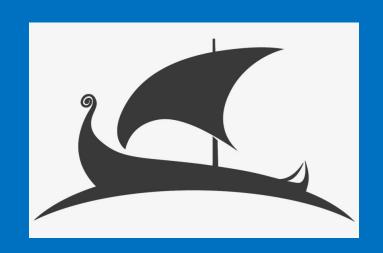




Enfoque CLIL Session 4





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







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

https://eduxunta.webex.com/eduxunta-en/j.php?MTID=m8527946fedd352bfa0fb7c365e88497f

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

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

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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?



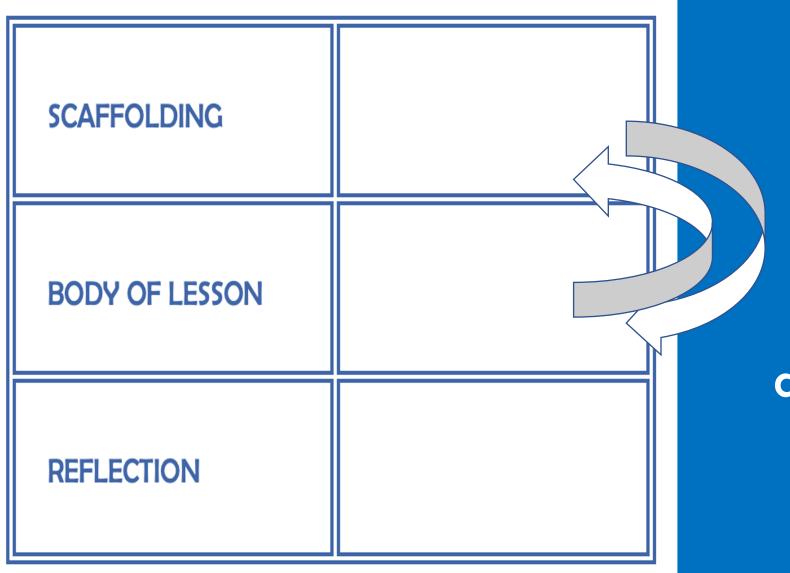


Most Valued Professional Skills 2021

(World Economic Forum)

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





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



13,797

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)



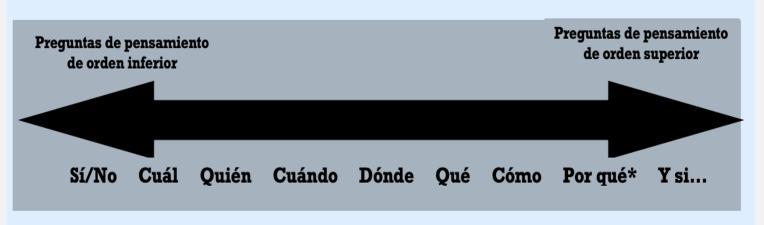
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Which elements of the CLIL approach did you use this week?









What are some examples of higherorder level thinking questions you used this week?





Lower-Order Thinking Questions

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

Is there a past, present and future tense in English?





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

Which tense is your favourite?

Why?





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

Who do you talk the most to using the future tense (in any language)?





Lower-Order Thinking Questions

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

When would you like to master all three tenses? Why?





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

What is the verb you have the easiest time conjugating?
The most challenging?







How does using different tenses change the conversations you have with your friends? How would your conversations change if one of those tenses didn't exist in Englsh?





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

Why do you think languages have different tenses?





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

What if you could invent a new tense? What would it involve?



DIVERSITY IS ABOUT ALL OF US, AND ABOUT US HAVING TO FIGURE OUT HOW TO WALK THROUGH THIS WORLD TOGETHER.

JACQUELINE WOODSON





Objectives:

- Review feedback from the first session
- ☐ Consider how the Growth Mentality augments language aquisition
- ☐ Include techniques for special needs students in Mini-Lessons at all levels and content themes
- ☐ Debate benefits of alternative formative assessments in CLIL methodology
- **□** Reflect on the session

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Feedback from survey:

- 1. How do scaffolds help your student to acquire language (not learn it)?
- By presenting a natural situation of language acquisition, i.e. a game, a conversation, a puzzle...
- I think this method helps them to be motivated.
- They speak, try to come to agreements, cooperate. All these abilities are key to acquiring language
- By presenting a natural situation of language acquisition, i.e. a game, a conversation, a puzzle...
- Scaffolds help the students to approach the learning process in an organised way by making them think and share, so that they become more self-sufficient and in charge of their own development. That makes them more confident and facilitates the acquisition of the language

- 1. What would you most like to be included in the next session? What do you still have doubts about?
- Timing
- The use of the English songs for learning and practise vocabulary and pronunciaciation in Kindergarden and Primary.
- Mini lessons are great for having examples for the classroom.
- Is there a right/wrong way to group the students or it depends on the activity?





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Do you believe that

ALL

students can learn?





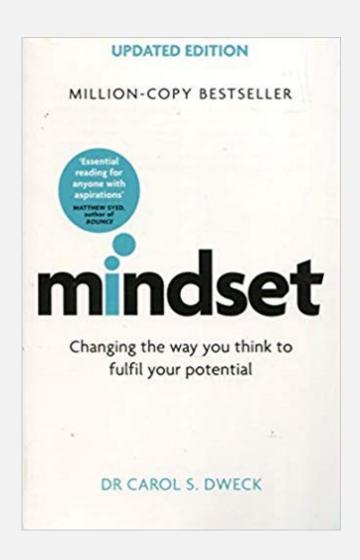
10^a Mini-Lesson A

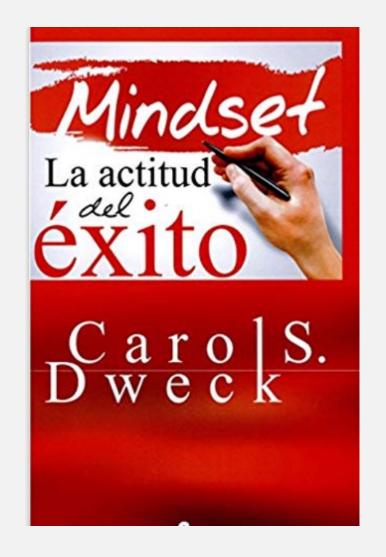


- 1. Download 10° Mini-Lesson A 'The Growth Mindset'
- 2. Choose Roles
- 3. Secretary shares screen
- 4. Based on the information in table, what is the theory of the Growth Mindset













You can augment your

knowledge base through

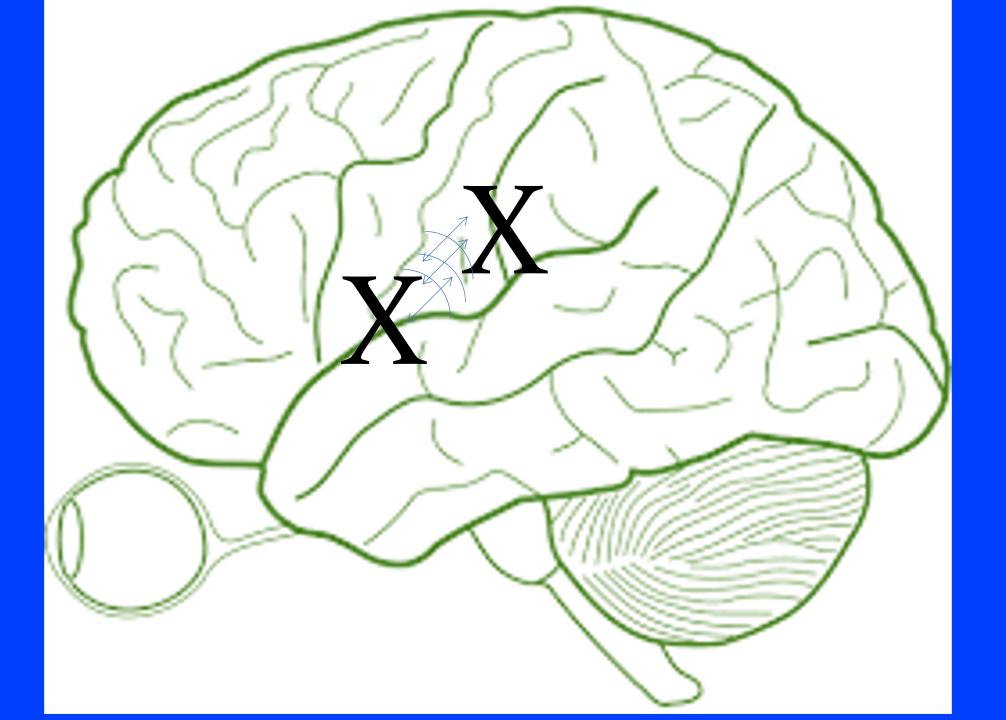
studying and effort.

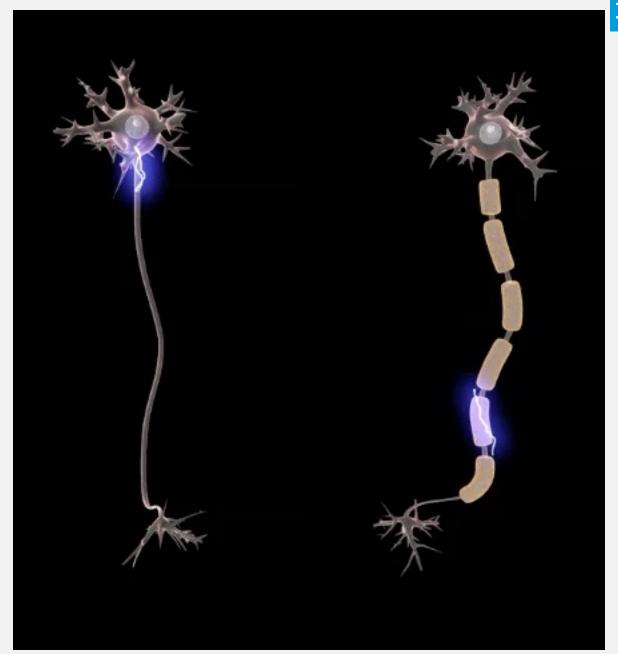
Do you have a fixed or growth mindse

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XUNTA DE GALICIA

- 1. You are born with a certain amount of intelligence and nothing you can do can change that.
- 2. You can learn new things, but you can't change your total capacity to know things.
- 3. Whatever intelligence you're born with, you can develop your mind even more.
- 4. You can augment your capacity to learn through studying and effort.



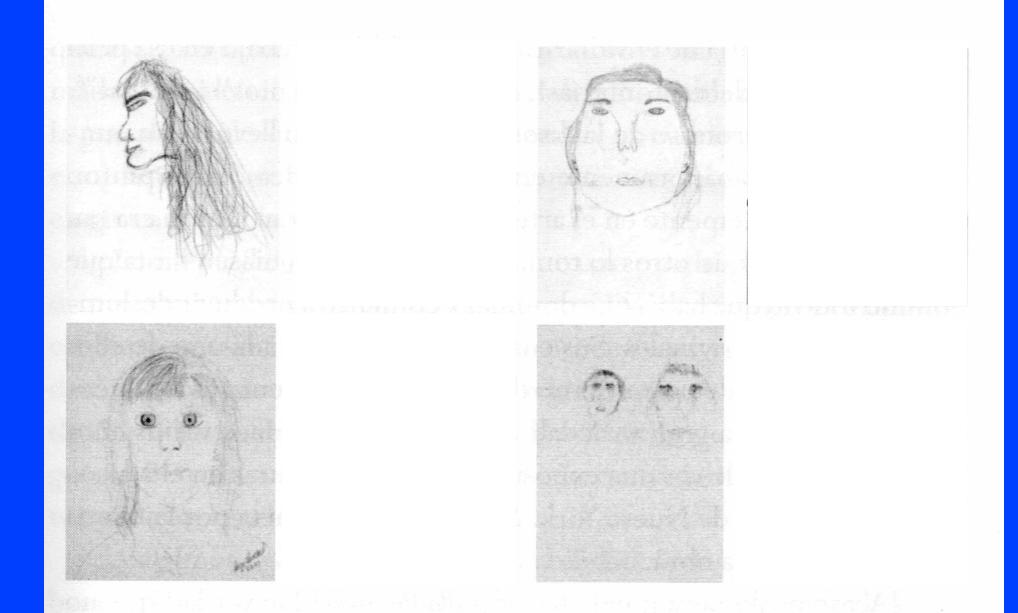




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LA VERDAD SOBRE LA APTITUD Y EL LOGRO







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GROWTH MINDSET

Instead of thinking....

I can't do it.

I give up.

It's good enough.

I can't do any better.

It's too difficult.

I made a mistake.

I can't do this.

I'm never going to be smart enough

Everyone else can do it.

Plan A didn't work.

TRY THINKING...

What am I missing?

I'll use another strategy.

Is this really my best work?

I can always improve.

I can do it if I keep trying.

Mistakes help me to learn.

I can't do this, yet.

I'll keep studying until I know how to do it.

I'll learn from my classmates.

Now I'll try Plan B.



Reflection:

How did it feel to try to guess the theory first instead of being told what it was?

What is the connection between the Growth Mindset and your willingness to create scaffolding activities for your students?



SCAFFOLDING

- Look at table to draw conclusions on the theory behind it. (not being told the theory first)
- Negotiating meaning

BODY OF LESSON

Learning about the Growth Mindset theory and resources to know more

REFLECTION

How did it feel to try to guess the theory first instead of being told what it was?

What is the connection between the Growth Mindset and your willingness to create scaffolding activities for your students?

Adapting this Mini-Lesson to our classes... Time Zones



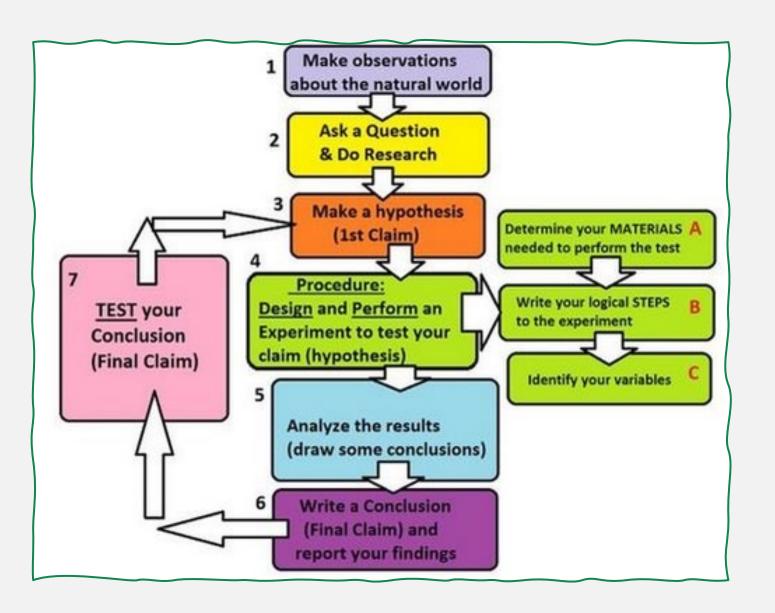


clock countries same different hour minute second



Adapting this scaffold to our lesson... Scientific Method





first
second
third
afterwards
beforehand
at the same time
change order





VOCABULARY

ALLOY Aleación

AIR-POWERED MACHINES Máquinas

neumáticas

APPENDAGE Apéndice

BLEEDING Hemorragias

BOWEL Colon

BOREDOM Tedio, astio

CHAINSAW Motosierra

CIRCUIT BREAKER Interruptor de circuito

disyuntor magnetotérmico

COMMERCIAL VEHICLES Vehículos industriales

TO CONVEY EXPRESAR, VERBALIZAR

CRAMP Calambre, tirón

CURRENT FLOW PATH Trayectoria de la

corriente

CRUSHING Aplastamiento

DIZZINESS Mareos

DREARY Sombrio, gris, deprimente

EJECTION OF FRAGMENTS Proyección de

fragmentos

ENCOUNTER Come across, toparse

EXTERIOR HOUSING CARCASA

FIRE DETECTION SYSTEMS SISTEMAS de

detección de incendios

FLASH POINT Punto de Ignición

FURNACE Horno, caldera

GAS MOWER Segadora de gasolina

GLARE Deslumbramiento, reflejo

GIDDINESS Atolondramiento, aturdimiento

GRIP STRENGTH FUERZA de agarre

HAND ROTARY TOOLING Herramientas

manuales rotativas

HAZARD SUIT Traje de protección

HEARING IMPAIRMENT Deficiencias auditivas

IMPINGEMENTS PINZAMIENTOS

INSULATION Aislamiento

JACK-HAMMER Taladradora

KILN Horno

LISTLESSNESS Apatia, dejadez

MALADISE Malestar MAMMAL Mamifero MOULD Hongo, moho

NUMBNESS Entimecimiento OUTLETS Salidas de corriente

OXIDIZER Comburente

PATHWAY VIA

PNEUMATIC JACKHAMMER Martillo neumático

POWER GRID Red eléctrica

RABIES Rabia

RASH Sarpullido, erupción

REGULAR INSPECTIONS REVISIONES PERIÓDICAS SAFETY RAILINGS BARANDIIIAS DE SEGURIDAD SAFETY SIGNAGE SEÑALIZACIÓN DE SEGURIDAD

SCHEDULE Programa, horario SENSITISATION SENSIBIlización SHIVERING ESCALOFRIOS SLIPPED DISCS Hernias

TINGLING Hormiqueo

DISPOSAL OF WASTE Eliminación de residuos

WHEELBARROWS Carretillas

STRIPPED WIRE Cable pelado

YEAST Levadura

12 GAUGE SHOTGUN ESCOPETA CAllbre 12



Adapting this scaffold to our lesson...

Vocational Education and Guidance

Based on this vocabulary, what do you think the next unit will be about.

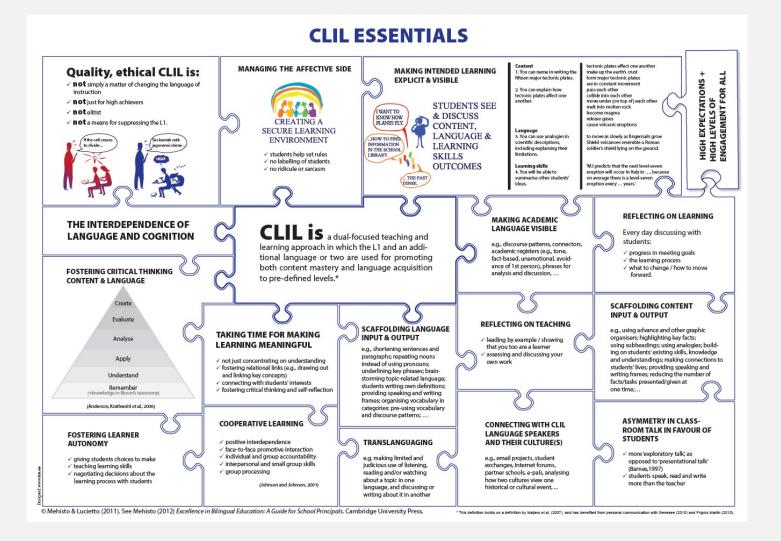
Write 3-5 sentences justifying your answer.







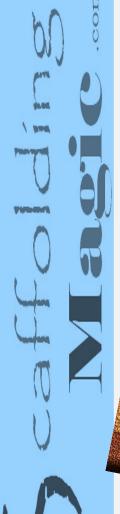






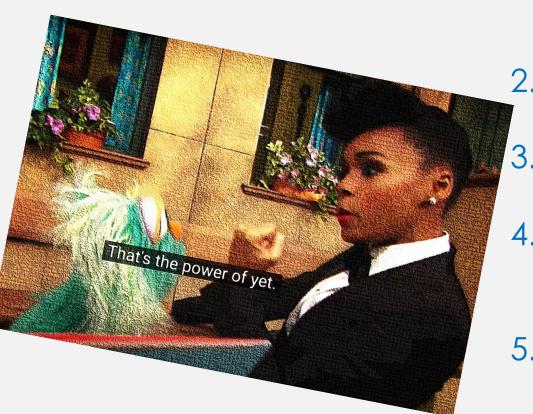




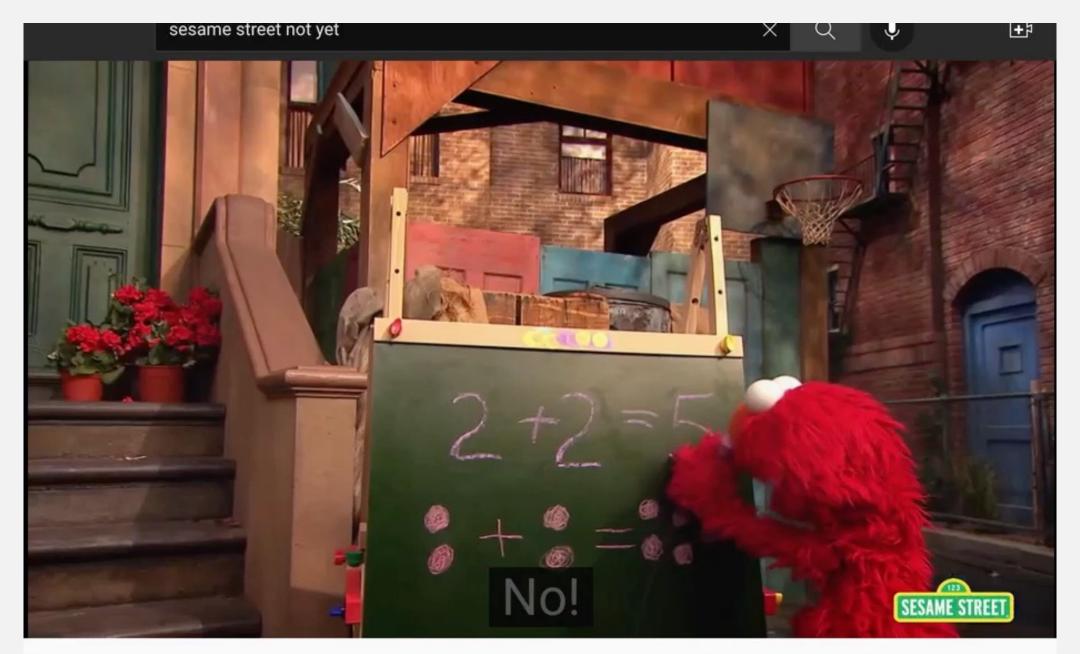


10^a Mini-Lesson B





- Download 10^a Mini-Lesson B 'The Power of Yet'
- 2. Choose Roles
- 3. Secretary shares screen
- 4. Slide 2: Explain what may have gone wrong in each scene
- 5. Slide 3: Based on the lyrics of the song, predict what the connection is between the images from Slide 2 and this image.







Objectives:

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- □ Reflect on the session



MODELO NUEVO

- Inspira la LOMLOE (2020).
- Se mantienen los elementos básicos de la LOE y la LOMCE.
- Las competencias se convierten en el núcleo central del diseño curricular.
- Se establece un vínculo claro entre las competencias y los criterios de evaluación.
- Se promueven estrategias metodológicas que facilitan el enfoque competencial.
- Se potencia el papel de la evaluación de aprendizajes más allá de la mera calificación.
- Se clarifica el papel del profesor como guíafacilitador del aprendizaje del alumnado.





(Booth & Ainscown, 2000)

de **TODOS** los estudiantes

Múltiples medios de representación (percepción)

Proporcionar opciones:

Para la **percepción**Alternativas a la información auditiva

Alternativas a la información visual







Algunas evidencias sobre la educación inclusiva

Justificación educativa





Beneficios de la educación inclusiva para estudiantes CON y SIN Necesidades Específicas de Apoyo y Educativo

ALGUNAS EVIDENCIAS

Scaffold A: How this scaffold has been designed for students with special needs:



I'll learn from my classmates.

Now I'll try Plan B.

MULTI-SENSORY

- All one font (no cursives, Sans-Serif)
- Monoespaciado between letters
- Background grey/olive
- No bolds
- Communicative
- No one single correct answer
- Prediction
- Giving them some of the information beforehand

developing a DSET TRY THINKING... Instead of thinking.... What am I missing? I can't do it. I'll use another strategy. I give up. Is this really my best work? It's good enough. I can always improve. I can't do any better. I can do it if I keep trying. It's too difficult. Mistakes help me to learn. I made a mistake. I can't do this, yet. I can't do this. I'll keep studying until I know how to I'm never going to be smart do it. enough

Everyone else can do it.

Plan A didn't work.

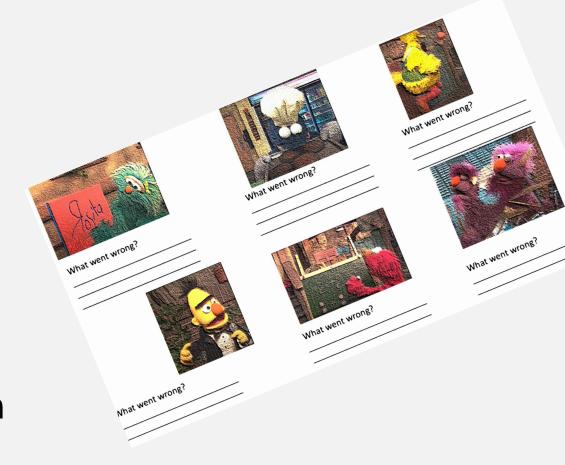
Colours - not a great idea

Scaffold B: How this scaffold has been designed for students with special needs:



MULTI-SENSORY

- All one font (no cursives, Sans-Serif)
- Monoespaciado between letters
- Background grey/olive
- No bolds
- Communicative
- No one single correct answer
- Prediction
- Giving them some of the information beforehand
- Ending with music, movement



11^a Mini-Lesson **Genres of Art** Match image and description

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A portrait is a picture of one person or several people.











A religious painting is a painting of something that happened in a religious book, especially the Bible. It is a kind of history painting.



Washington Crossing the Delaware River

Download 11^a Mini-Lesson 'Genres of Art'

- Choose Roles
- Secretary shares screen with PPT
- 4. Slides 2 & 3: Match the description with a corresponding image. (There are no correct answers, but only those you can justify.)
- 5. What extra language support would your students need to be able to participate confidently? Write down those words/phrases.



A portrait is a picture of one person or several people.







Carneval of Harlequin



Mona Lisa

A religious painting is a painting of something that happened in a religious book, especially the Bible. It is a kind of history painting.



Venus & Mars

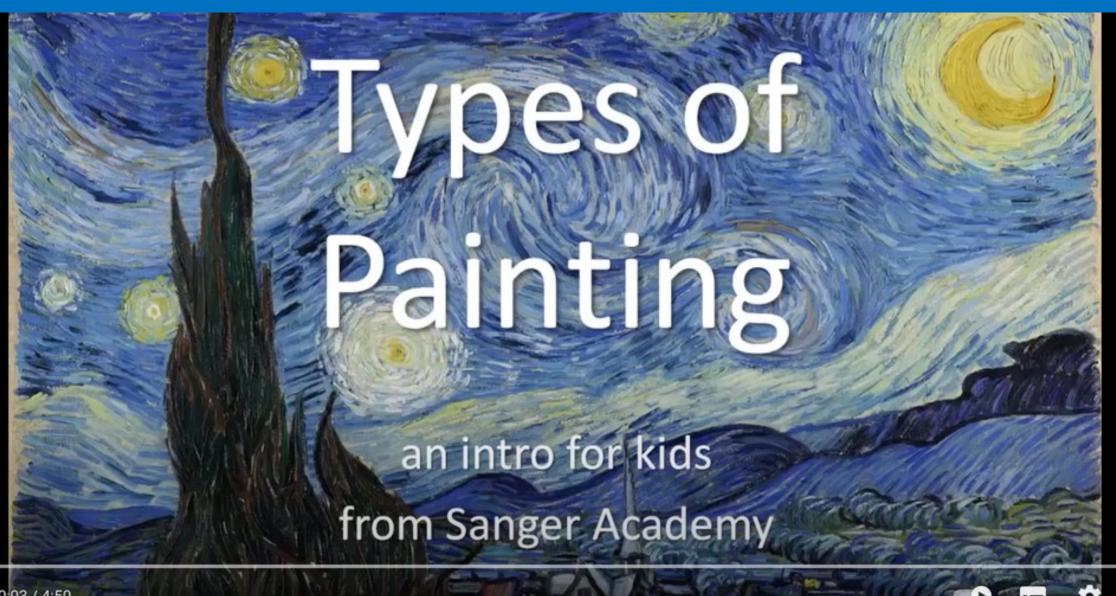


Washington Crossing the Delaware River

Example:

I believe the Mona Lisa is a portrait because it is a painting of one person. Venus and Mars, the Whistler's Mother and Moses Breaking the Tablets of Law and the man with the hat can also be portraits because a portrait can be a painting of several people.

I believe Moses Breaking the Tablet of Laws is a religious painting because that story happens in the Bible.





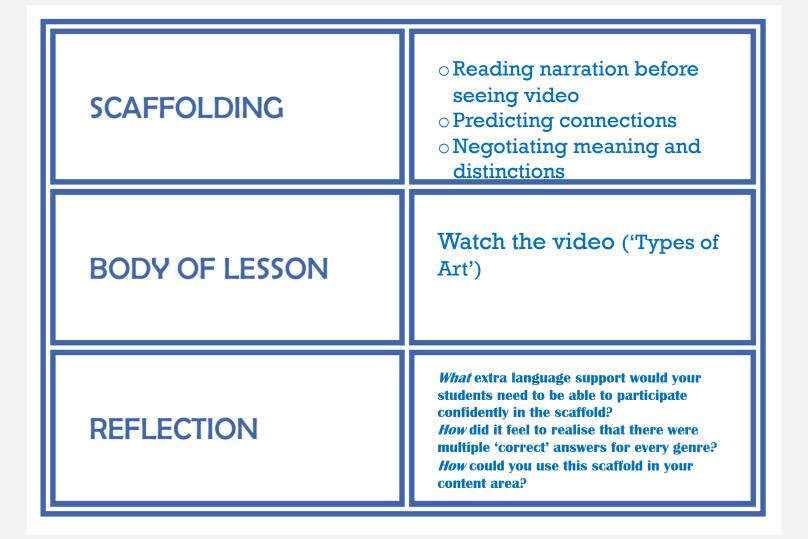
Reflection:

What extra language support would your students need to be able to participate confidently in the scaffold?

How did it feel to realise that there were multiple 'correct' answers for every genre?

How could you use this scaffold in your content area?





A river is a flow of water going in a determined direction.

Adapting the scaffold to other subjects









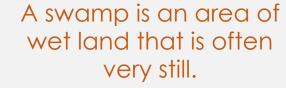
A waterfall is is a steep fall of water over a high place.







An ocean is a vast amount of salt water.





Adapting the scaffold to other subjects

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First, we get wake up and get out of bed.

After dinner, we go to the bathroom and brush our teeth.



At night, we sit down in the kitchen and eat dinner.

After breakfast, we put on our backpacks, wave goodbye, and go to school.





After breakfast, we go to the bathroom and brush our teeth.

Last, we put on pajamas and get into bed.

Next we sit down in the kitchen and eat breakfast.



After school, we put on our backpacks, wave goodbye and go home. How this scaffold has been designed for students with special needs:



MULTI-SENSORY

- All one font (no cursives, Sans-Serif)
- Monoespaciado between letters
- Background grey/olive
- No bolds
- Communicative
- No one single correct answer
- Prediction
- Giving them some of the information beforehand
- Ending with music, movement







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

CLIL ESSENTIALS

Quality, ethical CLIL is: ✓ not simply a matter of changing the language of

- ✓ not just for high achievers
- ✓ not elitist
- ✓ not a means for suppressing the L1.





MANAGING THE AFFECTIVE SIDE



- √ students help set rules
- √ no labelling of students √ no ridicule or sarcasm

to pre-defined levels.*

CLIL is a dual-focused teaching and

learning approach in which the L1 and an addi-

tional language or two are used for promoting

both content mastery and language acquisition

MAKING INTENDED LEARNING **EXPLICIT & VISIBLE**



... THE PAST

STUDENTS SEE & DISCUSS CONTENT, LANGUAGE & LEARNING SKILLS **OUTCOMES**

4. You will be able to

Language

limitations.

You can name in writing the state of th

fifteen major tectonic plates

tectonic plates affect one anothe make up the earth's crust form major tectonic plates

2. You can explain how tectonic plates affect one another. collide into each other move under (on top of) each other melt into molten rock become magma

release gases cause volcanic eruptions

3. You can use analogies in to move as slowly as fingernails grow scientific descriptions, Shield volcanoes resemble a Roman including explaining their soldier's shield lying on the ground.

> 'MJ predicts that the next level-seven eruption will occur in Italy in ..., because on average there is a level-sev eruption every ... years.'

HIGH EXPECTATIONS + HIGH LEVELS OF ENGAGEMENT FOR ALL

THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

FOSTERING CRITICAL THINKING **CONTENT & LANGUAGE**

Evaluate

Analyse

Apply Understand

Remember

(Anderson, Krathwohl et al., 2000)

FOSTERING LEARNER AUTONOMY

- √ teaching learning skills
- √ negotiating decisions about the learning process with students

TAKING TIME FOR MAKING LEARNING MEANINGFUL

- √ not just concentrating on understanding √ fostering relational links (e.g., drawing out) and linking key concepts)
- √ connecting with students' interests
- √ fostering critical thinking and self-reflection

COOPERATIVE LEARNING

- √ positive interdependence √ face-to-face promotive interaction
- √ individual and group accountability
- √ interpersonal and small group skills
- √ group processing

(Johnson and Johnson, 2001)

SCAFFOLDING LANGUAGE **INPUT & OUTPUT**

e.g., shortening sentences and paragraphs; repeating nouns instead of using pronouns; underlining key phrases; brainstorming topic-related language; students writing own definitions; providing speaking and writing frames; organising vocabulary in categories: pre-using vocabulary and discourse patterns; ...

TRANSLANGUAGING

e.g. making limited and judicious use of listening, reading and/or watching about a topic in one language, and discussing or writing about it in another

MAKING ACADEMIC LANGUAGE VISIBLE

e.g., discourse patterns, connectors, academic registers (e.g., tone, fact-based, unemotional, avoidance of 1st person), phrases for analysis and discussion, ...

REFLECTING ON TEACHING

√ leading by example / showing that you too are a learner assessing and discussing your

CONNECTING WITH CLIL LANGUAGE SPEAKERS AND THEIR CULTURE(S)

e.g., email projects, student exchanges, Internet forums, partner schools, e-pals, analysing how two cultures view one historical or cultural event. .

REFLECTING ON LEARNING

Every day discussing with students:

- √ progress in meeting goals
- √ the learning process
- √ what to change / how to move forward.

SCAFFOLDING CONTENT **INPUT & OUTPUT**

e.g., using advance and other graphic organisers; highlighting key facts; using subheadings; using analogies; building on students' existing skills, knowledge and understandings; making connections to students' lives; providing speaking and writing frames; reducing the number of facts/tasks presented/given at

ASYMMETRY IN CLASS-ROOM TALK IN FAVOUR OF STUDENTS

- √ more 'exploratory talk', as opposed to 'presentational talk' (Barnes, 1997)
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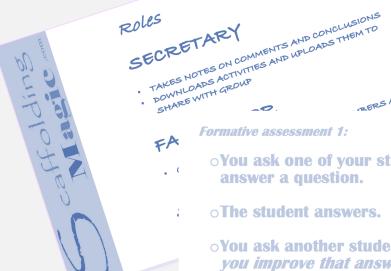


Objectives:

- ☐ Review feedback from the first session
- ☐ Consider how the Growth Mentality augments language aquisition
- ☐ Include techniques for special needs students in Mini-Lessons at all levels and content themes
- ☐ Debate benefits of alternative formative assessments in CLIL methodology
- □ Reflect on the session



12ª Mini-Lesson



Formative assessment 1:

- **OYou ask one of your students to** answer a question.
- oThe student answers.
- **OYou ask another student: 'How could'** you improve that answer?"
- **OYOU ask another student: Which** answer do you think is the best?

Formative assessment 2:

You write a multiple-choice question on the board and include more than one answer that is correct. You tell **vour students:**

Convince your group members that the answer you have chosen is correct.

- 1. Download 12^a Mini-Lesson 'Alternative Formative Assessments'
- 2. Choose Roles
- 3. Secretary Shares screen with PPT
- 4. Read the 16 formative assessments in the next slides.
- 5. Choose 3 of them you will use in your classes.

Reflection:

Will you use alterantive formative assessments instead of traditional exams? Explain.

Do these formative assessments take into account different age groups? Explain.

If you could choose between these alternative assessments and traditional quizzes and exams, which would you choose? Explain.



SCAFFOLDING

Reading different choices, evaluating it, negotiating value with your group members.

BODY OF LESSON

Put the information into practice.

REFLECTION

Will you use alterantive formative assessments instead of traditional exams? Explain.

Do these formative assessments take into account different age groups? Explain.

If you could choose between these alternative assessments and traditional quizzes and exams, which would you choose? Explain.



Adapting this scaffold to our lesson... **Mathematics**

- Read the following 8 mathematical procedures.
- Which one will solve the problem on the right?
- Explain in 2-3 sentences

$$\frac{x^2+6x+9}{x^2-9}$$



Transitivity

The Formal Rules of Algebra

Summary of the formal rules of algebra on the set of real numbers

1. The axioms of "equality"

$$a = a$$
 Reflexive or Identity

If $a = b$, then $b = a$. Symmetry

2. The commutative rules of addition and multiplication

If a = b and b = c, then a = c.

$$a + b = b + a$$
$$a \cdot b = b \cdot a$$

3. The associative rules of addition and multiplication

$$(a+b) + c = a + (b+c)$$
$$(a \times b) \times c = a \times (b \times c)$$

4. The identity elements of addition and multiplication:

$$a + 0 = 0 + a = a$$
$$a \cdot 1 = 1 \cdot a = a$$

0 and 1 are the identity elements for addition and multiplication respectively

5. The additive inverse of a is -a

$$a + (-a) = -a + a = 0$$

6. The multiplicative inverse or reciprocal of a is symbolized as $\frac{1}{a}$ ($a \neq 0$)

$$a \times \frac{1}{a} = \frac{a}{a} = 1$$
, The **product** of a **number** and its **reciprocal** is 1

Two numbers are called *reciprocals* of one another if their product is 1.

1/a and a are reciprocal to each other.

The reciprocal of p/q is q/p.

7. The algebraic definition of subtraction

$$a - b = a + (-b)$$

Subtraction, in algebra, is defined as *addition* of the inverse.



Adapting this scaffold to our lesson... Vocational Training

- I. Read the health and safety procedures on the right.
- In your groups, divide them into 2 to 3 categories
- Give the categories titles and write
 2-3 sentences explaining this division of information.



- Follow the training you have received when using any work items your employer has given you.
- Take reasonable care of your own and other people's health and safety.
- Co-operate with your employer on health and safety.
- Tell someone (your employer, supervisor, or health and safety representative) if you think the workplace or inadequate precautions are putting anyone's health and safety at serious risk.
- Decide what could harm you in your job and the precautions to stop it. This is part of risk assessment.
- In a way you can understand, explain how risks will be controlled and tell the one who is responsible for this.
- Consult and work with your health and safety representatives in protecting everyone from harm in the workplace.
- Provide, free of charge, the health and safety training you need to do your job.
- Provide, free of charge, any equipment and protective clothing you need, and ensure it is properly looked after.
- Provide adequate first-aid facilities.
- An appropriate level of supervision, which is particularly vital for new, inexperienced and young workers, pregnant workers and temporary workers.
- Keep record of essential documents (Health and Safety risk management plan, risk assessment, medical check-ups, records of work accidents...).
- Conduct an investigation into any workplace accident and report all accidents by e-mail to the Ministry of Employment and Social Security. Statistical analysis must also be performed.



Objectives:



- ☐ Review feedback from the first session
- ☐ Consider how the Growth Mentality augments language aquisition
- ☐ Participate in different Mini-Lessons at all levels and content themes
- ☐ Consider some CLIL techniques you can use for students with special needs
- **☐** Reflect on the session





XUNTA DE GALICIA
CONSELLERÍA DE CULTURA CONSELLERÍA DE CULTURA, EDUCACIÓN E ORDENACIÓN UNIVERSITARIA

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

CLIL ESSENTIALS

Quality, ethical CLIL is: ✓ not simply a matter of changing the language of

- ✓ not just for high achievers
- ✓ not elitist
- ✓ not a means for suppressing the L1.





MANAGING THE AFFECTIVE SIDE



- √ students help set rules
- √ no labelling of students √ no ridicule or sarcasm

to pre-defined levels.*

CLIL is a dual-focused teaching and

learning approach in which the L1 and an addi-

tional language or two are used for promoting

both content mastery and language acquisition

MAKING INTENDED LEARNING **EXPLICIT & VISIBLE**



... THE PAST

STUDENTS SEE & DISCUSS CONTENT, LANGUAGE & LEARNING SKILLS **OUTCOMES**

4. You will be able to

Language

limitations.

You can name in writing the state of th

fifteen major tectonic plates

tectonic plates affect one anothe make up the earth's crust form major tectonic plates

2. You can explain how tectonic plates affect one another. collide into each other move under (on top of) each other melt into molten rock become magma

release gases cause volcanic eruptions

3. You can use analogies in to move as slowly as fingernails grow scientific descriptions, Shield volcanoes resemble a Roman including explaining their soldier's shield lying on the ground.

> 'MJ predicts that the next level-seven eruption will occur in Italy in ..., because on average there is a level-sev eruption every ... years.'

HIGH EXPECTATIONS + HIGH LEVELS OF ENGAGEMENT FOR ALL

THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

FOSTERING CRITICAL THINKING **CONTENT & LANGUAGE**

Evaluate

Analyse

Apply Understand

Remember

(Anderson, Krathwohl et al., 2000)

FOSTERING LEARNER AUTONOMY

- ✓ giving students choices to make √ teaching learning skills
- √ negotiating decisions about the learning process with students

TAKING TIME FOR MAKING LEARNING MEANINGFUL

- √ not just concentrating on understanding √ fostering relational links (e.g., drawing out) and linking key concepts)
- √ connecting with students' interests
- √ fostering critical thinking and self-reflection

COOPERATIVE LEARNING

- √ positive interdependence √ face-to-face promotive interaction
- √ individual and group accountability
- √ interpersonal and small group skills
- √ group processing

(Johnson and Johnson, 2001)

SCAFFOLDING LANGUAGE **INPUT & OUTPUT**

e.g., shortening sentences and paragraphs; repeating nouns instead of using pronouns; underlining key phrases; brainstorming topic-related language; students writing own definitions; providing speaking and writing frames; organising vocabulary in categories: pre-using vocabulary and discourse patterns; ...

TRANSLANGUAGING

e.g. making limited and judicious use of listening, reading and/or watching about a topic in one language, and discussing or writing about it in another

MAKING ACADEMIC LANGUAGE VISIBLE

e.g., discourse patterns, connectors, academic registers (e.g., tone, fact-based, unemotional, avoidance of 1st person), phrases for analysis and discussion, ...

REFLECTING ON TEACHING

√ leading by example / showing that you too are a learner assessing and discussing your

CONNECTING WITH CLIL LANGUAGE SPEAKERS AND THEIR CULTURE(S)

e.g., email projects, student exchanges, Internet forums, partner schools, e-pals, analysing how two cultures view one historical or cultural event. .

REFLECTING ON LEARNING

Every day discussing with students:

- √ progress in meeting goals
- √ the learning process
- √ what to change / how to move forward.

SCAFFOLDING CONTENT **INPUT & OUTPUT**

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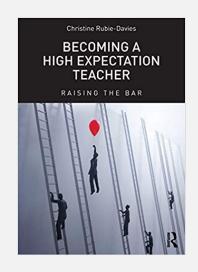
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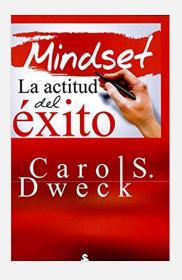
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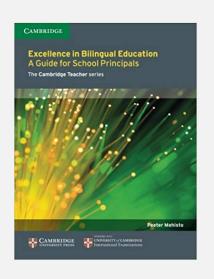
Recommended books:

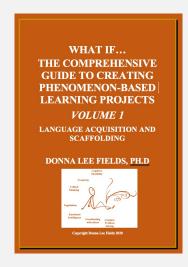


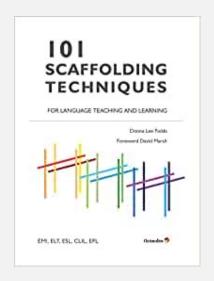


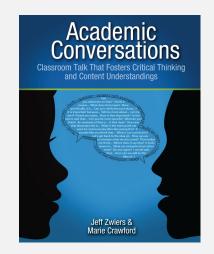


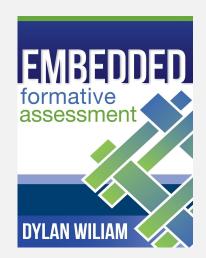














THANK YOU FOR ALL YOUR PARTICIPATION AND OPEN MINDS!!!

HAVE FUN!!!

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