



COURSE DESCRIPTION

Enhancing Language Learning through ICT

Set the language goal first, choose a tool only if it adds something, and test whether it did: five days building one language lesson in that order, with every task also possible without an app.

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	CERTIFICATE Attendance + Europass Mobility	
AUDIENCE All school levels — language teachers of any language, and adult-education language staff No specific prerequisites — open to all teachers and school staff.		
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Hand a language classroom a set of apps and the lesson often just moves the same drill onto a screen — multiple choice with a different font. The order matters: the language goal comes first, and the tool is chosen afterwards to serve it. It is a small distinction with a large practical consequence for which app gets picked and how it gets used.

This week you build one language lesson around that order. On each of the three skill days in the middle of the week (Days 2 to 4) you write the language goal first, look for a way to reach it without a tool, choose a tool only if it adds something, and test whether it did. You need not use any app: everything has a paper or free route.

- Monday — you write a language goal for one lesson, and a tool-free way to reach it.
- Tuesday — you plan vocabulary and recall, and decide what happens in class and what happens online.
- Wednesday — you plan a speaking or listening activity, and how you will know students actually used the language.
- Thursday — you design a shared writing task on a class platform or shared board, with a safeguarding note for online interaction.
- Friday — you try part of your lesson on colleagues, check it against the goal-first checklist, and plan your first lesson back.

By Friday you have a goal-first lesson plan for your own language class, with a tool-free version, a test that shows whether the tool helped, and a short list of what to ask your school for.

02 Course description

The week uses a simple loop, set up on Day 1 and repeated on each of the three skill days from Day 2 to Day 4: goal, tool, test. The goal is what students should be able to do with the language. The tool is chosen only if it makes reaching the goal easier or more interesting than the tool-free way. The test is what you will watch for to know: did students speak more, write more, remember more? A tool that produces only a change of font is dropped.

Tuesday works on vocabulary and recall, and on the blend between the classroom and online work: which part of a lesson is best face to face and which part can move online. Wednesday works on speaking and listening, including practice apps, with the emphasis on checking that students actually spoke. Thursday works on interaction and writing on a shared board or class platform, and on online interaction outside the classroom.

Tools are working examples, not a fixed toolkit. Tools such as Duolingo, Memrise, Quizlet, Padlet, Google Classroom, Zoom or Google Meet are looked at, with their free versions and their limits: some need accounts, some keep useful features behind a subscription, and the course does not use open language-exchange networks, which connect users with strangers, with school-age pupils. Paid courses and tutoring services are not part of the week. Every task can be done on paper, so the week works whatever your school allows.

Online interaction with pupils has its own rules. The week asks for a safeguarding note in every plan: use the school's approved platform, adult-run accounts, and age-appropriate settings, and ask your school what it permits. It does not give legal advice.

Everything is done at a scale a language teacher can manage: one lesson plan, built over the week and tested on colleagues. This course is about choosing technology for language teaching. Teaching a subject through a second language is covered in CLIL in Action: Bilingual Education for All Subjects, improving your own English in the English Language Course for Teachers and Education Staff, and telling stories with digital tools in Digital Storytelling for Enhanced Learning. The week teaches a way to decide which tool, if any, serves the goal, and to check that it did.

03 Learning outcomes

- 01 Write a language goal first, and choose a tool, or no tool, to serve it.
- 02 Plan the blend of a vocabulary lesson: what happens in class and what happens online.
- 03 Design a speaking or listening activity, and a way to check that students actually used the language.
- 04 Design a shared writing task on a class platform or shared board, with a safeguarding note for online interaction.
- 05 Check a lesson plan against a goal-first checklist and plan your first lesson.

04 Methodology

Goal, Tool, Test	Days 2 to 4, one skill each, repeat the loop set up on Day 1 — write the language goal, choose a tool only if it adds something, and test whether it did.
One Lesson Plan, Built Over the Week	Participants build one lesson plan for their own class, adding a part each day, and try part of it on colleagues before it goes near a class.
Paper and Free Routes	Every task can be done on paper or with free versions of tools, so what you build works whatever your school has or allows.

Day 1

Goal First: the Loop

- **Icebreaker:** "Goal First" — each participant states one thing their students should be able to do with the language, and the group suggests one way without a tool and one with
 - **The principle behind the week, and the loop:** goal, tool, test
 - Choosing your lesson and writing its language goal, and a tool-free way to reach it
 - Digital tools for language teaching, with their free versions and limits: for example Duolingo, Quizlet or Memrise, or paper flashcards
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Day 2

Vocabulary, Recall and the Blend

- **Warm-up:** "Two Ways to Remember" — pairs recall eight words once with paper cards and once with a quiz tool, and compare what helped
 - **Blended learning:** what is best face to face and what can move online
 - E-learning and flashcard tools for recall, and the test that shows whether students remembered more
 - Planning the vocabulary part of your lesson
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Day 3

Speaking and Listening

- **Warm-up:** "Say It Without the App" — pairs practise a short exchange with no tool, then note what a tool could add
 - Practice apps and mobile activities for speaking and listening, and their limits
 - **Checking that students actually spoke:** recording (where your school's consent rules allow it), pair reporting, or a teacher checklist
 - Planning the speaking or listening part of your lesson
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Day 4

Interaction and Writing Online

- **Warm-up:** a short shared-board task with a collaboration tool such as Padlet, or on paper
 - Shared writing tasks on a class platform or shared board, for example Google Classroom or Padlet
 - Online interaction outside the classroom, for example by video call: safeguarding, approved platforms and age-appropriate settings
 - **Checking that the shared task produced more writing:** a before-and-after sample or a simple count
 - Planning the shared writing task and its safeguarding note
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Day 5

Your Lesson, Tested

- Trying part of your lesson on colleagues, ten minutes each in small groups
- Checking your plan against the goal-first checklist and revising it
- **Your first lesson back:** one goal, one tool or none, and the test you will use
- What you will ask your school 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 goal-first lesson planning sheet and a goal-first check for peer feedback, together with the lesson plans that participants produce during the course. Tools such as Duolingo, Memrise, Quizlet, Padlet, Google Classroom, Zoom or Google Meet — free versions, or paper versions of each task.

07 How to prepare

- Nothing needs to be prepared in advance: you choose one lesson and write its language goal on Day 1.
- A phone or laptop helps you try the tools during the week, using free versions only; every task also has a paper version.

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

Two objectives of school education mobility meet in this course. The Erasmus+ Programme Guide lists both “promoting the use of new technologies and innovative teaching methods” and “improving language learning and language diversity in schools” among them (Erasmus+ Programme Guide 2026, Key Action 1 – School Education Mobility, p. 103), under the Programme’s horizontal priority of helping citizens acquire “the digital skills and competences they need to live, learn, work” (Part A – Priorities of the Erasmus+ Programme, p. 8). What the week develops is the teacher’s judgement about sequence — the language goal set first, the tool chosen afterwards to serve it — which is the difference between a digital lesson and a digitised drill.

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

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COURSE PAGE

erasmusmobilityacademy.com/courses/enhancing-language-learning-through-ict

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.