

Практичне заняття 5

Planning a CLIL lesson

1. The CLIL Pyramid (Oliver Meyer)

- Presentation of the model:
 1. Culture (Context)
 2. Content
 3. Cognition
 4. Communication
 5. Tasks / Output
- Discussion of how the pyramid ensures:
 - progression from input → processing → output
 - balance of language and content
 - alignment with Bloom's taxonomy
- Case examples: analysing sample CLIL tasks using Meyer's levels

2. Criteria for Selecting Texts for CLIL

Students discuss and evaluate texts according to:

- Cognitive load
- Linguistic load
- Relevance to curriculum content
- Age appropriateness
- Opportunities for scaffolding
- Potential for meaningful tasks (output)

Activity: Identify weaknesses in a provided text and propose improvements.

3. Adapting Materials for CLIL

- Techniques of text adaptation:
 - Simplification vs. elaboration
 - Adding visual scaffolding
 - Reducing lexical density
 - Highlighting key terminology
 - Creating glossaries
 - Building pre-reading tasks
- Transforming a non-CLIL text into a CLIL-ready one
- Pair work: students adapt a short paragraph using one adaptation technique

4. Designing a CLIL Lesson Fragment Based on a Text

Group task:

Students develop a mini CLIL lesson sequence (10–15 minutes) including:

- Learning objectives (content + language)
- Selected/modified text
- Pre-task → while-task → post-task activities
- Scaffolding techniques used
- Expected output (task at the top of the CLIL Pyramid)

Groups present their micro-plans with justification.