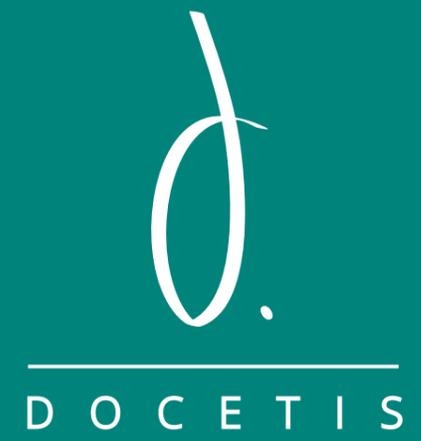


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# CLIL & Practicum

A programme with training from experts, including practicum experience in UK state secondary schools



## WHAT IS CLIL AND PRACTICUM?

This programme follows a 2-week syllabus. In week one participants will have CLIL methodology and pedagogy input sessions at a leading EFL teacher training school in Central London. The second week will include two full days in a UK state school.

### WHAT ARE THE OBJECTIVES?

By the end of the programme, participants will have an understanding of how to teach subjects using the English language and will have observed it in practice in both the private and public sector.



**2** weeks (50 lessons) total course length

**2** day practicum

### PROGRAMME CONTENTS (example)

- Orientation and introduction
- Background and rationale of CLIL
- Language for classroom management
- Language improvement through CLIL: present tense verb forms, past tense verb forms, future tense forms, phrases with prepositions and modality
- Adapting and exploiting texts in the context of CLIL
- Preparing micro lessons
- Phonology 1 — word stress, sentence stress, rhythm
- Phonology 2 — the phonemic chart and sounds in connected speech
- Receptive skills 1 — listening
- Receptive skills 2 — reading
- Methodology for presenting vocabulary
- Presentation skills in English
- Recording, recycling, and testing vocabulary

#### INCLUDED

**Programme**  
2 weeks,  
50 contact lessons

**Input Training**  
1 week, tailored  
Closed Group

**EFL Observation**  
Undertaken in  
Week 1 training

**State School Visits**  
2 full days  
Needs Analysis  
assessed before  
the course

**Feedback**  
Continuous  
throughout  
the course

**Fact Sheets**  
A range of  
information for  
participants to keep,  
Resource Evaluation,  
Speaking and  
Writing activities

**Assessment**  
A final project and  
presentation in  
Week 2 — with  
Certificates  
for Week 1  
and Week 2

## SAMPLE TIMETABLE — TRAINING WEEK 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 – 13:00	Academic CLIL	Academic CLIL	Academic CLIL	Academic CLIL	Academic CLIL
Lunch					
14:00 – 16:35	EFL lesson observations	Academic CLIL and introduction to practicum	Research-based self-study	Academic CLIL and introduction to practicum	Research-based self-study

## SAMPLE TIMETABLE — PRACTICUM WEEK 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 – 13:00	UK secondary school visit	UK secondary school visit	Reflection seminars		Presentations
Lunch					
14:00 – 16:35	UK secondary school visit	UK secondary school visit	Materials production seminars and pre-assessment analysis		Presentations and Introduction to the project

### PROGRAMME AND RATIONALE

#### AIMS OF THE PROGRAMME

- To give participants a practical context in which they can apply CLIL methodology from observation of best practice in UK state schools. This process will direct comparisons to be drawn between international teaching environments.
- To put participants in the position of the student and acquire an appreciation of how English language and subjects can be taught outside of the classroom.
- Reflection activities and mini presentations will allow the participants to:
  1. Formulate a future strategy for applying their new-found knowledge in class.
  2. Provide evidence that they are able to apply CLIL methodology for the benefit of their classroom through the action based lesson planning project.

#### MAXIMISING COMMUNICATIVE ABILITY

Before arriving, participants are asked to complete a language and teaching needs analysis. Through this, we can assess the context in which each participant has acquired their language level and what needs, applications and improvements they need to make in order to deliver effective training in English. This is very important as it will give us the specific information needed to tailor the programme as each participant builds their abilities over the two weeks.

#### CULTURAL CONTEXT

Studying in London for the entire course will be a great source of cultural inspiration for all participants. Exposure to a variety of situations will form the basis of continual discussion and feedback. Experiencing CLIL in action will provide a benchmark for participants to work towards in their own project work.

#### FEEDBACK

Continuous feedback will allow participants to look back at what they have learnt and in group workshops, discuss application and effectiveness of different ideas and concepts as they develop over the course.

#### ENGLISH LANGUAGE INPUT

Two weeks in an English-speaking environment will allow the participants to improve their own language ability and fluency. Learning by doing is a core principle of this programme which exposes participants to a diverse range of teaching approaches and cultures.

#### PRACTICUM

##### LESSON OBSERVATIONS

Lesson observations take place at specially selected secondary schools. By viewing classroom activities and lesson delivery across a range of subjects (English Language is not taught in secondary schools), participants can see how the methodology received in week one works in practice.

Participants will be required to pay attention to particular teaching scenarios so they can feedback and reflect on these situations during the midweek seminars. Observations will be supported with the use of specially designed materials and teaching aids. Upon the successful completion of both weeks of the programme, all candidates will receive two certificates: (1) Content and Language Integrated Learning, and (2) Practicum Placement and Active Lesson Planning.

#### INPUT SESSIONS

During the first week, participants will receive instruction which covers methodology across a variety of CLIL topics (see example programme contents). This tailored syllabus is created using the original needs analysis. Observing ESL (English as a

Second Language) classes will inform the correct observation techniques can be practised in preparation for the practicum. As well as receiving input, participants will become sufficiently prepared for the second week where the course changes from theory to practice.

#### MATERIALS WORKSHOPS

Our workshops will allow participants to work on producing their own materials (assessed through the project) based on their continuing experience, as well as methodology input sessions.

#### FIELD TRIPS

Participants will be given specific trips to undertake in London at the weekend and in the evenings. They will need to use these visits as a central part of an educational lesson plan. Task-based activities will be set to enable the participants to formulate learning activities and apply resources outside of the classroom within the curriculum context.

#### POST-OBSERVATION SEMINARS

Following the observations, participants will attend a number of seminars to reflect on both their observations and on how the methodology they have acquired applies to them. Moreover, they will look at how they can apply this knowledge in their own lesson planning and how they can achieve effective material production during the project stage of the course.

#### COURSE REFLECTION

Each participant will be required to deliver a ten-minute presentation on what they have learnt on the course, and how they can apply it to their classroom. Participants will be able to identify the differences between their own teaching context and that of the UK. The presentation will demonstrate the area that their lesson plan and materials development project will cover.



*‘This was a great course for me. Rena taught me new ways to interact with my students’*

**Khadhra**  
High School Teacher

## CLIL AND STEM

Docetis International offer a range of programmes specifically aimed for those teachers of STEM (Science, Technology, Engineering and Maths) subjects. The following are two examples that have been delivered for Maths and Science teachers.

### CLIL AND PROBABILITY THEORY: SUBJECT ENHANCEMENT AND TEACHER'S APPROACH

A 2-week program focusing on CLIL methodology for delivering English language through specific subjects with a focus on Maths and Probability. The programme can be adapted to feature specific requirements of a group.

#### LECTURES

Experts in their field are selected to provide specialist training that can cover the following themes:

- Definition of probability and its connection to observed frequencies
- Subjective, conditional, joint probability and examples
- Counting, combinations, permutations and their application to probability
- Set theory and probability examples
- Quantitative vs. qualitative variables and different approaches
- Distribution of probability and cumulative probability for discrete and continuous variables

- Expected value of a variable
- The mean, median, standard deviation, interquartile range
- The mode and bimodal distributions
- Tossing coins – Bernulli and Binomial distributions and problems
- Poisson distribution and Poisson problem
- The normal distribution
- Analysing scatter plots
- Basic examples of regression: ordinary least squares method
- Estimation of parameters
- Advanced methods
- Meeting essential requirements for post-16 provision
- Promoting the value of English and mathematics across the institution
- Creating effective collaboration between English and Mathematics specialists and vocational staff
- Effective monitoring and evaluation of students and staff progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1				
<b>Introduction</b> <b>Concepts:</b> Key understanding and principles outline	<b>Morning:</b> Language component  <b>Afternoon:</b> Lecture: Using Technology in Teaching Statistics and Probability	<b>Full Day:</b> Lecture delivered by subject-specific academic	<b>Morning:</b> CLIL input adaptation of materials  <b>Afternoon:</b> Teacher-led Science Museum visit	<b>Full Day:</b> Lecture: Teaching Statistic and Probability in Advance Mathematics
WEEK 2				
<b>Embedding English and Mathematics</b>	<b>Morning:</b> Discussion: language issues  <b>Afternoon:</b> Lecture: Practical examples of probability in context	<b>Full Day:</b> Lecture delivered by subject-specific academic	<b>Morning:</b> CLIL session  <b>Afternoon:</b> Reasoning using simulations and introducing conditional probability	<b>Full Day:</b> Reflection Journals Certificates

### CLIL AND TRIPLE SCIENCE TRAINING

A 2-week program focusing on CLIL methodology for delivering English language through specific subjects with a focus on delivering and managing a triple science department. The following programme can be adapted to feature specific requirements of a group.

#### LECTURES

Experts in their field are selected to provide specialist training that can cover the following themes:

- Using effective techniques to identify areas of weakness
  - A range of reports and key documents to conduct a department evaluation and identify areas of weakness.
  - How to encourage, assess and respond
- Turning around areas of weakness
  - Implementing effective strategies for consistent delivery
  - Selecting appropriate pathways for learners
- Getting your team on board
  - Understanding the role of middle leaders and the characteristics of good leadership
  - Introducing change: reducing resistance and addressing concerns

- Raising aspirations, engaging learners and improving recruitment and progression
  - How to introduce STEM careers to raise aspirations, improve progression and motivate learners
  - Exploring strategies to improve students' confidence and effort

#### VISITS

Participants will benefit from a range of visits to high profile organisations:

- Royal Society for Chemistry
- Queen Mary University of London Centre of the Cell
- The Royal Institute of Great Britain



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1				
<b>Introduction</b> Programme Outline Language approach to Science	<b>Practicum Visit</b> Participants will get the opportunity to visit a UK secondary school, and to observe science lessons and take part in discussion with the Science Department managers.	<b>Full day:</b> Lecture: 'Leading the Turn Around of Your Science Department for Success'	<b>Practicum Visit</b> Laboratory observations for subject specific days. (Themes will be outlined before the course start date).  Lecture: 'Chemical Regulation: The Good, the Bad and the Ugly' (RSC)	<b>Morning:</b> Reflection — Language  <b>Evening:</b> Lecture: 'Everyday Chemistry' at The Royal Society
WEEK 2				
<b>Science Materials:</b> Adapting bespoke materials and published material sourcing	<b>Practicum Visit</b> Subject specific lesson observations and networking with Heads of Science to discuss their Triple Science approach	<b>Full day:</b> Physics workshop 'Lights, Camera, Images'	<b>Morning:</b> Reflection  <b>Afternoon:</b> CELL Centre Visit	<b>Morning:</b> Reflection Presentations Certificates  <b>Evening:</b> Lecture: 'Building Blocks of the Universe' at The Royal Society