

CLIL FULL DESCRIPTION OF TRAINING CONTENTS

The course is suitable for primary, secondary and vocational school teachers, either language teachers supporting subject teachers or subject teachers working in a CLIL context.

Participants may wish to take the Cambridge TKT CLIL examination at the end of the course but it's not necessary.

Preparation

- * Welcome Information
- * Pre-course Reading List
- * Participants will be asked to complete a detailed questionnaire prior to arrival indicating their level of experience and the ages of the learners they have taught.

Objectives

The Course is designed for Teachers who want to get a comprehensive perspective of CLIL methodology and a better understanding of how to design CLIL syllabus. During the course participants will learn how **to assess and develop material** in line with CLIL, they will also get **a set of practical ideas and strategies** to help them become better CLIL Teachers. After the course, participants will be able to design CLIL lessons and activities that are motivating, challenging and effective.

The secondary objective of the course is to help the participants **to improve their own language competence, in particular classroom language.**

Methodology

The course is **hands-on and interactive**, enabling participants to be fully immersed in the subject matter.

Trainer-led sessions use the techniques and approaches being discussed so that the practical application of CLIL can be experienced within the programme. This is supported by **in-depth discussion group work**. Participants will **build up a bank of ideas** to take back to their countries. Throughout the course, participants will be encouraged to experiment and think "outside the box".

Follow-up

Participants will return to their home countries with renewed enthusiasm for their profession. They will also receive:

- * **Contact details of tutors and colleagues** to facilitate ongoing development and exchange of ideas
- * **A Feedback Questionnaire** evaluating the course and ideas collected during the programme
- * **A Bibliography** of suggested further reading matter

PROGRAMME OF THE TRAINING ACTIVITIES

***Please note that the programme may be amended depending on the training needs and the level of English of the participants**

The aim of the course is to give participants **a comprehensive overview of the CLIL methodology** as well as providing them with **a variety of practical classroom skills and materials**.

During the course we:

- will show participants how to develop materials in line with CLIL methodology
- will show participants how to design tests and assessment tools
- will help participants to improve their language skills for classroom management
- will point participants towards a variety of offline and online resources
- will arrange school visits and observations of subject teachers
- will give participants an overview of primary/secondary school education in Britain (the National Curriculum, a sample school timetable, teaching and learning materials, etc)

PROGRAMME OF THE TRAINING ACTIVITIES (DAY BY DAY)

Day 1: *Introduction to CLIL- setting the context*

Morning:

- *Needs analysis
- *Defining CLIL
- *Variety in educational settings and contexts in CLIL. Sharing experiences- CLIL contexts in participants' countries/schools.

Afternoon:

- *History and the underlying principles of CLIL
- *Qualities in skills required by teachers involved in CLIL
- *Motivating learners and teachers through CLIL

Day 2: Lesson Planning and the Four Dimensional CLIL Framework

Morning:

- *How to plan lessons using a CLIL approach. What do we need to consider when planning and delivering CLIL lessons
- *Integrating the 4Cs framework into CLIL activities
- *Developing Thinking Skills- HOTS, LOTS and the use of questions
- *Teaching objectives & learning outcomes and how they are related to subject and language

Afternoon

- ***Workshop-** Planning lessons and developing materials within the framework of the 4Cs

Day 3: How to CLIL- Integrating Language and Content & The Selection and Adaptation of Materials in CLIL

Morning:

- *Language challenges in the classroom. The relationship between language and cognition- Content and Language Cognitive Demand (CCD & LCD)
- *Features of language to consider when teaching CLIL: BICS and CALP, Content-compatible and content-obligatory language
- *Language for managing the classroom and language for teaching subject content
- *Subject-centred vocabulary building. Methodology for presenting vocabulary
- *Tools for working with content- visual organisers and multimedia

Afternoon:

- *Identifying the 4Cs in CLIL materials and using the framework to analyse your materials
- *Subject-led and language-led materials approach- the purpose and different features
- *Strategies for adapting listening and reading texts for use in CLIL

- ***Workshop-** Key issues of materials in CLIL- evaluate, adapt and create materials for teaching your subjects in English

Day 4: : Integrating EFL Techniques into Subject Teaching

Morning:

- *How to incorporate EFL techniques into subject teaching
- *Creative EFL methodologies to help communicate content (TBL, PBL, Lexical Approach, Flipped Classroom, NLP)

Afternoon:

- ***Workshop**- Designing a task and enquiry-based learning

Day 5 Assessment in CLIL

Morning:

- *Assessment in CLIL- The who, the how, the what and the why
- *Different types of assessment in CLIL
- *Assessing content & language-tools, strategies and techniques
- *Assessment for learning

Afternoon:

- *Feedback and discussion
- *Course Round-Up & Farewells

Throughout the course references will be made **to inclusive and differentiated teaching and learning, Learner Autonomy, Active Learning and the 21st century learning skills.**