Caracterització de les pràctiques docents en AICLE: Una recerca en acció per a un ensenyament-aprenentatge integrat de continguts i llengua estrangera més efectiu.

"Pràctica Docent Efectiva AICLE"

Guies de visionat d'enregistraments de classes AICLE en vídeo amb propostes d'activitats didàctiques.

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Llicència A

Índex

INTRODUCCIÓ

La formació AICLE que el Departament d'Educació està oferint actualment al professorat és molt pràctica El professorat vivencia les estratègies i tècniques que després ha de fer servir a les seves classes. Aquest model s'ha demostrat molt efectiu i és ben valorat pels participants en la formació que el Departament està duent a terme en el primer any del projecte PELE.

Però com a tota formació del professorat, ha d'haver una part pràctica en la que aquest professorat tingui la possibilitat de veure actuar a d'altres docents amb experiència. La possibilitat de visionar, analitzar i comentar situacions reals d'ensenyament-aprenentatge AICLE es perfila com un element clau de la formació. .A l'estil de De Graaf et altri (2007), aquest projecte de recerca s'acompanya d'una proposta d'activitats didàctiques al voltant d'uns enregistraments en vídeo de classes AICLE duts a terme durant aquest el curs 2009-10 en que he desenvolupat aquesta llicència d'estudis.

Es tracta d'una col·lecció de 19 enregistraments en vídeo editats expressament per a mostrar diverses tècniques i estratègies de la metodologia que es segueix en la implementació de continguts per mitjà d'una llengua estrangera. Cada videoclip ve acompanyat d'unes propostes didàctiques per a un visionat reflexiu. Es poden utilitzar per la formació interna del professorat en actiu o per la formació inicial del professorat (*in-service and pre-service training*).

La següent taula mostra una informació detallada d'aquests enregistraments:

Taula 1: Vídeos de les sessions de classe enregistrades

Nom vídeo i Nº pauta	Nivell educatiu	Assignatura	Població i Comarca	Elements analitzats
1. patricia.mpg	Primària 5è	Arts and Crafts	Santa Susanna El Maresme	Interaction and language discourse
2. patricia2.mpg	Primària 5è	Arts and Crafts	Santa Susanna El Maresme	Interaction and language discourse
3. manel1.mpg	Primària 5è	Arts and Crafts	Comarruga Baix Penedès	Sequence of activities, language use and integration content-language
4. manel2.mpg	Primària 6è	Arts and Crafts	Comarruga Baix Penedès	Language use, integration content-language and interaction
5. isabel1.mpg	Primària 4rt	Arts and Crafts	Terrassa Vallès Occidental	Sequence of activities and language discourse
6. isabel2.mpg	Primària 4rt	Arts and Crafts	Terrassa Vallès Occidental	Sequence of activities
7. isabel3.mpg	Primària 5è	Arts and Crafts	Terrassa Vallès Occidental	Sequence of activities focusing on language
8. isabel4.mpg	Primària 5è	Arts and Crafts	Terrassa Vallès Occidental	Sequence of activities
9. isabel5.mpg	Primària 5è	Arts and Crafts	Terrassa Vallès Occidental	Sequence of activities
10. floria.mpg	Primària 5è	Science	Lleida El Segrià	Sequence of activities
11. floria2.mpg	Primària 5è	Science	Lleida El Segrià	Language discourse and lesson interaction
12. floria3.mpg	Primària 5è	Science	Lleida El Segrià	Content, language and cognition
13. floria3.mpg	Primària 5è	Science	Lleida El Segrià	Language discourse and lesson interaction
14. carolina1.mpg	Primària 6è	Maths	Montcada i Reixac Vallès Occidental	Sequence of activities
15. carolina2.mpg	Primària 5è	Science	Montcada i Reixac Vallès Occidental	Sequence of activities
16. carme.mpg	Primària 6è	Geography & ICT	Premià de Dalt El Maresme	Sequence of activities and integration language-content
17. imma.mpg	ESO 3r	Maths	Cervera La Segarra	Sequence of activities
18. javier1.mpg	ESO 3r	Art History	Vilassar de Mar El Maresme	Sequence of activities
19. javier2.mpg	ESO 3r	Art History	Vilassar de Mar El Maresme	Sequence of activities

PROPOSTES DE GUIES DE VISIONAT DE VÍDEOS

1. Arts and Crafts Lesson – Primary 5th grade – (patricia.mpg)
Analysing the interaction and the language discourse

Take notes and make some comments on the following questions. You may use the *Effective CLIL Teaching Observation Tool* (De Graaf et altri, 2007) to assist on your analysis.

Starting the lesson
1. How does the lesson start? What kind of activity is it? What kind of grouping can you see? What kind of content are they revising?
2. Comment the resources used.
3. When do you think this lesson takes place in the unit?
4. Imagine you have to teach the same lesson. Which activities would you do to start the lesson and recap concepts?
5. How are instructions given?

Developing the lesson
1. The main activity is a quiz. What kind of questions is it made of? (Bloom's Taxonomy)
2. What are the language skills used?
3. Describe the use of the foreign language by two perspectives:
   a. Teacher's use (L1 or FL, level, scaffolding…)
   b. Student's use (L1 or FL, level, mixing languages (examples), spontaneous talking. When do students use the FL?
4. What is the teacher's support and teacher's feedback in terms of
   a. Language
   b. Content
5. What do you think about the support/scaffolding? Is it enough? Is there any individual support? Is there a group support? What other kind of support would you add in the same situation?
6. Can you describe the interaction between
   a. Teacher-Students
   b. Students-Students
7. Analyze the way students participate. Do they have the same opportunities? Why or why not? What would you do in a similar situation?
8. What kind of feedback does the teacher provide?
9. What can you describe related to The 4cs Framework: Content, Communication, Cognition, Culture?
10. Would you add any other type of support to students?
11. Identify which are the instances of effective language teaching following the De Graaf observation tool.

Ending the lesson
1. The teacher had one more activity to finish this sequence, but it is not in this video clip. Can you imagine how would she/you finish this lesson?

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2. Arts and Crafts Lesson – Primary 5th grade –(patricia2.mpg)
Analysing the interaction and the language discourse

Take notes and make some comments on the following questions. You may use the *CLIL Teaching Observation Tool* (Clemente et altri, 2006) to assist on your analysis.

Developing the lesson:

1. What kind of activity is it? What kind of grouping can you see? What kind of content are they revising?
2. When do you think this lesson takes place in the unit?
3. Which are the language skills used?
4. Which type of language are they using (The 4c's Framework)?
5. Describe the use of the language by two perspectives:
6. Teacher's talk (L1 or FL, level, scaffolding…)
7. Student's talk (L1 or FL, level, mixing languages (examples), spontaneous talking).
8. What is the teacher's support and teacher's feedback in terms of language?
9. How does the teacher lead the conversation?
10. Analyze the way students participate. Do they have the same opportunities? Why or why not? How does the teacher encourage their participation? What would you do in a similar situation?
11. While students are listening, what could they do to fix their attention? Which are your suggestions?
12. How would you develop a similar activity? What would you add?
13. Identify which are the instances of effective language teaching following the Clemente observation tool.

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3. Arts and Crafts Lesson – Primary 5th grade (manel1.mpg)
Analysing the sequence of activities, the language use and the integration of language and content
Take notes and make some comments on the following questions. You can use the *SIOP Model Lesson Observation Protocol* (Echevarría et altri, 2010) included, as a tool to help in the analysis.

Starting the lesson
1. How does he introduce the new concepts *character*, *shout* and *whisper*?
2. What kind of support does he provide?
3. What are students asked to do?
4. Why does he check meaning comprehension?
5. What are the strategies that he uses to help understanding?
6. List the steps of the first lesson part.
7. Can you identify how does he relate the students' previous knowledge with the new concepts?

Developing the lesson
1. Describe in which ways he provides language support or scaffolding.
2. Describe in which ways he delivers the new content.
3. How does he build the new concepts' meaning?
4. How does he use a variety of techniques to make content concepts clear?
5. How does he promote interaction (student-student and student-teacher)?
6. How does he talk to the class? Does he use a particular kind of speech? Can you identify the main features of this speech?
7. What kind of language are the students producing?
8. How does he provide feedback to the students' output?
9. How does he focus on language forms?
10. How does he foster the language use?
11. Are they working with different cognition skills? Can you list some?

Ending the lesson/Ending some activities
1. How are the activities assessed? Name or list the different techniques observed.
2. Can you describe how do students apply the new concepts?
3. Give an example of activity which integrates language and content in a balanced way.

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4. Arts and Crafts Lesson – Primary 6th grade (manel2.mpg)
Analysing the language use, the integration of language and content and the interaction

Take notes and make some comments on the following questions. You may use the *Planning and Observation Checklist* (Fortune, 2000) and the *Standards of Effective Teaching Practice* (Stoll, 1998) as tools to help in the analysis.

Parts to be analysed

1. Introduction
2. Activity rules
3. Conversation
4. Rules reminder
5. Focus on form
6. Practice
7. Interaction
8. Building knowledge together
9. L1 and foreign language
10. Activating knowledge
11. Focus on meaning
12. High Order Thinking
13. Language needed
14. Waiting time

Issues to take into account

1. Language discourse:
    a. Teacher
    b. Students
2. Interaction:
    a. Teacher-Students
    b. Students-Students
    c. Students-Teacher
3. Uses / Types of language
    a. Language for classroom management
    b. Language to give opinions
    c. Language for discussion
    d. Language to give instructions
    e. Other types of language
4. Using the *Planning and Observation Checklist* below, identify which elements are present in this activity sequence.
5. Using the *Standards of Effective Teaching Practice* below, identify which elements are present in this activity sequence.

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5. Arts and Crafts Lesson – Primary 4th grade (isabel1.mpg)
Analysing the sequence of activities and the language discourse

Take notes and make some comments while you watch the lesson. You may use the *Effective CLIL Teaching Observation List* (De Graaf et altri, 2007) and the *SIOP Model Lesson Observation Protocol* (Echevarría et altri, 2010) as observation tools. Work in pairs or small groups to discuss the main questions listed below. It will be a later discussion to share your point of view.

Language discourse

1. How does she conduct the lesson? What strategies does she use?
2. How does she introduce the new concepts?
3. What kind of support does she make use of (in terms of language)?
4. How does she check meaning comprehension? Describe the techniques you recognise to help/foster comprehension
5. What does she do to scaffold the language?
6. How do the teacher reinforce the difficult vocabulary or the difficult meanings?
7. What language skills are they practising?
8. About the use of L1 (Catalan/Spanish) and the use of English: how, when, why, who
9. How does she take student's contributions into account?
10. How does she try to engage the students in the lesson?
11. What else would you do in a similar situation (in reference of language)?
12. What kind of feedback does she provide? Which are the teacher's responses?

Activity sequence

1. When does this part of a lesson take place (in the unit)?
2. List the different activities that you can recognize. Are they properly sequenced?
3. What strategies does she use to support learning (in terms of content)?
4. What kind of interaction does occur?
5. How does she activate previous knowledge?
6. How does she the past learning with the new concepts?

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6. Arts and Crafts Lesson – Primary 4th grade (isabel2.mpg)
Analysing the sequence of activities

Take notes and make some comments while you watch the lesson. You may use the *SIOP Model Lesson Observation Protocol* (Echevarría et altri, 2010) as observation tool. Work in pairs or small groups to discuss the main questions listed below. It will be a later discussion to share your point of view.

Revising vocabulary and concepts
   1- What are they doing? Describe the activity.
   2- How does the teacher reinforce the meaning comprehension?
   3- What kind of support does she make use of (in terms of language)?
   4- How does she check meaning comprehension? Describe the techniques you recognise to help/foster comprehension.
   5- What does she do to scaffold the language?
   6- How do the teacher reinforce the difficult vocabulary or the difficult meanings?
   7- What language skills are they practising?
   8- What kind of resources does the teacher make use of?
   9- How does she take student's contributions into account?
   10- How does she try to engage the students in the lesson?

Hands on activities
   1- What kind of instructions does the teacher provide?
   2- What are the students doing?
   3- What strategies does she use to support learning (in terms of content)?
   4- What kind of interaction does occur?
   5- What strategies does the teacher use to help understanding?
   6- What kind of feedback does she provide?

Understanding instructions
   1- How does she introduce the instructions?
   2- How does she work the language?
   3- How does she check comprehension?

Individual work: write comments on
   1- Students' interaction. Do they help each other? How?
   2- Teacher help and feedback

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7. Arts and Crafts Lesson – Primary 5th grade (isabel3.mpg)
Analysing the sequence of activities focusing on language

Take notes while you watch the lesson. You may use the de *Graaf et altri Effective CLIL Teaching Observation Tool* (2007) as a guide to provide ideas to observe. Work in pairs or small groups to discuss the main questions listed below. It will be a later discussion to share your point of view.

Starting the lesson

1. Describe how previous knowledge is activated.
2. Describe how language forms are introduced in the Art lesson.
3. Which other ways would you use to activate this language or to introduce the new language.
4. What does the teacher do to foster comprehension? Describe the techniques you recognise to help/foster comprehension.
5. What kind of resources (any kind) does the teacher make use of?
6. How does she take student's contributions into account?
7. How does she try to engage the students in the lesson?

Developing the lesson: focusing on language

1. Describe the activity. In your opinion, why does the teacher introduce this activity?
2. What kind of instructions does the teacher provide?
3. What are the students doing?
4. How do the students participate? Does she allow enough waiting time?
5. What kind of interaction does occur? How does the teacher encourage students' talk?
6. What kind of feedback does she provide? How does she correct mistakes?
7. How does she negotiate on meaning?
8. Are all students participating?
9. Are they learning some new vocabulary?
10. Imagine that you are in a similar situation. What other activities would you plan in order to achieve the same aims?

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8. Arts and Crafts Lesson – Primary 5th grade (isabel4.mpg)
Analysing the sequence of activities
Take notes while you watch the sequence of activities. You may use the *SIOP Model Lesson Observation Protocol* (Echevarría et altri, 2010) included, as a tool to help in the analysis. Work in pairs or small groups to discuss the main questions listed below. It will be a later discussion to share your point of view.

Teaching how to draw a face/a portrait

1. What is the aim of the activity?
2. What kind of instructions does the teacher provide?
3. How does the teacher introduce the new content?
4. What kind of resources does the teacher use?
5. How does the teacher provide new vocabulary?
6. How does the teacher check on meaning comprehension?
7. Describe the way she explains.
8. Would you introduce this content in a different way? What are your ideas? What would you do instead?
9. Make some comments about this activity sequence classified in strong points and weak points:

STRONG POINTS	WEAK POINTS

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9. Arts and Crafts Lesson – Primary 5th grade (isabel5.mpg)
Analysing the sequence of activities

Take notes while you watch the sequence of activities. You may use the *SIOP Model Lesson Observation Protocol* (Echevarría et altri, 2010) included, as a tool to help in the analysis. Work in pairs or small groups to discuss the main questions listed below. It will be a later discussion to share your point of view.

Teaching how to draw a face/a portrait

1. What is the aim of the activity?
2. What kind of instructions does the teacher provide?
3. How does the teacher introduce the new content?
4. What kind of resources does the teacher use?
5. How does the teacher check on meaning comprehension?
6. Explain why they are asked to work in pairs or small group.
7. Describe how students interact with each other.
8. List the sequence of activities:
     a. a.
     b. b.
     c. c.
     d. d.
     e. e.
9. Imagine that you are in a similar situation. What other kind of activities would you plan?

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10. Science Lesson – Primary 5th grade – (floria.mpg)
Sequence of activities
Take notes and make some comments on the following questions:

Starting the lesson
Use the *Lesson Observation Protocol* (*Preparation* and *Building Background*).
1. How does the lesson start? What kind of activity is it? What kind of grouping can you see? What kind of content are they revising?
2. Comment the resources used and the teacher's support.
3. Imagine you have to teach the same lesson. Which activities would you do to start the lesson and recap concepts?

Developing the lesson
Use the *Lesson Observation Protocol (Comprehensible Input, Strategies, Interaction, Practice/Application).*
1. There are different parts: can you name them? What do you think is the purpose of each one?
2. Which are the materials used to support the learning? Would you use some other materials and some other activities to achieve the same aims? If yes, please specify.
3. What are the language skills used?
4. Describe the use of the foreign language by two perspectives:
5. Teacher's use (L1 or FL, level, scaffolding…)
6. Student's use (L1 or FL, level, mixing languages (examples), spontaneous talking. When do students use the FL?
7. What is the teacher's support and teacher's feedback in terms of
8. Language
9. Content
10. What do you think about the support/scaffolding? Is it enough? Is there any individual support? Is there a group support? What other kind of support would you add in the same situation?
11. Can you describe the interaction between
12. Teacher-Students
13. Students-Students
14. What can you describe related to The 4cs Framework: Content, Communication, Cognition, Culture?
15. Please, classify the activities in this part following the Cummins Matrix (adapted by Do Coyle)

Ending the lesson
Use the *Lesson Observation Protocol (Lesson Delivery, Review and Assessment).*
1. The teacher had one more activity to finish this sequence, but he didn't have time to apply it. Can you imagine how would he/you finish this lesson?
2. Would you do an assessment/recapping activity before ending the lesson? Please, specify.

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11. Science Lesson – Primary 5th grade (floria_2.mpg)
Analysing the language discourse and the lesson interaction

Take notes and make some comments on the following questions. You can use the *Standards of Effective Teaching Practice* (Stoll, 1998) included, as an observation tool. Work in groups and only work in one of the three given aspects. It will be a later discussion to share your findings.

Language discourse

1. How does he reinforce the language?
2. How does he help with the difficult vocabulary?
3. Why does he read aloud frequently?
4. Why does he check meaning identification?
5. About the language use…
6. Notice the teacher's language
7. Notice the students language
8. Describe the techniques you recognise to help/foster comprehension
9. How do the teacher reinforce the difficult vocabulary or the difficult meanings?
10. What language skills are they practising?
11. About the use of L1 (Catalan/Spanish) and the use of English: how, when, why, who

Interaction

1. What kind of feedback does he provide? Which are the teacher's responses?
2. How does he encourage students?
3. What strategies does he use to support learning?
4. What about the students' engagement? Do they follow the lesson?
5. Which is the student's reaction? Are they motivated, involved, all of them participating?
6. How do students show understanding?
7. Do they help each other?
8. What kind of support do they have (materials, realia, …)?
9. Think about the teacher's support on content. Give examples.

Plan of the lesson
1. What are they doing: introducing new concepts? assessing? checking previous knowledge? recapping?
2. What does it happen at the beginning, in the middle, at the end? Is there a clear sequence?
3. Can you write the lesson objectives?
4. Can you describe the review activities?

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12. Science Lesson – Primary 5th grade –(floria3.mpg)
Dealing with content, language and cognition

Take notes and make some comments while you watch the video clip. You may use the Stoll (1998) *Standards of Effective Teaching Practice* to assist on your analysis. Here is the list of messages from the video to help you focusing on some relevant issues.

Developing the lesson

1. Giving instructions
2. Working in groups to foster interaction, to help understanding and to provide peer support
3. Checking answers all together ensuring all students are involved
4. Using appropriate material to support content
5. Giving positive feedback to solve misunderstandings
6. Connecting language with content through reading, listening and speaking
7. Using body language to foster comprehension
8. Reformulating language to focus on form (pronunciation)
9. Talking in L1 when needed
10. Praising the effort with warm feedback
11. Explaining with audiovisual support
12. Starting an individual task with a guided support
13. Assisting students to accomplish the task
14. Repeating to help students
15. Making use of classroom language during all the lesson
16. Fostering learning throughout conversation by questioning and restating
17. Using a variety of strategies to make concepts clear (miming is one)

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13. Science Lesson – Primary 5th grade (floria_3.mpg)
Analysing the language discourse and the lesson interaction

Take notes and make some comments on the following questions. You can use the *Standards of Effective Teaching Practice* (Stoll, 1998) included, as an observation tool. Work in groups and only work in one of the three given aspects. It will be a later discussion to share your findings.

Language discourse

1. How does he reinforce the language?
2. How does he help with the difficult vocabulary?
3. Why does he read aloud frequently?
4. Why does he check meaning identification?
5. About the language use…
6. Notice the teacher's language
7. Notice the students language
8. Describe the techniques you recognise to help/foster comprehension
9. How do the teacher reinforce the difficult vocabulary or the difficult meanings?
10. What language skills are they practising?
11. About the use of L1 (Catalan/Spanish) and the use of English: how, when, why, who

Interaction

1. What kind of feedback does he provide? Which are the teacher's responses?
2. How does he encourage students?
3. What strategies does he use to support learning?
4. What about the students' engagement? Do they follow the lesson?
5. Which is the student's reaction? Are they motivated, involved, all of them participating?
6. How do students show understanding?
7. Do they help each other?
8. What kind of support do they have (materials, realia, …)?
9. Think about the teacher's support on content. Give examples.

Plan of the lesson

1. What are they doing: introducing new concepts? assessing? checking previous knowledge? recapping?
2. What does it happen at the beginning, in the middle, at the end? Is there a clear sequence?
3. Can you write the lesson objectives?
4. Can you describe the review activities?

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14. Maths Lesson – Primary 6th grade (carolina1.mpg)
Analysing the sequence of activities

Take notes and make some comments on the following questions. You can work in pairs or small group. You may use the *SIOP Model Lesson Observation Protocol* (Echevarría et altri, 2010) as a tool to help in the analysis.

Starting the lesson

1. How does she introduce the topic?
2. What kind of support does she provide?
3. What are the strategies that she uses to help understanding?
4. List the steps followed in this first lesson part.
5. Can you identify how does she relate the students' previous knowledge with the new concepts?

Developing the lesson

1. Describe the way content is delivered.
2. List the main lesson content concepts.
3. Describe the techniques used to make content concepts understandable and meaningful.
4. How would you manage a lesson with the same content? Would you do it in a different way? Please, give some examples.
5. Are they working with different cognition skills? Can you list some?
6. How does she promote interaction (student-student and student-teacher)?
7. How does she talk to the class? Does she use a particular kind of speech? Can you identify the main features of this speech?
8. What kind of language are the students producing?
9. How does she provide feedback to the students' output?
10. How does she focus on language forms?
11. How does she foster the language use?

Ending the lesson

1. How are the activities assessed? Name or list the different techniques observed.
2. Can you describe how do students apply the new concepts?

15. Science Lesson – Primary 5th grade (carolina2.mpg)
Analysing the sequence of activities
Take notes and make some comments on the following questions. You can use the *Standards of Effective Teaching Practice* (Stoll, 1998) included, as an observation tool. Work in groups or in pairs. It will be a later discussion to share your findings..

Starting the lesson
1. How does she introduce the topic?
2. How does she recap concepts from previous lessons?
3. What kind of support does she provide?
4. List the steps followed in this first lesson part.
5. How does she manage the student's behaviour?

Developing the lesson
Language discourse
1. How does she reinforce the language?
2. How does she help with the difficult vocabulary?
3. Why does she read aloud frequently?
4. Why does she check meaning identification?
5. About the language use…
   a. Notice the teacher's language
   b. Notice the students' language
6. Describe the techniques you recognise to help/foster comprehension.
7. What language skills are they practising?
8. About the use of L1 (Catalan/Spanish) and the use of English: how, when, why, who
9. What do you think about the support/scaffolding? Is it enough? Is there any individual support? Is there a group support? What other kind of support would you add in the same situation?

Interaction
1. Can you describe the interaction between
2. Teacher-Students
3. Students-Students
4. What kind of feedback does she provide? Which are the teacher's responses?
5. How does she encourage students?
6. What strategies does she use to support learning?
7. What about the students' engagement? Do they follow the lesson?
8. Which is the students' reaction? Are they motivated, involved, are all of them participating?
9. How do students show understanding?
10. Do they help each other?
11. What kind of support do they have (materials, realia, …)?

Content development
1. There are different parts: can you name them? What do you think is the purpose of each one?
2. Which are the materials used to support the learning? Would you use some other materials and some other activities to achieve the same aims? If yes, please specify.
3. What are the language skills used?
4. What is the teacher's support and teacher's feedback in terms of content?
5. What can you describe related to The 4c's Framework: Content, Communication, Cognition, Culture?
6. Please, classify the activities in this part following the Cummins Matrix (adapted by Do Coyle)

Ending the lesson
1. How are the activities assessed? Name or list the different techniques observed.
2. Can you describe how do students apply the new concepts?
3. Would you do any other assessment/recapping activity before ending the lesson? Please, specify.

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16. Geography and ICT Lesson – Primary 6th grade (carme.mpg)
Analysing the sequence of activities and the integration of language and content
Take notes and make some comments on the following questions. You may use the *SIOP Model Lesson Observation Protocol* (Echevarría et altri, 2010) as a tool to help in the analysis.

Starting the lesson

1. How does the lesson start? Which is the purpose of the first activity?
2. What are students asked to do?
3. What are the strategies that the teacher uses to help understanding?
4. List the steps of the first lesson part.
5. Can you identify how does she relate the students' previous knowledge with the new concepts?
6. How does she provide feedback to students' output?

Developing the lesson

1. Describe in which ways she delivers the new content.
2. How does she build the new concepts' meaning?
3. Does she use a variety of techniques to make content concepts clear? Please, specify which ones.
4. How does she promote interaction (student-student and student-teacher)?
5. How does she talk to the class? Does she use a particular kind of speech? Can you identify the main features of this speech?
6. What kind of language are the students producing?
7. How does she provide feedback to the students' output?
8. How does she focus on language forms?
9. How does she foster the language use?
10. Can you describe how do students apply the new concepts?
11. Are they working with different cognition skills? Can you list some?
12. In groups, relate the activities with the 4cs Framework. Can you identify Content, Communication, Cognition and Culture? (one per group)
13. Classify the activities in the Cummins' Matrix.

Ending the lesson/Ending some activities

1. How are the activities assessed? Name or list the different techniques observed.
2. Give an example of activity which integrates language and content in a balanced way.

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17. Maths Lesson – ESO 3rd grade – (imma.mpg)
Sequence of activities
Work in pairs or groups of three. Take notes and make some comments on the following questions:

Starting the lesson

Use the *Lesson Observation Protocol* (*Preparation* and *Building Background, Comprehensible Input*).
1. How does the lesson start? What kind of activity is it? What kind of grouping can you see? What kind of content are they revising?
2. Comment the resources used and the teacher's support.
3. Imagine you have to teach the same lesson. Which activities would you do to start the lesson and recap concepts?

Developing the lesson

Use the *Lesson Observation Protocol (Strategies, Interaction, Practice/Application, Lesson Delivery).*
1. There are different parts: can you name them? What do you think is the purpose of each one?
2. Which are the materials used to support the learning? Would you use some other materials and some other activities to achieve the same aims? If yes, please specify.
3. What are the language skills used?
4. Describe the use of the foreign language by two perspectives:
5. Teacher's use (L1 or FL, level, scaffolding…)
6. Student's use (L1 or FL, level, mixing languages (examples), spontaneous talking. When do students use the FL?
7. What is the teacher's support and teacher's feedback in terms of
8. Language
9. Content
10. What do you think about the support/scaffolding? Is it enough? Is there any individual support? Is there a group support? What other kind of support would you add in the same situation?
11. Can you describe the interaction between
12. Teacher-Students
13. Students-Students
14. What can you describe related to The 4cs Framework: Content, Communication, Cognition, Culture?
15. Please, classify the activities in this part following the Cummins Matrix (adapted by Do Coyle)

Ending the lesson

Use the *Lesson Observation Protocol (Review and Assessment).*
1. Describe the end of the lesson.
2. Would you do an assessment/recapping activity before ending the lesson? Please, specify.

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18. Art History Lesson – ESO 3rd grade – (javier1.mpg)
Sequence of activities
Work in pairs or groups of three. You may use the *SIOP Model Lesson Observation Protocol* and the *Effective CLIL Teaching Observation Tool* by de Graaf to help you. Take notes and make some comments on the following questions:

About the lesson development

1. How does the lesson start?
2. Describe what students are doing.
3. What kind of grouping can you see?
4. When does this lesson take part in the unit (beginning, in the middle, at the end...)?
5. Comment the resources used and the teacher's support. What kind of feedback does he provide?
6. There are some sequenced activities: can you name them? What do you think is the purpose of each one?
7. Would you do an assessment/recapping activity before ending the lesson? Please, specify.

About the use of language

1. What are the language skills used?
2. Describe the use of the foreign language by two perspectives:
    a. Teacher's use (L1 or FL, level, scaffolding…)
    b. Student's use (L1 or FL, level, mixing languages (examples), spontaneous talking). When do students use the FL?
3. What is the teacher's support and teacher's feedback in terms of language?
4. What do you think about the support/scaffolding? Is it enough? Is there any individual support? Is there any group support? What other kind of support would you add in the same situation?
5. Can you describe the interaction between
    a. Teacher-Students
    b. Students-Students

About the CLIL Framework

1. What can you describe related to The 4c's Framework: Content, Communication, Cognition, Culture?
2. Please, classify the activities in this part following the Cummins Matrix (adapted by Do Coyle)

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19. Art History Lesson – ESO 3rd grade – (javier2.mpg)
Sequence of activities
Work in pairs or groups of three. Take notes and make some comments on the following questions:

Starting the lesson

Use the *Lesson Observation Protocol* (*Preparation* and *Building Background, Comprehensible Input*).
1. How does the lesson start? What kind of activity is it? What kind of grouping can you see? What kind of content are they revising?
2. Comment the resources used and the teacher's support. What kind of feedback does he provide?
3. Imagine you have to teach the same lesson. Which activities would you do to start the lesson and recap concepts?

Developing the lesson

Use the *Lesson Observation Protocol (Strategies, Interaction, Practice/Application, Lesson Delivery)*.
1. There are some sequenced activities: can you name them? What do you think is the purpose of each one?
2. Which are the materials used to support the learning?
3. What are the language skills used?
4. Describe the use of the foreign language by two perspectives:
5. Teacher's use (L1 or FL, level, scaffolding…)
6. Student's use (L1 or FL, level, mixing languages (examples), spontaneous talking). When do students use the FL?
7. What is the teacher's support and teacher's feedback in terms of
8. Language
9. Content
10. What do you think about the support/scaffolding? Is it enough? Is there any individual support? Is there a group support? What other kind of support would you add in the same situation?
11. Can you describe the interaction between
12. Teacher-Students
13. Students-Students
14. What can you describe related to The 4cs Framework: Content, Communication, Cognition, Culture?
15. Please, classify the activities in this part following the Cummins Matrix (adapted by Do Coyle)

Ending the lesson

Use the *Lesson Observation Protocol (Review and Assessment)*.
1. Describe the end of the lesson.
2. Would you do an assessment/recapping activity before ending the lesson? Please, specify.

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PAUTES D'OBSERVACIÓ PER A UNA PRÀCTICA DOCENT AICLE EFECTIVA

a. SIOP Model Lesson Observation Protocol

Date: ....…... Time: ....… School: ....…....

Teacher: ....Subject: ....Grade: …………………………………..

Nº pupils: .... Classroom: .... Materials: ....…....

	Highly evident		Somewhat evident		Not evident	No answer
Preparation	4	3	2	1	0	NA
Clearly define content objectives.						
Clearly define language objectives.						
Use supplementary materials to make lessons clear and meaningful.						
Adapt content to all levels of student proficiency.						
Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities.						
Building Background	4	3	2	1	0	NA
Make clear links between students' past learning and new concepts.						
Explicitly link concepts to students' background experience.						
Emphasize key vocabulary.						
Comprehensible Input	4	3	2	1	0	NA
Speak appropriately to accommodate students' proficiency level.						
Clearly explain academic tasks.						
Use a variety of techniques to make content concepts clear.						
Strategies	4	3	2	1	0	NA
Consistently use scaffolding techniques throughout lesson.						
Employ a variety of question types.						
Interaction	4	3	2	1	0	NA
Provide frequent opportunities for interaction and discussion.						
Group students to support language and content objectives.						
Consistently afford sufficient wait time.						
Give ample opportunities for clarification for concepts in L1.						
Practice-Application	4	3	2	1	0	NA
Supply lots of hands-on materials.						
Provide activities for students to apply content/language knowledge.						
Integrate all language skills into each lesson.						
Lesson Delivery	4	3	2	1	0	NA
Clearly support content objectives.						
Clearly support language objectives.						
Engage students 90-100% of the lesson.						
Appropriately pace the lesson to students' ability level.						
Review/Assessment	4	3	2	1	0	NA
Provide comprehensive review of key vocabulary.						
Supply comprehensive review of key content concepts.						
Regularly give feedback to students on their output.						
Conduct assessment of student comprehension and learning.						

Based on Jana Echevarria, Mary Ellen Vogt and Deborah J. Short (2010). *The SIOP Model Observation Protocol.*
Adaptació de Carme Florit.

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b. Effective CLIL Teaching Observation Tool (De Graaf et altri, 2007)

	Highly evident		Somewhat evident		Not evident	No answer
1. Teacher Facilitates Exposure To Input At A (Minimally) Challenging Level	4	3	2	1	0	NA
1.1. Text selection in advance.						
1.2. Text adaptation in advance.						
1.3. Adaptation of teacher talk in advance.						
1.4. Text adaptation during teaching.						
1.5. Fine-tuning of teacher talk.						
2. Teacher Facilitates Meaning-Focussed Processing	4	3	2	1	0	NA
2.1. Stimulating meaning identification.						
2.2. Checking meaning identification.						
2.3. Emphasising correct and relevant identifications of meaning.						
2.4. Exercises on correct and relevant identifications of meaning.						
3.Teacher Facilitates Form-Focussed Processing	4	3	2	1	0	NA
3.1. Facilitating noticing of problematic and relevant language forms.						
3.2. Providing examples of correct and relevant language forms.						
3.3. Correcting use of problematic and relevant language forms.						
3.4. Explaining problematic and relevant language forms, e.g. by giving rules.						
3.5. having pupils give peer feedback.						
4.Teacher Facilitates Opportunities For Output Production	4	3	2	1	0	NA
4.1. Asking for reactions.						
4.2. Asking for interaction.						
4.3. Letting students communicate.						
4.4. Stimulating the use of the target language.						
4.5. Providing feedback, focusing on corrected output.						
4.6. Organising written practice.						
5. Teacher Facilitates The Use Of Strategies	4	3	2	1	0	NA
5.1. Eliciting receptive compensation strategies.						
5.2. Eliciting productive compensation strategies.						
5.3. Eliciting reflection on strategy use.						
5.4. Scaffolding strategy use.						

Rick de Graaff, Gerrit Jan Koopman, Yulia Anikina, Gerard Westhoff. 2007.
Institute of Education, Universiteit Utrecht, Utrecht, The Netherlands.

Adaptació de Carme Florit.

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c. Taxonomia per descriure i valorar bones pràctiques en AICLE

1.Teacher facilitates exposure to input	1	2	3	4	5
1.1 Text selection in advance.					
1.2 Text adaptation (in advance & during teaching).					
1.3 Adaptation of teacher talk.					
2.Focus on content	1	2	3	4	5
2,1 Adaptation of teacher talk.					
2.2 Checking meaning identification.					
2.3 Designing activities on correct and relevant identifications of meaning.					
2.4 Having students give peer feedback on content.					
3.Focus on form as integrated within content discourse	1	2	3	4	5
3.1 Facilitating noticing of problematic and relevant language forms.					
3.2 Providing examples of correct and relevant language forms.					
3.3 Correcting use of problematic and relevant language forms.					
3.4 Explaining problematic and relevant language forms.					
3.5 Having students give peer feedback on form.					
4.Opportunities for output production	1	2	3	4	5
4.1 Teacher-led interaction (spontaneous).					
4.2 Promoting student-led interaction (pair/group work).					
4.3 Students' planned output (presentations).					
4.4 Stimulating the use of the target language.					
4.5 Promoting written practice.					
5.Promoting the use of strategies	1	2	3	4	5
5.1 Promoting receptive strategies.					
5.2 Promoting productive strategies.					
5.3 Promoting reflection on strategy use.					
5.4 Promoting study skills.					

Mercè Clemente, Josep M. Cots, Montse Irún i Enric Llurda (2009) presentat a la
I Taula Rodona Internacional sobre Programes AICLE, Barcelona, 28-29 abril 2009
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ISBN: 84-7653-886-3.
Universitat de Lleida.

Adaptació de Carme Florit..

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d. Standards Effective Teaching Practice (Stoll)

Standard I. Joint Productive Activity (JPA): Teacher and Students Producing Together	
1 Designs instructional activities requiring student collaboration to accomplish a joint project.	
2 Matches the demands of the joint productive activity to the time available.	
3 Arranges classroom setting to accommodate students' individual and group needs to communicate and work jointly.	
4 Participates with students in joint productive activity.	
5 Organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.	
6 Plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.	
7 Manages student and teacher access to materials and technology to facilitate joint productive activity.	
8 Monitors and supports student collaboration in positive ways.	
Standard II. Developing Language and Literacy Across the Curriculum	
1 Listens to student talk about familiar topics such as home and community.	
2 Responds to students' talk and questions, making "in-flight" changes that directly relate to students' comments.	
3 Assists language development through modelling, eliciting, probing, restating, clarifying, questioning, and praising, as appropriate in purposeful conversation.	
4 Interacts with students in ways that respect students' preferences for speaking style, which may be different from the teacher's, such as wait-time, eye contact, turn-taking, spotlighting.	
5 Connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.	
6 Encourages students to use content vocabulary to express their understanding.	
7 Provides frequent opportunities for students to interact with each other and with the teacher during instructional activities.	
8 Encourages students' use of first and second languages in instructional activities.	
Standard III. Making Meaning: Connecting School to Students' Lives	
1 Begins with what students already know from home, community, and school.	
2 Designs instructional activities that are meaningful to students in terms of local community norms and knowledge.	
3 Learns about local norms and knowledge by talking to students, parents, and community members, and by reading pertinent documents.	
4 Assists students to connect and apply their learning to home and community.	

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5 Plans jointly with students to design community-based learning activities.	
6 Provides opportunities for parents to participate in classroom instructional activities.	
7 Varies activities to include students' preferences, from collective and cooperative to individual and competitive.	
8 Varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.	
Standard IV. Teaching Complex Thinking	
1 Assures that students, for each instructional topic, see the whole picture as the basis for understanding the parts.	
2 Presents challenging standards for student performance.	
3 Designs instructional tasks that advance student understanding to more complex levels.	
4 Assists students to accomplish more complex understanding by relating to their real-life experience.	
5 Gives clear, direct feedback about how student performance compares with the challenging standards.	
Standard V. Teaching Through Conversation	
1 Arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent schedule.	
2 Has a clear academic goal that guides conversation with students.	
3 Ensures that student talk occurs at higher rates than teacher talk.	
4 Guides conversation to include students' views, judgments, and rationales, using text evidence and other substantive support.	
4 Ensures that all students are included in the conversation according to their preferences.	
5 Listens carefully to assess levels of students' understanding.	
6 Assists students' learning throughout the conversation by questioning, restating, praising, encouraging, and so forth.	
7 Guides the students to prepare a product that indicates the Instructional Conversation's goal was achieved.	

Stephanie Stoll Dalton 1998
Researcher
Centre for Research on Education, Diversity & Excellence, California, USA.

Adaptació de Carme Florit.

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e. The Four Strands Observation Tool

1 Provide and organise large amounts of comprehensible input through both listening and reading.	
1.1 Providing an extensive reading programme.	
1.2 Reading to the learners.	
1.3 Getting learners to give talks for their classmates to listen to.	
1.4 Arranging spoken communication activities and interaction via the internet.	
2 Boost learning through comprehensible input by adding a deliberate element.	
2.1 Note words on the board as they occur in listening .	
2.2 Do consciousness raising activities before communicative tasks.	
2.3 Get learners to reflect on new items they met while reading.	
2.4 Explain problem items that come up in the context of communication activities.	
3 Support and push learners to produce spoken and written output in a variety of appropriate genres.	
3.1 Use communication activities in a range of situations.	
3.2 Use role plays.	
3.3 Match writing and speaking tasks to learner needs.	
4 Provide opportunities for cooperative interaction.	
4.1 Do group work involving split information, opinion gaps and information gaps.	
4.2 Get learners to work together on writing and reading.	
5 Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multiword units, grammar and discourse.	
5.1 Do teacher-led intensive reading.	
5.2 Give feedback on writing.	
5.3 Deliberately teach language items.	
5.4 Arrange individual study of language items.	
6 Train learners in strategies that will contribute to language learning.	
6.1 work on guessing from context.	
6.2 Dictionary use.	
6.3 Word part analysis.	
6.4 Learning using word cards.	
7 Provide fluency development activities in each of the four skills of listening, speaking, reading and writing.	
7.1 Run a speed reading course.	
7.2 Include repeated reading.	
7.3 Provide an extensive reading programme.	
7.4 Organise a regular ten-minute writing programme.	
7.5 Do listening to stories.	
8 Provide a roughly equal balance of the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development.	
8.1 Keep a record of the activities done in the course, the strand they fit into and the amount of time spent on them.	
9 Plan for the repeated coverage of the most useful language items.	
9.1 Focus on high frequency items.	
9.2 Use controlled and simplified material.	
9.3 Provide plenty of input at the same level.	
10 Use analysis, monitoring and assessment to help address learners' language and communication needs.	

Nation (2007) The four strands
Adaptació de Carme Florit

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f. *Llista per la planificació i observació d'AICLE (CARLA)*

The following seven category labels and their descriptors identify key pedagogical goals in CLIL settings. The subsequent indicators illustrate possible observable features of goals achievement. All features would not be observable in any one class.

Grade Level: ....… Number of students: ....

Lesson Planned / Observed: ....Date: ....…

The CLIL teacher aims to:	Indicators:	+ – 0
1. Integrate content and language		
1.1 Specifies the planned content outcomes and the content-obligatory language outcomes for each lesson.	Planned outcomes are on the board or stated and recognisable as driving all activities.	
1.2 Uses authentic texts, artefacts and materials to teach content and language.	Some of the listed elements are present.	
1.3 Focuses corrective responses on pre-determined content and language outcomes based on the lesson, and the developmental level of the learners.	Students successfully follow instructions and complete assignments. Too difficult language is avoided and future topics are not addressed at length.	
1.4 Has a well-balanced lesson.	Warm-up, teaching/ learning, analysis and reflection are present.	
2. Create a rich L2 learning environment		
2.1 Creates a friendly and safe learning environment.	Teacher uses routine activities. The classroom seems stress-free. Students support one another & participate actively. They experiment freely with language. Rules created with students are posted & observed. Students respect the rules.	
2.2 Surrounds learner with rich subject content, and extensive oral and written language input.	Content is challenging, linked to a relevant context and previous learning, and is successfully applied by students during a task requiring higher order thinking. Synonym & antonym work is done. Language is displayed. A reading corner, learning centres &/or electronic media are available.	
2.3 Creates numerous opportunities for students to speak and write.	Students speak more than the teacher. (First weeks of programme are an exception.) Peer-cooperative work encourages equal participation. Students express own understanding in writing.	
2.4 Organises classroom so it promotes learning.	Teacher displays student work, language is displayed, supplies are in logical places and seating configurations promote cooperation.	
3. Make input comprehensible		
3.1 Uses body language, visuals, realia, and manipulative to communicate meaning.	e.g., facial and hand gestures, pictures, actual objects	
3.2 Elicits and draws upon prior knowledge, experiences and current attitudes vis-à-vis new topics.	Students are encouraged to link new learning to previously taught topics. Attitudes toward new topic are determined and discussed.	
3.3 Uses a variety of pre-reading and pre-writing activities to make content and language more accessible.	e.g., advanced organizers, concept and word charts, or maps	
3.4 Breaks complex information and processes into component parts.	The theme/information is organised into sub-units or sub-themes. Scaffolds both content and language input by chunking information, breaking instructions or assignments into manageable pieces.	
3.5 Makes frequent use of comprehension checks that require learners to demonstrate their understanding.	Students can articulate what they have learned and can apply it through an assignment or activity.	
3.6 Selects and adapts instructional material for learners' developmental level.	Texts may be shortened, sub-headings inserted and language support sheets created. Students cope with the assignments and participate actively.	

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4. Use "teacher-talk" effectively		
4.1 Uses normal level of volume, articulates and enunciates clearly.	Does not raise volume above "normal" levels to achieve comprehension. Students can follow most instructions and use teacher recasts. Teacher speech habits are reflected in the quality of student output.	
4.2 Slows down and simplifies language when developmentally appropriate.	Messages are repeated in different ways without excessive volume. Students are interested in what is going on.	
4.3 Avoids "teacher-speak".	Students, at times, take the lead in conversations. Non-classroom situations are role-played.	
4.4 Models accurate use of language.	Syntax and grammar are accurate. "Parasitic" words or expressions such as "You know!" are avoided. Intonation is natural. The teacher's accent does not impede comprehension.	
5. Promote extended student output		
5.1 Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking.	Students participate in discussions. Elements of critical and creative thinking are present. Follow-up questions take thinking a step further.	
5.2 Structures and facilitates high-interest, student-centred activities.	e.g., role playing, plays, debates, presentations, peer cooperative work, peer and group teaching	
5.3 Provides all students with the opportunity to participate and speak.	The teacher uses grouping techniques such as dyads, think-pair-share, small groups, etc. and output-oriented activities such as role plays, simulations, drama, debates, presentations, etc.	
5.4 Promotes learning from and with peers.	e.g., peer editing, peer tutoring, student study groups	
5.5 Communicates and consistently reinforces clear expectations about learning achievements related to content, language and learning skills.	The teacher verbalizes his/her expectations and is consistent in reinforcing students who meet expectations and applies related rules with consistency.	
6. Attend to diverse learner needs		
6.1 Takes into account different learning strategies and helps students develop learning skills.	All students are motivated. Teacher uses co-operative learning strategies and mixed ability grouping. Visual, tactile, auditory and kinaesthetic approaches are visible. Teacher invites students to share different problem-solving approaches and learning strategies.	
6.2 Surveys and takes into account student interests, opinions and wishes.	Students pick topics, decide on order of activities, and bring into the lesson elements that they clearly cherish.	
6.3 Makes use of a wide variety of activities through learning centres where students can work at a level that is appropriate for them.	Students are given a choice in activities. Easier tasks are at the top of activity lists. There are a variety activities suiting visual, aural, kinaesthetic, and reading and writing learning styles.	
7. Attend to continuous growth and improvement in accuracy		
7.1 Creates an opportunity for evaluation of content and language learning (including learning process) during each lesson.	Either self-evaluation by the student, peer evaluation, or teacher-directed evaluation takes place during the lesson.	
7.2 Uses a variety of effective feedback techniques.	For encouraging growth in understanding and using content, the teacher details what is correct, indicates points requiring further reflection, provides clues, creates relational links, and asks probing questions. In supporting language growth, the teacher uses among others the following techniques: elicitation, clarification requests, repetition, recasting, explicit correction, as well as body language & other non-verbal cues.	
7.3 Attends to errors in both oral and written language.	Teacher models right answer. Teacher encourages self and peer-repair.	
7.4 Differentiates between feedbacks on form versus meaning.	Students receive verbal reinforcement or marks for content. Teachers says e.g. "I like that idea. How might you say it more precisely? How might you expand on that idea? What would an opponent say?"	

g. CLIL Good Practice Indicators

CLIL GOOD PRACTICE INDICATORS	
Approach and Characteristics	
It begins activating **previous knowledge** in order to **construct** further knowledge.	*The proposal presents activities to activate previous knowledge of students on the subject. All this knowledge is put together and it is the starting point of the sequence.*
Taking as a starting point **a specific fact**, **connections** with other **areas of knowledge** and the **global context** are established.	*Students are presented cross-curricular activities that enable them to relate and establish connections between the different subjects.*
The proposal is **interesting** and **creative** and leads to a **final product.**	*The activities are interwoven and lead to a singular final product. The content is motivating.*
The use of language, including reception and production, is **real**.	*The activities help students develop their linguistic competencies, so the 5 skills: speaking, interacting, writing, listening and reading are balanced.*
Thinking skills are **activated in a progressive way.**	*The activities are designed so to activate thinking skills from lower to higher.*
The proposal caters for **mixed ability** and **inclusion**.	*The proposal includes tasks considering multiple intelligences and different styles and paces of learning, so that students can show what they learn in different ways.*
There is a space for students **to share** their opinions and their progress.	*Situations that foster the expression and exchange of students' opinions and what they are learning are provided.*
Support, **scaffolding** and **opportunities** are provided to use the language appropriately.	*Activities include explicit support for students to use the language appropriately.*
A variety of **resources** and **materials** in different formats and support are offered.	*For the presentation and fulfilment of activities different sources, tools and formats that offer opportunities to search, analyse, interpret, evaluate and present information, taking into account a wide range of objectives, are provided and used.*
A varied range of **tools** for **evaluation** and **self-evaluation** of the process and the final product are provided.	*The evaluation criteria are shared with the students in order to involve them in the process. The proposal includes individual evaluation, peer and self-evaluation tasks, which help to regulate the learning process.*

Management	
The **objectives** and **purpose** of the proposal are **shared**; the **instructions** need to be **brief** and **clear**.	*At the beginning, as well as throughout the sequence, time has to be allocated to share the learning objectives and to explain what students are expected to do.*
The **personal value** of each student is **considered.**	*The work atmosphere facilitates the individual acknowledgement of each student in the class. This atmosphere has been purposely created.*
Open questions to promote **interest**, **reflexion** and **critical thinking** are posed.	*The teacher as an expert in the group asks open questions, mainly, as scaffolding to reflexion and to promote the thinking skills*

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	required, allowing student's time to think and answer.
Interaction for individual and collective **knowledge construction,** is fostered	*The purposely created atmosphere helps to work collaboratively.*
The **responsible participation** is promoted by fostering the students' autonomy.	*The active participation of students is one of the pillars of the proposal. The students are responsible for their decisions and task/problem solving as well as for their own learning process.*

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