

Language & CLIL Methodology in Practice

Course Ref: EP 4

Entry Levels

CEF B1+ to C1+

Daily Teaching Sessions

Morning: 4 x 45 minutes (3 hours)
General English lesson

Afternoon: 2 x 45 minutes
(1 hour 30 minutes)
Methodology & Teaching
Strategies

Total course contact hours:

1 week: 22.5 hours

2 weeks: 45 Hours

Maximum class size 12

Course Provider:

Richard Language College

43-45 Wimborne Road
Bournemouth BH3 7AB
United Kingdom
Tel: +44 (0) 1202555932
Fax: +44 (0)1202555874
Email: enquiry@rlc.co.uk
Web: www.rlc.co.uk

in association with

**Shadows Professional
Development Ltd**

This course was produced as a result of the Comenius Regio Project ELAC 2010-GB1-COM13-06201

The CLIL course content is underpinned by the '8 Basic Competencies' (*Recommendation of the European Parliament and of the Council of 18 December 2006 – 2006/962/EC- on key competencies for lifelong learning*)

This course is aimed at teachers who are non-native speakers of English and need to teach their subjects through the medium of English. It is suitable for teachers of pupils aged ten upwards.

CLIL

This **practical** course is suitable for practising or future CLIL teachers. The course will improve confidence in lesson delivery and expand the participant's range of methodological approaches to enhance classroom practice in addition to supplying the language and vocabulary needed in the classroom.

The course is not subject specific.

Preparation

Pre-course Preparative Modalities:

- On-line Language Level Assessment
- Needs Analysis
- Pre-Course Reading List
- On-Line Participants' Forum
- Pre-Course Cultural Counselling
- Pre-Course UK Practical Arrangements

Practical Arrangements

Intra-Course Modalities offered by the Course Provider

- Course Tutor
- Pedagogic Learning Materials Included
- Exchange of Best Practice
- Participants' Evaluation Feedback
- Pastoral Care, 24 hr Emergency Number
- Accommodation Service
- Optional Cultural Activities and Visits

Follow up provided

Post-Course Modalities

- Linguistic Profile based on Common European Framework of Reference
- A CLIL Course Professional Profile
- Europass
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice

CLIL Methodology in Practice

Course Topics

CLIL Techniques

A study of different techniques that can be employed to deliver a subject based lesson (i.e. not an English language lesson) through the medium of English. Activities that help the teacher involve the students in practising English while studying their subject area.

Critical Analysis of Real CLIL Lessons

This is an opportunity to look at a lesson plan/demonstration lesson of a subject based lesson, consider its efficacy and discuss how it could be improved.

Classroom language

A look at and opportunity to practise classroom language i.e. the basic language needed to conduct a CLIL lesson.

Language Awareness

We will consider ways of simplifying subject based materials and how to avoid problem areas. This will lead to a review and trial of the model lesson.

Learning Styles

How individuals learn is different (8 Key Competencies). As teachers we need to be aware of these learning styles and consider how we can adapt our lessons to suit a range of students/pupils in our class.

Vocabulary Acquisition

One of the biggest challenges in CLIL is the large number of words associated with the subject the students need to remember. This session will look at ways the teacher can help the student to remember these words.

Teaching Reading Skills

Reading is an important part of a CLIL lesson. This session will look at ways of exploiting reading texts.

Using Listening in the CLIL Classroom

A look at ways to utilise listening material in the CLIL classroom. Consideration of problems for students when dealing with listening input is addressed.

Aided research of sources

This is an opportunity to undertake guided research on websites and review other sources that specialise in your subject area, for use in your lesson preparation.

Micro-teaching

An opportunity to teach a CLIL lesson in your subject to the rest of the group, followed by an informal feedback session.

English as a Foreign Language in Practice

Morning sessions will be devoted to refreshing the experience of being a student. Teachers all too often become stale and lose sensitivity to the real situation of the student experience. These lessons will facilitate the acquisition of general classroom language. The course tutors will place each teacher in a live English as a Foreign Language class in which the participant may observe in practice many of the skills taught in the methodology classes as well as to practise their own language through the four skills Listening, Speaking, Reading and Writing.

In addition to the consequent increase in personal fluency and more confidence in lesson delivery, the teacher becomes more acutely aware of learning difficulties from a student's point of view. The methodology tutor will receive and discuss feedback in an afternoon session.

CLIL Methodology and Teaching Strategies

The **afternoon** sessions cover some of the essential classroom techniques in teaching C.L.I.L. They also provide peer group teaching opportunities for foreign teachers to practise manipulating these strategies and techniques themselves. The course emphasis is practical, focusing on strategies, skills and activities to be used in the classroom. The theoretical rationale supporting these techniques is introduced where appropriate, including the eight Key Competencies.

Sample Programme

This is a sample of a schedule which can be adapted to suit the participants' needs.

WEEK 1	Day One	Day Two	Day Three	Day Four	Day Five
8.30	Welcome	General English lesson	General English lesson	General English lesson	General English lesson
09.15 - 12.35	Testing and evaluation College Orientation				
Lunch Break					
14.00 - 15.30	Demonstration Lesson and Vocabulary Acquisition	Learning Styles, CLIL techniques, classroom language, using the techniques and language	Teaching Reading Skills	Language awareness, simplifying materials. Creating a CLIL lesson	Micro-teaching and feedback on individual CLIL lessons (Course evaluation)
Sat and Sun	INFORMAL LEARNING: personal research, cultural visits and activities, practising language skills				
Sat or Sun	CULTURAL TRIP: One Full Day Excursion included in Two-Week Course (optional for 1-wk course)				
WEEK 2	Day Six	Day Seven	Day Eight	Day Nine	Day Ten
09.15 - 12.35	General English lesson	General English lesson	General English lesson	General English lesson	General English lesson
Lunch Break					
14.00 - 15.30	Using Listening in the CLIL Classroom	Demonstration Lesson with critical analysis	Aided research of sources for your specialist subject area and lesson preparation	Micro-teaching and feedback on individual CLIL lessons	Course Evaluation

One-Week Course: WEEK 1 ONLY - Total number of course contact hours: 22.5 hrs

Two-Week Course - Total number of course contact hours: 45 hours

Outcomes

- An understanding of the role of language and language development in a CLIL context/ CLIL Competences
- Improved personal English Language skills, confidence in lesson delivery and the language and vocabulary necessary to deliver a range of subject based lessons in English
- A greater range of methodological approaches to enhance classroom practice
- Insights into the integration of both new and traditional strategies
- Greater understanding of the 8 Key Competences
- Better understanding of students' needs and behaviour during classes & learning techniques to improve students' motivation
- Knowledge of other European Systems of Education
- Deeper sensitivity to cultural diversity
- Improved teamwork and interpersonal abilities
- Better knowledge of Erasmus+ potential for your own and others' professional development