



DAILY PROGRAMME

CLIL in Action: Bilingual Education for All Subjects

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 CLIL and the Two Goals	DAY 2 The Language a Lesson Needs	DAY 3 Students Using the Language	DAY 4 When Students Get Stuck, and How to Assess	DAY 5 Your Lesson, Checked
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Day by day

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

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

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

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

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.

ISSUED BY

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COURSE PAGE

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