

C.L.I.L. Methodology in Practice

Entry Levels

CEF B1+ to C1+

Daily Teaching Sessions

Morning: 4 x 45 minutes (3 Hours)
Methodology in Practice

Afternoon: 3 x 45 minutes (2 Hours
15 minutes)
Methodology & Teaching
Strategies

Total course contact hours:

1 week: 24 hours
2 weeks: 48 Hours

Maximum class size 12

Course Organiser:

Richard Language College

43-45 Wimborne Road
Bournemouth BH3 7AB
United Kingdom

in association with

Shadows Professional Development Ltd



COMENIUS

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

C.L.I.L. course content is underpinned by 'Basic Competences' (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.

C.L.I.L.

This **practical** course is suitable for C.L.I.L. 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

All applicants receive full course information together with an Application Form. Richard Language College then issues a Letter of Pre-Inspection for Comenius application purposes.

All successful applicants are invited to join a pre-course on-line forum. This enables them to prepare for their course with other European colleagues following Richard Language College courses on the same dates, sharing their professional experience and expectations of their training. Applicants will also be asked to do a short pre-course task.

Methodology in Practice

Morning sessions will be devoted to refreshing the experience of being a student again. Teachers all too often become stale and lose sensitivity to the real situation of the student experience. These classes 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. In addition to the consequent increase in personal fluency to give 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.

Methodology and Teaching Strategies

The afternoon sessions cover some of the essential classroom techniques in teaching C.L.I.L. and provide peer group opportunities for foreign teachers to learn to manipulate these strategies and techniques themselves. The course emphasis is practical, focusing on strategies, skills and activities to use in the classroom. The theoretical rationale supporting these techniques is introduced where appropriate, including the eight Basic Competences.

Outcomes

The course aims to provide the participants with the strategies, skills, activities and language necessary to deliver a range of subject based lessons in English.

Methodology & Teaching Strategies

Sample 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 the lesson plan 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.

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

How individuals learn is different. 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. The lesson will also look at theoretical and practical styles in relation to CLIL.

Pronunciation & Phonology

Mistakes in pronunciation can lead to problems in understanding. Good pronunciation is essential from both the speaking and listening points of view. This session helps raise awareness generally so the teachers have the means to improve their own pronunciation and that of their students.

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.

Aided research of sources

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

Host Family Accommodation

For details please contact Richard Language College.

Follow up

1. Advice on how to access, from the teacher's own country, changes and developments in teaching in England. A list of useful websites will be provided.
2. A post-course feedback session to encourage continuing professional development and evaluation of the impact of the course on their own day-to-day teaching.
3. All leaving participants are invited to join a post-course on-line forum. This enables them to share their experience with other European colleagues and to assess the impact of their training on their own classroom practice once back in their own country.

Sample Programme

This is an example of a schedule which can be adapted to suit the needs of the participants.

Two week Course

Total number of course contact hours: Two weeks 48 hours

Week 1	Day One	Day Two	Day Three	Day Four	Day Five
8.50 09.15- 12.35	Welcome Testing & evaluation. Orientation town tour.	Active participation in a live class.	Active participation in a live class.	Active participation in a live class.	Active participation in a live class.
Lunch Break					
14.00- 16.15	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 Basic Competences.	Language awareness, simplifying materials and how to avoid problem areas. Reviewing the model lesson and trailing.	Micro-teaching and feedback on individual CLIL lessons. Consideration of the 8 Basic Competences.	Feedback on the morning lesson. Micro-teaching and feedback on individual CLIL lessons. Course evaluation.

Week 2	Day One	Day Two	Day Three	Day Four	Day Five
09.15- 12.35	Active participation in a live class.	Active participation in a live class.	Active participation in a live class.	Active participation in a live class.	Active participation in a live class.
Lunch Break					
14.00- 16.15	Learning styles for CLIL. Comparing theoretical and practical lesson types.	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

Total number of course contact hours: One week 24 hours

	Day One	Day Two	Day Three	Day Four	Day Five
8.50 09.15- 12.35	Welcome Testing & evaluation. Orientation town tour.	Active participation in a live class.	Active participation in a live class.	Active participation in a live class.	Active participation in a live class.
Lunch Break					
14.00- 16.15	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 Basic Competences.	Language awareness, simplifying materials and how to avoid problem areas. Reviewing the model lesson and trailing.	Micro-teaching and feedback on individual CLIL lessons. Consideration of the 8 Basic Competences.	Feedback on the morning lesson. Micro-teaching and feedback on individual CLIL lessons. Course evaluation.