

## THEORY/PRACTICE OF CLIL

### Course Ref:

TED 5.2

### Minimum Entry Level

CEFR English B1

### Daily Teaching Sessions

Monday to Friday

### Total course contact hours

Two weeks course: 42 hours

Maximum class size 15

### Course Provider:

#### Twin English Centre

Dublin (formerly Alpha College of English)

OID E10161024

PIC 909168391

4 North Great George's Street  
Dublin 1

Ireland

Tel: + 353 1 8747 024

Email: [admin@twinireland.com](mailto:admin@twinireland.com)

[www.twinenglishcentres.com](http://www.twinenglishcentres.com)

### in association with:

Shadows Professional  
Development Ltd

OID E10070815

PIC 949086219

**This course is of significant benefit to teachers of English and subject teachers with up to 2 years' experience in the CLIL environment and who:**

- need currently, or in the future, to deliver content lessons in English
- wish to share ideas on best practice methodologies with colleagues from across Europe thereby improving the overall approach to CLIL Teaching in their schools and, as a result, the learner outcomes for their students.

This course is also suitable for trainers who are at the beginning of their CLIL training careers.

### Objectives

- to familiarise participants with key concepts and issues in CLIL and to share international best practice techniques
- to help develop their teaching techniques and confidence in teaching subjects through English and to examine the impact on teaching of recent pedagogical developments including developments in classroom technology
- to cover a variety of school subjects including geography, history, science and art with a focus on methods of making the subjects accessible 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 develop and consolidate participants' own language skills
- to establish contacts between teachers from a variety of European backgrounds and facilitate future networking among these professionals.
- to promote awareness of contemporary Ireland

### 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
- Individual formative assessment
- 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

## THEORY & PRACTICE OF CLIL

### Course Topics

Key Concepts and Principles of CLIL

Classroom language for teaching through English

CLIL lesson planning

Sample CLIL lessons

Designing materials using web tools

Sample CLIL Maths lesson.

Using listening texts in CLIL

Designing a CLIL lesson using Bloom's Digital Taxonomy

Using listening texts in CLIL

Developing the writing skill in CLIL

Project Based learning in the CLIL classroom

Assessment in the CLIL classroom

Practical applications for CLIL using film in the classroom

# ERASMUS+

### Course Content

This is a practical, hands-on, participative course. The input sessions are a blend of lecture format and practical activities based on CLIL methodology. Throughout the course, participants are encouraged to reflect on their own practice, consider alternative practices and try out a variety of classroom activities through lesson planning, workshops and presentations.

### Format

A **2-week** course consisting of 40 classroom contact hours plus 1 afternoon workshop plus an extensive afternoon cultural and social programme directly linked to the mornings.

### Sample Programme

| WEEK 1        | Monday   | Tuesday  | Wednesday                  | Thursday  | Friday                              |
|---------------|--|--|----------------------------|---|-------------------------------------|
| 9:00 - 10:50  | Induction, orientation and information dissemination         | Development of theory and methodology in language learning | Sample CLIL history lesson | Classroom language for teaching through English | Designing materials using web tools |
| Coffee Break  |  |  |                            |   |                                     |
| 11:10 - 13:00 | Key concepts and principles of CLIL. Sample geography lesson | CLIL lesson planning 1. Creating a Digital Portfolio       | CLIL lesson planning 2     | Using reading texts in CLIL                     | Sample CLIL Maths lesson            |
| Lunch         |  |  |                            |   |                                     |
| p.m.          | Orientation tour of Dublin                                   | Visit to the National Museum                               | National Print Museum      | Visit to National Botanic Gardens               | Self-guided cultural visit          |

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|--------------------|--|
| <b>Sat and Sun</b> | <b>INFORMAL LEARNING:</b> 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  | Using listening texts in CLIL  | ICT and CLIL - using Bloom's Digital Taxonomy                    | CLIL art lesson-                             | Project-based learning in the CLIL classroom           | Presentation of participants' projects and lesson plans              |
| Coffee Break  |  |  |  |  |  |
| 11:10 - 13:00 | Assessment in the CLIL classroom. Formative and summative assessment | Workshop: Designing a CLIL lesson using Bloom's Digital Taxonomy | Developing the writing skill in CLIL context | Film in the classroom: practical applications for CLIL | Course review. Establishing guidelines for future contact/networking |
| Lunch         |  |  |  |  |  |
| p.m.          | Visit to the Chester Beatty Library                                  | Visit to the National Gallery                                    | Irish experience of CLIL                     | Visit to Christchurch Cathedrals                       | Self guided cultural visit in city centre                            |

### Outcomes

- Increased confidence in using a variety of teaching techniques, including new technology developments, which are transferable to a range of curriculum subjects at primary or secondary level
- Greater awareness and understanding of international best practice techniques in the area of CLIL including the area of assessment in the CLIL classroom
- Digital portfolio of CLIL lesson plans and projects for the CLIL classroom to act as a reference for implementing new techniques in their schools and also as an aid to disseminating the project to colleagues
- Enhancement of personal English Language skills
- Greater understanding of students' needs and improved learner outcomes for their students
- Sharing of experience with professionals from a range of European countries
- Increased knowledge of Irish history and culture
- Knowledge of Erasmus+ potential for professional development