Content and Language Integrated Learning (Primary School Education Staff)

This course description is an overview of the type of content you can expect to cover in this programme. Courses are tailored according to the teaching context of the participants. All courses support key outcomes required under the Europe 2020 Strategy in various formats with Europass available.

Who is this course for?
Primary school teachers who teach subjects (e.g. Science, Maths, History, Geography, Arts and Crafts, Physical Education) wholly or partly in English or who might do so in the future. Teachers should have a language competence equivalent to the Council of Europe B2 level (intermediate) or above.

Course outcomes:
- Improvement of participants’ key competencies and skills for school work
- Opportunity for post-course dissemination of good practice to other teachers in school/locally
- Increased understanding of how to foster quality improvements to teaching and learning
- Opportunities to develop and disseminate innovative teacher practice for better student engagement
- Development of linguistic skills and intercultural awareness
- Enhancement of international cooperation and development in education

Course aims
- To introduce you to exciting practical ideas for CLIL (Content and Language Integrated Learning) that you can use in your own classroom or teaching context.
- To offer you a clear rationale for further exploration in this area.

Course programme
This is mainly a practical course. **Topics typically include:**
- Teacher language development
- Classroom English
- Key CLIL methodology
- Materials evaluation
- Lesson planning
- Higher Order Thinking Skills
- Graphic organisers
- Analysing task difficulty
- Different kinds of learner language use (BICS & CALP)
- Applying Bloom’s Taxonomy to lesson structure
- Writing frames
- Question loops
- Using internet resources for CLIL

Bell Teacher Campus
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, many of whom are 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 lecture each week from a prominent speaker.
### Sample timetable – week 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>9.00 – 10.30</td>
<td>Exploring different CLIL contexts &lt;br&gt;The participant experience</td>
<td>Working with text &lt;br&gt;Exploiting text for input and developing learning skills</td>
<td>Working with Text &lt;br&gt;Evaluating implications for CLIL lesson planning</td>
<td>Planning for a presentation</td>
<td>Ways of recording vocabulary &lt;br&gt;Helping learners to acquire key knowledge</td>
</tr>
<tr>
<td>11.00 – 12.30</td>
<td>The rationale for CLIL &lt;br&gt;Different models explored</td>
<td>Introducing and practising vocabulary &lt;br&gt;Checking understanding</td>
<td>Classroom language &lt;br&gt;Maximising exposure to English</td>
<td>Useful websites and materials</td>
<td>Maximising student output</td>
</tr>
<tr>
<td>14.00 – 15.30</td>
<td>Working with new content and vocabulary</td>
<td>** Campus Conference</td>
<td>X Key Lecture</td>
<td>** Campus Conference</td>
<td>Special Teacher’s Excursion</td>
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<tr>
<td>15.30</td>
<td>Optional talks, cultural activities, social programme or study time</td>
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** Campus Conference - choose from a range of workshops and talks on topical issues and/or aspects of British Life and Culture.  
X Key Lecture. Talks by well-known plenary speakers and writers.

### Sample timetable – week 2

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9.00 – 10.30</td>
<td>Vocabulary &lt;br&gt;More ideas to practise lexis</td>
<td>Analysing a receptive skills lesson &lt;br&gt;Reading and listening in the classroom</td>
<td>Using DVDs &lt;br&gt;Exploiting materials in the classroom</td>
<td>Writing &lt;br&gt;Helping learners develop key writing skills</td>
<td>Assessment &lt;br&gt;When and How?</td>
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<tr>
<td>11.00 – 12.30</td>
<td>Vocabulary &lt;br&gt;Using visual and diagrammatic support</td>
<td>Micro-teaching</td>
<td>Micro-teaching</td>
<td>Micro-teaching</td>
<td>Action plan for the future &lt;br&gt;Warmers and fillers in English</td>
</tr>
<tr>
<td>14.00 – 15.30</td>
<td>Speaking &lt;br&gt;More ideas to encourage learners to speak in class</td>
<td>** Campus Conference</td>
<td>X Key Lecture</td>
<td>** Campus Conference</td>
<td>Special Teacher’s Excursion</td>
</tr>
<tr>
<td>15.30</td>
<td>Optional talks, cultural activities, social programme or study time</td>
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Please note that this is a sample timetable. Your trainer will negotiate and agree a timetable specifically designed for your group’s needs. Your course is likely to be different from the sample timetable.

**Further information**
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