CLIL LESSON TEMPLATE

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| Discipline: | Undergraduate or postgraduate: | Year of study: |
| Topic of session: | Resources & materials: |
| Content |
| Learning objectives | Content objectives: |
| Language objectives: |
| Communication |
| Skills |  Reading  Listening  Writing  Speaking  Interacting |
| Grammar & syntactic structuresVocabularyPronunciation, intonation & fluency | Language of learning |  |
| Language for learning |  |
| Language through learning |  |
| Cognition\* |
| LOTS (lower-order thinking skills: include Remembering, Understanding, and Applying) HOTS (higher-order thinking skills: Analyzing, Evaluating and Creating) |  |
| Questions to be used |  |
| Culture (optional) |
| (e.g.: context, citizenship, intercultural elements, cultural awareness & understanding, multiple perspectives, life skills) |
| Methodology(N.b.: Some of these elements may not be relevant for a 10-minute micro-teaching session, but when planning full sessions / units, they need consideration)  |
| 1. Enabling activities
 | (e.g.: warm-ups; introductory activities or vocab needed; previous knowledge; grouping: single, pairs, groups, plenary…) |
| 1. Development and final products
 | (e.g.: making posters, making descriptions, letters, stories, presentations, contests, discussions…) |
| 1. Final or follow-up activities
 | (e.g.: feedback, final presentations…) |
| 1. Assessment

(balance between content and language) | (instruments: self-assessment, pair assessment, peer assessment, teacher assessment – tasks, tests, etc.)  |

\* LOTS & HOTS: see Bloom’s Taxonomy

Adapted from:  Hernández González, J. & Julian-de-Vega, C.