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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 |
| **enjoyment** | **anger** | **responsiveness** | **emphasis** |
| **CLASSROOM**  **ORGANIZATION** | BEHAVIOUR  MANAGEMENT | | PRODUCTIVITY | INSTRUCTIONAL  LEARNING FORMATS |
| **monitor, prevent, and redirect misbehavior** | | **Respect and understand routines** | **Engagement of students and facilitation of activities** |
| **INSTRUCTIONAL SUPPORT** | CONCEPT DEVELOPMENT | | QUALITY OF FEEDBACK | LANGUAGE MODELING |
| **Promotion of students’ higher-order thinking skills** | | **Expanding of participation and learning through feedback** | **stimulation, facilitation and encouragement of students’ 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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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

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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.

During my lessons I use positive reinforcement all the time. Everybody can do at least one thing during the lesson right and I always try to recognize it and praise it.

With little one for each well done activity they get a star – for five stars they get good mark

With the bigger ones – I often write some positive comments to the tests (not only marks)

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?

To set clear objectives – what should be done and how. Also the variety of tasks is crucial for me to prepare good CLIL lesson. I am very often excited about the topic, I try to find more information – those which I think will be interesting for the kids, something like life experience, videos etc. (since I teach Geography through CLIL)

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

I very often don’t take into account the self-reflection. There is just no time at the end of the lesson to do it.

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

There isn’t really anything new for me, only to help students find intrinsic motivation isn’t as easy – as I teach kids age 11 to 15, I find it sometimes very hard because of their teens

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.

During my lessons I try to motivate my students as much as possible and I try to use all above mentioned strategies. Sometimes I tend to the routine of teaching – for example not changing the scenery, not giving the students the responsibility.

Reading both articles made me to overthink my teaching, remind me again about all aspects of motivation and teaching strategies.

I will use more cooperative learning during the CLIL lessons.