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**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>

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| **EMOTIONAL SUPPORT** | POSITIVE CLIMATE | NEGATIVE CLIMATE | TEACHER SENSITIVITY | REGARD FOR STUDENTS SENSITIVITY |
| **supportive** | **disapproval** | **responsiveness** | **Their interests** |
| **CLASSROOM**  **ORGANIZATION** | BEHAVIOUR  MANAGEMENT | | PRODUCTIVITY | INSTRUCTIONAL  LEARNING FORMATS |
| **Monitor misbehaviours** | | **Understanding the routine** | **Facilitating activities** |
| **INSTRUCTIONAL SUPPORT** | CONCEPT DEVELOPMENT | | QUALITY OF FEEDBACK | LANGUAGE MODELING |
| **promote students’ higher-order thinking skills** | | **Expanding participation** | **stimulate, facilitate, and encourage language use.** |

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

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

MOTIVATION

1. [Give students a sense of control](http://voices.yahoo.com/tips-teacher-motivate-todays-students-536642.html?cat=4).
2. [Define the objectives](https://www.effectiveteaching.com/product_images/uploaded_images/gobe_205_how.pdf).
3. [Create a threat-free environment](http://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber).
4. [Change your scenery](http://busyteacher.org/6943-teachers-top-10-ways-to-motivate-students.html).
5. [Offer varied experiences](http://www.everythingesl.net/inservices/learningstyle.php).
6. [Use positive competition](http://www.jstor.org/discover/10.2307/1162055?uid=3739960&uid=2&uid=4&uid=3739256&sid=21103312957333).
7. [Offer rewards](http://www.virtualsalt.com/motivate.htm)
8. [Give students responsibility](http://www.edutopia.org/sharing-responsibility-classroom).
9. [Allow students to work together](http://www.stanford.edu/dept/CTL/Newsletter/cooperative.pdf)
10. [Give praise when earned](http://www.ehow.com/how_8005024_give-effective-praise-classroom.html)
11. [Encourage self-reflection](http://www.mcgill.ca/files/scsd/Tips_For_Giving_Students_Feedback.pdf).
12. [Be excited](http://www.catholiceducation.org/articles/education/ed0358.htm).
13. Know your students.
14. [Harness student interests](http://voices.yahoo.com/harness-power-pop-culture-motivate-students-11179744.html?cat=4)
15. [Help students find intrinsic motivation](http://cet.usc.edu/resources/teaching_learning/docs/teaching_nuggets_docs/2.4_Motivating_your_Students.pdf).
16. [Manage student anxiety](http://www.sdc.uwo.ca/learning/mcanx.html)
17. [Make goals high but attainable](http://www.teachervision.fen.com/teaching-methods/new-teacher/48452.html?page=1)
18. [Give feedback and offer chances to improve](http://www.ascd.org/publications/books/108019.aspx).
19. [Track progress](http://www.teachhub.com/top-12-ways-motivate-students).
20. [Make things fun](http://elearnmag.acm.org/featured.cfm?aid=1373288)
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 0F 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 make my students to work in pairs and in groups. It is a logical way to interact each other and share the learning atmosphere together. I use oral praise and stick or paint some icons on their face to praise their success in the classroom. At the end of the two hour lesson, I write good comments on their notebooks ending with thanking to their parents.**

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

1. Which items do you take into account when you organize your CLIL lessons?

**I use visual and audial elements like cards, posters, videos, cd, etc. I cooperate the new and former learning. I praise their achievement. I pay attention to the needs and interests of the students. I define objectives and allow students to work together. I use related materials to clarify the content and I define language and content for each lesson.**

B) Which items you don´t take into account and why? What are the difficulties for taking some of the items into account?

**To make all the students active in a CLIL lesson , we have to share much time to provide materials. I not only have such duration problems before and during the lesson. Sometimes, I spend 4 hours providing materials for 40 minute lesson. Sometimes, the lesson comes to the end before I complete my task. I look for new types of awards for them. I take them to theatre or cinema at the end of semesters.**

C) Which items are new for you or you didn´t know before watching the web links?

**In fact, nothing was new for me. I needed to review them and with this task I reviewed my knowledge .**

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.

**Since my students are so young , writing content and language objectives on the board and asking students at the end of the lesson does not work in my classes. I would see if the objectives were met in a long term. Instead the students must learn how to learn.**