

ERASMUS+ CLIL Methodology

For Teachers of English as a Foreign Language

Course Ref: TR 9

Entry Levels

Minimum Level CEF B1

Daily Teaching Sessions

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:

**The English Language
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**Shadows Professional
Development Ltd
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ERASMUS+

This course is aimed at non-native speakers of English involved in CLIL and bi-lingual education teaching English as a Foreign Language to primary and secondary school students and adults.

Objectives

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 and Teaching Strategies

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

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

- Europass Mobility
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice

CLIL Methodology

Course Topics

CLIL/Bilingual education

Government policies around the world are encouraging bilingual education and the teaching of subjects such as maths, arts and science through English. We look at key principles of CLIL and the use of frameworks to teach subjects through the medium of English.

Evidence-based teaching

How do we know what we are doing helps our students to learn? We look at recent research into what classroom practices and techniques have been found to be the most effective through scientific study.

Materials development/adaptation

Although there are very good books and materials available not everything is the most suitable for the learners in front of you. Designing your own materials or adapting others allows you to respond directly to your students' needs.

Task-based Learning in the CLIL context

We look at teaching approaches from the more traditional PPP (Presentation, Practice, Production) to Task-based learning, how they differ and in which contexts they are useful.

Classroom Language

Meta-language – the language used to describe language – and the language to give instructions in the classroom to set up tasks and activities are essential building blocks.

Pronunciation

There is a strong emphasis on pronunciation in particular with regard to stress, intonation and features of connected speech. Pronunciation is often a forgotten element of lessons but is vital to successful communication in terms of listening (understanding someone speaking to you) and speaking (making yourself understood).

Course Content and Strategies

This very practical courses explores different aspects of teaching subjects through English.

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.

This course for teachers of English has a maximum class size 12. Trainers seek to give their colleagues insights into current language teaching methodology and techniques to improve teaching skills. ELC Brighton classes in English as a Foreign Language include students studying with us for both short and long stays. Participants may observe our experienced, qualified EFL teachers in action.

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

One-Week Course - WEEK 1 or WEEK 2 -Total no. of course contact hours: 22.5 hours

WEEK 1	Day One	Day Two	Day Three	Day Four	Day Five
(8.45) 09.00- 10.30	Welcome to the school, briefing and orientation Intro to course	Evidence-based teaching and CLIL (1)	How do I know when I'm practising CLIL? 'I cans...' and the 4 'Cs'	Cross-curricular teaching	Task-based learning in the CLIL context
11.00- 12.30	Introducing CLIL Range and scope of CLIL Course aims	Evidence-based teaching and CLIL (2)	Demo lesson: Introducing scaffolding Reflection & planning	Cognitive Skills: HOTS, LOTS; SOLO	Demo lesson 2: Understanding language demands of a CLIL class
Lunch 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:

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
09.00- 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 teaching tasks and evaluation (1)
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
Lunch 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

Outcomes

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