COURSE:

PUTTING CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) INTO PRACTICE – PRIMARY SCHOOL TEACHERS

DATES: 16 OCTOBER – 27 OCTOBER 2017
DATES: 15 JANUARY – 26 JANUARY 2018
DATES: 12 MARCH – 23 MARCH 2018
DATES: 2 JULY – 13 JULY 2018
DATES: 16 JULY – 27 JULY 2018
DATES: 15 OCTOBER – 26 OCTOBER 2018

PUTTING CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) INTO PRACTICE – SECONDARY SCHOOL TEACHERS

DATES: 16 OCTOBER – 27 OCTOBER 2017
DATES: 15 JANUARY – 26 JANUARY 2018
DATES: 12 MARCH – 23 MARCH 2018
DATES: 2 JULY – 13 JULY 2018
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These courses aim to internalise this effective approach to teaching languages and content.

By using students’ needs analysis, discussions, reflections, small tasks, practical activities and observations, participants will gain a solid background in understanding CLIL, which will enable them to cope easily with the implementation of CLIL methodology and the development of materials for CLIL contexts, as well as the ability to defend the grounds for their work in front of their colleagues in any educational context.

Through the use of practical tasks and strategies, participants will be engaged in learning to support learners in building their capacity, in deploying strategies for the co-construction of knowledge with learners, for cooperative learning and for fostering creative thinking. The course will maintain a triple focus that supports content, language and skills development, building on prior language and content knowledge, skills, attitudes and experiences of learners.

These courses will also deal with key issues in CLIL such as diversity, the role of technology, innovation and how to articulate CLIL-specific assessment needs and goals, and to develop and implement related assessment tools.

Our approach will be eminently “hands on”. We will draw on participants’ knowledge and skills about effective CLIL contexts, pedagogical principles and methodological guidelines. We will explore the area of selecting, creating, adapting and testing resources, which will provide quality to their CLIL lessons and teaching-learning strategies.

Participants will also learn about the design process of CLIL modules and lessons. This will encompass specific classroom activities to the creation of Teaching Units, including conceiving CLIL tasks and multidisciplinary projects.
Building banks of resources and a network of colleagues for future collaborations is also a predominant aim in our course.

In the final part of the programme, participants will be asked to pool all their knowledge and skills learned in order to design an output relevant to their real teaching context, so that when they are in their home countries they will have the opportunity to put this new expertise into practice.

**MAIN OBJECTIVES**

- Learn the core features of CLIL and how these link with best practices in Education.
- Learn what pedagogical methods, strategies, techniques and innovations in Education are related to CLIL and how to put CLIL into practice.
- Learn how to select, adapt and create quality CLIL materials; how to plan, design and test effective CLIL lessons and activities, and how to develop cooperative networks aimed at facilitating time saving with a flourish of creativity.

**CONTENT**

- Core features of the CLIL approach: definition, models, planned outcomes, methodology, driving principles.
- Implications for a curriculum design: integrate language, content and learning strategies.
- Profiles of competencies for Effective Teachers specialising in CLIL.
- The pedagogical principles underpinning the CLIL approach: the CLIL 4Cs framework, BICS and CALP, scaffolding (Cummins), constructivism, comprehensive input (Krashen), needs analysis approach, multiple intelligences/learning styles, task and project-based approach, cooperative learning
- CLIL and ICT
- Developing Creativity/Critical Thinking
- Coping with Diversity
- Assessment in CLIL: aim, issues, types and strategies
- Resources: selection, adaptation, creation and assessment according to CLIL principles
- Lesson Preparation: models of “CLIL Lesson Plan”, building progression: activities→ tasks→ lessons→ projects, models of CLIL activities, the use of mind-maps (Idea-building/ Vocabulary-building), using CLIL activities outside the classroom, assessment strategies and activities
APPROACHES TO LEARNING


- Students' knowledge and needs analysis.
- Critical Thinking strategies.
- Large and small group discussions.
- Problem-solving strategies.
- Individual and small group tasks and practical activities.
- Observation and analysis of specific "good practice" pedagogical strategies and educational models.

ASSESSMENT
Continuous assessment will be conducted by observing students’ engagement and interactions in discussions, readings and practical activities on "content issues"; and through individual, peer and group assessment of lesson task completion.

A final assessment of the three methodological strands will be conducted by the tutor through the appraisal of a final task where participants in small groups will design and present to their colleagues a CLIL Teaching Unit in context, which will reflect most of the CLIL pedagogical principles, methodological strategies and quality measures learned during the course.

OUTPUTS
To generate a Portfolio of learning materials used in the classroom which can support participants and their colleagues in their educational centres when designing resources to be used in their CLIL lessons.
To build a shared set of CLIL resources (e-library/Dropbox) and a network of colleagues for future collaborations.
To generate a bank of activities which integrate language learning with technology.

To conceive and create in small groups a CLIL Teaching Unit appropriate for their day-to-day real context and present it to their fellow group members reflecting most of the CLIL pedagogical principles, methodological strategies and quality measures learned during the course.

LEARNING RESOURCES
- A wide range of CLIL resources: some original materials designed by the tutor, published materials and some available on the worldwide web.
- A thoughtfully-created set of practical activities and tasks based on Critical Thinking and Problem-Solving strategies, designed to develop the content of the strand.
- Our "Learning Resources Centre": a whole building dedicated specifically to learning resources, where far from the traditional materials of a library, participants will find resources from and to be used in schools, for every subject and curricular level.
- Latest innovations in learning technology: Computer Labs, IWB, touchscreen computers, glass boards, broadband internet and university email accounts for every participant among others.
## SAMPLE TIMETABLE

### PUTTING CLIL INTO PRACTICE

<table>
<thead>
<tr>
<th>Approaching CLIL (AC)</th>
<th>Implementing CLIL (IC)</th>
<th>Materials Development for CLIL Contexts (MD)</th>
<th>Professional Language Development (PLD)</th>
</tr>
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</table>

| **AC** Approaching CLIL | **AO** Academic Orientation | **EVAL** Evaluation of the Programme | **SDT** Self Directed Time |
| **IC** Implementing CLIL | | | |
| **MD** Materials Development for CLIL | | | |
| **PLD** Professional Language Development | | | |

<table>
<thead>
<tr>
<th><strong>Week 1</strong></th>
<th><strong>Monday</strong></th>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
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<tr>
<td><strong>AM</strong></td>
<td>AO</td>
<td>AC 2</td>
<td>IC 1</td>
<td>IC 2</td>
<td>IC 3</td>
</tr>
<tr>
<td><strong>PM</strong></td>
<td>AC 1</td>
<td>PLD 1</td>
<td>PLD 2</td>
<td>PLD 3</td>
<td>SDT</td>
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<table>
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<tr>
<th><strong>Week 2</strong></th>
<th><strong>Monday</strong></th>
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<tbody>
<tr>
<td><strong>AM</strong></td>
<td>IC 4</td>
<td>IC 5</td>
<td>MD 2</td>
<td>MD 4</td>
<td>EVAL</td>
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<td><strong>PM</strong></td>
<td>PLD 4</td>
<td>MD 1</td>
<td>MD 3</td>
<td>MD 5</td>
<td>SDT</td>
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### PREPARATION

Participants complete a detailed questionnaire before the course starts to ascertain their level of experience and training, as well as the age groups they teach and any special requirements. Participants will be invited to bring with them examples of their current school textbooks and teaching materials.

### LOCATION

Bognor Regis Campus, University of Chichester, Upper Bognor Road, Bognor Regis, West Sussex P021 1HR, United Kingdom

Email: G.Lloyd@chi.ac.uk
Tel: +44-(0)1243-812081

The University of Chichester is 65 miles south of London. It is situated in a location of outstanding natural beauty between the South Downs and the sea in an area of historical and architectural interest. We are based on two campuses, one in the Cathedral City of Chichester, and the other in the seaside resort of Bognor Regis. Chichester has a strong cultural tradition, and each summer stages a festival of music and art. The Chichester Festival Theatre is internationally famous.

The most convenient airports: Gatwick, Heathrow or Southampton
COSTS

TUITION FEE: EUROS 700
ENSUITE ACCOMMODATION FEE: £260

TOTAL PRICE comprises:

(a) TUITION FEE: to include:
Full programme of study sessions as itemised above.
Optional excursions at the weekend are available at an additional charge.

(b) CAMPUS ACCOMMODATION is available in July and includes:
Accommodation in ensuite single rooms for 13 nights (all rooms have a private bathroom with a shower) is available from Sunday 1 July – Friday 13 July inclusive. Departure on Saturday 14 July.
Accommodation in ensuite single rooms for 13 nights (all rooms have a private bathroom with a shower) is available from Sunday 15 July – Friday 27 July inclusive. Departure on Saturday 28 July.
Participants wishing to arrange their own (hotel or self-catering) accommodation are entitled to pay a fee for the course only.

(b) HOMESTAY ACCOMMODATION is available year-round and includes:
Half-board accommodation (bed, breakfast and evening meal Monday – Friday with a local host family and full-board accommodation (bed, breakfast, lunch and evening meal on Saturday and Sunday). Accommodation is in a single room. Cost for 13 nights = £280.
Participants wishing to arrange their own (hotel or self-catering) accommodation are entitled to pay a fee for the course only.

MEALS
We have an excellent Dining Room offering a wide variety of meals. Breakfast, lunch and evening meals are available in the Campus Dining Room at a reasonable price.

PAYMENT SCHEDULE:
Full payment will be due before the course begins.

INSURANCE:
Applicants are strongly advised to take out personal insurance.

TRAVEL:
You will be expected to make your own travel arrival and travel departure arrangements. Please check the most convenient airports above. For enquiries and timetables: National Express Coach: www.nationalexpress.com +44 (0) 871 818 178 (purchase of ticket in advance necessary) Rail: www.thetrainline.com 0044-191-227 5959
There is also a useful website www.transportdirect.info which will assist in planning a journey within the UK using every form of transport.
UNIVERSITY OF CHICHESTER PROGRAMMES

The University of Chichester has over 37 years experience in offering a broad range of professional programmes at post-graduate, post-experience, in-service and pre-service levels in the fields of English Language Teaching, Teacher Development and School-based Management. Programmes are designed for Trainer Trainers, Teacher Trainers, English and Bilingual Subject Teachers at Primary, Secondary and Tertiary levels.

Academic staff in the Unit have substantial experience in the field of teacher education both in the UK and overseas and are frequently selected by government and donor agencies for consultancy purposes and other extended overseas teacher training work.

We are an experienced provider of European Union funded programmes in the UK. We offer a wide variety of teacher development courses, not only for teachers of English and CLIL but also for teachers of other subjects including mathematics, science, social sciences as well as for headteachers and inspectors. Each course is designed to meet the training needs of specific types of teachers. We have been organising CLIL teachers’ courses for many years with an established team of specialist teacher trainers.

INSTITUTIONAL ACCREDITATION

In addition to our established reputation built on many years of experience and a culture of educational research at the highest level, the British Council, UK, inspects and accredits all programmes organised by the International Short Programme Unit, Institute of Education at the University of Chichester under the AccreditationUK Scheme.

ERASMUS + GRANTS – APPLYING FOR ERASMUS + FUNDING
KA1 Key Action 1 - School Staff Mobility

INTRODUCTION

EU funding for continuing professional development and other training in the education sector is available under the EU programme Erasmus+. These are opportunities to undertake a learning and/or professional experience in another country.

Teachers, trainers, staff of education institutions (head teachers, inspectors, advisers) from EU member states and from Iceland, Liechtenstein, Norway, Turkey and the Former Yugoslav Republic of Macedonia are eligible for Erasmus Plus grants.

Erasmus+ grants cover most or all of the course fees, accommodation & travel costs.

APPLICATIONS FROM INDIVIDUAL TEACHERS

Teachers with Erasmus+ funding and those paying with their own or other funds are welcome to apply for listed University of Chichester courses.

The annual Erasmus+ deadline is 2 February 2017 for courses starting 01 June 2017 – 31 December 2018. Applications for funding should then be made on-line to applicants’ National Agency for Erasmus+.

A minimum number of ten participants will be required for this programme to run.
How do I apply for Erasmus+ funding?
1. Identify the person in your school who is responsible for staff development and talk to them about Erasmus+ funding and courses at the University of Chichester.
2. Find out which of our courses would be right for you and your school, or contact us to discuss a tailor-made course for your group.
3. Research. Take a good look at the information available in the **official EU Erasmus+ Programme Guide**.
4. If you are not already registered with the Education Participant Portal, then do this now:
   - Individual registration - Education Participant Portal
4. Once you have done this, you can start completing the application form. A draft application form to assist in the preparation of your application is available from the Erasmus+ website. The application form for 2017 – 2018 is available from your National Agency. The applications are submitted electronically.
For more information, visit the EU's Erasmus+ overview page, the EU Education and Training page or the Education, Audiovisual and Cultural Executive Agency website. You can also follow Erasmus+ on Facebook and Twitter, or contact your National Agency for details of the process and priorities in your country.

APPLICATIONS FROM SCHOOLS
The University of Chichester is also pleased to design tailor-made courses to meet the needs of closed groups of teachers from one school. The University of Chichester will be happy to help with information and advice for your school’s Erasmus+ application.

As an International Teacher Education provider with nearly 40 years’ experience in organising courses for international teachers and a reputation for providing quality training, we invite you to choose from the wide variety of courses we offer or, simply ask us to design a tailor-made course for a closed group of teachers from your school.

IMPORTANT LINKS
The Erasmus+ Programme Guide is the key document for anybody who would like to have a thorough knowledge of the Erasmus+ programme.

Participants can find here full details of all the opportunities supported by Erasmus+:

- [http://ec.europa.eu/programmes/erasmus-plus/resources_en](http://ec.europa.eu/programmes/erasmus-plus/resources_en)