

LEARNING PROGRAMME

Content and Language Integrated Learning

5-DAY COURSE

25 learning hours | Course programme

Content and Language Integrated Learning – 5-Day Course

Introduction and Description

This intensive 5-day teacher training course provides a focused and practice-oriented introduction to Content and Language Integrated Learning (CLIL) as a pedagogical approach that combines subject learning with systematic language development. Drawing on contemporary research and established frameworks such as Coyle's 4Cs model and the Language Triptych, the course examines the theoretical foundations and methodological principles that underpin successful CLIL implementation across diverse educational contexts.

Through a blend of seminars, practical workshops, collaborative task design, and micro-teaching activities, participants explore strategies for integrating content, communication, cognition, and culture; designing multimodal learning input; and applying scaffolding techniques that support learners of varying linguistic proficiency levels. Special attention is given to inquiry-based learning, the use of art and multimodal resources to stimulate meaningful language production, and the design of CLIL tasks that promote higher-order thinking.

Participants also investigate formative and summative assessment in CLIL classrooms, with emphasis on developing clear, learner-friendly tools aligned with both content objectives and CEFR-informed language outcomes. By the end of the course, participants will have created a set of adaptable teaching materials, lesson plans, and assessment instruments that can be transferred directly to their own institutional settings.

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 Understanding

• Demonstrate understanding of the key principles, definitions, and models of CLIL, including the 4Cs framework and the Language Triptych.
• Explain the relationship between content learning, language acquisition, and cognitive development within CLIL environments.
• Recognise the role of culture and intercultural competence as integral elements of CLIL pedagogy.

Pedagogical Competence

• Design CLIL lessons that combine content, language, and cognitive objectives using appropriate sequencing, scaffolding, and multimodal input.
• Select and adapt authentic materials to make subject content accessible while maintaining cognitive challenge.
• Integrate reading, writing, listening, and speaking skills into subject-based learning tasks.

Classroom Practice & Creative Methodologies

• Employ strategies such as guided discovery, collaborative tasks, inquiry-based learning, and simulations to foster active and meaningful language use.
• Use art, visual stimuli, and Paulo Freire's dialogic approach to support the development of speaking and writing skills.
• Facilitate CLIL classroom interactions that promote learner autonomy, engagement, and critical thinking.

Assessment Literacy

• Apply principles of formative and summative assessment appropriate for CLIL settings.
• Develop rubrics, checklists, and self-assessment tools aligned with content objectives and CEFR-referenced language levels.
• Evaluate student performance in integrated tasks that require both linguistic and disciplinary competencies.

Professional Reflection & Implementation

• Reflect on their teaching practice to identify realistic opportunities for introducing or expanding CLIL in their educational context.
• Produce transferable CLIL lesson plans, assessment instruments, and project materials suitable for immediate implementation.

• Collaborate with peers to share best practices and refine approaches to integrated content and language teaching.

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: 400 €

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 (25 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	Creativity, Culture & Inquiry in CLIL
09.00 - 09.45	Art as a stimulus: Paulo Freire's dialogic approach
09.45 - 10.30	Designing art-based speaking and writing tasks
10.30 - 11.15	Culture as a key component of CLIL
11.15 - 11.30	Break
11.30 - 12.15	Introduction to inquiry-based learning (IBL) in CLIL
12.15 - 13.00	Small-group project launch: Planning a short cultural or inquiry-based CLIL unit
Day 5	Assessment & Final Presentations
09.00 - 09.45	Assessment in CLIL: principles, challenges and opportunities
09.45 - 10.30	Creating assessment tools for the group project
10.30 - 11.15	Final group presentations of CLIL projects
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.