



CLIL English Course in BARCELONA, Spain

LOCATION:

Barcelona, Spain

TARGET PUBLIC

This course is designed for educators and education professionals who teach or plan to teach non-language subjects through English and wish to strengthen their CLIL competences and English language skills.

The targeted public includes:

- Primary and secondary school teachers.
- VET teachers and trainers.
- Adult education educators.
- Teachers involved in bilingual or international programmes.

Education professionals interested in CLIL and language-integrated learning

The course is suitable for participants with an intermediate level of English (minimum B1). Previous experience with CLIL is welcome but not required.

REGARDING THE GROUP:

Group size: between 4 to 10 participants. Maximum 14

Group composition: Participants attend the course with an Erasmus+ grant and come from a variety of European countries, including Poland, Italy, Portugal, France, Slovakia, Hungary, the Czech Republic, Germany, Lithuania, Latvia, and Estonia, among others. This multicultural composition fosters intercultural exchange and peer learning.

Language of instruction: The course is delivered in English.

Schedule: The course is organised either from 10:00 to 14:00, from 10:00 to 15:00, or from 10:00 to 14:00 with two additional afternoon sessions.

FEES

20 hours: 400€

25 hours: 450€



DESCRIPTION

This Erasmus+ course offers a comprehensive introduction to Content and Language Integrated Learning (CLIL), combining pedagogical theory with practical classroom application. Delivered in English and hosted in Barcelona, the course supports educators in developing both their CLIL teaching competences and their confidence in using English as a medium of instruction.

Participants will explore the core principles of CLIL, including the 4Cs framework (Content, Communication, Cognition, and Culture), and learn how to design lessons that integrate subject content and language learning in a meaningful and inclusive way. The course addresses lesson planning, classroom strategies, scaffolding techniques, and assessment in CLIL contexts.

Throughout the five days, participants will actively use English in a supportive international environment, improving their classroom language, subject-specific vocabulary, and communication skills. Practical workshops, collaborative tasks, and peer exchange are central to the course, ensuring direct transfer of learning outcomes to participants' own teaching contexts.

LEARNING OUTCOMES

By the end of the course, participants will be able to:

1. Explain the key principles and benefits of CLIL within European educational contexts.
2. Apply the 4Cs framework to the design of CLIL lessons and activities.
3. Plan and structure CLIL lessons that integrate content, language, cognition, and culture.
4. Use effective classroom language and scaffolding strategies to support learners' language development.
5. Adapt materials and activities to different learner levels and educational settings.
6. Implement formative assessment strategies suitable for CLIL classrooms.
7. Increase confidence and fluency in using English as a medium of instruction.
8. Develop a practical CLIL lesson plan applicable to their own professional context



CLIL COURSE

Day 1 – Introduction to CLIL and Language Awareness:

- Course introduction and needs analysis.
- CLIL in the European educational context.
- The 4Cs framework: Content, Communication, Cognition, Culture.
- Language awareness and classroom English.
- Practical activities and reflection

Day 2 – CLIL Lesson Planning and Scaffolding:

- CLIL lesson structure and learning objectives.
- Cognitive skills and thinking strategies in CLIL.
- Scaffolding techniques for language and content.
- Workshop: designing CLIL lesson stages.

Day 3 – Materials Development and Classroom Strategies:

- Selecting and adapting materials for CLIL.
- Vocabulary development and subject-specific language.
- Interactive and learner-centred CLIL activities.
- Workshop: materials creation and peer feedback.

Day 4 – Assessment in CLIL and Inclusive Practices:

- Assessment for learning in CLIL contexts.
- Formative assessment and feedback strategies.
- Differentiation and inclusion in CLIL classrooms.
- Workshop: designing assessment tools.

Day 5 – Implementation and Transfer to Practice:

- Micro-teaching and lesson presentations.
- Reflection on classroom challenges and solutions.
- Developing an individual CLIL action plan.
- Course evaluation and certification
- Produce clear, well-structured written texts on professional topics

METHODOLOGY

The course follows a communicative, learner-centred, and experiential methodology, combining theoretical input with continuous practical application. Sessions are conducted in English and promote active participation, collaboration, and reflection.

Methodological approaches include:

- Interactive presentations and guided discussions.
- Practical workshops and task-based learning.
- Group work and peer collaboration.



- Micro-teaching and lesson design activities.
- Reflective practice and action planning.

Participants are encouraged to share experiences from their own educational contexts, fostering intercultural learning and professional exchange.

ASSESSMENT and EVALUATION METHODOLOGY

Assessment is formative and continuous, focusing on participants' engagement, progress, and ability to apply CLIL principles in practice. There are no formal exams.

Assessment methods include:

- Active participation in course activities and workshops.
- Development of a CLIL lesson plan or teaching project.
- Peer feedback and trainer feedback during practical sessions.
- Self-assessment and guided reflection.
- Course evaluation is carried out through:
 - +Reflective group discussions
 - + End-of-course evaluation questionnaires.
 - +Participant feedback on content, methodology, and organisation.