



## CLIL is practice - a training aiming at the creation of interactive lessons using foreign languages

CLIL is increasingly being taken up by Ministries of Education as an innovative approach to teaching modern languages, as a motivating method for teaching subject areas or simply as a contribution to internationalization and the ideal of multilingualism. With this exponential growth, the lack of competent, trained CLIL teachers has become more evident.

Content teachers are not infrequently monolingual and may not recognize the benefits of becoming bilingual, while language teachers may not feel proficient in the subject-area knowledge required for content teaching. Education ministries insist on CLIL implementation, but do not oversee a workforce sufficiently competent in all three necessary areas: target language ability, subject knowledge, and CLIL methodology.

**Content and language integrated learning (CLIL)** is a term created in 1994 by David Marsh and Anne Maljers as a methodology similar to but **distinct from language immersion** and content-based instruction. It's an approach for learning content through an additional language (foreign or

second), thus teaching both the subject and the language. The idea of its proponents was to create an "umbrella term" which encompasses different forms of using language as the medium of instruction.

We propose a training which is not a common English learning course, but is conducted by native English teachers working or living in Italy, aiming at the development of competences like

- ▲ creativity
- ▲ motivation
- ▲ intelligent and focused use of ICT

in order to make specific lessons in English language on topics which are not part of English language and literature. Can be science, can be maths, can be economy. Participants are teachers or trainers or educators experts in topics which belong to them as they learnt to become professionals in their job. But, when you have to face the fact that, from tomorrow, you have to start to teach some hours of your daily program at school in English or Spanish or German, you need further competence and a great motivation to organize your lesson, to feel up to a new task, to take care on the quality of contents and, at the same time, on correct pronunciation and grammar.

*What does it mean a training on CLIL method? or better said, a training to learn and use CLIL method?*

According to the original idea, it's not just English lessons but is more and is more difficult. A challenge for the majority of teachers all around the world. It's understandable that the "old" generation is disappointed and rebel while the new one is enthusiastic, it's easier to learn languages while you are young and you can travel, Erasmus Plus didn't exist many years ago and the most of teachers, also for personal trips, couldn't go abroad.

CLIL method is a challenge and is the future but it's necessary to be realistic and go step by step, don't get scared.

After the introduction day, the course will be structured into three sections every day:

Section one:

The theory of CLIL

This section will take two hours in the morning to discuss what CLIL is, and how it can be used in classrooms. It will in part be the teaching of theory, but it will also involve a lot of group discussion and brainstorming in order to generate collaborative and personalised ideas. On each of the five days two hours will be spent discussing two conceptual areas, in the order presented below.

Knowledge and Principles of CLIL – What is CLIL and why is it important?

Barriers to participation and English speaking from students: how to overcome them Lesson planning Integrating Technology Choosing resources

Varying CLIL English content for different ages and standards

Support and CLIL outside the classroom

Disseminating the CLIL message to other teachers: how to teach the teachers

## Section two: Experiencing CLIL and improving English

The next two hours in each day, the teachers will become the ‘students’.

They will receive a ‘lesson’; delivered in English but covering a range of subjects; English, History, Business, Geography, Science, etc. Just as is promoted in the theory of CLIL, these lessons will be interactive and participatory.

The course participants will act as students, listening to the teach as she delivers a lesson, but also engaging in interactive classroom activities; doing research, having group talks, giving presentations, watching audiovisual resources, reading from texts, etc.

These lessons serve two purposes:

- A) they provide a practical example of CLIL lessons that the teachers can use to inform their own practice (or to disseminate to other teachers) and
- B) they provide a practical English lesson for the teachers – increasing vocabulary and grammar ability across a diverse range of subjects.

## Section three: Delivering CLIL and using English

The final two hours in each day are for the course participants to put into practice the CLIL theory that has been discussed, and the ideas that they have absorbed from the CLIL lessons that have been delivered by the course leader.

Course participants will be put into pairs (different each time) and given a subject on which they must deliver a small example class.

They will be given 40 minutes to prepare. Each group will then deliver a 20 minute lesson, with the other group participants acting as students. The final twenty minutes of the lesson will be spent in group discussion, identifying the strengths and weaknesses of each lesson plan and deliver, and how improvements could be made in the future. A note about learning objectives within the course: The course serves to specific functions: 1) to help teachers to use CLIL methods in their lessons (and to help other teachers in their school do the same, and 2) to improve the standard of English spoken and used by course attendants.

Sometimes, the course timetable will particular make reference about a specific ‘English language learning’ objective that is being set.

This is particularly true in the middle two hours of the day when the teachers ‘become students’ in a CLIL classroom, and participate as if they were students having a geography/history/economics lesson.

In these areas, language targets such as ‘learn vocabulary about the weather’ or ‘learn about common metaphors in poetry and prose’ might be set. In other places – such as in ‘CLIL theory’ parts of the course, no specific language target is set. However, course participants will be undertaking all group talking, discussion, listening and presentation activities in English, with a native English speaker to guide and correct them when appropriate.

As such, the general aims of these course times can always be outlined as followed:

To confidently use English to communicate ideas

To not show fear or embarrassment when using English

To make mistakes, and find ways to use the language to overcome obstacles/gaps in knowledge

To improve personal language habits and personal language mistakes

To improve pronunciation, accent and flow

To improve vocabulary

To strengthen grammar and use complex constructions to communicate experiences, thoughts, conceptual theories and intentions.

A note about teaching methods on the course It must be stressed that this course is not one where a teacher stands at the front, talks and uses a whiteboard, whilst students take notes. A few classes over the week will use this approach to communicate basic theories, but this will be only 2 -3 hours of taught experience.

All other teaching is undertaken through group discussion and class participation.

Teaching will either occur:

ü Through brainstorming and group discussion

ü Through demonstration, where course participants become active students within a class and will be called upon to participate in the class as students would.

ü Through practice, where course participants are asked to use the ideas and theories they have learned to develop a lesson, which they will then give to the rest of the class.

Group discussion of strengths and ways to improve will always follow, to ensure constructive feedback is gained from all experimentation and practice.

These methods are chosen because a) they encourage the greatest level of thought and analysis in course participants, therefore making it a more effective way to learn, as well as making it a more effective way to remember and recall later and b) they maximise the amount that course participants are actively engaged in speaking, listening and thinking in English. They are therefore also the most effective language teaching tool.

## **THE PROGRAM OF THE WEEK IN SOVERATO – CLIL IS PRACTICE**

The structure

Here below the proposed draft agenda which foreseen

- an introduction morning outdoor (Monday) – just for Erasmus Plus International guests -
- the first afternoon long session of 3 hours
- 3 full time days (Tuesday – Wednesday and Thursday) in a training room conducted by the trainer
- Friday morning will be enriched with a visit to a local school and an intercultural activity proposed by JUMP with the aim to Experience Calabria region and better know the local context
- Friday afternoon of individual learning working with laptop in order to prepare a concrete output
- Saturday morning a short evaluation and an administrative moment then free time

<b>Day</b>	<b>Morning session</b>	<b>Afternoon session</b>	<b>Late afternoon or night proposals Intercultural program</b>
Sunday 10/09	Arrival of Erasmus Plus international guests in Soverato	Arrival of Erasmus Plus international guests in Soverato	Arrival of Erasmus Plus international guests in Soverato
Monday 11/09	9:30 Ready in the B&B lobby Walk to Soverato city center. Visit to the main important point of reference Visit to the school area Brainstorming on expectations and experiences of participants  Lunch in the city	15:00 – 18:00 Introduction session  Section I “The theory of CLIL” Knowledge and Principles of CLIL What is CLIL and why is it important? Barriers English language and new competences	To be completed the first day of the training for all days
Tuesday 12/09	9:00 – 13:00 with a break From this morning teachers become students Start of the section II “ Experiencing CLIL and improving English”  Planning CLIL lessons Increasing vocabulary and grammar ability across a diverse range of subjects  13:00 – 14:00 Lunch break	14:00 – 16:00 Practical workshop on CLIL development and CLIL lessons plan	
Wednesday 13/09	9:00 – 13:00 with a break Continuation of the section II “Experiencing CLIL and improving English”  Planning CLIL lessons Increasing vocabulary and grammar ability across a diverse range of subjects	14:00 – 16:00 Practical workshop on CLIL development and CLIL lessons plan	

	13:00 – 14:00 Lunch break		
Thursday 14/09	<p>9:00 – 13:00 with a break Continuation of the section II “Experiencing CLIL and improving English”</p> <p>Planning CLIL lessons Increasing vocabulary and grammar ability across a diverse range of subjects</p> <p>13:00 – 14:00 Lunch break</p>	<p>14:00 – 16:00 Practical workshop on CLIL development and CLIL lessons plan</p>	
Friday 15/09	<p>8:30 Ready at the B&amp;B Walk to the city center Visit to a local school</p> <p>Intercultural workshop at Soverato local market “Food vocabulary for a nutrition lesson, sport and wellbeing at KM0”</p>	<p>Free time</p> <p>16:00 – 18:00 Working in autonomy to embed the learning of the week, write articles and reports, make a summary and recollect useful materials for future development</p>	
Saturday 16/09	<p>9:00 – 10:00 Evaluation session 10:00 – 11:00 Delivery of certificates and admin issues</p>	Free time	
Sunday 17/09	Departure of Erasmus Plus international guests to Soverato	Departure of Erasmus Plus international guests to Soverato	

