

**Practical Approaches and Activities for the Content and Language Integrated Learning Classroom (CLIL).**

	9:00 – 10:30	11:00 – 12:30	2:00 – 4:00
<b>DAY 1</b>	<b>Introductions &amp; expectations</b> <ul style="list-style-type: none"> <li>Getting to know each other.</li> <li>Discussing our expectations of the course.</li> </ul>	<b>CLIL contexts and issues</b> <ul style="list-style-type: none"> <li>Sharing our contexts and professional questions (prepared for in the pre-course task).</li> </ul>	<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>What are our personal theories of teaching and learning?</li> <li>How do we put these into practice?</li> </ul>
<b>DAY 2</b>	<b>Language Awareness 1</b> <ul style="list-style-type: none"> <li>A clinic session where participants have the opportunity to explore areas of the English language in order to increase their own proficiency (as identified in the pre-course task).</li> </ul>	<b>Approaches to CLIL</b> <ul style="list-style-type: none"> <li>What are the underlying principles behind CLIL?</li> <li>What variations are there?</li> <li>What does this mean in the classroom?</li> </ul>	<b>Materials Analysis 1</b> <ul style="list-style-type: none"> <li>What are the features of a good CLIL learning resource?</li> <li>Devising a personal tool to measure these features.</li> <li>Analysing our local resources using the tool.</li> </ul>
<b>DAY 3</b>	<b>Materials Analysis 2</b> <ul style="list-style-type: none"> <li>Preparing for mini-presentations.</li> <li>Delivering mini-presentations on results of analysis.</li> </ul>	<b>Classroom talk</b> <ul style="list-style-type: none"> <li>How do we decide which language is used at different points of a lesson?</li> <li>What kind of teacher talk supports learning in the CLIL classroom?</li> <li>What useful phrases/strategies are available to us?</li> </ul>	<b>Lexis 1</b> <ul style="list-style-type: none"> <li>What are the features of vocabulary?</li> <li>What does a student need to learn?</li> <li>How can we integrate subject specific language and generic English?</li> </ul>
<b>DAY 4</b>	<b>Lexis 2</b> <ul style="list-style-type: none"> <li>How can we present lexis?</li> <li>What practice activities are useful?</li> <li>How can our students record lexis to help their learning?</li> </ul>	<b>Micro-teaching 1 preparation</b> <ul style="list-style-type: none"> <li>Devising a short teaching activity with materials and methodological rationale for delivery to peers.</li> </ul>	<b>Micro teaching 1 delivery</b> <ul style="list-style-type: none"> <li>Delivering a short learning activity sequence to peers.</li> <li>Participating in a reflective feedback activity.</li> </ul>
<b>DAY 5</b>	<b>Reading/Listening 1 –</b> <ul style="list-style-type: none"> <li>What genres of texts do our students need to work with?</li> <li>What support can we give to help understanding?</li> </ul>	<b>Reading/Listening 2</b> <ul style="list-style-type: none"> <li>What reading/listening skills do CLIL students need?</li> <li>What activities support skills development?</li> </ul>	<b>Task Based Learning 1</b> <ul style="list-style-type: none"> <li>Participants experience a TBL lesson as students.</li> <li>Weekend assignment – to prepare for analysis in TBL2</li> </ul>
			<b>Mid Course Review</b> <ul style="list-style-type: none"> <li>Participant feedback on how the course is going.</li> </ul>

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DAY 6	<b>Task Based Learning 2</b> <ul style="list-style-type: none"> <li>• <i>What did we do in the TBL experience and what are our impressions?</i></li> <li>• <i>What are the principles of TBL and how do they apply to our CLIL contexts?</i></li> <li>• <i>What tasks can we use in our own lessons?</i></li> </ul>	<b>Speaking Skills</b> <ul style="list-style-type: none"> <li>• <i>What speaking skills do our students need in the CLIL context?</i></li> <li>• <i>How can we encourage communication in the CLIL classroom?</i></li> </ul>	<b>Internet resources in CLIL</b> <ul style="list-style-type: none"> <li>• <i>How can we locate good resources on the internet?</i></li> <li>• <i>How can we exploit these resources?</i></li> <li>• <i>How can we use a Web Quest in CLIL?</i></li> </ul>
DAY 7	<b>Language Awareness 2</b> <ul style="list-style-type: none"> <li>• <i>A clinic session where participants have the opportunity to explore areas of the English language in order to increase their own proficiency.</i></li> </ul>	<b>Dealing with Error</b> <ul style="list-style-type: none"> <li>• <i>What types of errors do students make?</i></li> <li>• <i>What strategies are there for dealing with them?</i></li> </ul>	<b>Assessment in CLIL</b> <ul style="list-style-type: none"> <li>• <i>What are we assessing? Language or content?</i></li> <li>• <i>What are the implications for our teaching?</i></li> </ul>
DAY 8	<b>Writing</b> <ul style="list-style-type: none"> <li>• <i>What do our students need to be able to write?</i></li> <li>• <i>How can we support them?</i></li> </ul>	<b>Action Research</b> <ul style="list-style-type: none"> <li>• <i>What is Action Research?</i></li> <li>• <i>How can we use it in our professional development?</i></li> </ul>	<b>Preparation for Micro-teaching 2</b> <ul style="list-style-type: none"> <li>• <i>Devising a short learning activity sequence with materials and methodological rationale for delivery to peers.</i></li> </ul>
DAY 9	<b>Language awareness 3</b> <ul style="list-style-type: none"> <li>• <i>A clinic session where participants have the opportunity to explore areas of the English language in order to increase their own proficiency.</i></li> </ul>	<b>Cooperative Action planning</b> <ul style="list-style-type: none"> <li>• <i>Devising either an action research project, or a sequence of lessons.</i></li> </ul>	<b>Micro-teaching &amp; Reflection</b> <ul style="list-style-type: none"> <li>• <i>Delivering a longer learning sequence to peers.</i></li> <li>• <i>Participating in a reflective feedback activity.</i></li> </ul>
DAY 10	<b>Micro-teaching &amp; Reflection</b> <ul style="list-style-type: none"> <li>• <i>Delivering a longer learning sequence to peers.</i></li> <li>• <i>Participating in a reflective feedback activity.</i></li> </ul>	<b>CLIL Clinic</b> <ul style="list-style-type: none"> <li>• <i>Open forum for questions, remaining puzzles, doubts, etc.</i></li> </ul>	<b>Course review</b> <b>Evaluation</b> <b>End of course ceremony</b>

## **Pre-course Preparation**

Participants are sent a pre-course activity pack, which they must complete before arrival. The pack contains tasks designed to help them articulate

1. a description of their teaching context,
2. their expectations of the course,
3. their most pressing professional questions, and
4. the areas of the English language which cause most problems, or are of most interest.

Participants will also be required to bring copies of the textbooks/teaching resources they commonly use.

Participants also receive a selection of short articles followed by thinking questions, which they should read to gain the maximum benefit from the course.

## **Objectives**

By the end of the course, participants will have:

- explored and tested their own personal theories of teaching and learning,
- considered the appropriateness of contemporary CLIL methods to their own context,
- devised a tool for the analysis of CLIL learning materials and used this to evaluate published materials for use in their own classes,
- identified the main lexical features of the English language and considered activities to present and practise both generic and specialised lexis,
- identified the needs of CLIL students in the major language skills of reading, listening, speaking & writing, and analysed learning activities for purpose and appropriateness for their own classrooms,
- prepared and delivered two micro-teaching sessions, and participated in reflective post-teaching activities,
- experienced a task-based lesson, identified its features and pedagogical principles, and evaluated this approach for its application in the CLIL context,
- identified the uses of the internet as a source of learning material,
- considered the issues of assessment in CLIL, and
- explored the principles of Action Research as a means of professional development, and devised a plan for post-course action.

## **Methodology**

- First and foremost, we believe that teachers work hard, and so deserve the best. We are teachers too, and only deliver courses that we ourselves would like to be on.
- We believe that learning best takes place when the teacher is most involved. Our sessions are based around participatory activities which are enjoyable, varied, and centred on the teacher rather than on the trainer. We don't like lectures on Theory.
- We believe that teachers are practical people who want practical ideas. Our focus therefore, is on the real classrooms of our participants and sharing teaching activities that have worked.
- We believe the best training courses start from where the teachers are at. Our first question is always, "what is your experience of this?" By starting here, the focus of all our discussions and learning is always on how it all relates to each teacher's personal teaching context.
- We believe that teachers develop best when they are able to articulate and examine their own principles of learning, and to use the conclusions drawn to evaluate new ideas. Our training activities therefore encourage reflection and evaluation, and discourage passive acceptance.

## **Follow-up**

During the course the participants will design an action research project to be carried out in their institutions after the course. Online support will be available from the tutors in the form of personal email and group web forum.

Support will also be provided for those participants who wish to publish their findings in professional journals.