

## CLIL FOR EDUCATORS, Dublin Ireland

Course organizer:	John Daly Atlantic Language,
Language	EN
Objectives	The Erasmus+ course on CLIL Methodology for Educators focuses on the development of lesson facilitation where the dual targets of content and language are being simultaneously pursued. Sessions in this course will focus on scaffolding lessons, increasing communicative interaction among student, setting collaborative tasks, introducing target language, promoting enquiry-based learning, and providing support for learners.
Programme Location	Dublin, City Of Literature Dublin's cultural life is rich and varied and with one of the youngest populations of Europe's major cities, it offers an especially vibrant and friendly atmosphere for students. Dublin has it all: a charming mix of medieval, Georgian and modern architecture, a wealth of history and culture, a legendary literary tradition and particularly lively nightlife.
Participants	Participants for the seminar workshops should have an English language skill level of at least <b>CEFR B2</b> and be willing to improve their academic English skills. PhD holders, PhD candidates and other academic staff and team members who want to excel in academic publication and academic public speaking are well welcome to participate.
Topics	Communication skills; Literature, languages (incl. CLIL), classical languages; Pedagogy and didactics
Key competences	Cultural awareness and expression; Languages
Target audience	Higher education institution staff; Recent graduates / Students; School management
Number of participants	14
Certification on completion	Yes

### Course Schedule:

AM: Morning Classes 09.00 to 12.30

PM: Afternoon Classes 13.30 to 15.30

Day 1 - MON	Day 2 - TUE	Day 3 - WED	Day 4 - THU	Day 5 - FRI
<b>AM</b>	<b>AM</b>	<b>AM</b>	<b>AM</b>	<b>AM</b>
<b>Understanding the Nature of CLIL</b> <ul style="list-style-type: none"> <li>Introductions. What is CLIL?</li> <li>Aims &amp; Rationale for using CLIL</li> </ul>	<b>Language Acquisition in CLIL</b> <ul style="list-style-type: none"> <li>Language Needs in a CLIL Lesson</li> <li>The Lexical Approach</li> <li>Teacher Language</li> </ul>	<b>Lesson Planning</b> <ul style="list-style-type: none"> <li>Three-way Lesson Objectives in CLIL</li> <li>Enquiry-based Learning</li> <li>Promoting Research and Collaboration</li> </ul>	<b>Introducing New Content and New Language</b> <ul style="list-style-type: none"> <li>Adapting Authentic Materials</li> <li>Employing CLIL Tasks and Activities</li> </ul>	<b>Assessing Learning in CLIL</b> <ul style="list-style-type: none"> <li>Supporting Learners</li> <li>Developing Learning Strategies</li> <li>Assessment vs. Evaluation</li> </ul>
<b>PM</b>	<b>PM</b>	<b>PM</b>	<b>PM</b>	<b>PM</b>
<b>In at the Deep End</b> <ul style="list-style-type: none"> <li>Seeing CLIL from the Students' Perspective</li> <li>A Demonstration CLIL Lesson</li> </ul>	<b>C is for Cognition</b> <ul style="list-style-type: none"> <li>Analysing the Cognitive Demands of a Lesson</li> <li>Thinking Skills in CLIL</li> </ul>	<b>Planning for Subject-specific Contexts</b> <ul style="list-style-type: none"> <li>Selecting Materials</li> <li>Visual Organisers</li> <li>Using ICT</li> </ul>	<b>Improving a Lesson Plan with More Student Collaboration</b> <ul style="list-style-type: none"> <li>Increasing Student Collaboration</li> <li>Providing Scaffolding</li> </ul>	<b>Consolidating Learning</b> <ul style="list-style-type: none"> <li>Methods of Review</li> <li>Reflecting and Planning</li> </ul>