different singers who appear in
the video (Body of Lesson)

BODY OF LESSON

 Watch video (Peter Gabriel's 40th Anniversary version of 'Biko')

REFLECTION

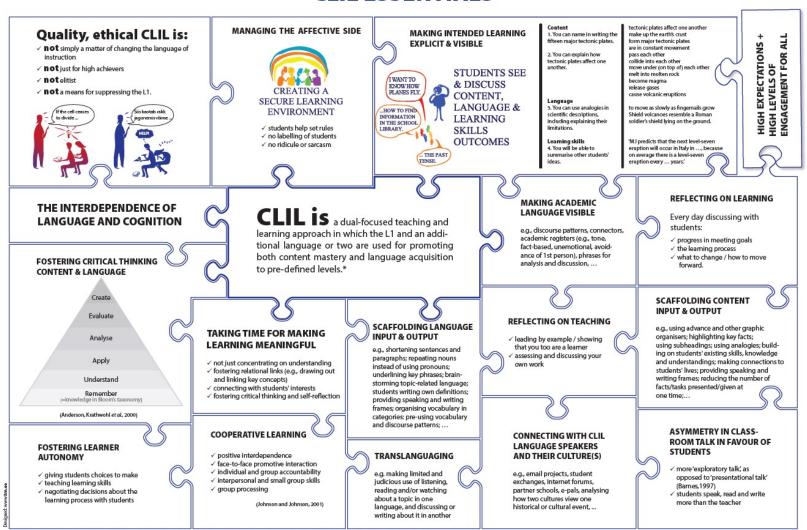
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Which elements of the CLIL approach were included in this Mini-Lesson?

CLIL ESSENTIALS



10^a Mini-Lesson Rhyming & Fruit

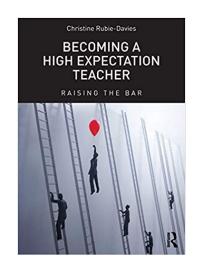




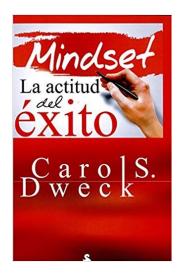
- Download 10^a Mini-Lesson
 'Rhyming and Fruit Salad Salsa'
- 2. Choose roles
- 3. Secretary shares screen with PPT
- 4. Look at the images. Take turns reading aloudthe rhyming words for each fruit.
- 5. Write 3-5 rhyming words in Spanish.

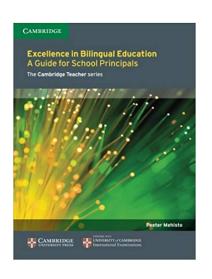
Recommended books:

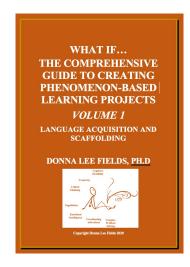


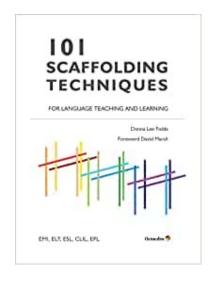


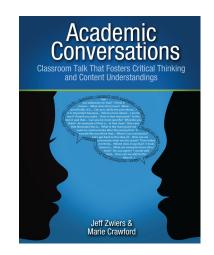


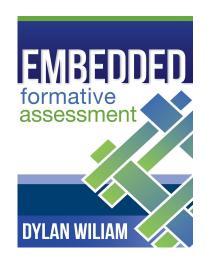














THANK YOU AND SEE YOU SOON FOR SESSION 4!

HAVE FUN!!!

DONNA FIELDS delfinesplaya@Gmail.com scaffoldingmagic.com