



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**



SCAFFOLDING

BODY OF LESSON

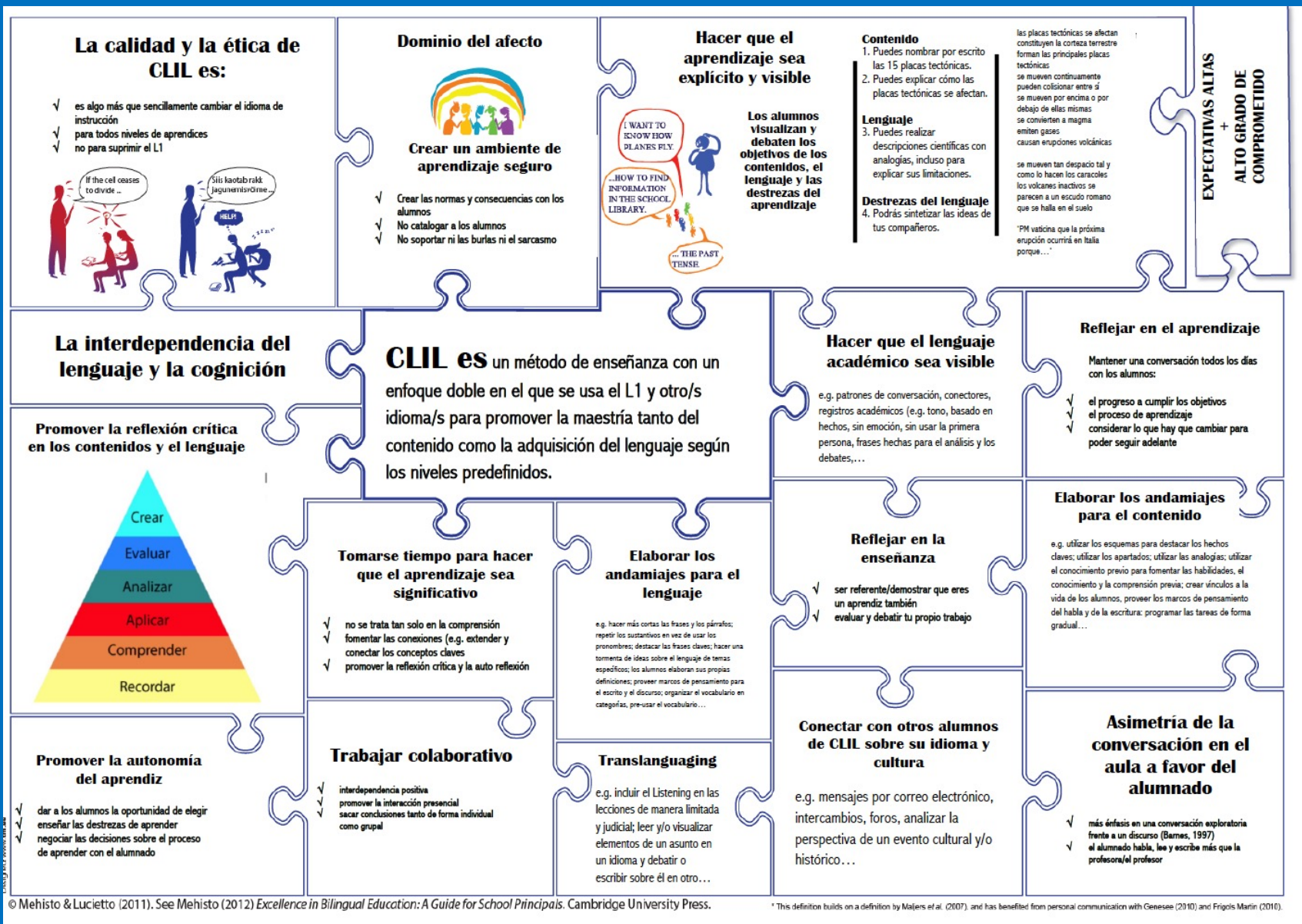
REFLECTION

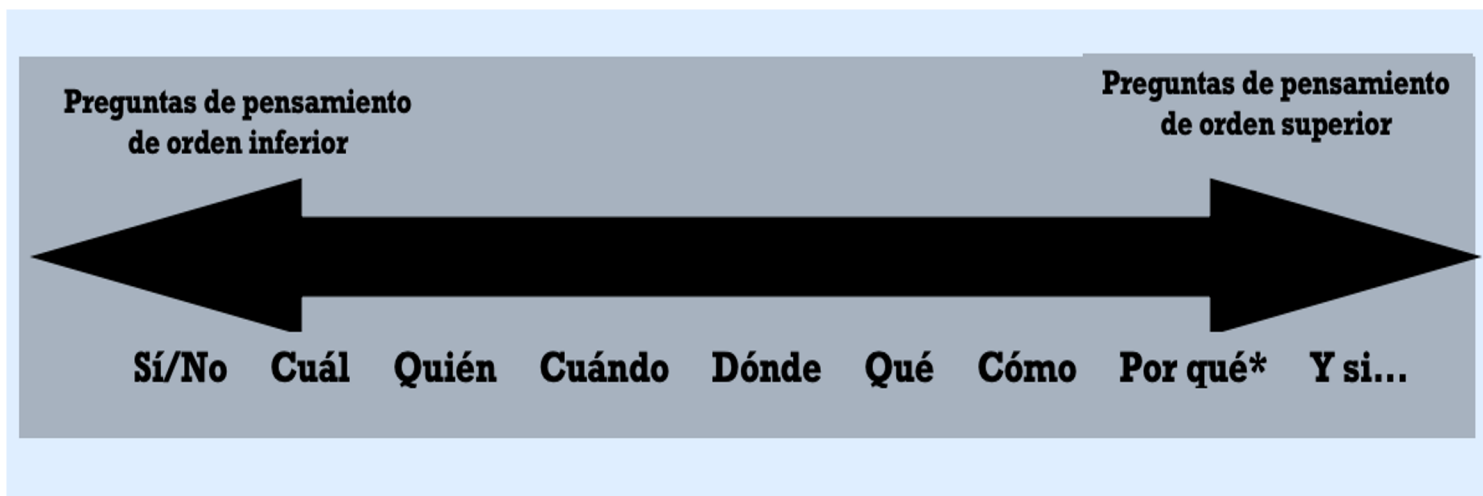


**What is the
relationship
between the
Scaffolding
activity and the
Body and the
Lesson?**



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







How do we learn?



Do you like memorising information?



How do we learn?



**Who do you like studying with
and why?**



How do we learn?



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



How do we learn?



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



How do we learn?



**What types of activities help you to
remember information?**

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



How do we learn?



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



How do we learn?



**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





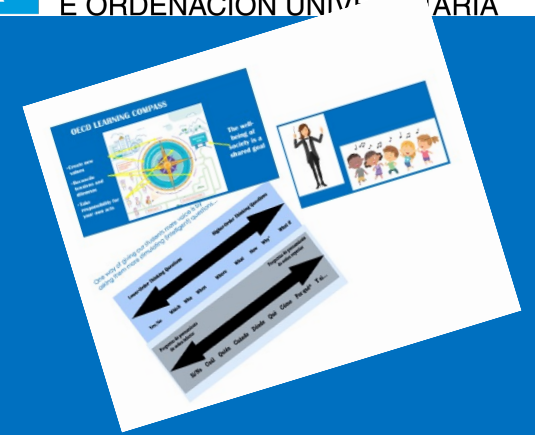
Objectives:

- ☐ **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?

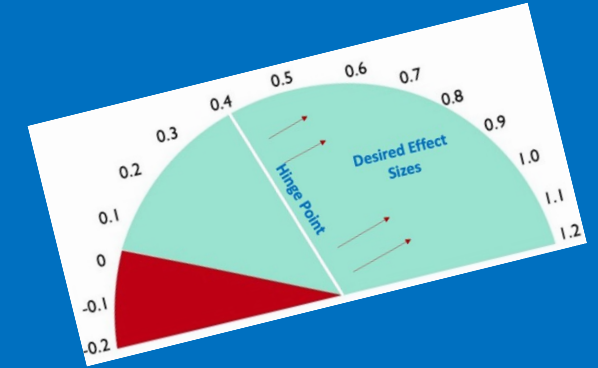


- They focus on students – on giving them a voice.
- We need to focus on our students
- In all of the pictures, the focus is on the students and someone is a guide of learning
- The teacher is the guide, a help, as a main role for the students
- I think they promote an active learning. We should know 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.



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. What would you most like to learn during the next session?

- [illegible]



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7ª 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.

A • —
B — • • •
C — • — •
D — • •
E •
F • • — •
G — — •
H • • • •
I • •
J • — — —
K — • —
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O — — —
P • — — •
Q — — • —
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S • • •
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U • • —
V • • • —
W • — —
X — • • —
Y — • — —
Z — — • •

1 • — — — —
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3 • • • — —
4 • • • • —
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7 — — • • •
8 — — — • •
9 — — — — •
0 — — — — —

1. Download 7ª 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)

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

13,797



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**



3-5 years

- **Resembling adult speech**



1^{yr}

January	February	March
April	May	June
July	August	September
October	November	December

2^{yrs}

January	February	March
April	May	June
July	August	September
October	November	December

3^{yrs}

January	February	March
April	May	June
July	August	September
October	November	December

4^{yrs}

January	February	March
April	May	June
July	August	September
October	November	December

5^{yrs}

January	February	March
April	May	June
July	August	September
October	November	December

6^{yrs}

January	February	March
April	May	June
July	August	September
October	November	December

1

2

months

3

4

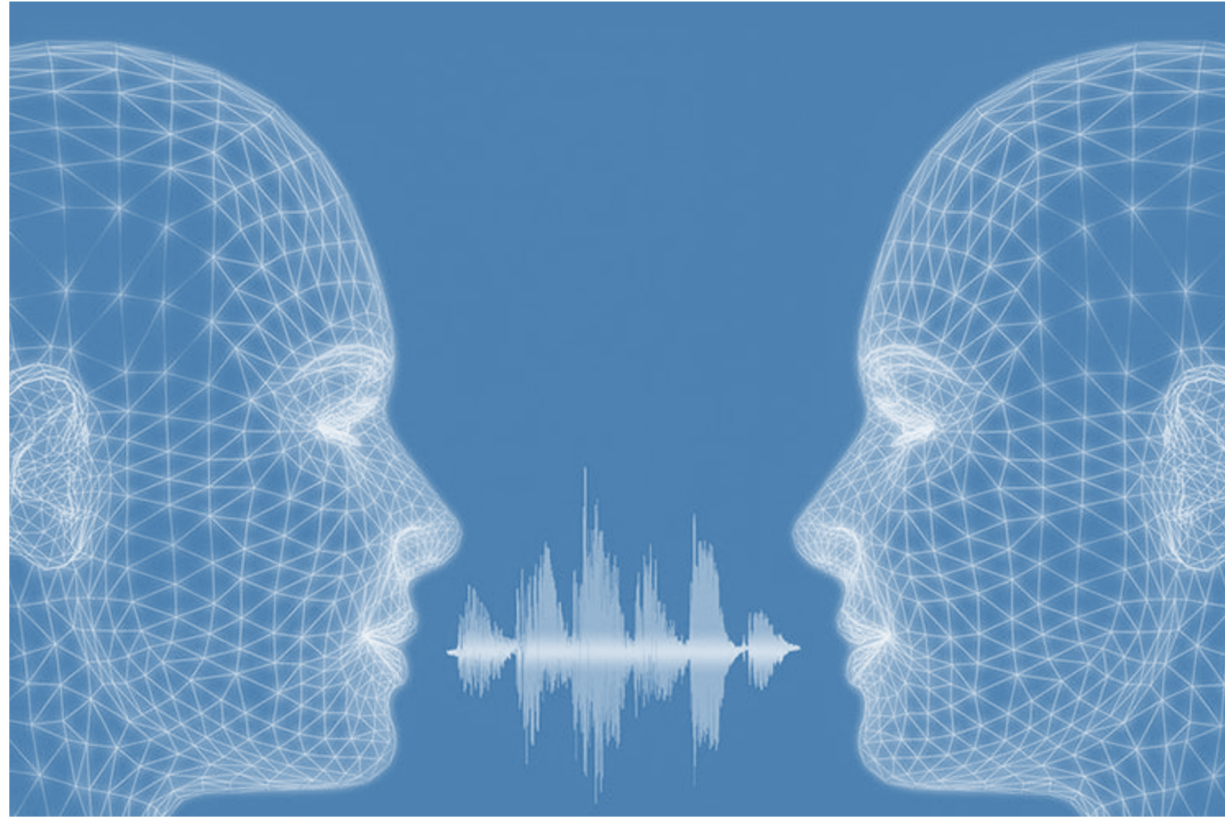
HOURS





**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)



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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

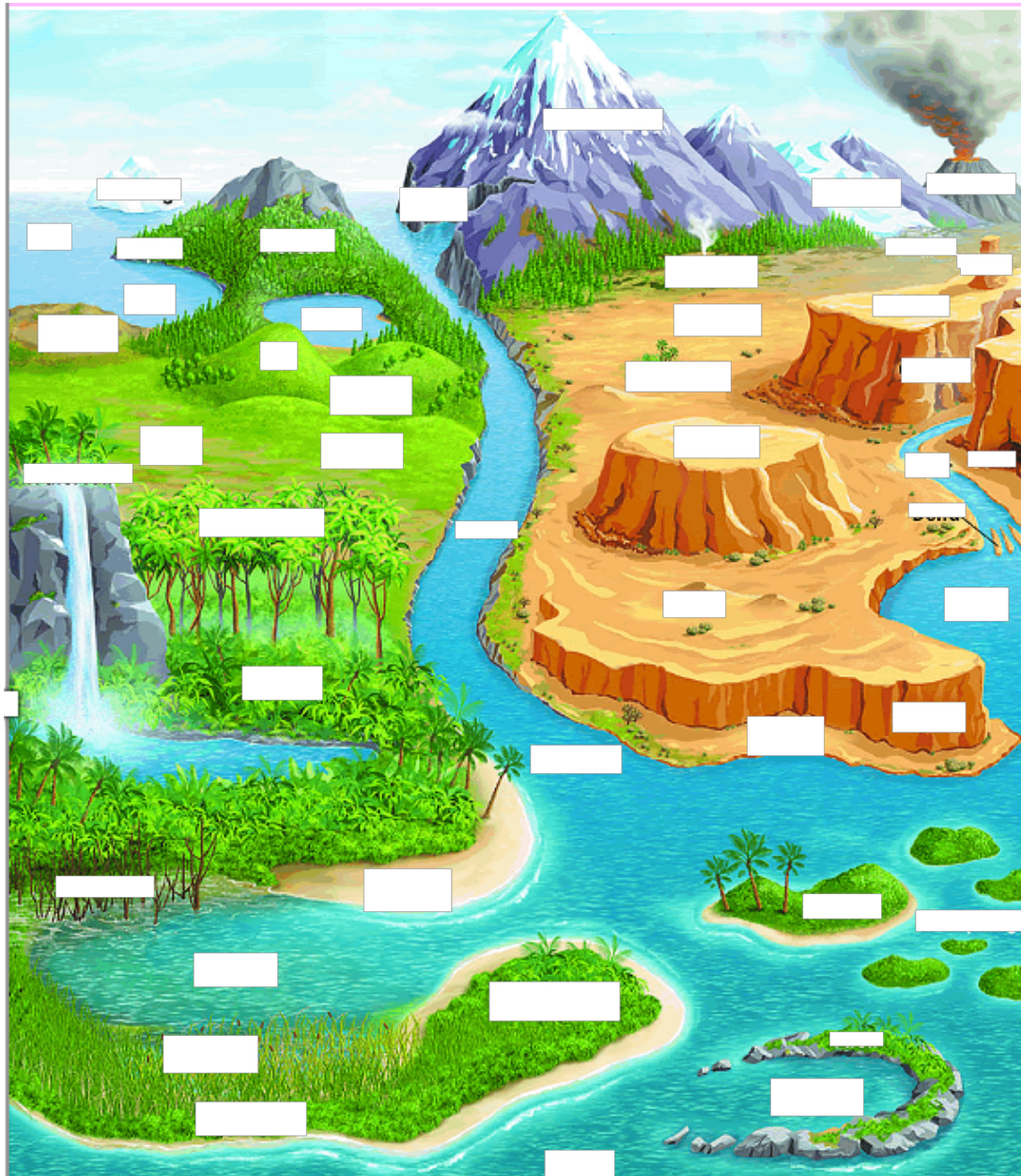
BODY OF LESSON

- 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 acquiring language?

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

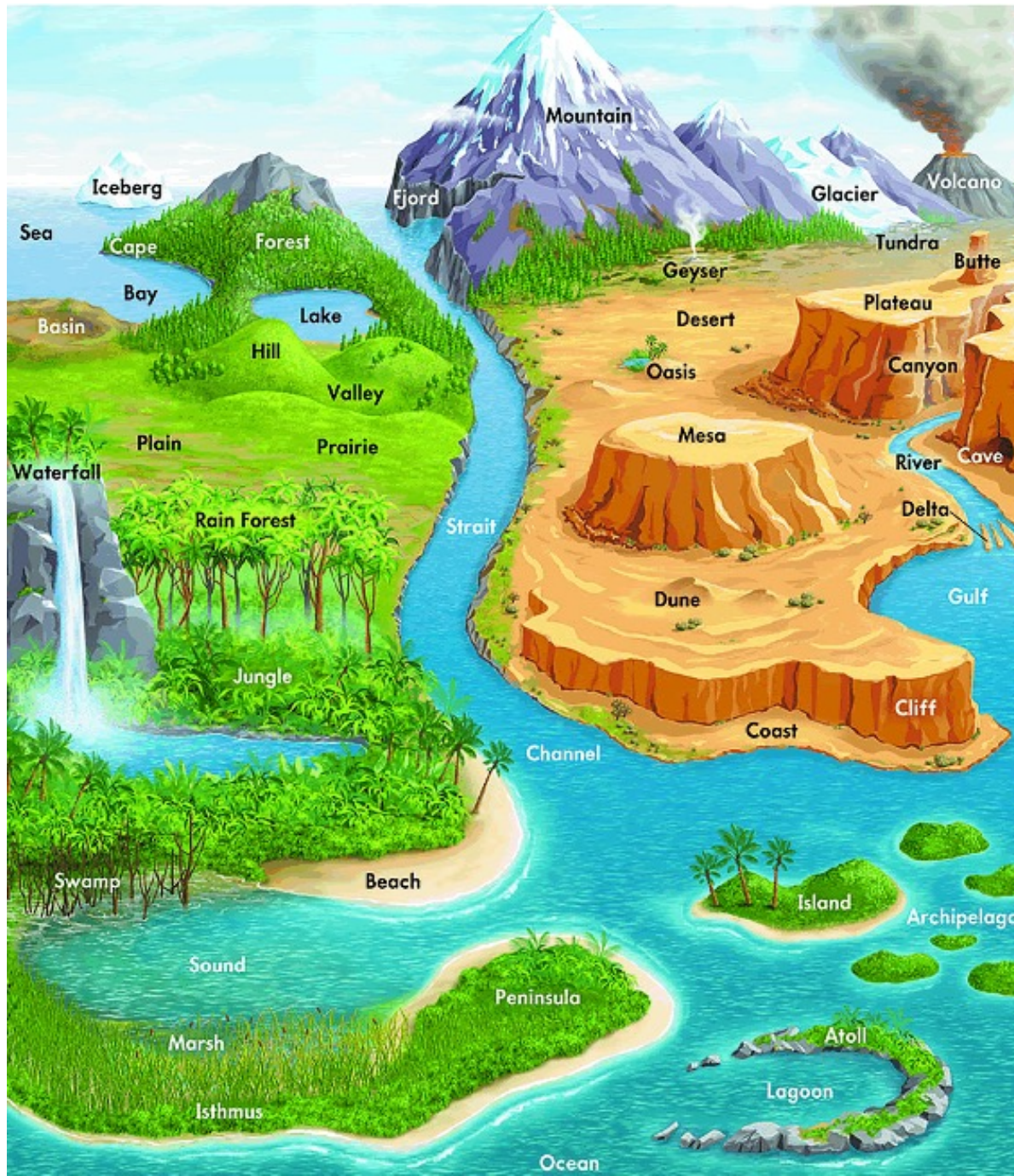


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1. Decipher the terms

Archipelago

Volcano Waterfall





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

-... .. / / -... ..
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 - / -- / ... - / --
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 -- / ... - /
 ... / ... - / / ... -
 .. / / ... - / .. - - / -
 / - / -...



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:

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8ª Mini-Lesson

Which doesn't belong?

Activity

violence Black/Asians	Which term doesn't belong? Why?
segregation white supremacy	How would you use these terms to explain why tension exists in South Africa?
citizenship Afrikaner	If apartheid now no longer exists in South Africa, why do you think it's important to know the history?
resistance racial groups	Who do you think was responsible for apartheid in South Africa?

dump truck	biplane
racing car	
tandem bicycle	skates

Which type of transport doesn't belong? Why?
Which type of transport is kindest to the planet?
Which type of transport would be used for speed and which for productivity?
If you could have a license to operate one type of transport, which would it be and why?

1. Download 8ª 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?**



SCAFFOLDING

Which image doesn't
belong?

BODY OF LESSON

Read the page from the
Student Book

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?



Musíc Break!!!





8ª Mini-Lesson (Extension)

Social Sciences

Apartheid/Global Consciousness (Biko)



1. Download 8ª 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!!



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

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.	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
Pyramid Lake Paiute Tribe, Wadsworth Nevada, which is very close to the eastern border of California.	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
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.	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
Taiko Project is a Japanese-style drumming and percussion school based in Little Tokyo, Los Angeles, which is in southern California.	And the eyes of the world are watching now watching now
Peter Gabriel wrote the song 'Biko' in 1981. He now works in Wiltshire, 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 singer-songwriter, actress, and activist who lives in Paris, which is in the northern center of France.	



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Wadsworth, Nevada

Witshire, U.K.

Paris, France

Mumbai, India

Cape Town, South Africa

Hudson, New York

Little Tokyo, Los Angeles





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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')

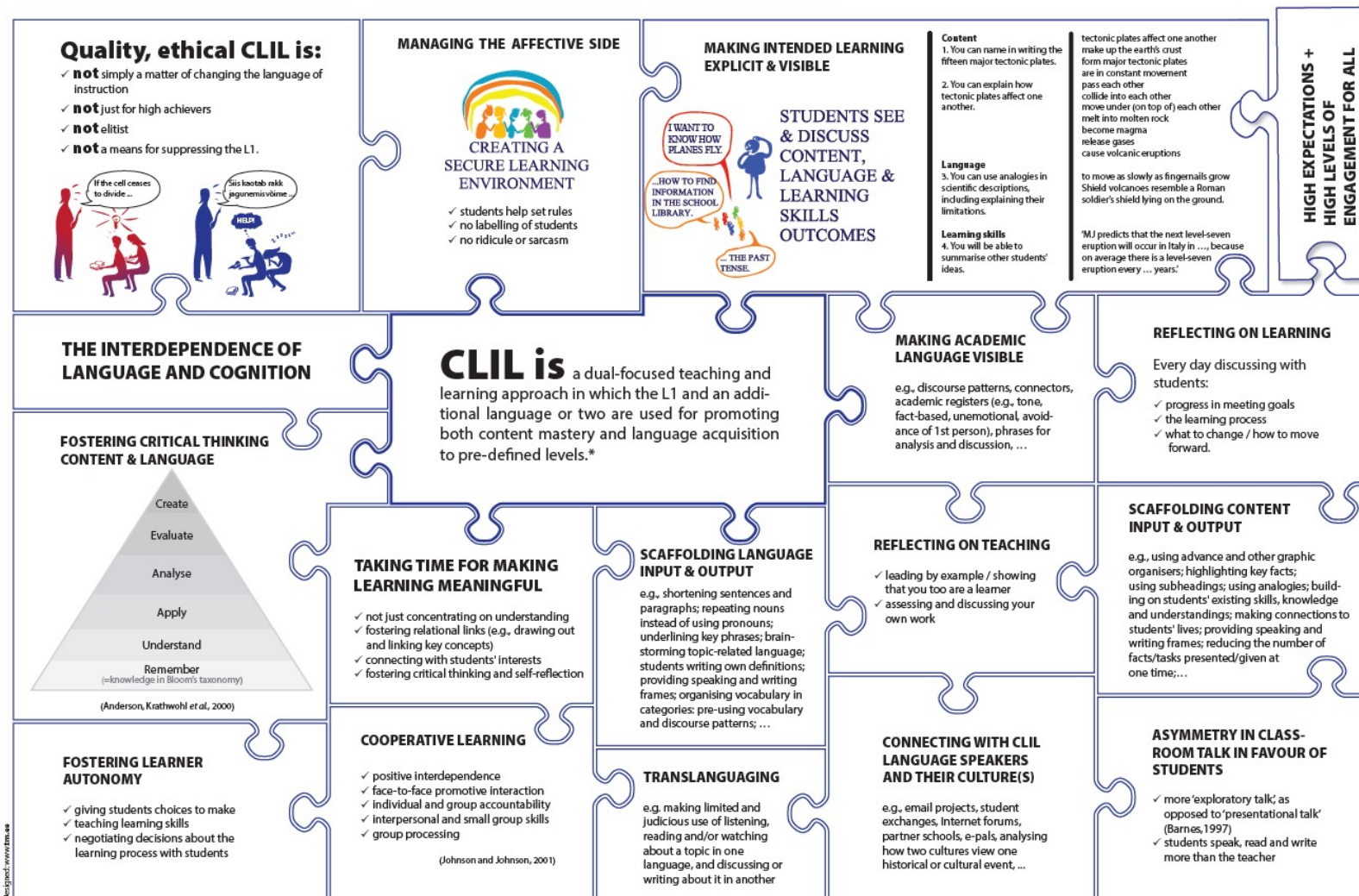
REFLECTION

- 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?



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

CLIL ESSENTIALS





10ª Mini-Lesson

Rhyming & Fruit

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





0:00 / 2:19

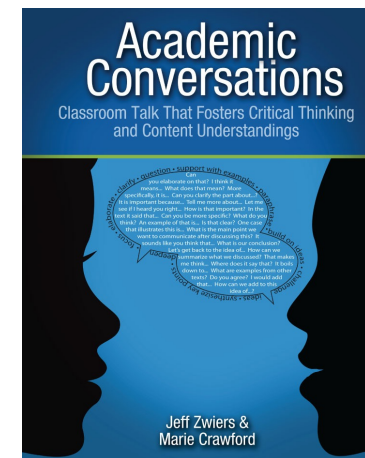
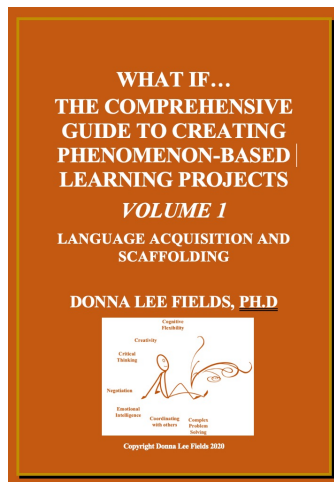
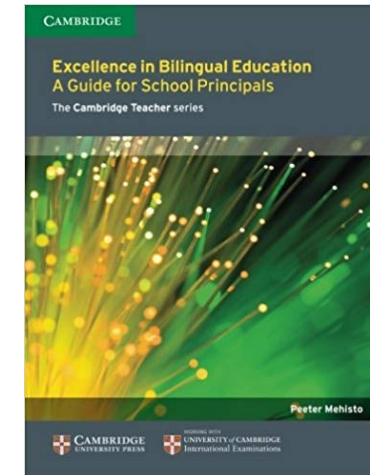
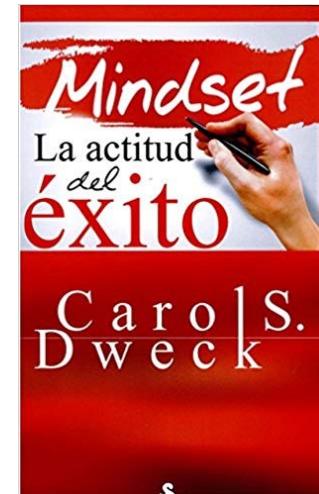
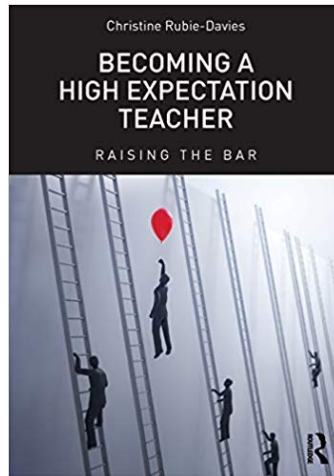


Recommended books:



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**THANK YOU AND
SEE YOU SOON FOR SESSION 4!**

HAVE FUN!!!

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