

Theory and Practice of Content and Language Integrated Learning (H002246)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0

Study time 90 h

Course offerings and teaching methods in academic year 2025-2026

A (semester 1)

Dutch

Gent

seminar

independent work

Lecturers in academic year 2025-2026

Sanctobin, Véronique

LW06

staff member

Vogl, Ulrike

LW06

lecturer-in-charge

Offered in the following programmes in 2025-2026

	crdts	offering
Master of Science in Teaching in Languages(main subject African Languages and Cultures)	3	A
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Archaeology)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)	3	A
Master of Science in Teaching in Science and Technology(main subject Biochemistry and Biotechnology)	3	A
Master of Science in Teaching in Science and Technology(main subject Bioengineering)	3	A
Master of Science in Teaching in Science and Technology(main subject Biology)	3	A
Master of Science in Teaching in Economics(main subject Business Administration)	3	A
Master of Science in Teaching in Economics(main subject Business Economics)	3	A
Master of Science in Teaching in Science and Technology(main subject Chemistry)	3	A
Master of Science in Teaching in Social Sciences(main subject Communication Science)	3	A
Master of Science in Teaching in Science and Technology(main subject Computer Science)	3	A
Master of Science in Teaching in Social Sciences(main subject Criminological Sciences)	3	A
Master of Science in Teaching in Languages(main subject East European Languages and Cultures)	3	A
Master of Science in Teaching in Economics(main subject Economics)	3	A
Master of Science in Teaching in Science and Technology(main subject Engineering and Technology)	3	A
Master of Science in Teaching in Science and Technology(main subject Geography and Geomatics)	3	A
Master of Science in Teaching in Science and Technology(main subject Geology)	3	A
Master of Science in Teaching in Arts and Humanities (main subject History)	3	A
Master of Science in Teaching in Social Sciences(main subject Laws)	3	A
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Science and Technology(main subject Mathematics)	3	A
Master of Science in Teaching in Health Sciences(main subject Medical Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)	3	A
Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)	3	A
Master of Science in Teaching in Health Sciences(main subject Pharmaceutical Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (main subject Philosophy)	3	A
Master of Science in Teaching in Science and Technology(main subject Physics and Astronomy)	3	A
Master of Science in Teaching in Social Sciences(main subject Political Science)	3	A
Master of Science in Teaching in Behavioural Sciences(main subject Psychology)	3	A

Master of Science in Teaching in Economics(main subject Public Administration and Management)	3	A
Master of Science in Teaching in Health Sciences(main subject Social Health Sciences)	3	A
Master of Science in Teaching in Social Sciences(main subject Sociology)	3	A
Master of Science in Teaching in Health Sciences(main subject Veterinary Medicine)	3	A
Master of Science in Teaching in Physical Education	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)	3	A
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Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)	3	A
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Master of Science in Teaching in Health Sciences (abridged programme)	3	A
Master of Science in Teaching in Physical Education (abridged programme)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)	3	A

Teaching languages

Dutch

Keywords

CLIL, CLIL didactics, language-sensitive teaching, ICT, generative AI

Position of the course

This course introduces and applies the core principles, methods, developments, and practices of language-sensitive teaching (LST) and CLIL didactics, with a strong focus on the integration of ICT tools, including generative AI. The emphasis lies on hands-on practice.

The course can be taken as a stand-alone module or as a preparatory step towards the follow-up language course. This pathway is especially relevant for participants intending to teach a CLIL subject which requires C1-level proficiency in one of the target foreign languages (French, English, or German).

Starting from the academic year 2025–2026, this course will also be offered as a Microcredential (type 1) within the framework of Lifelong Learning.

Contents

Based on recent scientific insights, participants are familiarized with the foundational principles, methods, and developments in language-sensitive subject teaching and CLIL, aiming to enhance their own teaching practice or prepare for a future career as a teacher in secondary or higher education. The course is structured around the analysis of best practices and the use of digital tools, with a consistent emphasis on ICT integration and generative AI. Participants will create a personal teaching materials portfolio relevant to their subject area, encouraging them to apply theoretical frameworks to their own (future) classroom practice.

Topics include:

- CLIL: definition and framework
- Aspects of language and language-sensitive teaching (LST)
- General principles of CLIL didactics
- CLIL lesson design for CLIL and LST
- Assessment and feedback in CLIL and LST
- ICT tools for more effective (language) teaching, including generative AI
- Opportunities for internationalization

Initial competences

This course is intended for (future) secondary school teachers and higher education lecturers interested in effective didactics, language-sensitive teaching, and/or CLIL, and who wish to stay up to date with educational technologies, including generative AI tools.

Prospective participants who do not meet this profile may be admitted after a (virtual) intake interview with the instructor(s).

Students wishing to pursue the subsequent CLIL language course — a requirement for teaching CLIL subjects in the Flemish Community — are expected to have a sufficient command of the target language (at least B2 level according to the

CEFR), or to have taken steps to reach this level after completing the current course.

Final competences

- 1 Know the legal framework around CLIL education in Flanders and be able to interpret its implications.
- 2 Identify and contextualize different types of language (e.g. academic language, home language, subject-specific language, social and instructional language) in the classroom.
- 3 Know the principles of LST and being able to apply them.
- 4 Explain the concept of CLIL using theoretical frameworks and apply the core principles of CLIL didactics.
- 5 Critically analyse their subject-specific curricula to identify opportunities for implementing CLIL and language-sensitive teaching.
- 6 Use the CEFR scales for purposes of LST and CLIL lesson planning and evaluation.
- 7 Searching for (authentic) material and being able to critically analyze it and, if necessary, didactize it for the benefit of your own context.
- 8 Be able to analyse didactic material and make proposals for optimisation, in function of the quality criteria for CLIL and TOL.
- 9 Select and apply ICT tools (including generative AI) judiciously to support CLIL and LST.
- 10 Design lessons for their current or future teaching practice, clearly formulating dual learning objectives, constructing a lesson flow with well-structured phases, using active learning strategies that stimulate language use, and paying particular attention to scaffolding techniques. Apply principles of formative and summative assessment appropriately in CLIL and LST lessons.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Independent work

Extra information on the teaching methods

The course is delivered in a blended learning format, combining interactive workshops, independent study, and online contact with instructors. Students are expected to engage in self-directed learning by developing a personal teaching materials portfolio, which will form the core of the course workload. Students must complete mandatory interim assignments, which are submitted for feedback and compiled into the final portfolio.

This course is based on the responsible use of generative artificial intelligence (GAI), and encourages their use for didactic purposes.

Study material

Type: Other

Name: Content and Language Integrated Learning

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

Additional information: The study material consists of all kinds of material (text and images), collected in a learning path on the UFORA learning platform. This learning path is completed after each lecture.

References

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- Coyle, D., Hood, P., & Marsh, D. (2013). *CLIL: Content and language integrated learning*. Cambridge University Press.
- Dale, Liz, et al. *CLIL Activities: a Resource for Subject and Language Teachers*. Cambridge University Press, 2015.
- Genesee, Fred, and Else V. Hamayan. *CLIL in Context: Practical Guidance for Educators*. Cambridge University Press, 2016.

Hajer, M. & T. Meestringa. Handboek taalgericht vakonderwijs. Coutinho. 2020

Marsh, D. e.a. [*European Framework for CLIL Teacher Education*](#)

Martens, Liesbeth, and Piet Van de Craen. *Klaar Voor CLIL Het CLIL-handboek voor Vlaanderen en Nederland*. Acco, 2017.

Mehisto, Peeter, and Y. L. Teresa Ting. *CLIL Essentials: for Secondary School Teachers*. Cambridge University Press, 2017.

Mehisto, Peeter, et al. *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan, 2009.

Pil, L. (2017) de stuwkracht van CLIL. *InDialoog* 2017-2018, 44-49

Strobbe, Lies, et al. *Je Vak in Een Vreemde Taal?: Wegwijzers Voor De CLIL-Onderwijspraktijk*. Acco, 2013

Course content-related study coaching

- Study guidance is provided by the educational didactician.
- Support via Ufora, MsTeams and by appointment.

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Participation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Assignment: A personal materials portfolio, built up through a series of partial assignments (evaluated using a rubric; templates available via the Ufora learning platform).

Continuous assessment: Active participation and submission of assignments are required.

Calculation of the examination mark

The course is 100% based on continuous (non-exam) assessment. Students who fail to participate in or submit required components may be deemed unsuccessful.

Facilities for Working Students

Cursus in the form of blended learning. In overleg met de lesgever(s) kan bekeken worden of er eventueel bijkomende faciliteiten mogelijk zijn.