

## Language & CLIL Methodology in Practice

Course Ref: **EP 4**

### Entry Levels

CEF B1+ to C1+

### Daily Teaching Sessions

**Morning:** 4 x 45 minutes (3 hours)  
Methodology in Practice

**Afternoon:** 2 x 45 minutes  
(1 hour 30 minutes)  
Methodology & Teaching  
Strategies

### Total course contact hours:

1 week: 22.5 hours  
2 weeks: 45 Hours

Maximum class size 12

### Course Provider:

#### Richard Language College

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Bournemouth BH3 7AB  
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### in association with

#### Shadows Professional Development Ltd

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'.  
*(Recommendation of the European Parliament and of the Council of 18 December 2006 – 2006/962/EC- on key competencies for lifelong learning)*

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 Mobility
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice

# ERASMUS+

## CLIL Methodology in Practice

### Course Topics

#### CLIL Techniques

A study of different techniques that can be employed to deliver a subject based lesson (i.e. not an English language lesson) through the medium of English. Activities that help the teacher involve the students in practising English while studying their subject area.

#### Critical Analysis of Real CLIL Lessons

This is an opportunity to look at the lesson plan of a subject based lesson, consider its efficacy and discuss how it could be improved.

#### Classroom language

A look at and opportunity to practise classroom language i.e. the basic language needed to conduct a CLIL lesson.

#### Language Awareness

We will consider ways of simplifying subject based materials and how to avoid problem areas. This will lead to a review and trial of the model lesson.

#### Micro-teaching

An opportunity to teach a CLIL lesson in your subject to the rest of the group, followed by an informal feedback session.

#### Learning Styles

How individuals learn is different. As teachers we need to be aware of these learning styles and consider how we can adapt our lessons to suit a range of students/pupils in our class. The lesson will also look at theoretical and practical styles in relation to CLIL.

#### Pronunciation and Phonology

Mistakes in pronunciation can lead to problems in understanding. Good pronunciation is essential from both the speaking and listening points of view. This session helps raise awareness generally so the teachers have the means to improve their own pronunciation and that of their students.

#### Vocabulary Acquisition

One of the biggest challenges in CLIL is the large number of words associated with the subject the students need to remember. This session will look at ways the teacher can help the student to remember these words.

#### Aided research of sources

This is an opportunity to undertake guided research on websites and review other sources that specialise in your subject area.

## 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.**

**Two-Week Course - Total number of course contact hours: 45 hours**

WEEK 1	Day One	Day Two	Day Three	Day Four	Day Five
8.50	Welcome				
09.15-12.35	Testing and evaluation College Orientation	Active participation in a live class	Active participation in a live class	Active participation in a live class	Active participation in a live class
Lunch Break					
14.00-15.30	CLIL techniques, classroom language, using the techniques and language. Vocabulary acquisition.	Critical analysis of a real CLIL lesson. Creating a model CLIL lesson with reference to the 8 Key Competencies	Language awareness, simplifying materials and how to avoid problem areas. Reviewing the model lesson and trialling	Micro-teaching and feedback on individual CLIL lessons. Consideration of the 8 Key Competencies	Feedback on the morning lesson. Micro-teaching and feedback on individual CLIL lessons. Course evaluation

<b>Sat and Sun</b>	<b>INFORMAL LEARNING: personal research, cultural visits and activities, practising language skills</b>
<b>Sat or Sun</b>	<b>CULTURAL TRIP: One Full Day Excursion included in Two-Week Course (optional for 1-wk course)</b>

WEEK 2	Day One	Day Two	Day Three	Day Four	Day Five
09.15-12.35	Active participation in a live class	Active participation in a live class	Active participation in a live class	Active participation in a live class	Active participation in a live class
Lunch Break					
14.00-15.30	Learning styles for CLIL. Comparing theoretical and practical lesson types	Pronunciation, phonology and vocabulary acquisition in a CLIL context	Aided research of sources for your specialist subject area	Micro-teaching and feedback on individual CLIL lessons	Course Evaluation

**One-Week Course - WEEK 1 ONLY - Total number of course contact hours: 22.5 hrs**

### Outcomes

The course equips the participants with the skills, activities and language necessary to deliver a range of subject based lessons in English. It also improves confidence in lesson delivery, classroom vocabulary and fluency as well as extending awareness and knowledge of learning styles, various methodological approaches, and resources available. Insights are provided into the integration of both new and traditional strategies and the 8 Key Competencies. Furthermore, the course gives advice on how to access changes and trends in the English language on-line.