This course was produced as a result of the Comenius Regio Project ELAC 2010-GB1-COM13-06201

The CLIL course content is underpinned by the ‘8 Basic Competencies’.

This course is aimed at teachers who are non-native speakers of English and need to teach their subjects through the medium of English. It is suitable for teachers of pupils aged ten upwards.

CLIL

This practical course is suitable for practising or future CLIL teachers. The course will improve confidence in lesson delivery and expand the participant’s range of methodological approaches to enhance classroom practice in addition to supplying the language and vocabulary needed in the classroom.

The course is not subject specific.

Preparation

Pre-course Preparative Modalities:
- On-line Language Level Assessment
- Needs Analysis
- Pre-Course Reading List
- On-Line Participants’ Forum
- Pre-Course Cultural Counselling
- Pre-Course UK Practical Arrangements

Practical Arrangements

Intra-Course Modalities offered by the Course Provider
- Course Tutor
- Pedagogic Learning Materials Included
- Exchange of Best Practice
- Participants’ Evaluation Feedback
- Pastoral Care, 24 hr Emergency Number
- Accommodation Service
- Optional Cultural Activities and Visits

Follow up provided

Post-Course Modalities
- Linguistic Profile based on Common European Framework of Reference
- A CLIL Course Professional Profile
- Europass
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice
English as a Foreign Language in Practice

Morning sessions will be devoted to refreshing the experience of being a student. Teachers all too often become stale and lose sensitivity to the real situation of the student experience. These lessons will facilitate the acquisition of general classroom language. The course tutors will place each teacher in a live English as a Foreign Language class in which the participant may observe in practice many of the skills taught in the methodology classes as well as to practise their own language through the four skills Listening, Speaking, Reading and Writing.

In addition to the consequent increase in personal fluency and more confidence in lesson delivery, the teacher becomes more acutely aware of learning difficulties from a student’s point of view. The methodology tutor will receive and discuss feedback in an afternoon session.

CLIL Methodology and Teaching Strategies

The afternoon sessions cover some of the essential classroom techniques in teaching C.L.I.L. They also provide peer group teaching opportunities for foreign teachers to practise manipulating these strategies and techniques themselves. The course emphasis is practical, focusing on strategies, skills and activities to be used in the classroom. The theoretical rationale supporting these techniques is introduced where appropriate, including the eight Key Competencies.

Sample Programme

This is a sample of a schedule which can be adapted to suit the participants’ needs.

### WEEK 1

<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
<th>Day Four</th>
<th>Day Five</th>
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</thead>
<tbody>
<tr>
<td>8.30</td>
<td>Welcome</td>
<td>General English lesson</td>
<td>General English lesson</td>
<td>General English lesson</td>
</tr>
<tr>
<td>09.15 -12.35</td>
<td>Testing and evaluation</td>
<td>Lunch Break</td>
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<tr>
<td>College Orientation</td>
<td></td>
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<td></td>
<td>General English lesson</td>
</tr>
<tr>
<td>14.00 -15.30</td>
<td>Demonstration Lesson and Vocabulary Acquisition</td>
<td>Teaching Reading Skills</td>
<td>Language awareness, simplifying materials, Creating a CLIL lesson</td>
<td>Micro-teaching and feedback on individual CLIL lessons (Course evaluation)</td>
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Sat and Sun INFORMAL LEARNING: personal research, cultural visits and activities, practising language skills

<table>
<thead>
<tr>
<th>Day Six</th>
<th>Day Seven</th>
<th>Day Eight</th>
<th>Day Nine</th>
<th>Day Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.15 -12.35</td>
<td>General English lesson</td>
<td>General English lesson</td>
<td>General English lesson</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>14.00 -15.30</td>
<td>Using Listening in the CLIL Classroom</td>
<td>Aided research of sources for your specialist subject area and lesson preparation</td>
<td>Micro-teaching and feedback on individual CLIL lessons</td>
<td>Course Evaluation</td>
</tr>
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One-Week Course: WEEK 1 ONLY - Total number of course contact hours: 22.5 hrs
Two-Week Course - Total number of course contact hours: 45 hrs

Outcomes

- An understanding of the role of language and language development in a CLIL context/ CLIL Competences
- Improved personal English Language skills, confidence in lesson delivery and the language and vocabulary necessary to deliver a range of subject based lessons in English
- A greater range of methodological approaches to enhance classroom practice
- Insights into the integration of both new and traditional strategies
- Greater understanding of the 8 Key Competences
- Better understanding of students’ needs and behaviour during classes & learning techniques to improve students’ motivation
- Knowledge of other European Systems of Education
- Deeper sensitivity to cultural diversity
- Improved teamwork and interpersonal abilities
- Better knowledge of Erasmus+ potential for your own and others’ professional development