



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
	Enjoyment	Hostility	Needs	Interests
CLASSROOM ORGANIZATION	BEHAVIOUR MANAGEMENT		PRODUCTIVITY	INSTRUCTIONAL LEARNING FORMATS
	Control		Activities	Facilitation
INSTRUCTIONAL SUPPORT	CONCEPT DEVELOPMENT		QUALITY OF FEEDBACK	LANGUAGE MODELING
	Higher order		Participation	Stimulation

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.

One of the Activities I use more often in my classes is letting the pupils work together. It allows them to develop a great sense of cooperation and Helps them find out how good it feels to achieve goals with our friends, keeping higher levels of attention too.

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?

When I organize CLIL lessons as concerns interaction, I focus on needs and interests of students.

As regards as motivation I define objectives and allow students to work together in small groups (six at least). As far as teaching strategies I provide comprehensible materials, that I choose a relatively simple content area and determine key concepts for the unit and 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?

A CLIL lesson looks at content and language in equal measure. Moreover students have a central role in CLIL lessons. For this reason I'd take into account activities based on cooperative work.

Current materials from media or other sources should be used as often as possible.

Finally teacher has to allow the students to communicate more than he himself, as teacher acts as a facilitator.

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

From a language point of view the CLIL approach contains nothing new to the EL teacher.

What is different is that the language teacher is also the subject teacher, or that the subject teacher is also able to exploit opportunities for developing language skills.

Learning is improved through increased motivation: when learners are interested in a topic they are motivated to acquire language to communicate.

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.

A CLIL lesson is not a language lesson neither is it a subject lesson transmitted in a foreign language. CLIL integrates the teaching of content from a curriculum subject with the teaching of a non-native language.

A CLIL lesson looks at content and language in equal measure and often follows a four-stage framework.

The best texts are those accompanied by illustrations so that learners can visualize what they are reading. I'd perform following these activities:

1. Checking previous knowledge
2. Practicing content language
3. Expanding vocabulary
4. Consolidating knowledge
5. Summarizing skills
6. Applying the new knowledge
7. Checking and correcting errors.