



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
	Comfort	Disapproval	Responsiveness	Engagement
CLASSROOM ORGANIZATION	BEHAVIOUR MANAGEMENT		PRODUCTIVITY	INSTRUCTIONAL LEARNING FORMATS
	Administration		Supervision	Monitoring / engagement
INSTRUCTIONAL SUPPORT	CONCEPT DEVELOPMENT		QUALITY OF FEEDBACK	LANGUAGE MODELING
	Broadmindedness		Informative	Usage

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

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.

- ✓ I allow the students some hands-on experience by giving them the chance to read books quietly, work in groups, have discussions, focus on various aspects of discussed topic and on the things they find interesting and above all, to keep them engaged.
- ✓ Another favourite routine is positive competition as it indeed builds their motivation to study the language more.
- ✓ During every lesson my students are responsible for something. No one sits aimlessly or without engagement. Everyone participates in the lesson.
- ✓ I like to challenge them and give them high but attainable goals to complete.
- ✓ I add many extra activities into my lessons to keep them engaged and keep the lesson more interesting.
- ✓ Etc.

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?

- ✓ Provide comprehensible input
- ✓ Make lessons audio-visual
- ✓ Build and extend new vocabulary + pronunciation
- ✓ Participation of the students in the lesson
- ✓ Various types of assessment

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

- ✓ Change your scenery (time is the only problem. The lesson lasts 45 minutes – I can't take kids for many hours to conduct a lesson in a different environment. I do it once or two times a year)
- ✓ Offer rewards (at least the ones described in the article. Things like pizza parties, watching movies, or even something as simple as a sticker on a paper can make students work harder and really aim to achieve is a true fact. I reward students with pizza at the end of the school year but only if all of them have the highest scores in English or passed International Cambridge Exams like PET or KET. Once in two months we watch a film and have nice interesting discussions on motifs and themes of a given film. Afterwards students are requested to prepare powerpoint presentation on one of the motifs or themes of the film).

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

There was nothing new for me.

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 adjust my teaching methods to the given group. I always try to implement as many items as possible in the lesson, however I will never ever use the tactic of writing content and language objectives on the board and ask students at the end of the lesson if the objectives were met. There is no methodological benefit in it not to mention the fact that it is extremely time-consuming. Instead the students are provided with the topic of the lesson which is a simplified version of the "content & language objective".