



Storytelling in Primary CLIL

(Content and Language Integrated Learning)



Why stories?

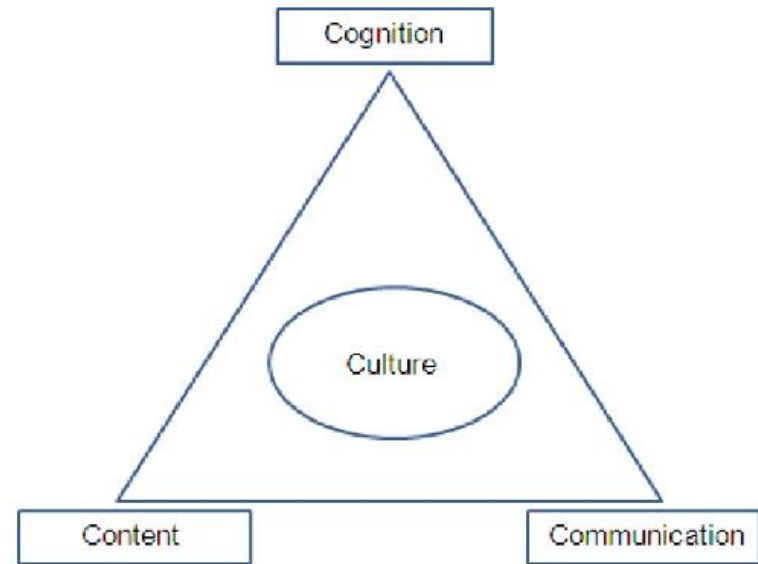
“Making sense of an experience is to a great extent being able to construct a plausible story about it.” (Wells 1987: 196)

Why CLIL?

„... meaningful, balanced educational encounters for all learners, whatever social, cultural, linguistic and cognitive skills and experiences they bring with them.” (Coyle & Meyer 2021: 32)



Why stories in CLIL?

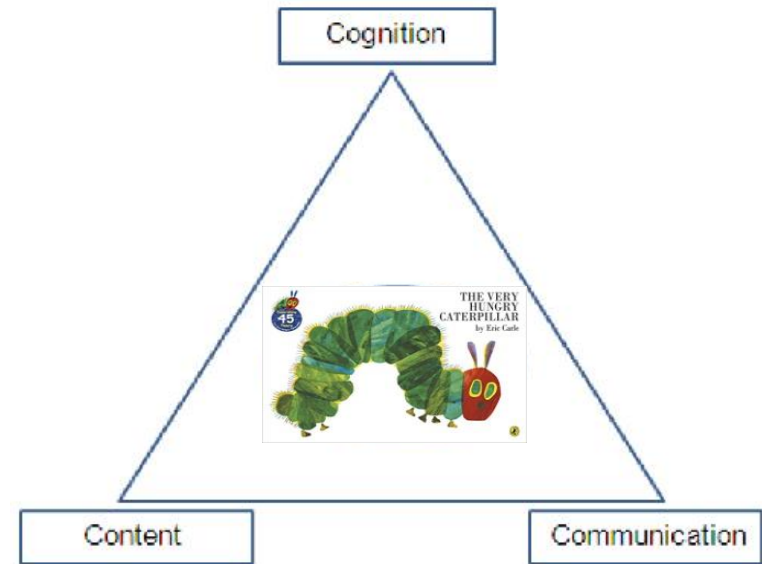


The 4Cs Framework of CLIL

(Coyle, Hood, & Marsh 2010, S.41)



Why stories in CLIL?



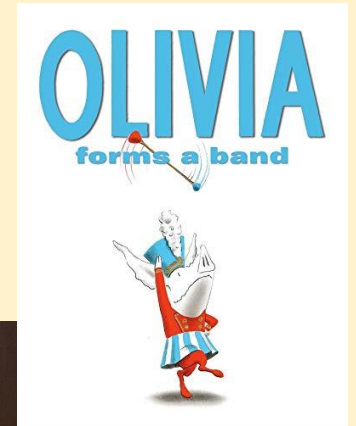
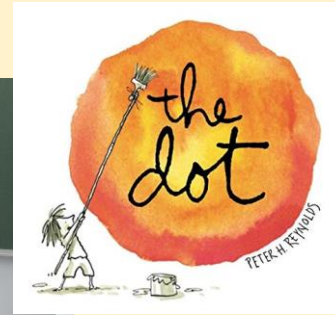
The 4Cs Framework of CLIL

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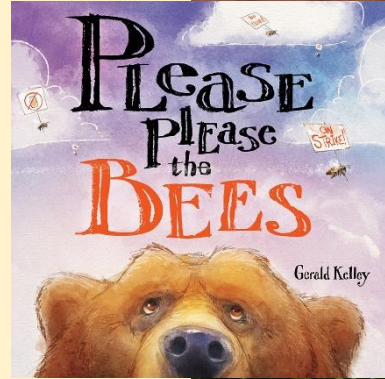
Modes of storytelling



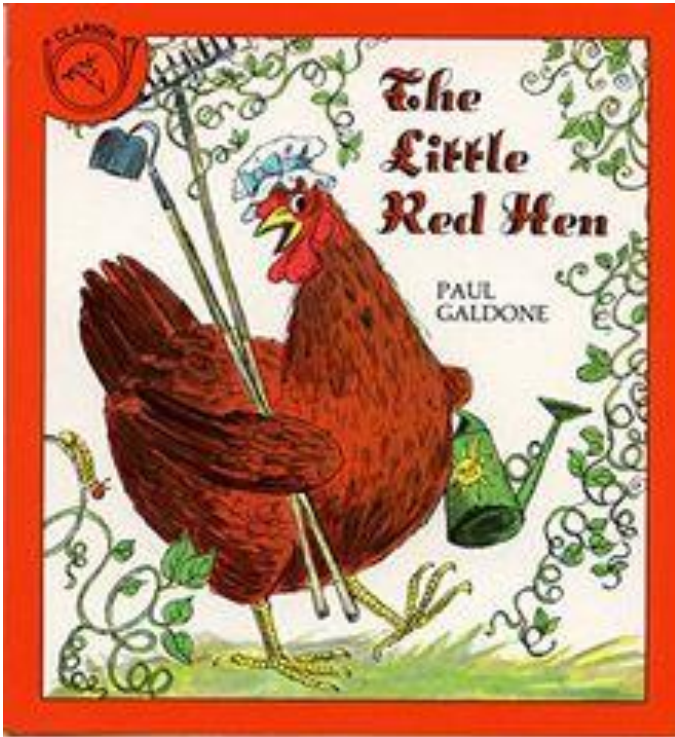
Follow-up activities



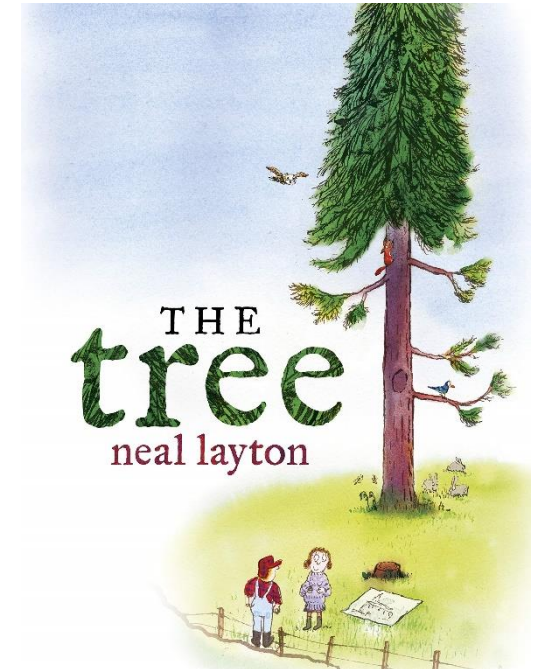
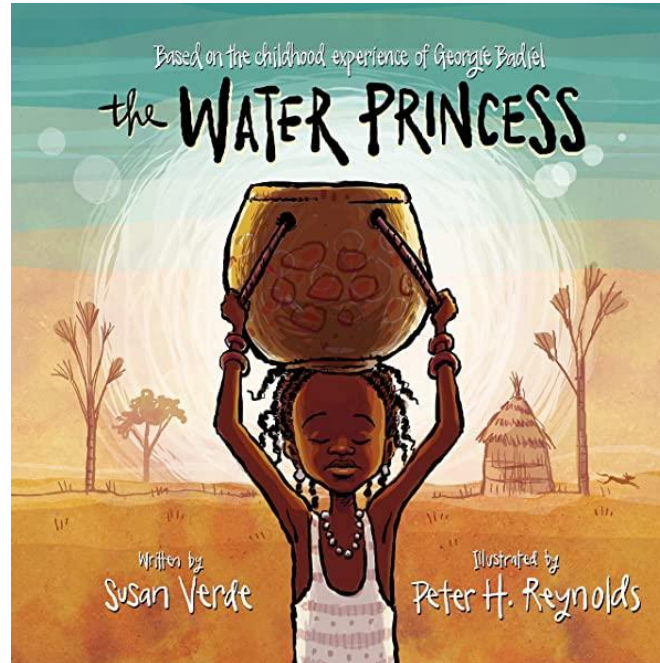
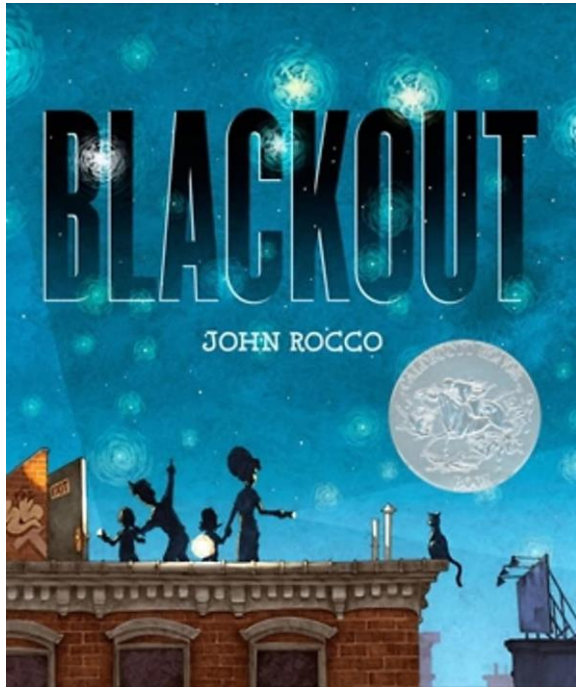
Follow-up activities

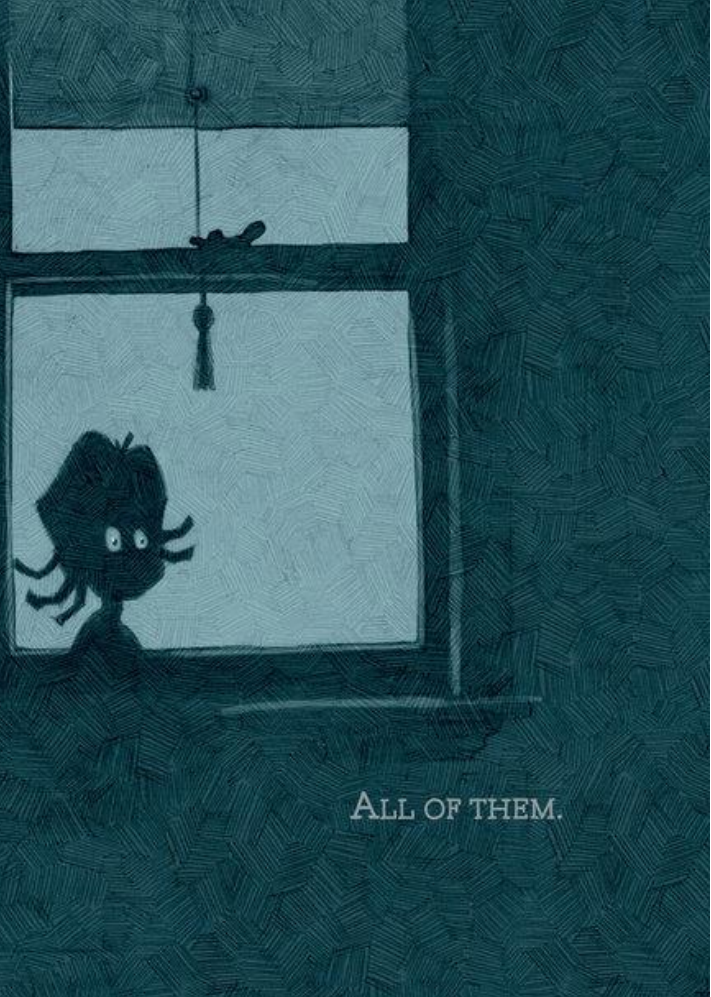
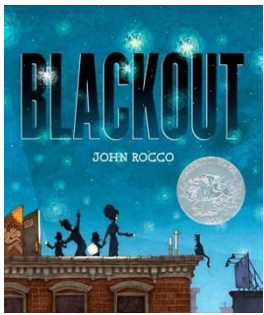


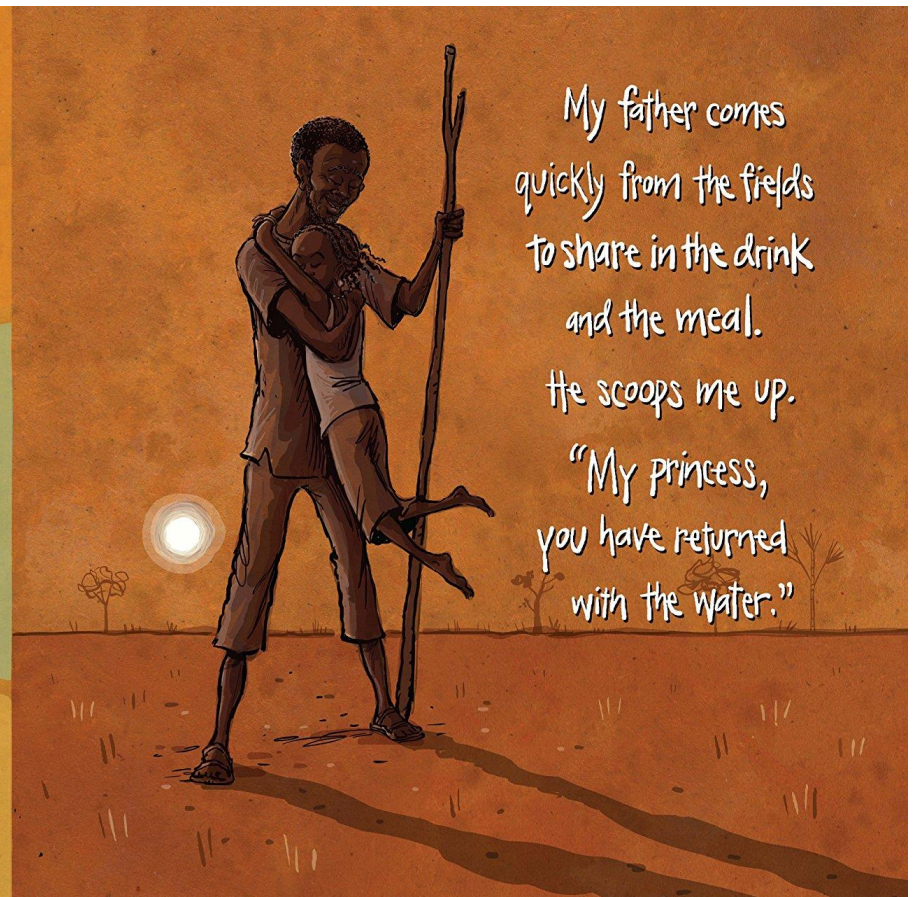
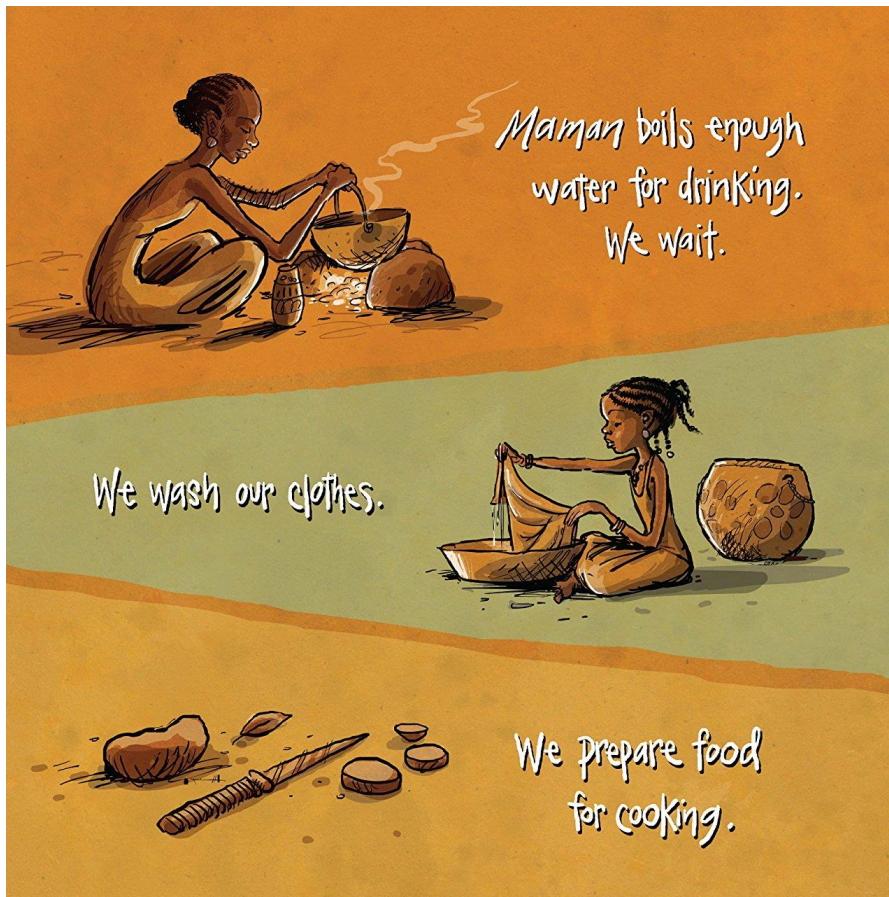
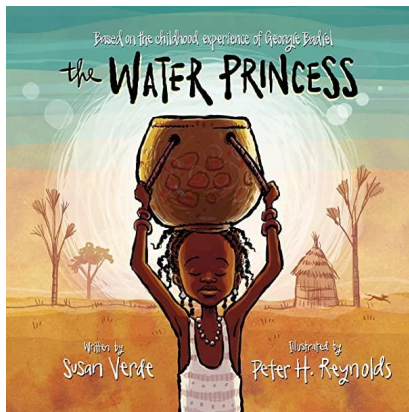
A picturebook as starting point for digital storytelling

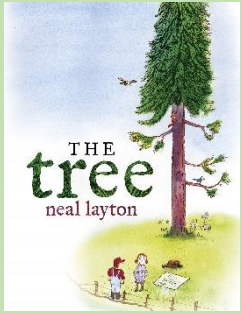


Picturebooks on environmental and social issues









A tree,



The new arrivals,

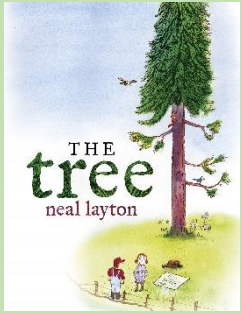


the wonderful plan,

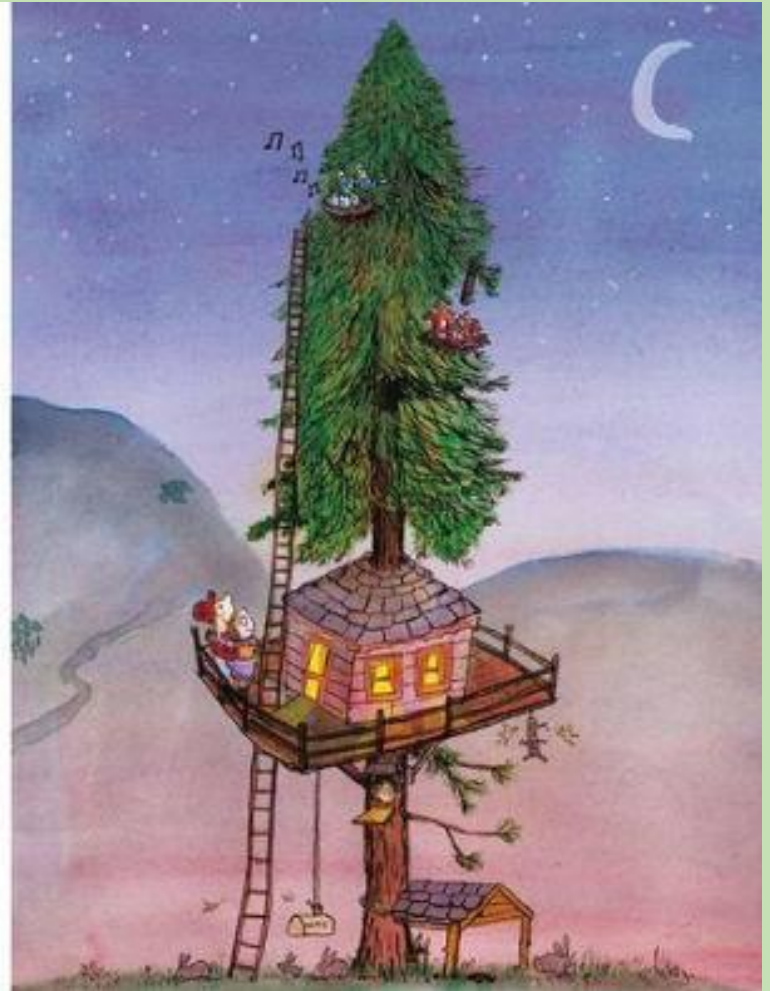


The broken nest.





—happy—
home.



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https://www.sas.upenn.edu/~cavitch/pdf-library/Bruner_Narrative.pdf *Critical Inquiry* 18 No.1 pp1-21, The University of Chicago Press
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- Coyle, Do/Hood, Philip/Marsh, David (2010) *CLIL*. Cambridge: CUP
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- Wells, Gordon (1987) *The Meaning Makers: Children Learning Language and Using Language to Learn*. London: Hodder & Stoughton