COURSE BROCHURE | ERASMUS+ TRAINING

CLIL Techniques and ICT

Design CLIL lessons that integrate subject learning, language development, scaffolding, digital interaction and integrated assessment.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Porto	English	On-site	5 days	€400	E10201112

€400 per participant for 5 days in Porto, Portugal. Check current editions, fee and inclusions before booking.

Course description

Content and Language Integrated Learning (CLIL) enables learners to develop subject knowledge and an additional language through the same learning experience. Effective CLIL requires more than translating materials: teachers need to plan dual learning objectives, identify the language demands of subject tasks, scaffold thinking and communication, and assess content and language appropriately.

This course introduces the 4Cs framework and practical approaches to CLIL lesson design, plurilingual support, multimodal scaffolding, learner interaction and integrated assessment. Participants will examine sample activities, adapt subject materials and use digital tools to create collaborative, interactive and accessible learning tasks.

Through guided design workshops and peer feedback, participants will develop a CLIL lesson or short unit that connects content, communication, cognition and culture and can be adapted to their own curriculum and learner profiles.

Who the course is for

For educators

Subject teachers, language teachers, VET teachers and trainers, curriculum coordinators and other education professionals interested in teaching curricular content through an additional language. The course is particularly relevant for educators working in multilingual settings who want to plan dual objectives, scaffold disciplinary language, use digital tools and assess content and language learning together.

At a glance

Course level: Basic to Intermediate Pedagogy & Digital Literacy

Prerequisites: No previous CLIL experience is required. Participants should be able to work in English (B1/B2) and are encouraged to bring a curriculum topic or lesson idea.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

CLIL Lesson Design & 4Cs / Language Scaffolding & Plurilingualism / Digital Interaction & Integrated Assessment

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **CLIL Principles & the 4Cs** - Explain key CLIL principles and use Content, Communication, Cognition and Culture to analyse or structure a learning sequence.

02 **Dual-Focused Lesson Planning** - Define connected subject-content and language objectives and align them with learning activities, interaction and success criteria.

03 **Language Demands & Scaffolding** - Identify disciplinary vocabulary, language functions and communication demands, then design appropriate visual, linguistic and cognitive scaffolds.

04 **Plurilingual & Mediation Strategies** - Use learners' linguistic repertoires, strategic translanguaging, reformulation and mediation to support access, meaning-making and participation.

05 **Digital & Interactive CLIL Tasks** - Select and use digital tools to create collaborative, multimodal and interactive tasks that serve clear content and language purposes.

06 **Integrated Assessment & Feedback** - Design criteria and feedback that make content understanding, language use, thinking and participation visible without reducing CLIL to language correction.

07 **CLIL Resource & Unit Development** - Create and present a coherent CLIL lesson or short unit with dual objectives, scaffolding, digital resources and an implementation plan.

08 **European Peer Exchange & Institutional Transfer** - Compare CLIL and multilingual teaching practices with European peers, exchange professional approaches and identify strategies that can be adapted to participants' own institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

MONDAY - FRIDAY (DAYS 1 - 5)	08:30 - 13:30	TRAINING HOURS 5h scheduled per day (25h total)	ⓘ *This is a typical timetable, subject to the provider's discretion.*

DAY 1

CLIL Principles, the 4Cs & Dual Objectives

- Distinguish CLIL from language support, immersion and conventional subject teaching.
- Explore Content, Communication, Cognition and Culture as interconnected planning dimensions.
- Analyse a sample CLIL activity and identify its content and language demands.
- Define dual objectives and success criteria for a selected curriculum topic.
- Create an initial CLIL lesson or unit brief.

DAY 2

Language Demands, Scaffolding & Plurilingual Strategies

- Identify subject-specific vocabulary, language functions and discourse demands.
- Design visual, linguistic and cognitive scaffolds such as models, frames and graphic organisers.
- Use learners' existing languages, strategic translanguaging and reformulation to support meaning.
- Plan structured interaction that develops subject understanding and communication.
- Create a scaffolded learning sequence for the selected topic.

DAY 3

Digital Tools & Interactive CLIL Learning

- Select digital tools according to the content, language and interaction purpose.
- Design multimodal explanations, collaborative tasks, quizzes or simulations.
- Adapt digital materials for different language levels and accessibility needs.
- Evaluate digital resources for quality, privacy, usability and learner participation.
- Build and test one digital CLIL activity.

04 / COURSE PROGRAMME | DAYS 4-5

Learning Activities & Training Schedule

DAY 4

Integrated Skills, Gamification & Resource Development

- Connect listening, speaking, reading and writing to meaningful subject tasks.
- Design inquiry, problem-solving or gamified activities that preserve curricular depth.
- Create language-support resources and prompts for learner interaction.
- Develop the CLIL lesson or short unit and supporting materials.
- Use peer feedback to refine challenge, clarity and participation.

DAY 5

Integrated Assessment, Classroom Interaction & Transfer

- Design formative and summative criteria for content, language, thinking and participation.
- Explore feedback, self-assessment and peer-assessment approaches for CLIL.
- Plan classroom routines that support interaction and multilingual participation.
- Present the completed CLIL lesson or unit and receive structured feedback.
- Prepare implementation steps, complete course evaluation and certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

4Cs Analysis & Dual-Focused Design

Participants use Content, Communication, Cognition and Culture to analyse examples and build connected subject and language objectives.

Scaffolding, Plurilingual Mediation & Resource Adaptation

Guided workshops help participants identify language demands, design multimodal supports and use learners' linguistic repertoires strategically.

Digital Task Design, Gamification & Integrated Assessment

Participants create interactive CLIL activities, test learner engagement and develop assessment criteria for content, language, thinking and participation.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing an Interactive CLIL Science Lesson**
>
> Imagine a teacher designing a science lesson through an additional language. Participants define subject and language objectives, identify the vocabulary and discourse learners need, create multimodal scaffolds and develop an interactive digital task. They then design assessment criteria that recognise scientific understanding and meaningful language use. This illustrates one possible classroom application; actual activities may vary.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: Laptop

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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