

CLIL Implementation in Primary and Pre-Primary

COURSE DATES

July 14th - July 20th

FEES

Course 955 €
Accommodation 390 €

COURSE LOCATION

Segovia, Spain

Target Audience

Teachers of English and all languages including subject teachers of all age groups.

You will need an intermediate level of English (B1 or above) to participate in this course.

Course summary

The aim of this course is to help you gain confidence in your ability to get better at using English for your teaching.

This course is both a language and methodology course. It will not be subject specific but will work on language that is needed across the curriculum.

However, participants will be encouraged to teach a topic related to their teaching subject, so that they can focus on their specific needs.

This course also provides a large amount of English throughout.

Course content

Content subject teaching principles/ techniques.
Early foreign language teaching.

During five days, we will ensure that we focus on the areas of need that are specifically relevant to teaching very young and young learners other subjects in English. This may include:

- How we can support learners with language
- Balancing content and language
- Taking learners' developmental stage into account
- Stories as a tool for teaching in CLIL
- Effective CLIL Teaching Techniques
- Practical classroom activities
- Guidelines for evaluating and Developing CLIL Materials
- Assessment in CLIL learning



Pilgrims

Sample Programme

Please note this is an example of a daily programme.

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction, groups, culture and community; Creating a safe and nurturing environment	Language use in CLIL classrooms	Using visualisation techniques Graphic organisers	Stories in CLIL: From theory into practice A framework	Encouraging students to discuss their learnings with others Displaying activities
The language classroom as a community; Supporting students in The CLIL classroom; "Me" as a language learner	Verbal scaffolding Techniques: Making input comprehensible. Scaffolding language to scaffolding learning; The role of L1 in the CLIL classroom	Providing a model of a process, task or assignment Checking for understanding of task instructions	Stories and... culture, communication, cognition citizenship and creativity Approaches to developing practical activities	What is assessed? Language or content? Types of Assessment for Learning for Learning
Knowing your class and your resources; What are your challenges of CLIL as a teacher? What are your challenges of CLIL for you as a teacher?	Some principles to guide L1 and L2 use Code-switching	Learning differences and working with differentiation A CLIL sample lesson	Developing practical sample activities	Reflection time Bringing it together activities

Recommended reading

"Making Content Comprehensible for Elementary English Learners",
Echevarria, J., Vogt, M.E. and Short, D. (2010) :
Pearson

"Assessing Young Language Learners",
McKay, P. (2006): Cambridge University Press

"Using the Mother Tongue" Deller, S. and Rinvolucri, M. (2004) Delta

Please note you do not need to buy any or bring these books or bring to the course with you

Type of certification awarded

Attendance certificate detailing topics covered, course content and the number of training hours

Is the course right for me?

Yes, if you are looking at ways of teaching for understanding other subjects in English, to supporting learners with specific language needs, enhancing creativity, making learning whole and developing thinking skills.

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