



**TRINITY**  
COLLEGE LONDON

Approved Service Provider



Excellence in Education

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## Teacher Support for Professional Development Workshops 2020/2021

(ESOL, Bilingual Classroom, Drama & Music Best Practice)

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(ESOL, Bilingual  
Classroom, Drama &  
Music Best Practice)

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# CODES

## PRESENTATION TYPES



**Plenary.**  
Plenary presentation given by a renowned speaker..



**Keynote.**  
Highlighted talk given by a renowned speaker.



**Roundtable.**  
Round table discussion consisting of 3-5 participants in which an important topic is discussed.



**Workshop.**  
Practical presentation which includes audience participation.



**Talk.**  
Theoretical presentation in which there is little or no audience participation.

## CONTENT AREAS



**Affective Learning**  
A focus on learning strategies in which a positive attitude is created in the learner.



**Content Language Integrated Learning** Strategies for the integration of content and language in classrooms where a subject is being taught through English. Bilingual education.



**Classroom Research**  
Classroom-based Action Research.



**Classroom Techniques** Includes the use of drama, IT, games, grammar, music, songs, video and vocabulary in the classroom.



**Intercultural Issues** Mixed nationality classes. The introduction of multi-cultural topics or of British or American culture in the classroom



**English for Academic**  
Purposes Linguistic structures and strategies related to Academic English. Text analysis, critical thinking, oral presentations, writing academic papers etc.



**English for Specific Purposes**  
Technical English specific to an area of study, such as business, engineering, medicine etc.



**Language planning** English as the Medium of Instruction and language policies. Topics related to linguistic policy in a teaching centre or country. Support for learners in classes taught in English in the university sector.



**Materials Development**  
The development of materials for the classroom or of manuals in English.



**Phonology and Pronunciation**  
Pronunciation-related topics.



**Second Language Acquisition** The process of learning English as a mother tongue as compared to learning English as a foreign language, neurolinguistics, bilingualism etc.



**Skills** Teaching and learning listening, speaking, reading and writing skills. Presentations related to a specific skill.



**Teaching Methodology and Strategies**  
Classroom methodology, such as flipped classrooms, task-based learning etc.



**Teacher Development and Management**  
Training plans for teachers. Topics related to the management of a language department or a teaching centre.



**Testing, Evaluation and Assessment** Exams and assessment.



**World Englishes**  
Varieties of English, English as Lingua Franca.

## AUDIENCE CODES



Infant



Primary



Secondary



Adult and University



All Audiences

## TEACHING EXPERIENCE



**New teachers**  
Less than 2 years' experience



**Practising teachers**  
More than 2 years' experience



**Experienced teachers** More than 10 years' experience, trainers, researchers, tertiary sector



All



DRAMA / SPEECH



MUSIC



Rock&Pop



CERTIFICADO



CRÉDITOS



CURSO TUTORIZADO EN LÍNEA



MODULAR

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Level of English: Participants should have B2 level English or above in order to benefit from the training.

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**SUBJECT: English Language and CLIL** (Content and Language Integrated Learning)).  
Level of English: Participants should have B1 level English or above in order to benefit from the training.

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**SUBJECT: English Language and CLIL** (Content and Language Integrated Learning)).  
Level of English: Participants should have B1 level English or above in order to benefit from the training.

46

**SUBJECT: Drama in the English Classroom and Trinity Stars**  
Level of English: Participants should have B1 level English or above in order to benefit from the training.

48

**SUBJECT: Music, Drama and English Language**  
Level of English or Spanish: The training could be taught in English or Spanish. Participants should have B1 level English/Spanish or above in order to benefit from the training.

61

**SUBJECT: Music**

Target Group: Workshop taught entirely in Spanish. From Initial to Grade 5 of the Music levels of Trinity College London.

67

Free VLE Courses (Virtual Learning Environment)

71



# Presentation

Trinity College London believes that effective communicative and performance skills are life enhancing, know no bounds and should be within reach of us all.

We exist to promote and foster the best possible communicative and performance skills through assessment, content and training which is innovative, personal and authentic.

Trinity College London is a leading international exam board and independent education charity that has been providing assessments around the world since 1877. We specialise in the assessment of communicative and performance skills covering music, drama, combined arts and English language.

With over 850,000 candidates a year in more than 60 countries worldwide, Trinity qualifications are specifically designed to help students progress.

Our aim is to inspire teachers and learners through the creation of assessments that are enjoyable to prepare for, rewarding to teach and that develop the skills needed in real life. Therefore, we offer teachers a wide range of workshops and courses, in person and online, covering different subject areas and skills, to promote resources for good practice in the classroom.

We present our range of talks, workshops and courses.

Trinity College London cree que unas habilidades efectivas de comunicación y rendimiento mejoran nuestra vida, no conocen límites y deben estar al alcance de todos.

Existimos para promover y fomentar las mejores habilidades comunicativas y de rendimiento posibles a través de la evaluación, el contenido y la capacitación que son innovadores, personales y auténticos.

Trinity College London es una junta internacional líder de exámenes y organización benéfica de educación independiente que realiza evaluaciones en todo el mundo desde 1877. Nos especializamos en la evaluación de habilidades comunicativas y de desempeño que abarcan música, teatro, artes combinadas e idioma inglés.

Con más de 850,000 candidatos al año en más de 60 países en todo el mundo, las calificaciones de Trinity están diseñadas específicamente para ayudar a los estudiantes a progresar.

Nuestro objetivo es inspirar a los maestros y alumnos a través de la creación de evaluaciones que sean agradables de preparar, que sean gratificantes de enseñar y que desarrollen las habilidades necesarias en la vida real. Por ello ponemos a disposición de todo el profesorado una amplia gama de talleres y cursos, presenciales y online que cubren distintas áreas temáticas y habilidades, para promover recursos para la buena práctica en el aula.

Presentamos a continuación nuestro abanico de charlas, talleres y cursos.

# Methodology

Through our methodology we intend not only a verifiable and real learning of the English language, but also the creation of a system of good practices in the classroom, thus enhancing the transversality between the different subjects and converting teaching into an active and participatory experience between teachers and students.

Our methodology is designed to help teachers to develop programs of different levels with which, and through different activities, they will achieve their curricular objectives at the same time as students progressively progress from low levels (to remember, to organize and to select information previously acquired) to the highest levels (to analyze, to relate and to apply that information to face new situations or problems).

In this way, teachers can equip students with the skills required for 21st century professionals: authentic communication skills; critical thinking; independent reflection and teamwork in multicultural contexts. Integrated skills that students must apply to be able to develop as responsible subjects in different situations and contexts of social, professional and personal life, and that are focused on making strategic decisions.



Work is done on real examples of didactic units. Authentic materials are promoted.

Carefully staggered courses that build confidence and enjoyment as they continue to stretch and challenge.



The positive impact on learning, engagement and achievement is discussed.

Practice in teams representing the classroom, contemplating multiculturalism and inclusion.



We encourage teachers to use their own choices and interests in workshops when they have few resources in the classroom: this motivates teachers and makes assessment more relevant and enjoyable.



# Catalogue

Below you will find all the information about the talks, workshops and courses, face-to-face and online, and completely free, that from the Trinity College London Approved Service Provider team and Excellence in Education in Spain we make available to all teachers belonging to any educational field , public or private, and of any level, interested in developing their continuous professional training to favor the performance of students in the classroom through various areas such as music, theater, combined arts, communication skills and the English language.

Our continuous training is taught taking into account the needs of each teacher, center or institution, focused on the student. We have different formats: plenary talks (1 hour duration), workshops (1.5-3 hours duration) and personalized courses (several modules to choose from).

At the end of any type of training, and for the sake of a better experience, we maintain a personalized contact with each participant to know their opinion on the content of the specific training completed through our quality and satisfaction questionnaire. Each participant has the option of obtaining a personalized and numbered digital attendance certificate and, if there is one, additional material used by each speaker.

**All the workshops and courses can be delivered as webinars.**



30

Specialized courses with multiple combinations.

116

Resources and materials for talks and workshops.

525

Hours.

## SUBJECT: English Language and CLIL

(Content and Language Integrated Learning).

Level of English: Participants should have B2 level English or above in order to benefit from the training.

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# PLENARY TALK



## Making projects work (1h.)

Introducing collaborative learning or getting students to use 21st-century skills –these and other recent trends in ELT (English Language Teaching) create challenges for teachers. The use of projects is one way of meeting these challenges. Using his own experience over the last 25 years, our speaker will explain how to get the best from projects in second language and CLIL classrooms (Content and Language Integrated Learning). The participants will be guided through the key steps in all project work, finishing with the complexities of assessment of project work.



### Target Group:

Secondary School teachers and Adult and University teachers of Second Language and CLIL classroom who would like to work in a collaborative way through project-based learning.

### You'll get:

- Getting your students to use 21st century skills.
- Getting familiar with key steps for project work and with the complexities of assessment of a project work.



## PLENARY TALK



# The globalisation of English: implications for the ELT classroom (English Language Teaching) (1h.)

The most important role of English in the world today is as a language for international communication between non-native speakers. In this talk we will first look at what is meant by the term English as a lingua franca (ELF). Then, focusing on pronunciation, vocabulary and idiomaticity, we will go on to explore the practical implications that this new situation brings us and our students in terms of efforts in the English language classroom.



## Target Group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

## You'll get:

- Your students interested in the use of English as a Lingua Franca.
- To analyze practical implications that this new situation brings us and our students in terms of efforts in the English language classroom.

## PLENARY TALK



### They Don't Do Scottish Accents (1h)

When you are learning a new language, the last thing you want to have to deal with are different accents. Or is it? Accent variation is the reality of living languages, and this is especially true of today's globalized English. So how can we deal with accents in the ELT (English Language Teaching) classroom? Or should we just stick to RP (Received Pronunciation)? This session takes a look at the inevitability of accents in ELT and at how we can introduce them into our classes in a meaningful way.



#### Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

#### You'll get:

- To learn how to deal with accents in the ELT classroom and how we can introduce them into our classes in a meaningful way.

## PLENARY TALK



### Imaging Pronunciation (1h.)

Pronunciation can be problematic because of a skills component that requires meaningful input during the initial stages of acquisition. Input is often through explications whose effectiveness is limited. This talk looks at how to use images to support or substitute such explanations, and hopefully make learners' efforts in the early stages of acquiring new pronunciation more effective.



### Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

### You'll get:

- To make your students' efforts in the early stages of acquiring new pronunciation more effective.



## PLENARY TALK



### From being intelligible to being you – pronunciation for today (1h.)

The importance of English for international communication seems to have created a conflict between teaching pronunciation for English as a foreign language (EFL) or teaching it as a lingua franca (ELF). However, the conflict is only apparent, and in this session we will look at how the pronunciation syllabus can respond to everyone's needs, at how it can help learners to reach whatever goals they choose for their own pronunciation, and at how it can also fulfill the demands of the 2018 updated CEFR scales.

#### Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

#### You'll get:

- To look at how the pronunciation syllabus can respond to everyone's needs, at how it can help learners to reach whatever goals they choose for their own pronunciation, and at how it can also fulfill the demands of the 2018 updated CEFR scales.

## WORKSHOP



### Language through literature (1.5h.)

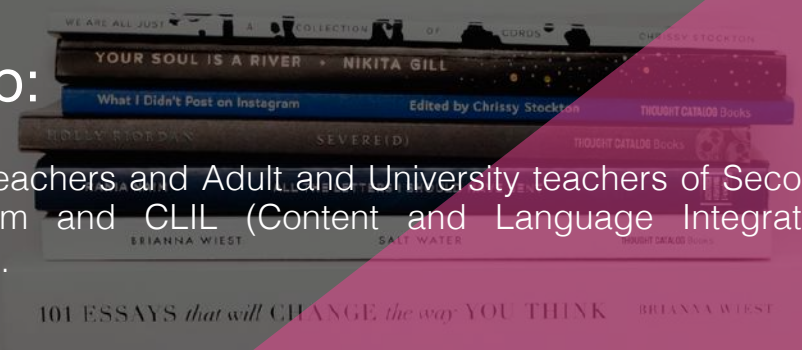
Too often the word 'literature' conjures up ideas of impenetrable genius. But it doesn't need to be this way, and properly used literature provides even lower level learners with an excellent window into both the English language and the cultures of the English-speaking world. In this workshop we'll look at practical examples of activities designed to carefully introduce students to literature in English, whilst at the same time providing plentiful opportunities for meaningful practice of essential language skills.

#### Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom and CLIL (Content and Language Integrated Learning) classroom.

#### You'll get:

- To learn how to introduce students to literature in English with meaningful practice of essential language skills.



## WORKSHOP



### (M)other-tongue tied (1.5h.)

Most teaching is done to monolingual groups by teachers who share the learners' first language. On the surface this would seem to be far from the ideal situation for teaching pronunciation. Everyone will be making the same mistakes with nobody there to correct them. Or is it like that? Could it not be that there are real benefits to working with learners who share the same L1 (Mother tongue)? In fact, is their mother tongue really tying these learners up, or is it the foundation to success in pronouncing in English well?

#### Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom and CLIL (Content and Language Integrated Learning) classroom.

#### You'll get:

- To learn the real benefits to working with learners who share the same L1.



## WORKSHOP



### Independent listening (1.5h.)

Trinity's Integrated Skills in English exam involves an independent listening task designed to assess the candidates ability to deal with real-life listening to podcasts, classes or lectures. In this session we'll begin by looking at the difference between interactive and independent listening, and at the special difficulties the latter supposes for the listener. Then we'll explore a range of activities that we can use to help learners to become better independent listeners.

#### Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

#### You'll get:

- To learn the difference between interactive and independent listening.
- To help learners to become better independent listeners.

## WORKSHOP



# Rating scales, subjective assessment and judging student output (1.5h.)

How do you assess something as complex as writing or speaking? What factors mark the difference between somebody who writes/speaks well, and somebody who doesn't? This workshop begins with a guided tour of the principles of subjective assessment. By the end, not only will you understand Trinity's GESE and ISE rating scales, you will also have ideas as to how to use them yourself as you prepare learners for either exam.



## Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

## You'll get:

- To learn how to assess something as complex as writing or speaking.

## WORKSHOP



# IDEAS for Teaching Pronunciation (1.5h.)

Ideas! We all need ideas because of the demands placed on us by teaching English, and especially by the teaching of English pronunciation. But as well as ideas we need a clear framework as to how and when to make best use them. In this session it will be explored a host of practical ideas, tips and strategies – from the simple to the sophisticated – for teaching the pronunciation of English to (young) adults.



## Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

## You'll get:

- To learn practical ideas, tips and strategies – from the simple to the sophisticated – for teaching the pronunciation of English to (young) adults.



## WORKSHOP



### Portfolios as a tool for learning to write (1.5h.)

Portfolios have been used in areas such as photography or the creative arts for a long time now. But they can also be used in the teaching of English, and especially in creative activities such as writing. In this workshop we will explore the Trinity College London portfolio toolkit, and see how we can use this free resource to improve our learners' motivation to write in English, and in the evaluation of their efforts once they have put pen to paper.

#### Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

#### You'll get:

- To explore the Trinity College London portfolio toolkit, and see how we can use this free resource to improve our learners' motivation to write in English

## WORKSHOP



# What have you got to say for yourself? (1.5h.)

Being able to speak fluently is something that students all over the world regularly state as one of their main language learning goals. Why is it, then, that so many of them find it so difficult? How is it that when they have something to talk about, they chat away non-stop? In Spanish! In this workshop we'll look briefly at the conditions that characterize fluent speaking. Next, we'll explore practical steps we can take to help our students to get better at this most valued and valuable English language skill. And yes, we'll do some speaking!



## Target group:

Secondary School teachers and Adult and University teachers of Second Language classroom.

## You'll get:

- To look briefly at the conditions that characterize fluent speaking. Next, we'll explore practical steps we can take to help our students to get better at this most valued and valuable English language skill.

## COURSE



# Getting going with CLIL (Content and Language Integrated Learning) (12h.)

**Timing:** 4 x 3h workshops sessions course.

### Aims:

- Examination of the different interpretations of CLIL concept and exploration of its reality in Spain, particularly in Secondary and vocational training.
- To discuss the impact of the globalisation of English on the choice of goals and models for bilingual teaching in an EU context.
- To explore the basic concepts of second language acquisition and critically reflect on their relevance to a CLIL classroom.
- Protocol for CLIL lesson planning – Coyle, the 4Cs model and other variables in CLIL lesson planning, the planning sequence. Bloom's taxonomy of thinking skills.
- To examine CLIL activities through the lens of Cummins' quadrant of task difficulty.
- To explore classroom techniques and activities that create scaffolding and supporting content learning in CLIL.
- To examine ways of providing language support in CLIL classrooms.

### Contents:

- Workshop 1 - CLIL and programas bilingües (AICLE) in Spain – roles, goals, benefits and complications of CLIL in a Spanish Secondary or tertiary environment.
- Workshop 2 - Planing lessons the CLIL/bilingüe classroom. Coyle's 4Cs. Cognition and CLIL. Communication and the language of and for learning. Culture in the CLIL lesson plan.
- Workshop 3 - Second language learning and the CLIL/bilingüe classroom. How languages are learned. Second Language Acquisition, Task-based Learning and successful CLIL.
- Workshop 4 – Supporting learning in the CLIL/bilingüe classroom. Scaffolding concept learning. Facilitating language acquisition in the CLIL classroom

### Target group:

Teachers already working in a CLIL environment with learners in Secondary, Baccalaureate, vocational training, or tertiary education.

### You'll get:

- To know the different CLIL concepts and reality in Spain.
- To learn protocol for CLIL lesson planning and classroom techniques depending on different perspectives.
- To examine ways of providing language support in CLIL classrooms.





## COURSE



# Subject - Teacher Skills for the CLIL classroom (Content and Language Integrated Learning) (15h.)

**Timing:** 5 x 3h workshops sessions course.

### Aims:

- To introduce and practice of the concepts of tonicity, tone unit and tonic stress as key elements in the construction of meaning and guarantee of intelligibility in teacher talk in the CLIL classroom.
- To review the processes and micro-processes that contribute to oral comprehension in a second language. Practice designing the pre-, while- and post-listening activities to aid the comprehension of a class-suitable audio or video clip.
- To examine the processes that facilitate the learning of vocabulary in a second language. Select a range of practical activities suited to CLIL.
- To explore the processes that contribute to comprehension when reading in a second language. Practice designing the pre-, while- and post- reading activities that aid comprehension of reading texts suitable for CLIL input.
- To examine the causes and possible classifications of student errors in second language use of English. Develop a consistent strategy for correcting errors in student written and spoken output in CLIL classes.

### Contents:

- Workshop 1 - Clarity in CLIL teacher talk: the correct use of pausing and sentence stress for the creation of exact meaning.
- Workshop 2 - Listening in a CLIL context: interactive versus independent listening. Skills and strategies for successful listening.
- Workshop 3 - Vocabulary for CLIL: memorisation processes and learner actions that facilitate long-term retention of vocabulary.
- Workshop 4 – Supporting reading in a CLIL environment: decoding text, working memory and the phonological loop.
- Workshop 5 – Dealing with errors and supporting learning in CLIL. Types of errors and mistakes. Error and clear communication.

### Target Group:

Teachers already working in a CLIL environment with learners in Secondary schools, vocational training (FP), or university.

### You'll get:

- The suitable skills for a CLIL classroom from reviewing the processes and micro-processes.
- To notice what can be the possible causes for student errors in second language use of English and try to correct them in CLIL classes.

## COURSE



# Teaching the pronunciation of English (15h.)

**Timing:** 5 x 3h workshops sessions course.

### Aims:

- To examine the connection between pronunciation, grammar, vocabulary, and the four skills (Listening, Speaking, Reading and Writing).
- English as a lingua franca and the implications for setting suitable pronunciation teaching goals, priorities and models.
- Introduction and practical exploration of tonicity, tonic stress, intonation and meaning in spoken English.
- A brief review of the classification and articulation of the individual sounds of English. A detailed analysis of the problematic consonants for Spanish speakers of English.
- To practice with the more difficult consonants for Spanish speakers of English focusing on aspiration, alveolar plosives, fricatives.
- A practical examination of the vowel quadrant and the identification of the key features of English vowels.
- To examine the similarities and differences between Spanish and English pronunciation, and the use of Spanish as a teaching resource.
- To review the concepts of stress, stress timing, and the pronunciation changes in connected speech (linking, elision and assimilation).
- A practical exercise in locating and pronouncing the connected speech features typical of songs and other rhythmic materials.
- A practical examination of the basic techniques and strategies needed for working on their pronunciation in class.
- Imitation, Discrimination, Demonstration, Explanation, Association and Stimulation – classroom IDEAS for the teaching of pronunciation.

### Contents:

- Workshop 1 - The importance of pronunciation for competence in the other language skills. Goals, models, and teaching priorities.
- Workshop 2 - Pausing, sentence stress and the creation of specific meanings in spoken English.
- Workshop 3 - The sounds of English. Problems, priorities and practice for Spanish–L1 (Mother tongue) speakers of English.
- Workshop 4 – Connected speech. Vowel reduction, linking, assimilation and elision – changes in connected speech in English.
- Workshop 5 – Basic techniques and IDEAS for teaching pronunciation.

### Target Group:

Secondary and Adult English Language teachers, the course will also be useful for teachers in upper Primary.

### You'll get:

- To know the similarities and differences between Spanish and English pronunciation and the use of Spanish as a teaching source.
- Ideas for teaching pronunciation going through problems Spanish students can face.

## COURSE



# Teaching English (15h.)

**Timing:** 5 x 3h workshops sessions course.

### Aims:

- To examine the connection between pronunciation, grammar, vocabulary, and the four skills (Listening, Speaking, Reading and Writing).
- To establish realistic pronunciation teaching goals, priorities and models.
- To present the basic techniques for working on pronunciation in class.
- To explore the processes that lie behind listening in L2 (second language) and L1 (mother tongue), and to differentiate between interactive and independent listening.
- To provide an introduction the micro-skills and processes that underlie successful reading.
- To explore and experiment procedures and activities that support reading in the second-language classroom.
- To compare real-life and classroom speaking, and to examine pairings and groupings that facilitate speaking in class.
- To contrast fluency and accuracy and their role in the assessment of speaking in English.
- To contrast product, process and genre-based approached to teaching writing.
- To explore the value of drafts in writing and to establish a protocol and criteria for the treatment of errors in mistakes in L2 writing.

### Contents:

- Workshop 1 - Pronunciation and competence in the other language skills. Goals, models, priorities and classroom techniques for teaching the pronunciation of English.
- Workshop 2 - Teaching listening. The processes behind L2 listening. Teaching versus testing listening. Interactive and independent listening. Skills and strategies to facilitate listening.
- Workshop 3 - Reading in English. Bottom-up and top-down processes. Reading and the phonological loop. Classroom activities to support reading. The value of extensive reading schemes.
- Workshop 4 – Speaking in English. Real-life speaking and speaking in the language classroom. Classroom dynamics to facilitate speaking. Fluency and accuracy in speaking. Assessment of speaking.
- Workshop 5 – Writing in English. Product versus process. Writing for a public and a purpose. Using drafts in writing. Assessment of writing and dealing with errors and mistakes in drafts and finished texts.

### Target group:

Primarily at Secondary and Adult English language teachers, the course will also be useful for teachers in upper Primary.

### You'll get:

- A general idea of the skills required to teach English with real-life integrated skills.

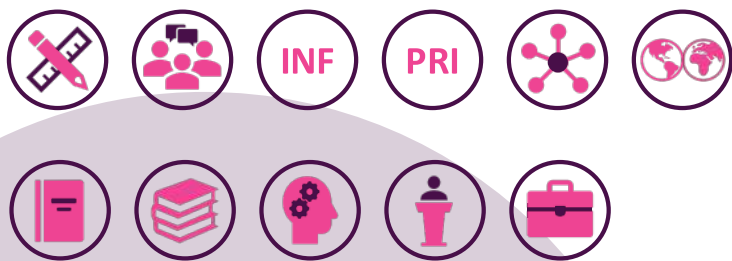




## SUBJECT: English Language and CLIL

(Content and Language Integrated Learning).

Level of English: Participants should have B1 level English or above in order to benefit from the training.



## WORKSHOP



### Scaffolding for Project-based learning (3h.)

Students who learn to create their own products through project-based learning become more curious, take ownership of their learning, solve problems and demonstrate greater comprehension of challenging content. Through the implementation of projects, students also learn meaningful life long learning skills. The objective of this workshop is explore how projects operate from beginning to end, and to look into various learner-centred scaffolding activities that focus on exploring previous knowledge and guiding understanding. We will also look at various online resources and examples from the classroom.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

#### You'll get:

- To explore how projects operate from beginning to end, and to look into various learner-centred scaffolding activities that focus on exploring previous knowledge and guiding understanding.
- We will also look at various online resources and examples from the classroom.

## WORKSHOP



### A practical approach to Project-based learning (PBL) (3h.)

A second language is best acquired when students use it in real-life situations. As such, how can we make the learning of a second/foreign language more project-oriented in order to make learning more meaningful? We will look at what PBL is, classroom resources for scaffolding, and the practical ways in which PBL plays an important role in linguistic and cognitive intake.



#### Target group:

Infant, primary and secondary teachers of ELT and CLIL subjects (Content and Language Integrated Learning).

#### You'll get:

- We will look at what PBL is, classroom resources for scaffolding, and the practical ways in which PBL plays an important role in linguistic and cognitive intake.



## WORKSHOP



# STEAM: Project based learning in the CLIL classroom - a practical approach (3h.)

The implementation of project-based learning (PBL) in the CLIL Science classroom engages students in meaningful, real-world projects, which makes the learning of content more effective and triggers motivation. Planning a thematic unit of PBL in CLIL Science in the foreign language classroom involves identifying final outcome goals, and creating scaffolding for the application of the scientific method through experimentation, and hands-on projects. In this workshop we will discuss ways in which PBL makes CLIL Science classes more experimental and meaningful; and facilitates intake at linguistic and cognitive levels. Teachers will take a look at practical ideas and resources from classroom experience.

## Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

## You'll get:

- We will discuss ways in which PBL makes CLIL Science classes more experimental and meaningful; and facilitates intake at linguistic and cognitive levels.

## WORKSHOP



### Practical scaffolded communicative activities that develop higher order thinking skills (3h.)

Scaffolding is everything that helps students build knowledge. In this workshop, we will explore ways in which we can create, adapt and develop activities and resources that will scaffold the learning of a foreign language and the construction of projects. We will also look at practical communicative activities, and ways to adapt your teaching materials to cater the needs and level of your students and to encourage the development of higher order thinking skills.



### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

### You'll get:

- To learn how to structure step by step the learning of your students of a foreign language and the construction of projects.

## WORKSHOP



### Practical activities to develop higher order thinking skills in CLIL/EFL classroom (3h.)

(Content and Language Integrated Learning/English as a Foreign Language)

Developing skills beyond memorization involves working on skills like finding connections between facts, analysing and evaluating them, among others. Such skills are closely related to developing creativity in our students. The objective of this workshop is to look at practical ways in which students can develop higher-order thinking skills by doing collaborative and communicative activities (e.g. playing collaborative games). The use of online resources are also explored as well as the creation of student-generated materials.



### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

### You'll get:

- To learn practical ways in which students can develop higher-order thinking skills by doing collaborative and communicative activities.



## WORKSHOP



### Creative ways to teach grammar in Primary (3h.)

Functional language is needed to develop students' receptive and productive skills. Learners need scaffolding and functional language for communication, and it's beneficial for them to be made aware of the structures and vocabulary needed to express their ideas clearly. One of the most effective ways is working on structural awareness through the implementation of communicative games.

#### Target group:

Infant and Primary School teachers of Second Language classroom.

#### You'll get:

- To learn effective ways for working on structural awareness through the implementation of communicative games

## WORKSHOP



## Practical communicative activities that help students to develop productive skills for written and oral communication (3h.)

The objective of this workshop is to look at some practical ways, strategies, techniques and collaborative activities to help students produce written and spoken language in a scaffolded way. We will also analyse examples from the classroom and explore online resources



### Target group:

Infant and Primary School teachers of Second Language classroom.

### You'll get:

- To learn practical ways, strategies, techniques and collaborative activities to help students produce written and spoken language in a scaffolded way.

## WORKSHOP



### Practical ways to develop writing skills in the foreign language classroom (3h.)

The objective of this workshop is to help students develop their written productive skills, create their own performance pieces (dialogues, songs, etc.), among others. Young learners building their literary skills benefits from both group and pair work writing activities. Collaborative writing activities like story crafting also bring students together to constructively reflect on grammatical structures and vocabulary. We will take a look at examples from the classroom and some useful online resources.



#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

#### You'll get:

- To help students develop their written productive skills, create their own performance pieces (dialogues, songs, etc.), among others



## WORKSHOP



### Practical ways to develop receptive skills in the foreign language classroom (3h.)

The objective of this workshop is to understand how we can manipulate aural and written text and how we can help our students understand and reach zero uncertainty through well-staged lesson planning and making input comprehensible. We will also see how authentic materials can be exploited and how to create a framework for production of language and manipulation of content (across the curriculum). The use of Ed Tools are also explored as well as the creation of student-generated materials.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

#### You'll get:

- To see how authentic materials can be exploited and how to create a framework for production of language and manipulation of content (across the curriculum).

## WORKSHOP



### An overview of evaluation and assessment within a communicative environment (3h.)

When students create their own content, independent learning takes place. There is a boost in their confidence, and they develop social, linguistic and cognitive skills while being at the center of their own learning. The main purpose of this workshop is to look at ways in which we can evaluate the experience of working collaboratively, and assess content and language/skills learning. We will also explore the use of online resources.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

#### You'll get:

- To look at ways in which we can evaluate the experience of working collaboratively, and assess content and language/skills learning.

## WORKSHOP



# Games and communicative activities to develop phonological awareness in the Primary classroom (3h.)

The objective of this workshop is to explore the implementation of practical activities, techniques and strategies that help students develop phonological awareness, and therefore comprehension, communication and literacy skills. This workshop is also aimed at teachers who have students with language-based specific learning needs such as dyslexia. We will take a look at useful online resources that meet the workshop's objectives.

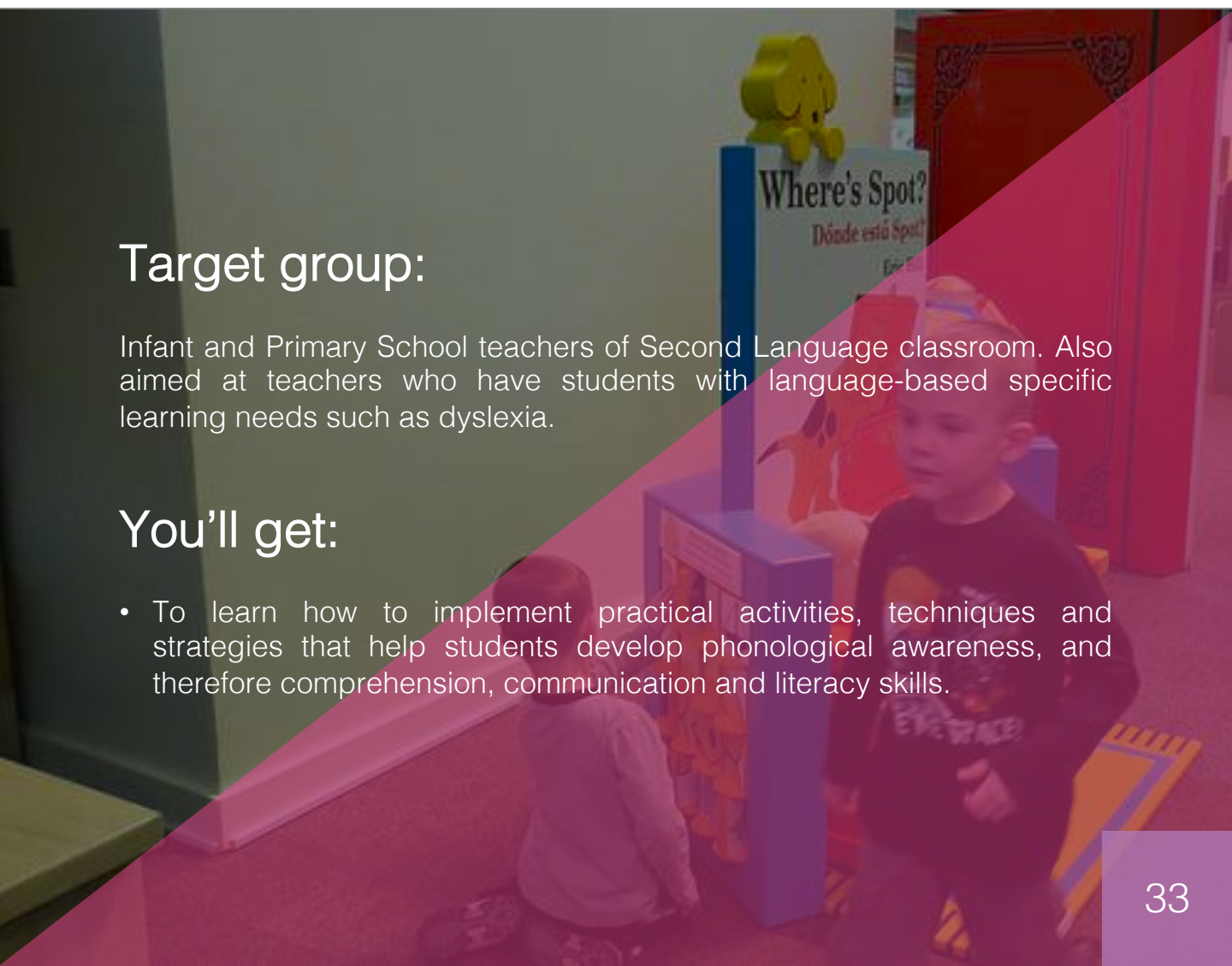


## Target group:

Infant and Primary School teachers of Second Language classroom. Also aimed at teachers who have students with language-based specific learning needs such as dyslexia.

## You'll get:

- To learn how to implement practical activities, techniques and strategies that help students develop phonological awareness, and therefore comprehension, communication and literacy skills.





## WORKSHOP



### Communicative activities that encourage cooperative learning (3h.)

The implementation of regular and constructive collaborative learning activities helps students develop strategies necessary to Excellence in Education work towards a common goal, motivates them to help one another learn, and increases intrinsic motivation. Cooperative learning can be developed by the implementation of communicative activities from controlled to freer practice.



#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

#### You'll get:

- To know how to motivate your students to help one another learn, and increases intrinsic motivation by cooperative learning.



## WORKSHOP



# Practical communicative activities that foster creativity in the ELT classroom (English Language Teaching) (3h.)

Helping our students to develop creativity involves working on higher-order thinking skills in the classroom such as finding connections between facts, analysing and evaluating them, etc. Developing skills such as these help students, in turn, to develop better reading comprehension skills, and create their own production materials. The objective of this workshop is to look at practical ways in which students can develop higher-order thinking skills, such as: collaborative games and activities. We will also take a look at resources and materials that are useful in the classroom.

## Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

## You'll get:

- To look at practical ways in which students can develop higher-order thinking skills, such as: collaborative games and activities.

## WORKSHOP



# Manipulating content: communicative games and activities to activate and guide understanding in the CLIL/EFL classroom (3h.)

(Content and Language Integrated Learning/English as a Foreign Language)

The objective of this workshop is to understand how we can make content in a foreign language more comprehensible, and how we can help our students understand and reach zero uncertainty through communicative games and activities. These activities are aimed at exploring the learner's prior knowledge, and helping guide their understanding of new content. We will also see how authentic materials can be exploited and how we can create a framework for production of language. The use of online resources are also explored as well as the creation of student-generated materials.

## Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

## You'll get:

- To make content in a foreign language more comprehensible, and to help our students to understand and reach zero uncertainty through communicative games and activities.



## WORKSHOP



## Gamification in Education (3h.)

Gamification is the incorporation of game elements into non-game settings. It provides students with an opportunity to feel motivated, and engaged in the learning process. The objective of this workshop is to understand what gamification is and how to apply this concept in our day-to-day teaching practice.

### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

### You'll get:

- To understand what gamification is and how to apply this concept in our day-to-day teaching practice.

## WORKSHOP



### Visual thinking tools (3h.)

Visualisations in the form of diagrams, charts, drawings, pictures, among others, can help students understand complex information. The use of well-designed visual images can yield a powerful and memorable learning experience, which in turn helps students process information in a more efficient and effective way. The implementation of visual thinking tools is also very inclusive and supports differentiation and accommodations in various learning contexts. We will take a look at resources and explore practical ways to incorporate visual thinking in our day-to-day teaching practice.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

#### You'll get:

- To explore practical ways to incorporate visual thinking in our day-to-day teaching practice.

## WORKSHOP



# The inclusion of students with specific learning differences in the foreign language classroom (3h.)

How can we create materials and programs that meet everyone's needs in the classroom?

The main objective of this workshop is to take a look at specific learning needs like dyslexia; and to raise awareness of the different techniques we can use in the classroom to ensure that our learners who have these needs are not left behind. We will also explore useful online resources that help students who have specific needs. The techniques, communicative games and activities are grounded in language learning (e.g. raising phonological awareness), but also transferrable to the learning of other subjects. We will also take a look at some guidelines to help students with ADHD (among others) cope with learning a foreign language. This workshop is aimed at Primary school teachers who teach EFL and CLIL subjects (English as a Foreign Language/ Content and Language Integrated Learning).

## Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

## You'll get:

- To create materials and programs that meet everyone's needs in the classroom getting a look at specific learning needs like dyslexia and to raise awareness of the different techniques we can use in the classroom to ensure that our learners who have these needs are not left behind.



## WORKSHOP



### Taking the next step in classroom management (3h.)

This workshop is aimed at teachers who have survived the first bumps in dealing with young learners and now want to take the next steps in classroom management. In this session, we'll look at practical approaches for motivating your more reluctant learners; balancing fun, student-centered lessons with effective invisible classroom management. If classroom management is integrated implicitly into your lesson, from the moment you greet them to the moment they pack up and leave, there is less need to rely on explicit techniques like raising your voice or disciplining children for misbehaviour. The talk begins with a look into the expectations of the child so that we might better understand and empathise with the reasons for classroom management issues. The audience is then taken through a number of games and techniques to help get over the tricky parts of the lesson dynamic; all supported with video interviews where teachers explain the positive results they had had when implementing these ideas. You will leave with practical strategies that you can implement in your next class.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning) who have survived the first bumps in dealing with young learners and now want to take the next steps in classroom management.

#### You'll get:

- To learn practical approaches for motivating your more reluctant learners balancing fun, student-centered lessons with effective invisible classroom management.

## WORKSHOP

(The two following workshops are part of a modular course and can be extended many more hours or be taken as just two workshops of three hours each.)



# An introduction to cooperative and communicative activities for Trinity Stars (stage 1) (3h.)

Helping students develop artistic creativity involves scaffolded instruction, which includes working with the language and other type of content in an organic, meaningful way. In this modular course, the participants will be able to explore some practical, hands-on ideas on how to prepare candidates for the Trinity Stars award, as well as some co-operative activities which give the students the opportunity to be creative.

The sessions will include the practical exploration of activities related to each of the stages of the assessment, and the application of techniques that help remembering, recognizing/understanding and producing/creating a performance piece. The participants will also analyse examples from the classroom.

## Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

## You'll get:

- To explore some practical, hands-on ideas on how to prepare candidates for the Trinity Stars award, as well as some co-operative activities which give the students the opportunity to be creative.

## WORKSHOP



### Development of communicative activities for Trinity Stars (stage 2-3) Primary (3h.)

The objective of this workshop is to help students develop their written productive skills, prepare their own performance pieces (dialogues, songs, etc.) and be prepared for the Trinity Stars award stage 2. Collaborative writing activities like story crafting also bring students together to constructively reflect on grammatical structures and vocabulary. We will take a look at examples from the classroom and some useful online resources.



#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning).

#### You'll get:

- To help students develop their written productive skills, prepare their own performance pieces (dialogues, songs, etc.) and be prepared for the Trinity stars award stage 2.



## WORKSHOP GESE INITIAL/ELEMENTAL: THE “TOPIC” AND THE INTERACTIVE PHASE



### A dynamic way to prepare the Topic phase (3h.)

The objective of this workshop is to help students create and develop their topic in preparation for the assessment. We will look into practical scaffolded strategies, techniques and communicative activities to help our students include the necessary information, develop interaction skills, questioning techniques, and explore practical ways in which they can personalise their topics. We will also look at examples from the classroom, and useful online resources.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning). Adaptable to adults and Secondary students.

#### You'll get:

- To help students create and develop their topic in preparation for the assessment.

## TALLER GESE: THE CONVERSATION PHASE



### Developing communicative skills and strategies for the conversation phase (3h.)

The objective of this workshop is to explore different ways in which students can have An opportunity to demonstrate a realistic exchange of information, ideas and opinions at an appropriate level for the grade. We will look into various communicative collaborative activities that help students improved their oral communication skills.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning). Adaptable to adults and Secondary students.

#### You'll get:

- To help students improved their oral communication skills.

## WORKSHOP GESE: THE CONVERSATION PHASE



# The role of providing corrective feedback for the acquisition of vocabulary and grammar structures (3h.)

The objective of this workshop is to explore effective and efficient ways to correct mistakes and errors as a formative assessment tools. We will also look at practical way to recycle functional and incidental language that emerges from oral interaction.

## Target group:

Infant and Primary School teachers of Second Language and CLIL classroom (Content and Language Integrated Learning). Adaptable to adults and Secondary students.

## You'll get:

- To explore effective and efficient ways to correct mistakes and errors as a formative assessment tools.



## SUBJECT: English Language and CLIL

(Content and Language Integrated Learning)

Level of English: Participants should have B1 level English or above in order to benefit from the training.





## Linguistic Mediation (3h. min.)

The weight of the Common European Framework (CEFR) as a standard for language teaching has grown in recent years, and has been adopted as a reference instrument for initiatives such as the European Qualifications Framework (EQF), the Europass, or portfolio of 5 documents that help citizens to better communicate their skills and qualifications when applying for work or study in Europe, and the European Indicator of Linguistic Competence that assesses foreign language skills at the end of Compulsory Education. In 2017, a provisional edition of the Complementary Volume of the CEFR with new descriptors was published as an extension of the original CEFR of 2001.

Its objective is to update and extend the descriptors to new areas of the CEFR for which descriptors had not previously been provided. These include mediation, plurilingual and pluricultural competence, sign language and the level prior to A1. The main focus in the development of new scales was in mediation, for which 20 scales of descriptors were developed (15 of mediation activities and 5 of mediation strategies).

The mediation now is not limited to the search for agreements in social, diplomatic and commercial relations, not even to the resolution of conflicts in the school environment, but also deals with the construction of knowledge in the school context in its linguistic, cultural, social and pedagogical dimensions, this being the true value for learning languages, for new forms of literacy and for the treatment of cultural diversity in the classroom. It is therefore necessary to understand the ways in which mediation takes place, the types of mediation that exist and the linguistic contexts in which it appears.

This workshop has been created to help us have a global vision of the main concept in it: mediation. The exercises that will be carried out throughout the workshop will help us reflect and discuss mediation, given the relevance of this area in Education, and, especially, in Language teaching.

### Target group:

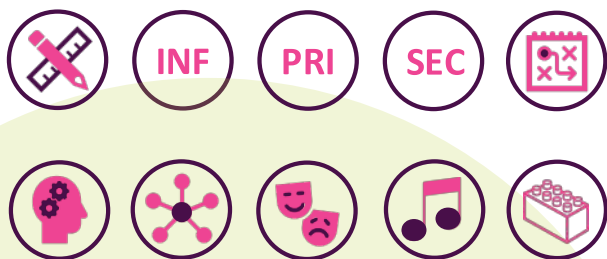
All teachers of Second Language and CLIL classroom (Content and Language Integrated Learning) who need some new CEFR descriptors training for assessment.

### You'll get:

- To have a global vision of the main concept in the topic reflecting and discussing mediation, given the relevance of this area in Education, and, especially, in Language teaching.

SUBJECT: Drama in the English Classroom and Trinity Stars.

Level of English: Participants should have B1 level English or above in order to benefit from the training.





## COURSE/WORKSHOPS



# Drama in the ELF classroom (English as a Lingua Franca) (12h.)

**Timing:** 4 x 3h workshops sessions course. (Workshops can be taken separately).

**Workshop 1,2,3:** Drama games and activities are a fun and dynamic way to help learners explore their imagination and discover their own creativity. These practical hands-on workshops will look at ways in which such activities can be integrated into the language learning classroom.

**Workshop 4:** This practical workshop is aimed at those who teach teenagers and adults. It contains exercises and tips to improve your skills and help you become a confident storyteller in the language classroom, and also includes demonstrations of various storytelling techniques.

## Target group:

Infant, Primary and Secondary (workshop 4) School teachers of Second Language and CLIL classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

## You'll get:

- Workshop 1,2,3 – To learn how to help learners explore their imagination and discover their own creativity and integrate the activities into the language-learning classroom.
- Workshop 4 – To learn to become a confident storyteller in the language classroom and to learn demonstrations of various storytelling techniques.

## COURSE/WORKSHOPS



### Using puppets in the Infant and Primary classroom (3h.)

- Choosing your puppet.
- Puppet manipulation.
- How to bring your puppet to life, giving your puppet a voice.
- Using your puppet in class/CLIL (Content and Language Integrated Learning).
- Making simple puppets.
- Making simple puppet theatres.

### Target group:

Infant and Primary School teachers of Second Language and CLIL classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

### You'll get:

- To get your students to choose and manipulate their puppet in the class building a context for them.
- To use them for arts and craft creating puppet theatres.

## COURSE/WORKSHOPS



### Storytelling for teens and adults (adaptable for Primary classroom) (3h.)

- Advice, suggestions and things to keep in mind when storytelling.
- Different ways to tell a story.
- Examples of different types of stories.

### Target group:

Infant and Primary, and Secondary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

### You'll get:

- To learn different ways to tell a story through practice looking into different types of stories.



## COURSE/WORKSHOPS



### Maskmaking and using masks in the EFL (English as a Foreign Language) classroom (3h.)

- Why use masks.
- Different types of masks.
- Mask making.
- Ideas on how to use masks in the class.
- You'd need cartolina, pens, scissors, space...and a big bag to carry it all in.

### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

### You'll get:

- To understand why and how to make and use masks for teaching.

## COURSE/WORKSHOPS



### Trinity Stars (3h.)

This practical and participatory workshop will focus on Trinity Stars, a "Young Performers in English Award" (aimed at infant and Primary school children) which has been designed to encourage teaching and learning of English through theater, music and interpretation. Trinity Stars allows children, in groups with their teachers, to use and learn the English language in class to interpret stories, short works, poems, songs and/or musical works.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

#### You'll get:

- To learn lots of ideas for teaching of English through theater, music and interpretation.



## COURSE/WORKSHOPS



### A) Cros-curricular use of puppets for the development of English (3h.)

In this course, a brief introduction about the benefits of puppets as an educational resource for teaching a second language (development of creativity, increase of attention capacity, etc.) is presented. Below is a series of exercises and practical proposals for the use of puppets in subjects such as knowledge of the medium, sciences or mathematics, through games and staging of puppets following certain curricular objectives. Finally, assumptions of staging Trinity Stars through the puppets are raised: objectives and benefits of presenting to Trinity Stars with a proposal of puppets..

#### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

#### You'll get:

- To discover the benefits of puppets as an educational resource for the teaching of a second language (development of creativity, increase of attention capacity, etc). You will also learn resources to get those benefits.



## COURSE/WORKSHOPS



### B) The use of puppets for the development of English (3h.)

In this course, a brief introduction about the benefits of puppets as an educational resource for teaching a second language (development of creativity, increase of attention capacity, etc.) is presented. The following is a series of exercises and practical proposals for the use of puppets to tell stories, recite poems, learn colors, family names, house, body parts, food, nature, time, clothes and transportation. Finally, assumptions of staging Trinity Stars through the puppets are raised: objectives and benefits of presenting to Trinity Stars with a proposal of puppets.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

#### You'll get:

- To learn a series of exercises and practical proposals for the use of puppets to tell stories, recite poems, learn colors, names of family, home, body parts, food, nature, time, clothes and transport.
- To explore assumptions of staging Trinity Stars through puppets: objectives and benefits of presenting to Trinity Stars with a proposal of puppets.

## COURSE/WORKSHOPS



### Journey through colors: teach theatrical techniques through colors (3h.)

In this course we begin with the introduction of color as a facilitator of learning, which will take us by the hand in a journey in which the stimulation through colors is used as a resource to work movement, facial expression and costumes. Vocabulary development activities in English will be proposed where the protagonists are the colors, and through them will work vocabulary related to different topics (food, animals, time, feelings, etc).

#### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

#### You'll get:

- To learn to introduce color as a facilitator of learning, as a stimulus that is used as a resource to work movement, facial expression and costumes.



## COURSE/WORKSHOPS



### Sing your day away! Daily routines through songs (3h.)

We will begin by reflecting on the importance of music for learning a language and we will continue proposing songs for the Infant and Primary stages for routine changes (school arrival and departure, lunch time, recess time, etc.). In addition, songs will be proposed to encourage facial expressions, the use of instruments, and the respect of the turn. Finally, activities for the dramatization and staging of a song will be proposed.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

#### You'll get:

- To reflect on the importance of music for the learning of a language.
- To discover songs for it and take them to their dramatization for the stages of Infant and Primary for routine changes (arrival and departure of school, lunch time, recess time, etc).



## COURSE/WORKSHOPS



### Theatrical use of musical instruments to develop vocabulary (3h.)

From a brief introduction about the benefits of using musical instruments on stage, we will enter a world of sounds where, through cooperation and interaction in the group, exercises in vocabulary development and body expression will be presented. We will propose practical activities to develop in Infant and Primary classrooms where through a creative encounter with a variety of sounds, fun and imaginative situations will be offered in which children will venture into the use of English. The use of the instruments in this course is approached not from a musical but theatrical, holistic and multisensory approach, with the intention of encouraging the game and creating communicative situations, both at the gestural and textual levels.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

#### You'll get:

- To discover the benefits of using musical instruments on stage through cooperation and interaction in the group with exercises in vocabulary development and body expression.
- To learn to use the instruments in this course is approached not from a musical but theatrical, holistic and multisensory approach, with the intention of encouraging the game and creating situations that communicate, both at the gestural and textual levels.

## COURSE/WORKSHOPS



### Making the most of our mistakes! (3h.)

Based on Rodari's ideas, this course considers how to use the mistakes that children make in spelling of English words for the creation of stories and the development of vocabulary. In addition, ideas are proposed to use fantasy as a motivation and starting point to lose the fear of speaking in a second language. What would be a house without e at the end of the word? It is a house where elephants were not allowed to enter, where they could never eat eggs, or eggplants ... What would happen if we got home, opened the fridge and found in the fruit box, instead of pineapple, to pine-uncle? What if we went to the movies and ate hippo-popcorn? What would happen to us? In addition, the production of a staging for Trinity Stars is proposed through the biggest mistake that has been made in class in a quarter.

#### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

#### You'll get:

- To use the mistakes that children make in spelling of English words for the creation of stories and the development of vocabulary. In addition, the production of a staging for Trinity Stars is proposed through the biggest mistake that has been made in class in a quarter.

## COURSE/WORKSHOPS



# Unleash your imagination! English through theater and puppets in Infant and Primary (3h.)

**Timing:** 5 x 3h workshops sessions course.

(Also available as a single 3h introductory workshop on the headings of the workshops detailed below)

### Workshop 1.- Individual storytelling (3h.)

Introduction to the technique of oral narration, how we can learn to tell a story and connect with children. Psychopedagogical importance of the oral narration of stories and fundamental techniques in the art of telling stories: text, voice and body expression.

### Workshop 2.- Group storytelling (3h.)

The symbolic language of the stories and the sociocultural importance of the stories. In addition to deepening a bit more in the aspects of voice, gesture and corporal expression of the previous day on the one hand, and improvisations and group theater exercises on the other, work will be specifically on group oral narration shows for assemblies.

### Workshop 3.- Hot Seating (3h.)

Knowledge, mastery and extension of the theatrical technique Hot Seating, in which a character in a story is interviewed to learn more about his personality, motivations, etc. It is a technique that can be used both as a theatrical resource to investigate and deepen a character, and to develop vocabulary in an environment of fun and creativity.

### Workshop 4.- Use of the puppets (3h.)

The psychopedagogical benefits of the puppets for the teaching of a second language will be deepened. We will work with finger puppets, gloves and planes. Development of voices, feelings and characters. Creation of dynamics to favor the development of language. Staged with puppets for Trinity exams.

### Workshop 5.- Current stories and their staging (3h.)

Exhibition of children's stories both Anglo-Saxon and international (including recent titles of international fairs such as Bologna) and their theatrical possibilities in relation to the contents learned during the week.

### Target group:

Infant and Primary School teachers of Second Language and CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach English or to teach content in English Language as Drama in the English Classroom. Also for those teachers who want to prepare their students for the Trinity Stars Award.

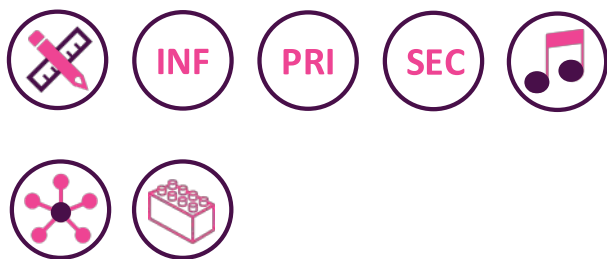
### You'll get:

- To learn the technique of oral narration, connect with children, the psychopedagogical importance of oral narration and the art of telling stories.
- The symbolic language of the stories and the sociocultural importance of the stories.
- To work specifically on group oral narration shows for assemblies.
- To know, mastery and extension of the Hot Seating theatrical technique.
- To go deeper into the psycho-pedagogical benefits of puppets for the teaching of a second language.
- To explore assumptions of staging Trinity Stars through the puppets: objectives and benefits of presenting to Trinity Stars with a proposal of puppets.



**SUBJECT:** Music, Dance, Drama and English Language.

**Level of English or Spanish:** The training could be taught in English or Spanish. Participants should have B1 level English/Spanish or above in order to benefit from the training.



## COURSE/WORKSHOPS



## "Play, Sing and Dance-1" (24h.)

This is a generalist course in which you want to deal with basic but fundamental aspects to put into practice in the classroom using the Orff-Schulwerk methodology as a structuring thread (methodology created and implemented by Carl Orff, composer of Carmina Burana, in the first half of last century in Germany and that has spread rapidly to the 5 continents with great success). We will treat very useful aspects to put into practice always from the practice and with musical examples to apply. We will talk about the handling of the class, the adaptation of material, the structuring of projects and design of activities, the instrumental technique, etc. In addition, we will help prepare those teachers in search of English language skills.

### Aims:

- To know the pedagogical principles of the Orff-Schulwerk.
- To exercise the strong relationship between the word (in any language), music and movement, exemplifying how to work together with them.
- To help those teachers qualified or in the process of being qualified to successfully face the design and execution of the teaching practice of music in English.
- To know practical examples and direct application activities in the classroom using instruments, voice, body percussion, dance, movement and dramatization.
- To favor the interdisciplinarity between music, language and other artistic expressions of the human being.
- To design pedagogical processes in order to obtain a product staging created in part by the students.
- To create experimental contexts that facilitate the understanding and assimilation of curricular contents from the experience of a creative action.
- To stimulate socialization through music.
- To understand social cohesion strategies that reinterpret work guidelines by projects and corporate learning applied directly to the teaching of music.
- To express themselves and interpret with musical and aesthetic sensitivity.

### Contents:

- Variety of songs, games and dances of direct application to the classroom
- Fundamental pedagogical principles of the Orff-Schulwerk.
- Basic compositional principles.
- Useful tips to put into practice during the teaching practice to help the class to develop successfully.
- The social function of music and dance.

### Target group:

Infant and Primary School teachers of Music and Drama or even CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach Music or to teach content in English Language. Also for those teachers who want to prepare their students for the Trinity Stars Award doing musical theater.

### You'll get:

- To discover basic but fundamental aspects to put into practice in the classroom using the Orff-Schulwerk methodology as structuring thread.
- To learn to exercise the strong relationship between the word (in any language), music and movement, exemplifying how to work together with them.
- To learn to successfully face the design and execution of the teaching practice of music in English.
- To discover the interdisciplinarity between music, language and other artistic expressions of the human being.

## COURSE/WORKSHOPS



INF

PRI

SEC



# "Sing, Dance and Play - II" (24h.)

Timing: 2 x 12h course, 3h session workshops.

In general, in the design of the course "Sing, dance and play-II", we have sought to continue with the learning process started in "Sing, dance and play-I", so, to settle, automate and deepen This knowledge insists on one of the fundamental objectives in the first level. However, a level of achievement of these objectives is expected, which translates into greater difficulty and a more mature and complex knowledge of the fundamental pedagogical principles of Orff-Schulwerk. The material used will always be different and will represent a logical evolution to the material presented in the first workshop. That is to say, if it is in the first level, the material was a pentatonic component, in the second level it deepened in the modal music and if theThe evolution of the attendees allows it, tonal. On the other hand, work more with the movement, since it is a fundamental basis of Orff-Schulwerk and it is necessary to work it with the necessary depth.

### Aims:

- To go deeper in the knowledge of the pedagogical principles of Orff-Schulwerk.
- To exercise the strong relationship between the word, music and movement, exemplifying how to work correctly with them.
- To help those teachers who are qualified or in the process of being qualified to successfully face the design and execution of the teaching practice of music in English.
- To know examples of activities related to direct application in the classroom using instruments, voice, body percussion, dance, movement and dramatization.
- To favor the interdisciplinarity between music, language and other artistic expressions of the human being.
- To design pedagogical processes in order to obtain a staging product created in part by the students.
- To create contexts of experimentation that facilitate the understanding and assimilation of curricular contents of the experience of a creative action.
- To stimulate socialization through music.
- To know strategies of social cohesion that reinterpret the guidelines of work by projects and corporate learning applied directly to music teaching.
- To express and to interpret with musical and aesthetic sensitivity.

### Contents:

- Variety of songs, games and dances of direct application to the classroom. (Distinct those used in level I).
- General structure of an Orff-Schulwerk process.
- Composing principles of Orff-Schulwerk: pentaphony, modal and tonal music.
- Initiation to the movement according to the theory of Rudolf Laban.
- Strategies to enhance metalearning and critical thinking through artistic teaching.

### Target group:

Infant and Primary School teachers of Music and Drama or even CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach Music or to teach content in English Language. Also for those teachers who want to prepare their students for the Trinity Stars Award doing musical theatre.





## COURSE/WORKSHOPS



INF

PRI

SEC



### You'll get:

- To review the concepts and pentatonic materials of the Course 1 and to go deeper in the modal music and the evolution of the assistants allows it, tonal.
- To know examples of activities related to direct application in the classroom using instruments, voice, body percussion, dance, movement and dramatization.
- To favor the interdisciplinarity between music, language and other artistic expressions of the human being.
- To design pedagogical processes in order to obtain a staging product created in part by the students.
- To create contexts of experimentation that facilitate the understanding and assimilation of curricular contents of the experience of a creative action.

## COURSE/WORKSHOPS



INF

PRI

SEC



# Work musically with few resources (6h.)

Timing: 2 x 3h workshop course.

The general objective of this workshop is to provide its participants with the necessary tools to be able to successfully face a music education class in which the resources available are scarce or very scarce. It is also indicated for teachers who, having resources, want to give a fresh and different air to their classes, basing part of the work on exploration and creativity. We will find alternatives to the conventional instruments purchased, always taking care of the "sound quality" of the same and the musicality in the interpretation that should be expected in a music class. Likewise and throughout the workshop, pedagogical strategies will be worked on to help us structure and plan our class successfully, find new work alternatives to known material or create our own material according to a specific pedagogical objective.

### Aims:

- Practical examples of application in class with recycled instruments, voice, and body percussion.
- Strategies to structure a "pedagogical process" in order to obtain a "staging product" created in large part by the students: Planning and basic composition tools.
- Exploration, improvisation and corporate learning.
- New instrumental use of common objects (always with sound quality).
- Research and sound awareness. Simple construction of instruments and drumsticks with good sound. Examples that students can perform in class.

### Target group:

Infant, Primary and Secondary School teachers of Music.

### You'll get:

- To obtain the necessary tools to be able to successfully face a music education class in which the resources available are scarce. Also when resources need a fresh air of creativity..



## COURSE



INF

PRI

SEC



# Orff-Schulwerk and contemporary Art (12h.)

Every human being has the need and capacity to express himself in multiple ways and in his own personal way. As teachers of artistic disciplines, we have the duty to provide our students with the space and time necessary to discover and develop this capacity. The multidisciplinary artistic work catalyzes the abstract, critical and sensitive thinking and multiplies the expressive possibilities of the student, always working in a divergent way. In this course we will dance architectures. We will sculpt music. We will sing photographs while we dramatize paintings drawn on painted bodies. We will know the ideas and principles of contemporary style as well as some of its artists and emblematic works. Finally, we will review and deepen the fundamental and structural methodological principles of the Orff-Schulwerk, focusing on its artistic, creative, multidisciplinary and procedural component so that the result is a pump of fun, play, creation, learning, self-knowledge and satisfaction. Open to children from 0 to 99 years old !!!

### Aims:

- To know the pedagogical principles of the Orff-Schulwerk.
- To exercise the strong relationship between the word (in any language), music and movement, exemplifying how to work together with them.
- To favor the interdisciplinarity between music, language, dance, painting, sculpture, cinema and other artistic expressions of the human being.
- To design pedagogical processes in order to obtain a staging product created in part by the students.
- To create experimental contexts that facilitate the understanding and assimilation of curricular contents from the experience of a creative action.
- To stimulate socialization through music.
- To understand social cohesion strategies that reinterpret project work guidelines and corporate learning applied directly to art education.
- To know works, authors, currents and the fundamental principles of contemporary art.
- Strategies to enhance the critical and analytical thinking of students.

### Target group:

Infant, Primary, Secondary and Adult teachers of Music and Drama or even CLIL (Content and Language Integrated Learning) classroom who want to use new methods to teach Music or to teach content in English Language. Also for those teachers who want to prepare their students for the Trinity Stars Award doing musical theater.

### You'll get:

- To learn to integrate and relate different subjects in a crossover way to teach concepts and skills.





SUBJECT: Music

Target group: Professionals of musical education of all instrumental specialties and levels/areas.

Level: Workshop entirely in Spanish. From Initial to Grade 5 of the Music levels of Trinity College London.



## COURSE/WORKSHOPS



# Improvisation and how to teach it: theoretical introduction and practical module I (4h.)

(It can be done in independent modules of 3 hours each)

One of the main objectives is to analyze the current context of music teaching, and to redefine and classify basic concepts in relation to the practice of improvisation and its importance as a fundamental means for learning the Musical Language. The second of the objectives is eminently practical, proposes properly structured activities to provide the teacher with real and effective tools, encouraging the development of creative abilities and emphasizing the vehicular quality of the improvisation practice.

### 1. Introduction to the Examinations of Degree (Initial to Grade 5)

- Supporting tests.
- Improvisation. Resources available at Trinity College London.
- Test development: stimuli.

### 2. Introduction to Musical Improvisation and its teaching.

### 3. Introduction to Improvisation Practice. Learning improvising:

- Key points: where to start.
- Improvisation in the first moments of learning. To improvise without musical knowledge
- Consignment concept.
- Instruments that offer immediacy.
- Workflow.
- Starting parameters.
- Improvisation in tonal and modal context.
- Other languages, beyond tonality.
- Introduction to Soundpainting.

### Target group:

Teachers of music teaching from Initial to Grade 5 of the Trinity College London Music levels. Professionals of the musical education of all the instrumental specialties and levels/scopes. Music teachers in primary and secondary.

### You'll get:

- To analyze the context of the current musical education.
- To classify basic concepts in relation to the practice of improvisation and its importance as a fundamental means for learning the Musical Language.
- To obtain real and effective tools, fostering the development of creative abilities and emphasizing the vehicular quality of the improvisation practice.



## WORKSHOPS



# Improvisation and Rock & Pop (3h.)

We will know what improvisation is and what it supposes in the musical LANGUAGE. We will study its basic concepts and its power, not only in a musical context, to strengthen the student's personality (trust, freedom and teamwork).

We will analyze what the rock and pop styles assume throughout recent history and its transcendence and scope when teaching music.

As for the practical part, we will learn exercises and activities to provide the teacher with all the necessary resources for the development of improvisation, with special emphasis on the creative part.

### 1. Trinity Rock & Pop (Initial to Grade 5). Introduction to the exam.

- General structure of the exam.
- Available resources: Rock & Pop website (Practice Room and Rock & Pop App section).
- Session Skills: improvisation.

### 2. Improvisation Practice.

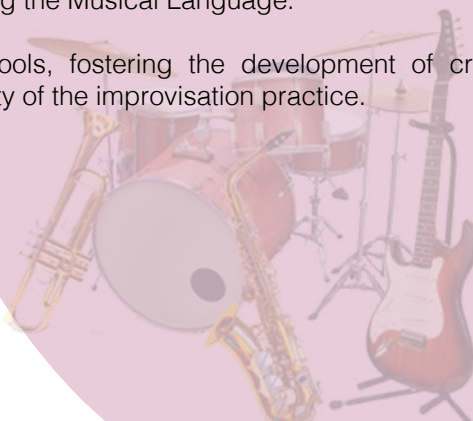
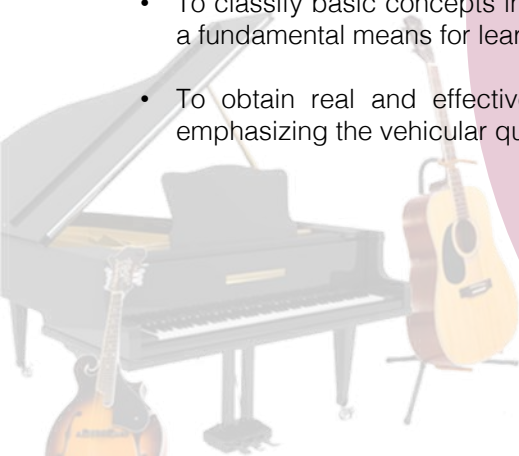
- THE BEGINNING: breaking rules.
- Improvisation in the first moments of learning.
- Musical knowledge: are they always necessary?
- Types of improvisation: melodic, harmonic, rhythmic, lyrical.
- Exercises: free and/or directed improvisation.
- Appropriate instruments according to the didactic objectives and the needs of the classroom.
- The riff: our rock ostinato.
- Rock and pop repertoire: the perfect hook for work.
- Improvisation in Rock and Pop as the birth of both styles.
- The improvisation practice as a vehicle for musical creation. Last stop, the composition.

### Target group:

Teachers of music preparers from Initial to Grade 5 of the Trinity College London Music levels. Professionals of the musical education of all the instrumental specialties and levels / scopes. Music teachers in primary and secondary.

### You'll get:

- To classify basic concepts in relation to the practice of improvisation and its importance as a fundamental means for learning the Musical Language.
- To obtain real and effective tools, fostering the development of creative abilities and emphasizing the vehicular quality of the improvisation practice.





## WORKSHOP



# Trinity College London Rock & Pop Exams (3h.)

Informative introduction of methodology and resources for the teaching of modern music and modern instrument as well as for the preparation of Rock & Pop exams of Trinity College London.

### Contents:

- Philosophical approach to the exam.
- Importance of exams.
- Rock and Pop.
- Performance.
- The examiner.
- The exam:
  - Material.
  - Levels.
  - Structure.
- Instruments:
  - Keyboards.
  - Drums.
  - Guitar.
  - Bass guitar.
  - Voice.
- Session Skills:
  - Philosophy - Playback - Improvisation.
  - Key points.
- Examples.
- Choose an instrument.
- Approach and technical objective

### Target group:

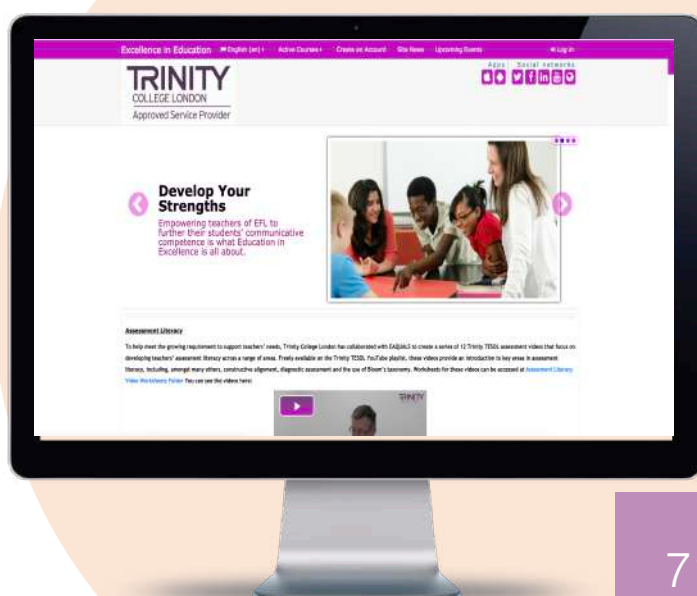
Music teachers prepare the Rock & Pop exams of Trinity College London from the levels of Initial to Grade 5. Professionals of music teaching of all instrumental specialties and levels / areas. Music teachers in high school and adults.

### You'll get:

- To know the Trinity Rock & Pop exams.



## FREE VLE COURSES (Virtual Learning Environment)



# GRADED EXAMINATIONS IN SPOKEN ENGLISH (GESE)



1. Initial grades 1-3 (A1-A2.1 CEFR) (15h.)
2. Elementary grades 4-6 (A2.2-B1.2 CEFR) (15h.)
3. Intermediate grades 7-9 (B2.1-B2.3) (15h.)
4. Advanced grades 10-12 (C1.1-C2 CEFR) (15h.)

Four free online courses offering teacher support over 3 weeks/4 weekends (for every course) to help teachers prepare candidates for Trinity College London's GESE. These courses will have one module for each grade of GESE.

## Target group:

Primary and Secondary School teachers, Adult and University teachers of Second Language, language school teachers.

## You'll get:

- To learn challenging and inspiring resources; tasks to encourage a reflective approach; create classroom activities; motivate young learners using rhymes, songs and chants.
- To participate actively sharing your views and learn from colleagues in forums for participants.
- To progress through much of the courses at your own pace.



# INTEGRATED SKILLS IN ENGLISH (ISE)



## ISE I “Reading & Writing” (A2 MCER) (15h.)

## ISE I “Independent Listening” (A2 MCER) (15h.)

Two free online courses offering teacher support over 3 weeks/4 weekends (for every course) to help teachers prepare candidates for the Reading and Writing module and for the Independent listening tasks of Trinity College London's Integrated Skills in English at ISE Foundation and ISE I levels.

### Target group:

Secondary School teachers, academies' teachers.

### You'll get:

- To become familiar with the format of the reading and writing components and ISE Foundation and ISE I independent listening tasks to encourage participants to reflect on the skills students need to develop to do well in these tasks.
- To learn teaching ideas and practical tips for preparing students to help participants to develop and share their own teaching ideas.

## Extended Writing Task 4, ISE II (B2 MCER) (15 h.)



A free online course offering teacher support over 3 weeks/4 weekends to help teachers prepare candidates for Trinity College London's ISE II Extended writing task 4 at B2 (CEFR).

### Target group:

Secondary School teachers, language school teachers.

### You'll get:

- To develop and share your own teaching ideas for improving your students' writing skills.
- To raise the candidate's awareness of the different genres and text types that are specified in the “extended writing” task for ISE II.
- To reflect on ways to improve written responses.
- To provide resources, teaching ideas and practical tips for preparing candidates for the “extended writing” task at ISE II.

## FREE VLE COURSES:

### TRINITY STARS Y BUENA PRÁCTICA EN EL AULA DE INGLÉS

#### Trinity Stars: Teaching Young learners (15h.)



A free online course offering teacher support over 3 weeks/4 weekends which encourages the teaching and learning of English language through drama, music and performance.

It is a group award, designed for children aged anywhere between 3 and 12 years old who are starting to learn English. Preparing children for the award shows how performance-related activity supports learning, motivates children and builds their confidence and communication skills. Trinity Stars has been designed to support both learning in the classroom and teachers' professional development.

#### Target group:

Primary School teachers.

#### You'll get:

- To reflect on and acquire new teaching strategies when teaching young learners.
- To become familiar with the Trinity Stars Young Performers in English Performance award and to start preparing a Trinity Stars performance.
- To become familiar with theories and teaching strategies to improve their learners' skills and to plan and design activities they can use in the classroom.
- To share teaching experiences and to raise your awareness of how integrating language and performance goals can improve language learning.

#### Creating a Language Rich ELF (English as a Lingua Franca) Classroom for Primary Students (15h.)



A free online course offering teacher support over 3 weeks/4 weekends to help teachers to understand the importance of a language rich classroom to language acquisition.

Participants are encouraged to reflect on their own practices and use what they learn to enrich their own classrooms.

#### Target group:

Primary school teachers.

#### You'll get:

To learn what it means to have a language rich classroom and ways that teachers can increase their own learners' exposure to both, written and oral language, inside and outside the classroom.

## Encouraging Young Learners to think and problem solve (15h.)



A free online course offering teacher support over 3 weeks/4 weekends to encourage participants to look at ways of preparing their students to develop the type of 21st century skills that are becoming more and more important.

Participants will design their own tasks, complete with rationales.

### Target group:

Secondary school teachers, academies' teachers.

### You'll get:

- To help students to be more discerning creative and critical thinkers.
- To help learners to develop and hone the skill of critical thinking and concentrate on activities.
- To learn how to teach why critical thinking is an important skill for students to have.
- To learn how infographics are being increasingly used to convey complex information and how learners can decode and use this.

## Teaching and Learning Vocabulary (15h.)



A free online course offering teacher support over 3 weeks/4 weekends to encourage participants to reflect on their attitude and beliefs about how vocabulary is learnt and how it can be taught.

### Target group:

Primary and Secondary School teachers, Adult and University teachers of Second Language, language school teachers.

### You'll get:

- To look at different ways that vocabulary may be presented, practiced and put to use.
- The tools to prepare your own vocabulary learning activities and share teaching materials.



## Reflecting on Functional Language (15h.)



A free online course offering teacher support over 3 weeks/4 weekends to encourage participants to help the reflective practitioner understand the importance of using functional language appropriately.

### Target group:

Secondary School teachers, Adult and University teachers of Second Language, language school teachers.

### You'll get:

- To reflect on: what a language function is; how language functions compare to grammar; how learners can express different language functions in English and reflect on ways that functional language can be integrated into one's daily teaching practice.

## Teaching pronunciation to Young learners of English (Primary) (30h.)



A free online course offering teacher support over 5 weeks/6 weekends that covers important aspects of teaching pronunciation to young learners of English. Much of the course can be done at your own pace, although there are some group activities that are best done within the same time frame.

### Target group:

Primary schools teachers, language school teachers.

\*This course is ideally suited to those teachers who hold qualifications that entitle them to teach in Spanish state schools, “escuelas concertadas”, or are on the Spanish list of “interinos/as”.

### You'll get:

- Work on: phonemic awareness and phonics; a focus on sounds, word stress and 'weak forms'; matters concerning accent and intelligibility; and rhymes, chants, songs and pronunciation games.
- Work with: challenging and inspiring presentations by experts; tasks that encourage a reflective approach; discussion forums for participants to air your views and learn from colleagues and activity-based learning involving the creation of tasks.

## Developing Reading and Writing Skills at B1 (30h.)



Free online course offered over 5 weeks/6 weekends to help teachers develop, refine and enhance their understanding of current approaches to teaching and learning reading and writing skills at B1 (CEFR) and reflect on how these are connected.

### Target group:

Primary and Secondary schools teachers, language school teachers.

\*This course is ideally suited to those teachers who hold qualifications that entitle them to teach in Spanish state schools, “escuelas concertadas”, or are on the Spanish list of “interinos/as”.

### You'll get:

- Examining ideas and teaching strategies to help develop learners' skills.
- Planning and designing activities to use in the classroom; sharing activities and teaching experiences raising one's awareness of how performance can be improved and assessed.

## Developing Speaking and Listening Skills at B1 (30h.)



A free online course offered over 5 weeks/6 weekends to help teachers develop, refine and enhance their understanding of current approaches to teaching and learning speaking and listening skills at B1 (CEFR).

### Target group:

Primary and Secondary schools teachers, language school teachers.

\*This course is ideally suited to those teachers who hold qualifications that entitle them to teach in Spanish state schools, “escuelas concertadas”, or are on the Spanish list of “interinos/as”.

### You'll get:

- To work on: understanding contemporary teaching speaking strategies at B1; planning and designing lessons using authentic materials.
- To work on: reflecting on listening processes; designing activities to develop and improve learners' listening comprehension skills; and reflect on employing different strategies to achieve different learning aims.

CODES

PRESENTATION TYPES

- 

**Plenary.**  
Plenary presentation given by a renowned speaker..
- 


**Keynote.**  
Highlighted talk given by a renowned speaker.
- 

**Roundtable.**  
Round table discussion consisting of 3-5 participants in which an important topic is discussed.
- 


**Workshop.**  
Practical presentation which includes audience participation.
- 


**Talk.**  
Theoretical presentation in which there is little or no audience participation.

CONTENT AREAS

- 

**Classroom Techniques** Includes the use of drama, IT, games, grammar, music, songs, video and vocabulary in the classroom.
- 

**Intercultural Issues** Mixed nationality classes. The introduction of multi-cultural topics or of British or American culture in the classroom
- 

**English for Academic**  
Purposes Linguistic structures and strategies related to Academic English. Text analysis, critical thinking, oral presentations, writing academic papers etc.
- 

**English for Specific Purposes**  
Technical English specific to an area of study, such as business, engineering, medicine etc.

- 


**Phonology and Pronunciation**  
Pronunciation-related topics.
- 


**Second Language Acquisition** The process of learning English as a mother tongue as compared to learning English as a foreign language, neurolinguistics, bilingualism etc.
- 


**Skills** Teaching and learning listening, speaking, reading and writing skills. Presentations related to a specific skill.
- 


**Teaching Methodology and Strategies**  
Classroom methodology, such as flipped classrooms, task-based learning etc.


AUDIENCE CODES

- 

**INF** Infant
- 

**PRI** Primary
- 


**SEC** Secondary
- 

**AU** Adult and University
- 

**ALL** All Audiences

CONTENT AREAS

- 

**Affective Learning**  
A focus on learning strategies in which a positive attitude is created in the learner.
- 


**Content Language Integrated Learning** Strategies for the integration of content and language in classrooms where a subject is being taught through English. Bilingual education.
- 


**Classroom Research**  
Classroom-based Action Research.


- 

**Language planning** English as the Medium of Instruction and language policies. Topics related to linguistic policy in a teaching centre or country. Support for learners in classes taught in English in the university sector.
- 

**Materials Development**  
The development of materials for the classroom or of manuals in English.

- 

**Teacher Development and Management**  
Training plans for teachers. Topics related to the management of a language department or a teaching centre.
- 

**Testing, Evaluation and Assessment** Exams and assessment.
- 

**World Englishes**  
Varieties of English, English as Lingua Franca.

TEACHING EXPERIENCE

- 

**New teachers**  
Less than 2 years' experience
- 

**Practising teachers**  
More than 2 years' experience
- 

**Experienced teachers** More than 10 years' experience, trainers, researchers, tertiary sector
- 

**All**



DRAMA / SPEECH



MUSIC



Rock&Pop



CERTIFICADO



CRÉDITOS



CURSO TUTORIZADO EN LÍNEA



MODULAR



**TRINITY**  
COLLEGE LONDON

Approved Service Provider



Excellence in Education

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## Más información:

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