



Erasmus+ KA1 Course

**CLIL**

**Language as Tool for Innovation  
and Effectiveness in Teaching**



ErasmusLearn Training Center

[www.erasmuslearn.eu](http://www.erasmuslearn.eu)

Heraklion, Crete, Greece

Organisation ID: E10020547





# Summary

Contemporary teaching requires up-to-date methods and tools. Teachers nowadays are not playing the role of the traditional master of knowledge anymore, but they are the medium and the guide in the process of acquiring new knowledge. The CLIL teaching method (Content and Language Integrated Learning) constitutes the key to methodizing the teaching act through the tools it offers to teachers worldwide. The CLIL method is designed in order to make the teaching act, on the one hand, innovative and on the other hand effective. It is based on contemporary theories for experiential education and promotes immediate practical acquisition of the new knowledge. This way, it succeeds in being the most prevailing method today, due to the fact that it helps students to learn new knowledge in a natural and effortless way. As for the teachers, they find a new way to make their lessons more interesting, more alive, but nonetheless effective. CLIL is necessary for every teacher or professor who seeks new, innovative, and more effective ways of teaching, but meanwhile they seek to broaden their professional horizons and to claim a job position in the European market.



# Purpose

The main goal of the training in the CLIL program is to introduce teachers to the innovative methods and tools it provides. Via the CLIL post-educational program, participants learn how to adapt CLIL's teaching methods and tools in the teaching task, whether their goal is to teach a second language or they want to teach other lessons, like Geography, History, Math, etc. Moreover, participants will be able to master the integration of CLIL methods in teaching and use digital tools in favor of the class and the teaching task. As a result, language education and acquisition will constitute an immediate derivative of teaching other lessons (e.g., Math). In other words, via its methods and tools, CLIL teachers will be in a position to teach, at the same time, whichever lesson- English language or whatever language-target they want. In such a manner, CLIL teachers will manage to exercise and educate students who will be able to constitute future citizens of a global society. This is one of the most important tasks that every school or college should aim for. Finally, but importantly, by completing the CLIL program, participants will acquire the ability to implement the CLIL methods and tools, together with other digital and audiovisual tools in the teaching task, transforming their class into an innovative, contemporary, and very effective procedure.



# Objectives

- Acquire the ability to implement the CLIL methods and tools.
- Increase the effectiveness and innovation of teaching.
- Combine different lessons with language learning.
- Exchange knowledge and good practices in language-focused learning.



# Course Language

- English
- Note: Participants must have at least a CEFR level B2 knowledge of English in order to be able to participate actively.



# Target Groups

The CLIL post-education program is addressed to: school and preschool teachers, professors teaching in secondary education, foreign language teachers, educational councils, undergraduate or postgraduate college students.



# Methods & Tools

Lectures, discussions, group work, presentations, exercises, study visits, video presentations, audiovisual tools, practical implementations, and teaching proposals.



# Course Agenda

## Day 1

- Introductory meeting, explanation of practical arrangements.
- Presentation of timetable.
- Presentations of participating Organizations.
- Icebreakers, Introduction to the Course.

## Day 2

- Second language acquisition theories and applications:
  - Plato's Problem.
  - Behaviorism: mimicry and Memorization.
    - Locke's Tabula Rasa.
    - Skinner's Theory of Behaviorism.
  - Universal grammar and the innateness hypothesis.
- Second language theories – in practice:
  - Krashen's Monitor Model.
  - Five Stages of Second Language Acquisition.
    - Teaching Strategies.
- Definition and importance of second language acquisition in childhood:
  - Brief explanation and different perspectives of first language acquisition in early childhood.
  - Childhood Bilingualism and benefits of second language acquisition in childhood.

## Day 3

- Definition and deepening to CLIL methodology:
  - CLIL's basic principles (content, communication, cognition, culture).
  - Cooperative learning, blended learning and flipped classroom.
- Practice and Practices of CLIL:
  - Practical implementation of CLIL methodology.
  - Creating Lesson plans for your classroom.
- Technology in the Flipped Classroom (Workshop):
  - Microsoft Whiteboard, Google Jamboard.
  - Canva, Adobe Express & Slidesmania.
- Cultural Activities: Guided tour to the Historical Center of Heraklion.
- Dinner in a traditional restaurant of the town.

## Day 4

- Digital Tools for the Clil Classroom:
  - Adobe Spark, Interactive images, Animoto.
  - Timegraphics, Maphub.
  - Bookcreator, Makebeliefcomics.
- Gamification tools for the classroom:
  - Genial.ly for games.
  - GimKit for live games.
  - Cram for flashcards.
- Create your CLIL lesson Plan using Digital tools (workshop).

## Day 5

- CLIL and non-formal learning:
  - Design your CLIL lesson plan for your class.
- Presentations and discussion on proposals for second language teaching in classroom.
- Teaching through CLIL (practical workshop).
- Erasmus+ program: objectives, priorities, actions, forms, budget, tips for applicants.
- Planning follow up activities, dissemination and exploitation of learning outcomes.
- Course Evaluation.
- Certifications.



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hospitality environment.*

Connect with us



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