

# Language Use and Language Learning in CLIL Classrooms

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AILA APPLIED LINGUISTICS SERIES 7

John Benjamins Publishing Company

# Language Use And Language Learning In Clil Classrooms

**Michael Brown**



## **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

*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

**Bilingual and Multilingual Education in the 21st Century** Christian Abello-Contesse, Paul M.

Chandler, María Dolores López-Jiménez, Rubén Chacón-Beltrán, 2013-10-30 Bilingual education is one of the fastest growing disciplines within applied linguistics This book includes the work of 20 specialists working in various educational contexts across Europe Latin America and North America to create a volume which is both comprehensive in scope and multidimensional in its coverage of current bilingual initiatives The central themes of this volume which draws on past experiences of bilingual education include issues in language use in classrooms at elementary secondary and tertiary levels participant perspectives on bilingual education experiences and the language needs of bi and multilingual students in monolingual schools This collection will be of interest to teachers and administrators in bi and multilingual education programs as well as scholars working in the field of language education      *Content and Language Integrated Learning*

Yolanda Ruiz de Zarobe, Rosa María Jiménez Catalán, 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

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      Global Developments in Literacy Research for Science Education Kok-Sing Tang, Kristina Danielsson, 2018-01-19 This book highlights recent developments in literacy research in science teaching and

learning from countries such as Australia Brazil China Finland Germany Hong Kong New Zealand Norway Singapore Spain South Africa Sweden Taiwan and the United States It includes multiple topics and perspectives on the role of literacy in enhancing science teaching and learning such as the struggles faced by students in science literacy learning case studies and evaluations of classroom based interventions and the challenges encountered in the science classrooms It offers a critical and comprehensive investigation on numerous emerging themes in the area of literacy and science education including disciplinary literacy scientific literacy classroom discourse multimodality language and representations of science and content and language integrated learning CLIL The diversity of views and research contexts in this volume presents a useful introductory handbook for academics researchers and graduate students working in this specialized niche area With a wealth of instructional ideas and innovations it is also highly relevant for teachers and teacher educators seeking to improve science teaching and learning through the use of literacy

**Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms** Mark deBoer,Dmitri Leontjev,2020-11-17 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

**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.

Applied Linguistics Perspectives on CLIL Ana Llinares, Tom Morton, 2017-03-16 This book represents the first collection of studies on Content and Language Integrated Learning (CLIL) which brings together a range of perspectives through which CLIL has been investigated within Applied Linguistics. The book aims to show how the four perspectives of Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), Discourse Analysis and Sociolinguistics highlight different important aspects of CLIL as a context for second language development. Each of the four sections in the book opens with an overview of one of the perspectives written by a leading scholar in the field and is then followed by three empirical studies which focus on specific aspects of CLIL seen from this perspective. Topics covered include motivation, the use of tasks, pragmatic development, speech functions in spoken interaction, the use of evaluative language in expressing content knowledge in writing, multimodal interaction, assessment for learning, L1 use in the classroom, English medium instruction in universities and CLIL teachers' professional identities.

Board Games in the CLIL Classroom Thomai Alexiou, Athanasios Karasimos, 2023-12-18 The present book explores how modern board gaming and language teaching can be beneficially combined to achieve optimal impact. Modern board games have a lot to offer language learners and teachers and they should play a much more significant role in what has been labelled Content and Language Integrated Learning or CLIL. Modern board games require cooperation, problem solving, active discovery, interpretation and analysis. Most importantly, modern board games allow students to explore a hypothetical environment without the risk of language errors. The key ingredient of the present book is game-based learning and teaching theory or GBLTT, a theoretical framework which measures learning outcomes based on gaming and learning procedures. GBLTT is focused on balancing information and gameplay as well as putting a focus on the ability of each learner to retain language competence and to put their subject to realistic situations.

**The Roles of Language in CLIL** Ana Llinares, Tom Morton, Rachel Whittaker, 2012-03-15 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.

Spatialisation of Education Tomasz Stepień, Annette Deschner, Mojca Kompara, Adriana Merta-Staszczak, 2013 In a knowledge-based society, education and technologies appear as the decisive driving forces of 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 *Teaching and Learning English through Bilingual Education* Juan de Dios Martínez Agudo, 2012-01-24 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 **Content and Foreign Language Integrated Learning** Yolanda Ruiz de Zarobe, Juan Manuel Sierra, Francisco Gallardo del Puerto, 2011 This series promotes specialist language studies both in the fields of linguistic theory and applied linguistics by publishing volumes that focus on specific aspects of language use and provide valuable insights into language and communication research A cross disciplinary approach is favoured and most European languages are accepted **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 *Discourse and language learning across L2 instructional settings* ,2012-01-01

Studies on discourse and language learning originated in the field of general education and they focused on first language learning environments. However, since the 1980s, research on discourse and language learning broadened the scope of investigation to respond to second and foreign language environments. Recently, the emergence of new language learning contexts such as computer-mediated communication, multilingual settings or content and language integrated contexts requires further research that focuses on discourse and language learning. From this perspective, the present volume aims to broaden the scope of investigation in foreign language contexts by exploring discourse patterns in the classroom and examining the impact of factors such as gender, explicitness of feedback or L1 use on language learning through discourse. With that aim in mind, this volume will bring together research that investigates discourse in various instructional settings, namely those of primary, secondary and university L2 learning environments, content and language integrated contexts and other new language learning settings. The number and variety of languages involved, both as the first language (e.g. English, Finnish, Basque, Spanish, Japanese, French, Italian, Catalan) as well as the target foreign language (e.g. English, French, Italian, Japanese, Spanish), makes the volume specially attractive. Additionally, the different approaches adopted by the researchers participating in this volume, such as information processing, sociocultural theory or conversation analysis, widen the realm of investigation on discourse and language learning. Finally, the strength of the volume also lies in the range of educational settings (primary, secondary and tertiary education) and the worldwide representation of contributors across seven different countries (namely those of Spain, France, Austria, Finland, Germany, Canada, Australia and the United States). The uniqueness of the volume is due to its eclectic and comprehensive nature in tackling instructional discourse. Worldwide outstanding researchers like Julianne House, Carme Muñoz, Ute Smit, Tarja Nikula or Roy Lyster, to quote but a few, adopt different perspectives in this joint contribution that will certainly broaden the scope of research on language learners' discourse.

*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. **Elt in the 21st century** Mamadou Kandji, 2019-02-05. The present book is a compendium of ten critical essays about ELT in the 21st Century. It covers the theme from various perspectives which can be subdivided into six main headings: 1. Learner



Autonomy 2 Teacher Professional Development 3 New Paradigms and Technologies in CLT 4 Skills Development 5 Opportunities and Challenges Facing the Teaching Profession 6 Other Issues in Today s English Teaching The essays collected here discuss crucial issues in ELT in the Senegalese context     The Concept of Content and Language Integrated Learning (CLIL) ,2020-03-24 Seminar paper from the year 2018 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 0 University of Cologne language English abstract This term paper describes and reflects on the concept of CLIL Content and Language Integrated Learning from different angles Firstly the concept itself is introduced and defined By doing this a distinction between CLIL and immersion is conducted Since there are numerous definitions and interpretations of CLIL within Europe a closer look is taken to CLIL within the European context Similarities and differences between educational systems are presented Secondly the practical implementation of CLIL in class is observed by describing the example of textual work Thirdly the focus is on scaffolding in general and its numerous manifestations that can be used to support CLIL learners In doing so a distinction between verbal and content related scaffolding techniques is made

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