



CLIL: TEACHING TEENAGERS: THE CHALLENGE AND THE REWARD.

JUSTIFICACIÓN

Esta jornada de carácter regional pretende reunir a los profesores de todos los sectores de la enseñanza del inglés en nuestra región en colaboración con la asociación TESOL Spain, que se dedica exclusivamente a los intereses y necesidades de los profesores de lengua inglesa en España.

OBJETIVOS

Reunir a profesores de todos los sectores de la enseñanza del inglés en nuestra región. Proporcionar herramientas útiles de CLIL para el aula. Ayudar a los profesores a planear sus clases con la idea de motivar a sus alumnos adolescentes al máximo para potenciar su participación en las clases de inglés. Utilizar CLIL para enseñar a los alumnos a escribir eficazmente. Mejorar en la utilización de recursos online en el aula de inglés.

CONTENIDOS

Tres fascinantes talleres dirigidos principalmente a profesores de secundaria proporcionarán herramientas útiles de CLIL para el aula.

1. **Teaching Teenagers.**
2. **Ideas for Teaching Writing to Secondary Students**
3. **Are you not entertained?**

METODOLOGÍA

Eminentemente práctica y participativa

DESTINATARIOS Y CRITERIOS DE SELECCIÓN

Profesores de Inglés de Primaria y Secundaria con un nivel mínimo B2.

CALENDARIO Y LUGAR DE CELEBRACIÓN

El curso se celebrará en el CPR de Mérida el día **27 de octubre 2018**.

CERTIFICACION

Se expedirá un certificado de 4 horas (0,5 crédito) a los participantes que asistan como mínimo al 85% del tiempo de duración de la actividad (Orden del 31 de octubre de 2000-DOE de 4 de noviembre)

PONENTES

Elizabeth Beer, Amy Kelly y Chris Roland

ASESORA RESPONSABLE

Ana María del Mazo Sánchez, asesora del CPR de Mérida. (Asesoría de Plurilingüismo (anamazo@educarex.es / tfno:924-009939)

INSCRIPCIONES Y LISTA DE ADMITIDOS

Se realizarán a través de los siguientes enlaces:

Docentes de centros sostenidos con fondos públicos

<http://inscripciones.educarex.es/index.php?id=66168>

Docentes de centros privados

<https://goo.gl/forms/Tle25kK6E8vjxrin1>

El plazo finaliza el **23 de octubre de 2018**. La lista de admitidos se publicará el **24 de octubre de 2018** en la página web del CPR de Mérida

SPEAKERS' DATA

Elizabeth Beer is the Director of Studies at Hyland Language Centre, Madrid. She has taught EFL for 14 years in Spain, Vietnam and Hong Kong. She is interested in all aspects of teaching, but in particular literacy, lexis and pronunciation development with adults and young learner students. She is a teacher trainer and a Cambridge Examiner.

Teaching Teenagers

A new academic year arrives and with it a new timetable. Afternoon teenager classes, all year! For some, this is a delightful prospect, for others...not so much. Our teenage learners are probably feeling that same way too, looking at their timetables and either really looking forward to their English classes, or thinking, uh-oh, here we go again! How can we reach a happy medium where both the students and the teacher are enjoying their English classes? This session helps you to look again at your planning and staging, and gives you practical ideas in the classroom to help you engage and challenge your students in order to get the best out of them in the class.

Amy Kelly graduated with an MATEFL from the University of Limerick in 2010. After that she worked in Japan for two years and then moved back to Europe to work with the British Council in Spain. She worked for one year in British Council Segovia and has been working in British Council Madrid for three years where she now coordinates primary levels as well as teaching.

Ideas for Teaching Writing to Secondary Students

How often do we struggle to make writing fun and approachable for our students? The session aims to arm teachers with some practical ideas to tackle three parts of teaching writing to secondary students: giving writing importance, Course book lifting to make writing tasks more approachable and fun and more ideas for term-long writing projects and use of correction codes. The session is aimed at teachers who wish to make writing more fun for their students and will require audience participation.

The session aims to arm teachers with some practical ideas to tackle four parts of teaching writing to secondary students: giving writing importance, changing writing tasks slightly to engage students more and ideas for term-long writing projects and using correction codes to foster student autonomy.

Firstly we will look at tried and tested term-long projects. The first project we will look at will be a survey-writing project which includes using CLIL to teach students how to effectively write surveys, collect and analyse survey data and how to use Excel to make pie charts to illustrate their findings. The next project is using Post-Crossing, which is an online platform for postcard exchange, in class, giving students an audience to write for and as a base for a writing project about the countries that the students receive postcards from. The last project is making a class magazine which has a web-generated cover using bighugelabs.com.

Secondly, we will move on to talk about how to change writing tasks slightly to make them more motivating for students. The ideas we will look at are: student-generated lift the flap guessing games to practise narrative tenses and report writing, tasks that involve assigning students different personas to write as for opinion essays, using online tools such as Wheel Decide and Fruit Machine to randomly assign items which must then be included in writing tasks and using Rottentomatoes.com as a start-point for writing good or bad film reviews.

Lastly, we will start by talking about how to give writing importance in class by making writing booklets and making sure students understand how important their writing is to you. We will also discuss error correction codes, how they have worked in my classes and the possible pit falls of using them.

Chris Roland is a teacher and trainer based at ELI, Seville. He tutors on the Trinity Certificate and Diploma courses for Oxford TEFL, Barcelona, and works with teachers across a wide range of contexts. He enjoys breaking down what happens in classrooms at the level of task design, engagement and teacher to student dynamics. He is the author of Understanding Teenagers in the ELT Classroom available from Pavilion.

Are you not entertained?

In this session, we shall work on two levels. We will start with the idea that our principal role is not to entertain our students - be they YL's, pre-teens, adolescents or young adults - but that it is to provide professional help with language. We shall then pursue this line of thinking across a roller coaster ride of colourful classroom activities that have as their basis student generated sentences. Suitable for new teachers, seasoned veterans