

Language Use and Language Learning in CLIL Classrooms

Edited by
Christiane Dalton-Puffer
Tarja Nikula
Ute Smit

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Language Use And Language Learning In Clil Classrooms

Ana Otto, Beatriz Cortina-Pérez



Language Use And Language Learning In Clil Classrooms:

Language Use and Language Learning in CLIL Classrooms Christiane Dalton-Puffer, Tarja Nikula, Ute Smit, 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

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

Content and Language Integrated Learning Yolanda Ruiz de Zarobe, Rosa Maria Jimenez Catalan, 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

Content-based Language Learning in Multilingual Educational Environments Maria Juan-Garau, Joana Salazar-Noguera, 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 English-Medium Instruction in Chinese Universities Jing Zhao,L. Quentin

Dixon,2017-03-27 This edited book is about the rationale practice and classroom implementation of English medium instruction courses in Chinese universities It specifically focuses on classroom discourse analysis across different disciplines and settings The main themes of this book are describing the state educational policies toward English medium instruction at the tertiary level distinguishing English medium instruction from mainstream foreign language learning analyzing curricula and discourse at the classroom level and evaluating the learning effectiveness of these courses This book covers the widespread implementation of English medium courses in China across different disciplines and it provides a window for researchers and practitioners from other parts of the world to see the curriculum design lesson planning discourse features and teacher student interaction in English medium classrooms in China Contributors to this volume consists of a panel of highly respected researchers in the fields of bilingual education English medium instruction classroom discourse analysis and language program evaluation Chapters include Balance of Content and Language in English Medium Instruction Classrooms English Medium Instruction in a Math Classroom An Observation Study of Classroom Discourse Asking and answering questions in EMI classrooms What is the Cognitive and Syntactic Complexity Level **Input in English-Medium**

Instruction Francesca Costa,Cristina Mariotti,2023-03-07 This edited book investigates the input provided by lecturers in English Medium Instruction EMI to reveal the characteristics of both written and oral inputs in EMI settings and their pedagogical implications The book works on two assumptions firstly that field exposure to input is the prime mover of the teaching learning process and secondly that its quality is fundamental for the development of discipline specific knowledge with particular reference to university settings The volume is timely as it contains original research addressing both theoretical reflections and practical information on how content lecturers can enhance the effectiveness of their teaching practice through English including a relatively unexplored and increasingly relevant topic represented by the synergy between spoken input and written and multimodal materials Moreover it provides insight for EAP teachers and EMI training professionals into how lecturer training programmes and activities can be improved by focusing on communicative functions and presentation strategies that can selectively address and improve students mastery of disciplinary discourse *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. The Routledge Handbook of Educational Linguistics Martha Bigelow, Johanna Ennser-Kananen, 2014-08-13. The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language related issues in educational contexts. Bringing together the expertise and voices of well established as well as emerging scholars from around the world, the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics issues of instruction and assessment and teacher education as well as coverage of key topics such as advocacy, critical pedagogy and ethics and politics of research in educational linguistics. Each chapter relates to key issues raised in the respective topic providing additional historical background, critical discussion, reviews of pertinent research methods and an assessment of what the future might hold. This volume embraces multiple dynamic perspectives and a range of voices in order to move forward in new and productive directions, making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education, particularly in multilingual and multicultural settings. Language in Focus Kasia Papaja, Katarzyna Papaja, 2016-12-14. Applied Linguistics is a field of academic enquiry that deals with the theoretical and empirical investigation of real issues which focus on language. These issues include aspects of linguistics: first or second language acquisition, literacy, language disorders, foreign language learning and teaching, bilingual education, linguistic discrimination and language policy among others. New approaches, new theoretical concepts and new methods are a prerequisite for dealing with particular educational issues and as such, this book focuses on the challenges and opportunities that emerge from this. It brings together selected presentations given at the LIF2014 conference which took place in Antalya, Turkey. The main focus of this event was to reflect the internationality of the English language by drawing academicians, researchers, teachers and educational authorities from all over the world and providing them with the opportunity to exchange an interdisciplinary dialogue on the theoretical as

well as purely practical implications of Applied Linguistics and ELT *Routledge Encyclopedia of Language Teaching and Learning* Michael Byram, Adelheid Hu, 2013-06-26 The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study Offering a comprehensive range of articles on contemporary language teaching and its history it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level In this new edition every single entry has been reviewed and updated with reference to new developments and publications Coverage has been expanded to reflect new technological global and academic developments with particular attention to areas such as online and distance learning teacher and learner cognition testing assessment and evaluation global English and teacher education Themes and disciplines covered include Methods and materials including new technologies and materials development Contexts and concepts such as mediation risk taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines such as psychology anthropology and corpus linguistics It covers the teaching of specific languages including Japanese Chinese Arabic and African languages as well as English French German and Spanish There are thirty five overview articles dealing with issues such as communicative language teaching early language learning teacher education and syllabus and curriculum design A further 160 entries focus on topics such as bilingualism language laboratories and study abroad Numerous shorter items examine language and cultural institutions professional associations and acronyms Multiple cross references enable the user to browse from one entry to another and there are suggestions for further reading Written by an international team of specialists the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject *Investigating Content and Language Integrated Learning* Liss Kerstin Sylvén, 2019-01-18 This book provides a rich and unique longitudinal account of content and language integrated learning CLIL The chapters report on the findings from a large scale three year research project undertaken at senior high school level in Sweden The ecological perspective with quantitative and qualitative methods gives voice to both learners and teachers as well as being an excellent critical example of how such longitudinal research might be carried out Through emic and etic approaches the book provides insights into language learning outcomes both with regard to the target language English and the majority language Swedish learner motivation among CLIL and non CLIL students effects of extramural exposure to English issues in relation to assessment in CLIL and much more As a whole the book offers an unprecedented overview of learner outcomes and detailed insights into the comparison of CLIL and non CLIL education While it is embedded in the Swedish context the nature of this study means that it has strong implications on an international basis **Handbook of CLIL in Pre-primary Education** Ana Otto, Beatriz Cortina-Pérez, 2023-05-16 This book provides an in depth look on Content and Language Integrated Learning CLIL and Early Childhood Education ECE two domains where major joint research is needed By taking stock on

theoretical underpinnings it explores the ideal conditions for early additional language acquisition in preschool contexts through CLIL with a learner centered approach grounded in developmentally appropriate practices DEP and an emphasis on the importance of play cognition holistic content adaptation and social emotional learning The book also offers a comprehensive view of how this methodological approach has already set a clear path on Pre primary education internationally Finally it offers insights into CLIL pedagogies as related and adapted to Pre primary education resources and materials for very young learners and practical implementation from the classroom By providing a solid empirical background on Pre primary CLIL along with appropriate methodological issues and practices this book serves as a key resource to students practitioners academics as well as teacher educators and policy makers in international contexts

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

Teaching Languages with Screen Media Carmen Herrero, Marta F. Suarez, 2023-06-29 In recent years the expansion of screen media including film TV music videos and computer games has inspired new tools for both educators and learners This book illustrates how screen media can be exploited to support foreign language L2 teaching and learning Drawing on a range of theories and approaches from second language acquisition audio visual translation multimodality and new media and film studies this book provides both best practices and in depth research on this interdisciplinary field Areas of screen media enhanced learning and teaching are covered across 4 sections film and broadcast media in depth case studies translation and screen media and interactive media With a focus on pedagogical approaches to teaching and learning Spanish French German and English as a Foreign Language Teaching Languages with Screen Media presents innovative insights in this new interdisciplinary field

The Routledge Handbook of English as a Lingua Franca Jennifer Jenkins, Will Baker, Martin Dewey, 2017-08-23 The Routledge Handbook of English as a Lingua Franca ELF provides an accessible authoritative and comprehensive introduction to the main theories concepts contexts and applications of this rapidly developing field of study Including 47 state of the art chapters from leading international scholars the handbook covers key concepts regional spread linguistic features and communication processes domains and functions ELF in

academia ELF and pedagogy and future trends This handbook is key reading for all those engaged in the study and research of English as a lingua franca and world global Englishes more broadly within English language applied linguistics and education *Multimodal Conversation Analysis and Interpretative Phenomenological Analysis* Kevin W. H. Tai, 2023-04-05 This book presents the methodological framework of combining Multimodal Conversation Analysis MCA with Interpretative Phenomenological Analysis IPA to interpretatively analyse translanguaging practices in educational contexts Beginning with an overview of the three uses of translanguaging translanguaging as a theory of language as a pedagogical practice and as an analytical perspective the book goes on to critically examine the different methodological approaches for analysing translanguaging practices in multilingual classroom interactions It explains how MCA and IPA are useful methodologies for understanding how and why translanguaging practices are constructed by participants in the classroom and discusses types of data collected and data collection procedures The author Kevin W H Tai shows how combining these approaches enables researchers to study how translanguaging practices are constructed in multilingual classrooms and how teachers make sense of their own translanguaging practices at particular moments of classroom interaction This detailed and concise guide is indispensable for students practitioners policymakers and researchers from across the globe particularly those working in the fields of applied linguistics and language education

The Routledge Handbook of Teaching English to Young Learners Sue Garton, Fiona Copland, 2018-10-10 The Routledge Handbook of Teaching English to Young Learners celebrates the coming of age for the field of research in primary level English Language Teaching With 32 chapters written by international scholars from a wide geographical area including East Africa Mexico the South Pacific Japan France the USA and the UK this volume draws on areas such as second language acquisition discourse analysis pedagogy and technology to provide An overview of the current state of the field identifying key areas of TEYL Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning CLIL to gaming Suggestions of ways forward with the aim of shaping the future research agenda of TEYL in multiple international contexts Background research and practical advice for students teachers and researchers With extensive guidance on further reading throughout The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area

Integrating Content and Language in Higher Education Mark Brooke, 2022-10-31 This book presents research initiatives by tutors involved in a content based instruction context as part of the University Town writing programme National University of Singapore which is an interdisciplinary programme designed to teach first and second year undergraduate students how to conduct academic research and write evidence based research papers It presents research the tutors conducted within the dual fields of teaching discipline specific content and developing students academic literacy The book focuses mainly on pedagogy and material development in this context It shares the tutors scholarship of teaching and learning experiences from this programme through presenting action research from the classroom

demonstrating constructive cycles of praxis which are then evaluated using student texts and student feedback The book draws on academic research literature related to content based instruction as well as topics such as facilitating collaborative peer reviews of assignments and critical thinking pedagogy It covers how multi disciplinary or multi lingual classrooms of this genre can motivate students to conduct and write up research and provides an overview of how both content and academic literacy is combined at a high level of engagement from an Asian context *The Routledge Handbook of Content and Language Integrated Learning* Dario Luis Banegas,Sandra Zappa-Hollman,2023-07-03 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

Key Concepts in Second Language Acquisition Shawn Loewen,Hayo Reinders,2017-09-16 What does it mean to acquire a language What is considered a second language in multilingual settings This practical and comprehensive guide provides an opportunity to consider these issues providing easy access to concise definitions of key terms and concepts in the study of Second Language Acquisition

Decoding **Language Use And Language Learning In Clil Classrooms**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Language Use And Language Learning In Clil Classrooms**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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