

LEARNING PROGRAMME

Content and Language Integrated Learning

10-DAY COURSE

50 learning hours | Course programme

Content and Language Integrated Learning – 5-Day Course

Introduction and Description

This comprehensive 10-day teacher training programme provides an exploration of Content and Language Integrated Learning (CLIL) as a pedagogical approach that integrates subject-specific instruction with systematic language development. Grounded in contemporary research and informed by the European Framework for CLIL Teacher Education, the course examines theoretical foundations, methodological principles, and practical applications within multilingual and multicultural educational contexts. Participants develop an in-depth understanding of key CLIL constructs—including Coyle's 4Cs framework, the language triptych, multimodal input design, scaffolding strategies, and inquiry-based learning—and consider how these shape effective lesson planning, classroom discourse, and assessment practices.

The programme combines conceptual study with sustained hands-on practice. Through simulations, collaborative workshops, project-based learning, and micro-teaching sessions, participants gain practical experience in designing, implementing, and evaluating CLIL lessons across diverse subject areas. Special emphasis is placed on integrating communicative, cognitive, cultural, and content learning outcomes; selecting meaningful contexts; and employing art, multimodality, and Paulo Freire's dialogic pedagogy to stimulate critical thinking and productive language use. Participants also explore formative and summative assessment in CLIL environments, and develop assessment and self-assessment tools aligned with both disciplinary content and CEFR-informed language goals.

The course is intended for educators across all levels of schooling, teacher trainers, curriculum developers, and education professionals who seek to enhance their pedagogical repertoire and strengthen the implementation of CLIL in their institutions. Upon completion, participants will have constructed a portfolio of lesson plans, assessment instruments, and project outcomes that can be directly transferred to their own teaching contexts.

Methodology and Assessment

The course follows an active, practice-oriented methodology that blends short theoretical inputs with collaborative workshops, micro-teaching, and materials design. Participants experience CLIL strategies first-hand through inquiry-based learning, dialogic activities, art-based stimuli, and multimodal tasks. Reflection, peer feedback, and group work support the gradual development of practical classroom skills.

Assessment is continuous and formative, based on participation, task design, micro-teaching performance, and contribution to group projects. The final session includes a presentation of CLIL materials and a reflective self-assessment aligned with course objectives.

Learning Objectives

By the end of the course, participants will be able to:

Theoretical and Conceptual Understanding

• Demonstrate a comprehensive understanding of the principles, definitions, typologies, and theoretical underpinnings of CLIL, including Coyle's 4Cs framework and the language triptych.
• Analyse the relationship between language learning, cognitive development, and content mastery in integrated learning environments.
• Critically evaluate the role of culture and intercultural competence as core elements of CLIL pedagogy.

Pedagogical and Methodological Competence

• Design coherent CLIL lessons that integrate content, communication, cognition, and culture through effective sequencing, scaffolding, and multimodal input.
• Select and adapt authentic materials to support linguistic accessibility, cognitive challenge, and disciplinary accuracy.
• Employ a range of instructional strategies—including inquiry-based learning, dialogic pedagogy, collaborative tasks, and art-based stimuli—to promote meaningful language use and higher-order thinking.

Classroom Practice and Skill Implementation

• Facilitate CLIL activities that support the development of reading, writing, listening, and speaking skills within subject-specific learning contexts.
• Implement scaffolding techniques that enhance learner autonomy and participation in linguistically diverse classrooms.
• Use Paulo Freire's problem-posing approach and visual/creative methodologies to elicit productive student interaction and reflection.

Assessment Literacy

• Apply principles of formative and summative assessment appropriate for CLIL settings, including task-based assessment and portfolio approaches.
• Design valid, reliable, and learner-friendly assessment tools such as rubrics, checklists, observation guides, and student self-assessment instruments.

• Align assessment criteria with both content outcomes and CEFR-referenced language objectives.

Professional Reflection and Application

• Reflect critically on their teaching practice and identify opportunities for integrating CLIL approaches within their institutional contexts.
• Collaboratively design and present inquiry-based cultural projects that demonstrate the integration of content learning and language development.
• Produce a transferable set of CLIL teaching materials, strategies, and evaluation tools to support ongoing professional development and sustainable implementation of CLIL pedagogy.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if

requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Welcome, Foundations & CLIL Mindset
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	What is CLIL? Origins, evolution, rationale
11.15 - 11.30	Break
11.30 - 12.15	Types of CLIL (Soft CLIL, Hard CLIL, Modular CLIL, Language-led vs.

	Content-led)
12.15 - 13.00	Mini-task: In pairs, classify sample classroom activities into types of CLIL
Day 2	Understanding Key Concepts & CLIL Pedagogical Foundations
09.00 - 09.45	Language learning vs. language acquisition in CLIL contexts
09.45 - 10.30	Scaffolding in CLIL: linguistic, cognitive, content scaffolding
10.30 - 11.15	Inclusive CLIL principles
11.15 - 11.30	Break
11.30 - 12.15	Semiotics, visuals, multimodality in CLIL
12.15 - 13.00	Workshop: Adapt a short content text into a CLIL-friendly version
Day 3	Integrating Language Skills & Selecting Contexts
09.00 - 09.45	Key communicative functions in CLIL
09.45 - 10.30	Developing content, communicative, cognitive and cultural skills
10.30 - 11.15	Choosing meaningful contexts for CLIL lessons
11.15 - 11.30	Break
11.30 - 12.15	Workshop: Build a skill-based task bank
12.15 - 13.00	Micro-task: Adapt a textbook activity into a CLIL skills-integrated version
Day 4	Structuring a CLIL Lesson
09.00 - 09.45	Anatomy of a CLIL lesson: objectives, sequencing, scaffolds, tasks
09.45 - 10.30	Designing multimodal input (texts, images, graphs, audiovisual)
10.30 - 11.15	CLIL-friendly task types (guided discovery, experiments, simulations)
11.15 - 11.30	Break
11.30 - 12.15	Lesson-planning templates and CLIL “checklist”
12.15 - 13.00	Micro-teaching and reflection
Day 5	Art as a Stimulus for Language & Thinking
09.00 - 09.45	Why art in CLIL?
09.45 - 10.30	Using arts as entry points for language development
10.30 - 11.15	Visible thinking routines
11.15 - 11.30	Break

11.30 - 12.15	Workshop: Art-based speaking and writing task creation (cross-curricular)
12.15 - 13.00	Group presentations of art-stimulus CLIL tasks
Day 6	Structuring Content Around Cultural Context
09.00 - 09.45	Intercultural approaches in CLIL
09.45 - 10.30	Selecting cultural themes (local community, heritage, traditions, global topics)
10.30 - 11.15	Inquiry-based learning (IBL) in CLIL
11.15 - 11.30	Break
11.30 - 12.15	Small-group project launch
12.15 - 13.00	Planning workshop: timeline, roles, expected outcomes for the last presentation
Day 7	Inquiry-Based Projects & Group Work
09.00 - 09.45	Deepening IBL: from questions to investigation (managing group dynamics in CLIL)
09.45 - 10.30	Tools for research
10.30 - 11.15	Designing tasks for inquiry
11.15 - 11.30	Break
11.30 - 12.15	Group work on the project
12.15 - 13.00	Sharing progress + formative peer feedback
Day 8	Assessment in CLIL
09.00 - 09.45	Principles of assessment in multilingual classrooms
09.45 - 10.30	Formative assessment strategies
10.30 - 11.15	Summative assessment
11.15 - 11.30	Break
11.30 - 12.15	Workshop: Analyse sample student work—spotting strengths & barriers
12.15 - 13.00	Mini-task: Redesign a traditional test into a CLIL-aligned assessment
Day 9	Designing Assessment & Self-Assessment Tools
09.00 - 09.45	Creating rubrics for integrated learning
09.45 - 10.30	Designing self-assessment and peer-assessment tools

10.30 - 11.15	CEFR-linked descriptors for CLIL output tasks
11.15 - 11.30	Break
11.30 - 12.15	Finalisation of group projects and individual support (part 1)
12.15 - 13.00	Finalisation of group projects and individual support (part 2)
Day 10	Presentations, Reflection & Closing
09.00 - 09.45	Final group project presentations (part 1)
09.45 - 10.30	Final group project presentations (part 1)
10.30 - 11.15	Peer feedback using the assessment tools created in Day 9
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.