



CLIL Teacher Training Course – 2 week intensive

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 10:30	Welcome & introduction to course CLIL (1): Aims & Rationale To develop an understanding of Coyle's '4 Cs' framework	CLIL "mini" lesson – 2 Language input – 2	CLIL "mini" lesson – 3 Language input – 3	CLIL "mini" lesson – 4 Language input - 4	CLIL "mini" lesson – 5 Language input – 5
	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
11:00 – 12:30	CLIL "mini" lesson – 1 Language input – 1	CLIL (3): Cognitive Skills To develop understanding of a range of cognitive skills and how learners can develop them.	<i>Teaching observations</i> <i>To observe subject teachers either 'live' in the classroom or using video clips</i>	CLIL (6): Classroom Language To develop understanding of uses and purposes of classroom language. Language input – 2	<i>Teaching observations</i> <i>To observe subject teachers either 'live' in the classroom or using video clips</i>
	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
14:00 – 15:00	CLIL (2): Communication To develop understanding of different types of communication used by teachers and learners in CLIL contexts.	CLIL (4): Language To raise awareness of structures learners will hear, read, speak and write for their particular subjects.	CLIL (5): Activity Types To identify different activities and their purpose.	CLIL (7): Consolidating & Differentiating To identify different ways of consolidating and differentiating learning.	CLIL (8): Focus of Assessment To identify focus and criteria used to assess learners.
	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>

15:15 – 16:15	Plenary session – review of today's sessions & Personal Study Programme	Plenary session – review of today's sessions & Personal Study Programme	Plenary session – review of today's sessions & Personal Study Programme	Plenary session – review of today's sessions & Personal Study Programme	Plenary session – review of today's sessions & Personal Study Programme
Homework	<i>Task as set by tutor</i>	<i>Task as set by tutor</i>	<i>Task as set by tutor</i>	<i>Task as set by tutor</i>	<i>Task as set by tutor</i>

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 10:30	CLIL “mini” lesson – 6 Language input - 6	CLIL “mini” lesson – 7 Language input - 7	CLIL “mini” lesson – 8 Language input - 8	CLIL “mini” lesson – 9 Language input – 9	CLIL “mini” lesson – 10 Language input – 10
	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
11:00 – 12:30	CLIL (9): Language Demands To learn about the language features used in different genres and consider language demands of texts.	CLIL (11): Materials To familiarise participants with how CLIL materials can be adapted and why.	CLIL (13): Resources To develop understanding of the uses and purposes of visual organisers and multi-media in CLIL contexts.	<i>Teaching practise – 1</i> <i>Participants each teach a mini CLIL lesson</i>	<i>Teaching practise – 2</i> <i>Participants each teach a mini CLIL lesson</i>
	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
14:00 – 15:00	CLIL (10): Planning a Lesson To know how to plan and identify parts of a CLIL lesson and how to describe learning outcomes	CLIL (12): Learning Strategies To classify learning needs, characteristics and strategies.	CLIL (14): Scaffolding To be able to identify different types of scaffolding and why they are used.	Feedback on mini lessons CLIL (15): Support strategies To identify a range of support strategies which may be used before or during assessment.	Feedback on mini lessons CLIL (16): Types of Assessment To identify different types of assessment and discuss differences between summative and formative assessment.
	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>

15:15 – 16:15	Plenary session – review of today's sessions & Personal Study Programme	Plenary session – review of today's sessions & Personal Study Programme	Plenary session – review of today's sessions & Personal Study Programme	Plenary session – review of today's sessions & Personal Study Programme	Plenary session Discussion and feedback on course.
Homework	<i>Task as set by tutor</i>	<i>Task as set by tutor</i>	<i>Task as set by tutor</i>	<i>Task as set by tutor</i>	<i>Task as set by tutor</i>

Notes:

CLIL sessions 1 – 16: These are all based on the Cambridge TKT: CLIL lesson plans.

CLIL “mini” lessons: These will demonstrate theory put into practise with workshop participants being the students.

Language input sessions: These will be planned according to the language needs of the participants according to their initial language assessment.

Teaching observation of subject teachers: Depending on dates of course these will either be in a local school or using video clips of –re-recorded lessons.

Teaching practise: This gives participants the opportunity to devise their own mini lessons based on CLIL to teach to each other.

Personal Study Programme: Each participant will be given different tasks to do in order to improve their own language skills and to consolidate learning.

Homework: Tasks will vary and be designed to ensure participants maximise opportunities to improve their English e.g. finding out about the local education system from their host family and then reporting back etc.