

G1801016 - SECONDARY CLIL ENGLISH TEACHING COURSE

Datas: 9 - 10 - 11 - 12 - 13 de xullo

Horario:

- **Parte presencial:** 10:00h a 14:00h e 16:00h a 18:00h
- **Parte non presencial:** 18:00h a 19:00h
- **Lugar:** Aulas 9 - 11 -13 do CAFI (R/ Lamas de Abade s/n 15702 Santiago de Compostela)
- **Horas:** 35 (30 presenciais + 5 non presenciais)

Aims

- To increase the participants' competence and general fluency with respect to the oral skills, particularly speaking and pronunciation.
- To provide abundant, meaningful opportunities speaking in a range of settings from private to public, including in pairs, small groups and in individual presentations.
- To introduce and provide targeted practice in key areas of the pronunciation of English, including pausing, sentence (nuclear) stress and meaning, problematic sounds of English for Spanish-L1 speakers, vowel length, and consonants cluster simplifications.
- To stimulate individual and group reflections on key methodological issues related to the CLIL teaching environment, with a special focus on both teacher language in the CLIL classroom, and learner language, particularly Coyle's '*language for learning*'.
- To generate a sense of community among the course participants, and to facilitate the establishment of professional networks for the future sharing of issues and experiences as CLIL practitioners.

Course leaders and tutors

Robin Walker

Robin has worked in English Language Teaching (ELT) for almost 40 years. For over 20 years he taught at the Escuela Universitaria de Turismo de Asturias before leaving to found *EnglishGlobalCommunication*. He now works as a freelance teacher trainer, ELT author and materials writer, and ELT consultant. He regularly collaborates with Trinity College London, Oxford University Press, and regional government teacher's centres around Spain. His main interests are pronunciation, English as a Lingua Franca (ELF), CLIL/EMI, and teacher education. He has published numerous articles on teaching English, is author of *Teaching the Pronunciation of English* as a

Lingua Franca (Oxford University Press, 2010), and co-author of *Tourism*, a three-level course in ESP also with Oxford University Press.

Ronnie Lendrum

Ronnie has a degree in Psychology and Biology and a post-graduate degree in Social Work. She specialised for 12 years in groupwork and communication skills, before moving to Spain in 1998 and qualifying as an English Language Teacher. In 2004, after working in language academies and companies for 5 years, she became a freelance Teacher Trainer, based in Asturias, providing courses in English Language Skills and Teaching Methodologies. Her particular interests are integrating language skills into CLIL teaching, creating meaningful communication in the classroom, lesson planning, and developing teacher confidence in using English.

Chris Roland

Chris is a trainer and methodology writer whose current work focuses on task design, language content and classroom management with primary and teenagers. He is a regular speaker on the conference circuit in Spain and abroad - this last year he presented in the UK, the Ukraine, Russia, Portugal and Turkey. He is currently based in Seville, in the private academy sector and has previously worked in semi-private schools and with the British Council in Barcelona and Damascus. He is also a Trinity Certificate and Diploma trainer with OxfordTEFL and his articles can be found in English Teaching Professional magazine.

Contents

Thread A) Oral fluency activities

Tutor: Rachel Playfair

Fun with public speaking

Participants will improve their fluency by discussing and sharing opinions on public speaking and presentations. Then, they will prepare and carry out a series of short, informal presentations in response to different visual prompts.

Small talk café

Participants will practice the skill of chatting ("small talk") about a variety of common topics with the objective of improving their use of discourse markers, fillers, and turn-taking through different ways to ask and respond to questions.

Cultural confusion

Participants will discuss differences in cultures and countries and they can lead to communication problems, sometimes with humorous results. They will practice the skill of telling an anecdote and giving additional details.

What do you think?

Participants will develop their ability to talk about a wide range of subjects by giving their opinion and debating alternative options. The focus will be on using appropriate registers when discussing topics with another person and learning and activating vocabulary.

Tutor: Chris Roland

Your life in two minutes

A personalised speaking activity in which participants construct their own biographies based on things that are important to them and things they would like to remember. The skills practised are individually prioritizing, ordering, and list making in order to set up the task, which then follows on to discussing, explaining, and interviewing skills practice in conversations with a partner. The final product is a recorded presentation and the activity taken as a whole improves spoken fluency and participants' ability to discuss what makes their own lives meaningful.

We built this company

A collaborative activity in which participants create an information sheet for a well-known company. The skills practised are selecting from and editing information on a company, and profiling their chosen enterprise by summarizing key aspects of its history and development, as well as notable products and activities. At the end of the task participants will talk a small audience through the company profile they have created. The activity taken as a whole will improve oral fluency, and provide participants with language for describing brands, for promoting an organization, and for communicating to others what that organization does.

Taking Spain to Ittoqqortoormiit

A group presentation activity with a focus on Spanish society and popular culture which involves participants talking about celebrities and icons, series and reality shows, music, art, festivals, and well-known regions and buildings - all from a basis of images which might be seen on national television. The skills practised will include working in a group, describing familiar people and things, using simple visual aids to give explanations, speaking to a small group as well as asking questions for clarification when playing the role of audience members during other group's presentations. The end product will be a short talk together with colleagues and the aim

of the task is to improve spoken fluency, and delivery of both rehearsed and improvised material.

Play it back again Sam

In this activity participants will practice providing voice over narrative to different pieces of film footage. The footage will be taken from a number of genres including: a nature documentary, a news report and a science experiment. The skills practised will include explaining and instruction giving, rehearsing and memorizing content, speaking under gentle time pressure (in order to keep up with the silent images being played), and using pauses, stress, word groups and timing to increase the clarity of the message being transmitted. The aim of the activity is to help participants whenever they need to talk a group of their own students through the stages of a task or process or to describe an event or activity.

Thread B) Teacher talk: pronunciation for CLIL classrooms

Tutor: Robin Walker

Telling things clearly

The way teachers provide learners with information in the CLIL classroom is crucial to the learners' ease of understanding. This workshop introduces the concepts of pausing, 'thought group' and sentence (nuclear) stress as fundamental to intelligibility and meaning in spoken English. It will provide teachers with 4 simple rules governing pausing and stress placement, followed by individual and group practice in determining thought grouping and stress placement in simple CLIL texts.

Consonants and clusters

Research shows that the correct pronunciation of most of the consonants language's is central to being intelligible in English. Similarly, the correct treatment of consonants clusters, especially those in word initial contexts, has a significant effect on being understood. This workshop will explore the consonants and clusters of English that are problematic for Spanish-L1 speakers, and will provide solutions to their correct pronunciation.

The long and short of English vowels

The length characteristic of English vowels and diphthongs sets them apart from the vowels of most other languages and makes their pronunciation especially difficult for Spanish-L1 speakers of the language. In addition, the length of any English vowel or diphthong is conditioned by the following consonant as in pairs like *back-bag* or *ice-eyes*. The rules behind this phenomenon are relatively simple and will be presented and thoroughly practised in this workshop.

Connecting words. Connected speech

True fluency is only possible if words in the speaker's thought groups are connected so as to allow smooth transitions from one word to another. A number of connected speech features operate in order to facilitate these transitions, and to generate fluency in speaking from a pronunciation point of view. This workshop will look at linking, elision and assimilation, three key connected speech features of English.

Thread C) Teacher talk and learner language for CLIL classrooms

Tutor: Ronnie Lendrum

Watercooler news

Teachers regularly have to introduce specialist vocabulary to students as well as requiring them to share and exchange information. Using different news stories as our 'content' material we will explore ways to explain the meaning of key lexical items. This will lead into a reflection as to how we change the language of what we read into language suitable for (re)telling things.

Do you agree?

If we want to use learner-centred activities in class, we need to ensure that students have the social/functional language that is central to exchanging opinions, offering and checking information, and making and rejecting suggestions. Here we will focus on language for agreeing and disagreeing, as well as putting across, asking for, and evaluating opinions.

Planning for dynamic classes and class dynamics

Taking what we have seen in the last two sessions (and those of other trainers) this workshop will provide a framework for predicting the language that students need to engage fully in various classroom activities. The workshop will also examine how we can ensure that our learners have this key language easily to hand during their CLIL classes.

Selling yourself

This is a role play workshop where participants will need to consider all their strengths (and maybe their weaknesses) in order to try to secure a grant for a European visiting teacher opportunity. Thinking and skills practised include prioritising, evaluating and justifying, together with the presentation of any arguments chosen to support the grant application.

Eco fair

This complex activity involves pair and small group dynamics, and not only gives participants food for thought in terms of the real-life possibilities that

they have for reducing their impact on the environment, but also provides abundant opportunities for them to put into practice their growing skills for prioritising, summarising, explaining and exchanging information.

The great debate

This final activity of the week requires participants to develop arguments to justify the inclusion of their own specialist areas of knowledge in a future CLIL syllabus. They will offer arguments in favour of their subject area, as well as challenging other people's points of view and ideas. The activity brings together all of the skills and language presented earlier in the week.