

The CLIL Wheel

Aleksandra Zaparucha

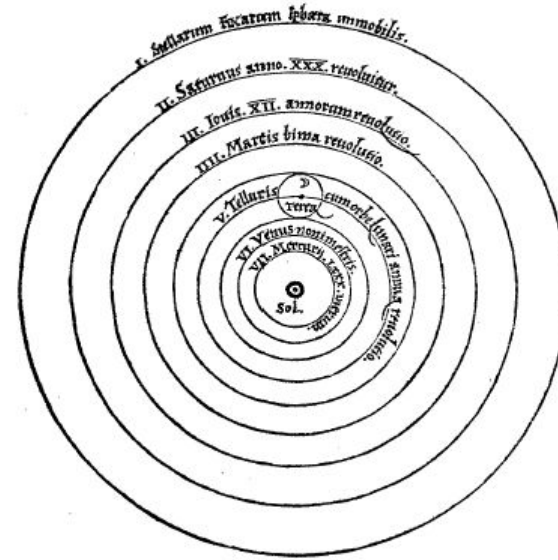


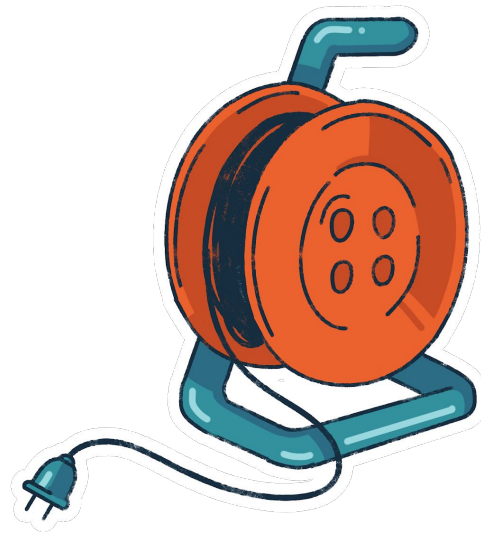
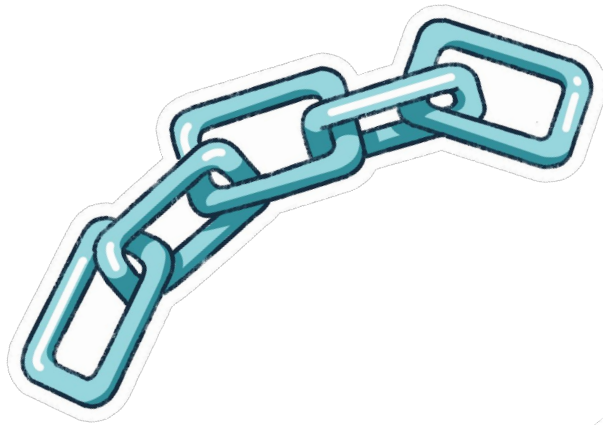
**4. ÖSTERREICHISCHE BMHS CLIL-KONFERENZ
PRIVATE PÄDAGOGISCHE HOCHSCHULE DER DIÖZESE LINZ
03-04 APRIL 2025**

Toruń, Poland

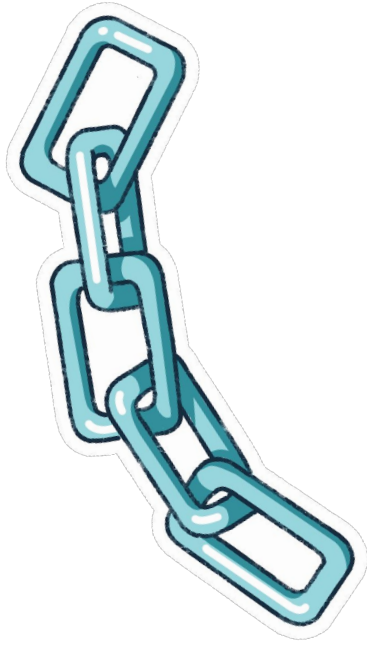


Toruń, Poland



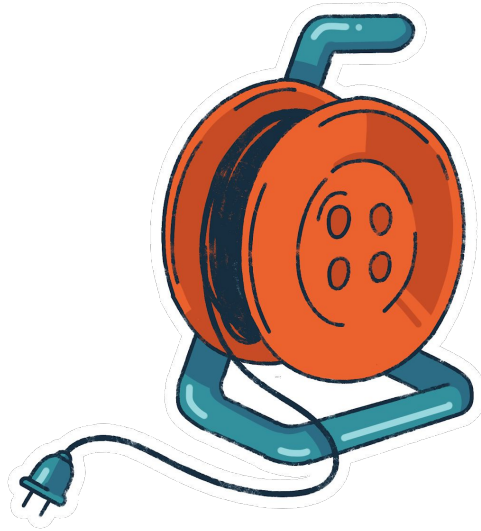


Connections



/kəˈnɛks(ə)nz/

Extensions



/ɪkˈstɛnʃənz/

Challenges



/ˈtʃalɪn(d)ʒɪs/

Outline

1. CLIL as a method

2. Types of CLIL

3. The CLIL Wheel

4. The CLIL Wheel for teachers



CLIL as a method

Single-focused

based on: Ball, Kelly, Clegg (2015)

Single-focused

effective use of the language to express the content of non-linguistic subject, especially in relation to subject-specific competencies

based on: Ball, Kelly, Clegg (2015)





CLIL methodology as a support



Types of CLIL

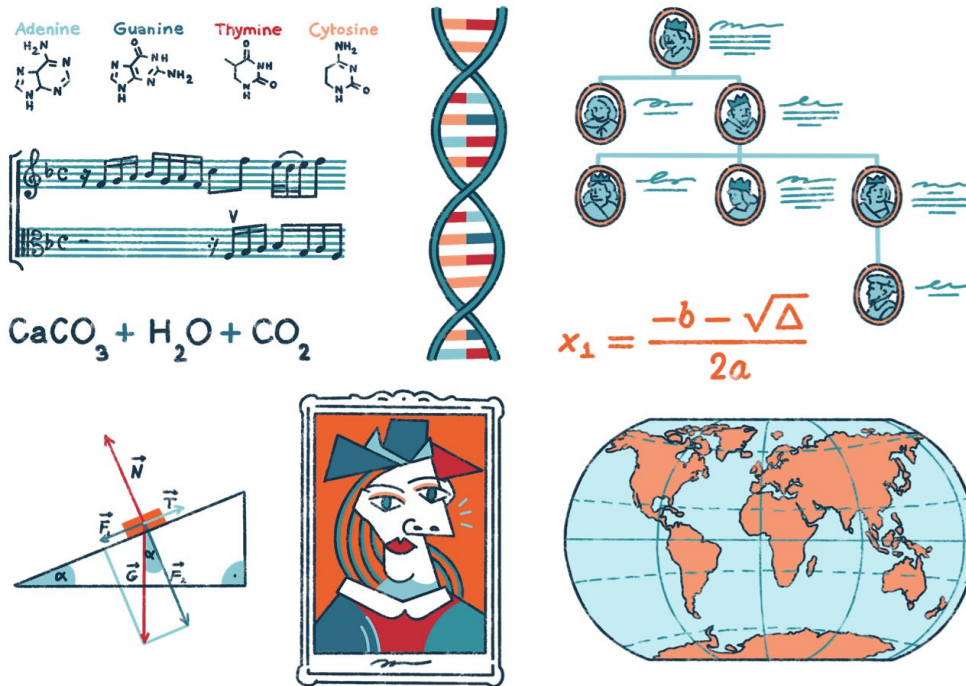
'soft' CLIL

Content-Enhanced
Language Teaching

'hard' CLIL

Language-Enhanced
Subject Teaching

► Content & language unity





The CLIL Wheel



Group discussion

CONTENT



1 ► 2 ► 3
Sequence

CONTENT



Task >
Language

CONTENT



Concept >
Language

CONTENT



Guided
Multimedia
Input

CONTENT

COMMUNICATION



3 Dimensions
CONTENT +
LANGUAGE +
PROCEDURE

COMMUNICATION



Key
Language

COMMUNICATION



Careful!
Instructions

COMMUNICATION



Student-Student
Interaction

COMMUNICATION



Supported
Output

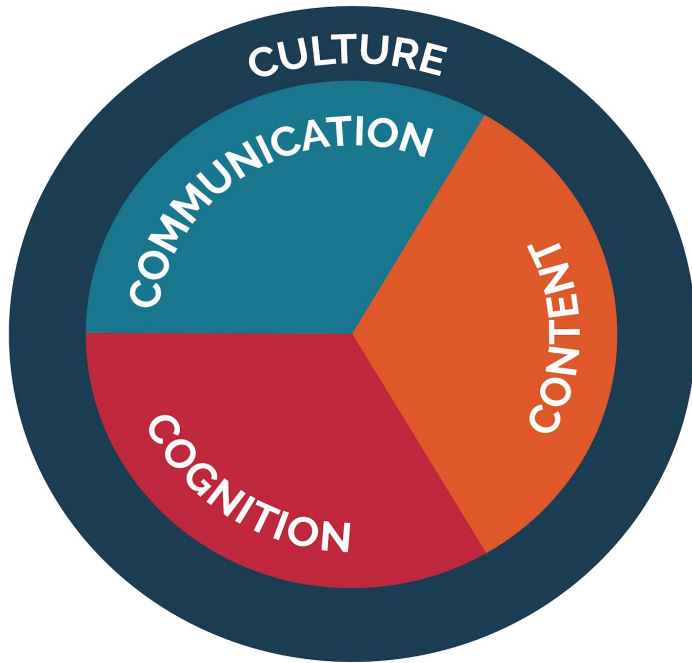
What? Why? How?

COGNITION



Thinking

► The CLIL Wheel



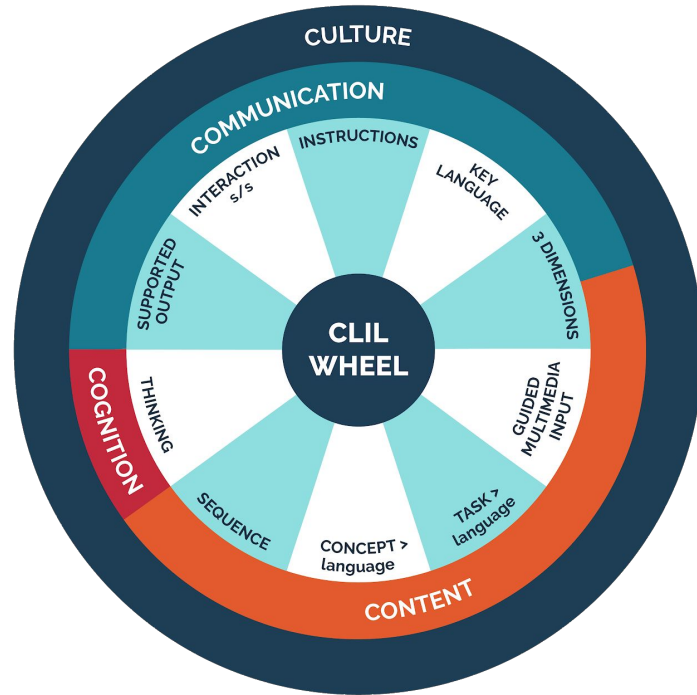
4Cs

based on Coyle, Hood, Marsh (2010)

4Cs + 10P

based on Coyle, Hood, Marsh (2010) & Ball, Kelley and Clegg, 2015

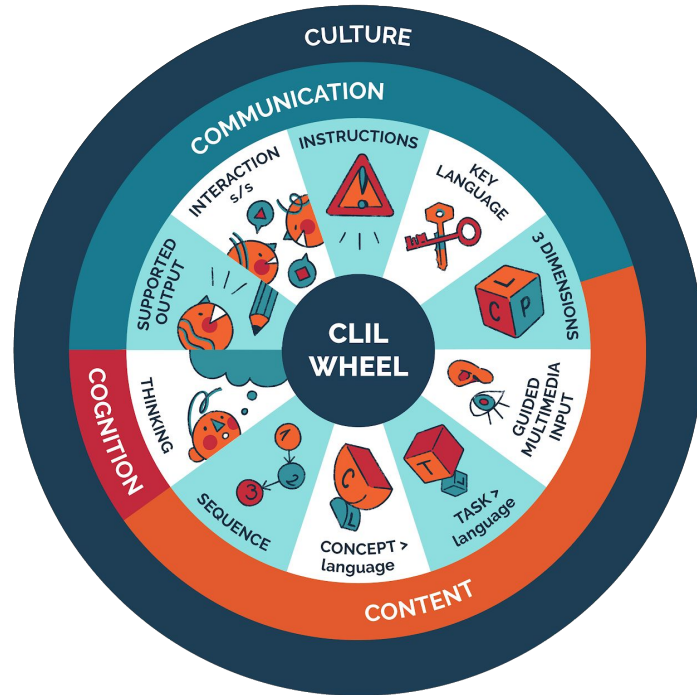
► The CLIL Wheel



10
parameters

based on Ball, Kelley and Clegg, 2015

► The CLIL Wheel



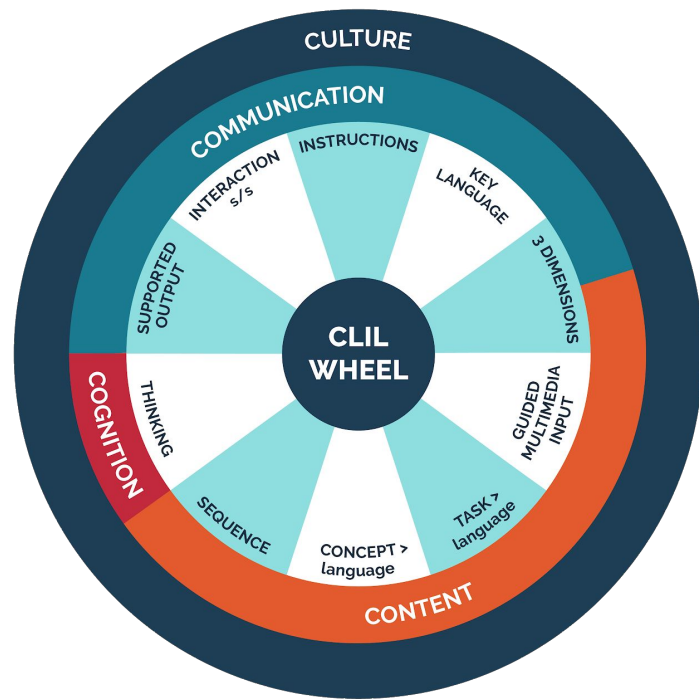
10
parameters

based on Ball, Kelley and Clegg, 2015



The CLIL Wheel for teachers

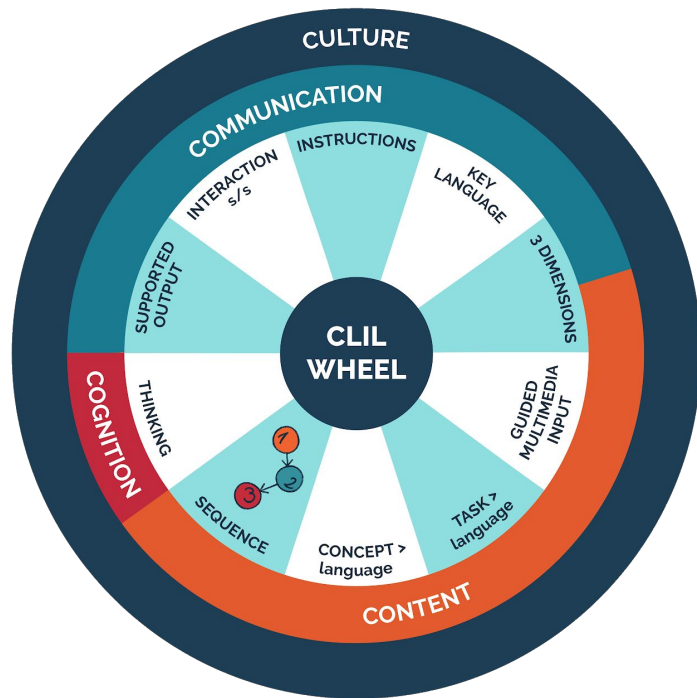
4 ► The CLIL Wheel for teachers



10
parameters

based on Ball, Kelley and Clegg, 2015

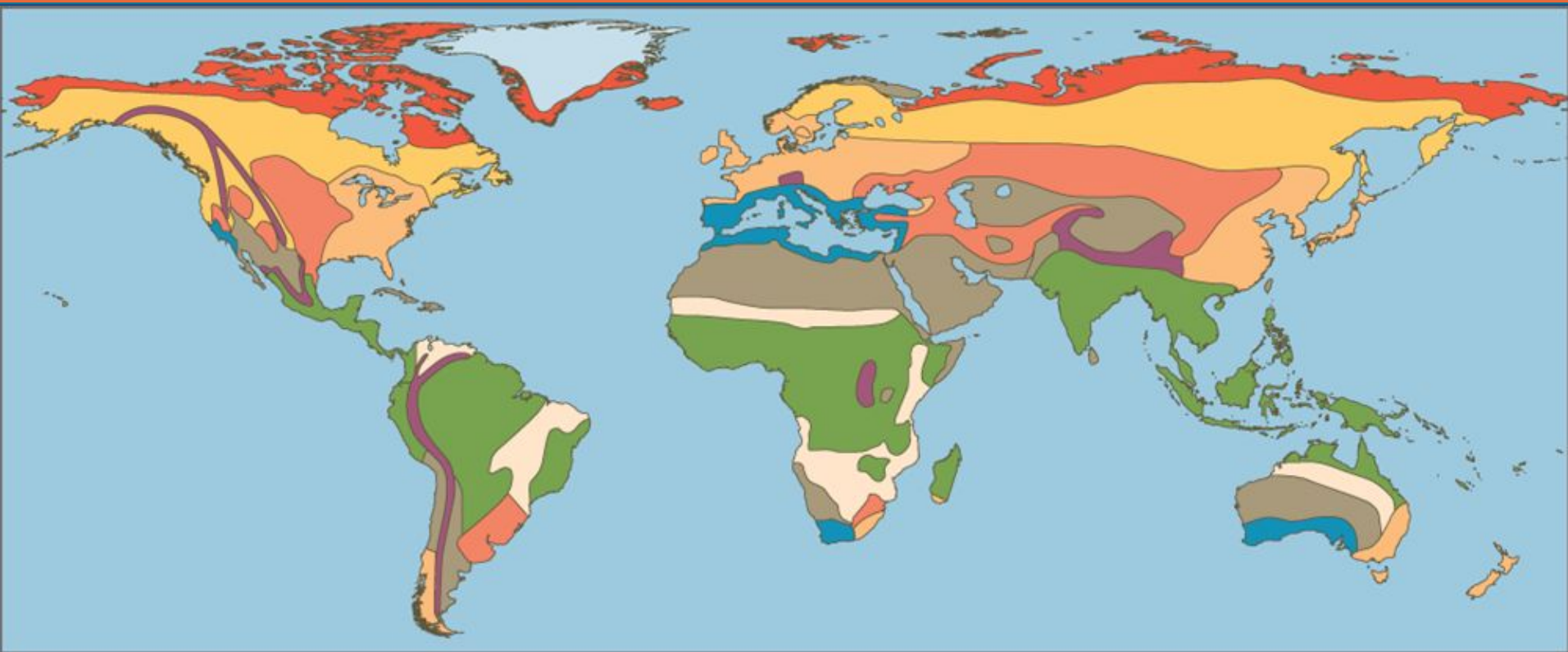
4 ► The CLIL Wheel for teachers



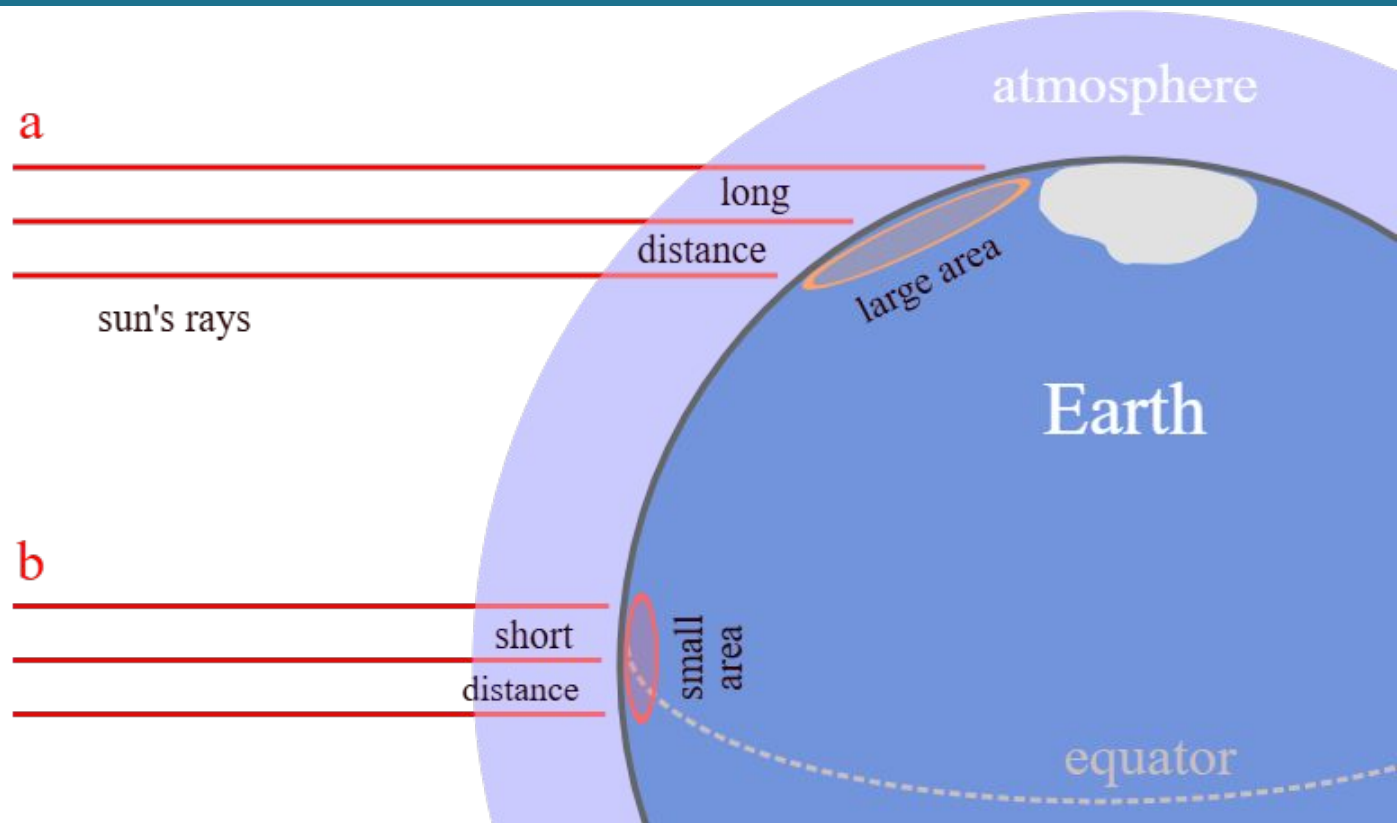
1 - 2 - 3
Sequence

based on Ball, Kelley and Clegg, 2015

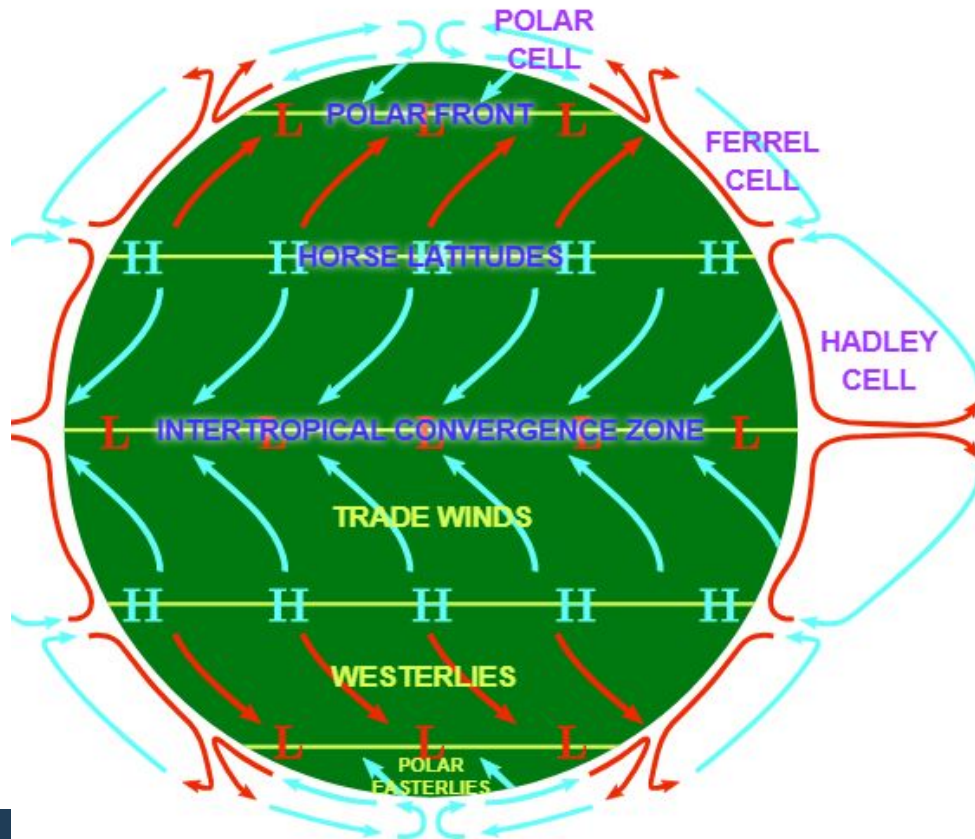
4 ► The CLIL Wheel for teachers



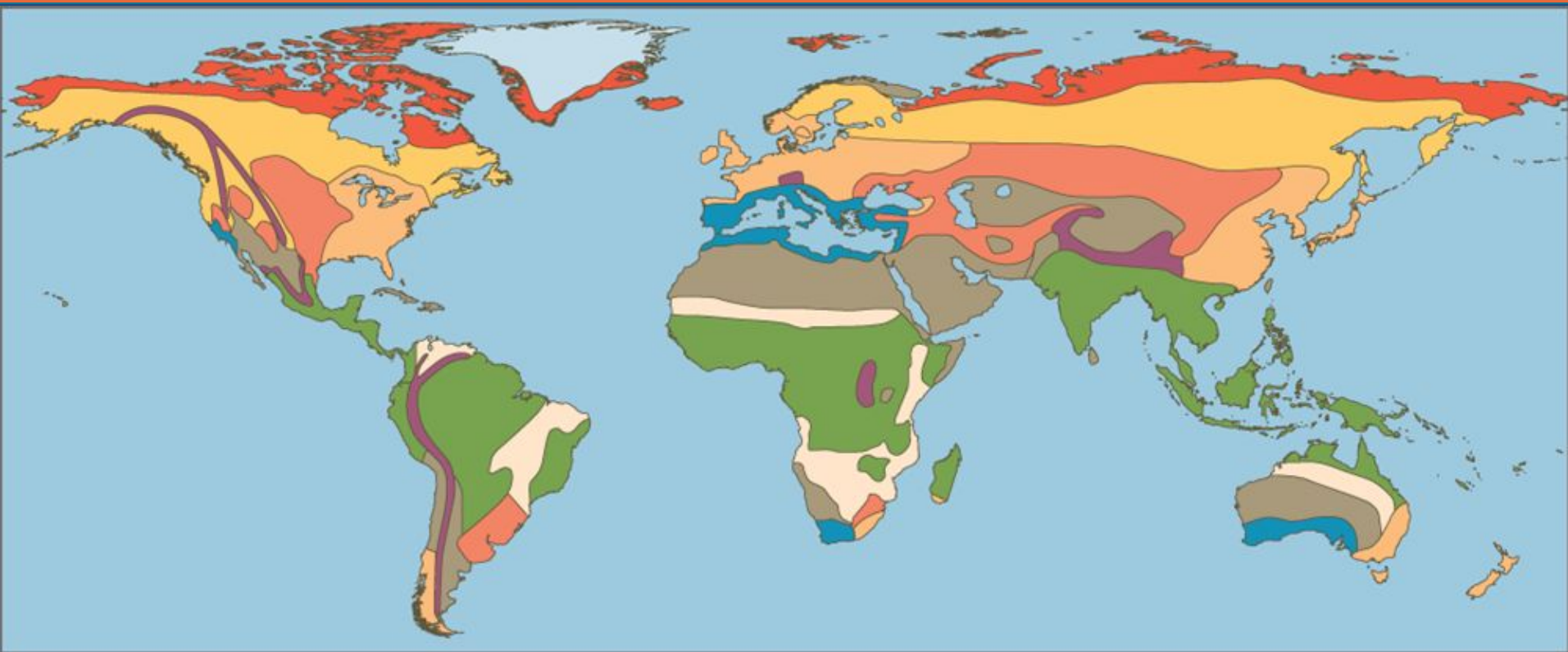
4 ► The CLIL Wheel for teachers



4 ► The CLIL Wheel for teachers

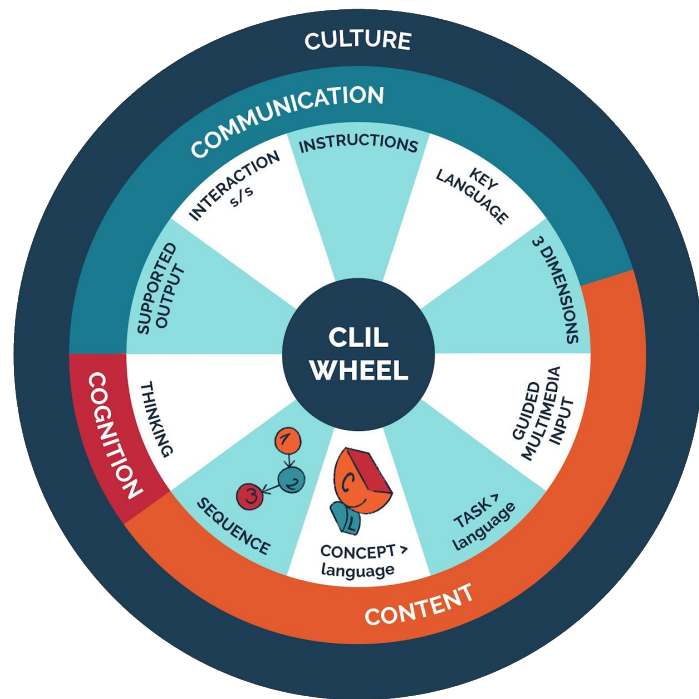


4 ► The CLIL Wheel for teachers



- | | | | | |
|-----------------|---------|-----------|-----------|---------------------|
| Tropical forest | Savanna | Desert | Chaparral | Temperate forest |
| Boreal forest | Tundra | Mountains | Polar ice | Temperate grassland |

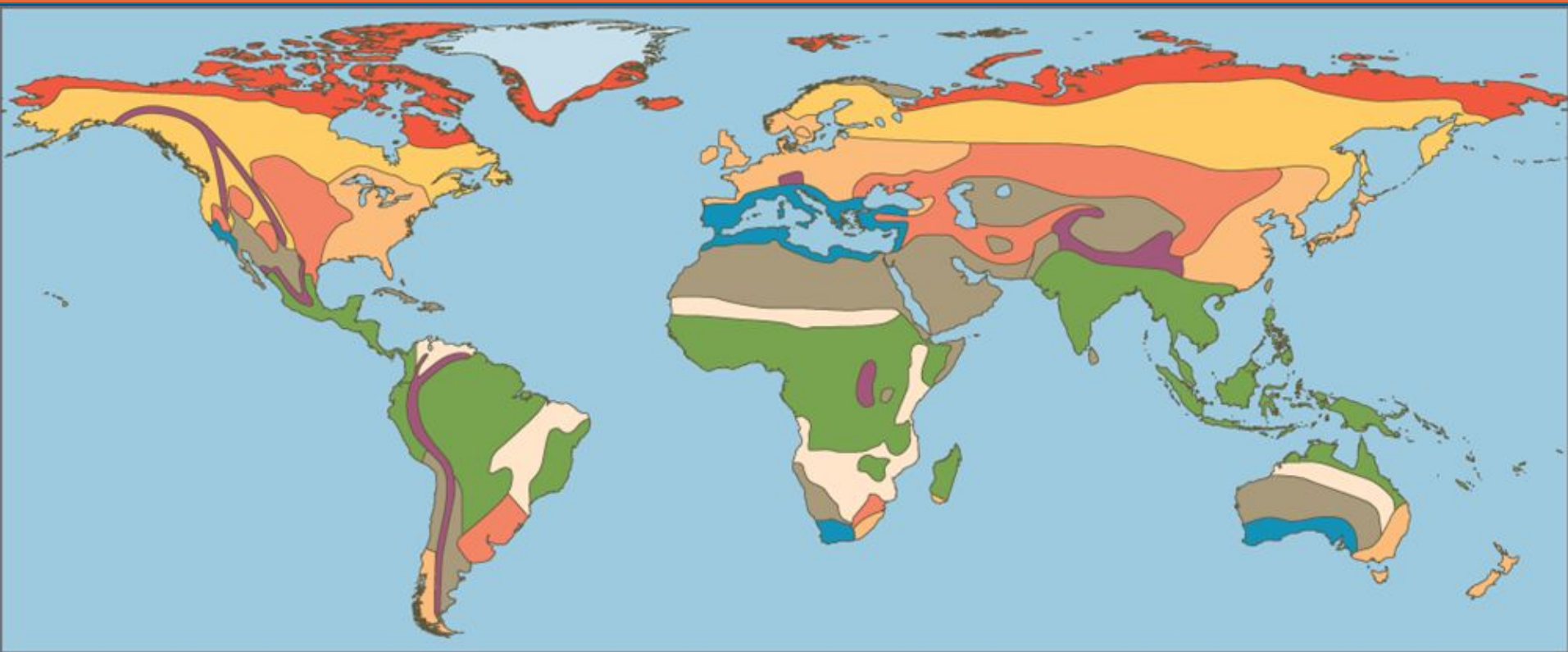
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Concept >
Language

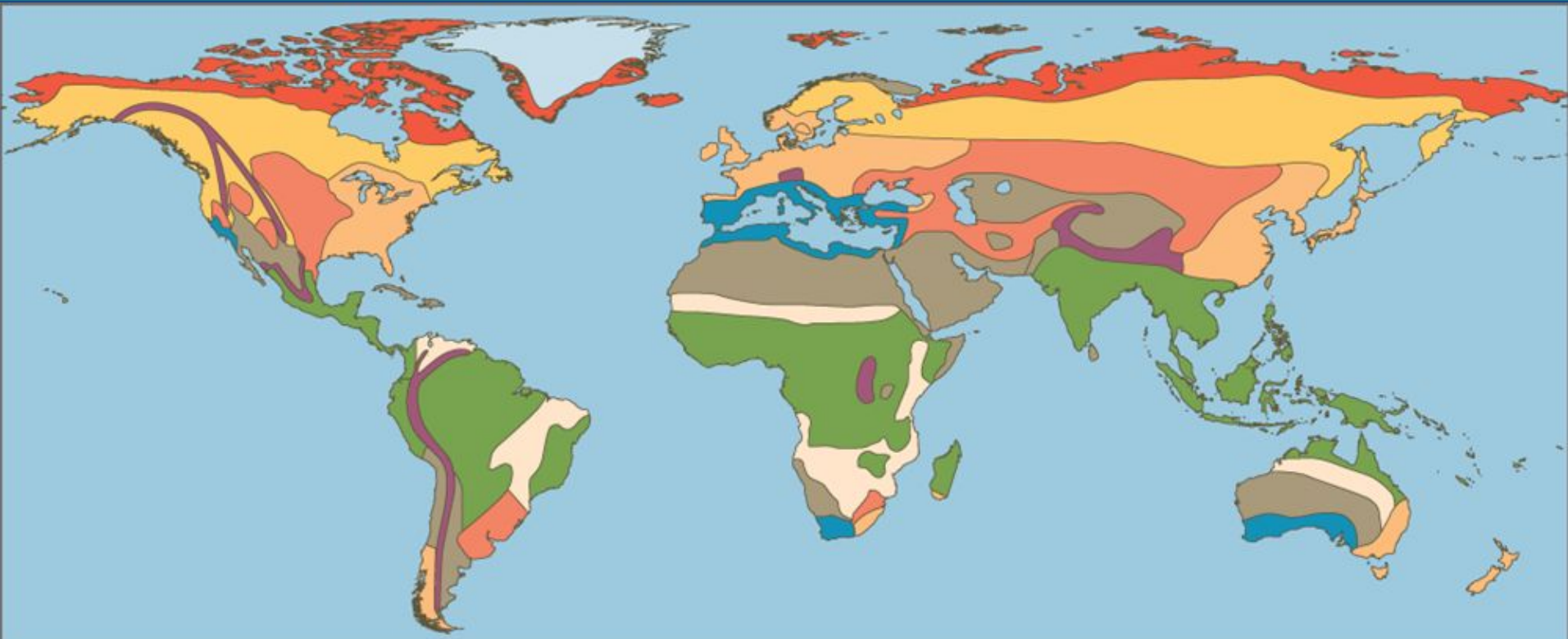
based on Ball, Kelley and Clegg, 2015

4 ► The CLIL Wheel for teachers

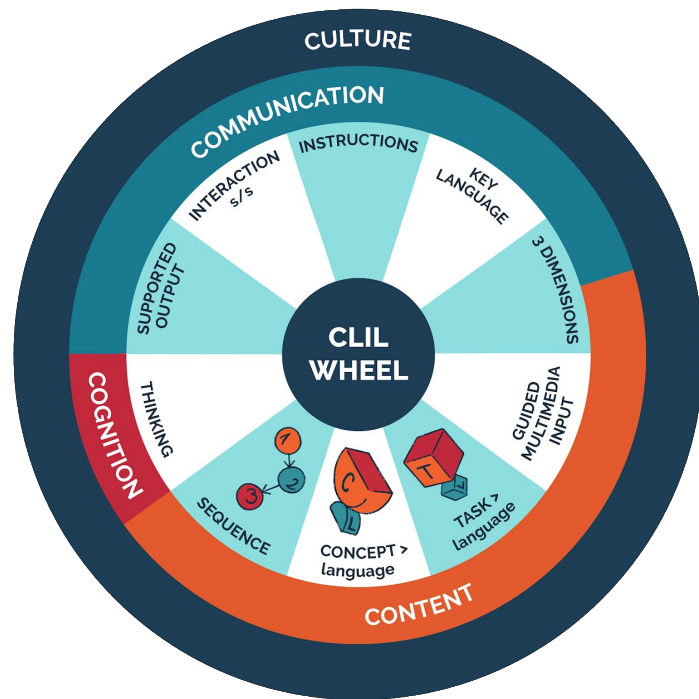


- | | | | | |
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4 ► The CLIL Wheel for teachers



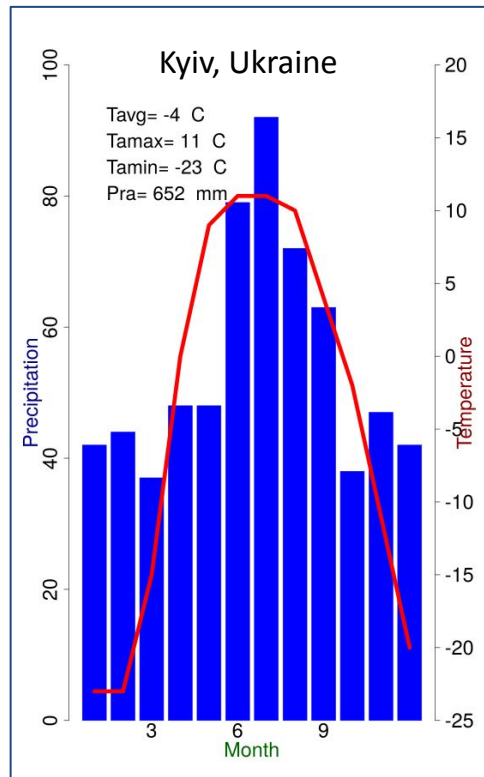
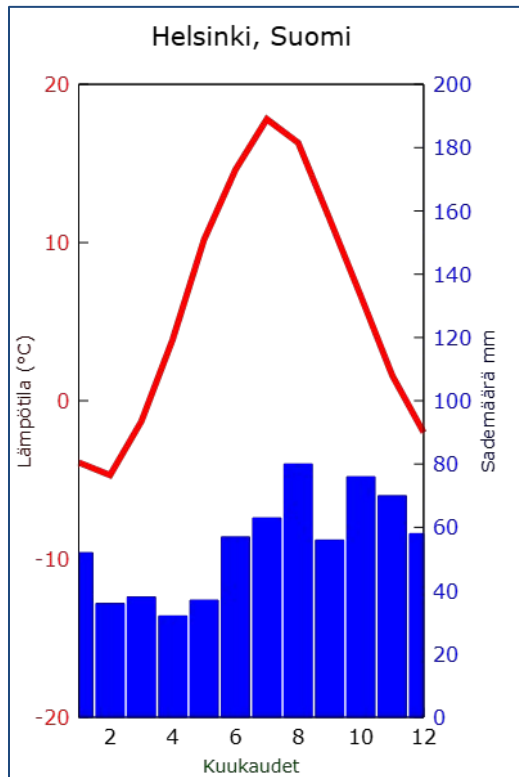
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Task >
Language

based on Ball, Kelley and Clegg, 2015

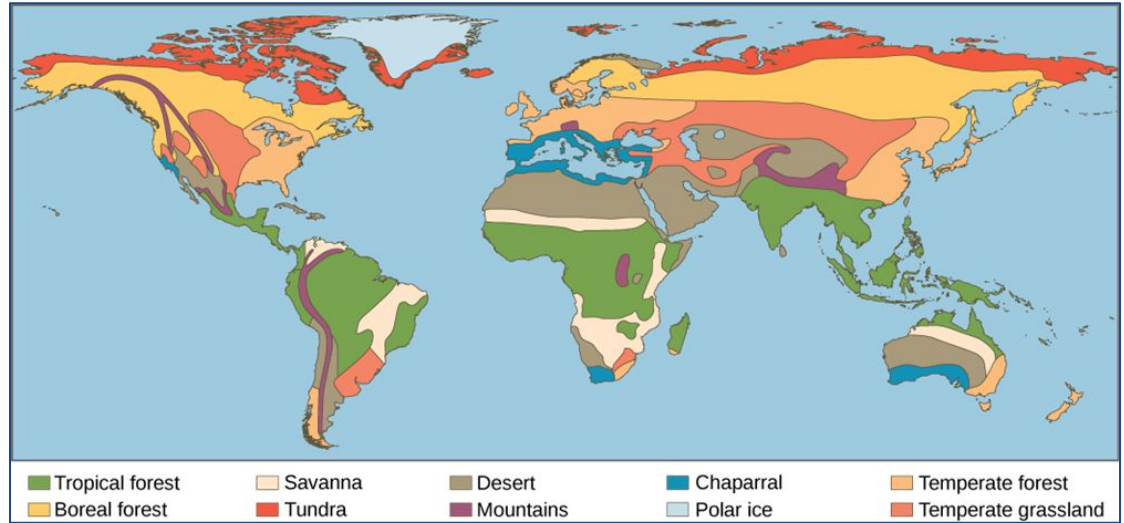
4 ► The CLIL Wheel for teachers



Read
Interpret
Draw

4 ► The CLIL Wheel for teachers

Compare &
contrast
two or three
biomes



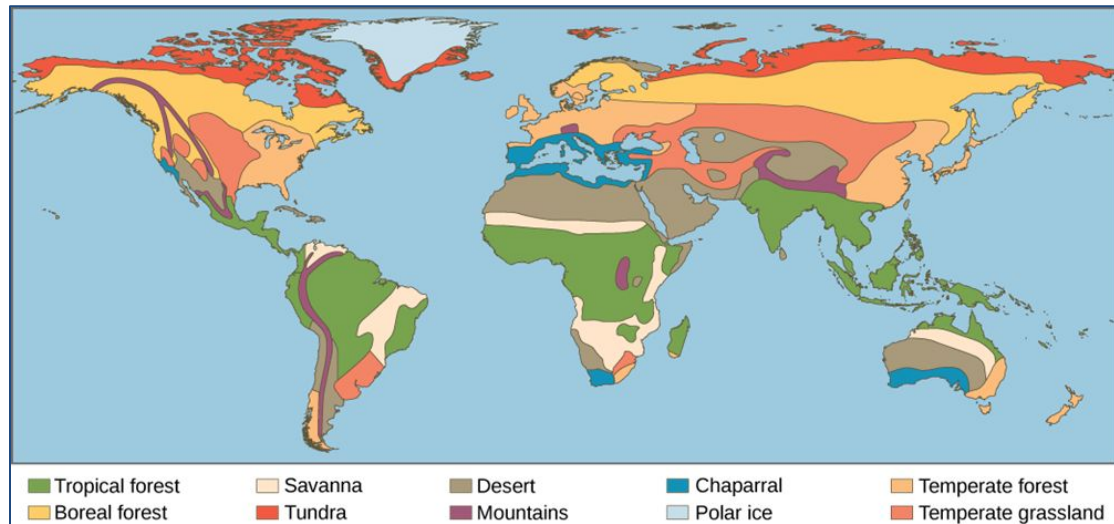
polar ice - desert

savanna - temperate grassland

tropical forest - temperate forest - boreal forest

4 ► The CLIL Wheel for teachers

Compare &
contrast
two or three
biomes

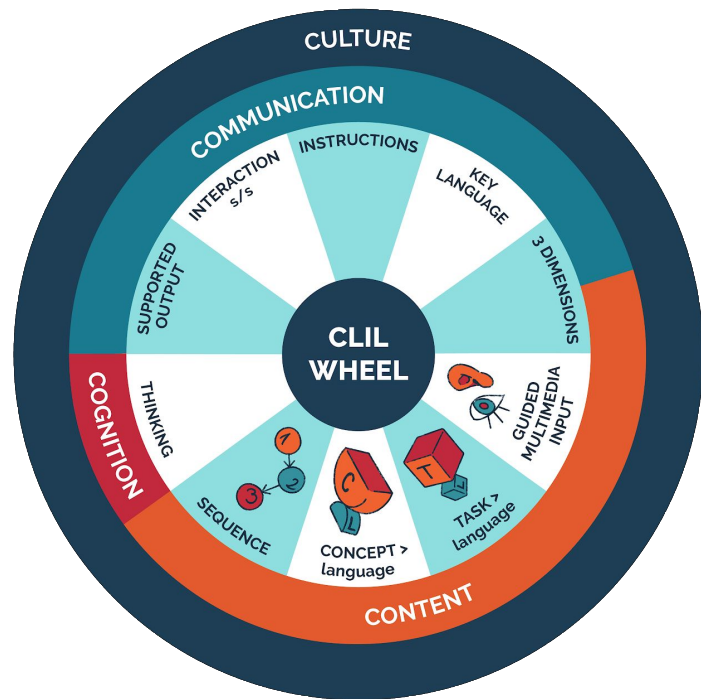


polar ice - desert

savanna - temperate grassland

tropical forest - temperate forest - boreal forest

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Guided Multimedia Input

based on Ball, Kelley and Clegg, 2015

4 ► The CLIL Wheel for teachers

Compare &
contrast
two polar
regions

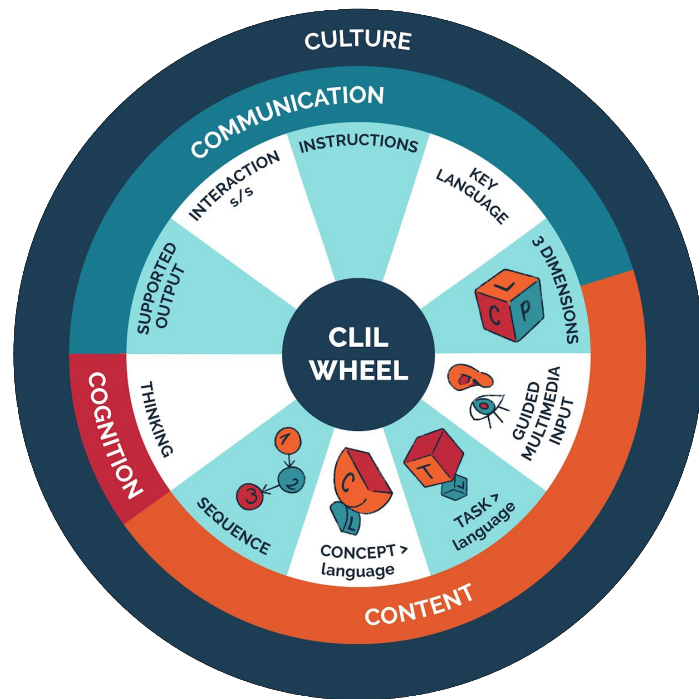


4 ► The CLIL Wheel for teachers

Before
During
After



4 ► The CLIL Wheel for teachers

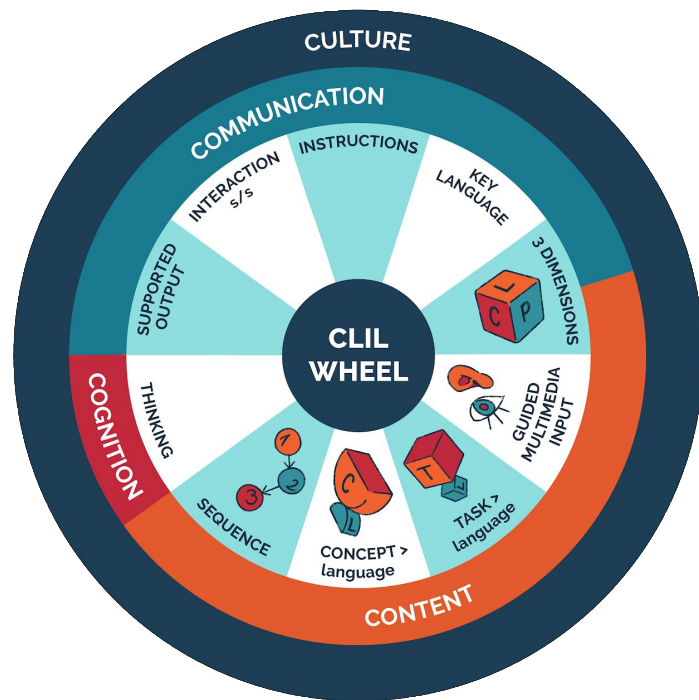


3 Dimensions

- Content
- Language
- Procedure

based on Ball, Kelley and Clegg, 2015

4 ► The CLIL Wheel for teachers



3 Dimensions

- Content
- Language
- Procedure

‘Tuning in’

based on Ball, Kelley and Clegg, 2015

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Lesson objectives

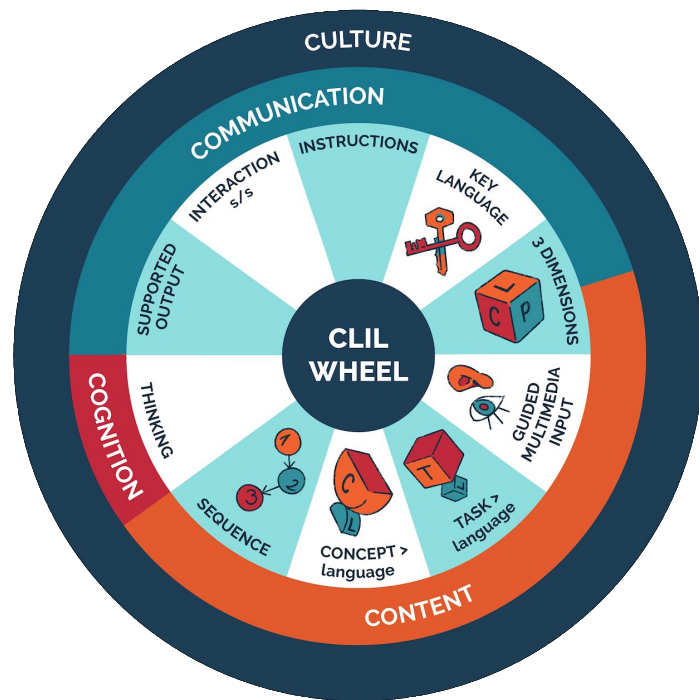
Content

Language

Procedure



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Key Language

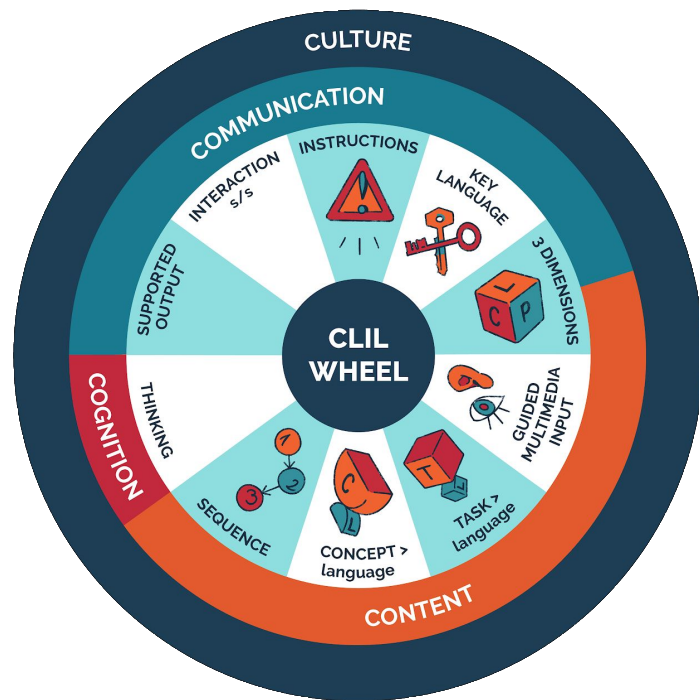
based on Ball, Kelley and Clegg, 2015

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Key language:
Vocabulary
Grammar
Functional



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Careful!
Instructions

based on Ball, Kelley and Clegg, 2015

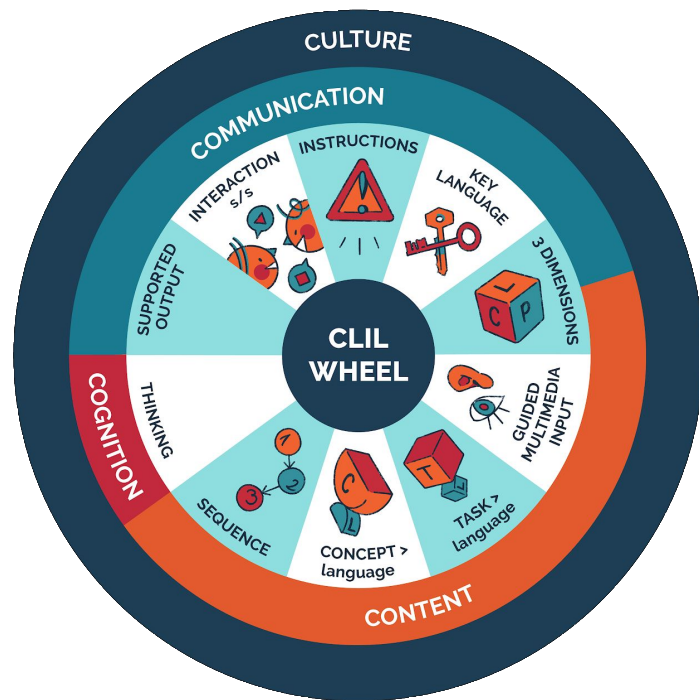
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ICQs

Instruction-
checking
questions



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Student-Student
Interaction

based on Ball, Kelley and Clegg, 2015

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Group work

L1&L2

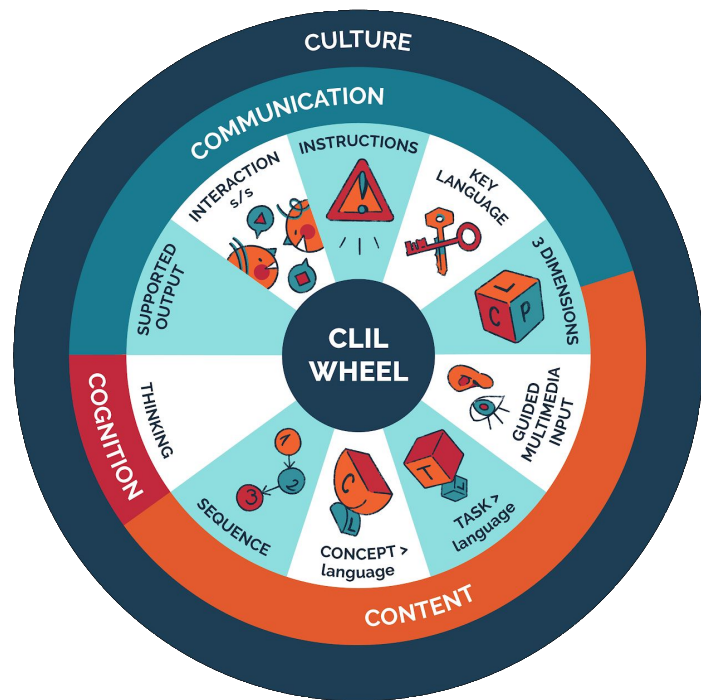
Rehearsal time

Delayed response

L2



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Supported Output

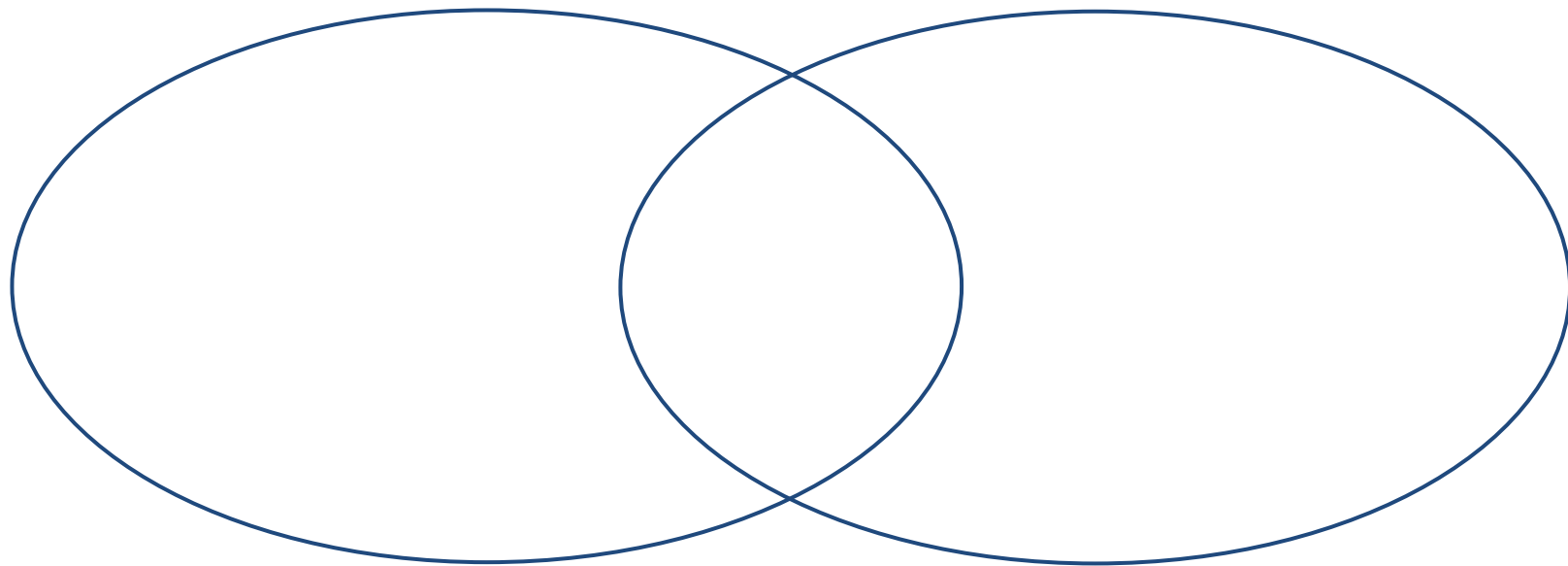
based on Ball, Kelley and Clegg, 2015

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Organising
information for
Speaking
Writing



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Both ...

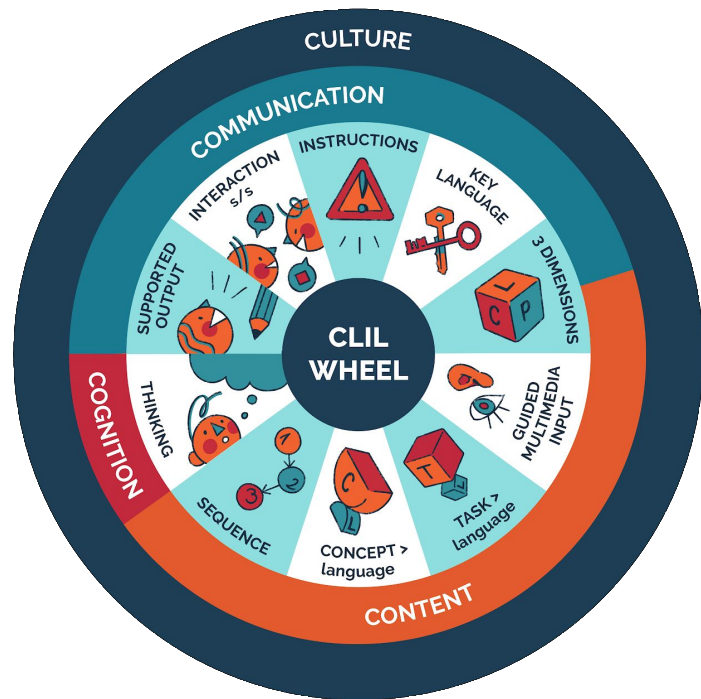
Similarly ...

However ...

Unlike ...



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Thinking

based on Ball, Kelley and Clegg, 2015

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KWL table
(Know - Want to know
- have Learnt)

LOTS and HOTS



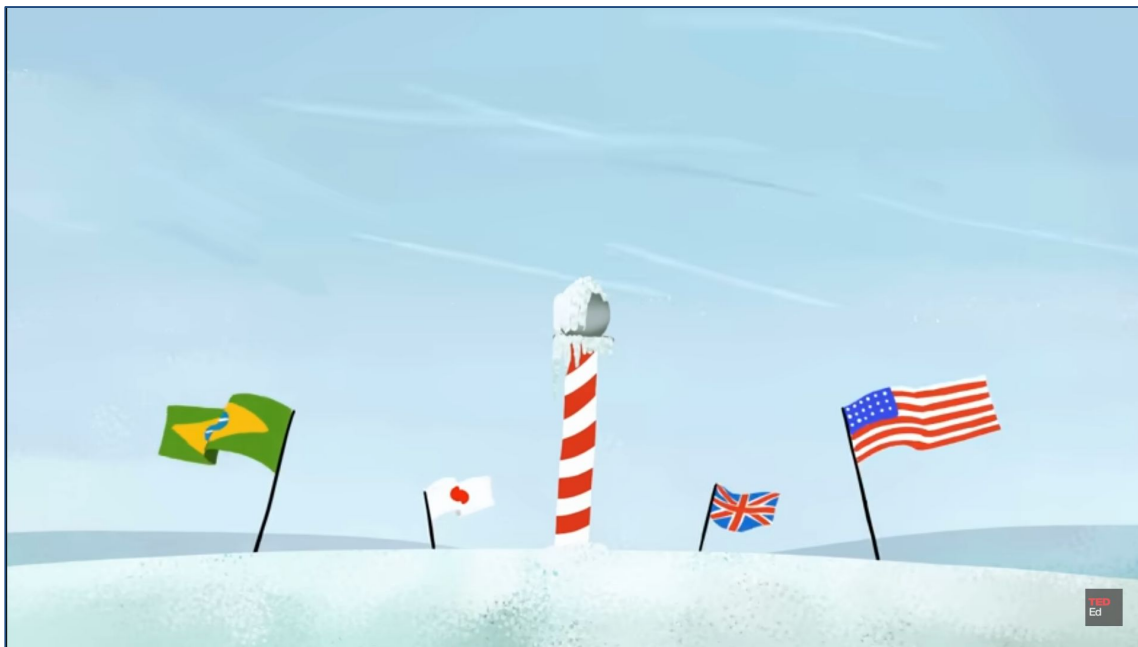
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Think - Pair - Share

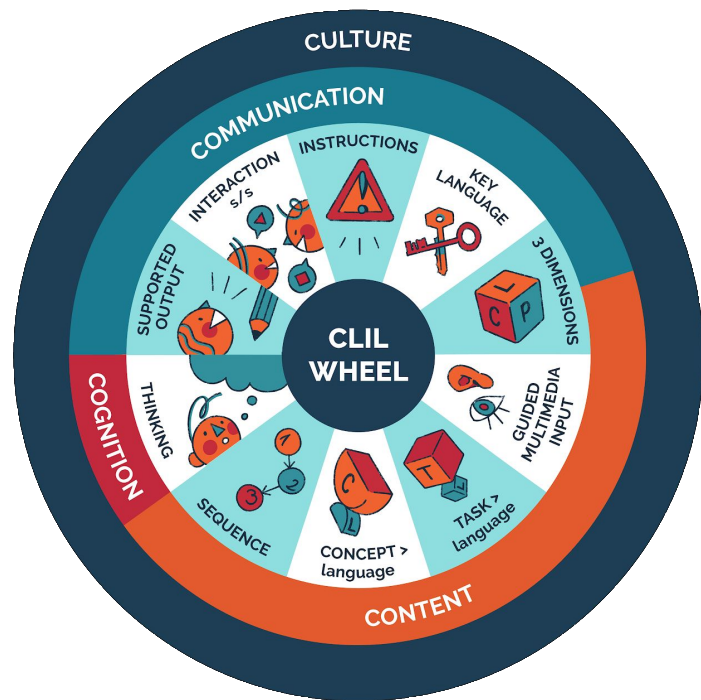


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See - Think - Wonder



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4Cs + 10Ps

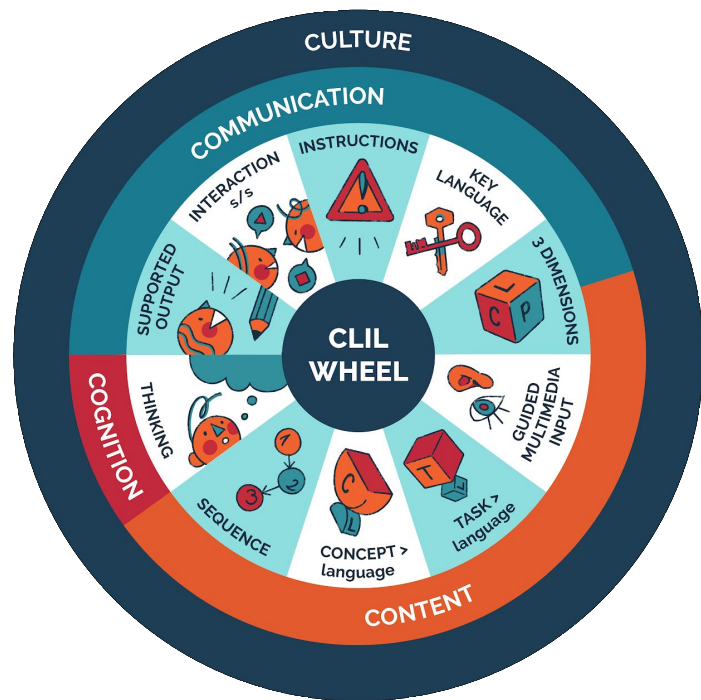
based on Ball, Kelley and Clegg, 2015

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Checklist

Parameter	Comments	Parameter	Comments
 SEQUENCE Content knowledge is taught in a specific sequence, not as single lessons.		 KEY LANGUAGE Key language needs to be highlighted and made salient.	
 CONCEPT > language CLIL lessons are concept-driven rather than language-driven.		 Careful! INSTRUCTIONS Instructions need to be carefully planned, staged, short and checked.	
 TASK > language CLIL tasks dictate the language to be used.		 INTERACTION s-s Student-student interaction gives them time to rehearse both content and language.	
 GUIDED MULTIMEDIA INPUT CLIL teachers guide students through multimedia to deliver input.		 SUPPORTED OUTPUT CLIL teachers need to support both written and oral output.	
 3 DIMENSIONS In every lesson, content, language and procedures need to be adapted to the students' needs.		 THINKING Students need to be engaged physically and/or involved mentally in the learning process.	

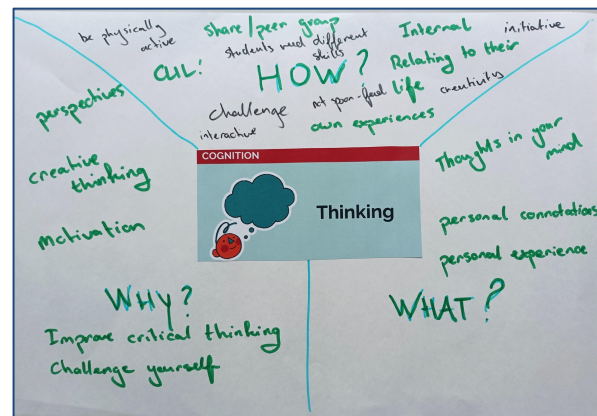
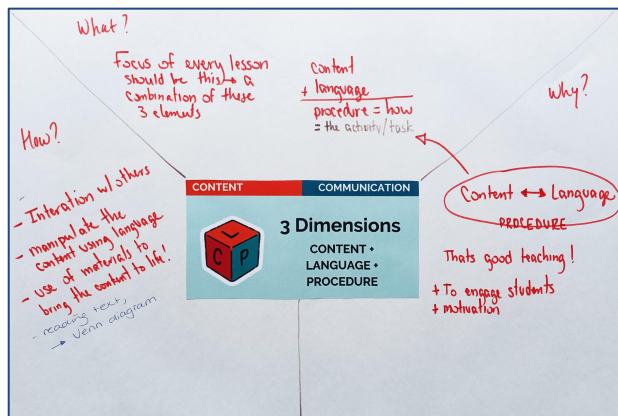
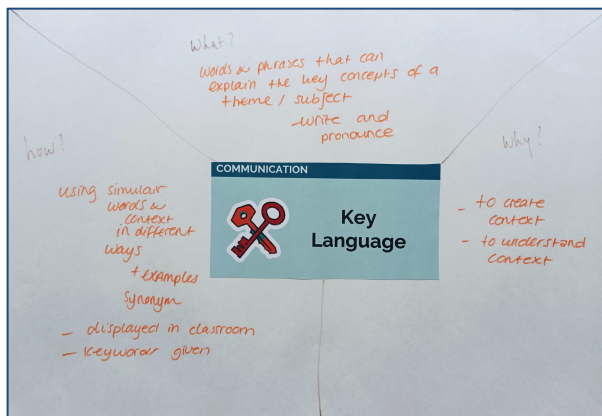
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Teacher training tool

based on Ball, Kelley and Clegg, 2015

4 ► The CLIL Wheel for teachers



What? Why? How?

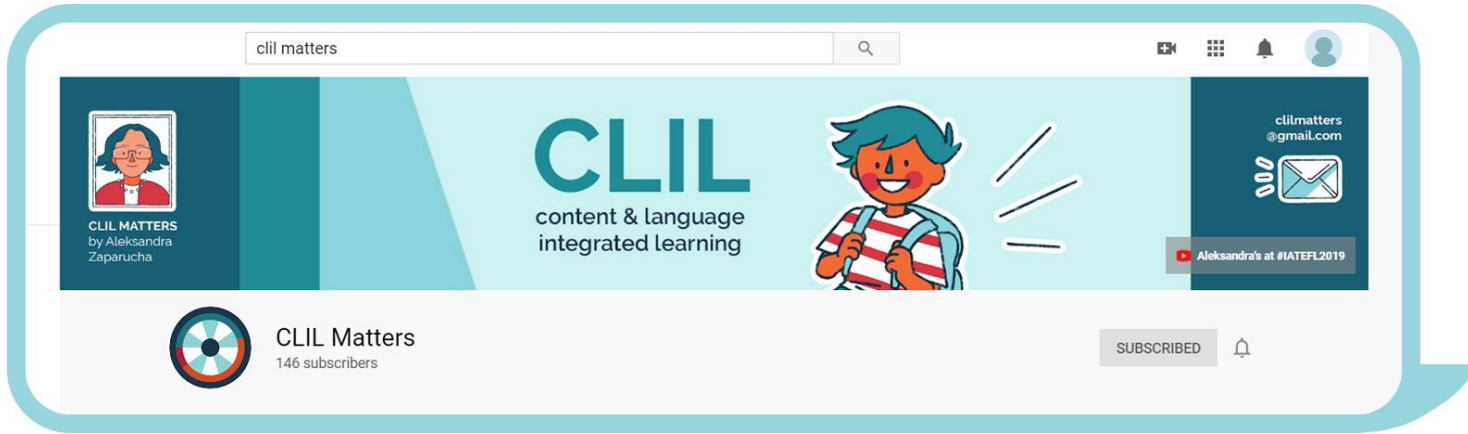
References

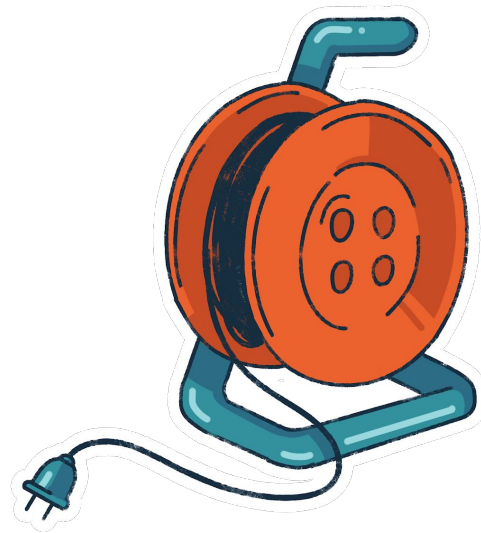
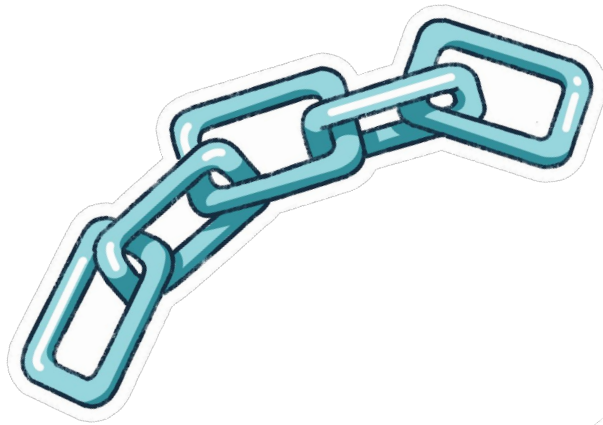
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Social Media







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