



The course is designed for non-native teachers involved in CLIL and bi-lingual education.

Objectives

This very practical course aims to look at:

- key principles of CLIL
- syllabus/course design
- materials development and evaluation
- testing and assessment
- language development for both teachers and students
- new ideas and practical activities for skills development

The aim of the course is to facilitate the development of the teaching and learning of English through the use of the target language to teach other subjects across the curriculum (CLIL / Bi-lingual education).

Methodology

The focus of the course is very firmly on developing practical ideas for the classroom. Input will be provided in a variety of ways (including seminars and practical workshops, trainer summaries and demonstrations) that take account of the course participants' different learning preferences and styles. Participants will be encouraged to share their own ideas and experience, and develop networks with participants from other countries.

There will be opportunities throughout the course to exploit the UK context by collecting relevant authentic materials, making contact with native speakers and taking part in the school's social and cultural programme, and outings.

Preparation

A preparation pack is sent to participants on enrolment. Before the start of the course, participants will be asked to complete a pre-course questionnaire and a pre-course task which will enable the trainers to focus more specifically on the exact needs of the participants - the attached timetable therefore, shows a sample programme for this course. The trainers will review the pre-course task during the course.

Follow up

Participants will be asked to complete a Study Journal during their stay to reflect on the new ideas they have experienced and on how they will incorporate them into their teaching and in their workplace. On the final day participants will present their own action plans and discuss these within their group. Follow up support is available via email and participants will be encouraged to report on their progress. A VLA will be set up for participants to collaborate online.

Outcomes

- Improved personal English Language Skills
- Improved confidence in class
- Deeper sensitivity to cultural diversity
- Knowledge of other European Systems of Education
- Strategies, skills and activities of teaching EFL
- Better knowledge of Erasmus+ potential for your own and others' professional development
- Enhanced classroom methodological practice
- Improving students' motivation
- Interpersonal Skills and Teamwork
- Better awareness of learning needs, difficulties + behaviour

Course Provider

The English Language Centre, Brighton (PIC943968790)
33 Palmeira Mansions, Brighton, BN3 2GB; T: +44 1273 721771, E: info@elc-brighton.co.uk

Total Course Contact hours:

1 week = 22.5 hours, 2 weeks = 45 hours

Course Timetable

Monday to Friday 9.00-10.30, 11.00-12.30, 13.30-15.00

Class Size:

Maximum 12 participants per class

Minimum Level:

CEFR B1 Intermediate

Course Fees:

£760 + registration fee £90

Accommodation:

Homestay £150 pw; Hotels from £60 pppn

Course reference and dates:

CLIL1	06/01/20 – 17/01/20	CLIL5	03/08/20 – 14/08/20
CLIL2	06/04/20 – 17/04/20	CLIL6	05/10/20 – 16/10/20
CLIL3	06/07/20 – 17/07/20	CLIL7	19/10/20 – 30/10/20
CLIL4	20/07/20 – 31/07/20		



Sample timetable

WEEK 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 10.30	Welcome to ELC, briefing, orientation and Introduction to course	Evidence-based teaching and CLIL (1)	How do I know when I'm practicing CLIL? 'I cans...' and the 4 'Cs'	Cross-curricular teaching	Task-based learning in the CLIL context
10.30 - 11.00	BREAK	BREAK	BREAK	BREAK	BREAK
11.00 - 12.30	Introducing CLIL Range and scope of CLIL Course aims	Evidence-based teaching and CLIL (2)	Demo lesson: Introducing scaffolding Reflection and planning	Cognitive skills: HOTS, LOTS; SOLO	Demo Lesson 2: Understanding language demands of a CLIL class
12.30 - 13.30	BREAK	BREAK	BREAK	BREAK	BREAK
13.30 - 15.00	Cross-grouping activity; networking	Classroom language	Visual representations and graphic organisers	Developing tasks for video	Peer teaching tasks and EBT innovations: Lesson planning
AFTERNOON	<i>Optional social and cultural programme and/or supervised self-study</i>				
EVENING	20.00 Welcome evening (optional)	FREE TIME	FREE TIME	FREE TIME	FREE TIME <i>Weekend excursions available</i>

WEEK 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 10.30	Assessment and the role of the CEFR in CLIL	Scaffolding language: Using writing and speaking frames	Materials development and adaptation	Advanced pronunciation: connected speech	Peer tasking tasks and evaluation (1)
10.30 - 11.00	BREAK	BREAK	BREAK	BREAK	BREAK
11.00 - 12.30	Dealing with subject language and vocabulary development	Learner Styles: Whole brain learning	Brain friendly learning – the challenge of cognition	Feedback and correction – learning in your control	Peer teaching tasks and evaluation (2) Feedback and 'swap-shop' of ideas
12.30 - 13.30	BREAK	BREAK	BREAK	BREAK	BREAK
13.30 - 15.00	Teaching with new technologies	Task design: Elements to consider Working with texts	Project preparation	Games, warmers and fillers Activating learners	Action plan Course review, Evaluation & feedback
AFTERNOON	<i>Optional social and cultural programme and/or supervised self-study</i>				
EVENING	FREE TIME	FREE TIME	FREE TIME	FREE TIME <i>20.00 Farewell party</i>	FREE TIME