

Intensive English and THEORY/PRACTICE OF CLIL

Course Refs:

TED 13.1 One week

TED 13.2 Two weeks

Minimum Entry

Level: CEFR B1

Daily Teaching

Sessions:

AM: Mon to Fri

3 PMs per week:

See course programme
page 2

Total course contact hours

1 week: 42 lessons
(24 hours)

2 weeks: 64 lessons
(48 hours)

Maximum class size
15

Course Provider:

Twin English

Centre Dublin

OID E10161024

Email:
admin@twinireland.com
www.twinenglishcentres.com

in association

with:

Shadows

Professional

Development Ltd

OID E10070815

If your Erasmus+ National Agency has additional requirements not covered in our advertised course offers, please contact us and we would be pleased to design your course to meet these requirements.

This course is of significant benefit to teachers of English who:

- would like to enhance their language skills
 - 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 suitable for trainers who are at the beginning of their CLIL training careers or teachers who already have some experience delivering CLIL courses.

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
- 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

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

Practical Arrangements

Intra-Course

- 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

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

Course Content

The English classes language teaching includes individual, pair/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.

Intensive English and 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

CLIL lesson planning

Sample CLIL lessons

Activation in CLIL

Working with Input and Output in CLIL

Assessment in the CLIL classroom

Scaffolding in CLIL

Creating a digital portfolio

Productive and Receptive Skills in CLIL

ONE cultural weekend day visit included in 13.2 course

TED 13 General English & Practice of CLIL *(Days for PM classes subject to change)

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	Feedback on learning outcomes.
Lunch Break					
Three Afternoons 13.30-17 (break 15-15.30)		Key concepts and principles of CLIL. Activation in CLIL. CLIL lesson planning 1. 'Activating your Learners'	Input & Output in the CLIL Classroom. CLIL Lesson Planning 2: Working with Input and Output.' Sample CLIL Lesson	Assessment in the CLIL classroom. Formative and summative assessment CLIL Lesson Planning 3: Using Digital Tools for Assessment Sample CLIL Lesson	

WEEK 2	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	Feedback on learning outcomes.
Lunch Break					
Three Afternoons 13.30-17 (break 15-15.30)		Film and Media in the classroom: practical applications for CLIL Creating a digital portfolio Sample CLIL Lesson	Receptive Skills – Reading and Listening in CLIL Productive Skills – Getting students speaking and writing	Scaffolding in CLIL Public presentation of CLIL Lesson. Feedback on learner outcomes.	

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

ERASMUS+