

CLIL Secondary

2 weeks – 33 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 secondary 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:

- **Secondary 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 **upper-intermediate (B2)** language level or above.
- Secondary school English teachers who teach a **topic-based** curriculum including subject content
- CLIL teachers who want to **improve their use of English** in a secondary 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)
- Increased awareness of how to teach content subjects in English through different cultural perspectives in an integrated manner
- Increased ability to plan, teach and assess learning in CLIL lessons
- Improved English language competencies and linguistic skills related to CLIL
- Strategies for fostering age-appropriate critical thinking by students about content and language
- Increased capacity to select, design, exploit and evaluate materials for teaching CLIL
- A greater intercultural awareness, and of its pivotal role in 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
- Assessment strategies to support content, language and learning skills development

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
Bell
Red Cross Lane
Cambridge CB2 0QU

Tel: +44 (0)1223 275598
Fax: +44 (0)1223 850126
Email: enquiries@bellenglish.com
www.bellenglish.com/Courses/Teachertrainingdevelopment