

CLIL – APPROACHES, METHODOLOGIES AND BEST PRACTICE

TARGET AUDIENCE	<ul style="list-style-type: none">• Primary level teachers• Secondary Level teachers• Teachers from a range of non-linguistic mainstream subject backgrounds who want to up skill themselves to engage their students via the target language of English• Language teachers who want to engage their students in a wide range of mainstream subjects and topic areas• Teachers of students from language and cultural backgrounds different than the native student population
COURSE OBJECTIVES	<ul style="list-style-type: none">-Consider the principles of teaching using a CLIL approach-Improve communication skills in English and develop language for their classroom while implementing a CLIL approach-Explore the potential of an inquiry-based project-work approach to CLIL through practical ideas for classroom management, lesson planning, ICT and materials development-Exchange ideas and teaching materials with teachers from schools from different European countries-Improve ICT methods and approaches
COURSE CONTENT	<ul style="list-style-type: none">• The methodology integrates presentation of new concepts with elements encouraging participants to reflect and participate as they construct their own ideas of how to integrate CLIL into their teaching practice. The course builds on a broad overview of CLIL and its theoretical origins, and provides CPs with a wide range of practical classroom activities and approaches.

COURSE CONTENT	<ul style="list-style-type: none">- The course uses portfolio based assessment, which provides the participants with a useful body of work to refer to afterwards- Swan Training Institute offer online aftercare, providing an interactive platform for teachers to further develop methodologies- Topics include: CLIL methodology, language focus, subject based authentic materials, materials development and peer-to-peer practical sessions
COURSE PREPARATION	<ul style="list-style-type: none">• Course participants may find the following textbooks useful:<ul style="list-style-type: none">- Uncovering CLIL (2008, Macmillan Books for Teachers) by P. Mehisto, D. Marsh & M. J. Frigols- Foundations of Bilingual Education (2006, Multilingual Matters) by C. Baker- Bilingual and ESL Classrooms (2006, McGraw) by C. Ovando, M. Combs & V. Collier- The Practice of English Language Teaching (2007, Longman ELT) by J. Harmer- The Lexical Approach (2002, Thomson) by M. Lewis- The English Verb (2002, Thomson) by M. Lewis
COURSE DETAILS	<ul style="list-style-type: none">• The course runs 1 or 2 weeks from Monday to Friday – 20 hours per week• We incorporate ICT into each course, both during the course and afterwards.• Course participants must have a minimum of B2 English language proficiency• Participants also have the opportunity to enjoy an optional cultural programme in the afternoons, or to enjoy free time to explore Dublin.

Module	Description	Outcomes
Intro to course	An introduction to the CPs and to the syllabus framework	<ul style="list-style-type: none"> • CPs introduced to other CPs and their core areas of expertise, professional background • CPs informed of course structure and expectations
What is CLIL?	A historical look at CLIL, from its earliest forms to its development in its present form	<ul style="list-style-type: none"> • CPs review and understand the historical development of CLIL
Applications of CLIL	A descriptive analysis of how CLIL is practically applied in classroom contexts. Discussion on its use in CPs' experiences.	<ul style="list-style-type: none"> • CPs can relate classroom use of CLIL
CLIL building blocks	Preparation for the methodology modules, a look at basic elements of classroom practice, drawing on CPs prior knowledge of CLIL/language teaching/subject teaching in any form	<ul style="list-style-type: none"> • CPs can draw from previous teaching practise and start to see connections between this and CLIL
CLIL methodology 1, 2 and 3	Introduction to, examples of and analysis of CLIL in the classroom. Preparation for the materials modules and workshops.	<ul style="list-style-type: none"> • CPs can create basic lesson plans of an overall structure for CLIL • CPs can develop tasks within a lesson plan based on CLIL methodologies.
Language focus 1, 2, 3, 4 and 5	A presentation and review of grammar areas and basic ELT methodologies (a refreshed for existing language teachers)	<ul style="list-style-type: none"> • CPs can teach elements of English tenses • CPs can teach elements of English language structures
Subject area 1, 2 and 3	A focus on 4-6 syllabus subject areas and an analysis of how to apply CLIL methods to this area. Drawing on CPs areas of expertise.	<ul style="list-style-type: none"> • CPs can apply CLIL methodologies to their own subject area and formulate relevant tasks within a lesson plan
Scaffolding	Introduction to concepts of scaffolding and a review of best practice	<ul style="list-style-type: none"> • CPs can apply principles of scaffolding to their teaching context
CLIL materials 1, 2, 3 and 4	A review and analysis of existing CLIL materials from a variety of sources and subject areas	<ul style="list-style-type: none"> • CPs can critique CLIL materials • CPs can work with CLIL materials according to their lesson plans

Focus on literacy	A discussion on literacy across the curriculum.	<ul style="list-style-type: none"> • CPs can debate issues related to literacy in their context
Materials development workshop	This module marks a transition to the most practical elements of the course, building on previous theory and practice related to lesson planning and materials use.	<ul style="list-style-type: none"> • CPs can develop their own tasks and adapt existing materials to use in a CLIL context
Presentation of materials	CPs present their materials for critique in groups and use these sessions for further development	<ul style="list-style-type: none"> • CPs can review and analyse peer materials
Peer to peer	CPs teach their materials in pairs or groups in a micro-teaching exercise	<ul style="list-style-type: none"> • CPs can apply their developed materials in a teaching context