

# ERASMUS+ CLIL Full Day Course

## For Teachers using English as a Foreign Language

**Course Ref:** TIS4

**CLIL Full day**

**Entry Level:**

Minimum Level English CEFR B2

**Language of tuition:**

English

**Daily Teaching Sessions**

CLIL Full day

**Morning:** 2 x 90 minutes (3 hours)

**Afternoon:** 1 x 120 minutes  
(2 hours) Monday-  
Thursday

Total course contact hours:

1 week: 23 hours

2 weeks: 46 Hours

**Maximum class size 12**

**Course Provider:**

**Torquay International  
School**

**PIC Number 929560216** 15

St Marychurch Rd  
Torquay  
Devon  
TQ1 3HY

[www.tisenglish.co.uk](http://www.tisenglish.co.uk)

**in association with:**

**Shadows Professional  
Development Ltd**  
PIC 949086219

**ERASMUS+**

This course is of significant benefit to teachers who are non-native speakers of English who are required or intend to teach a curriculum subject/ cultural content through the medium of English, as well as those planning to start teaching CLIL. Participants will familiarise themselves with international best practice in CLIL. Those working in wider educational settings would also find the course of use, as the emphasis is on effective planning, assessment and scaffolding techniques, across the curriculum.

**Course Objectives**

- To develop a bank of classroom techniques and resources that may be directly transferred into the sending school CLIL setting
- To facilitate communication in English between teachers, academic staff and their learners
- To equip participants with increased confidence in the delivery of CLIL teaching through English
- To increase learner confidence in their own competency and develop autonomous language learning strategies
- To improve planning and provision for the CLIL classroom
- To develop understanding of bilingual language development
- To receive specific guidance on improving individual CLIL teaching, based on the participant's setting, with observed teaching

**Preparation Pre-course Preparative Modalities:**

- Extensive Needs Analysis
- Pre-course arrival and cultural information
- Online language level assessment

**Practical Arrangements Intra-Course Modalities offered by the Course Provider**

- All learning materials included
- Learning outcomes negotiated on a personal basis
- Continuous assessment
- On site Accommodation Officer and round-the-clock pastoral care
- Twenty-four hour emergency contact number
- Orientation tour and first-day induction
- Feedback on all homework tasks

**Follow up provided Post-Course Modalities**

- End-of-course report and certificate of attendance
- Advice for further study

## CLIL Full day

### CLIL

Refresh and update knowledge of strategies to plan effectively for Content and Language Integrated Learning.

Improve accuracy of instructional language in the CLIL classroom.

Reflect on day-to-day practice and challenge yourself to try out new ideas in the classroom or educational setting.

Develop a 'bank' of materials that can be used in the participants' own sending schools.

Share professional dialogue with participants from other European settings.

Become more skilled at carrying out on-going assessment and justify intervention where necessary.

Focus on a particular learner in your setting and develop a pen portrait of their needs.

Develop techniques to ensure a wide range of skills and language functions are taught.

Reflect on the benefits and drawbacks of blended classrooms.

Add to your bank of classroom games to make the subject more engaging.

Give a presentation to the other participants about your educational setting.

Carry out an observed mini teaching segment with feedback from your teacher.

## Course Content and Strategies

You will focus in depth on aspects of Content and Language Integrated Learning (CLIL). The course is underpinned by theory with a practical application. Teachers will develop their repertoire of in-class techniques to support both their students' subject and language development.

You will study the theory that underpins good practice in CLIL. You will examine your current or future teaching setting and use a student as an exemplar of good practice. Your everyday provision will be enhanced with a number of activities designed to make your classes more engaging. You will give a presentation about your sending school setting and then discuss professional challenges together in the class. In the final week, you will teach an observed mini teaching segment and receive feedback from your teacher.

Participants will also discuss methods of assessment and planning that would be of particular benefit to CLIL classrooms.

### Sample Programme B2 level

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

**Two-Week Course** - Total minimum number of course contact hours: 46 hours.

WEEK 1	Day One	Day Two	Day Three	Day Four	Day Five
09.00-10.40	Introductory lesson: what is CLIL? Exchange of information about sending schools.	Using Reading Texts in CLIL	Using recorded material in CLIL.	Differentiation in CLIL classrooms	Presentations on participants' educational contexts: the challenges and rewards.
11.00-12.20	Classroom language and instructional language for CLIL.	Blended classrooms and CLIL. How can this approach assist teachers?	Techniques for error correction	Extending the more able.	Feedback from teacher on presentations and group discussion.
Lunch Break					
14.00-16.00	A pedagogical background	Planning for Integration	Pen portraits	Exploiting Internet resources.	No lessons: Time with hosts or cultural visit
Sat	<b>CULTURAL TRIP: One Full Day Excursion included in Two-Week Course (optional for 1-wk course)</b>				
Sun	<b>INFORMAL LEARNING: Personal research, cultural visits and activities, practising language skills</b>				
WEEK 2	Day One	Day Two	Day Three	Day Four	Day Five
09.00-10.40	Real-life educational contexts: looking for a 'way into' the language.	Scaffolding writing in the CLIL classroom.	Planning to embed the whole range of functional language.	Making learning visible	Group feedback on observed mini teaching segments.
11.00-12.20	Developing subject-specific vocabulary	Testing and Assessment	Encouraging learner autonomy.	Practical ideas for visible learning.	End-of-course round-up and review.
Lunch Break					
14.00-16.00	Language-learning games for adaptation in the CLIL classroom.	Focus on sending school: planning for mini teaching segments.	Focus on sending school: planning for mini teaching segments.	Observed mini teaching segments with feedback from teacher.	No lessons: Time with hosts or cultural visit

### Outcomes

- Exposure to innovative and engaging classroom methodological practices
- Better understanding of students' needs and behaviour in class
- Practical ideas to implement in language and CLIL classrooms
- Observed teaching practice with individualised tips for improvement
- A pedagogical underpinning of a CLIL approach to teaching
- Improved confidence in professional practice to inform delivery of lessons in sending school
- Teamwork, interpersonal attributes
- Exchange of professional dialogue
- Deeper sensitivity to cultural diversity
- Knowledge of other European systems of education
- Knowledge of Erasmus+ potential for professional development
- Greater awareness and knowledge of English culture and history