OXFORD UNIVERSITY PRESS PRESENTS

MEET THE AUTHORS

Use hashtag #MTAMADRID to tag your pictures and share your comments.

Follow us on Twitter @OUPELTSPAIN

Oxford Professional Development

OXFORD UNIVERSITY PRESS

Always look on the bright side of CLIL… ´cos there's one!

Rosamaria Felip Falcó @rosamariafelip
2015

CLIL as an umbrella term

So, what is CLIL?

OXFORD
UNIVERSITY PRESS

"CLIL is a dual-focused approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels"

(Maljers, Marsh, Wolff, Genesee, Frígols-Martín, Mehisto, 2010)

"… and with the objective of promoting learning strategies, creative curiosity, cognitive growth, active participation, social engagement, active citizenship, entrepreneurship…"

(Neus Lorenzo, 2012)

CLIL key aspects

- Input: types and format
- Language Dimensions
- Cummins matrix
- Scaffolding to make input accessible
  - Contingent & Built-in Scaffolding
  - Tasks, visual organizers, questionning,conversation, frames and substitution tables, materials, ict &web 2.0 tools
- The importance of production
- An overview of assessment
- Online materials

Multimodal & varied input

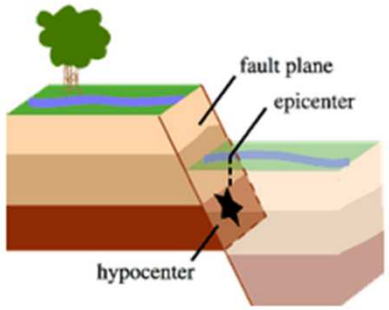
The Science of Earthquakes

Originally written by Lisa Wald for "The Green Frog News"

What is an earthquake?

An earthquake is what happens when two blocks of the earth suddenly slip past one another. The surface where they slip is called the fault or fault plane. The location below the earth's surface where the earthquake starts is called the hypocenter, and the location directly above it on the surface of the earth is called the epicenter.

Sometimes an earthquake has foreshocks. These are smaller earthquakes that happen in the same place as the larger earthquake that follows. Scientists can't tell that an earthquake is a foreshock until the larger earthquake happens. The largest, main earthquake is called the mainshock. Mainshocks always have aftershocks that follow. These are smaller earthquakes that occur afterwards in the same place as the mainshock. Depending on the size of the mainshock, aftershocks can continue for weeks, months, and even years after the mainshock!

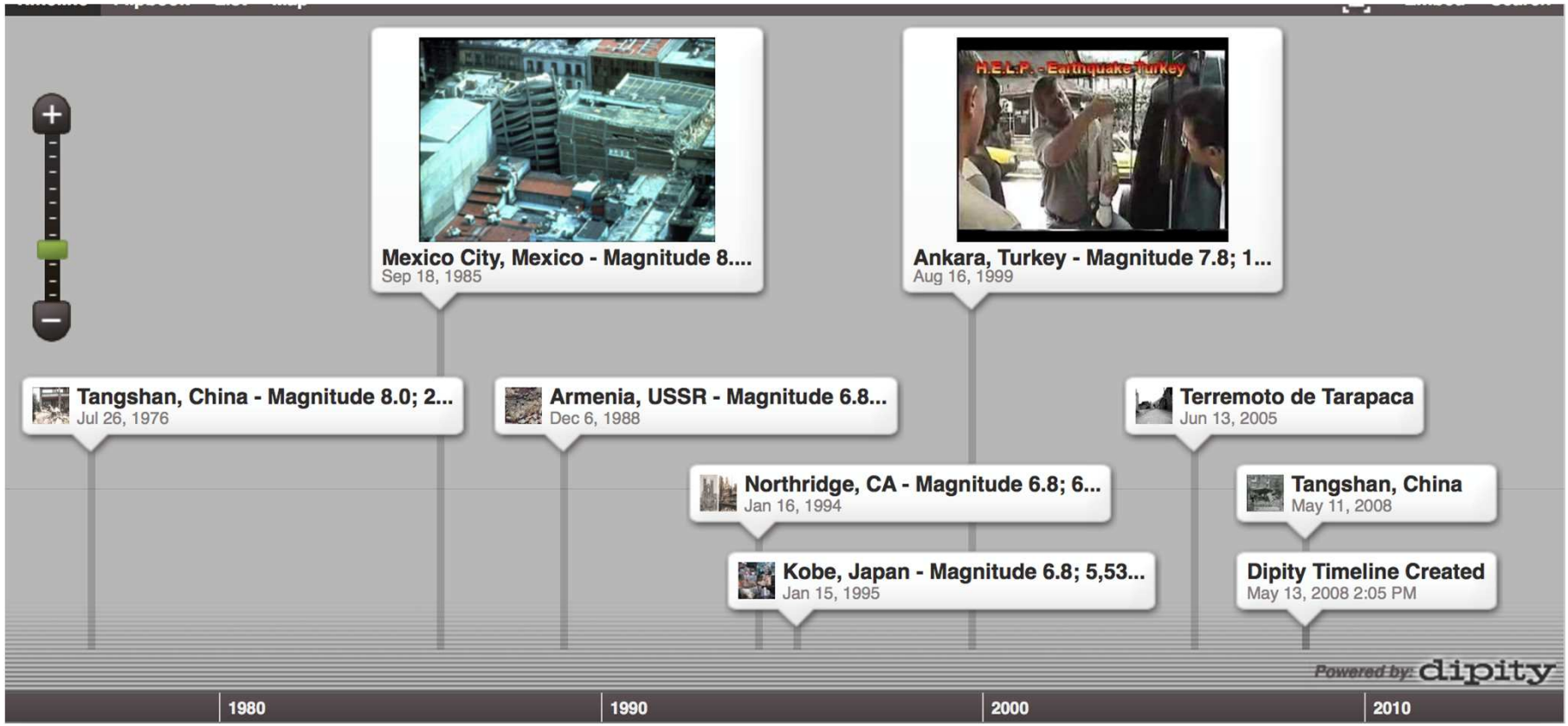


Written texts

Earthquakes (8)

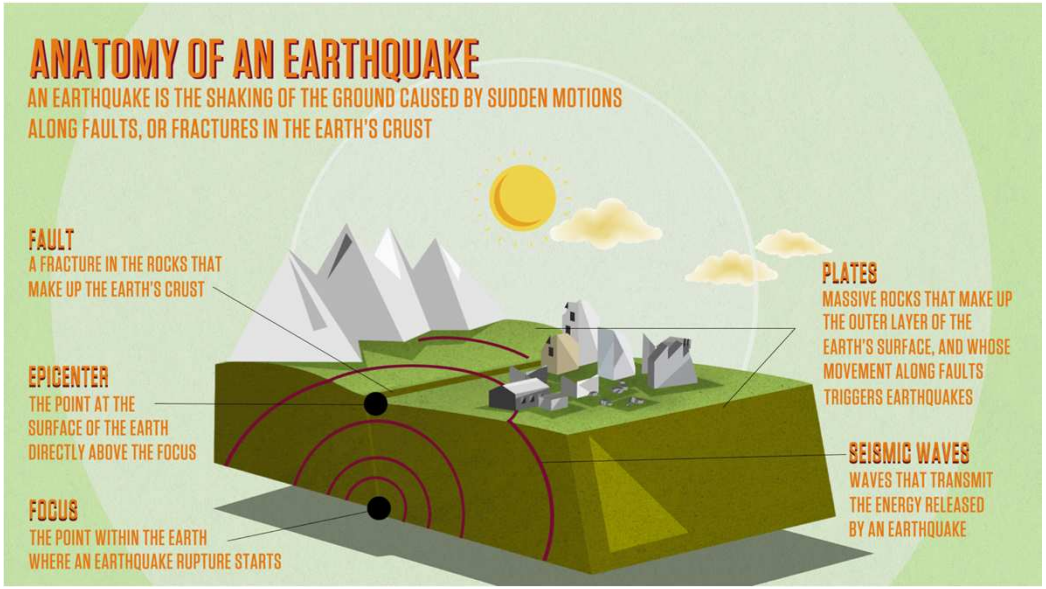
videos

Interactive timelines

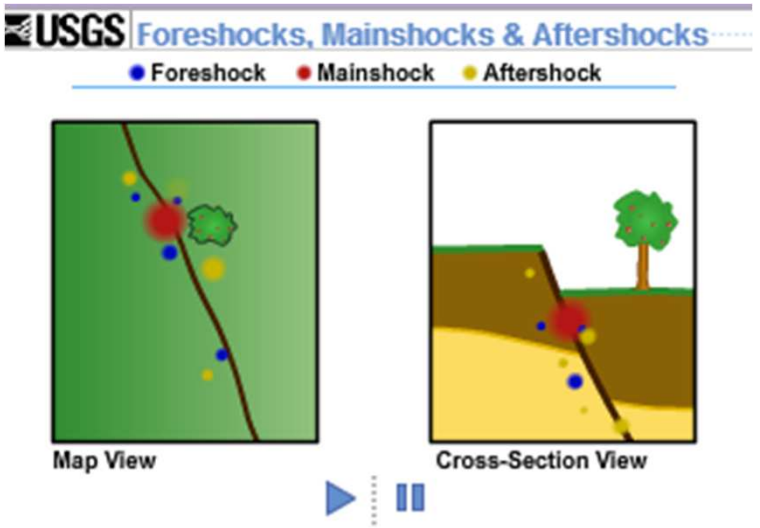


http://www.dipity.com/mad14/Earthquakes/

Multimodal & varied input

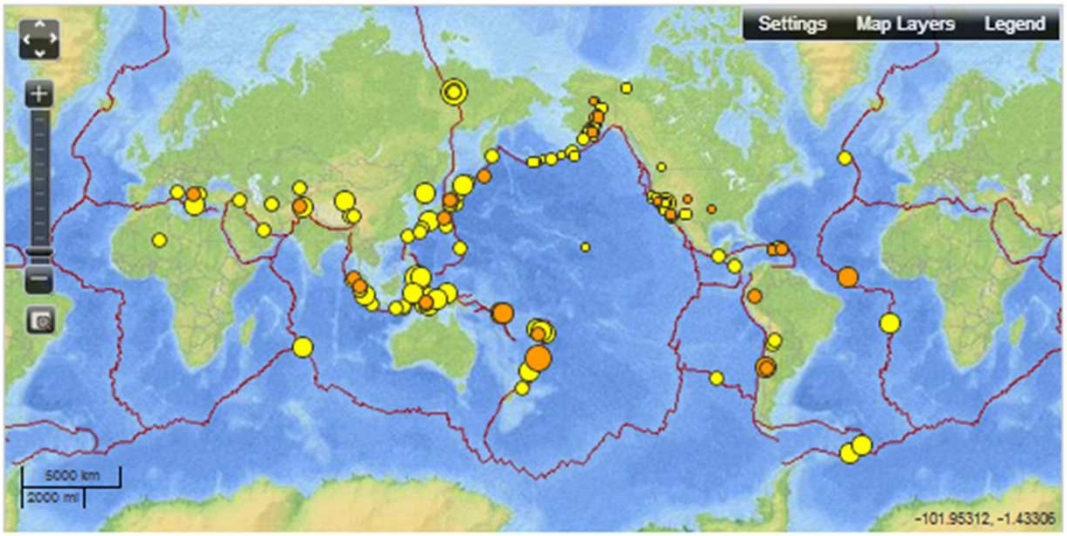


infographics



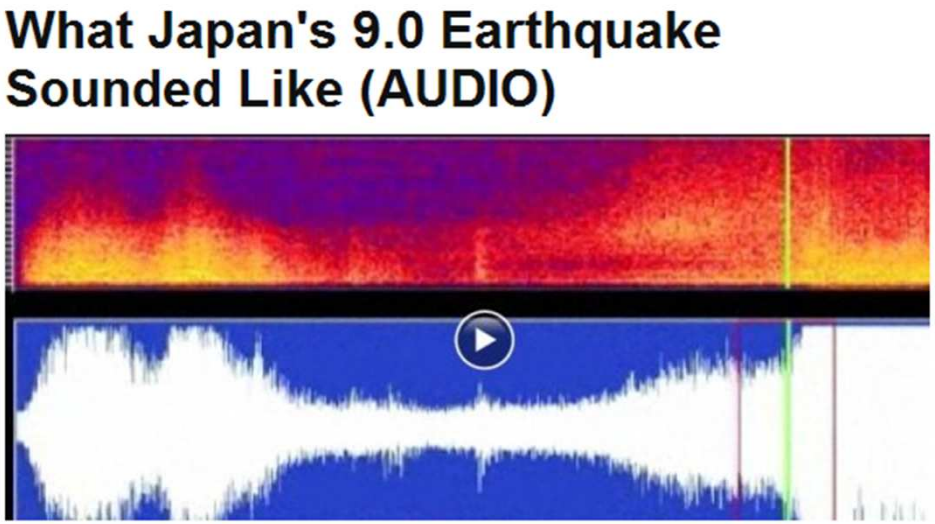
animations

Multimodal & varied input

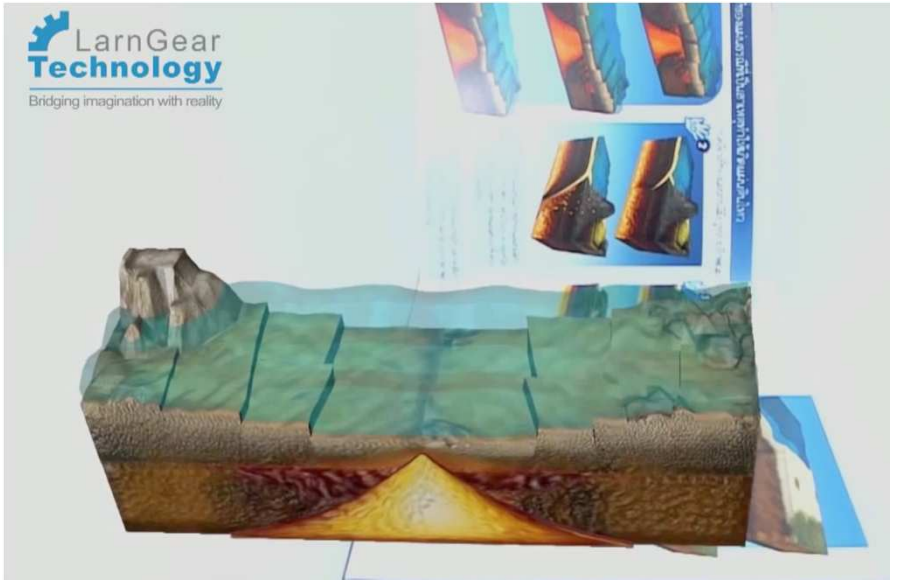


Real-time maps

pictures



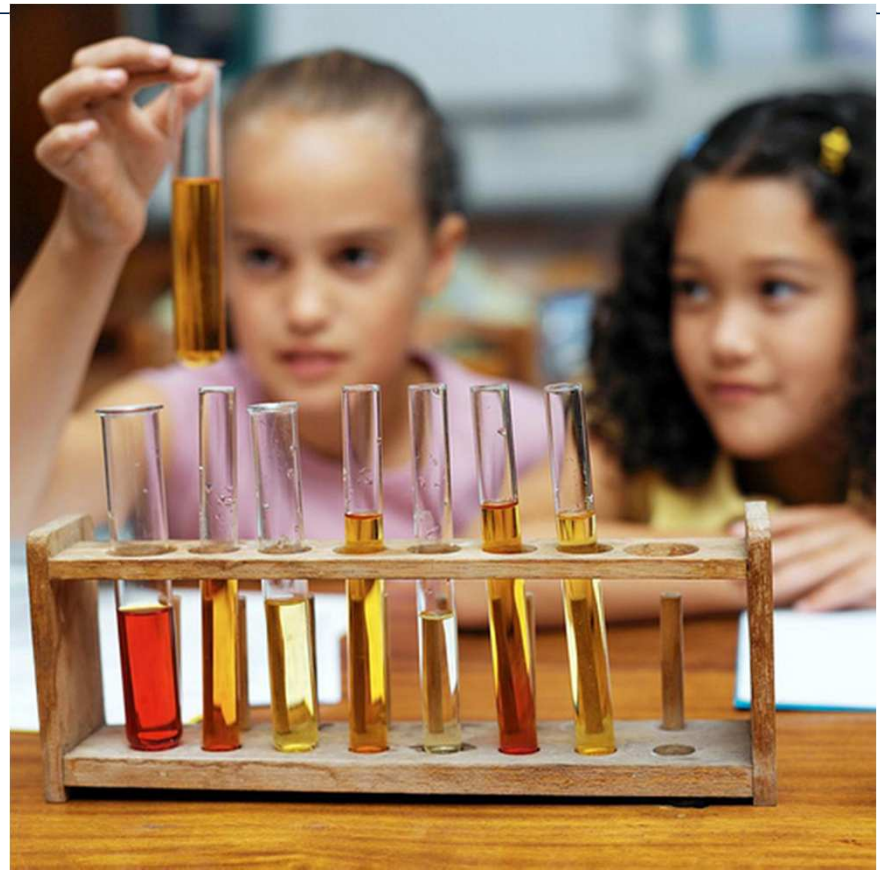
podcasts



Augmented Reality

https://youtu.be/O0KqpzjE1BM

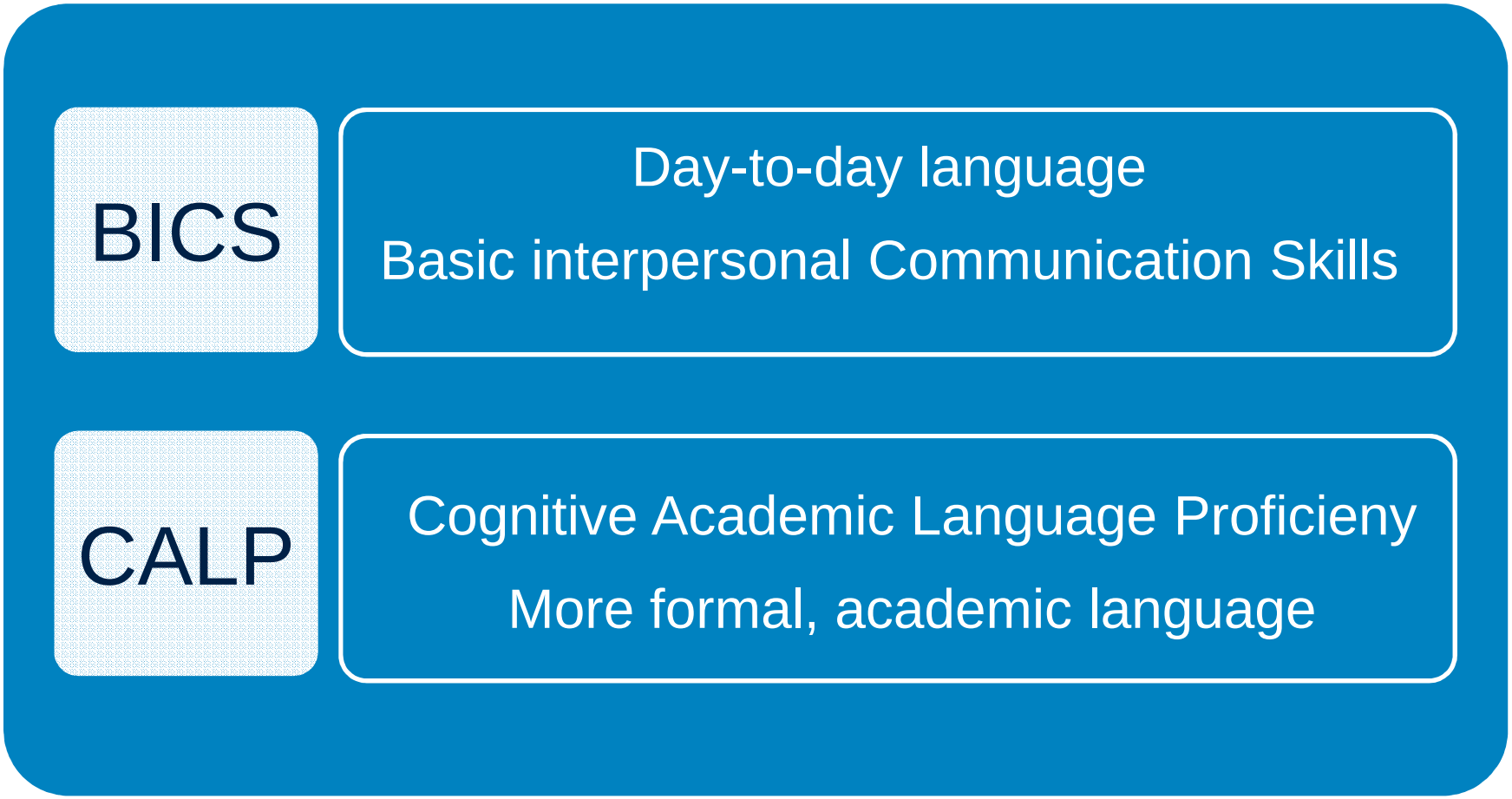
Two dimensions of language



CONVERSATIONAL

ACADEMIC

Dimensions of Language



Input must be context-rich

KEY WORDS

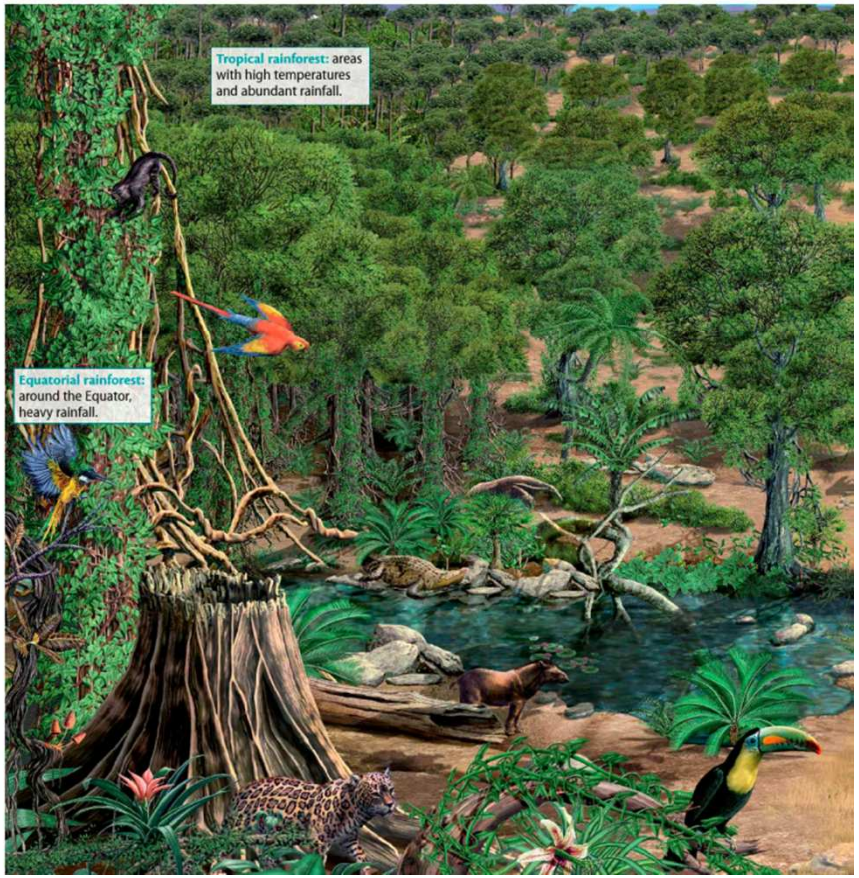
leafy: with a lot of trees and plants

evergreen: of plants that keep their leaves all year round

2 Natural landscapes in hot climates

Equatorial rainforest

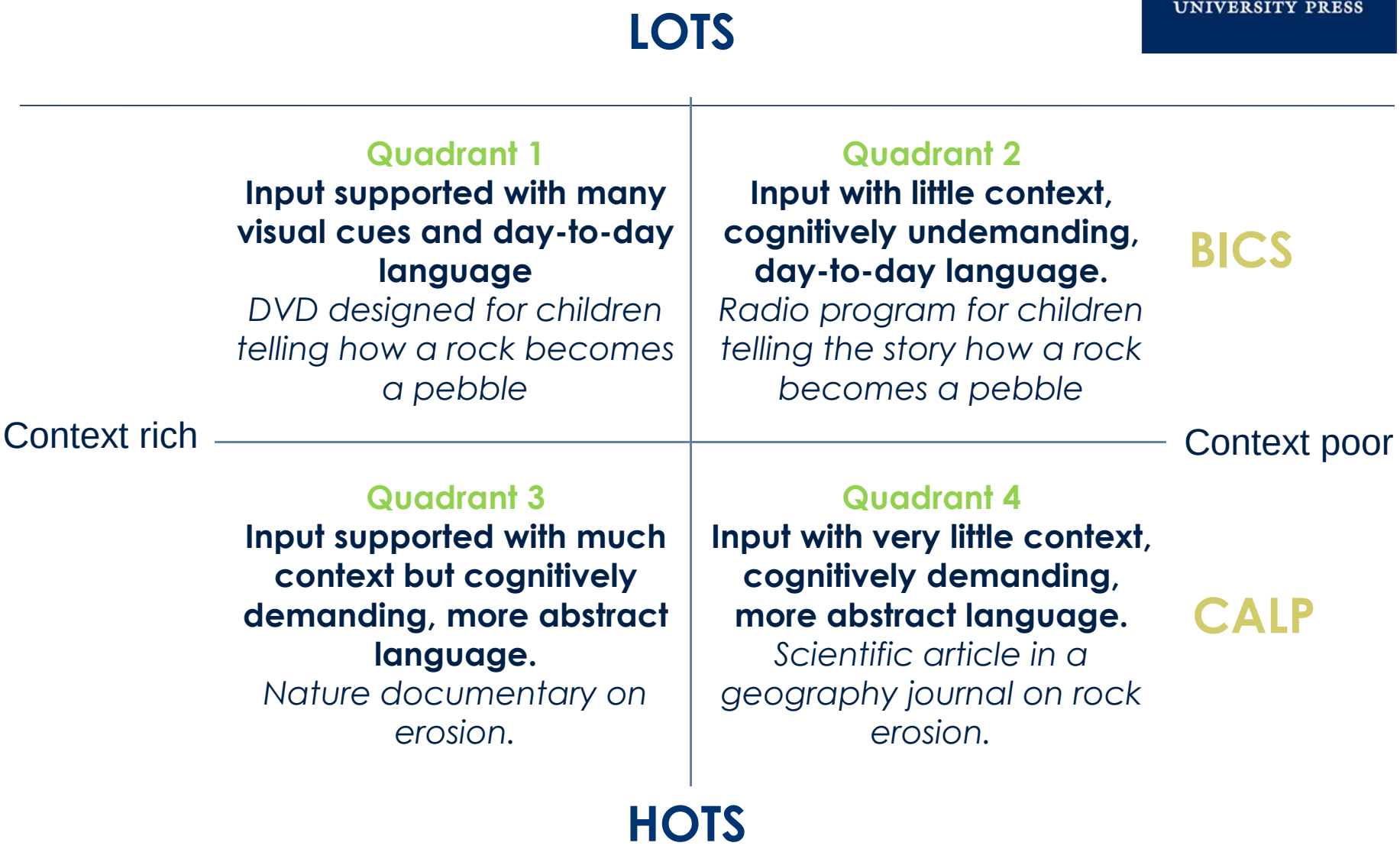
- These are **dense, leafy forests** of trees with big, **evergreen** leaves that need a lot of water. They are common in areas near the Equator with constant high temperatures and regular abundant rainfall; the soil is poor in organic material.



A matrix to check what kind of input we provide

Based on Cummins' Matrix

Input: erosion



From CLIL Skills by Dale, van der Es and Tanner (2010)

Content & language input

Are interrelated

Need to be comprensible

- Input i+1 (Krashen & Terrell 1983)
- Vigotsky's ZDP

How to make input accessible?

SCAFFOLDING

CONTINGENT

BUILT-IN

CONTINGENT SCAFFOLDING

To address the needs that appear in the classroom; for example, conversation to help understanding.

PLANNED SCAFFOLDING

Questions, writing frames, visuals, etc, planned in advance.

Right! And how do we do that?

Scaffolding Tools

OXFORD
UNIVERSITY PRESS

Tasks

Visual organizers

Questions

Conversations

Frames and substitution tables

Materials

ICT & web 2.0

Tasks

Tasks help relate experience (content) to language (meaning)

Tasks

Hands-on
Experiential
Contextualized
Cognitively engaging
Cognitively challenging
Collaborative
Involve language

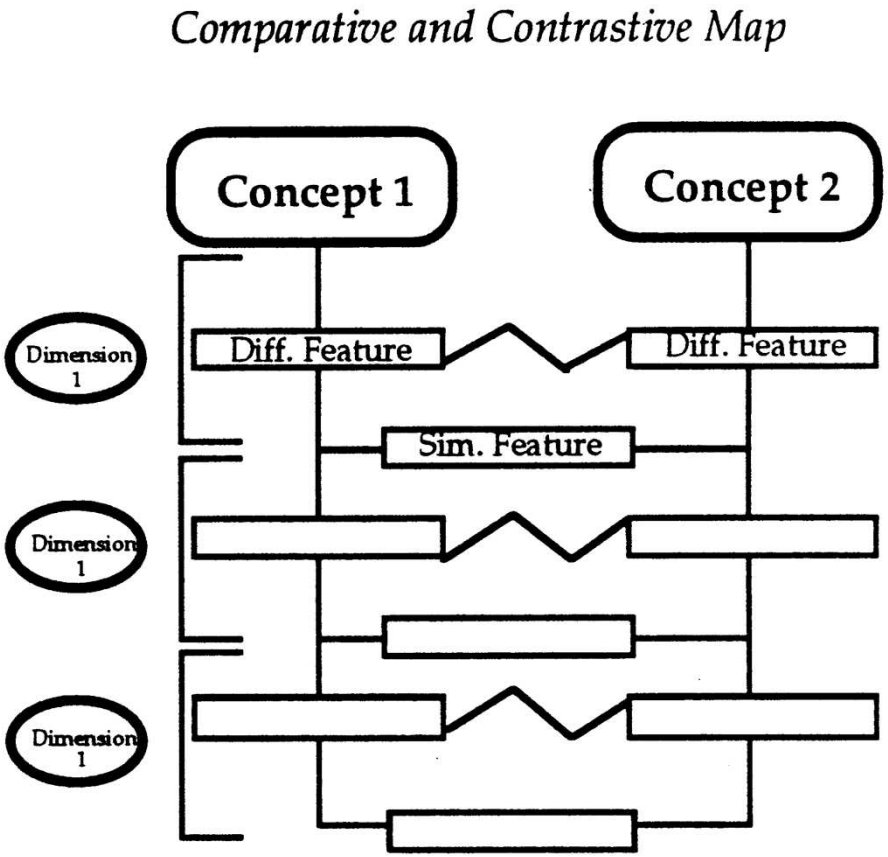
The process of **matching experience with language** allows students to learn language from content instruction.

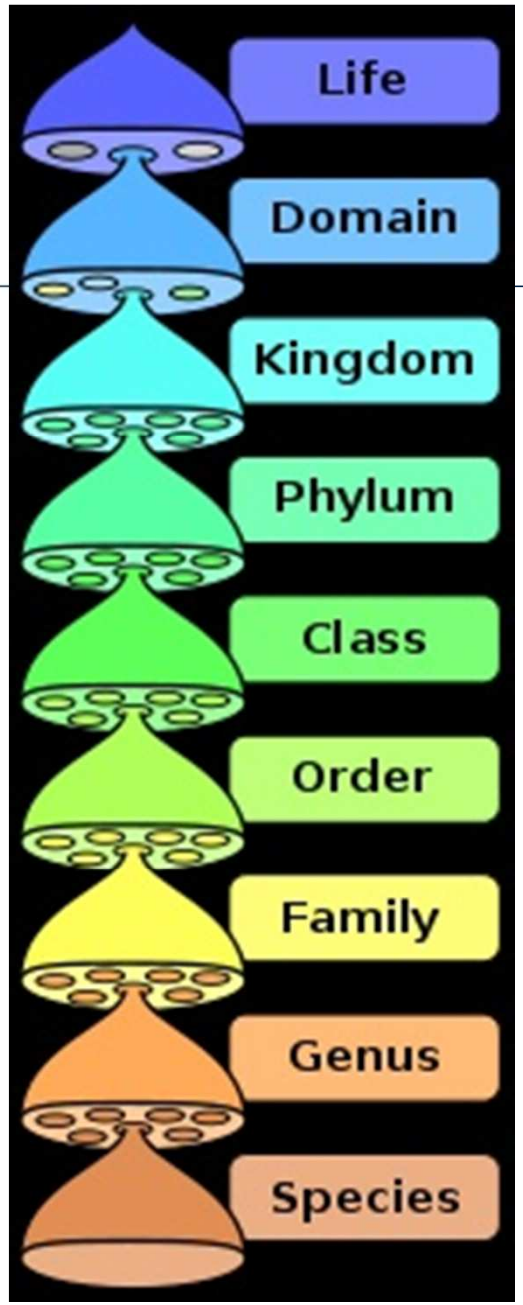
Visual organizers

They work as cognitive organizers and help to:

- Organize and reorganize input
- Understand and process information in texts
- Understand the structure of a text

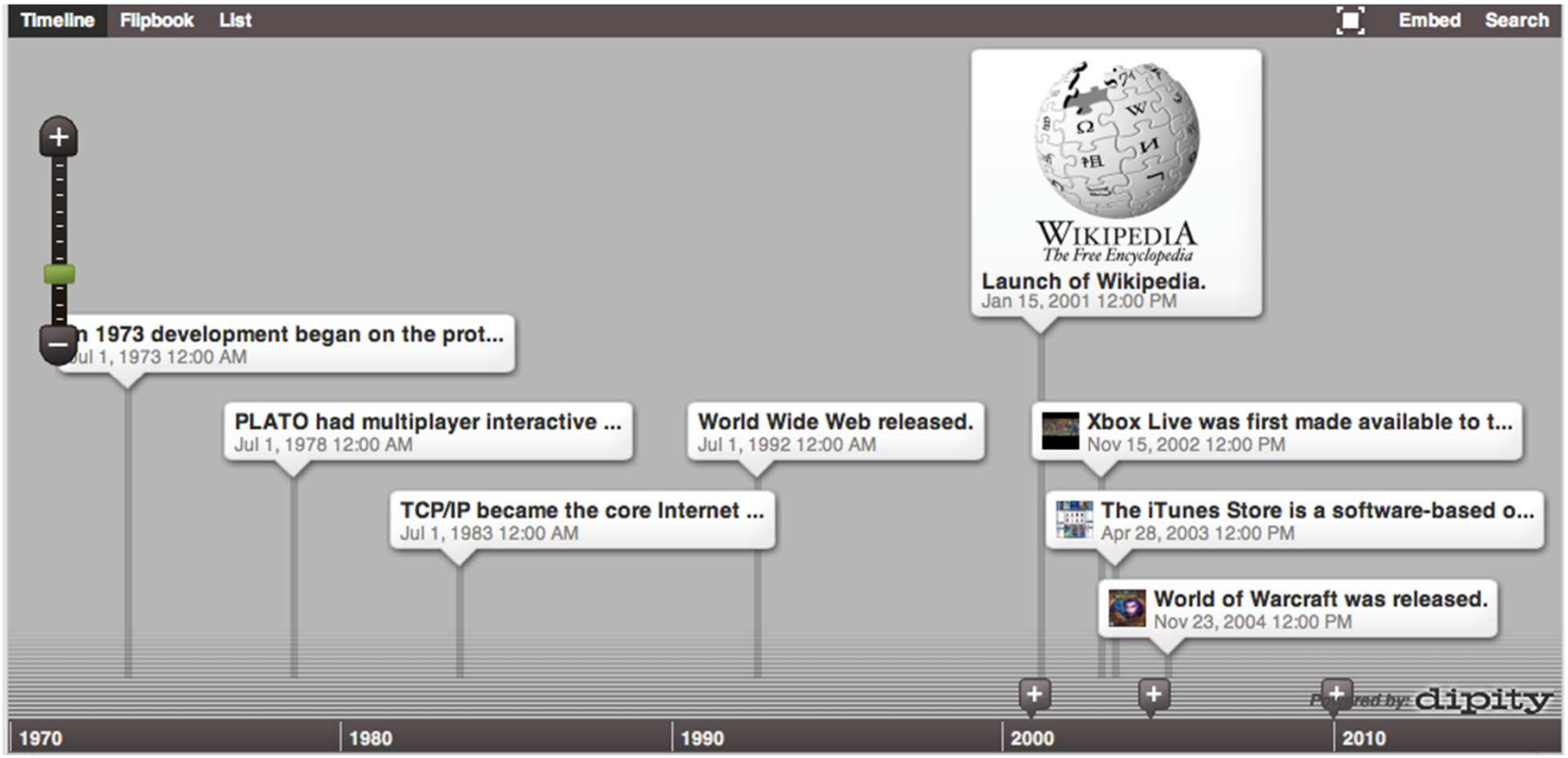
Visual thinking



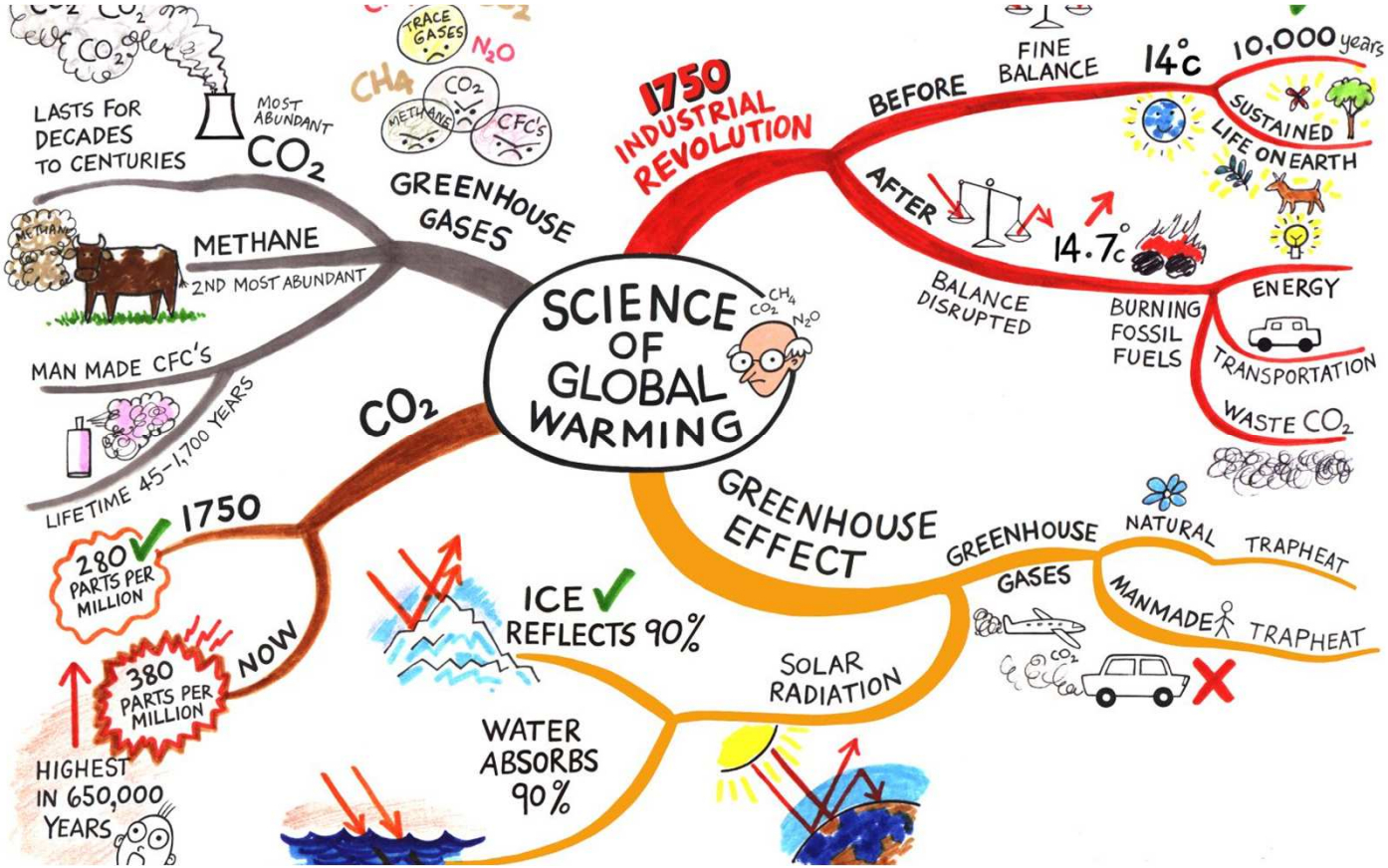


OXFORD
UNIVERSITY PRESS

Timelines

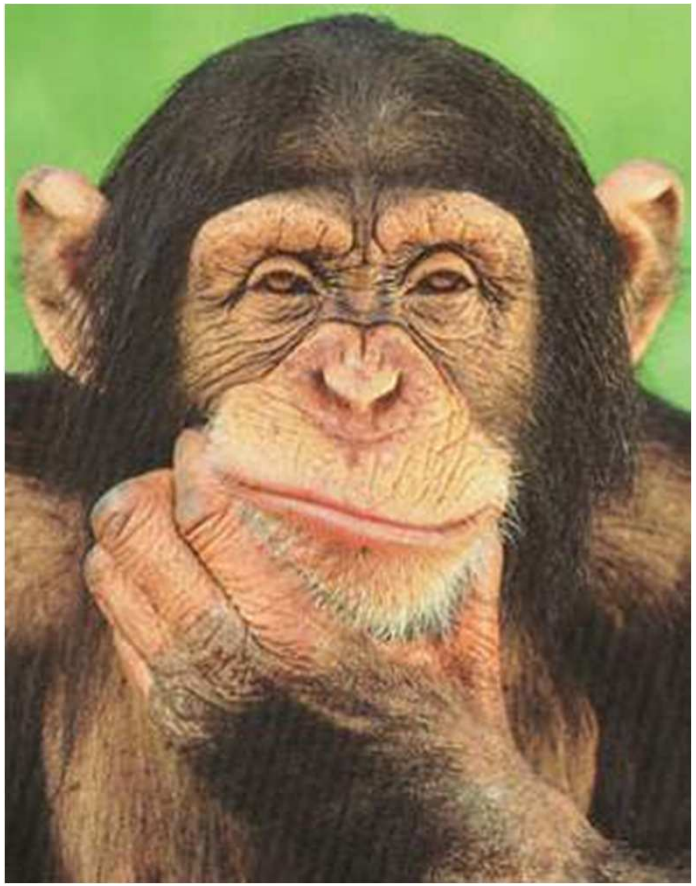

Timeline
Flipbook
List
Embed
Search
WIKIPEDIA
The Free Encyclopedia
Launch of Wikipedia.
Jan 15, 2001 12:00 PM
n 1973 development began on the prot...
ul 1, 1973 12:00 AM
PLATO had multiplayer interactive ...
Jul 1, 1978 12:00 AM
World Wide Web released.
Jul 1, 1992 12:00 AM
Xbox Live was first made available to t...
Nov 15, 2002 12:00 PM
TCP/IP became the core Internet ...
Jul 1, 1983 12:00 AM
The iTunes Store is a software-based o...
Apr 28, 2003 12:00 PM
World of Warcraft was released.
Nov 23, 2004 12:00 PM
Powered by: dipity
1970
1980
1990
2000
2010

Mindmaps



http://mappio.com/mindmap/learning-fundamentals/the-science-of-global-warming

Questioning



Requires…THINKING TIME

Questioning

Good questions are a cognitive challenge

- To motivate
- To elicit background knowledge
- To revise
- To check understanding
- To generate opinion and discussion
- To take risks in a safe environment

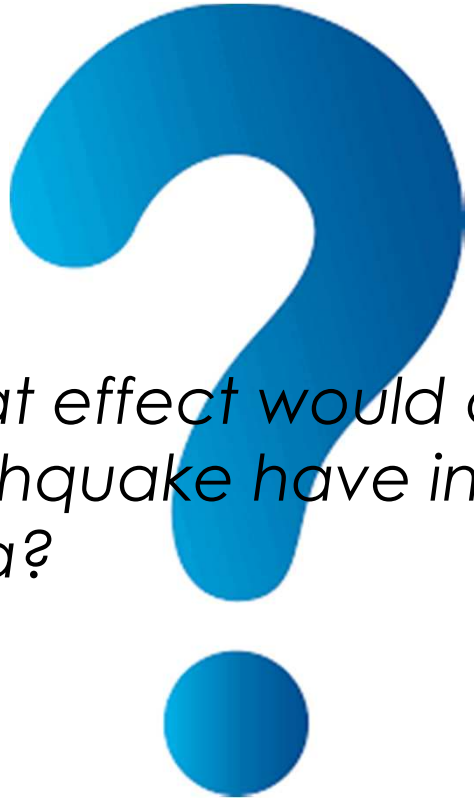
Questioning

SKINNY QUESTIONS

What is an earthquake?

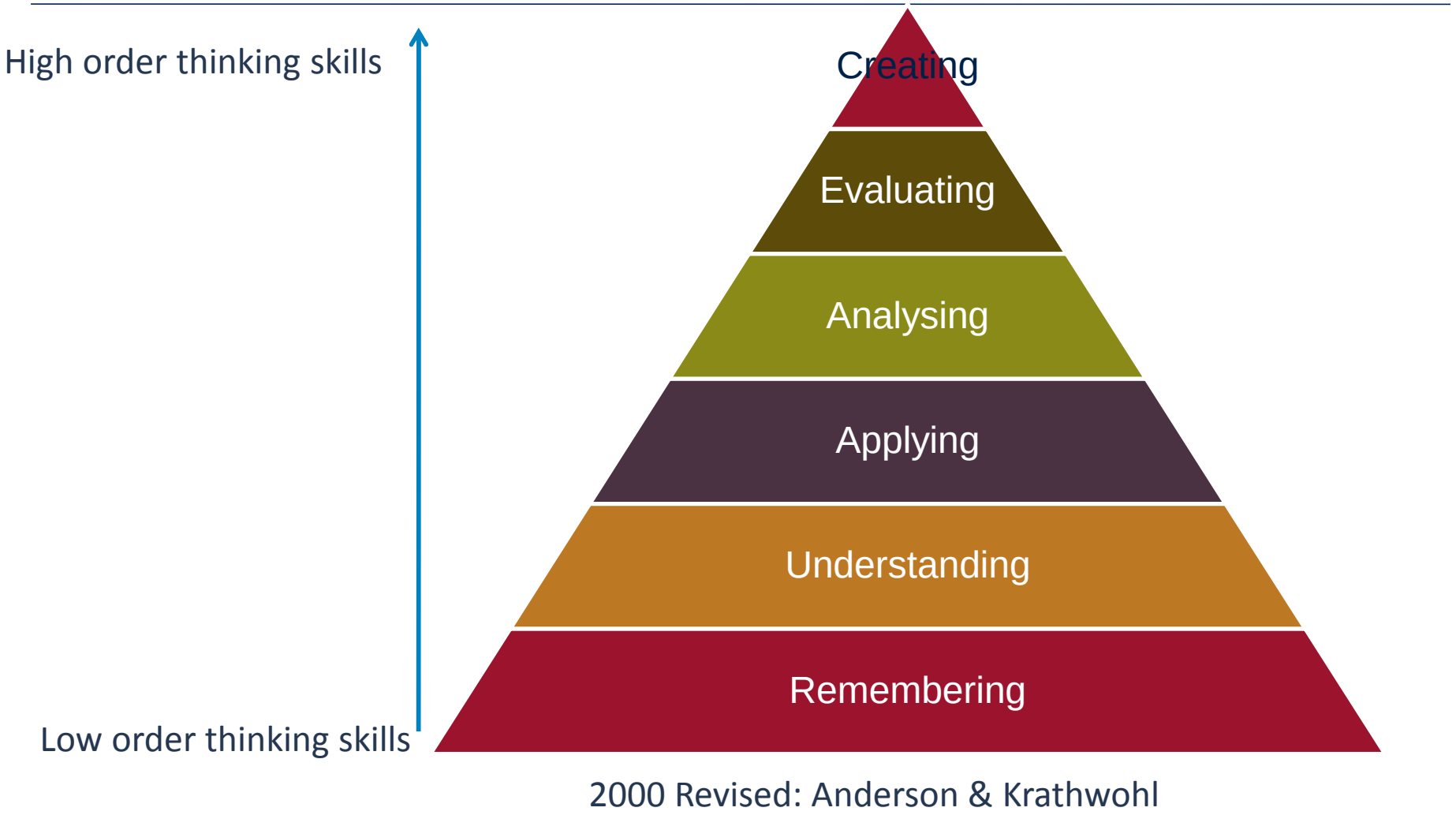
What scale is used to measure earthquakes?

FAT QUESTIONS



What effect would a 7.5 earthquake have in your area?

Questionning and Bloom's Taxonomy

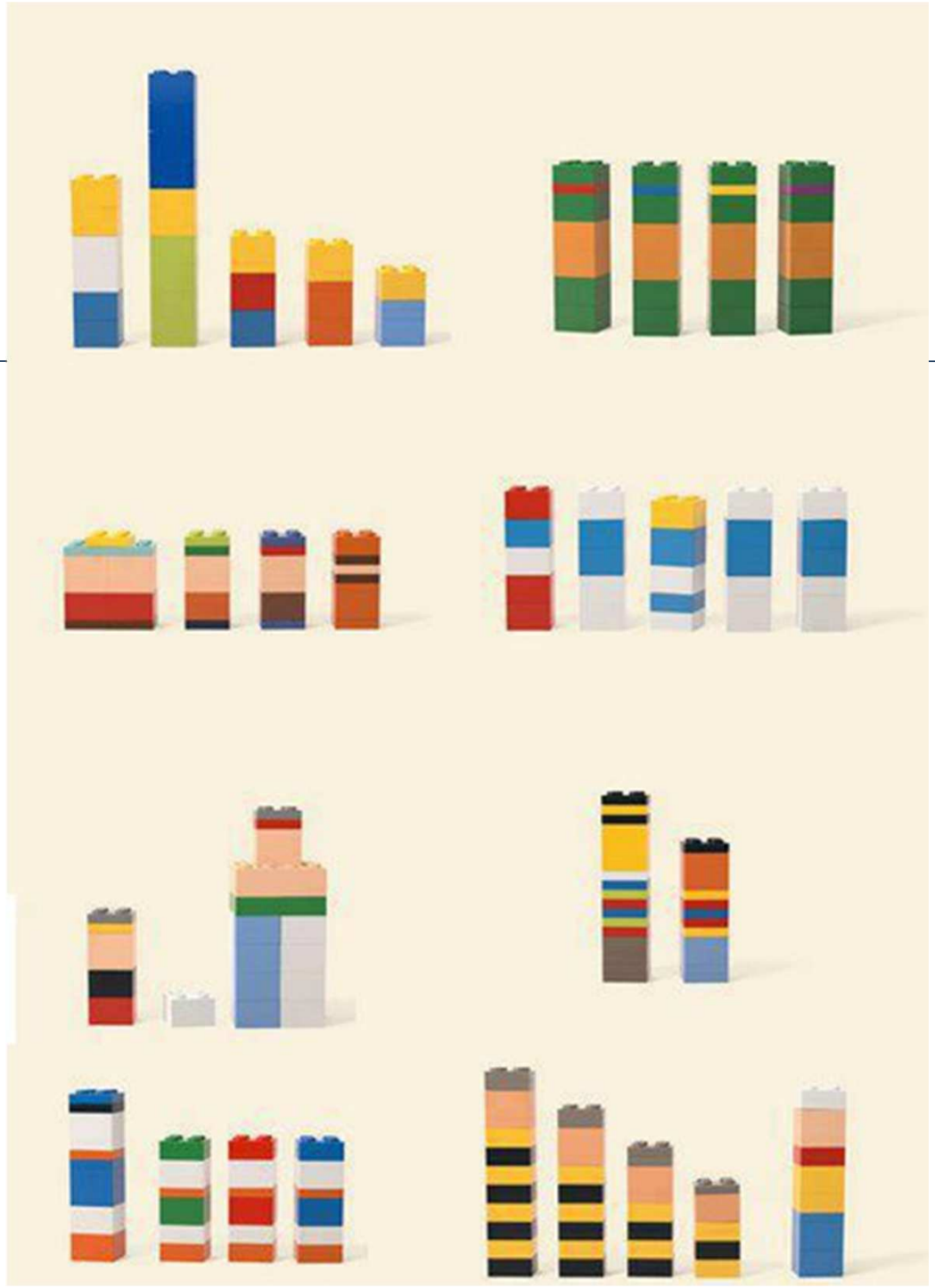


Bloom's & tasks

Bloom's category	Words for questionning	Tasks
Remembering	Tell, recall, repeat, list	Name the parts of the body
Understanding	Describe, explain, paraphrase	Explain what happens when a Tsunami hits the coast
Applying	Demonstrate, illustrate	How would you contruct a new experiment to get the same results?
Analysing	Compare, contrast, test, criticise	What is the relationship between oil production and consumption?
Evaluating	Argue, judge, evaluate	Select and explain some improvements for this experiment.
Creating	Design, construct, create	Design a plan for a safety procedure during a fire for your school.

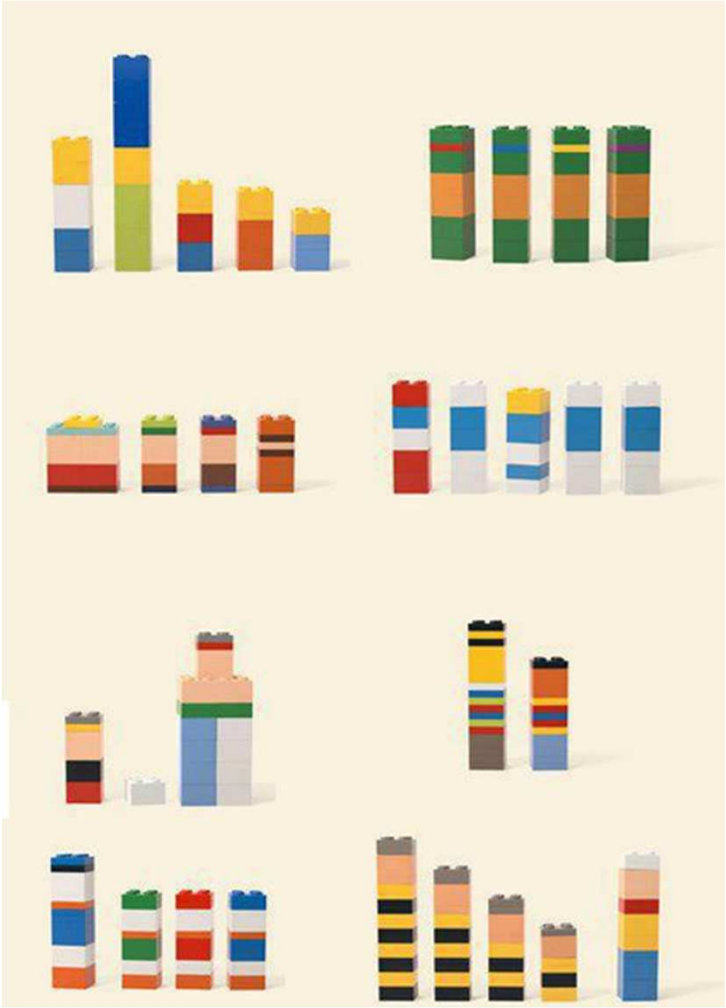
From CLIL Skills by Dale, van der Es and Tanner (2010)

Think of three questions for this text



OXFORD
UNIVERSITY PRESS

PISA levels



Explicit: Identify, reproduce
Who are they?

Implicit: infer, associate
What elements allow us to identify them?

Referential: evaluate, deduct, reflect
What family, social or emotional ties /relationship do they represent?

Ref: Neus Lorenzo

Conversation

Scaffolding language

Negotiation of meaning

Making language and content accessible

Helping students communicate.

Expanding and refining students' language

Teacher as monitor and as model

Languaging: self explaining

Languaging mediates learning

Eliciting self-explanations improves understanding

Out loud, collaborative thinking is more powerful than silent, individual thinking.

Languaging about the content and about the language helps to understand both the content and the language better

Ref: Merrill Swain

Frames and substitution tables

TABLE 2. *Substitution tables for 'Melting'*

1. Predicting

We think	candles butter margarine ice cheese chocolate	will melt	in	cold cool warm hot boiling	water

2. Reporting

Candles Butter Margarine Ice Cheese Chocolate	melted	in	cold cool warm hot boiling	water

3. Comparing

We thought	candles butter margarine ice cheese chocolate	would melt	in	cold cool warm hot boiling	water
But it/they melted					

4. Generalising

Candles Butter Margarine Ice Cheese Chocolate	melt(s)	in	cold cool warm hot boiling	water

TABLE 3. *Writing frame for 'Melting'*

Objective

We wanted to find out the melting temperatures of different materials

Procedure

First

Next

Then

After that

Finally

We predicted that...

We measured...

These words will help you:	
melting temperature	cold
melt	cool
	warm
candles	hot
butter	
cheese	
ice	
chocolate	

Results

Material	Write P for prediction, R for results				
	Cold water	Cool water	Warm water	Hot water	Boiling water
candles					
butter					
margarine					
ice					
cheese					
chocolate					

Conclusion

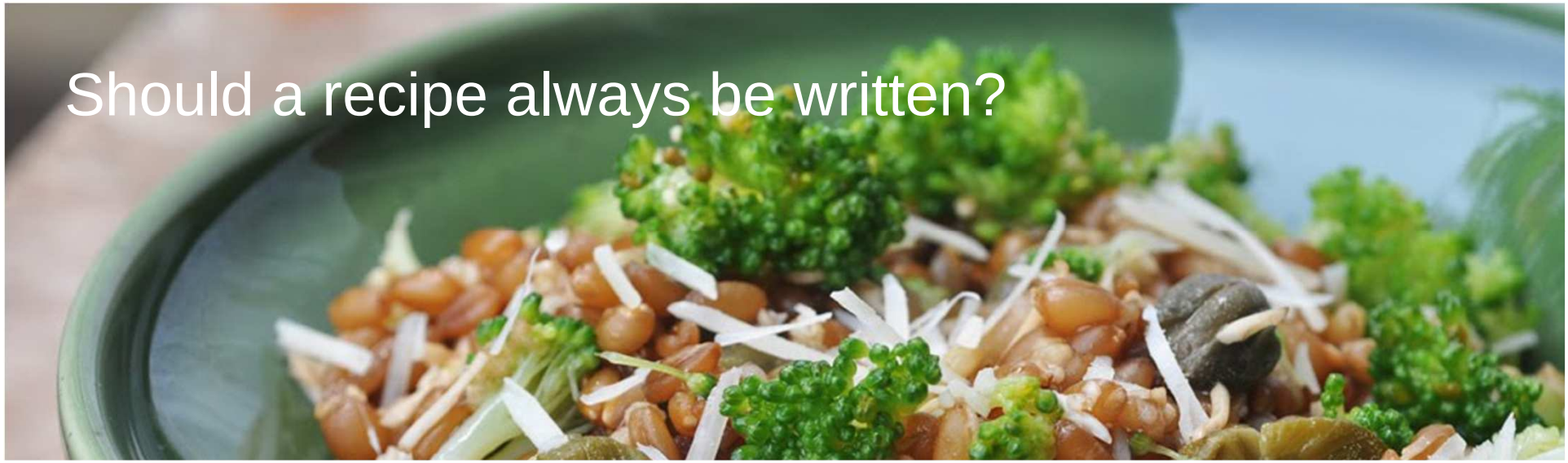
We found that...melts in...

Different materials melt at different temperatures

From: ANALYSING THE LANGUAGE DEMANDS OF LESSONS TAUGHT. IN A SECOND LANGUAGE.
JOHN CLEGG. dialnet.unirioja.es/descarga/articulo/2575499.pdf

The importance of production

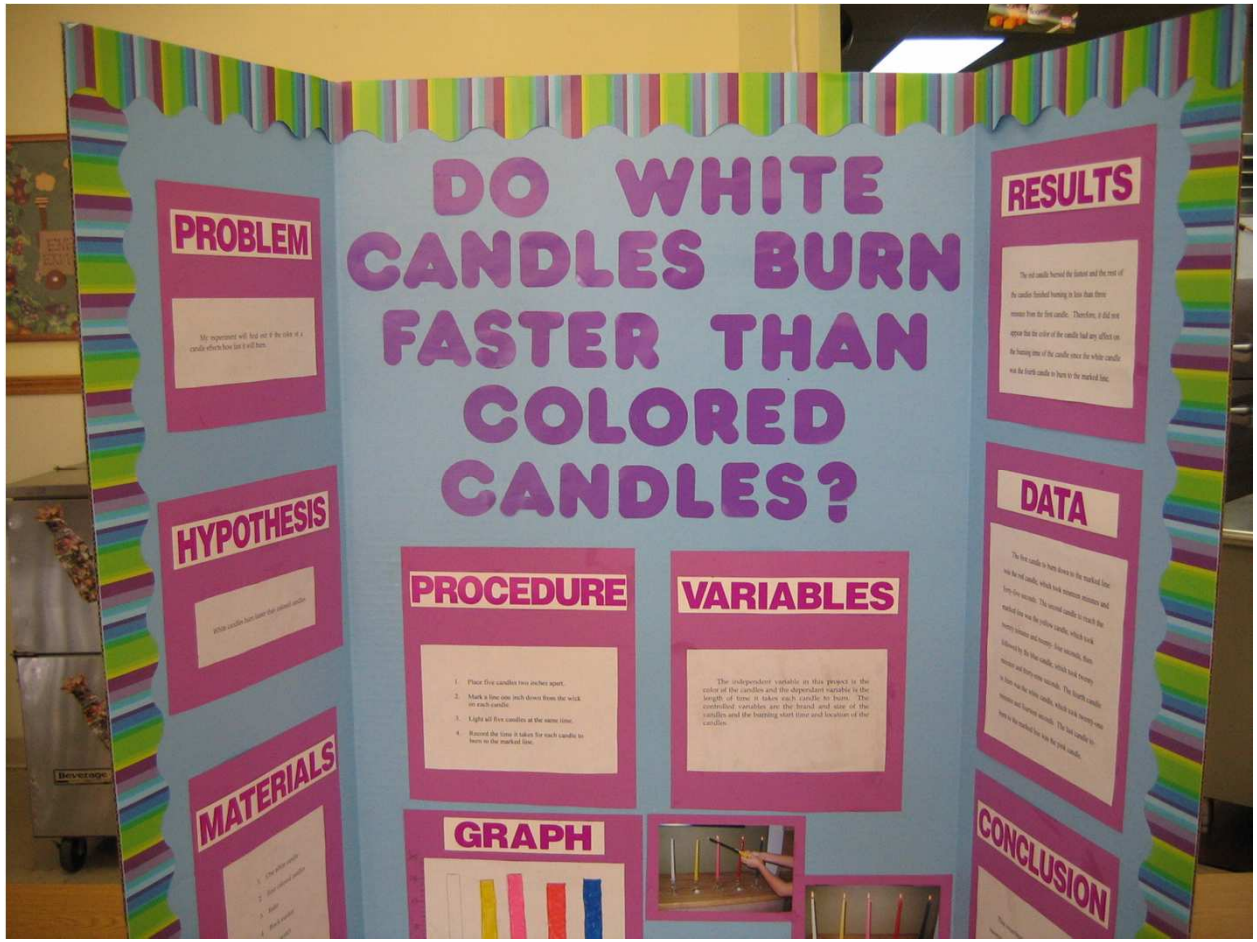
- Linguistic or non-linguistic
- Written, spoken, visual, multimedia
- Individual, in pairs or in group
- Formal or informal



Can you think of examples?

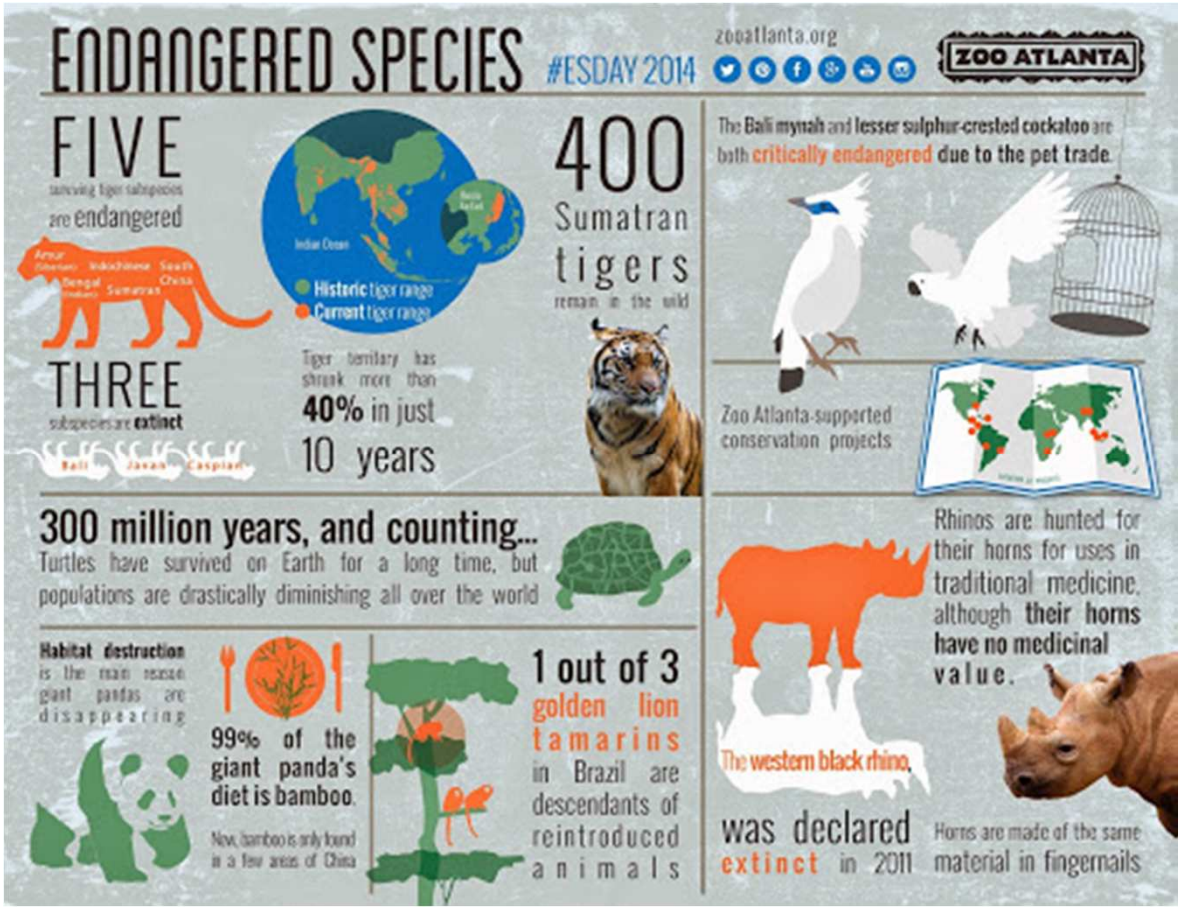
Written	Spoken	Multimedia	Non-linguistic

Posters



http://piccry.com/creative-poster-board-ideas/

Infographics



http://www.zooatlanta.org/

Oral presentations

Assessment

What to assess?

Content and language

- Informal observations
- Oral presentations
- Final product of a project
- Exhibitions
- Rubrics
- Portfolios and digital portfolios

Science Fair **Project** Evaluation Rubric

Name: _____

Project Title: _____

_____ / 100

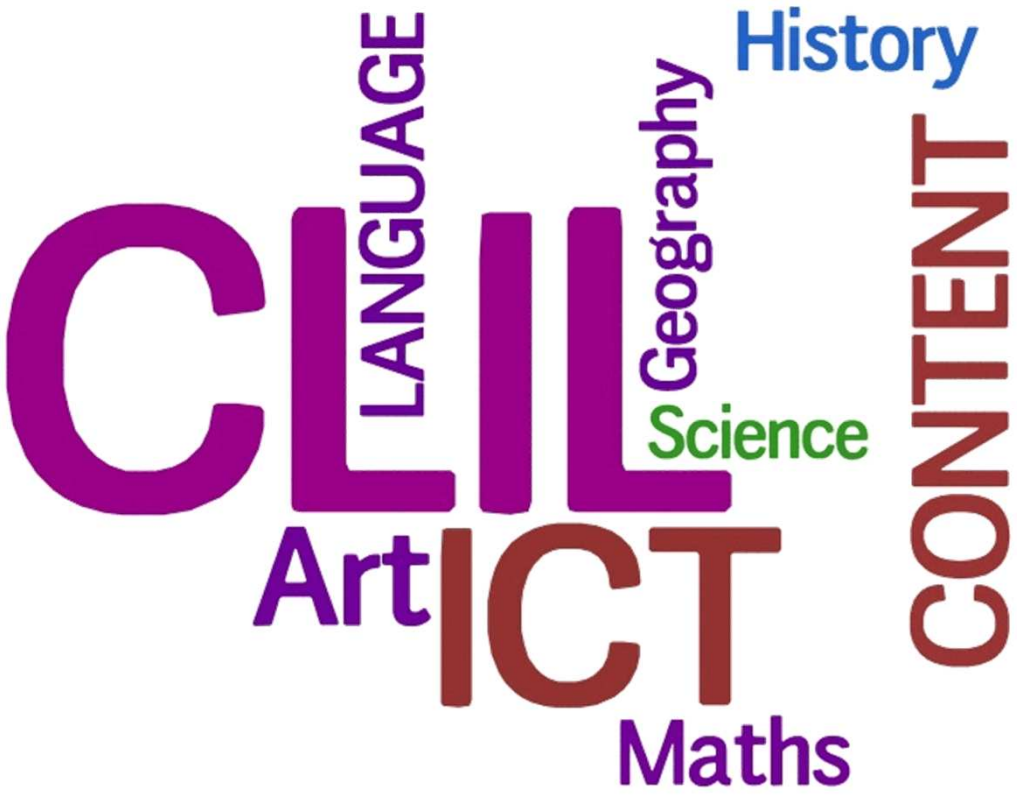
Performance Criteria	Unsatisfactory	Minimal	Satisfactory	Very Good
Scientific Thought (20%)	*- Did not follow the scientific method* *- The problem and hypothesis have a predictable explanation* *- Most variables are not identified* *- The data is poorly presented and poorly analyzed.*	*- Minimal use of scientific method.* *- The problem and hypothesis are lacking scientific thinking.* *- Some variables are identified and controlled.* *- The data is presented and analyzed.*	*- Attempted to follow the scientific method* *- The problem and hypothesis are somewhat indicative of scientific thinking.* *- Most variables are identified and controlled.* *- The data is presented and analyzed.*	*- Clearly followed the scientific method in order to perform the experiment.* *- The problem and hypothesis are indicative of scientific thinking.* *- All variables are identified and controlled.* *- The data is well presented and analyzed.*
Mark Range	1 to 5 _____	6 to 10 _____	11 to 15 _____	16 to 20 _____
Scientific Concepts (10%)	*- No scientific concepts are explained, nor have been learned.*	*-Some brief explanation revealing that something was learned.*	*- Good explanation about the science that was learned.* *- Concepts are related to the experiment.*	*- Excellent explanation about what was discovered, which may be used to pursue new question for a possible explanation*
Mark Range	1 to 3 _____	4 to 5 _____	6 to 8 _____	9 to 10 _____
Project Creativity (20%)	*- A text book project* *- A common topic* *- Little imagination and a simple project design* *- Minimal student input*	*- Common topic* *- Some creativity with a fair to good design* *- Standard use of common resources.*	*- Imaginative project* *- Creative design* *- Good use of equipment and/or construction*	*- Highly original project.* *- Exemplary design.* *- Very creative use of equipment and/or construction.*
Mark Range	1 to 5 _____	6 to 10 _____	11 to 15 _____	16 to 20 _____
Display (20%)	*- May/may not be a self-standing pres. Board* *- Unattractive* *- Messy* *- Unclear* *- Some titles are labeled* *- Pasted exact report*	*- May/may not be a self-standing pres. board* *- Very plain, not very attractive, somewhat neat* *-Unclear* *-Titles are labeled* *- Pasted almost entire report*	*-Self-standing pres. board* *- Basic and plain, yet attractive and neat.* *- In need of clarification* *- Relatively logical flow* *-Titles are clearly labeled* *- Did not past entire report*	*-Self-standing pres. board* *- Neat, colorful, graphics, tables, charts, photographs, etc.* *-Self explanatory.* *-Flows logically* *-Titles are clearly labeled* *- Used some fresh ideas instead of just pasting on the report*
Mark Range	1 to 5 _____	6 to 10 _____	11 to 15 _____	16 to 20 _____
Written Report (20%)	*-Poor/ lacks title page.* *-Did not attempt to use past tense, passive voice* *- Data very poorly presented* *- Content incomplete* *- Very poor grammar* *- Very poor and incomplete format*	*- Poor/lacks title page.* *- Very poor use of past tense/passive voice* *- Requires major improvements in data presentation* *- Content incomplete* *- Poor grammar.* *- Failed to meet numerous format requirements*	*- Adequate title page.* *- Inconsistent past tense/passive voice* *- Requires improvements in data presentation* *- Content is complete but could be improved upon* *-Many grammatical errors* *- Missed some format requirements*	*- Proper title page* *- Past tense, passive voice* *- Tabulated and labeled data* *- Content reflects research and preparation* *- Excellent grammar* *- Met format requirements*
Mark Range	1 to 5 _____	6 to 10 _____	11 to 15 _____	16 to 20 _____
Oral Presentation (10%)	*- No eye contact or voice projection* *-Lack of confidence and knowledge*	*- Little eye contact and poor voice projection* *-Little Knowledge communicated.*	*- Some eye contact and moderate voice projection* *-Adequate knowledge presented.*	*-Eye contact and good voice projection* *-Confident about knowledge communicated.* *-Convincing and enthusiastic.*
Mark Range	1 to 3 _____	4 to 5 _____	6 to 8 _____	9 to 10 _____

OXFORD UNIVERSITY PRESS

Students' portfolios

Online materials

Animations
Interactive games
Simulations
Texts
Images
Videos
Podcasts
Worksheets
Lesson plans
...



Science

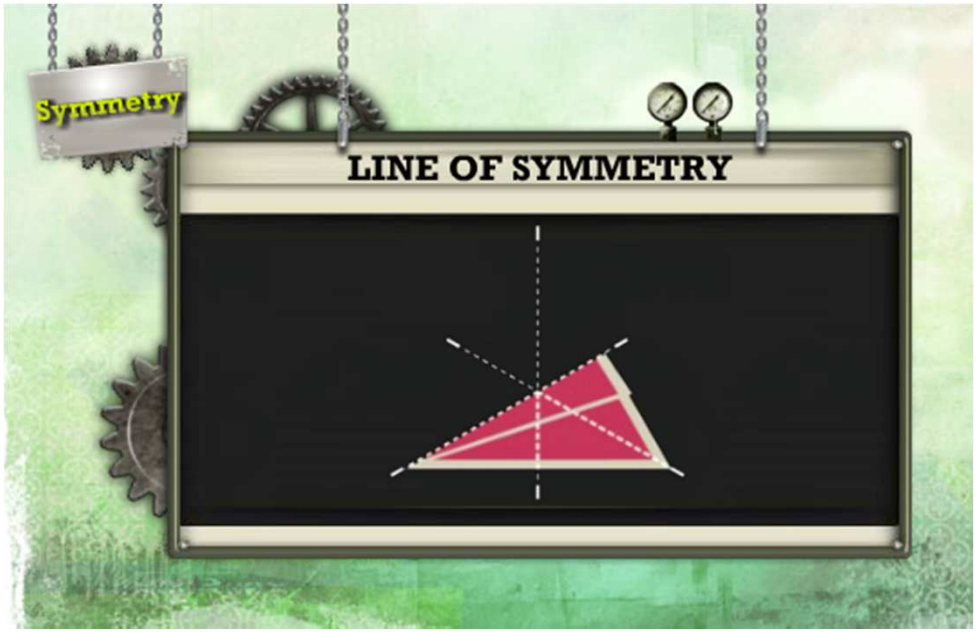
NATURAL HISTORY MUSEUM

http://www.nhm.ac.uk/kids-only/index.html

Cheek cells stained with methylene blue

http://www.bbc.co.uk/education/guides/z9hyvcw/revision/2

Math



http://www.bbc.co.uk/education/topics/zvhs34j

http://www.ixl.com/

Art

http://www.youtube.com/watch?v=ZKPeN3ZNCOE

http://www.artcyclopedia.com/index.html

http://www.moma.org/learn/activities/

History

http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml

http://www.bbc.co.uk/schools/primaryhistory/

http://www.bbc.co.uk/education/subjects/zk26n39

Visuals

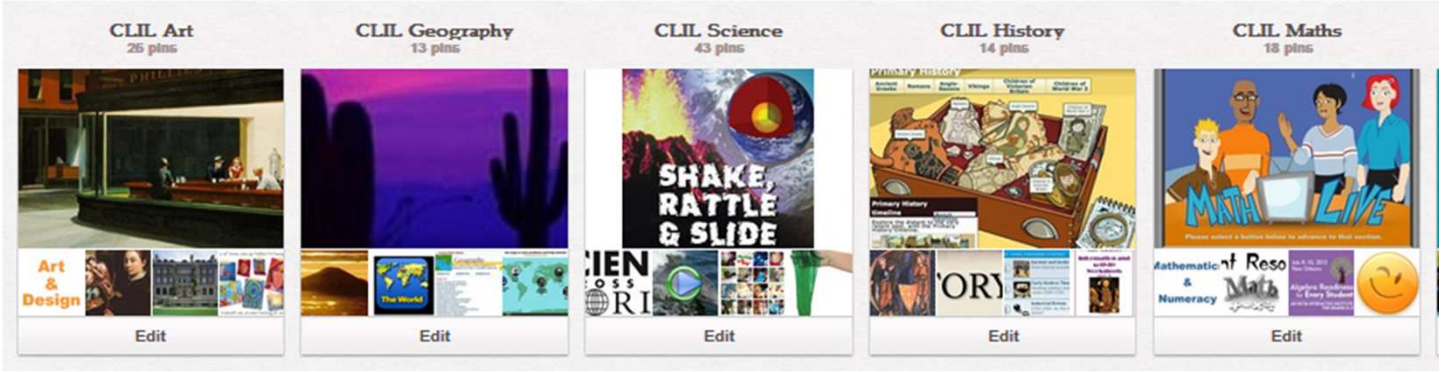
http://www.nationalgeographic.com/

https://www.flickr.com/creativecommons/

http://visual.merriam-webster.com

http://visual.merriam-webster.com/index.php

Let’s network and share



http://pinterest.com/rfelip/

https://www.diigo.com/user/rosamariafelip

Wiki with online materials

http://clilandict.wikispaces.com

OXFORD
UNIVERSITY PRESS

Always look on the bright side of CLIL… ´cos there's one!

Rosamaria Felip Falcó @rosamariafelip

2015