

## Content and Language Integrated Learning (CLIL)



### Overview and Outcomes

Content and Language Integrated Learning (CLIL) is the practice of teaching subjects such as science, mathematics or history in English to learners whose first language is not English.

This course helps you to become an educational practitioner ready to support learners in bilingual or multilingual CLIL settings.

You will explore the particular needs of CLIL learners, discover ideas to use in a CLIL classroom and develop the know-how to design your own CLIL activities.

### Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

### Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

### Certification

- Your end-of-course NILE certificate details the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.
- The course can be extended to include [The Trinity Certificate for Practising Teachers](#) (CertPT) - awarded upon completing an 8-week assignment after the course, fulfilling the skills and knowledge descriptors as set out by Trinity College London.

### Who should apply?

- Teachers who are or who will be working in bilingual education contexts and/or teaching bilingual learners
- Teachers working at either a primary or secondary level
- Teacher trainers who are supporting teachers working in bilingual education contexts
- Participants should have a minimum language level corresponding to B2 on the Common European Framework

### Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further two months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

### Content

*Content and Language Integrated Learning (CLIL)* covers the following areas:

- Discovering what CLIL is
- Identifying and use a range of teaching strategies for supporting learners to achieve both subject and language learning outcomes
- Developing effective CLIL activities
- Planning effective CLIL lessons
- Reflecting on work completed on the course and to identify areas for continuing professional development

The programme also includes a complementary English language development course for your individual CEFR level to be completed through the learning platform Macmillan English Campus.

Each course has a maximum of 16 participants and consists of 8 units, each introduced and completed over two days, Monday to Friday, with an optional 4-week NILE Online assignment or 8-week Trinity College London assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.



## Schedule

Each course consists of 45 hours' tuition over three weeks, plus 5 hours of social and professional interaction. Each unit requires approx. 3 hours work per day. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Course Structure				
Day 1	Day 2	Day 3	Day 4	Day 5
LIVE SESSION Introduction Unit 1 start	Unit 1 completion	LIVE SESSION Unit 2 start <i>School social activity</i>	Unit 2 completion	LIVE SESSION Week 1 Roundup Unit 3 start
Day 6	Day 7	Day 8	Day 9	Day 10
Unit 3 completion	LIVE SESSION Unit 4 start	Unit 4 completion <i>School social activity</i>	LIVE SESSION Unit 5 start	Unit 5 completion <i>School social activity</i>
Day 11	Day 12	Day 13	Day 14	Day 15
LIVE SESSION Unit 6 start	Unit 6 completion	LIVE SESSION Unit 7 start	Unit 7 completion Unit 8 start  LIVE SESSION Whole-school teacher research toolkit workshop	Unit 8 completion LIVE SESSION Course roundup LIVE SESSION Whole-school graduation ceremony

Content and Language Integrated Learning (CLIL)	
Unit 1: Orientation and Introductions	Unit 2: A CLIL Primer
<p>This unit will introduce you to the course structure, platform and dates. You will also find out what you can expect from us and what we expect from you.</p> <p>You also introduce yourselves and your teaching contexts. You will have an opportunity to share your hopes for the course with others. Finally, you will get an introduction to the world of CLIL: you will look at a definition of CLIL and identify challenges that CLIL learners are faced with.</p>	<p>You will start by thinking about the challenges facing CLIL teachers and then look at models of CLIL and some important learning theories which inform them. You will also get a window onto CLIL through the experiences and perspectives of educationalists with extensive and wide-ranging experience of CLIL. Finally, you will define for yourself some of the key concepts and terms.</p>
Unit 3: The Language of Your Subject	Unit 4: CLIL and Active Learning
<p>This unit is all about the language of your subject and your thoughts about working with this language in a CLIL classroom. You will analyse the difference between everyday and academic language in order to identify the types of vocabulary that students encounter when studying subjects through an additional language. You also learn how to evaluate texts in terms of their difficulty.</p>	<p>In this unit you will explore why active learning is integral to a CLIL lesson. Active learning helps to motivate learners and, used in a CLIL context, keeps learners engaged with the content of the lesson and the language needed for that lesson. Throughout this unit you will work as part of a group to explore why active learning is important for CLIL and collaborate on practical ideas for CLIL activities.</p>
Unit 5: Supporting Learning in CLIL	Unit 6: Developing CLIL Materials and Resources
<p>This unit considers a whole CLIL lesson. You will think about how to support your learners by planning lessons in clear stages and encouraging learners' active participation throughout the lesson, with a focus on their spoken output. This will involve analysing ways to provide input and how to plan for listening, watching, looking and reading in CLIL lessons. You will identify different types of spoken output that learners can produce, and explore why and how to give learners opportunities to work on their language production, by experimenting with and trying out their speaking skills.</p>	<p>In this unit you will focus on developing CLIL materials and resources. You will consider some important criteria for the design of CLIL materials and then adapt and share a text with other course participants. You will then revisit the important concept of 'scaffolding' – this is the use of different types of support such as graphic organisers that guide learners' understanding or help their spoken or written production. A final activity for this unit considers the use of ICT resources in CLIL.</p>
Unit 7: Feedback and Assessment in CLIL	Unit 8: Course Review and Assignment Preview
<p>This unit explores a range of approaches to feedback and assessment in CLIL. You will identify key features of effective feedback and try out a model for giving effective feedback called 'medals and missions'. Next, you will focus on the role of on-the-spot corrective feedback in the CLIL classroom and identify six different strategies for giving verbal feedback to learners about their language use. You will then look at the role of formative assessment in CLIL with a focus on the use of effective questioning strategies to get learners thinking and to check their understanding. After analysing the assessment of learners' spoken and written output using assessment rubrics, you will examine the issues involved in making tests for CLIL learners and how to ensure that a test is CLIL-friendly.</p>	<p>In this unit, you look back over your hopes for the course as well as the content of the course. You will then prepare for the assessed course assignment. You get the opportunity to try out some parts of the assignment, and you receive some feedback before you start the real thing. Finally, there'll be an opportunity for you to say a proper goodbye to other course participants and to your tutor and evaluate the course.</p>
Assignment	
Option A	Option B
Plan a teacher training session of 60 to 90 minutes for colleagues based on something you have learnt or become more aware of by doing this course. If possible, do the session with your colleagues.	Plan and carry out a CLIL lesson.