**CLIL in action**

**Webinar 3 (Replacement for Face-to-face 1)**

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| **Pre-webinar task**Due to COVID-19, we are not able to meet in person to complete this first session. During this first session, you were going to experience a CLIL lesson. However, this is difficult to replicate in an online scenario. Therefore, we will move this to the first Community of Practice session. In place of this, we would like you to watch [a short 15-minute video](https://www.youtube.com/watch?v=dFuCrxRobh0) that gives you an insight into CLIL teaching in lots of different educational contexts. Although these contexts may be different to your own, many of the approaches and methodologies here are applicable to the post-Primary context in Ireland. |

**Task Part 1: CLIL Lesson Structure**

There is no ‘ideal’ lesson structure for CLIL lessons. There are as many lesson frameworks as there are teachers and types of students. However, each CLIL lesson might contain some of the following parts.

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| **Activating Learning**  | This is where you find out what students know already or get them to begin interacting with new content or language. The activity might involve students retrieving content or language that they have used elsewhere that will be useful for this lesson.  |
| **Guided Reception**  | Here, students are introduced to new content and language through reception. This can occur at the word level, sentence or text level and can be written or spoken. Remember, at this stage, the cognitive and lexical demand is relatively low.  |
| **Identify & Organise Knowledge**  | A key element of CLIL teaching is getting students to organise their knowledge. By organising knowledge, they are not only reinforcing their understanding of the concepts, but also the language attached to them. Remember, at this stage, the lexical demand remains relatively low, but the cognitive demand becomes more challenging.  |
| **Practice and Produce: mediate and interact**  | At this stage, students are taking the new knowledge that they have acquired in the previous stage and are using it in some way. Remember, at this stage, the lexical and cognitive demands are relatively high.  |
| **Produce: demonstrate content and language**  | At this stage, students prove their learning. This aligns to a typical plenary. Here, the lexical and cognitive demands are high.  |

**Task Part 2: CLIL in action (video)**

Watch the following [video](https://www.youtube.com/watch?v=dFuCrxRobh0). This video was produced as one of the outputs of a European Union project that focused on sharing best practice of CLIL across Europe.

Watch the video and using the mind-mapping template on the following page, **make a note of where you observe activities or approaches** used by the **teachers** or behaviours demonstrated by the **students** that correspond to the different parts of a typical CLIL lesson. Note down the time in the video and a short description. See the example for some ideas.

**EXTENSION:** Those of you that have joined the CLIL Community of Practice on Facebook, [CLIL 4 MFL](https://www.facebook.com/groups/clil4mfl/?source_id=341704926339), I would be grateful if you could take a picture of your brainstorm and upload it so that we can all share our insights.

0:52 – The students are using a pre-set structure (e.g. Have you got/Yes, I have/No, I don’t) showing language for learning

Guided Reception

Activating Learning

Produce: demonstrate content and language

Identify & organise knowledge

Practice & Produce: Mediate and interact

**A CLIL Lesson**