

CLIL: Content and Language Integrated Learning

SCAFFOLDING

Using Visual Aids in CLIL

language 3As understand
content tools integrated Group
evaluate content remember create
hard cil integrated learning Calp create Communication DavidMarsh bloom
3As hard cil language content evaluate apply understand BICS L2
analyse understand tools remember evaluate apply bloom KWL KWL
L2 analyse language 4Cs L2 L1 Calp soft cil DoCoyle
KWL Calp BICS kwl remember DavidMarsh Cognition hard cil tools Group L1
soft cil BICS kwl remember Communication Cognition create remember
4Cs DoCoyle evaluate Language 3As apply L1 L1
Culture BICS hard cil soft cil DavidMarsh 4Cs learning Group
soft cil apply Cognition L2 analyse learning
bloom DoCoyle bloom L2 analyse
Cooperative Learning Culture



Please look at the words in the Word cloud.

Look a bit closer...

- Flamenco
- Siesta
- Bullfighting
- CastillaYLeón
- Fiesta
- Madrid
- Galicia
- Gallego
- Velaquez
- Goya
- Meninas
- ElGreco
- Toledo
- CastillaLaManch
a
- CáfeConLeche
- Cerveza
- ElEscorial
- Segovia
- ElCamino



- RioManzanares
- Cantabria
- Asturias
- Euskadi
- MiguelDeCervantes
- VinoTinto
- BocadilloDeCalamares
- SanGinés
- Churros
- Andalucía
- LaAlmudena
- CasaDeCampo
- ElRetiro
- Valencia
- Murcia
- Andalucía
- Sol
- PlazaMayor
- Bernabéu
- Cataluña
- Aragón
- Canary Islands
- Balearic Islands
- Juliolglesias
- MiguelDelibes
- ValleyOfTheFallen
- PlazaDeCibeles
- AntonioMachado
- Sangria
- TintoDeVerano

- Flamenco
- Siesta
- Bullfighting
- CastillaYLeón
- Fiesta
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- Gallego
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Class KWL Chart # __

LESSON: **SPAIN**

I know about...



This part is completed to activate knowledge. What do you KNOW.

I want to know about...



What do you not know but would like to learn

I learned that...



Completed AFTER the learning process

- RioManzanares
- Cantabria
- Asturias
- Euskadi
- MiguelDeCervantes
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WHAT IS SCAFFOLDING?

Let's start with what is the opposite of scaffolding:

Saying to students, "Read this ninepage science article, write a detailed essay on the topic it explores, and turn it in by Wednesday."

Yikes! No safety net, no parachute—they're just left to their own devices.

SCAFFOLDING

Scaffolding is breaking up the learning into chunks and providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.

YOU ARE ALREADY SCAFFOLDING IF...

- you tap into students' prior knowledge

- you give your students time to talk

- you pre-teach vocabulary

- you pause, ask questions, pause, review

- you elicit ideas or answers from your students

YOU ARE ALREADY SCAFFOLDING IF...

- you use visual aids

It is important to have their learning present in the classroom at all times.

Graphic organisers, pictures, and charts can all serve as **scaffolding tools**. Graphic organisers are very specific in that they help kids visually represent their ideas, organise information, and grasp concepts such as sequencing and cause and effect.

A graphic organiser shouldn't be The Product but rather a scaffolding tool that helps guide and shape students' thinking. Think of graphic organizers as training wheels—they're temporary and meant to be removed.



VISUAL AIDS CAN...

Help students visually represent their ideas

Help students organise information

Grasp concepts such as sequencing and cause and effect



THE POWER OF VISUALS

90% OF INFORMATION TRANSMITTED TO THE BRAIN IS VISUAL.

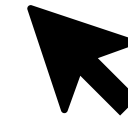
THE BRAIN PROCESSES VISUAL INFORMATION 60,000 TIMES FASTER THAN TEXT.

IMAGES OR VISUAL CONTENTS ARE UNDERSTOOD IN AN INSTANT (**13 milliseconds**). THERE IS NO LETTERS–WORDS – SENTENCES – PARAGRAPHS PROCESS.



HOW DO WE KNOW?

HOW DO WE CLICK?



Tweets with images get 150% more retweets, 89% more top favourites and 18% more engagement.



On Facebook, photos have an interaction rate of 87%, compared to 4% or less for other types of posts, such as links or text.



More than 95 million photos are shared daily on Instagram.



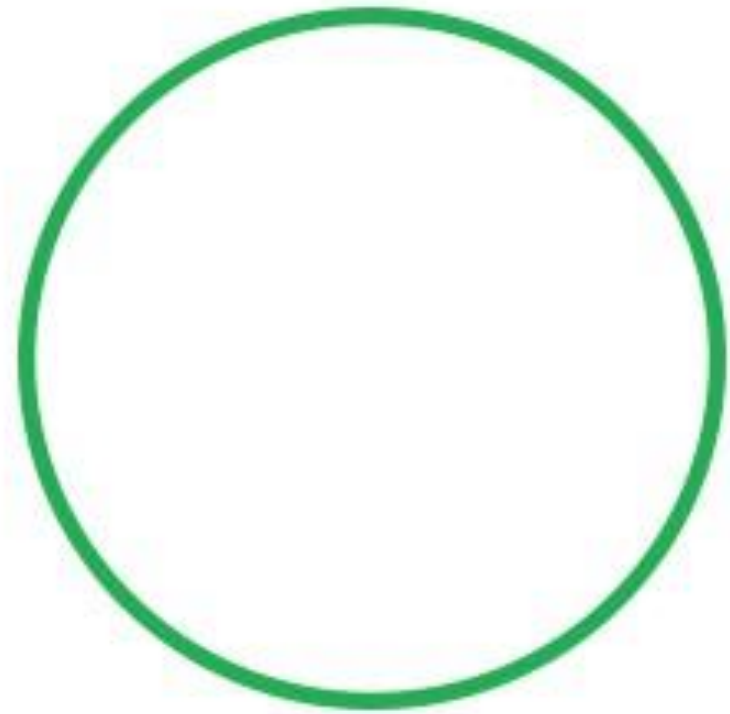
People are 85 percent more likely to buy a product after viewing a product video.

Graphic Description



Textual Description

*A plane figure with four
equal straight sides
and four right angles.*



A round plane figure whose boundary (the circumference) consists of points equidistant from a fixed point (the centre).

VISUAL

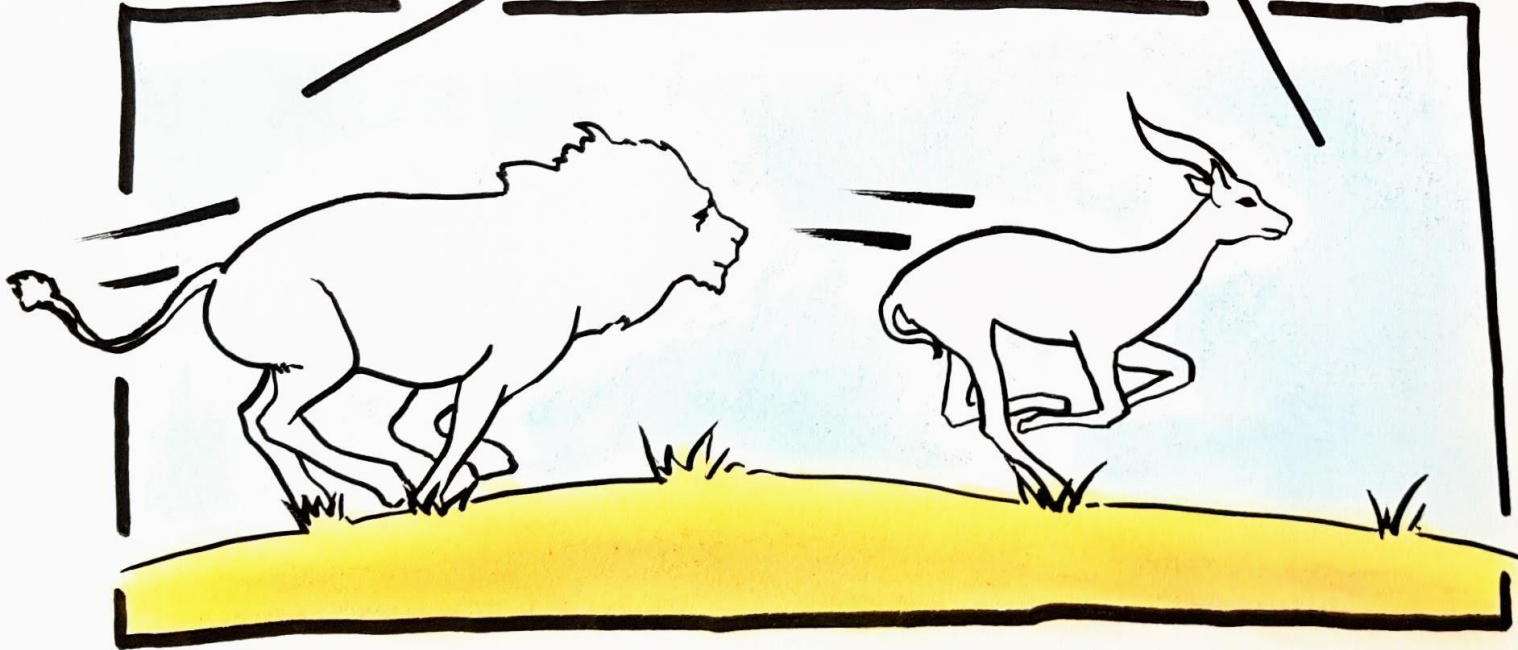
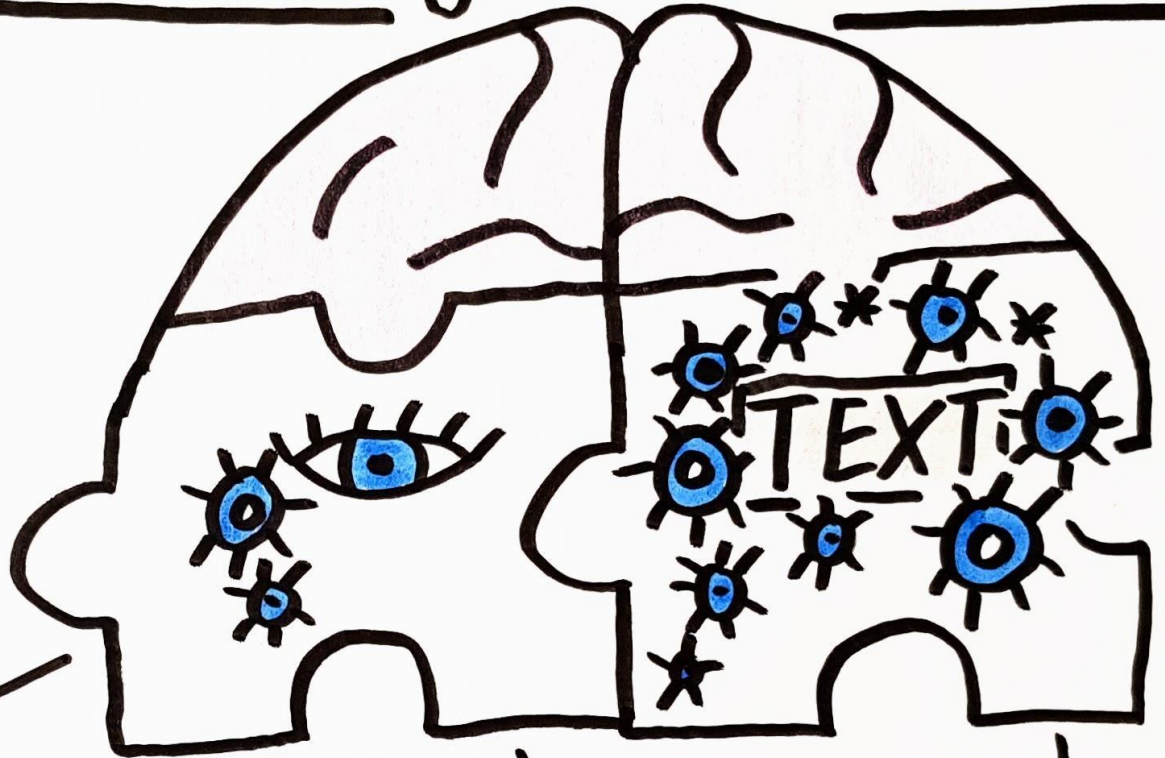


TEXTUAL

For Sale: Medium-sized blue circle, very good condition.

Act now to purchase, available in store and online.
© 2018 Amazon.com

Processing Visual vs Textual



LION
HUNTS
ANTELOPE



Word clouds are a great way to introduce a unit or a theme.

The new material is represented in a visual way and vocabulary appears without being lost in large sentences or texts.

The layout is attractive to the students as it differs from a typical list or vocabulary or wordchart.

It grabs the attention of poor learners and activates their interest.

Students can also be asked to produce WordClouds to represent their knowledge on a topic.

Class KWL Chart #__

LESSON:

SPAIN

I know about...



This part is completed to activate knowledge. What do you KNOW.

I want to know about...



What do you not know but would like to learn

I learned that...



Completed AFTER the learning process

K-W-L charts are graphic organisers that help students organise information before, during, and after a unit or a lesson.

30 years ago, an instructional technique known as K-W-L, created by Ogle (1986) was introduced into classrooms.

What I KNOW
What I WANT to know
What I've LEARNED

Advantages of KWL Charts

They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning.

Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals.

Using this strategy can increase motivation and attention by activating the students' prior knowledge. It allows the teacher to understand the students' prior knowledge and the students' interests in the topic.

Students are **ENGAGED** in the subject matter.

Class KWL Chart # ___

LESSON:

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This part is completed to activate knowledge. What do you KNOW.

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Completed AFTER the learning process

Teachers activate students' prior knowledge by asking them what they already Know; then students (collaborating as a classroom unit or within small groups, or indeed, individually) set goals specifying what they Want to learn; and after reading students discuss what they have Learned.

Task Contexts4Content

How would you use KWL in your CLIL unit?

Try to find a text or some other form of material that your students could use to see:

- what they know
- what they want to know

Concept Mapping as a Scaffolding Tool



A concept map is a type of graphic organiser used to help students organize and represent knowledge of a subject.

Used as a learning and teaching technique, concept mapping visually illustrates the relationships between concepts and ideas.

The concepts are linked with 'linking words': by, can, through, with etc.

Maps DO NOT contain sentences.

Images can be added to help students along.

They are adaptable to all levels.

Concept Mapping as a Scaffolding Tool

Concept maps are a way to develop logical thinking and study skills by revealing connections and helping students see how individual ideas form a larger whole.

They facilitate sense-making and meaningful learning for those who make them or use them.

Concept Mapping as a Scaffolding Tool

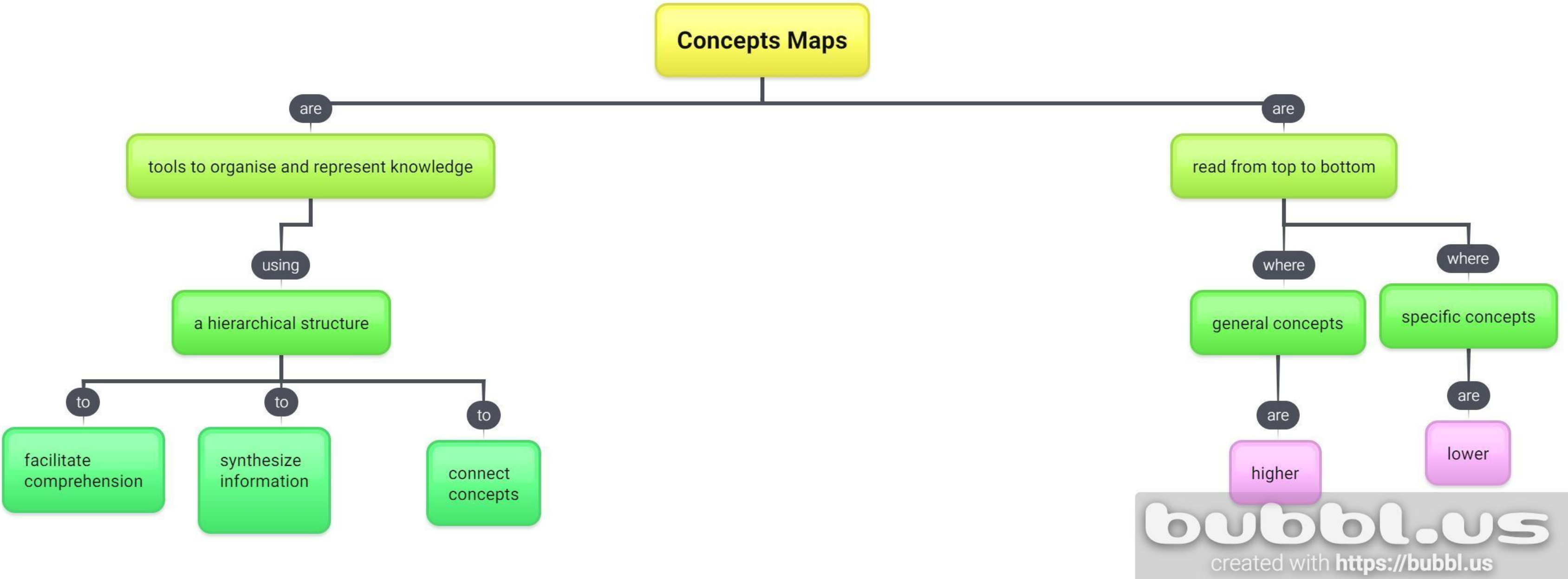
Concept maps are a tool to organise and represent knowledge.

They are represented in a hierarchical structure and read from top to bottom.

They facilitate comprehension, synthesise information and connect concepts.

The information goes from general to more specific, the general concepts being higher in the map and the more specific lower.

In other words...



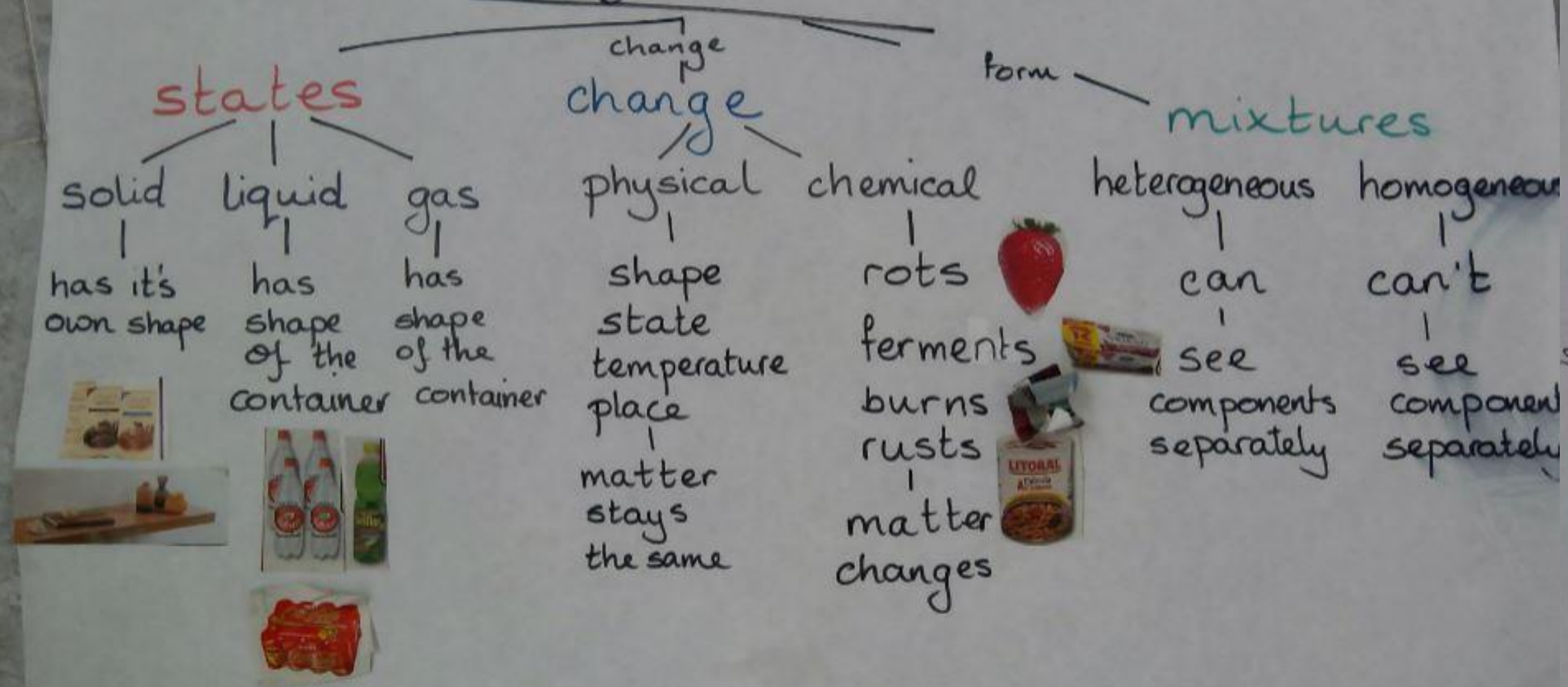
Concept Mapping in CLIL

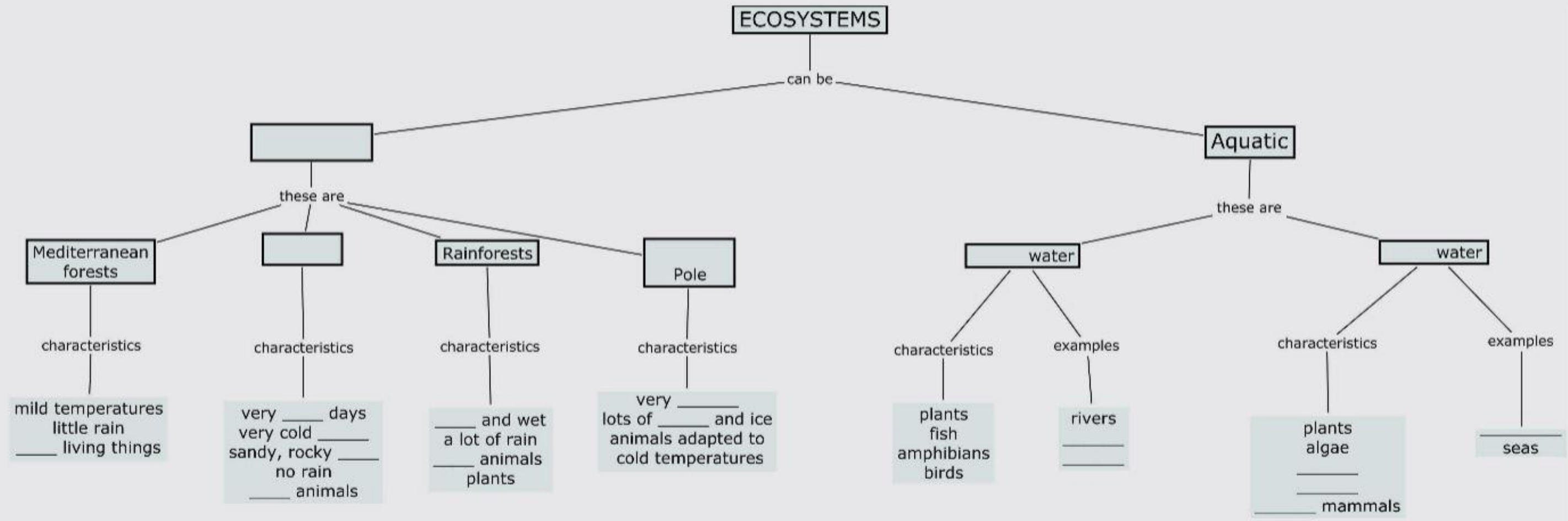
In CLIL they are very effective as a guide through the topic or content theme. The students play a part in their creation.

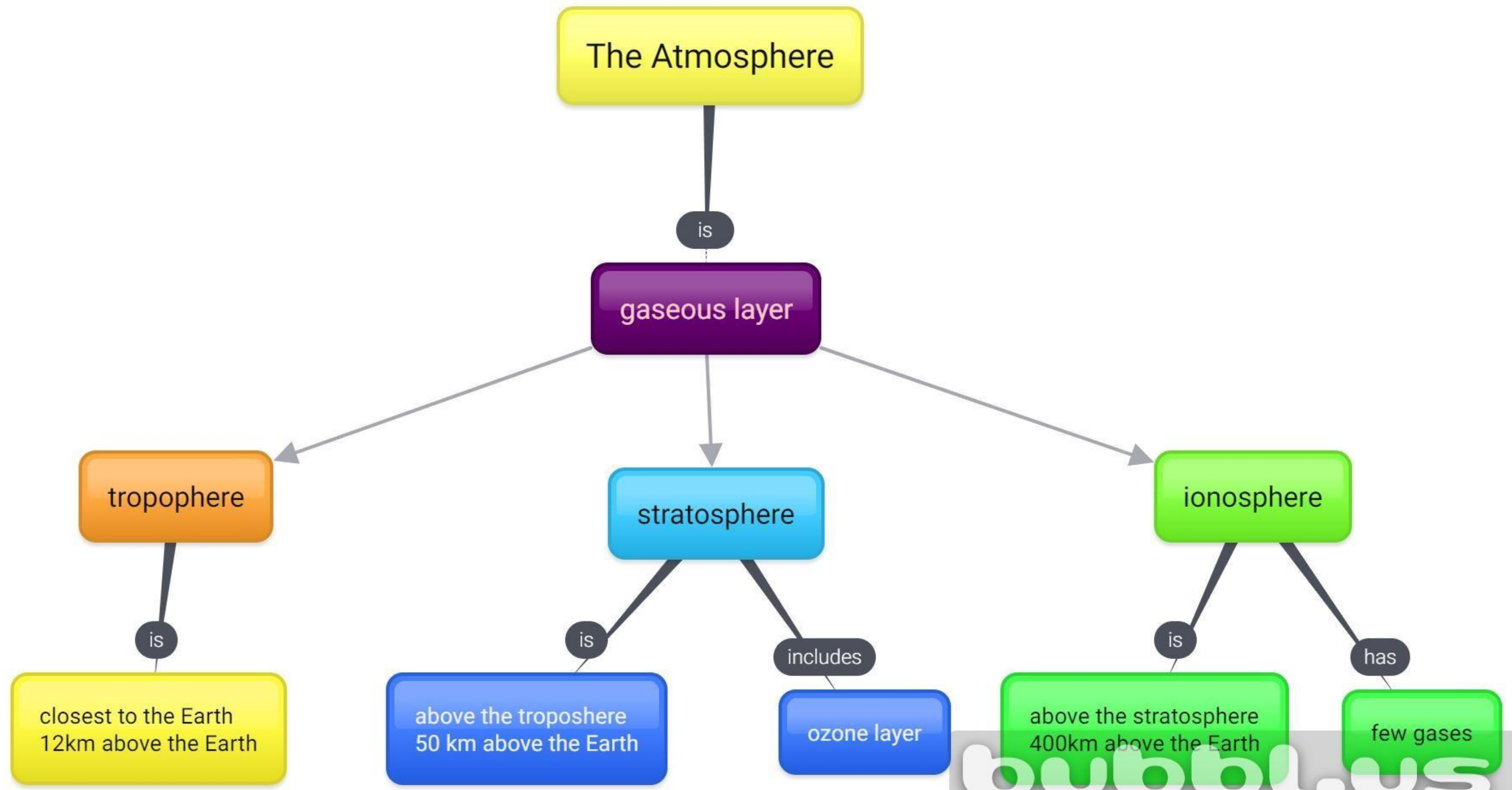
Each day a section of the map is completed and the following day it is used to recap (revise) the previous day's content.

When the map is finished and the unit concluded it is displayed in the classroom or corridor.

MATTER







Mixtures

made of 2 types of particles

Heterogeneous



We can see the different components of the mixture.

The particles aren't distributed evenly.

Homogeneous (solutions)



Separate particles aren't visible because one dissolves in the other.

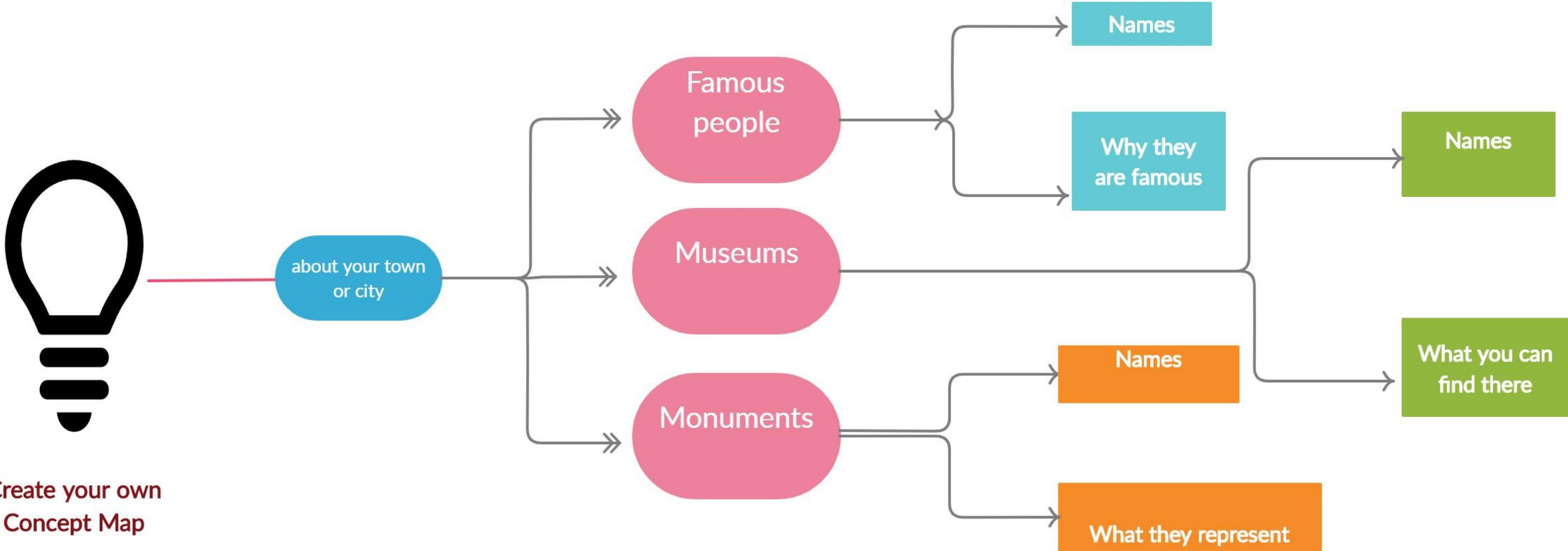
Task 1

Make a concept map about your town or city. Do it first by hand and later in digital form.

Please include the following ideas:

- Famous people – names – reason for fame
- Museums – names – what you can find there
- Monuments – names - represent

Contexts4Content

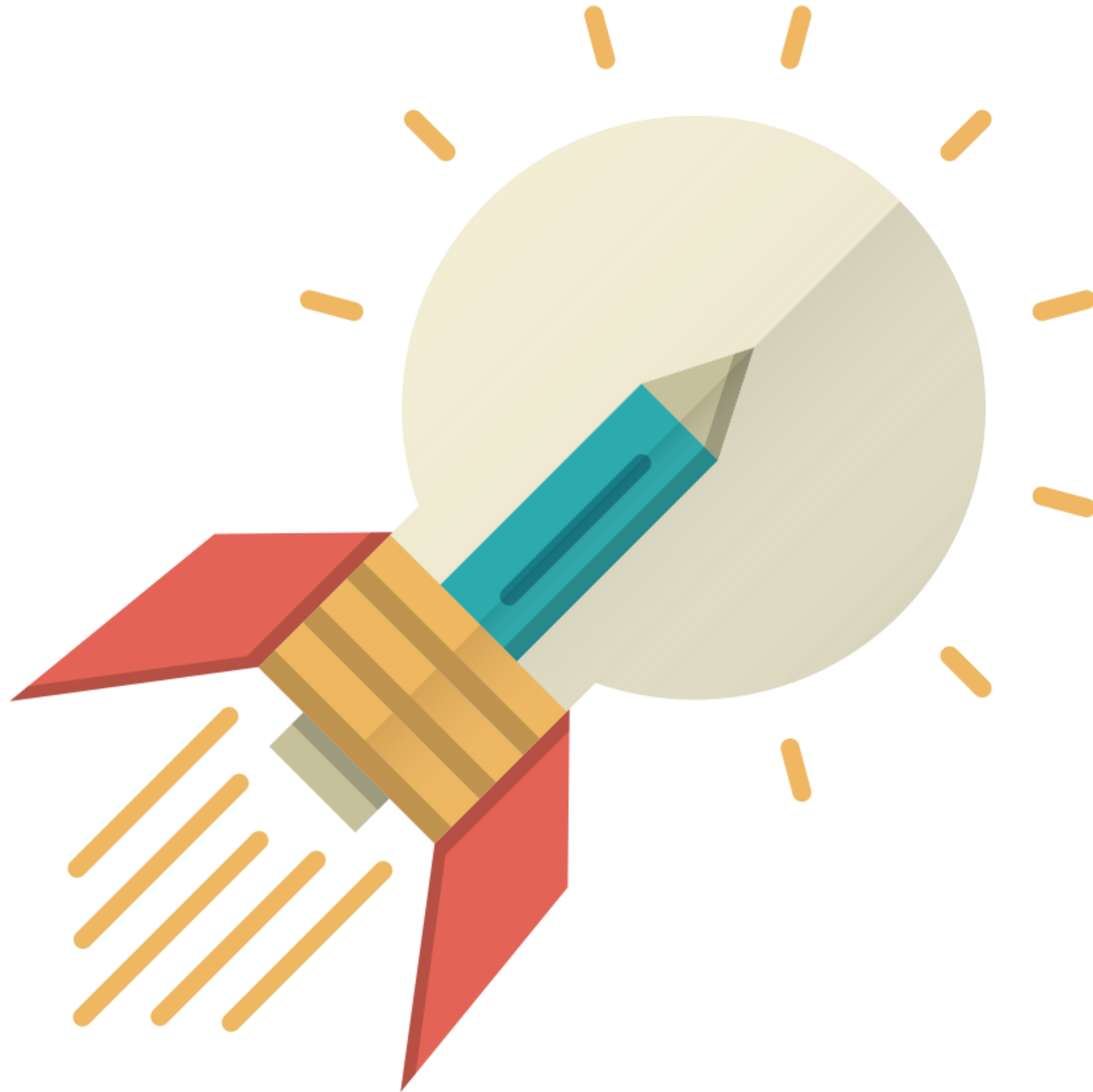


Create your own
Concept Map

Contexts4Content

For the digital form you can use:

- [Bubbl.us](#)
- [Mindomo](#)



Task 2

Prepare a Concept Map for YOUR students. Use CALP from one of your lessons



Timelines

Not just for history.

Processes

Timelines can be used to represent a process or system that follows a pattern.



Storylines

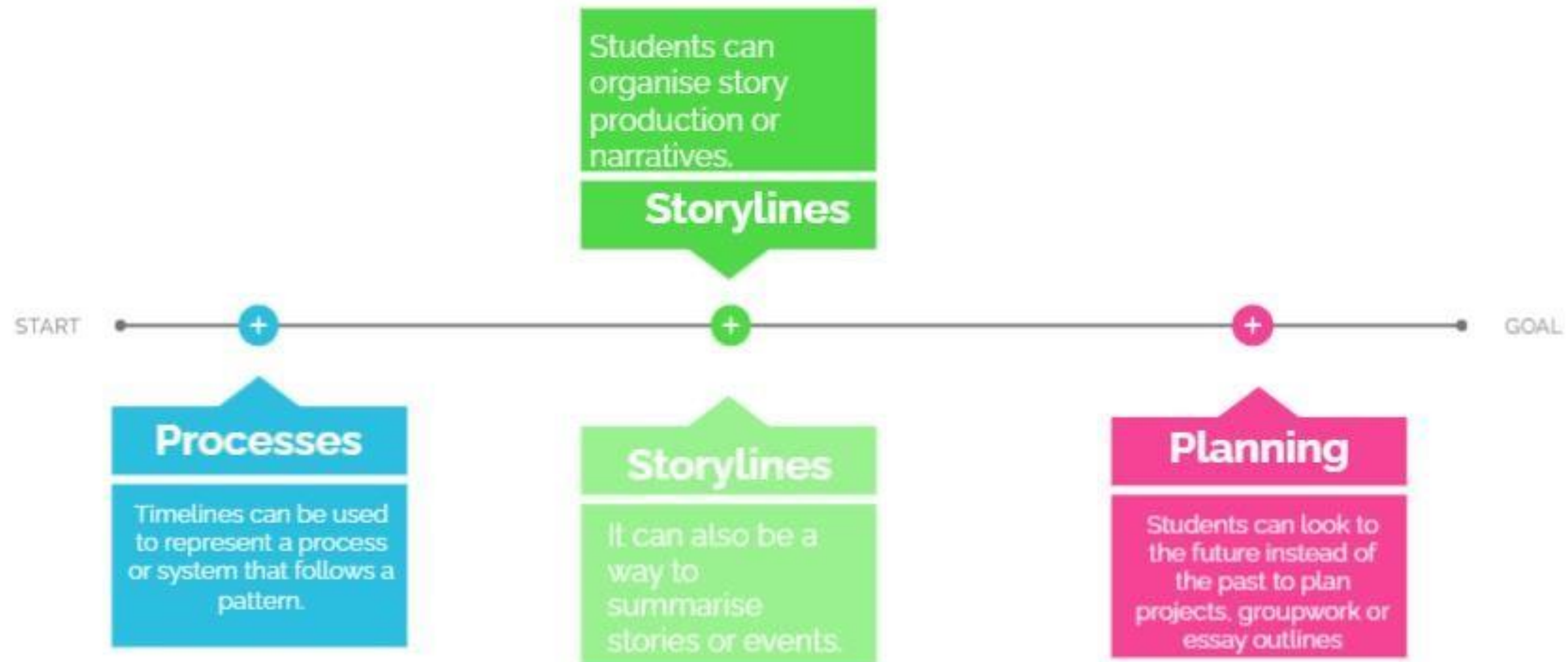
Students can organise story production or narratives.

It can also be a way to summarise stories or events.

Planning

Students can look to the future instead of the past to plan projects, groupwork or essay outlines.

TIMELINES - NOT JUST FOR HISTORY



TIMELINE

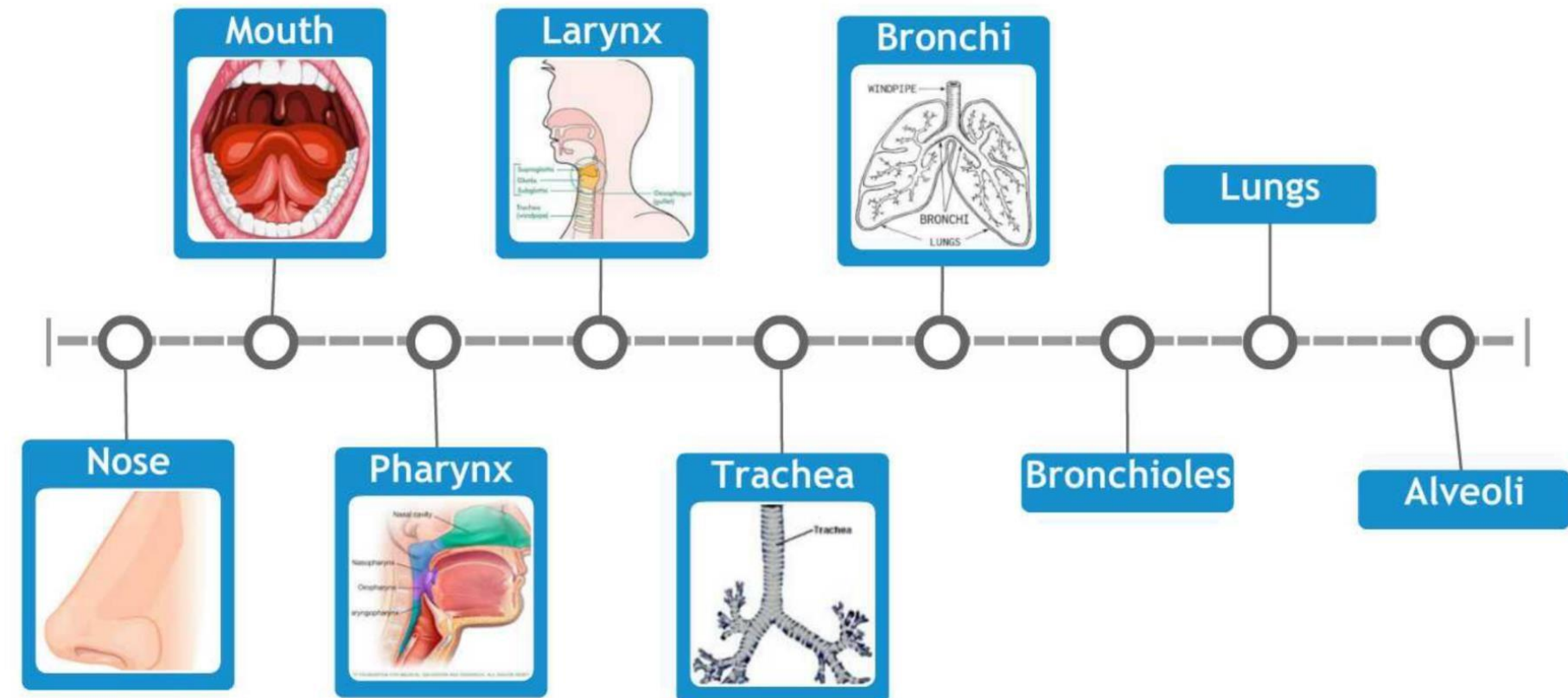
The journey of air
By: Javier

Items:

- Nose**
The nose takes the oxygen and filter the air
- Mouth**
The mouth inhale the oxygen but no filter the air
- Pharynx**
The air travels into the pharinx. The air, the food and the drink also travel through the pharinx. Is a part of the digestion and respiratory system
- Larynx**
The larinx controls the vocal cords, and the air travels through the larinx
- Trachea**
Is the passegaway for air traveling from the larinx to the lungs
- Bronchi**
The trachea divides into two tubes called the bronchi. One tube goes to one lung and the other into the other lung
- Bronchioles**
The bronchioles travels the oxygen to the lungs and it enters
- Lungs**
Are two, fill with air when you inhale, and you exhale carbon dioxide
- Alveoli**
Oxygen is forced into little holes called alveoli

TIMELINE

The journey of air
By: Javier



TIMELINE

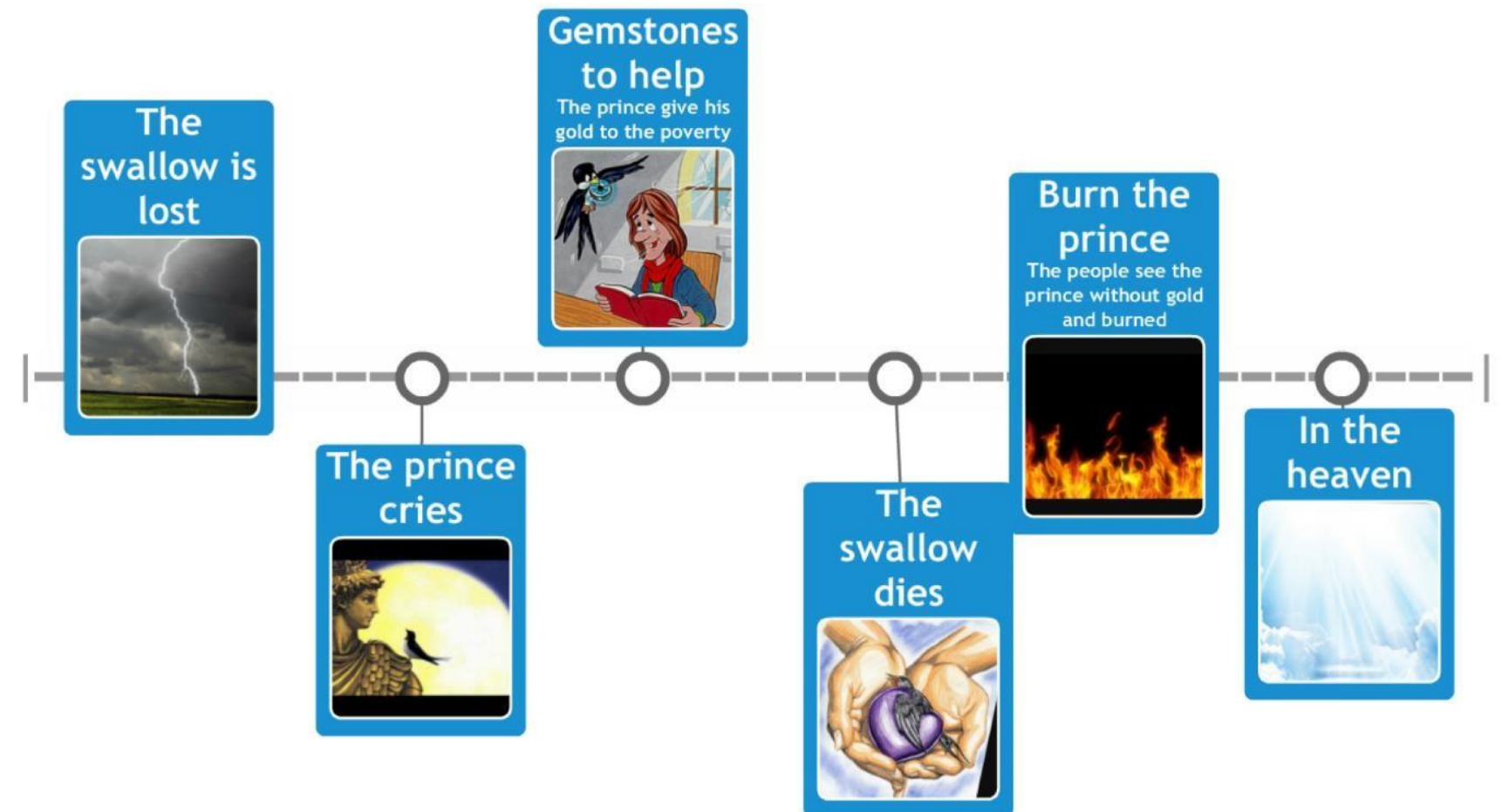
The Happy Prince
By: Elisa

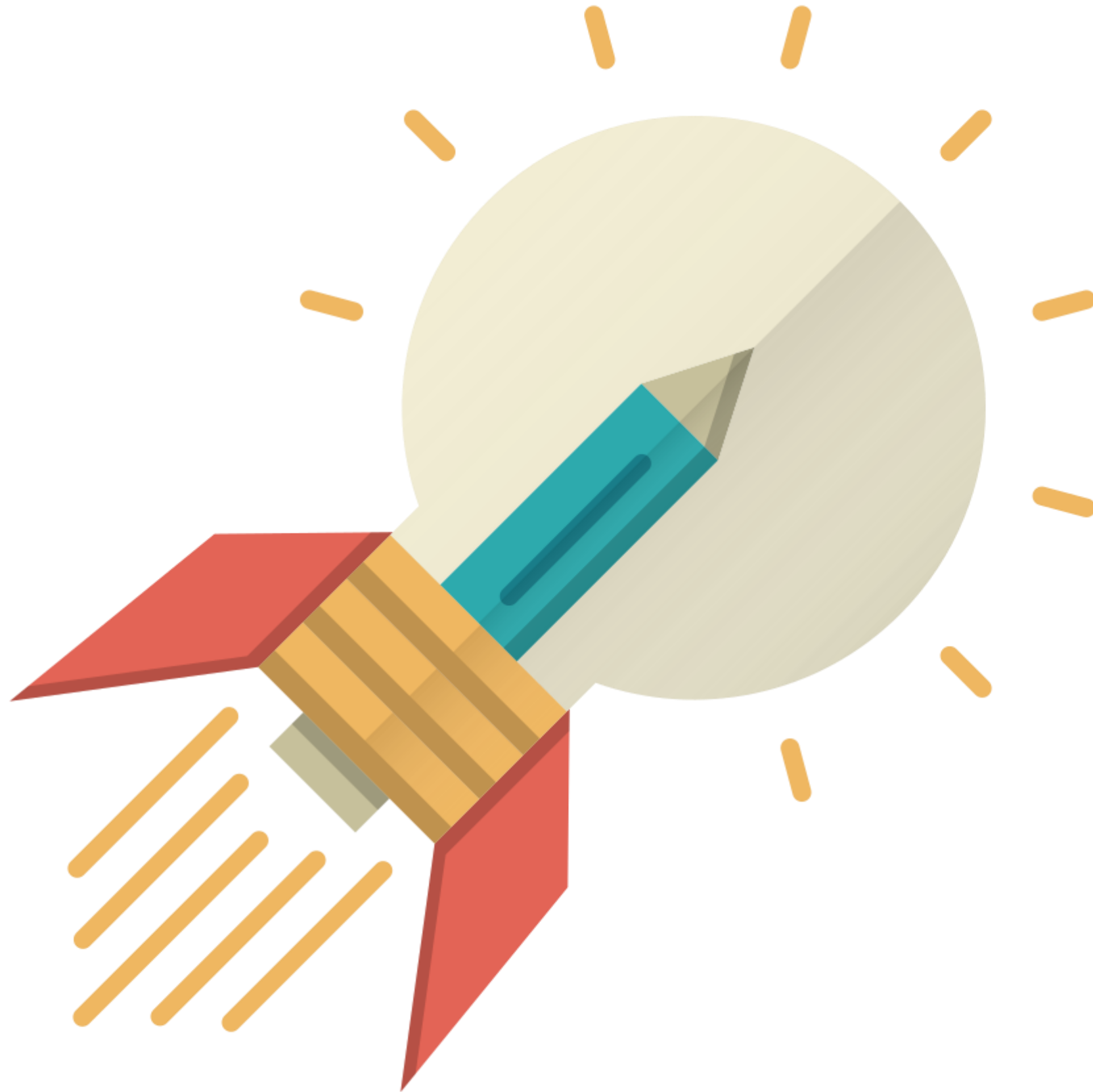
Items:

- The swallow is lost
The swallow doesn't fly south and stay in the statue
- The prince cries
The swallow notes a tear and looks to the sky but the sky is clear so fly to the top of the prince and see that he is cry
- Gemstones to help
The prince gives his gold to the poverty
- The swallow dies
There is very cold, the swallow can't support and die
- Burn the prince
The people see the prince without gold and burned
- In the heaven
The lord orders an angel to give him the two most beautiful things on Earth

TIMELINE

The Happy Prince
By: Elisa





Task 3

Prepare a Timeline.
Apply content from you
subject.

THANK YOU!