Language Use And Language Learning In Clil Classrooms

Assessment and Learning in Content and Language Integrated Learning (CLIL) ClassroomsLanguage Use and Language Learning in CLIL ClassroomsThe Roles of Language in CLILTeaching, Learning and Scaffolding in CLIL Science ClassroomsDiscourse in Content and Language Integrated Learning (CLIL) ClassroomsTeaching and Learning English through Bilingual EducationContent and Language Integrated LearningEmpirical Perspectives on CLIL Classroom DiscourseIntegration of Theory and Practice in CLILConceptualising Integration in CLIL and Multilingual EducationDiscourse in Content and Language Integrated Learning (CLIL) ClassroomsPeer Interactions in New Content and Language Integrated SettingsDiscourse and language learning across L2 instructional settingsClassroom-based Conversation Analytic ResearchClassroom-oriented ResearchClassroom Discourse CompetenceApplied Linguistics Perspectives on CLILThe Routledge Handbook of Content and Language Integrated LearningFoundations and Innovations in Content and Language Integrated Learning (CLIL)Learner Autonomy in the CLIL Classroom Mark deBoer Christiane Dalton-Puffer Ana Llinares Yuen Yi Lo Christiane Dalton-Puffer Juan de Dios Martínez Agudo Yolanda Ruiz de Zarobe Christiane Dalton-Puffer Ruth Breeze Tarja Nikula Christiane Dalton-Puffer Nathan J. Devos Silvia Kunitz Mirosław Pawlak Katrin Thomson Ana Llinares Dario Luis Banegas Gusti Astika Frank Maschmeier

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

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

this book provides a theoretically based approach to the integration of language and content in primary and secondary contexts 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

this edited volume presents a collection of empirical studies examining the teaching and learning processes in science classrooms in content and language integrated learning clil contexts it is a timely contribution to the rapidly growing body of clil research in response to scholars

consistent calls for more classroom based research on the issues in integration of content and language teaching in lessons with the dual goal of content and language learning students in clil programmes are also facing double challenges mastery of abstract cognitively demanding content knowledge and unfamiliar academic language focusing on the notion of scaffolding this edited volume demonstrates how science teachers can provide appropriate and timely scaffolding for their students to overcome the challenges in clil science classrooms with studies from different educational settings hong kong mainland china singapore and australia and epistemological paradigms and adopting a variety of research designs this volume will provide key insights into clil pedagogy and teacher education originally published as special issue of journal of immersion and content based language education 7 2 2019

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

these days numerous studies document and advocate the potential effectiveness of the clil approach which is viewed as a real revolution in second language pedagogy european bilingual education models are currently exemplified by clil content and language integrated learning a new generic and or umbrella term for bilingual education which has been rapidly spreading throughout europe since the mid nineties over the last decade there has been an explosion of interest in clil pedagogy in europe and beyond however clil pedagogy also involves complex challenges concerning its implementation and the professional development of teachers this publication provides readers with a collection of original papers covering essential aspects of clil pedagogy this collection of papers serves as a good indication that valuable research is being conducted throughout europe and that clil research is establishing itself as an important area of applied linguistics this book is mainly addressed to those in service teachers who teach in bilingual classrooms anywhere in the world under any circumstances and who wish to know more about clil pedagogy it can also be used as a helpful handbook for efl student teachers the book is also for teacher trainers running both pre service and in service courses

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

similar to immersion lti content and language integrated learning clil combines second language education with other content subjects and has become an important educational approach in many parts of the world only recently research on clil classrooms has started to emerge on the international scene this volume presents current work dealing with classrooms located in australia austria belgium finland germany and the uk focussing on various dimensions of classroom talk such as oral proficiency repair the structure of learning opportunities cognitive effects pragmatic differences from traditional efl lessons as well as issues of research methodology these are complemented by the discussion of educational policies and the perceptions and attitudes of clil teachers

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

content and language integrated learning clil is a form of education that combines language and content learning objectives a shared concern with other models of bilingual education while clil research has often addressed learning outcomes this volume focuses on how integration can be conceptualised and investigated using different theoretical and methodological approaches ranging from socioconstructivist learning

theories to systemic functional linguistics the book explores three intersecting perspectives on integration concerning curriculum and pedagogic planning participant perceptions and classroom practices the ensuing multidimensionality highlights that in the inherent connectedness of content and language various institutional pedagogical and personal aspects of integration also need to be considered

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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

studies on discourse and language learning originated in the field of general education and they focused on first language learning environments however since 1980s research on discourse and language learning broadened the scope of investigation to respond to second and foreign language environments recently the emergence of new language learning contexts such as computer mediated communication multilingual settings or content and language integrated contexts requires further research that focuses on discourse and language learning from this perspective the present volume aims to broaden the scope of investigation in foreign language contexts by exploring discourse patterns in the classroom and examining the impact of factors such as gender explicitness of feedback or l1 use on language learning through discourse with that aim in mind this volume will bring together research that investigates discourse in various instructional settings namely those of primary secondary and university l2 learning environments content and language integrated contexts and other new language learning

settings the number and variety of languages involved both as the first language e g english finnish basque spanish japanese french italian catalan as well as the target foreign language e g english french italian japanese spanish makes the volume specially attractive additionally the different approaches adopted by the researchers participating in this volume such as information processing sociocultural theory or conversation analysis widen the realm of investigation on discourse and language learning finally the strength of the volume also lies in the range of educational settings primary secondary and tertiary education and the worldwide representation of contributors across seven different countries namely those of spain france austria finland germany canada australia and the united states the uniqueness of the volume is due to its eclectic and comprehensive nature in tackling instructional discourse worldwide outstanding researchers like julianne house carme muñoz ute smit tarja nikula or roy lyster to quote but a few adopt different perspectives in this joint contribution that will certainly broaden the scope of research on language learners discourse

this book presents an international range of conversation analytic ca studies of classroom interaction which all discuss their empirical findings in terms of their theoretical and methodological contribution to the field of second language studies and their potential pedagogical relevance the volume is thus unique in its focus on the theoretical and practical insights of ca classroom based research and on the impact that such insights might have at the pedagogical level from teaching to testing to teacher education given the growing interest in the pedagogical applicability of ca research this book is a timely addition to the existing literature

the volume brings together papers related to different aspects of classroom oriented research on teaching and learning second and foreign languages that have been authored by specialists from poland and abroad the first part contains contributions dealing with individual variation in the language classroom in particular age anxiety beliefs and language learning strategies the second part deals with various facets of teachers behaviors in the classroom focusing in particular on classroom communication and the use of action research in teacher training the third part includes papers devoted to various instructional practices such as the use of new technologies the development of intercultural competence assessment or combining content and language finally the last part deals with issues involved in research methodology with special emphasis being placed on the use of diaries observations mixed methods research as well as triangulation

in language learning contexts the role of the language teacher is a particularly crucial one it is the teacher who through and with their use of the foreign language has a significant influence on the extent to which language learners are linguistically cognitively activated and thus determines whether processes of language learning are initiated and promoted or perhaps even impeded or prevented thus it is of utmost importance for language teachers to acquire a high level of classroom discourse competence cdc a professional competence that goes far beyond the notions of fl proficiency and communicative competence located at the intersection of theory classroom research and practical approaches to e fl

teacher education classroom discourse competence current issues in language teaching and teacher education offers university students trainee teachers in service teachers and teacher educators a comprehensive conceptualization of cdc part i furthermore the chapters in this book explore facets of cdc part ii and present good practice examples of cdc development in the context of pre service teacher education part iii

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

content and language integrated learning clil is an increasingly popular educational approach given its dual focus on enabling learners to acquire subject matter through an additional language while learning this second language in tandem with content this handbook provides a comprehensive overview of recent clil developments illustrating how clil has been uniquely conceptualised and practised across educational and geographical contexts divided into six sections covering language and language teaching core topics and issues contexts and learners clil in practice clil around the world and a final section looking forward to future research directions every chapter provides a balanced discussion of the benefits challenges and implications of this approach representing the same diversity and intercultural understanding that clil features the chapters are authored by established as well as early career academics based around the world the routledge handbook of content and language integrated learning is the essential guide to clil for advanced students and researchers of applied linguistics education and tesol

in an increasingly interconnected world the ability to integrate language learning with meaningful content instruction is more important than ever foundations and innovations in clil a complete guide for educators offers a comprehensive and practical road map for educators seeking to implement or enhance content and language integrated learning clil in their classrooms this book begins by establishing a solid understanding of clil including its origins benefits and core principles from there it guides readers through the theoretical foundations that support clil methodology exploring key language acquisition theories and pedagogical frameworks each chapter blends academic insight with real world applications ensuring that educators can move from understanding to implementation with confidence through focused chapters readers will

explore task based learning the alignment of content and language objectives subject specific clil strategies and the role of technology in enhancing clil practices special attention is given to assessment and evaluation methods that reflect the dual focus of language and content learning as well as the development of teacher competences and professional support systems inclusive education and learner diversity are addressed in depth highlighting strategies to ensure clil is accessible and equitable for all students the book also introduces emerging trends such as gamification and digital innovation providing a forward looking perspective on clil s potential each chapter includes hands on assessments such as reflective journals lesson planning tasks project designs and case study analyses designed to deepen understanding and encourage active engagement the final chapters invite educators to reflect on their own practice and envision future directions through clil project development and course wide review activities whether you are new to clil or looking to innovate your current practice foundations and innovations in clil serves as an essential resource equipping educators at all levels with the knowledge tools and inspiration to create meaningful integrated learning experiences for their students

this title discusses the concept of learner autonomy in content and language integrated learning clil while the language learning benefits of clil are well documented the author shows that there may be hidden problems in clil settings in the area of learner autonomy the book raises awareness for these problems and shows possible solutions

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