

Course Ref:
OTC03.1

Entry Levels
CEFR English A2/B1

Daily Teaching Sessions

Monday to Friday

Total course contact hours
Two weeks course: 56 hours

Maximum class size 14

Course Provider:

Twin English Centre
Dublin (formerly Alpha
College of English)

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PIC 909 168 391

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in association with:

Shadows Professional
Development Ltd

OID E10070815
PIC 949086219

This course is of significant benefit to non-native teachers of English who:

- Need to improve their current General English language levels
- Need to enhance their skills in delivering CLIL classes
- Wish to share ideas on best practice methodologies with colleagues from across Europe thereby improving the overall use of technology in their schools and, as a result, the learner outcomes for their students.

Objectives

- To consolidate participants' English language skills
- To enhance communication in English between teachers and students
- To familiarise participants with key concepts and issues in CLIL and to share international best practice techniques
- To help develop their confidence in teaching subjects through English
- To examine the impact on teaching of recent pedagogical developments including developments in classroom technology
- To cover a range of subjects including geography, history, science and art with a focus on ways to make them accessible to learners through English
- To examine the theoretical principles underpinning CLIL in such a way that they will be applicable to practice at primary and secondary level
- To promote awareness of contemporary Ireland
- To establish contacts between teachers from a variety of European backgrounds and facilitate future networking among these professionals.

Preparation

Pre-course Preparative Modalities:

- Needs Analysis
- Pre-course information on free on-line resources for
- Pre-course cultural information
- Pre-Course general arrival information

Practical Arrangements

Intra-Course Modalities offered by the Course Provider

- Course Tutor
- Learning Materials
- On-going assessment and evaluation
- Setting of learning objectives
- Feedback on progress and areas needing special attention
- Guidance and advice on homework exercises
- 24 hour emergency contact number
- Accommodation service
- Optional cultural visits

Follow up provided

Post-Course Modalities

- A Certificate of Attendance and Achievement
- Europass Mobility
- Post-Course Forum

ENGLISH LANGUAGE AND PRACTICE OF CLIL

Course Topics

English language development –

- speaking, listening, reading and writing as well as pronunciation, vocabulary and grammar activities. Class work includes individual, pair and group work, discussions, debates, project work, presentations, written tasks and listening exercises.

Each week a project topic is introduced to the class and students present their project work to the class at the end of the week

Areas for improvement are addressed through revision sessions and progress tests.

Exploration of CLIL

Sample CLIL History lesson

Lesson Planning

Designing a CLIL science lesson

ICT and CLIL

Scaffolding receptive and productive language skills in the CLIL classroom

Course Content

The morning classes cover all the language skills - speaking, listening, reading and writing as well as pronunciation, vocabulary and grammar activities. Class work includes individual, pair and group work, discussions, debates, project work, presentations, written tasks and listening exercises.

The afternoon input sessions focus on the application of CLIL within the context of the European Profile for Language Teacher Education and the CEFR and are a blend of lecture format and practical activities based on CLIL methodology

Format

A **2-week course** consisting of **56 classroom contact hours** plus a trainer-led orientation tour of Dublin.

Sample Programme

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:50	Placement Test/Evaluation of Speaking Skills. Induction	Building linguistic, strategic and pragmatic competences.	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Review & progress test. Consolidation of language/ further skills practice.
Coffee Break					
11:10 - 13:00	Introduction to class project. Building linguistic competences	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Public presentation of project. Feedback on learner outcomes.
Lunch					
p.m. Visits	Creating a Digital Portfolio. What is CLIL?	Sample CLIL Irish history lesson.	Lesson Planning 1	Workshop Lesson planning 2	Orientation tour of Dublin

Sat and Sun	INFORMAL LEARNING: Informal Learning. Self-guided research and cultural visits with guidelines from Twin English Centre, Dublin
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WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:50	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences.	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Review & progress test. Consolidation of language/ further skills practice.
Coffee Break					
11:10 - 13:00	Introduction to class project. Building linguistic competences	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Public presentation of project. Feedback on learner outcomes.
Lunch					
p.m. Visits	Workshop : Designing a CLIL science lesson	ICT and CLIL	Scaffolding receptive language skills	Scaffolding Productive language skills	Self guided cultural visit in Dublin

Outcomes

- Increased fluency and confidence in using English language
- Increased confidence in using a variety of teaching techniques which are transferable to a range of curriculum subjects at primary or secondary level
- Greater awareness and understanding techniques in the area of CLIL and of the impact of new technology developments in the CLIL classroom
- Digital portfolio of CLIL lesson plans for the CLIL classroom
- Improved understanding of students' needs and of learner outcomes
- Sharing of experience and knowledge with other European professionals
- Increased knowledge of Irish history and culture
- Knowledge of Erasmus+ potential for professional development