

Reflective Journal – Raquel González Requejo

Day1: In last week's lesson, I learned what CLIL is and what does it stand for (Content and Language Integrated Learning). I also learned the meaning of new acronyms.

CLIL is aimed to teach students the regular subjects but in a foreign language, so is not grammar learning. Translations are not necessary, because the most important thing is to make the students think directly in this foreign language.

In CLIL lessons, students have to be very participative and the teacher has to make them think.

The teacher has to spend one third of the class explaining (which is called “quality time”) then he or she just has to encourage the students to keep learning by themselves by doing fun and dynamic activities or asking them questions that will make them think. I already knew that CLIL is not grammar learning. Through CLIL, students are going to get used to this foreign language in academic contexts, which will increase their level. I also knew that CLIL is supposed to make the students think in this foreign language. This is the reason why the activities have to be so dynamic.

What surprised me the most were the lessons I saw in the videos, because they made such amazing things that motivated the students and were so helpful to learn about the subject and the language at the same time

What I enjoyed the most was learning more about CLIL and bilingualism in general, because I am really interested in this topic, since I have always wanted to speak and write in other foreign languages as good as my mother tongue without having to translate in my head

It was very useful because I learned more about CLIL and bilingualism.

- Do you think any of what we did will be useful to you in the future?

Of course, it will. I would like to work as an English teacher so I want my lessons to be hundred per cent in English and I want my students to think in English all the time.

- How can you adapt what we did to your current teaching context (even if you are not teaching CLIL right now)? Are there any activities you could use with your classes? What would you need to do to adapt them?

I think I could do the mind-map activity with my students. I would like to integrate more new things about this more modern methodology in my lessons, but it is difficult because some of these activities seem to take a lot of time and I have to keep updated with the teaching program.

Day 2: In the second lesson we learnt what 4Cs and 3Ds are. We also compared some textbooks in English for primary and secondary. The secondary ones were translations from Spanish into English, while the primary ones were originally written in English. My favourite one was the Primary art book, because contents were very well explained through pictures and there wasn't too much text, which is good in a subject like art. The vocabulary was quite complex but easy to guess thanks to the pictures.

Hi there everyone! In the third session we learned about the importance of making questions and how important it is that our questions make the students think. We as teachers, should also think very well about the questions that we make to our students and listen to all the possible answers, because there is not always just one correct answer. We also learned some interesting games, such as the bingo game with a video or and audio in which the students have to find the words that are in their bingo. I played this game with my lowest level students and it works well with them!

In the fourth session we learned about the importance of giving the students a real audience (through Skype, students from other classrooms, other teachers, etc.) in order to encourage them to speak. We also learned that we could make recording activities that won't be uploaded to any online platform unless we have permission. They might not like to listen to themselves speaking, but this will be helpful to make them aware of their strengths and weaknesses. I found this session very interesting too.

Session 5: Last session we learnt the differences between summative and formative assessment. Summative assessment is an external official evaluation, while formative assessment is the way we evaluate our students day by day in a direct or indirect way. Then, we've given a "rubric of rubrics" that we can use to evaluate our own rubrics, which I found really interesting. I have found this course very interesting and helpful in order to improve the quality of my lessons :)