



COURSE DESCRIPTION

CLIL in Action: Bilingual Education for All Subjects

Content and Language Integrated Learning (CLIL) means teaching your own subject through a second language, with a goal for each. This week you plan one CLIL lesson from your subject and test it on colleagues.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Teaching geography in French and teaching French in a French class sound similar. They're not — one treats language as the subject, the other treats it as the medium something else gets taught through, and that second approach has its own name.

This week you plan one CLIL lesson from your own subject, with a content goal and a language goal, and test it on colleagues. You design in the language your school uses for CLIL; the planning sheet and the feedback run in English, with an English gloss added to the language items so that colleagues working in other languages can follow.

- Monday — you learn how CLIL began, choose one lesson from your own subject, and write its content goal and its language goal.
- Tuesday — you work out the language a lesson needs, and plan scaffolds that carry it.
- Wednesday — you design an interactive activity so that students use the language while working on the subject, on paper or with a tool.
- Thursday — you plan what happens when students get stuck in the second language, and assess content and language separately.
- Friday — you check your lesson against both goals with colleagues, revise it, and plan your first CLIL lesson back.

By Friday you have a CLIL lesson plan for your own subject, checked by colleagues, with a language goal, scaffolds, an interactive activity, and an assessment that keeps content and language apart. You do not need to teach in a bilingual programme already.

02 Course description

The core idea of CLIL is dual focus: a lesson has a goal in the subject and a goal in the language, and neither is subordinate to the other. A lesson built this way is not a translated lesson plan and not a language lesson wearing a science topic as a costume; students use the second language because the subject task needs it.

The week works with one lesson from your own subject — mathematics, science, history, geography, art, physical education or any other. You write its two goals, list the language it needs (the words the topic requires, the language students need to do the task, and the language likely to come up) and plan scaffolds such as word banks, sentence starters, pictures and pair talk before whole-class talk. Then you build the activity, decide when students may use their first language, plan how to assess content and language separately, and have colleagues check the plan against both goals.

Digital tools are used where they carry a scaffold: a shared board for a word wall, a quiz with images, a live poll. They are working examples: each has a free version, creating a board or a quiz needs a free account, and every task also works on paper.

The course runs in English, while your own CLIL lesson may be in German, French, Spanish or another language; where possible, groups on Friday share a lesson language. A student who finds the target language difficult has a place in every plan: on Thursday you decide what you change for that student, and making subject content accessible to multilingual learners is part of the plan rather than an extra.

The week teaches the planning method and tests it on one lesson of yours. Improving your own English is covered in the English Language Course for Teachers and Education Staff, and choosing digital tools for language teaching in Enhancing Language Learning through ICT; this course is about teaching a subject through a second language.

03 Learning outcomes

- 01 Write a content goal and a language goal for a lesson in your own subject.
- 02 Work out the language a lesson needs, and plan at least two scaffolds that carry it.
- 03 Design an interactive activity in which students use the second language to work on the subject.
- 04 Assess content and language separately, and plan what to change for a student who finds the language difficult.
- 05 Check a CLIL lesson plan against both goals with colleagues, and plan your first CLIL lesson.

04 Methodology

One Lesson, Two Goals	Participants plan one lesson from their own subject, with a content goal and a language goal, adding a part each day.
Short Theory, Hands-On Practice	Theoretical lessons are kept short, with most of the course spent on practical work, peer review and classroom simulations.
Tools Only Where They Carry a Scaffold	Digital tools are used for word walls, image quizzes and polls when they help students use the language, and every task also works on paper.

Day 1

CLIL and the Two Goals

- **Icebreaker:** "Explain a Term Twice" — each participant explains one concept from their subject first as they would to a colleague, then again with only simple words, and notes which words they had to search for
 - David Marsh's CLIL (coined 1994) and his 2002 European Commission report "CLIL/EMILE – The European Dimension": the idea of dual focus
 - **Choosing your lesson:** one topic from your own subject, and how to work in the language your school uses while the planning sheet runs in English
 - Writing a content goal and a language goal for your lesson
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Day 2

The Language a Lesson Needs

- **Warm-up:** "Subject Taboo" — describe a term from your subject without using its key word, and note the language you reached for
 - **The language load:** the words and phrases the topic needs, the language for doing the task, and the language likely to come up
 - **Scaffolds:** word banks, sentence starters, pictures and diagrams, model answers, and pair talk before whole-class talk
 - Planning two scaffolds for your own lesson
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Day 3

Students Using the Language

- Interactive activities in which students need the language to do the subject task: information-gap tasks, card sorts, describe-and-draw and jigsaw reading
 - **Tools that carry a scaffold:** a shared board for a word wall, a quiz with images, a live poll — for example Padlet, Quizlet or Mentimeter, or paper
 - Building your interactive activity for your own lesson topic
 - Trying part of it on a partner and noting where students needed the language
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Day 4

When Students Get Stuck, and How to Assess

- **Classroom management in a bilingual lesson:** when students may use their first language, and when the target language is required
 - Group work in the second language, and how to help a student who is finding it difficult
 - Assessing content and language with two separate criteria
 - Planning what you change for one student at a low level in the lesson language
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Day 5

Your Lesson, Checked

- Checking your lesson plan against both goals in small groups, with a short checklist
- Revising your plan after the feedback
- **Your first CLIL lesson back:** one lesson, one scaffold to test first, and what you will look for
- Reflection and self-assessment
- Course evaluation

- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Worked on during the week: a one-page CLIL lesson planning sheet and a two-goal check for peer feedback, together with the lesson plans that participants produce during the course. Tools such as Padlet, Quizlet or Mentimeter can be used where they carry a scaffold; every task also works on paper.

07 How to prepare

- Nothing needs to be prepared in advance: you choose one topic from your own subject on Day 1.
- A laptop or tablet is useful on Day 3 if you want to try a tool such as Padlet, Quizlet or Mentimeter; every task also works on paper.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide lists among the objectives of Key Action 1 mobility in school education “improving language learning and language diversity in schools” and promoting “innovative teaching methods” (Erasmus+ Programme Guide 2026, Part B – Key Action 1, Mobility for pupils and staff in school education, Objectives of the action, p. 103), and states that “The promotion of language learning and linguistic diversity is one of the specific objectives of the Programme” (Part A – Important features of the Erasmus+ Programme, Multilingualism, p. 12). CLIL — teaching a subject through a second language, with a content goal and a language goal in the same lesson — takes language learning into subject lessons rather than leaving it to the language class, and works in whichever language the school uses for it. Participants from any subject leave with one CLIL lesson plan for their own teaching, checked by colleagues: a content goal and a language goal, scaffolds for the language the lesson needs, an interactive activity, an assessment that keeps content and language apart, and a plan for students who find the second language difficult.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2
Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.