

Course Ref: TED 5.2

Minimum Entry Level

CEFR English B1

Daily Teaching Sessions

Morning: Monday to Friday

Afternoons: See course programme page 2

Total course contact hours

2 weeks: 53 lessons (39.75 hours)

Maximum class size 15

Course Provider:

**Twin English Centre
Dublin**

OID E10161024

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in association with:

**Shadows Professional
Development Ltd**

OID E10070815

ERASMUS+

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
- 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

Intensive English then THEORY & PRACTICE OF CLIL

Course Topics

Intensive English

Receptive and productive skills practice emphasising speaking and listening skills

Communicating effectively and flexibly through English in the real-world

Linguistic Competences:

Grammatical, lexical and phonological

Strategic Competences:

Interaction, compensation and repair

Pragmatic Competences:

Functional language and discourse management

Fluency Development

Asking for and giving information and opinions, expressing a point of view, persuading, agreeing and disagreeing

THEORY & PRACTICE OF CLIL

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

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Course Content

All of 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. THEORY & PRACTICE OF CLIL 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. ONE cultural weekend day visit included.

TED 5.2 Week One Intensive English / Week Two THEORY & PRACTICE OF CLIL

Sample Programme

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 -11.00	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					
11:30-12.30	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 Break					
TWO Afternoons 13.30-17 (break 15-15.30)			Communication Skills Guided self-study or optional cultural activities	Communication Skills Guided self-study or optional cultural activities	

Sat and Sun	INFORMAL LEARNING: Self-guided research/cultural visits along Twin English Centre guidelines.				
WEEK 2	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					
11:05 - 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.	Please check cultural visits and activities running in the school during your stay				

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