

Language Use And Language Learning In Clil Classrooms

Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms
Language Use and Language Learning in CLIL Classrooms
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Mark deBoer
Christiane Dalton-Puffer
Ana Llinares
Yuen Yi Lo
Christiane Dalton-Puffer
Yolanda Ruiz de Zarobe
Ruth Breeze
Juan de Dios Martínez Agudo
Christiane Dalton-Puffer
Serafina Filice
Fred Genesee
Kim Bower
María Luisa Pérez Cañado
Tarja Nikula
Phil Ball
Anna Marsol
Jornet
María Luisa Carrió-Pastor
Miroslaw Pawlak
Christiane Dalton-Puffer
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Teaching and Learning English through Bilingual Education Empirical Perspectives on CLIL Classroom Discourse CLIL in progress. From theoretical issues to classroom practice CLIL in Context Practical Guidance for Educators Curriculum Integrated Language Teaching CLIL in Action Conceptualising Integration in CLIL and Multilingual Education Putting CLIL into Practice: Oxford Handbooks for Language Teachers English Language Learning in CLIL and EFL Classroom Settings Teaching Language and Content in Multicultural and Multilingual Classrooms Content and Language Integrated Learning (CLIL) in Classrooms Classroom-oriented Research Discourse in Content and Language Integrated Learning (CLIL) Classrooms Mark deBoer Christiane Dalton-Puffer Ana Llinares Yuen Yi Lo Christiane Dalton-Puffer Yolanda Ruiz de Zarobe Ruth Breeze Juan de Dios Martínez Agudo Christiane Dalton-Puffer Serafina Filice Fred Genesee Kim Bower María Luisa Pérez Cañado Tarja Nikula Phil Ball Anna Marsol Jornet María Luisa Carrió-Pastor Mirosław Pawlak Christiane Dalton-Puffer

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

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

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

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

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

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

a collaborative series with the university of cambridge faculty of education highlighting leading edge research across teacher education international education reform and language education

do your students struggle to see the point in learning a language other than english do you teach in an english dominant setting if so this book is a must read it offers international perspectives on clil a revolutionary teaching approach where students study subjects for example physics or history in a language which is not their own informed by research carried out by the authors it addresses the issues of developing clil in anglophone contexts and shows how to implement this method of language learning successfully in the reality of the classroom through three key themes sustainability pedagogy and social justice each author explores clil as a means of addressing the high levels of cultural diversity and socio economic disparity in anglophone dominant settings authored by experts in the field it offers a set of flexible teaching tools which serve to combine language and content ultimately enhancing the learning experience of students

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

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

this book offers a new methodological framework for the clil classroom focusing on how to guide input and support output full of real life examples and practical guidelines the book provides support to both novice and experienced clil teachers areas covered include the language used in clil clil teacher training materials design for clil assessment in clil extra resources are available on the website oup.com/elt/teacher/clil phil ball is a clil author and teacher trainer based in northern spain keith kelly is a writer and speaker on clil worldwide and is based in plovdiv bulgaria john clegg is a textbook author and clil consultant based in london

this dissertation examines the english language learning experience of primary school learners in content and language integrated learning clil and english as a foreign language efl classroom settings it focuses on the one hand on learners oral language production during whole class and pair group work and on the other hand it also explores the amount and type of teacher corrective feedback to address language form in each instructional setting the data include audio and video recordings of the implementation of a clil and an efl teaching unit in two classes of 5th year primary education students with the same teacher teaching both subjects in two different schools the main findings show there is not a big gap between the oral production of learners in the clil context and the efl context in the two schools but there is a subtle tendency for learners in the clil context to produce longer strings of language in both schools in addition it has been shown that this learner production is predominantly based on the pre defined model sentences presented by the teacher as language support in the two instructional contexts in both schools therefore there is little room for spontaneous learner created l2 production in the two instructional contexts it has also been shown that the presence of the l2 production is greater in the clil context than in the efl context in

the two schools but bearing in mind that the role of the ll is rather different as for the provision of teacher feedback the present results also indicate that there is space to focus on form not only in the efl context but also in the clil context in the two schools under investigation different types of teacher corrective feedback have been identified throughout the implementation of the clil and the efl teaching units recasts have been shown to outnumber prompts in the two learning contexts though the number of prompts is greater in the efl context than in the clil content differences across instructional settings have been examined in relation to variables like teaching approach context familiarity and teacher profile this investigation sheds some new light on what is actually going on in clil and efl classes with evidence to be used in teacher training schemes to make the most of the two instructional contexts in order to provide a rich english language learning experience

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

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

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

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