

CLIL Primary

2 weeks – 36 hours' course content – 11 hours of workshops and talks - full social programme
Erasmus + funding available



This is a practical course that gives you the skills you need to be an effective CLIL (Content and Language Integrated Learning) teacher in a primary school context. You will learn the principles behind the effective teaching of subjects in students' second language and be better able to design CLIL materials and assess your students in a CLIL context. An important aspect of the course is English language improvement and development of language awareness.

This course is for (3-4 bullet points):

- **Primary school teachers** who teach curricular subjects (e.g. Science, Maths, History etc.) wholly or partly in English or who might do so in the future.
- Participants with an **intermediate (B1)** language level or above.
- Primary school English teachers who teach a topic-based curriculum including subject content
- CLIL teachers who want to improve their use of English in a primary classroom context



What you will gain by attending the course:

- A broader understanding of the core features of the CLIL approach (definition, models, driving principles)
- An increased repertoire of activity ideas and techniques for teaching subject content to primary learners
- Strategies for fostering age-appropriate critical thinking by students about content and language
- Increased ability to plan, teach and assess learning in CLIL lessons
- Improved English language competencies and linguistic skills related to CLIL
- A greater intercultural awareness, and of its pivotal role in CLIL contexts
- Increased understanding of how to foster quality improvements to teaching and learning in different CLIL contexts

Course content

This course will cover some or all of the following topics:

- Teacher language development and classroom English
- Working bilingually
- Core CLIL methodology
- Materials evaluation and lesson planning
- Cognitive skills development: Lower and Higher Order Thinking Skills, Bloom's Taxonomy
- Analysing task difficulty
- Different kinds of learner language use (Basic Interpersonal Communication Skills, Cognitive Academic Language Proficiency)
- Scaffolding language learning during content classes: Talk and Writing frames, Graphic Organisers, Substitution tables.
- Strategies that promote dialogic teaching and learning
- Using educational technology in the CLIL classroom

Please note that each course we run is tailored by our expert tutors to the professional needs and priorities of the group so content may be adapted to best suit the needs of your group.

Location



This course will take place at **Bell Teacher Campus** in **Cambridge**, based at **Homerton College** which is part of the **University of Cambridge**. Homerton College is an outstandingly beautiful college in secluded wooded grounds with easy access to Cambridge town centre. It has first-class learning and social facilities. Half-board accommodation is available in single en-suite rooms on site. The training staff at Bell Teacher Campus are all highly qualified and include published authors, materials writers and conference speakers. Afternoons entail a conference style approach with participants able to join an interesting variety of workshops, cultural talks and a special plenary lecture each week from a prominent speaker.

Further information

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