

## Training Trainers for Content and Language Integrated Learning

Training trainers for CLIL (Content and Language Integrated Learning) is a partnership project by the British Council Bulgaria, FACT and a group of enthusiastic teachers who already implement CLIL in their classrooms. The project aims at developing a course to be delivered by the trainers to language or subject area teachers. In order to promote regional cooperation, the Bulgarian group asked other associations to send their representatives. So far, only British Council Macedonia has sent Elena Sentevska to work with the Bulgarian teachers. Two weekend sessions already took place in Sofia in October 2003 and in January of this year. The next four meetings will take place in Plovdiv in April, June and October of this year and the last one in January 2005.

All of the sessions are dedicated to working on the trainers' package (materials, notes, worksheets) of the 90-hour CLIL course. The materials were primarily written two years ago and were already piloted in two universities in Bulgaria. Last year, the course was also implemented in three other institutions in this neighboring country. In the group of teachers, which works on the revision of the package, are educators from various parts of Bulgaria, some from the team which originally worked on the materials, and newcomers, who are keen on putting the fresh ideas into practice. The ultimate goal of the project is to develop a useful package of materials for a CLIL course, but at the same time, it is designed in a way which gives freedom to the trainers to adapt the materials according to their teaching practices, the particular needs of the students, as well as to the local and school circumstances.

The team works on improving the materials from many perspectives (language in the notes, practicality, time management, prioritizing according to relevance, etc.). Not only has the team worked on such clarifications, but it has also spent some time in adding new ideas and materials. In-between sessions, teachers try out the designed activities in their classrooms and feedback to the group on the following meeting.

The group has looked at the general expectations from CLIL, local curriculum demands, as well as how to introduce the concept of integrating content and language. Specific activities have been designed which address the language skills such as

vocabulary, listening, speaking and reading. The team has also taken into consideration possibilities of professional development and networking within national as well as regional and international frames, and incorporating drama, music, video and other media in the course. In the upcoming meetings, the group will consider the suggestions to run particular sessions in front of the participants and other teachers from Bulgaria. This will help the team identify any other issues which have not been considered so far. The teachers will also revise the other chapters from the package: classroom language, error correction, peer observation, lesson planning, assessment, technology integration, projects (such as SAW — Science Across the World) and writing. The small size of the group as well as the cozy, friendly and a secure working environment helped the team to complete many specific tasks in a productive and industrious way.

The team has also looked at including some of the Science Across the World ([www.scienceacross.org](http://www.scienceacross.org)) materials in the CLIL course. The course consultant Keith Kelly mentioned his colleague, Lida Schoen, who uses the SAW project with her pre-service teachers of science in Amsterdam where the student teachers carry out the SAW projects during their teaching practicum. A file with such ideas for SAW is available at [www.yahogroups.com](http://www.yahogroups.com), group 'factworld'. SAW materials are fun for students because they offer ideas for carrying out experiments in the classroom and the packs are very teacher-friendly because they contain step by step instructions. What is even more interesting and reaches to the community is when the students carry out research into aspects of their local culture. The project may also continue beyond the school walls if students opt to exchange their research results with groups from other schools and countries.

During a week in February, the team, as remote participants and one of them as a participant on-site, followed the seminar on Teaching English through Science, which took place in Sheffield, UK. We hope that next year, we will be able to offer a CLIL course in Macedonia, targeted at language as well as subject teachers.

**Elena Sentevska**