

## Language Use And Language Learning In Clil Classrooms

Discourse in Content and Language Integrated Learning (CLIL) Classrooms  
Examining Content and Language Integrated Learning (CLIL) Theories and Practices  
Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms  
Language Education Programs  
Cognition and Second Language Acquisition  
CLIL in Spain  
The nature of human experience with language and education  
Handbook of Language Teacher Education  
Content and Language Integrated Learning. The Role of English Lessons in Preparation for Bilingual Courses  
Students' and Teachers' Perceptions of English in CLIL Lessons at an Austrian HTL for Business Informatics and Medical and Health Informatics  
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The Educational Method of Content and Language Integrated Learning (CLIL)  
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The Language Demands of Immersion Teaching from the Teacher's Perspective in German-Speaking Switzerland  
Spatialisation of Education  
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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

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 delves into the realm of effective language education programs examining them from both macro and micro policy making perspectives it unravels the distinguishing features of exemplary language programs and explores how these programs are implemented in diverse international contexts the book comprehensively explores various facets of language education programs encompassing well crafted language education policies robust curriculum and syllabus design impactful teaching materials effective approaches to english for specific purposes esp english as a medium of instruction emi content and language integrated learning clil and english as a lingua franca elf informed instruction the book also delves into fruitful school institute university partnerships the judicious use of technology strategies for teacher recruitment and professional development as well as efficient policies for learner assessment among other topics of significance the contributions within this book are firmly grounded in data incorporating findings from empirical studies the insights provided draw upon valuable data obtained from a range of diverse contexts in which effective language education programs have been implemented

this volume examines interactions between second foreign language acquisition and the development of cognitive abilities in learners who acquire an additional language in preschools primary or secondary schools the chapters explore possible links between cognitive and linguistic skills displayed by multilingual learners this book should appeal to different kinds of readers such as linguists psychologists and language teachers

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

this handbook synthesizes accumulated research evidence about the main areas of language teacher education it systematically applies research synthesis to the field providing coherent systematic insights into various aspects of language teacher education each chapter compares research conducted between 2010 2020 within a specialized area of teacher education the chapters discuss the theoretical and research underpinnings of each area describing the purposes methods and findings of the research including the impacts of teacher education on teacher professional development and teaching effectiveness the twenty six chapters in this handbook address three main areas of teacher education teacher variables teacher professional development and teacher instructional beliefs and practices section one on teacher variables includes ten chapters focused on teacher reflective practice identity cognition self efficacy beliefs emotion motivation demotivation and burnout agency autonomy and nativeness nonnativeness second two includes five chapters on teacher professional development namely good language teachers preservice teacher mentoring practicum in language teacher education online language teacher education and language teacher action research section three consists of eleven chapters on teacher instructional beliefs and practices which systematically review research on teacher beliefs and practices about english as an international language teacher intercultural knowledge and beliefs teacher curricular knowledge tpack of in service teachers in language education clil language teacher education emi language teacher education heritage language teacher education translanguaging in language teacher education language teacher classroom discourse and interaction language assessment literacy for teachers and scaffolding and language teachers this handbook is an invaluable resource for teacher educators student preservice teachers inservice teachers graduate students of teaching english to speakers of other languages tesol and applied linguistics and teacher education researchers

seminar paper from the year 2014 in the subject didactics for the subject english pedagogy literature studies grade 2 7 uni jena de institut für anglistik amerikanistik course teaching grammar and vocabulary language english abstract bilingual education in germany has existed for more than 40 years it is a product of the 1963 treaty from 1963 its aim was to stop the hereditary enmity that had determined the relations between france and germany for many years through the increased teaching in french especially in history classes nowadays things have changed at the conceptual level the german term bilingualer unterricht is more and more replaced by the european term clil which stands for content and language integrated learning at the level of content as well changes have taken place it is no longer the political idea of international friendship that dominates bilingual approaches the aim of clil is to convey cognitive conceptual discursive and methodical competences that means the ability to understand and describe subject specific issues in the target language and to reflect and use subject specific procedures and problem solving strategies this involved that not only french but also other languages like english or spanish can be used as a communication medium and that is exactly what a foreign language in clil classes is supposed to be a bare medium it is not about learning english it is about learning in english the foreign language is not in the foreground but it is used to talk about subject specific topics in an appropriate way hence principles aims and contents of the clil lesson are defined by the subject and not by the foreign language the same

counts for the didactic study und working techniques in clil classes are those of the subject and not of english lessons this means that clil teachers must not try to solve grammar or language problems during the clil course however it is obvious that not allbn learners meet the requirements to talk about subject specific matters in their second language this requests a high language register that learners in grade seven normally have not accomplished yet in consideration of the fact that such language problems are not to be solved in clil classes the question arises how general english teachers can prepare their students for future clil classes in their english lessons appropriately to answer this question it is necessary to analyse firstly the reasons for the linguistic problems in clil and the obstacles that hinder the students to participate in bilingual lessons after that it is possible to provide approaches to solving these problems in form of clil preparation courses

master s thesis from the year 2015 in the subject didactics for the subject english pedagogy literature studies grade a course master of science in teaching english language english abstract clil has been promoted for solving problems of traditional language learning student motivation and overcrowded curriculum but the driving forces for implementing clil programs are different in each country there is great accordance within the european union that existing language barriers need to be broken down to enhance the european integration marsh 2002 therefore it is important that most of the students have a communicative proficiency in languages other than their mother tongue this communicative proficiency can be reached in language teaching by many ways one method is content and language integrated learning clil clil is an approach that integrates the teaching of subject content with the teaching of a non native language learning other languages is very important in our global society the knowledge of different languages helps learners to develop skills also in their first language it helps them to develop skills to communicate about science arts and technologies to people around the world in a clil classroom the subject content and language skills are taught together the new curricula for the austrian upper secondary vocational colleges technical as well as economic require the usage of the english language in content subjects within all subjects and teachers there must be at least 72 lessons per year taught in english

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

bachelor thesis from the year 2012 in the subject didactics for the subject english pedagogy literature studies grade 1 0 dresden technical university course

gemeinschaftskunde sozialkunde english language english abstract within the last twenty years the concept of content and language integrated learning clil has gained enormous popularity among german schools this trend might indicate a positive development towards increased bilingual competence in different fields such as social studies science and technology however many teachers are sceptic they are afraid that by teaching their subject in a foreign language they lose precious time necessary for teaching subject specific contents the question of how an integration of language and content learning should be established is still being discussed it is generally agreed upon the fact that clil is not to be considered as simple extension of foreign language learning but as interweaving of content and language of theoretical and practical knowledge nevertheless emphasis is laid on subject specific contents many teachers are not sure to what extent and in which way the foreign language as the predominant medium of instruction is to be taught moreover in saxony there neither is a curriculum nor are there any recommendations specifically developed on the needs of different subjects taught in the integrated way this relatively new concept of instruction requires teachers to be strongly committed and willing to invest extra time and work in order to turn the idea of clil into a successful attempt of learning and teaching considering the effort that has to be made there must be a strong motivation for establishing such learning environments some teachers may think that by learning contents through the medium of a foreign language foreign language acquisition happens automatically others favour the potential of intercultural learning in order to find out about some of the reasons why content and language integrated learning is currently being such a success in german schools i would like to examine the example of political education in saxony and its potential of being taught in english for clarifying the notions applied later on i will firstly consider the linguistic concept of bilingualism and then outline the rationale of content and language integrated learning giving an overview of current approaches towards clil afterwards i will consider general principles and aims of political education and foreign language teaching by analysing and comparing the saxon curricula of the subjects english and politics i will try to find the benefits and challenges emerging from teaching politics in english

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

a comprehensive and up to date overview of the theory and practice of clil this will be of use to practitioners for example teachers and course developers planning and

teaching clil in any language provided by publisher

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 ustro □ 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

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master s thesis from the year 2012 in the subject speech science linguistics grade a university of london institute of education course ma tesol language english abstract the english immersion programme in the german speaking part of switzerland sees various school subjects being taught at upper secondary school level through the medium of english the aim of this study was to ascertain how the language needs of teachers are currently being met what language problems teachers have and how future teachers could become more proficient before starting to teach immersively the aim of this study was to ascertain how the language needs of teachers are currently being met what language problems teachers have and how future teachers could become more proficient before starting to teach immersively a qualitative action research study in the form of lesson observations and semi structured interviews with eight purposefully selected immersion teachers from four different schools produced the following results teachers were more or less compelled to decide for themselves what action was required to advance their level and stressed the inadequacy of the cambridge proficiency exam when it came to improving subject specific and classroom english the most common language problems cited by immersion teachers

encompassed speaking spontaneously and using classroom English even though these experienced teachers were now comfortable with their language level they stressed the need for the following in order to improve teachers language proficiency before joining the programme language support not only at the start but also throughout the programme shadow teaching opportunities in the anglosphere attending specific courses on classroom English and going on their own immersive language stay extending over several months thus I propose that the educational authorities should adopt a more structured evaluation testing both general and classroom English and provide consequent training recommendations in addition teachers should have access to an English teacher or assistant whom they can contact primarily for proofreading and receiving feedback on lessons

in a knowledge based society education and technologies appear as the decisive driving forces of the development the considerations in this work extrapolate a multidisciplinary approach to the present conditions of education focusing on concerns such as the significance of technological development and the moral agency of technologies in the field of education

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