

Educational Linguistics

Maria Juan-Garau
Joana Salazar-Noguera *Editors*

Content-based Language Learning in Multilingual Educational Environments

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Content Based Language Learning In Multilingual Educational Environments Educational Linguistics

Lingjun Ying



Content Based Language Learning In Multilingual Educational Environments Educational Linguistics:

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

Content and Language Integrated Learning in Monolingual Settings

María Luisa Pérez Cañado,2021-04-09 This book offers new empirical insights into the current state of Content and Language Integrated Learning CLIL characterisation through an innovative proposal to link CLIL to English as a Lingua Franca implementation via observation protocols and SWOT analyses and research by examining the effects of CLIL on the L1 foreign language key competences and content subjects taught through English The book provides a state of the art of the CLIL arena identifies the chief challenges that need to be addressed and signposts possible ways of overcoming these in order to continue advancing smoothly into the next decade of CLIL development This book will be of interest to researchers policy makers educational authorities and practitioners as it will assist them in making informed decisions about how to characterise implement and investigate CLIL in the bi and plurilingual programs that are more frequently introduced in monolingual contexts

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

The

Routledge Handbook of Language Education Curriculum Design Peter Mikan, Ilona Wallace, 2019-12-23 Curriculum design options cover a continuum from regional and school based programs to national and international frameworks How does policy speak to practice What have teacher researchers discovered through in classroom studies Where do you begin to describe or measure effective language education curriculum design The Routledge Handbook of Language Education Curriculum Design presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers Informed by experienced scholarship and fresh studies this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions The handbook addresses language education curriculum design across five sections Language curriculum design perspectives policies and practices Designs across the curriculum Curriculum designs in language education Curriculum resources evaluation and assessment Teacher education research and future projects With contributions from Australia Brazil Indonesia Switzerland Timor Leste and more the handbook represents the breadth of research into and the global implications for sound language education curriculum design It considers equally the needs of students and policy makers from urban metropolises and remote communities It is designed to reinvigorate discussions about education policy curriculum management and the role of teacher researchers

Handbook of Research on Bilingual and Intercultural Education Gómez-Parra, María Elena, Huertas Abril, Cristina Aránzazu, 2020-03-27 As education becomes more globally accessible the need increases for comprehensive education options with a special focus on bilingual and intercultural education The normalization of diversity and the acclimation of the students to various cultures and types of people are essential for success in the current world The Handbook of Research on Bilingual and Intercultural Education is an essential scholarly publication that provides comprehensive empirical research on bilingual and intercultural processes in an educational context Featuring a range of topics such as education policy language resources and teacher education this book is ideal for teachers instructional designers curriculum developers language learning professionals principals administrators academicians policymakers researchers and students

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 **Acquisition of Romance Languages**

Pedro Guijarro-Fuentes, Maria Juan-Garau, Pilar Larrañaga, 2016-09-12 This volume presents a collection of new articles that investigate the acquisition of Romance languages across different acquisition contexts as well as refine and propose new theoretical constructs such as complexity of linguistic features as a relevant factor forming children s adults and bilinguals acquisition of syntactical morphological and phonological structures **Second Language Acquisition and Lifelong Learning**

Simone E. Pfenninger, Julia Festman, David Singleton, 2023-05-05 Language fundamentally defines and distinguishes us as humans as members of society and as individuals As we go through life our relationship with language and with learning shifts and changes but it remains significant This book is an up to date resource for graduate students and researchers in second language L2 acquisition who are interested in language learning across the lifespan The main goal is to survey and evaluate what is known about the linguistic cognition affect associations that occur in L2 learning from birth through senescence passing through the stages of childhood adolescence adulthood and third age the extent to which L2 acquisition may be seen as contributing to healthy and active aging the impact of the development of personalized technology enhanced communicative L2 environments and how these phenomena are to be approached scientifically and methodologically The effects of certain specific variables such as gender socio economic background and bilingualism are also analyzed as we argue that chronological age does not determine the positioning of L2 learners across the lifespan age is part of a complex web of social distinctions such as psychological and individual factors that intersect in the construction of a learner s relative status and opportunities *The Cambridge Guide to Learning English as a Second Language* Anne

Burns, Jack C. Richards, 2018-03-15 This volume provides an up to date and comprehensive coverage of second language learning The focus throughout the book is primarily on language learning but each chapter also discusses the implications for teaching and assessment thus informing both understanding and practice The book contains nine sections which aim to organise and reflect different dimensions of the diverse and complex scope of learning English as a second or additional language Four themes which permeate the chapters are learning and learners learning and language learning and language development learning and learning context The 36 chapters are up to date and authoritative written by experts in the field The content is accessibly written with questions for discussion and follow up reading suggestions provided Trilingual

Education in Hong Kong Primary Schools Lixun Wang, Andy Kirkpatrick, 2019-02-26 This book focuses on Hong Kong as a multilingual society It investigates how trilingual education is implemented in Hong Kong primary schools Based on a large scale survey of 155 Hong Kong schools and in depth case studies in 3 selected schools the book gives an overview of trilingual education in Hong Kong primary schools revealing the views on trilingual education of all stakeholders school principals panel chairs subject teachers students and parents The research findings presented in this book suggest that the implementation of trilingual education varies significantly from school to school as does the effectiveness of the trilingual

education models used It shows how students views towards the use of different media of instruction MoIs also vary and how their mother tongue backgrounds affect their perceptions By documenting views policies and implementation methods the book provides insight into the practice of trilingual education in Hong Kong and offers suggestions on potentially effective implementation methods

Learning context effects Carmen Pérez Vidal, Sonia López-Serrano, Jennifer Ament , Dakota J. Thomas-Wilhelm ,2018 This book deals with the effects of three different learning contexts mainly on adult but also on adolescent learners language acquisition The three contexts brought together in the monograph include i a conventional instructed second language acquisition ISLA environment in which learners receive formal instruction in English as a Foreign Language EFL ii a Study Abroad SA context which learners experience during mobility programmes when the target language is no longer a foreign but a second language learnt in a naturalistic context iii the immersion classroom also known as an integrated content and language ICL setting in which learners are taught content subjects through the medium of the target language more often than not English used as the Lingua Franca ELF The volume examines how these contexts change language learners linguistic performance and also non linguistic that is it throws light on how motivation sense of identity interculturality international ethos and affective factors develop To our knowledge no publication exists which places the three contexts on focus in this monograph along a continuum as suggested in P rez Vidal 2011 2014 with SA as the most naturalistic context on one extreme ISLA on the other and ICL somewhere in between while framing them all as international classrooms Concerning target languages the nine chapters included in the volume analyze English and one chapter deals with Spanish as the target language As for target countries in SA programmes data include England Ireland France Germany and Spain in Europe but also Canada China and Australia While the main bulk of the chapters deal with tertiary level language learners a language learning population which has received less attention by research thus far one chapter deals with adolescent learners Carmen P rez Vidal Sonia L pez Jennifer Ament and Dakota Thomas Wilhelm all served on the organizing committee for the EUOSLA workshop held at the Universitat Pompeu Fabra Barcelona in May 2016 It is from this workshop that this monograph was inspired

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 Handbook of Research on Teaching in Multicultural and Multilingual Contexts Charamba, Erasm0s,2022-06-24 Several factors have resulted in increased intra and inter state migration This has led to an increase in the enrollment of students with diverse linguistics backgrounds placing more academic demands on educators Linguistic diversity presents both opportunities and challenges for educators across the educational spectrum Language ideologies profoundly shape and constrain the use of language as a resource for learning in multilingual or linguistically diverse classrooms While English has become the world language most communities remain and are becoming more and more multicultural multilingual and diverse The Handbook of Research on Teaching in Multicultural and Multilingual Contexts moves beyond the constraints of current language ideologies and enables the use of a wide range of resources from local semiotic repertoires It examines the phenomenon of language use language teaching multiculturalism and multilingualism in different learning areas giving practitioners a voice to spotlight their efforts in order to keep their teaching afloat in culturally and linguistically diverse situations Covering topics such as Indigenous languages multilingual deaf communities and intercultural competence this major reference work is an essential resource for educators of both K 12 and higher education pre service teachers educational psychologists linguists education administrators and policymakers government officials researchers and academicians *Language Acquisition in Study Abroad and Formal Instruction Contexts* Carmen Pérez-Vidal,2014-07-15 This publication constitutes essential reading for academics teachers and language policy makers wanting to understand plan and implement an educational language program involving learner mobility The book provides data and analyses from a long term program of research on study abroad the SALA Project which looked into the short and long term effects of instructional and mobility contexts on language and cultural development from two perspectives the participants language acquisition development over 2 5 years and the practitioners perspective in relation to the design and implementation of a mobility program The book is innovative in the longitudinal data it offers the light it sheds on i an array of language skills both productive and receptive oral and written tapping into phonology lexis grammar and discourse ii the role of individual differences including attitudes motivation beliefs and intercultural awareness and iii the insights on the effects of length of stay In sum this book represents a welcome addition to previous research on the outcomes of mobility policies to promote L2 learners linguistic development and the individual and educational conditions that appear to facilitate success in study abroad programs *English-Medium Instruction and Translanguaging* BethAnne Paulsrud,Zhongfeng Tian,Jeanette Toth,2021-01-20 This book offers a critical exploration of definitions methodologies and ideologies of English medium instruction EMI contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts It brings together a number of

conceptual and empirical studies on translanguaging in EMI at different educational levels in a variety of countries with different approaches to translanguaging different named languages and different policies These studies include several underrepresented contexts across the globe providing a broad view of how translanguaging in EMI is understood in these educational settings Furthermore this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom The Wiley Handbook of Early Childhood Care and Education Christopher P. Brown, Mary Benson McMullen, Nancy File, 2019-04-23 The essential resource to the issues surrounding childhood care and education with contributions from noted experts The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource that offers a review of the historical aspects best practices and the future directions of the field With contributions from noted experts in the field the book contains 30 interdisciplinary essays that explore in depth the central issues of early childhood care and education The handbook presents a benchmark reference to the basic knowledge effective approaches to use with young children curriculum design professional development current policies and other critical information The expert contributors address the myriad complex policy and practice issues that are most relevant today The essays provide insight into topics such as child development and diversity the sociocultural process of child development the importance of the home environment in the lives of young children early childhood special education teaching and learning literacy and much more This important resource Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars researchers and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars researchers advocates policymakers and students of early childhood care and education The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field **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 Innovación educativa aplicada a la enseñanza de la lengua. Susana Gala Pellicer,2022-05-31 El presente volumen reúne un conjunto de aportaciones vinculadas por un criterio común todas ellas parten de la observación y análisis de la experiencia docente en el aula con el fin de acometer una propuesta de mejora de la didáctica Lejos de limitarse a una única realidad educativa las investigaciones abarcan diversas etapas y contextos de aprendizaje Conformen la obra un total de ocho investigaciones sobre la innovación educativa aplicada a la didáctica de la lengua Los resultados expuestos en esta obra proponen en conclusión metodologías innovadoras para la didáctica de la lengua Todos ellos resultan del trabajo tanto de académicos independientes como de grupos de investigación conformados por especialistas en la materia La interdisciplinariedad y variedad de las propuestas docentes del conjunto ofrecen a los interesados en la innovación educativa nuevas posibilidades para la mejora de su práctica docente y también un punto de partida para desarrollar nuevas estrategias específicamente destinadas a la didáctica de la lengua **Innovative Practices in Early English Language Education** David Valente,Daniel Xerri,2023-02-08 This book shines a light on novel and less familiar domains of early English language education for children aged 3 to 12 in mainstream and out of school settings Enveloping the volume is the making of creative connections to wider educational philosophies which extend beyond the confines of a narrow linguistic lens In reconciling the theory practice divide in English language education each chapter presents a synthesis of research issues leading to a practical showcase of ideas Organised in two main parts the first focuses on innovations within classroom practice curriculum development and child centred assessment exploring areas which have either received insufficient attention and or have been reimaged through fresh perspectives The second part explores innovations in pre and in service teacher education contexts and focuses on lesser known and or underexplored topics including bridging general and language education multilingualism in depth learning metacognition and pragmatics This is a timely publication for teacher educators and practitioners alike *Study Abroad and the Second Language Learner* Martin Howard,2020-12-10 Situated at the interface between study abroad and second language acquisition research this book adopts a threefold thematic focus to study abroad and the language learner investigating learner beliefs about study abroad learner experiences of study abroad in relation to a range of individual cultural and social factors and the nature of learner development while abroad at an intercultural personal and linguistic level Chapters present studies of learners in different geographical contexts with different first and second language combinations The studies draw on different methodologies incorporating quantitative qualitative and mixed method approaches Presenting findings with implications for learner preparation expectations and support during study abroad and highlighting developmental issues within second language acquisition *Study Abroad and the Second Language Learner* will be of interest to all study abroad and second language acquisition researchers as well as programme organisers language instructors and other stakeholders

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Introduction

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