

ERASMUS+

CLIL Methodology

Course Ref: EP 2

Entry Levels

CEF B1+ to C1+

Daily Teaching Sessions

Methodology and Teaching Strategies

Morning: 4 x 45 minutes (3 hours)

Afternoon: 2 x 45 minutes
(1 hours 30 minutes)

Total course contact hours:

1 week: 22.5 hours

2 weeks: 45 Hours

Maximum class size 12

Course Provider:

Richard Language College

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in association with:

Shadows Professional Development Ltd

ERASMUS+

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 competences 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

Course Topics

CLIL Techniques and Classroom Language

A study of different techniques that can be employed to deliver a subject based lesson. The teacher has the opportunity to practise these activities at the same time as acquiring the necessary classroom language.

Critical Analysis of Real CLIL Lessons

This is a chance to look at the lesson plan of a subject based lesson, consider its effectiveness and discuss how it could be improved.

The Role of Language and Language Awareness

This topic will consider in greater depth the teachers' own range of language and look at problems they experience when delivering a CLIL lesson. We also look at ways of simplifying language to avoid problems in understanding.

Micro-teaching

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

Learning Styles

This topic looks at how individuals learn and considers how we, as teachers, need to adapt our teaching to different learning styles. We compare the advantages and disadvantages of practical versus theoretical teaching styles.

Pronunciation and Phonology

Incorrect pronunciation can lead to misunderstanding and confusion. This topic helps raise awareness of pronunciation issues enabling teachers to improve their own pronunciation and that of their students.

Vocabulary Acquisition

One of the biggest challenges in CLIL is the large vocabulary load. In this topic we will look at ways we can help students to remember the target vocabulary in the CLIL classroom.

Aided Research of Sources

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

Project Work and Learner Autonomy

Modern methodology puts great emphasis on learner autonomy. Doing projects is one of the ways students can produce material based on their own research.

Presentations

Making presentations in class is beneficial both from an academic viewpoint and as a way of developing workplace skills. Through presentations we will consider the different national curricula and exam systems and the implications for CLIL.

Education Today

What are we preparing students for? What is the role of education today? The Role of CLIL.

Course Content and Strategies

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 Competences.

Some of the **Morning Sessions** study in depth the role of language and language development in a CLIL context covering the four skills of reading, writing, listening and speaking, learner autonomy and lexis. This gives the participants the time and opportunity to absorb and work with the methodology and language of the CLIL classroom. Other sessions look at a wider range of CLIL areas of interest, for example: the role of language and trends in education today.

The **Afternoon Sessions** cover some of the essential classroom techniques in teaching C.L.I.L. and provide peer group teaching opportunities for CLIL teachers to learn to manipulate these strategies and techniques themselves.

Sample Programme

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

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

WEEK 1	Day One	Day Two	Day Three	Day Four	Day Five
8.50	Welcome				
09.15-12.35	Course introduction to CLIL. Analysis of participants' needs. RLC Orientation	Language development for CLIL. Strategies for dealing with CLIL reading and speaking activities across the curriculum	Language development for CLIL. Strategies for dealing with CLIL writing and listening activities across the curriculum. Using visuals (graphs, diagrams, charts, etc.)	The role of language in the CLIL classroom (1) Helping your students remember vocabulary	The role of language in the CLIL classroom (2) Learner autonomy. Doing versus memorising
Lunch Break					
14.00-15.30	CLIL techniques: Classroom language, using the techniques and language. Vocabulary acquisition	Critical analysis of a real CLIL lesson. Constructing a model CLIL lesson with reference to the 8 Key Competencies	Language awareness, simplifying materials and how to avoid problem areas. Reviewing and trialling the model lesson	Micro-teaching and feedback on individual CLIL lessons. Consideration of the 8 Key Competencies	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 One	Day Two	Day Three	Day Four	Day Five
09.15-12.35	The value of project work. Integrating the skills. Ideas for project work in CLIL	Presentation work in CLIL. Language, techniques and content	Individual presentations and discussion of national curriculum, syllabus and examinations	Education Today: Learners' needs	Review of the key areas in the CLIL classroom
Lunch Break					
14.00-15.30	Learning styles for CLIL. Comparing theoretical and practical lesson types with reference to the 8 Key Competencies	Pronunciation, phonology and vocabulary acquisition in a CLIL context.	Aided research of sources for your specialist subject area	Micro-teaching and feedback on individual CLIL lessons	Course Evaluation

One-Week Course - WEEK 1 or WEEK 2 -Total number of course contact hours: 22.5 hrs

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
- Awareness 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