



Teacher training course. Topic n. 4.- CLIL classroom management

WEB DOCUMENTS FOR CLASSROOM MANAGEMENT IN CLIL

THE TRAINING FOR THIS MODULE CONSISTS IN KNOWING THREE IMPORTANT ELEMENTS OF A GOOD CLIL LESSON:

INTERACTION: <http://www.readingrockets.org/article/teacher-student-interactions-key-quality-classrooms>

MOTIVATION: <http://www.onlinecollegecourses.com/2012/12/10/how-to-motivate-your-students-what-every-teacher-should-know-but-doesnt/>

TEACHING STRATEGIES IN A CLIL CLASSROOM.

<http://www.english-efl.com/teach-english/teaching-tips/seven-teaching-strategies/>

TASKS:

1.- WATCH THE WEB LINKS BELOW AND READ THEM CAREFULLY

2.- COMPLETE THE NEXT CHART FROM THE WEB INFORMATION ABOUT **INTERACTION**. WRITE ONLY ONE IMPORTANT WORD , FROM THE WEB LINK, FOR EACH STATEMENT.

INTERACTION: <http://www.readingrockets.org/article/teacher-student-interactions-key-quality-classrooms>

EMOTIONAL SUPPORT	POSITIVE CLIMATE	NEGATIVE CLIMATE	TEACHER SENSITIVITY	REGARD FOR STUDENTS SENSITIVITY
	Supportive	Hostility	Efficiency in adequate answers	Interest
CLASSROOM ORGANIZATION	BEHAVIOUR MANAGEMENT		PRODUCTIVITY	INSTRUCTIONAL LEARNING FORMATS
	Engage all students in learning activities		understanding	Clear instructions
INSTRUCTIONAL SUPPORT	CONCEPT DEVELOPMENT		QUALITY OF FEEDBACK	LANGUAGE MODELING
	Communication tasks + clear objectives		participation	Using the foreign lgg as much as possible

3.- READ BOTH ARTICLES

MOTIVATION: <http://www.onlinecollegecourses.com/2012/12/10/how-to-motivate-your-students-what-every-teacher-should-know-but-doesnt/>

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4.- NOW, WE CAN EXTRACT DIFFERENT ITEMS AS A SUMMARY ABOUT **MOTIVATION AND TEACHING STRATEGIES.**

MOTIVATION

1. Give students a sense of control.
2. Define the objectives.
3. Create a threat-free environment.
4. Change your scenery.
5. Offer varied experiences.
6. Use positive competition.
7. Offer rewards
8. Give students responsibility.
9. Allow students to work together
10. Give praise when earned
11. Encourage self-reflection.
12. Be excited.
13. Know your students.
14. Harness student interests
15. Help students find intrinsic motivation.
16. Manage student anxiety
17. Make goals high but attainable
18. Give feedback and offer chances to improve.
19. Track progress.
20. Make things fun
21. Provide opportunities for success

TEACHING STRATEGIES IN THE EFL CLASSROOM.

1. Provide comprehensible input for ELLs.
2. Make lessons visual.
3. Link new information to prior knowledge.
4. Determine key concepts for the unit and define language and content objects for each lesson
5. Modify vocabulary instruction for CLIL
6. Use cooperative learning strategies
7. Modify testing and homework for CLIL

5.- GIVE AN EXAMPLE OF ONE ACTIVITY OR CLASS ROUTINE OR RESOURCE YOU USE IN YOUR LESSONS, THAT SHOWS ONE OR MORE OF THE ITEMS ABOUT MOTIVATION OR TEACHING STRATEGIES YOU HAVE READ ABOVE.

All the lessons start with the same routines, the pupils are responsible for the beginning of the lesson. The teacher doesn't speak, he/she only points at the voluntary pupils who check the number of absents, give the date and sum up what was done in

the last lesson. Pupils are usually very eager, the weaker ones have even prepared what they have to say because they want to show that they are able. Once everybody is ready, we can start the lesson and the pupils who have participated are given blue or red points to reward them.

What's more, I try to make them work in groups (2 or 4) as often as possible to be able to cooperate and learn together. Their final task will then be richer and they are usually more motivated to complete it.

6. SHARE YOUR REFLECTIONS ABOUT INTERACTION, MOTIVATION AND TEACHING STRATEGIES WRITING YOUR COMMENTS ABOUT THE NEXT QUESTIONS.

A) Which items do you take into account when you organize your CLIL lessons?

- I take into account what has been learnt before (knowledge and skills)
- interesting (and if possible, funny) documents.
- try to make things visual (videos, images)
- cultural dimension (focus on a different English speaking country)
- use riddles as much as possible
- variety of activities (reading, speaking, listening, interactions ...)

B) Which items you don't take into account and why? What are the difficulties for taking some of the items into account?

The change of scenery is quite difficult to organize because it is time-consuming and it also needs approval from the head of school and it is quite hard to convince them especially as pupils have tight timetables and other colleagues refuse to give time. It is also quite difficult to give motivating rewards. It is quite easy with younger kids who are delighted with a sticker but less easy with older kids who usually want more.

C) Which items are new for you or you didn't know before watching the web links?

There was nothing new for me. I had heard about everything and I agree with all those ideas yet they are not always very easy to apply in class. It would be good to be able to use them all but the reality of everyday teaching is there and we have to take it into account.

D) Which items are you going to use from now, or what are you going to change, or what are you going to use in the future, or what is it going to help you? Explain if the reading of these two points (motivation and teaching strategies) has changed the way of CLIL teaching.

I think I should try to determine more the key concepts and the objectives of each lesson. I always give them the objectives of the complete unit but I think I should repeat them more regularly and I should project the content objective at the beginning of each class so that they know what is expected.