

WORKSHOP PROGRAMME

CLIL strategies: guided input, supported output and everything in between

Wrocław, 17 October, 2026

SATURDAY, 10 OCTOBER 2026	
10 ³⁰ –12 ⁰⁰	Guided input: making meaning accessible Built around the 10 CLIL parameters of the CLIL Wheel, this session will focus on ways of making subject input more accessible without reducing cognitive challenge. Participants will experience selected activities as learners and then analyse them from the teacher's perspective, considering how scaffolding can support comprehension before and during exposure to spoken, visual and multimodal input, including video-based materials. The session will consider strategies such as activating prior knowledge, using visuals and still frames, pre-teaching key vocabulary, structuring observation and note-taking tasks, varying the way audio-visual material is presented, and designing purposeful pre-, while- and post-viewing activities.
12 ⁰⁰ –12 ¹⁰	Coffee break
12 ¹⁰ –13 ⁴⁰	Everything in between: supporting thinking and interaction Following the learning sequence of before, during and after, this session will look at the important classroom work that takes place between input and output: processing, rehearsing, checking understanding and building confidence. Participants will explore how teachers can support learners as they move from initial comprehension towards meaningful participation, while keeping challenge, interaction and cognitive engagement in focus. The session will consider practical strategies for reducing cognitive overload, improving instruction-giving, checking understanding, increasing wait time, encouraging classroom interaction and helping learners think more deeply and contribute more confidently in CLIL lessons.
13 ⁴⁰ –13 ⁵⁰	Coffee break
13 ⁵⁰ –15 ²⁰	Supported output: from response to expression As the final stage in the before–during–after learning sequence, this session will focus on the support learners need when they are expected to demonstrate understanding through spoken or written output. Participants will experience and analyse different levels of scaffolding and consider how teachers can guide learners from supported responses towards greater independence across different subjects, age groups and educational contexts. The session will consider strategies such as modelling, guided production, collaborative rehearsal, peer support, language frames for subject-specific expression, gradual removal of support and meaningful post-task reflection, with the aim of supporting both content learning and language development.
15 ²⁰ –15 ³⁰	Certificates and closing remarks