

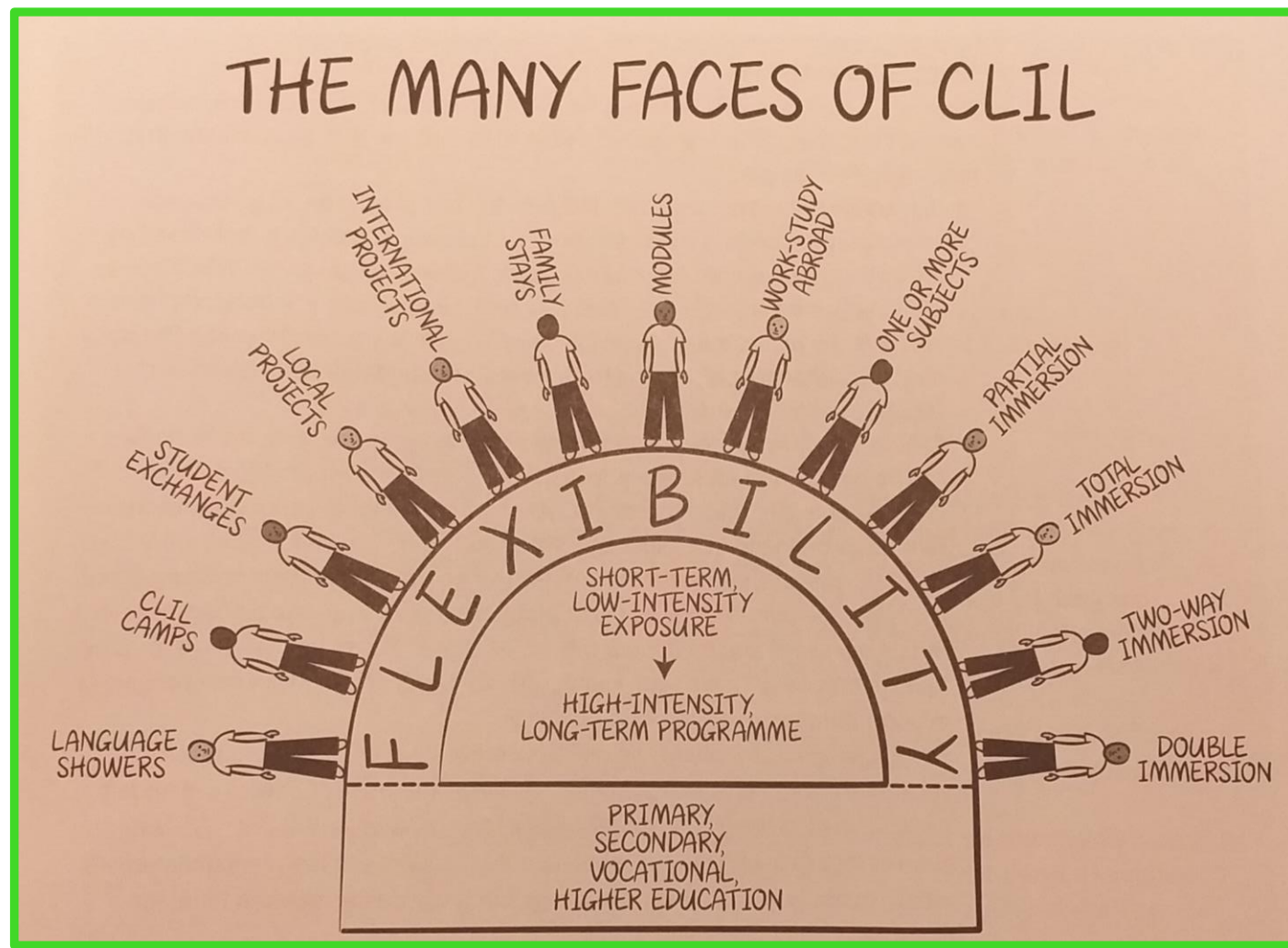
CLIL - a flexible approach

Source: *Uncovering CLIL*,
Mehisto, Frigols, Marsh, 2008.

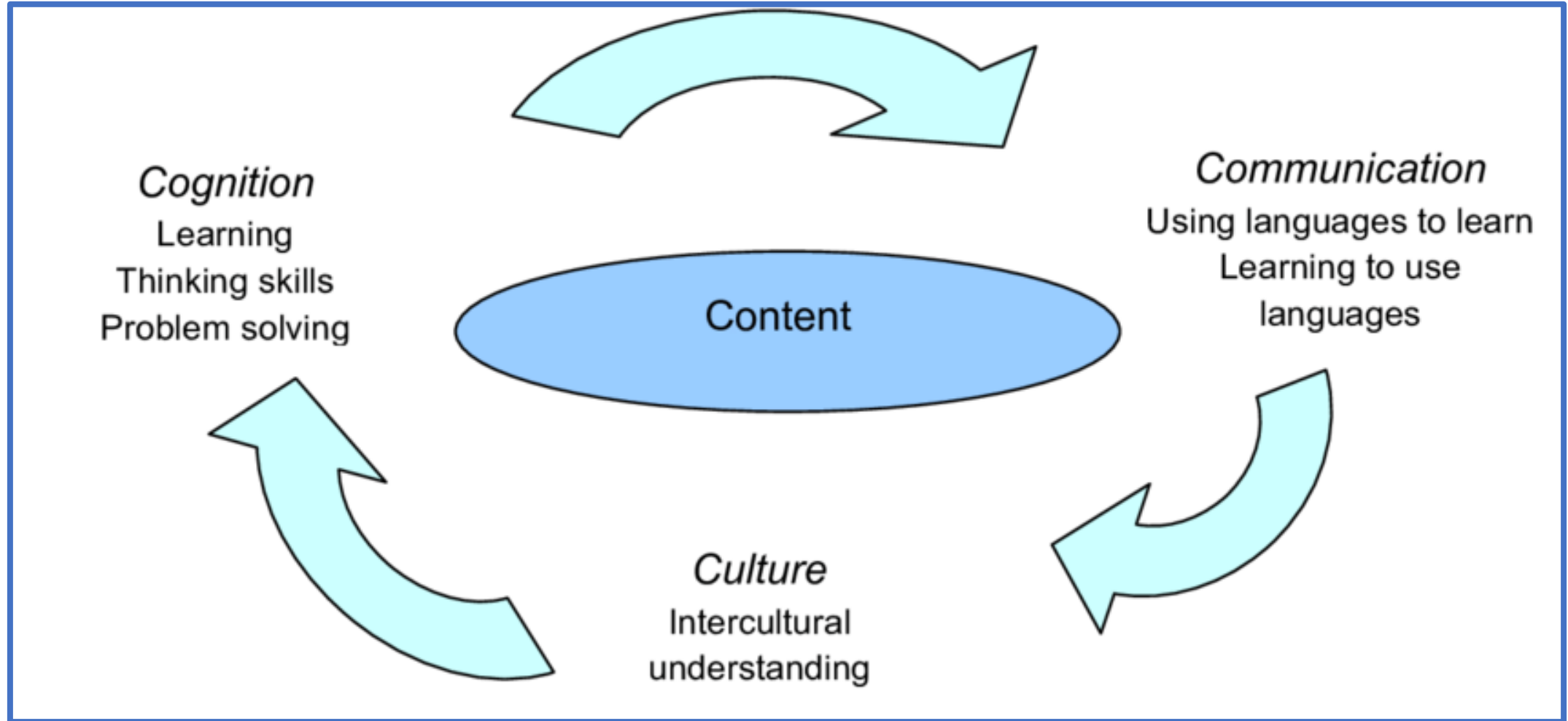
CLIL is an *umbrella* term



Image source: Photo by Adrianna Calvo from [Pexels](https://www.pexels.com/photo/many-colorful-umbrellas-opened-against-a-blue-sky/)



The 4 Cs framework for CLIL



Source: https://www.researchgate.net/figure/Coyles-4Cs-model-Exposure-to-language-is-thought-to-be-essential-in-CLIL-as-it-is_fig2_322539710

Mystery object: a great way to start!



Image sources:
Photo by Skitterphoto from [Pexels](#)
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Science, maths and much more ...

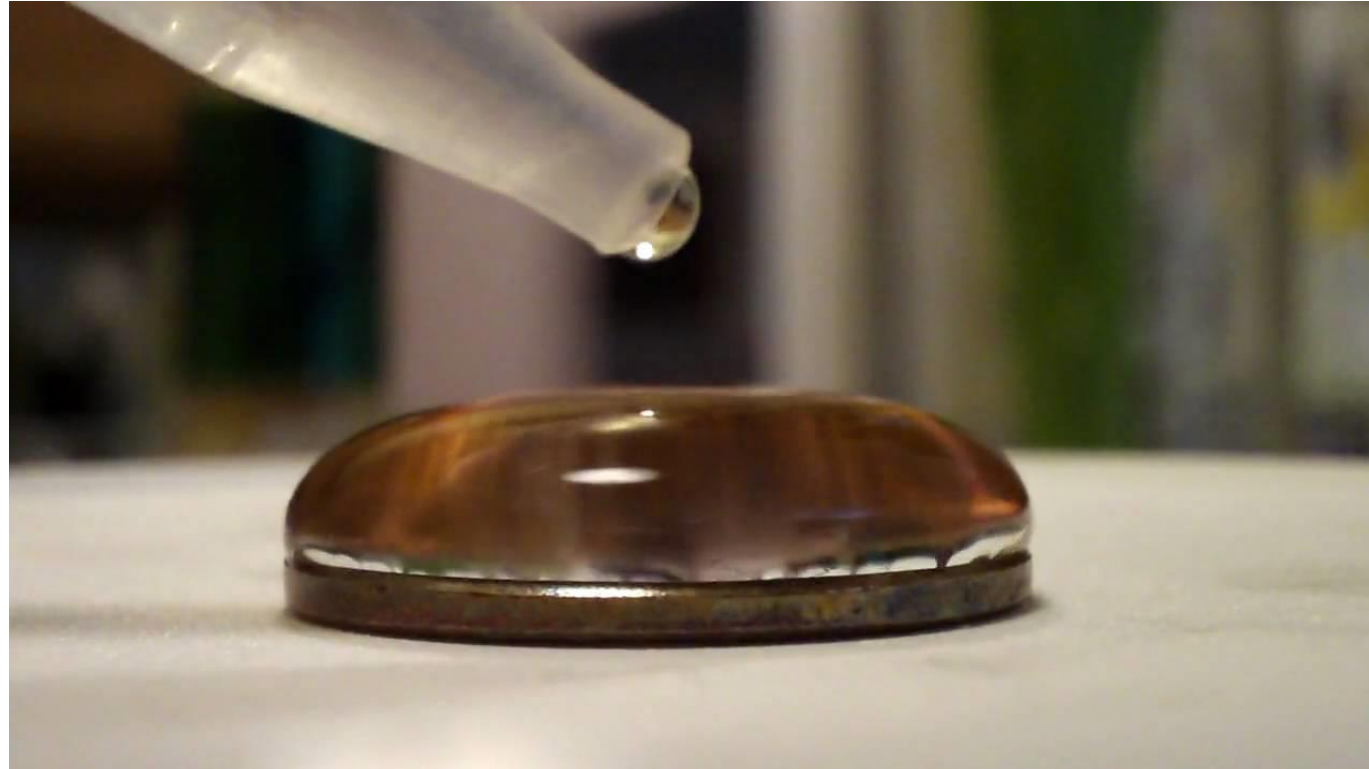
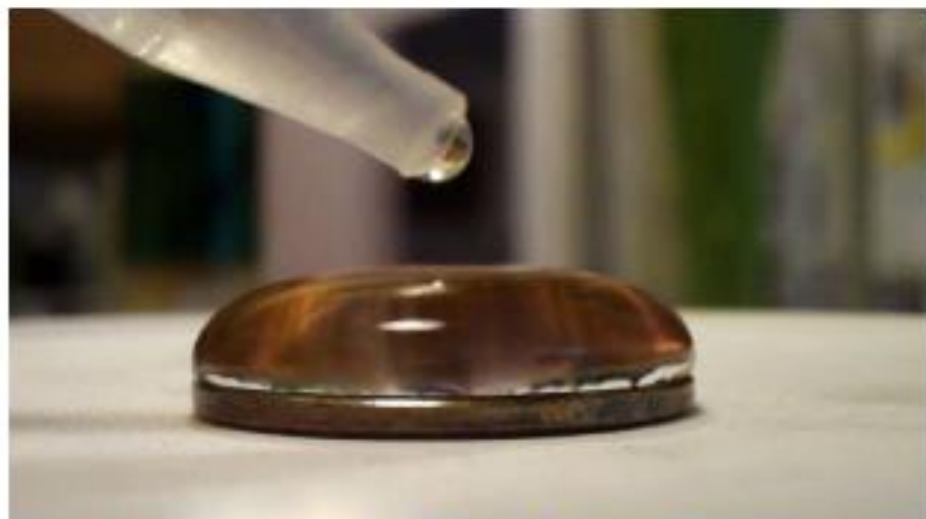


Image source and video: www.youtube.com/watch?v=8O8PuMkiimg

And on the *Hormiguero*! www.youtube.com/watch?v=V4YFJYvVwjE

What were the language outcomes of this experiment?



Grammar Structures / Lexis?

Functions?

Procedural language?

Language skills?

Pronunciation?

Other skills, concepts, values, etc...?

Soft CLIL vs. hard CLIL?

CLIL can be **divided** roughly into **two camps**:

1. A **content-oriented** approach

Teaching and learning focuses *mainly* on the subject content.

Subject concepts and **skills** are the primary learning aims.

Language competency is a secondary aim.

2. A **language-oriented** approach

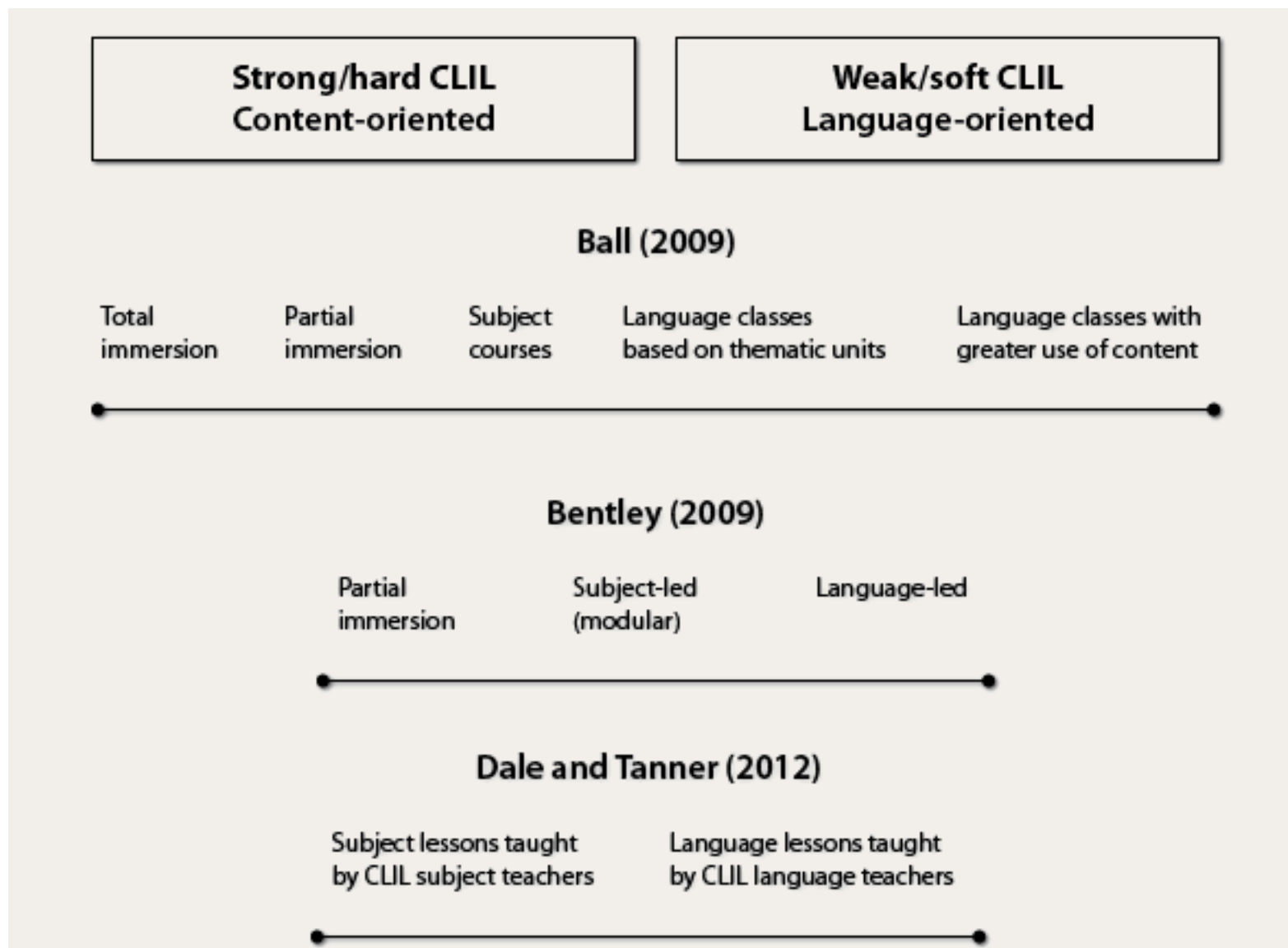
Focuses *mainly* on language.

e.g. a foreign language class using more content than normal or didactic language units with more subject-based content.

Language learning competency is the **primary aim**. Knowledge of the subject or topic is a secondary aim.

Both approaches are **valid** and can work in mutual **cooperation**.

A summary: Approaches to CLIL



Source: Makoto Ikeda,
[*International CLIL Research Journal*](#), 2013
www.icrj.eu/21/article3.html

Using a CLIL resource at different levels & subjects

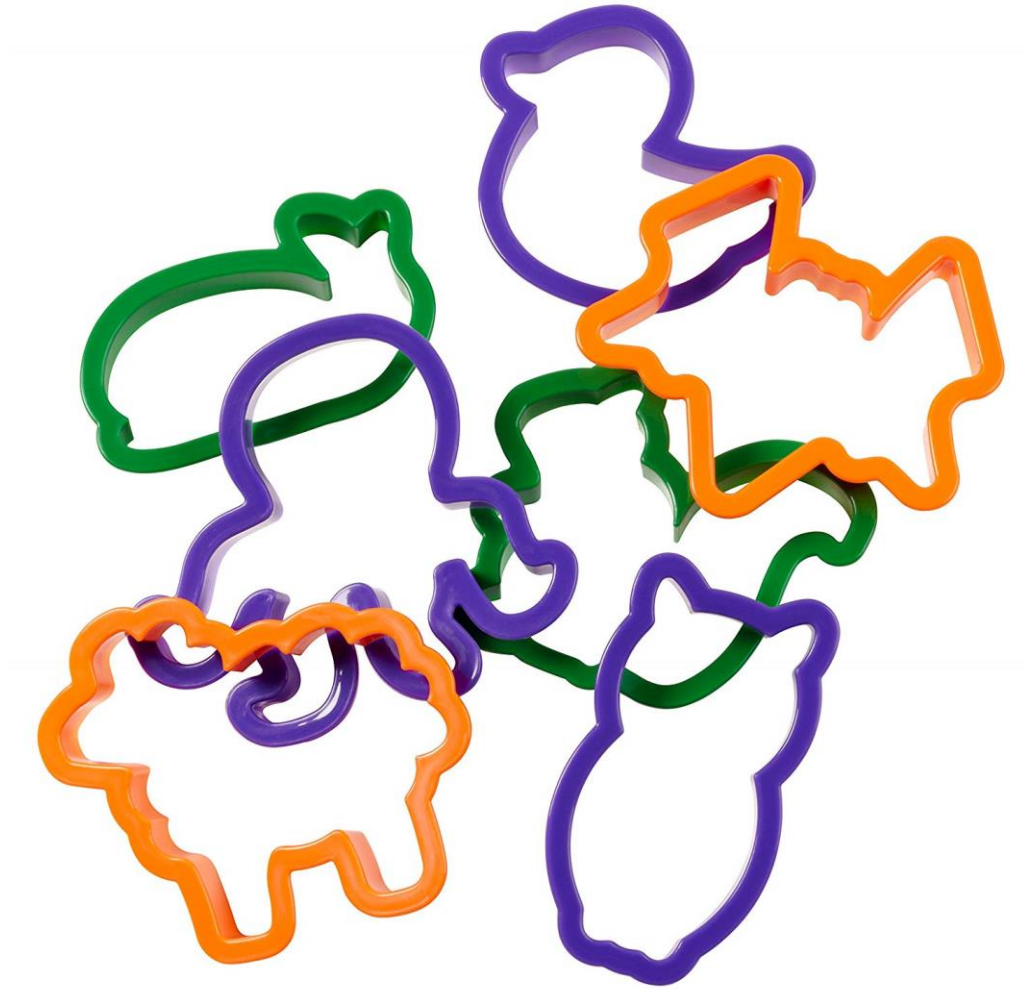


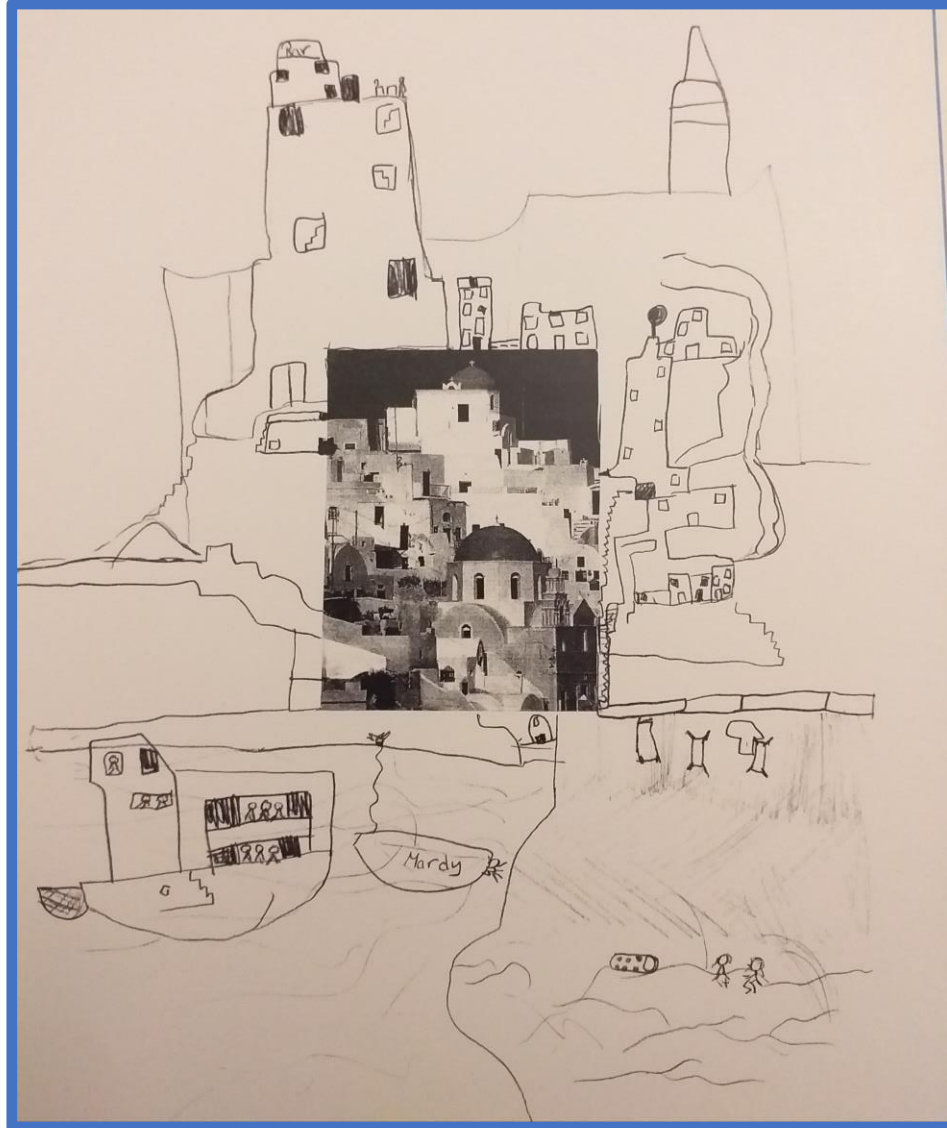
Image source and where I bought the cutters :

https://www.amazon.es/gp/product/B0000VMITA/ref=ppx_yo_dt_b_asin_title_o02_s00?ie=UTF8&psc=1

Extend a pattern, photo or image ...



Source: *Get Creative! Get Drawing! Campaign*, UK

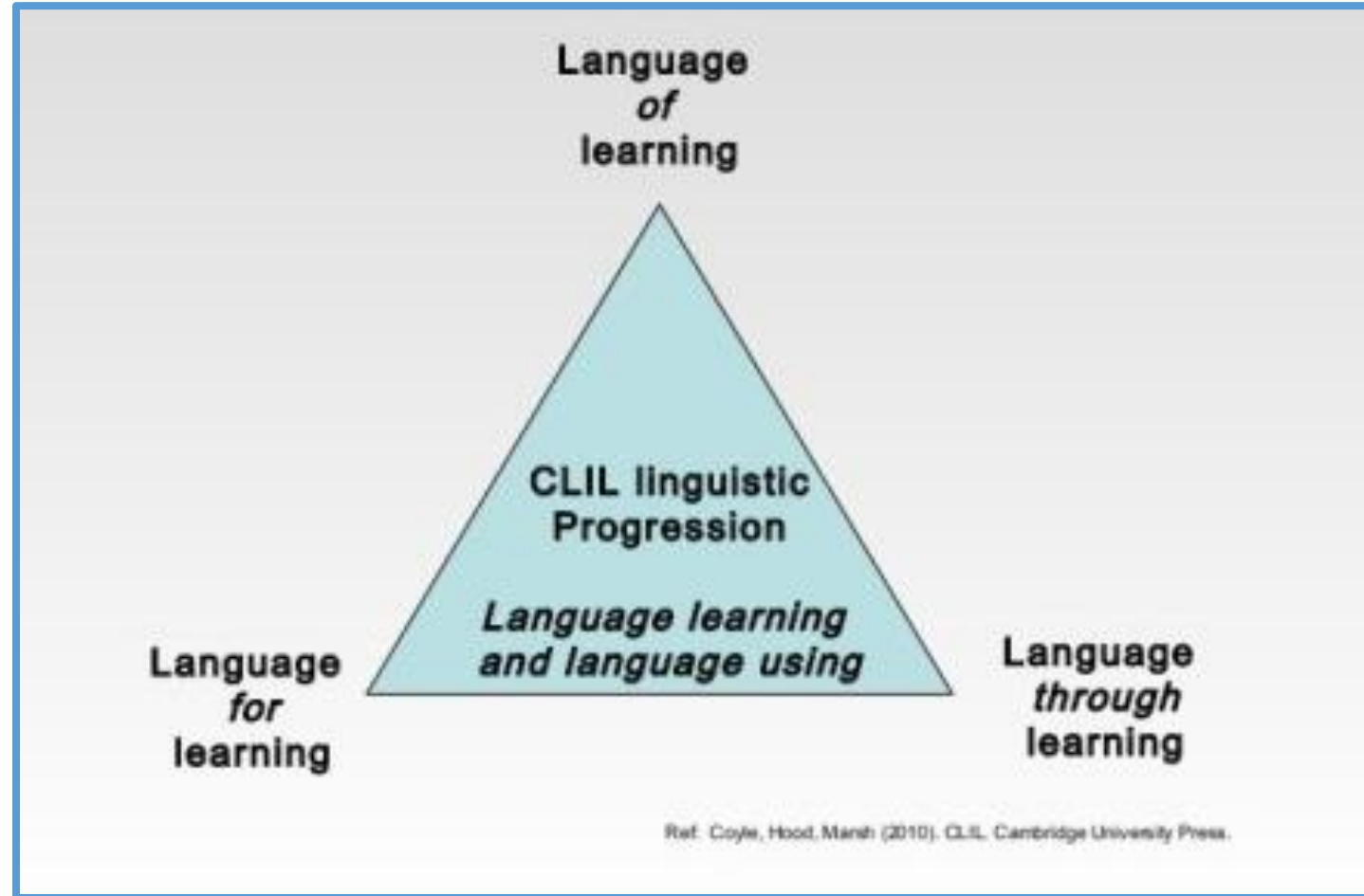


Language barriers?

In curricular / subject CLIL, the language that students need to access and apply content can create *challenges* (barriers to learning).

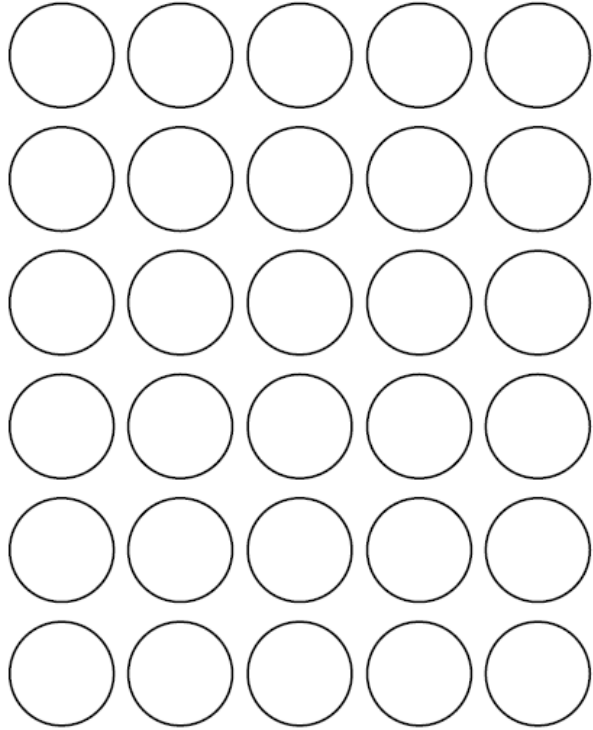


Let's talk about the language and when to scaffold it



30 Circles Challenge

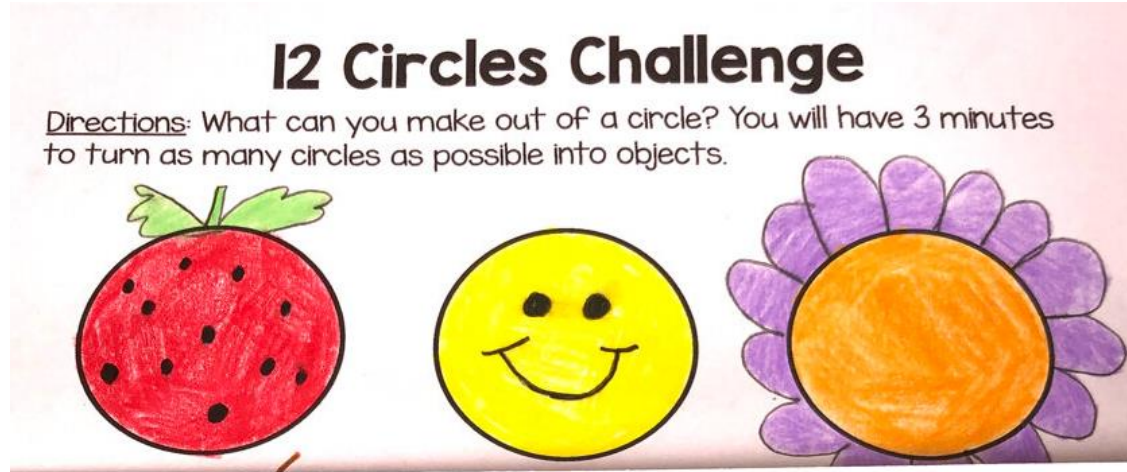
Directions: What can you make out of a circle? You will have 3 minutes to turn as many circles as possible into objects.



©CarlyAndAdam

12 Circles Challenge

Directions: What can you make out of a circle? You will have 3 minutes to turn as many circles as possible into objects.



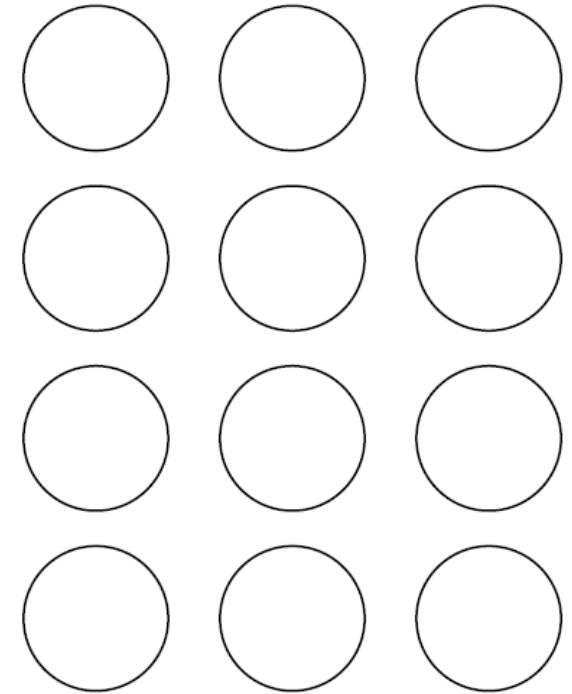
30 Circles Challenge

Directions: What can you make out of a circle? You will have 3 minutes to turn as many circles as possible into objects.



12 Circles Challenge

Directions: What can you make out of a circle? You will have 3 minutes to turn as many circles as possible into objects.



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Image:

https://static.wixstatic.com/media/86ef66_4b39c5b0b8a647888a334ddaf0039ee1~mv2.jpg/v1/fill/w_350,h_467,al_c,q_90/86ef66_4b39c5b0b8a647888a334ddaf0039ee1~mv2.webp

A selection of useful and interesting links to explore



Image source:

www.freeiconspng.com/downloading/9905

https://www.rosietanner.com/images/docs/CLILSkills_pdf.pdf

www.isabelperez.com/clil.htm

www.playingclil.eu/wp-content/uploads/2015/11/eBook_AF_17-12-web.pdf

<https://experiments.withgoogle.com/collection/arts-culture#/introduction>

<https://app.rdim.es/archivos/publicacion/303dce018b15282742f1b7545667f026.pdf>

Thanks for coming

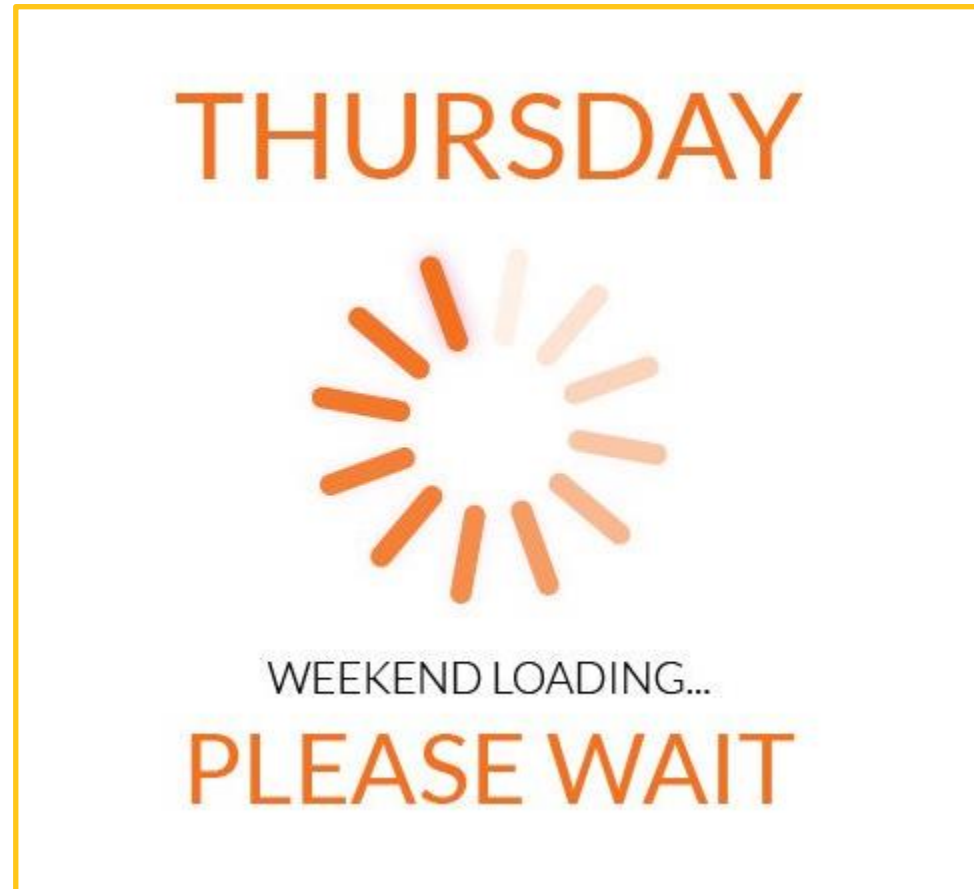


Image: <https://twitter.com/akhtaboot/status/809320982582325248>