

CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

4 Elements of CLIL



Content Language Integrated Learning Pedagogical

Christiane Dalton-Puffer



Content Language Integrated Learning Pedagogical:

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

Content and Language Integrated Learning (CLIL): A Methodology of Bilingual Teaching Bernd Klewitz, 2021-05-19 Learning foreign languages is a process of acquiring authentic contents in cultural contexts In this respect bilingual programs provide an effective connection between content based studies and linguistic activities The European umbrella term CLIL Content and Language Integrated Learning not only comprises the aims and objectives of a sustainable format of teaching foreign languages but also the priority of content over language in other words language follows content as in the Bauhaus precept form follows function But in order to effectively integrate content and language a comprehensive pedagogical approach is needed that goes beyond existing curricula and guidebooks Bernd Klewitz aims at establishing the CLIL methodology by linking content requirements of subject areas especially those in the social sciences with linguistic building blocks and tools The integrative methodology of bilingual programs extends to the study of literature traditionally a domain of language tuition but thought to be a seminal part of CLIL as well The building blocks and language tools presented in this volume focus on learning foreign languages in cultural contexts aims and objectives of CLIL parameters of an integrated bilingual teaching strategy dimensions of bilingual learning elements of a CLIL concept Literary CLIL CLIL tools and strategies modules with worked examples challenges and desiderata and a comprehensive glossary Each section is completed with an interactive part of review reflection and practice

Content and Language Integrated Learning in Spanish and Japanese Contexts Keiko Tsuchiya, María Dolores Pérez Murillo, 2019-11-23 This edited book compiles pedagogical practices and studies of Content and Language Integrated Learning CLIL from two sites Spain where CLIL has been widely implemented for more than a decade and Japan where the CLIL approach is still in its relative infancy

and quickly gaining momentum Focusing on three aspects of the CLIL implementations policy practice and pedagogy the authors describe how CLIL has evolved in distinctive socio political historical and cultural contexts The chapters range across primary secondary and tertiary education and examine English language teaching and learning at both the macro level through language education policy and the micro level with a focus on classroom interaction and pedagogy This book fills a gap in the English as a Medium of Instruction EMI literature and will be of particular interest to language teachers teacher trainers and students and scholars of applied linguistics more broadly *Pedagogical and Technological Innovations in (and through) Content and Language Integrated Learning* Alba Graziano, Barbara Turchetta, Fausto Benedetti, Letizia Cinganotto, 2021-05-14 Widely spread all over Europe and the world Content and Language Integrated Learning CLIL is the subject of great interest as the ultimate frontier of linguistic and pedagogical research It impinges on the general cognitive processes involved in learning on language acquisition and on the development of digital competencies This volume attests to the spreading of the new CLIL literacy in the frame of pluriliteracies and derives theoretical reflections from case studies and experiential reports thus addressing both academic and school instructors It combines research from international CLIL experts with the critical perspectives of academics not directly involved in its instruction 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 **Modernizing Educational Practice** Katarzyna Papaja, Artur Swiateka, 2016-02-08 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

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 Language Integrated Learning in South America Yolanda Ruiz de Zarobe, Darío Luis Banegas, 2024-03-19 CLIL is a pedagogical approach which has gained traction in different educational and geographical contexts as a key tool in language learning and teaching After more than 25 years of implementation we can assert that we have learned a great deal about what CLIL entails However it is also true that we still need to contextualise the approach in order to clearly delimit what CLIL has to offer in each setting This is precisely the aim of this book This volume focuses on CLIL in South American contexts It identifies clarifies and offers insights into issues related to its characterisation and implementation as well as teacher education With contributions from a prestigious array of scholars and practitioners from various parts of South America it also highlights some of the achievements and challenges in the process of implementing CLIL in the region Against the backdrop of South American contexts this book aims to provide a useful and innovative lens through which policy makers researchers and teachers will find significant implications for the development of CLIL

Content and Language Integrated Learning by Interaction Rita Kupetz, Carmen Becker, 2014 Content and Language Integrated Learning is an approach to support multilingualism by teaching school subjects in an

additional language Its practices are considered by looking at various scenarios CLIL by Interaction is understood as negotiation of meaning form and discourse to empower learners to participate in social interaction **Does Clil Need Its Own Methodology?** Margarita Apyestina,2013-10 Essay from the year 2011 in the subject English Pedagogy Didactics Literature Studies grade 2 University of Frankfurt Main England und Amerikastudien course CLIL Content and Language Integrated Learning language English abstract The reason for using especially English for content and language integrated learning CLIL nowadays is its function as the global lingua franca which means that English is used in such areas as traveling business economy science and entertainment by both native and non native speakers of English to enable communication with speakers of different languages Germany holds more than 800 schools that offer CLIL in different modern languages especially English whereas North Rhine Westphalia is the German leader in the field of CLIL **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 The Educational Method of Content and Language Integrated Learning (CLIL) Elena Agathokleous,2021-03-23 Essay from the year 2019 in the subject Didactics for the subject 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 Pedagogical and Technological Innovations in (and Through) Content and Language Integrated Learning Alba Graziano,Barbara Turchetta,Fausto Benedetti,Letizia Cinganotto,2023-04-22 Widely spread all over Europe and the world Content and Language Integrated Learning CLIL is the subject of great interest as the ultimate frontier of linguistic and pedagogical research It impinges on the general cognitive processes involved in learning on language acquisition and on the development of digital competencies This volume attests to the spreading of the new CLIL literacy in the frame of pluriliteracies and derives theoretical reflections from case studies and experiential reports thus addressing both academic and school instructors It combines research from

international CLIL experts with the critical perspectives of academics not directly involved in its instruction

Examining Content and Language Integrated Learning (CLIL) Theories and Practices Khalyapina, Liudmila, 2020-05-08 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

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

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

International Perspectives on CLIL Chantal Hemmi, Darío Luis Banegas, 2021-06-15 This edited book offers culturally

situated critical accounts of Content and Language Integrated Learning CLIL approaches in diverse educational settings showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary The contributors offer a research based critical view of CLIL opportunities challenges and implications in the following areas teacher education continuing professional development assessment teacher student dialogue translanguageing coursebooks bilingual education authenticity language development and thinking skills This wide ranging volume will appeal to students and scholars of English Language Teaching ELT language policy and planning bi and multilingualism and applied linguistics more broadly

CLIL. Content and language integrated learning Lydia Sajda, 2008-09-02 Diploma Thesis from the year 2008 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1 0 University of Salzburg Anglistik und Amerikanistik language English abstract Europe is moving closer together Diverse nations communities cultures and language groups are building a single Union It is a Union built around the equal interchange of ideas and traditions and founded upon the mutual acceptance of people with different histories but a common future Commission of the European Communities 2003 3 Since the European Union will be home to citizens from different cultural and linguistic background it is becoming more important than ever that peoples have the skills to understand each other and to communicate with their neighbours To achieve the goal of mutual understanding it is among other factors necessary to promote effective language learning One way of promoting language learning is the access to appropriate education at school However there are other ways of language learning People for instance acquire language skills when they are exposed to languages in natural environments ibid The focus in this diploma thesis is on language learning at school During the Education Youth and Culture Council in May 2005 the Luxembourg Presidency focussed on the ever changing European classroom and the potential of multi lingual education It has placed language learning and linguistic diversity high on the European agenda There is a fairly new approach to learning which combines the transmission of domain specific knowledge and linguistic knowledge This means that biology for instance is not only taught in the mother tongue but also in a foreign language In expert community this approach is known as Content and Language Integrated Learning CLIL and has a major contribution to make to the Union s language learning goals Commission of the European Communities 2003 9

Content and Language Integrated Learning (CLIL) in Classrooms, 2022-08-19 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 Role of Language in Content Pedagogy Lay Hoon Seah, Rita Elaine Silver, Mark Charles Baildon, 2022-11-01. This book explores the importance of language in content learning. It focuses on teachers' roles, knowledge, and understanding of language in school contexts including academic language and disciplinary languages to support students. It examines teachers' language-related knowledge base for content teaching which includes teachers' knowledge of and about language, knowledge of their students, and their pedagogical knowledge. This book also explores how teachers' knowledge of language, students, and content are linked as part of a larger pedagogical content knowledge which includes knowledge of the role of language in content learning. As well, it further considers literacy and literacies as part of this examination of teachers' knowledge of language.

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Content Language Integrated Learning Pedagogical Introduction

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