

Teaching heterogeneous groups in CLIL primary classes

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Post-Webinar task

1. Safe and enriching learning environment

a) Complete the table with information about your learners:

Interests	Liked tasks	Disliked tasks	Strengths	Weaknesses

- b) Circle any of the resources below that you would like to have in your classroom.



Photos by Julia Mena Dobson

2. Active learning

- a) Read the following article and select one task you think your learners would like and try it out.

<https://www.structural-learning.com/post/multisensory-learning-in-the-classroom-a-teachers-guide>

Multisensory Learning In The Classroom: A Teacher's Guide by Paul Main

- b) Did your learners enjoy it? Did all the learners participate? Why or why not?

3. Scaffolding

a) Select one of the following interaction patterns and use it in class. Reflect on how much the learners spoke.

Jigsaw reading	Fishbowl discussion	Pyramid discussion
Group discussion with roles		Carousel brainstorming

Diagrams created by Julia Mena Dobson based on other works

b) Give your learners a handout with sentence prompts in your next speaking activity. For example:

Strongly agree	Agree	50/50	Disagree	Strongly disagree
<p>I couldn't agree more!</p> <p>You are absolutely right!</p>	<p>I agree with you.</p> <p>I think you are right.</p>	<p>That is mostly correct.</p> <p>I agree with you in principle, however...</p>	<p>I'm afraid I can't really agree.</p> <p>I am sorry, I disagree with that.</p>	<p>Sorry, but that is completely wrong.</p> <p>I agree to disagree.</p>

Sample created by Julia Mena Dobson based on other works

Reflect on whether your learners found it useful. Did they speak more?

4. Cooperation

a) Read and circle the correct answer:

- When the learners are doing speaking tasks they should be in *mixed ability/same ability* pairs.
- When the learners are doing grammar tasks they should be in *mixed ability/same ability* pairs.

b) Check your answer in the answer key at the bottom of the worksheet.

5. Authentic materials

a) Go back to task 1a and select one activity your learners like. Adapt the activity using a topic your learners are interested in and use it in class. Did your learners enjoy it? Did all the learners participate? Why/Why not?

b) Tick the best answer. How can you help dyslexic learners?

- Add visuals to help guide understanding.
- Consider the contrast of coloured texts on the background.
- Choose a clear, ideally dyslexia-friendly font (Arial, Calibri, Verdana, Tahoma).
- Use 12-14 font size.
- Use bold for emphasis rather than italic or underlined.
- Ensure the layout is clear with plenty of white space.
- All of the above.

c) Check your answer using the answer key at the end of the worksheet.

6. Multiple focus

a) Try out the 'Think, pair, share' reflection strategy before the feedback part of your lesson.

b) How did your learners react? Did they feel more confident before giving you the answers to the task? Why/Why not?

c) Tick the strategies you would like to develop in your teaching?

Patience		Adress students by name	
Timing		Grade language	
Check understanding		Use body language	
Praise		Slow movements	

7. Further reading

- <https://prezi.com/c1qr17ilkjy6/core-features-of-clil-methodology/>
Core Features of CLIL Methodology by Christina Cattaneo based on 'Uncovering CLIL' by Mehisto, Marsh and Frigols published by MacMillan Publishers Limited
- <https://www.structural-learning.com/post/neurodiversity-in-the-classroom-a-teachers-guide>
Neurodiversity In The Classroom: A Teacher's Guide by Paul Main
- <https://www.theanimatedteacherblog.com/easy-differentiation-strategies/>
53 EASY Differentiation Strategies for Your Classroom by Katrina (aka The Animated Teacher)

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Answer Key

4. Cooperation

a) Read and circle the correct answer:

- *same ability* pairs.
- *mixed ability* pairs.

5. Authenticity

b) Tick the best answer. How can you help dyslexic learners?

- All of the above.