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Workshop: The 3 Dimensions of CLIL

Successful CLIL tasks teach conceptual content, by means of procedural choices (how to), using specific language derived from the topic's discourse context. The *concepts* are understood by *doing* something, *using* a certain type of discourse.

We could consider these three types of content (conceptual, procedural and linguistic) as learning 'dimensions', and go on to suggest that teachers in CLIL-based contexts might use these 3 dimensions as both planning tools and priorities, according to how they see the demands of any particular didactic objective. In this workshop we will explore how to both identify and use these dimensions effectively in CLIL practice.