

Language Use And Language Learning In Clil Classrooms

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CLIL (Content and Language Integrated Learning) through English in Italian Higher Education - Francesca Costa 2016-11-28

This is a research study monograph into an approach known as Content and Language Integrated Learning or CLIL through English in Italian higher education. There is as yet little agreement on terminology, definitions, learning theories or classroom approaches as regards CLIL. A distinction is therefore made between CLIL, ICLHE (Integrating Content and Language in Higher Education), Content-based Instruction, L2-medium Instruction and Bilingual Education. The research design comprises both quantitative and qualitative elements. A questionnaire survey of all Italian universities profiled the many courses presently delivered using English as the vehicular language, and found some homogeneity in process and subjects, but differences linked to private or public funding and to geographical area. A survey of students (n=134) was designed and administered to obtain their evaluation of a list of techniques used by lecturers to help students understand lectures delivered through English. Respondents recognised and considered as useful most of the categories, including the use of repetitions, examples, summaries, definitions, synonyms, questions and emphasising with intonation. The qualitative part involved observing, recording, transcribing, and analysing lectures delivered through English by four university science lecturers, who were also interviewed. Results confirm the validity of some input presentation strategies and show similarities and differences between student and lecturer perceptions. The data also show discrepancies, at times, between the strategies considered useful by the lecturers and those actually used in the classes.

Content and Language Integrated Learning - Yolanda Ruiz de Zarobe 2017-10-02

This book explores some of the recent research undertaken on Content and Language Integrated Learning (CLIL). It offers an overview of several European contexts, describing experiences that could be extrapolated to many other communities worldwide. Contributions focus on issues related to language policy, moving from high-level policymaking to grassroots decisions, but all of them encompassing the major changes that can be recognized in education, which also evidence the shifts in society and economic life that have taken place in Europe in the last decades. These changes in language policy issues are coupled with changes in CLIL practice in the classroom. These national initiatives are displayed across a wide range of educational perspectives, portraying the diversity that is a distinctive feature of CLIL in the European educational mosaic. By providing new insights into pedagogic, methodological, and language policy issues in CLIL, and by covering some areas which have been insufficiently addressed in the literature, such as the implementation of CLIL in 'less successful' contexts, or learner-teacher collaboration in the classroom, this book will be of great value to researchers, stakeholders and professionals interested in CLIL and language education. This book was originally published as a special issue of the International Journal of Bilingual Education and Bilingualism.

Teaching Language and Content in Multicultural and Multilingual Classrooms - María Luisa Carrió-Pastor 2020-12-18

This edited book explores critical issues relating to Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI), setting out their similarities and differences to demystify the

terms and their implications for classroom practice. The authors show how CLIL and EMI practices are carried out in different institutional contexts and demonstrate how both approaches can benefit language and content acquisition. This book is addressed to second/foreign language teaching staff involved in teaching in English at primary education, secondary education, and higher education levels.

CLIL in Higher Education - Inmaculada Fortanet-Gómez 2013-04-08

This book offers a unique view of multilingualism in higher education from a global perspective. It presents a contextualised case of a multilingual language policy which takes the Content and Language Integrated Learning (CLIL) approach. The volume discusses various approaches to multilingual education including CLIL and then proposes guidelines for a multilingual language policy for Universitat Jaume I in Castelló, Spain. It examines the advantages of a multilingual education programme and reviews the success of existing language policies. This book will be an essential resource for researchers and students as well as policy makers.

Focus on CLIL - Kasia Papaja 2014-06-02

Content and Language Integrated Learning (CLIL) refers to an educational context where a foreign language (in this case English) is used as a medium of instruction in content subjects. This book presents and analyses the changes which take place in a CLIL classroom in secondary education. This book will also serve to raise CLIL teachers' awareness of certain changes which occur in the CLIL classroom, and will consequently help them understand the process of Content and Language Integrated Learning. The book is organised into two parts: theoretical and empirical. These parts consist of six chapters each. The first three chapters review the professional literature relevant to this study, while the other three chapters are devoted to the empirical study.

CLIL Activities with CD-ROM - Liz Dale 2012-03-15

Innovative activities for Content and Language Integrated Learning (CLIL) teachers and trainee teachers. CLIL Activities is organised into five chapters: Activating, Guiding understanding, Focus on language, Focus on speaking and Focus on writing. A further chapter provides practical ideas for assessment, review and feedback. The Background to CLIL section offers a clear explanation of what CLIL is and its benefits and challenges. The book contains a wide range of easily accessible activities that can be used in any order. Dedicated subject pages include annotated extracts from authentic school teaching materials, demonstrating how language is used in particular school subjects, such as geography, science, maths and ICT. The accompanying CD-ROM contains print-ready CLIL activities.

Second Handbook of English Language Teaching - Xuesong Gao 2019-10-23

The Second Handbook of English Language Teaching provides a comprehensive examination of policy, practice, research and theory related to English language teaching in international contexts. Over 70 chapters focus on the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second-language acquisition and pedagogy. In countries around the globe, English has become the second language taught most frequently and intensively. In many countries, particularly in Asia, government policies have made English a part of the curriculum from primary school

on. Demand for English teaching by parents and adult learners is fueled by the desire to increase economic competitiveness, globalization of the workforce, immigration, and a move toward lifelong learning. Immigration has led to an increased demand for English-language teaching even in countries where English is the dominant language.

Content and Language Integrated Learning (CLIL) in the European Primary Education Framework - Gema Bravo Rojo

Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts - Angel M.Y. Lin 2016-09-15

This book will be of interest to a broad readership, regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible "meta-language" (i.e. a language for talking about language) that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta-language by critically reviewing, systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment, and on school-based approaches to LAC and CLIL, drawing on both research studies and the experiences of front-line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals, where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society, and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry.

International Perspectives on CLIL - Chantal Hemmi 2021-05-18

This edited book offers culturally-situated, critical accounts of Content and Language Integrated Learning (CLIL) approaches in diverse educational settings, showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary. The contributors offer a research-based, critical view of CLIL opportunities, challenges and implications in the following areas: teacher education, continuing professional development, assessment, teacher-student dialogue, translanguaging, coursebooks, bilingual education, authenticity, language development and thinking skills. This wide-ranging volume will appeal to students and scholars of English Language Teaching (ELT), language policy and planning, bi- and multilingualism, and applied linguistics more broadly.

Multilingualism in European Bilingual Contexts - David Lasagabaster 2007

Despite the spread of multilingualism, the number of research studies in multilingual contexts is scarce. This book deals with this question by examining would-be teachers' language use and attitudes, as their influence on future generations can be enormous. The use of the same questionnaire and the same methodology allows the reader to compare the results obtained in different European bilingual contexts, where the presence of diverse foreign languages leads to a situation in which several languages are in contact.

CLIL (content language of integrated learning) as perspective science of integrated learning method - Ferri Susanto 2022-11-10

Why was this book written? It was written to help our students to improve their knowledge about CLIL. It will help them to learn not only the meaning of CLIL but also how they used CLIL as perspective science on integrated learning method. You can use this book either with a lecturer/teacher or for self-study. This is a book about CLIL. Yes, We know, you can tell that from the title. So let us get a bit more specific how to teach and learn that supported by high confidence and motivation in order to students will feel comfortable for learning.

Content and Language Integrated Learning. The Role of English Lessons in Preparation for Bilingual Courses - Sebastian Flock 2016-12-12

Seminar paper from the year 2014 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 2,7, <http://www.uni-jena.de/> (Institut für Anglistik/Amerikanistik), course: Teaching Grammar and

Vocabulary, language: English, abstract: Bilingual education in Germany has existed for more than 40 years: it is a product of the Élysée Treaty from 1963. Its aim was to stop the 'hereditary enmity', that had determined the relations between France and Germany for many years, through the increased teaching in French, especially in history classes. Nowadays, things have changed. At the conceptual level the German term 'bilingualer Unterricht' is more and more replaced by the European term 'CLIL', which stands for Content and Language Integrated Learning. At the level of content as well, changes have taken place. It is no longer the political idea of international friendship that dominates bilingual approaches. The aim of CLIL is to convey cognitive-conceptual, discursive and methodical competences. That means the ability to understand and describe subject specific issues in the target language and to reflect and use subject specific procedures and problem solving strategies. This involved that not only French but also other languages like English or Spanish can be used as a communication medium and that is exactly what a foreign language in CLIL classes is supposed to be: a bare medium. It is not about learning English, it is about learning in English. The foreign language is not in the foreground but it is used to talk about subject specific topics in an appropriate way. Hence, principles, aims and contents of the CLIL lesson are defined by the subject and not by the foreign language. The same counts for the didactic. Study and working techniques in CLIL classes are those of the subject and not of English lessons. This means that CLIL teachers must not try to solve grammar or language problems during the CLIL course. However, it is obvious that not all learners meet the requirements to talk about subject specific matters in their second language. This requests a high language register that learners in grade seven normally have not accomplished yet. In consideration of the fact that such language problems are not to be solved in CLIL classes, the question arises how general English teachers can prepare their students for future CLIL classes in their English lessons appropriately. To answer this question it is necessary to analyse firstly the reasons for the linguistic problems in CLIL and the obstacles that hinder the students to participate in bilingual lessons. After that it is possible to provide approaches to solving these problems in form of CLIL preparation courses.

Language Education and Emotions - Mathea Simons 2020-10-09

Language Education and Emotions presents innovative, empirical research into the influence of emotions and affective factors in language education, both in L1 and in foreign language education. It offers a comprehensive overview of studies authored and co-authored by researchers from all over the world. The volume opens and ends with "backbone" contributions by two of the discipline's most reputed scholars: Jane Arnold (Spain) and Jean-Marc Dewaele (United Kingdom). This book broadens our understanding of emotions, including well-known concepts such as foreign language anxiety as well as addressing the emotions that have only recently received scientific attention, driven by the positive psychology movement. Chapters explore emotions from the perspective of the language learner and the language teacher, and in relation to educational processes. A number of contributions deal with traditional, school-based contexts, whereas others study new settings of foreign language education such as migration. The book paints a picture of the broad scale of approaches used to study this topic and offers new and relevant insights for the field of language education and emotions. This book will be of great interest to academics, researchers and postgraduate students in the field of language education, psycholinguistics, sociolinguistics, and applied linguistics.

Content-based Language Learning in Multilingual Educational Environments - Maria Juan-Garau 2014-11-17

The spread of English as an international language along with the desire to maintain local languages lead us to consider multilingualism as the norm rather than the exception. Consequently, bi/multilingual education has bloomed over the last decades. This volume deals with one such type of education currently in the spotlight as an essentially European strategy to multilingualism, CLIL (Content and Language Integrated Learning), in which curricular content is taught through a foreign language. The book contributes new empirical evidence on its effects on linguistic and attitudinal outcomes focusing on bi/multilingual learners who acquire English as an additional language. Moreover, it presents critical analyses of factors influencing multilingual education, the effects of CLIL on both language and content learning, and the contrast between CLIL and other models of instruction. The research presented suggests

that CLIL can greatly enhance language acquisition in multilingual settings.

Content and Language Integrated Learning in Spanish and Japanese Contexts - Keiko Tsuchiya 2019-11-23

This edited book compiles pedagogical practices and studies of Content and Language Integrated Learning (CLIL) from two sites: Spain, where CLIL has been widely implemented for more than a decade, and Japan, where the CLIL approach is still in its relative infancy, and quickly gaining momentum. Focusing on three aspects of the CLIL implementations: policy, practice and pedagogy, the authors describe how CLIL has evolved in distinctive socio-political, historical and cultural contexts. The chapters range across primary, secondary and tertiary education, and examine English language teaching and learning at both the macro level - through language education policy - and the micro level - with a focus on classroom interaction and pedagogy. This book fills a gap in the English as a Medium of Instruction (EMI) literature, and will be of particular interest to language teachers, teacher trainers, and students and scholars of applied linguistics more broadly.

English Medium Instruction - Ernesto Macaro, 2018-02-19

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

Language Use and Language Learning in CLIL Classrooms - Christiane Dalton-Puffer 2010

This volume explores a highly topical issue in second and foreign language education: the spreading practice in mainstream education to teach content subjects through a foreign language. CLIL has been enthusiastically embraced as a language enrichment measure in many contexts and finally research can offer principled insights into its dynamics and potentials. The editors introductory and concluding chapters offer a synthesis of current CLIL research as well as a critical discussion of unresolved issues relating both to theoretical concerns and research practice. The individual contributions by authors from a range of European contexts report on current empirical research in this dynamic field. The focus of these chapters ranges from theoretical to empirical, from learning outcomes to classroom talk, examining both the written and spoken mode across secondary and tertiary educational contexts. This volume is a valuable resource not only for researchers and teachers but also for policy makers."

Peer Interactions in New Content and Language Integrated Settings - Nathan J. Devos 2015-11-04

Trade schools, universities, and programs for international students have begun to experiment with Content and Language Integrated Learning (CLIL) as a viable pedagogy for instruction, as the pedagogy of CLIL increasingly gains recognition as a practical form of language and content education in Europe and beyond, and its application in instructional settings becomes more diverse. Corresponding with CLIL's growth, this book focuses on foreign language use during peer interactions in a new CLIL setting. It particularly concentrates on how to conduct research when the focus is on learner interactions. The theoretical background, research methods, and research instruments are explained in a brief and understandable manner. This book is intended for those interested in CLIL and peer interactions and includes a framework and ideas for investigating new CLIL contexts in a practical manner allowing undergraduate and graduate students to conduct their own research in these settings.

Content and Language Integrated Learning in Monolingual Settings - María Luisa Pérez Cañado 2021-04-09

This book offers new empirical insights into the current state of Content and Language Integrated Learning (CLIL) characterisation (through an innovative proposal to link CLIL to English as a Lingua Franca), implementation (via observation protocols and SWOT analyses), and research (by examining the effects of CLIL on the L1, foreign language, key competences, and content subjects taught through English). The book provides a state of the art of the CLIL arena, identifies the chief challenges that need to be addressed and signposts possible ways of overcoming these in order to continue advancing smoothly into the next decade of CLIL development. This book will be of interest to researchers, policy-makers, educational authorities, and practitioners as it will assist them in making informed decisions about how to characterise, implement, and investigate CLIL in the bi- and plurilingual programs that are more frequently introduced in monolingual contexts.

Language Learning in Anglophone Countries - Ursula Lanvers 2021-01-07

This edited book focuses on the state of language learning in Anglophone countries and brings together international research from a wide range of educational settings. Taking a contextual perspective on the language learning crisis currently facing Anglophone countries, the authors examine systemic challenges, real-world practices, and broader cultural trends that have an impact on the uptake of modern foreign languages in different Anglophone settings. This book will be of interest to scholars working in applied linguistics and language education, particularly those with a focus on educational policy and Global English.

CLIL in Action - María Luisa Pérez Cañado 2015-10-05

This volume explores the current position of CLIL on the three main fronts where it is attracting particular attention in specialized literature, namely, implementation, research, and teacher training. To this end, it presents evidence from national and international research projects, governmentally-financed pedagogical initiatives, grassroots experiences and investigations, and inter-institutional training programs which offer insights into how CLIL is working in action on the afore-mentioned three levels. The opening section of the book ("CLIL in action: Practical considerations") provides a window into how CLIL implementation is unravelling at the grassroots level vis-à-vis key aspects for CLIL development, such as the design of materials, the use of ICT, and the importance of extramural exposure. The second part ("The effects of CLIL on language learning: Research-based evidence") explores some key areas for future research, showcasing how engaging in research as a device that drives reflection is the best possible way to continue moving the CLIL agenda forward. Finally, in the third part ("Preparing teachers for CLIL: Practical proposals"), the interface of research and pedagogy is discussed, as the former informs the latter in a clear instantiation of what Coyle (2011) terms "evidence-based practice" in setting necessary teacher training actions in place. As such, the volume addresses three burning issues in the CLIL scenario through practical and research-based proposals of tried-and-true CLIL development. If all three strands - implementation, research, and training - dovetail and progress in harmony, a solid template will be built for the future and the CLIL agenda will be pushed forward. By pooling together the insights of a set of researchers, teacher trainers, policy makers, and grassroots practitioners, this volume will contribute to this much-needed endeavour.

Integration of theory and practice in CLIL - Ruth Breeze 2014-03-01

Content and Language Integrated Learning (CLIL) has now become a feature of education in Europe from primary school to university level. CLIL programmes are intended to integrate language and content learning in a process of mutual enrichment. Yet there is little consensus as to how this is to be achieved, or how the outcomes of such programmes should be measured. It is evident that a further type of integration is required: that of bringing the practice of CLIL into closer contact with the theory. In this, it is necessary to establish the role played by other fundamental aspects of the learning process, including learner and teacher perspectives, learning strategies, task design and general pedagogical approaches. The first part of this book provides a variety of theoretical approaches to the question of what integration means in CLIL, addressing key skills and competences that are taught and learned in CLIL classrooms, and exploring the role of content and language teachers in achieving an integrated syllabus. The second part takes specific cases and experimental studies conducted at different educational levels and analyses them in the light of theoretical considerations.

Discourse in Content and Language Integrated Learning (CLIL) Classrooms - Christiane Dalton-

Puffer 2007-09-27

The label CLIL stands for classrooms where a foreign language (English) is used as a medium of instruction in content subjects. This book provides a first in-depth analysis of the kind of communicative abilities which are embodied in such CLIL classrooms. It examines teacher and student talk at secondary school level from different discourse-analytic angles, taking into account the interpersonal pragmatics of classroom discourse and how school subjects are talked into being during lessons. The analysis shows how CLIL classroom interaction is strongly shaped by its institutional context, which in turn conditions the ways in which students experience, use and learn the target language. The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for furthering the learners' appropriation of a foreign language as a medium of learning.

CLIL - Do Coyle 2010-04-01

CLIL (Content and Language Integrated Learning) has emerged since the millennium as a major trend in education. Written by Do Coyle, Philip Hood and David Marsh and drawing on their experience of CLIL in secondary schools, primary schools and English language schools across Europe, this book gives a comprehensive overview of CLIL. It summarises the theory which underpins the teaching of a content subject through another language and discusses its practical application, outlining the key directions for the development of research and practice. This book acknowledges the uncertainty many teachers feel about CLIL, because of the requirement for both language and subject knowledge, while providing theoretical and practical routes towards successful practice for all.

Applied Linguistics Perspectives on CLIL - Ana Llinares 2017-03-16

This book represents the first collection of studies on Content and Language Integrated Learning (CLIL) which brings together a range of perspectives through which CLIL has been investigated within Applied Linguistics. The book aims to show how the four perspectives of Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), Discourse Analysis, and Sociolinguistics highlight different important aspects of CLIL as a context for second language development. Each of the four sections in the book opens with an overview of one of the perspectives written by a leading scholar in the field, and is then followed by three empirical studies which focus on specific aspects of CLIL seen from this perspective. Topics covered include motivation, the use of tasks, pragmatic development, speech functions in spoken interaction, the use of evaluative language in expressing content knowledge in writing, multimodal interaction, assessment for learning, L1 use in the classroom, English-medium instruction in universities, and CLIL teachers' professional identities.

The Educational Method of Content and Language Integrated Learning (CLIL) - Elena Agathokleous 2021-03-23

Essay from the year 2019 in the subject Didactics - German - Pedagogy, Linguistics, grade: A, , language: English, abstract: This essay deals with the concept of the Content and Language Integrated Learning (CLIL) as a method. CLIL is an innovative approach in which content and language are integrated with the goal to provide more exposure to the foreign language and to enrich the areas of language use thus enhancing language learning through the content of various school subjects. In this approach lessons for subjects like chemistry, history or geography are redesigned and taught in the language target leading to a better acquisition of the target language.

Beyond CLIL - Do Coyle 2021-07-15

Offers an innovative, holistic and evidence-based pedagogic approach to deeper learning for all subjects of schooling.

Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms - Mark deBoer 2020-11-17

This volume builds a conceptual basis for assessment promoting learning in Content and Language Integrated Learning (CLIL) classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom. CLIL as an educational context is unique, as language and content learning happen simultaneously. The efficacy of such instruction has been studied extensively, but assessment in CLIL classrooms has drawn much less attention. The present volume aims to fill this gap. Arranged based on different ways that content and language are integrated in CLIL, the chapters in this

book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms. The authors discuss how assessment eliciting this integration yields insights into learners' abilities, but more importantly, how these insights are used to promote learning. The contributors to the volume together build the understanding of classroom-based assessment as cyclic, of teaching, learning, and assessment as inter-related, and of content and language in CLIL classrooms as a dialectical unity. This volume will spark interest in and discussion of classroom-based assessment in CLIL among CLIL educators and researchers, enable reflection of classroom assessment practices, and foster collaboration between CLIL teachers and researchers. The assessment approaches and activities discussed in the volume, in turn, will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms.

Content and Language Integrated Learning (CLIL): A Methodology of Bilingual Teaching - Bernd Klewitz 2021-05-19

Learning foreign languages is a process of acquiring authentic contents in cultural contexts. In this respect, bilingual programs provide an effective connection between content-based studies and linguistic activities. The European umbrella term CLIL (Content and Language Integrated Learning) not only comprises the aims and objectives of a sustainable format of teaching foreign languages but also the priority of content over language, in other words: language follows content, as in the Bauhaus precept form follows function. But in order to effectively integrate content and language, a comprehensive pedagogical approach is needed that goes beyond existing curricula and guidebooks. Bernd Klewitz aims at establishing the CLIL methodology by linking content requirements of subject areas, especially those in the social sciences, with linguistic building blocks and tools. The integrative methodology of bilingual programs extends to the study of literature, traditionally a domain of language tuition, but thought to be a seminal part of CLIL as well. The building blocks and language tools presented in this volume focus on learning foreign languages in cultural contexts, aims, and objectives of CLIL, parameters of an integrated bilingual teaching strategy, dimensions of bilingual learning, elements of a CLIL concept, Literary CLIL, CLIL tools and strategies, modules with worked examples, challenges, and desiderata, and a comprehensive glossary. Each section is completed with an interactive part of review, reflection, and practice.

Primary CLIL Around Europe - Gerlinde Egger 2012-03-28

Throughout Europe there is a growing awareness that language learning is much more effective when linked to meaningful content. Through exploiting the synergies of Content AND Language Integrated Learning, children gain a second or third language and subject knowledge simultaneously with ease. This publication brings together various perspectives from different corners of Europe and from different levels: Classroom practice, teacher education, academic research and European language policy. Through CLIL not only the target language improves substantially, it also has a very positive influence on attitudes and motivation and on the cognitive development of children plus a positive influence on subject matter knowledge and on the development of the pupils' first language. Furthermore, it is a particular advantage for children from a migration background and it is especially effective in primary school - from day one. For the benefit of every child and to bring the vision of three or more languages (1+

Language Acquisition in CLIL and Non-CLIL Settings - Verena Möller 2017-12-15

Language Acquisition in CLIL and Non-CLIL Settings builds a bridge between Second Language Acquisition and Learner Corpus Research (LCR) methodologies to take the evaluation of Content and Language Integrated Learning (CLIL) to a new level. The study innovates in two main ways. First, it is based on a highly diversified L2 database which includes learner corpus data as well as experimental data from the same learners. These linguistic components of the database are complemented with extensive information on learner variables, including cognitive and affective factors, which are rarely studied in LCR. Second, the study relies on multifactorial statistical analyses to assess the effectiveness of CLIL itself as well as the impact of the selectivity inherent in the CLIL system, which has frequently been ignored. The linguistic focus of the study is the English passive, which is investigated in CLIL and non-CLIL teaching materials, and subsequently related to learner output.

Integrating Language and Content - Jon Nordmeyer 2010

Conceptualising Integration in CLIL and Multilingual Education - Tarja Nikula 2017-08-03

Content and Language Integrated Learning (CLIL) is a form of education that combines language and content learning objectives. This volume focuses on conceptualising integration, exploring it from three intersecting perspectives concerning curriculum and pedagogic planning, participant perceptions and classroom practices.

Content and Language Integrated Learning - Yolanda Ruiz de Zarobe 2009-05-11

This book contributes to the growth of interest in Content and Language Integrated Learning (CLIL), an approach to second/foreign language learning that requires the use of the target language to learn content. Within the framework of European strategies to promote multilingualism, CLIL has begun to be used extensively in a variety of language learning contexts, and at different educational systems and language programmes. This book brings together critical analyses on theoretical and implementation issues of Content and Language Integrated Learning, and empirical studies on the effectiveness of this type of instruction on learners' language competence. The basic theoretical assumption behind this book is that through successful use of the language to learn content, learners will develop their language proficiency more effectively while they learn the academic content specified in the curricula.

Language Use in English-Medium Instruction at University - David Lasagabaster 2021-05-27

This collection brings together insights from research and scholars' practical experience on the role of language and language use in teacher practices at the university level in EMI contexts, offering global perspectives across diverse educational settings. The volume considers the language-related practices, processes and ways of thinking implemented in EMI contexts as teachers and students co-construct meaning through interaction while also situating these observations within the wider educational policies of institutions, societal norms and contextual pedagogies. The book highlights both the diversity and commonalities of the challenges and opportunities in enhancing student experience in different EMI contexts, drawing on international perspectives spanning South America, Europe and Asia. In so doing, the volume offers a comprehensive portrait of the current realities of the EMI experience at the university level, empowering stakeholders to critically reflect upon and adapt their classroom strategies to their own realities and chart new directions for research in the field. The book will be of particular interest to scholars interested in issues in English-medium instruction, applied linguistics, language policy and language education, as well as those currently teaching in EMI contexts.

The Roles of Language in CLIL - Ana Llinares 2012-03-15

An examination of how language functions in CLIL, based on a corpus of classroom interactions. Drawing on their wide experience as CLIL educators and researchers, the authors explore data collected in real CLIL classrooms from two interrelated perspectives: the CLIL classroom as an interactional context for developing language and content, and the genres and registers through which the meanings of the different academic subjects are enacted. From the analysis of this corpus of data, the authors provide a rich description of how CLIL students' language works and may be expected to develop. Also available separately as a hardback.

Curriculum Integrated Language Teaching - Kim Bower 2020-07-09

A guide on how to implement CLIL in the classroom to foster motivation, engagement and progress in language learning.

New perspectives on teaching and working with languages in the digital era - Antonio Pareja-Lora 2016-05-01

This volume offers a comprehensive, empirical and methodological view over new scenarios recently emerged in language teaching and learning, such as blended learning, e-learning, ubiquitous, social, autonomous or lifelong learning, and also over some new (ICT-based) approaches that can support them (CALL, MALL, CLIL, LMOOCs).

A Journey through the Content and Language Integrated Learning Landscape - Carmel Mary Coonan 2017-11-06

Interest in Content and Language Integrated Learning (CLIL), in Europe and beyond, has increased exponentially since it first appeared on the scene in Europe in the early 1990s. CLIL has grown to become a much-discussed topic of language education today, with the number of publications pertaining to the field continuing to increase. Researchers, teachers, teacher trainers, course planners and others involved in CLIL are constantly searching for new studies to help them understand how CLIL is evolving and how best it can be implemented. As the concept is now informing the pedagogical principles of different educational realities, research and reflection are now required to further understand its potential and implications, its inherent difficulties and possible applications. This volume was conceived with this idea in mind. The book primarily covers three macro areas: learning, teaching and training. It provides insight into the latest areas of research and reflection that are characterizing the CLIL field in the current decade. The wide range of topics covered reveal, for example, a shift in interest towards CLIL at the tertiary level, focusing on lecturer and student perceptions and problems.