Language Use And Language Learning In Clil Classrooms

Content and Language Integrated Learning (CLIL): A Methodology of Bilingual TeachingAssessment and Learning in Content and Language Integrated Learning (CLIL) ClassroomsCLIL in SpainThe Educational Method of Content and Language Integrated Learning (CLIL)Modernizing Educational PracticeContent and Language Integrated LearningContent and Language Integrated LearningDiscourse in Content and Language Integrated Learning (CLIL) ClassroomsExamining Content and Language Integrated Learning (CLIL) Theories and PracticesFocus on CLILBeyond CLILContent and Language Integrated Learning (CLIL) in EuropeContent and Language Integrated Learning (CLIL) at School in EuropeCLIL in progress. From theoretical issues to classroom practiceLanguage Acquisition in CLIL and Non-CLIL SettingsCLIL in ActionTeaching, Learning and Scaffolding in CLIL Science ClassroomsCLIL (Content and Language Integrated Learning) through English in Italian Higher EducationCLIL Activities with CD-ROMContent and Language Integrated Learning (CLIL) in Classrooms Bernd Klewitz Mark deBoer David Lasagabaster Elena Agathokleous Katarzyna Papaja Yolanda Ruiz de Zarobe Yolanda Ruiz de Zarobe Christiane Dalton-Puffer Khalyapina, Liudmila Kasia Papaja Do Coyle Stephan Breidbach Serafina Filice Verena Möller María Luisa Pérez Cañado Yuen Yi Lo Francesca Costa Liz Dale

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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

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 book makes a significant and very timely contribution to furthering professional

understanding of clil content and language integrated learning the first part brings together the outcomes of clil implementation initiatives in different educational sectors in spain which reflect regional possibilities and priorities the second part takes a critical look at a variety of teacher education models both in service and pre service linking classroom initiatives with teacher education underlines the importance of addressing this often neglected or ignored area quite simply without appropriate teacher education programs the full potential of clil is unlikely to be realised and the approach would be unsustainable this publication provides the reader with practical suggestions and raises issues for further reflection the contributors have embraced the educational challenge and in doing so have made a significant contribution to disseminating clil practice across europe and further afield by raising issues and questions which need to be addressed through future class based inquiry and scientific research the collection of case studies is also a celebration of the hard work endeavour and constant drive by practitioners teacher educators and researchers to give our young people the best linguistically rich learning experiences they can possibly have throughout their schooling and further studies professor do coyle university of aberdeen

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

content and language integrated learning clil is an innovative approach referring to educational settings where a language different from the learners mother tongue is used as a medium of instruction this other language is found to be used from kindergarten to the tertiary level and the extent of its use may range from occasional foreign language texts in individual subjects to covering the whole curriculum the changes in the technological economic and social realities of the modern world have led and still lead to more frequent contact between people of different linguistic and cultural backgrounds globalisation has made the world interconnected the world is rapidly becoming a mixed global village where the role of languages is extremely important in such an integrated world integrated learning is viewed as a modern form of educational delivery clil represents an increasingly popular approach to language teaching and learning not only in europe but also in other countries such as japan malaysia china and the united arab emirates even though clil is not of a uniform nature and varies across the world one of the main arguments for its introduction is that it creates conditions for naturalistic language learning this book represents selected

presentations given at the ustroń clil 2013 conference which brought together academicians researchers teachers and educational authorities from all over the world and provided them with the opportunity to exchange an interdisciplinary dialogue on clil methodologies as well as the purely practical consequences of implementing such pedagogies in institutional educational practices at the primary secondary or tertiary level as such collection embraces original contributions across a range of areas of clil

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

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

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

the growing interest in the problems of integrated foreign language teaching and professional disciplines is manifested in the formulation of new concepts and approaches which at the moment are controversial the lack of a common conceptual framework of integrated education in the system of higher professional education in different countries manifests itself in the attempts of researchers to either completely eliminate the achievements of their colleagues in this area or without any scientific and practical justification mechanically transfer foreign experiences in their conditions examining content and language integrated learning clil theories and practices is a cutting edge research publication that investigates the different approaches and models of progressive technology within linguodidactics and the methodologies for teaching foreign languages highlighting a range of topics such as blended learning cognition and professional discourse this book is essential for language teachers linguists curriculum developers instructional designers deans researchers practitioners administrators educators academicians and students

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

offers an innovative holistic and evidence based pedagogic approach to deeper learning for all subjects of schooling

this book links the growing empirical knowledge about the full complexity of clil to the european educational and language policies its contributors present research findings from several european countries on learning processes and learner achievement in clil as well as conceptual analyses in the light of the current policies of mainstreaming clil

recoge 1 preface 2 introduction 3 position of clil in the education system 4 organisation and

evaluation 5 pilot projects 6 teachers 7 obstacles and debate 8 summary and conclusions

over the years various types of experimental projects have been carried out in italy at different levels of education clil practices have moved from limited small scale experiments to elaborated projects involving technology materials design and the creation of clil networks this volume is a collection of works by both language and content teachers at all levels of education who have in the past six years embarked on a clil type journey the book is organized into two sections the first part highlights some considerations that are more theoretical in nature the purpose is to provide moments of reflection on these issues and or bring to light other matters that merit further discussion the second part is more pragmatic in nature dealing with proposals and projects already implemented in schools and at university the chapters extol the numerous studies that have been going on in this field in the past decades they contribute to the existing research in terms of small scale explorations that highlight the development of clil over the years a cautious progress that has led professionals to move from initial steps or simple trials to more complex tangible clil learning objects a testimony of diversity in approaches showing how rich and vibrant the field of clil studies is and will continue to be in the future

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

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 á 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

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

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

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

seminar paper from the year 2020 in the subject didactics for the subject english miscellaneous grade 1 3 martin luther university language english abstract content and language integrated learning clil can be defined as a dual focused educational approach in which an additional language is used for learning and teaching both content and language thus a clil lesson does not only focus on content but also on language and furthermore aims to prepare the pupils for an international society and to increase their awareness of other cultures the given lesson combines the subjects science and english and especially aims to increase pupils interest in the natural phenomenon the pond the first chapter of this paper focuses on the general facts regarding my lesson followed by the consultation of the science and english subject curriculum considering the lesson s contents whereas the final paragraph deals with the description of the lesson s learning environment the lesson plan is presented in the second segment of the paper followed by the detailed analysis of the teacher talk based on the lesson s transcript the subsequent part focuses on the teaching strategy scaffolding an approach describing a teacher s situated help for pupils in order to support their learning progresses the assignment closes with the conclusion

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