

“Communication, Creativity...and CLIL”

‘English Language Development for Teachers and Teaching Ideas and Techniques’

The course has two main strands:

1 Helping teachers to feel more confident in English by developing their own communicative fluency and accuracy in the use of English. This will be achieved through the participation in various task-based interactive activities, followed up by feedback and language upgrading. Post-activity tasks will often include reflection on the activities and techniques experienced in this strand, and their applicability to participants’ own classrooms (Strand 2)

2 Exploring some of the techniques and activity-types that can be used in participants’ own classrooms, including a focus on using English for CLIL.

The course is designed for teachers whose learners are typically aged from **8 years of age to 16 years of age**.

Participants will normally have a level of English which is equivalent to the Common European Framework of Reference (CEFR) **Level B1 upwards**.

Sample programme:

	Session 1: 08.30-10.45	Session 2: 11.15-13.30
Day 1	<p>1 Getting to know your activities Breaking the ice</p> <p>2 Laying the foundations A series of interactive activities to help participants feel comfortable and appropriately challenged when engaging with English</p>	<p>1 Assumptions and Beliefs Investigating and discussing what we believe about learning a language, teaching English and in English</p> <p>2 Developing speaking fluency Interactive activities where the focus is on ‘getting your message across’</p>
Day 2	<p>Once upon a time Talking about the real and imaginary past: various communicative activities designed to a) develop participants’ fluency in talking about the past and b) develop participants’ accuracy in using different ways of expressing past events and states in English</p>	<p>1 Continuation of Session 1</p> <p>2 Methodology and CLIL (1): Giving instructions in English</p>
Day 3	<p>Now, about now, and always Talking about the real and imaginary present: various communicative activities designed to a) develop participants’ fluency in talking about the present and b) develop participants’ accuracy in using</p>	<p>1 Vocabulary upgrade 1 New words in English, idiomatic vocabulary</p>

	different ways of expressing present events and states in English	2 Methodology and CLIL (2): Ways of teaching and practising new Vocabulary
Day 4	What the future holds Talking about the real and imaginary future: various communicative activities designed to a) develop participants' fluency in talking about the future and b) develop participants' accuracy in using different ways of talking about future events and states in English	Storytelling 2 Integrating Storytelling in CLIL (Methodology and CLIL 3) A series of activities to showcase and provide training in telling stories 'live' to, and with, learners in English – without a storybook. The focus will be in encouraging
Day 5	1 Vocabulary upgrade (2) Integrated skills activities to upgrade and enrich participants' lexicon 2 Dynamic, interactive game-like activities to use in the Young Learners' (and, sometimes, older learners') classroom	1 Humour and laughter in the classroom 2 Review of the week 3 Certificates and course closure