

# ERASMUS+ Intensive English Language plus CLIL

## For Teachers using English as a Foreign Language

**Course Ref:** TIS5

**Language Plus CLIL**

**Entry Level:**

Minimum Level English CEFR B1

**Language of tuition:**

English

**Daily Teaching Sessions**

Intensive English language plus CLIL

**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**<sup>15</sup>

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**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 enable learners to develop all aspects of English in a supportive classroom environment
- 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 address language gaps and build up language awareness, allowing for more effective teaching in the classroom
- To improve planning and provision for the CLIL classroom

**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

**Course Content and Strategies**

Our Intensive English courses help you to become a confident independent language learner and improve your English in **speaking, grammar, vocabulary, pronunciation, listening, reading and writing.**

These skills are each developed through a **communicative approach** to learning, designed to maximise the time you spend speaking English and discovering new language. You will engage in structured, personalised tasks that reflect the practical, professional and social situations you encounter in real life. Homework tasks will be set each day to revise and consolidate the work done in class, and you will be given a progress test every Friday morning.

## Intensive English Language plus CLIL

### Reading Skills

Practise with a range of graded and authentic real-life reading texts. Development of reading strategies, such as scanning and skimming.

### Writing Skills

Personalised writing tasks set for homework to develop accuracy and awareness of tone, register and genre.

### Listening Skills

Authentic listening texts are combined with graded learning materials and learners are exposed to a range of accents and intonation patterns to improve comprehension of world speakers of English.

### Speaking Skills

An emphasis on improving fluency through practical tasks with explicit, real-world communicative purposes.

### Grammar Awareness

Grammar is integrated into lessons at all levels, and is practised through speaking and writing tasks.

### Vocabulary

The acquisition of new vocabulary is integral to each lesson. Learners are challenged to recall and accurately use newly-acquired lexis on a daily basis, both in spoken and written production.

### British Culture

Learn about the culture and society of the English speaking world as you progress with your language development.

### CLIL

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

Reflect on day-to-day practice with a case study and discuss with other participants the challenges and rewards of adopting a CLIL-style approach to curriculum delivery.

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.

Courses are taught by qualified and highly experienced native-speaker teachers who ensure that your personal learning objectives are fulfilled within a motivating and fun group-learning dynamic.

On your first day, you will be placed in a morning class at your level, based on the results of the placement test completed before your arrival, and you remain in the same class each morning.

Our in-house schemes of work incorporate daily 'can-do' objectives in line with the Common European Framework of Reference. Teachers use their professional expertise to select activities that will most engage and support their learners to achieve their daily and weekly targets.

In your afternoon lessons, 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.

WEEK 1	Day One	Day Two	Day Three	Day Four	Day Five
09.00-10.40	English Language	English Language	English Language	English Language	English Language
11.00-12.20	English Language	English Language	English Language	English Language	English Language Weekly Review
Lunch Break					
14.00-16.00	CLIL: A pedagogical background	CLIL: Planning for Integration	CLIL: Pen portraits	CLIL: Scaffolding differentiation	No lessons: Time with hosts or cultural visit
Sat	CULTURAL TRIP: One Full Day Excursion included in Two-Week Course (optional for 1-wk course)				
Sun	INFORMAL LEARNING: Personal research, cultural visits and activities, practising language skills				
WEEK 2	Day One	Day Two	Day Three	Day Four	Day Five
09.00-10.40	English Language	English Language	English Language	English Language	English Language
11.00-12.20	English Language	English Language	English Language	English Language	English Language Weekly Review
Lunch Break					
14.00-16.00	CLIL: Techniques for error correction	CLIL: Testing and Assessment	CLIL: Developing subject-specific vocabulary	CLIL: Making learning visible	No lessons: Time with hosts or cultural visit

## Sample Programme B1 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.

### Outcomes

- Enhanced English language skills: reading, writing, listening, speaking, fluency and accuracy.
- Greater awareness and knowledge of English culture and history
- Improved confidence in using a foreign language to teach subject content
- Awareness of innovative and engaging classroom methodological practices
- Ability to plan and prepare effectively for a CLIL setting
- Develop techniques for scaffolding and differentiation in CLIL classrooms
- Deeper sensitivity to cultural diversity in the classroom
- Knowledge of other European systems of education
- Better understanding of students' needs and behaviour in class
- Practical ideas to implement in CLIL classrooms
- Knowledge of Erasmus+ potential for professional development
- Improved confidence in professional practice to inform delivery of lessons in the sending school