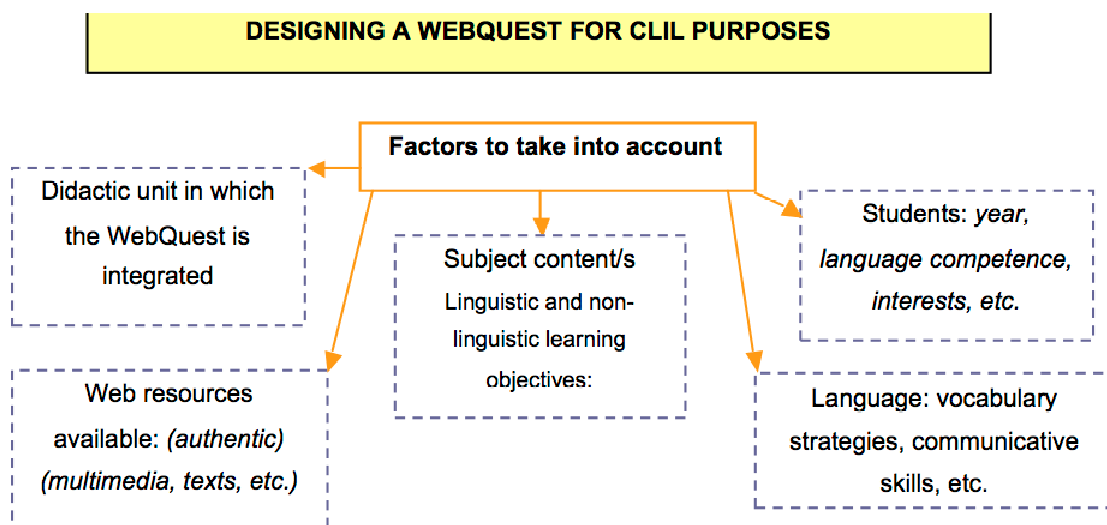


DESIGNING OF A WEBQUEST FOR CLIL



In the PROCESS

- a. Students will:
 - do some research individually, with different roles.
 - transform it into something else in groups.
- b. Resources
 - for each role
 - for everybody
- c. Prepare the “scaffolding” to support the students in the four phases of the process, including linguistic scaffolding focused on meaning and form aspects:

PROCESS	
Activating Background Knowledge	
Language Workshop	Preparing the TASK
Performing the FINAL TASK (group work)	

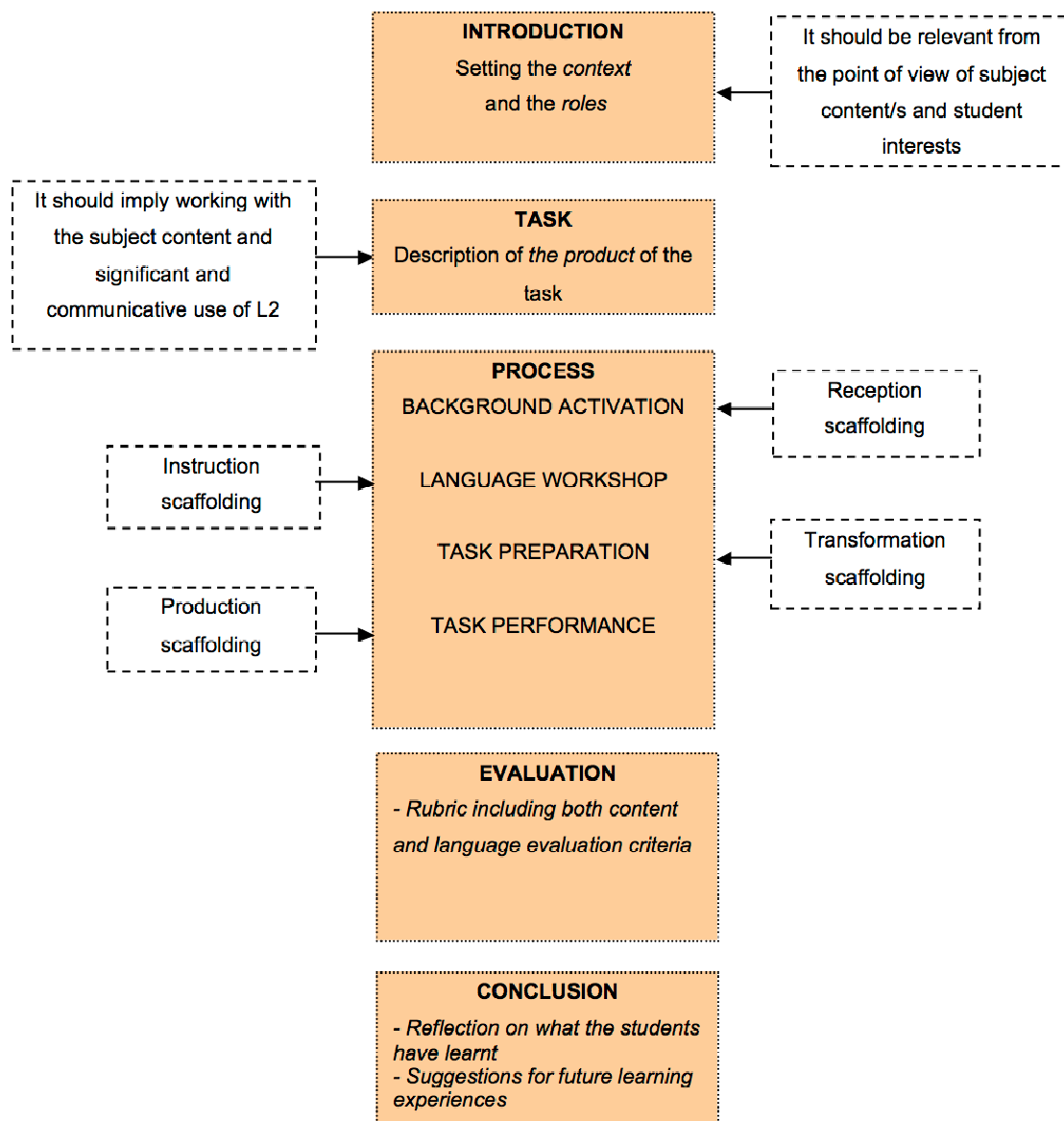


Fig. Diagram of the model of WebQuest for second languages applied to CLIL

1. BACKGROUND ACTIVATION: Reception Scaffolding

- Make them familiar with the content in relation to the topic.
- Introduce the vocabulary that will be used in the WebQuest.
- Revise or introduce grammar structure; functions, etc. that will be of use when using the web resources.

Type of activities and exercises

- use vocabulary lists and glossaries; use dictionaries and databases;
- analyse or complete diagrams, tables, conceptual maps, etc.;
- opinion surveys or initial list of questions;
- initial tests; treasure hunts; all kind of quizzes;

2. LANGUAGE WORKSHOP: Instruction Scaffolding

- Teach the specific language in context.
- Design intensive reading / listening activities.
- Provide and practise learning strategies (vocabulary, reading, listening, etc.).

Type of activities and exercises

- create vocabulary lists and glossaries; use dictionaries and databases;
- analyse or complete diagrams, tables, conceptual maps, etc.
- contextualised vocabulary quizzes: multiple choice, puzzles, short answers, etc.;
- reading comprehension exercises: skimming, scanning, careful reading;
- treasure hunts; listening; watching videos, comprehension, etc.

3. PREPARING THE TASK: Transformation Scaffolding

- Understand the information
- Organize, compare and contrast different contents
- Select and synthesise information
- Find common frames
- Elicit some type of conclusion
- Deduce information or elicit the underlying message
- Evaluate the information

Type of activities and exercises

- create databases;
- create timelines; create diagrams, tables, conceptual maps, etc.;
- exercises to analyse and evaluate information;
- write conclusions and summaries; record audio and video, etc.

4. FINAL TASK: Production scaffolding

Provide some examples and templates to scaffold the format of the outcome that could be:

- a presentation, a report, a writing, a narrative story,
- a dialogue or debate,
- an audio or video recording, an audiovisual presentation, an animation,
- a performance, a specific artistic product, etc.