



"We make learning special"

From Key Principles to Best Practice in CLIL

This course is aimed at ELT professionals who are interested in, or engaged in, the teaching and learning of English through the use of the target language to teach other subjects across the curriculum.

Objectives

The objectives of the course are:

- To explore the history of teaching content in English and English through content, so as to identify evidence of principles underlying effective practice
- Examine evidence from around the world of the ways in which different types of CLIL, LAC and immersion teaching of second and foreign languages have been carried out and with what success
- Consider the qualities required by teachers involved in CLIL and EAC at different levels and with different age groups – primary, secondary and adult
- Explore the key issues of materials and methodology involved in a CLIL/EAC approach
- Identify ways in which teachers' language awareness and linguistic competencies can be developed, including specific and specialised wordfields/lexical areas
- Identify and explore key issues in syllabus/course design.
- Consider the modes of delivery and types of classroom interaction most appropriate to integrated content and language teaching
- Consider the test instruments and assessment procedures which can be used in CLIL/EAC contexts with different age groups, language levels and content areas

Content

The precise course content for any given course of this kind will be more determined by the particular backgrounds of the actual course participants – their national and institutional contexts, original training and qualifications and target content areas – than in most other course types. For example, these courses have in recent years dealt with the specific needs of teachers at primary, secondary and tertiary levels, with maths and science teachers (physics, biology) and of those in fields as varied as history, geography, music and sport. Course participants are encouraged to bring course books and materials that they use with them to the course. So, the course design in terms of balance of emphasis will reflect the teaching objectives outlined above as mediated by the available pre-course information of the participants' backgrounds.

The general aim of the course must be to offer the teachers relevant language resources and to present the methodological foundations for teaching a foreign language across the curriculum, English through content, and content through English. There will be practical examples and hands-on material from a variety of subject areas, with loop input exemplification of skills practice. The course will involve materials development and evaluation for sample topics, selected so that the participants will be able to adapt their understanding of the principles acquired to their own teaching situation and their learners' needs.

The course will seek to foster the required linguistic competencies and methodological concepts within a coherent holistic approach.

Methodology

NILE courses are taught in a range of ways but the underlying principle is that all courses should be taught using methodology that course participants can adapt and emulate for themselves on returning to their classrooms. Sessions are built in to each course to allow course participants to reflect on the way that they have been taught and review the suitability of the strategies and techniques for their own circumstances.

Preparation and follow-up

All course participants are issued with a pre-course questionnaire to be returned prior to the course. This is to ensure that the areas of most significance to participants within the general course area are covered. In addition, participants are sent an indicative reading list covering some of the topics to be dealt with on the course. Participants are also asked to bring along to the course information and materials relating to any project they are involved in or have recently completed. These are then subjected to supportive critical comment during the course.

Towards the end of the course there is a "where next" session with the group as a whole, or with individuals. This session is used to review the concepts and practices dealt with on the course and to see how they will apply to the participants' work place on their return. Open-ended follow-up consultation is available to all course participants after the course, via email/internet access.

Timetable

All courses are held between the hours of 9 a.m. and 5.30 p.m. The working day normally starts at 9.15 a.m. and ends at 3.30 or 5.15 p.m. All courses last for a minimum of 25 hours per week.

Mode

The overall mode of the course is one of participation. Participants are encouraged to be active throughout. While some of the sessions will be input based, it is impossible to define the mode of each session individually

Guest Speakers

In addition to the main course team, courses often have one or more visiting guest speakers. These are usually well-known figures from the world of EFL/ESL who have published and lectured widely. Occasionally they are people who are well versed in the changing face of Britain and the role of English in the world wide community.

Since NILE's courses are for serving teachers or teachers in training, these sessions with visiting speakers, along with the extra curricular programme, represent an ideal opportunity for course participants to mix socially and professionally with teachers from a wide variety of different countries and contexts.

All of NILE's courses for teachers include a significant English language improvement element dealing with a variety of aspects of the English language.