

**Discourse in Content
and Language
Integrated Learning
(CLIL) Classrooms**

Christiane Dalton-Puffer

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Discourse In Content And Language Integrated Learning Clil Classrooms Language Learning Language Teaching

**Estrada Chichón, José Luis,Zayas
Martínez, Francisco**



Discourse In Content And Language Integrated Learning Clil Classrooms Language Learning Language Teaching:

Discourse in Content and Language Integrated Learning (CLIL) Classrooms Christiane Dalton-Puffer, 2007 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

Discourse in Content and Language Integrated Learning (CLIL) Classroom Christiane Dalton-Puffer, 2007 *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

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 *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 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

Investigating Content and Language Integrated Learning Liss Kerstin Sylvén, 2019-01-18 This book provides a rich and unique longitudinal account of content and

language integrated learning CLIL The chapters report on the findings from a large scale three year research project undertaken at senior high school level in Sweden The ecological perspective with quantitative and qualitative methods gives voice to both learners and teachers as well as being an excellent critical example of how such longitudinal research might be carried out Through emic and etic approaches the book provides insights into language learning outcomes both with regard to the target language English and the majority language Swedish learner motivation among CLIL and non CLIL students effects of extramural exposure to English issues in relation to assessment in CLIL and much more As a whole the book offers an unprecedented overview of learner outcomes and detailed insights into the comparison of CLIL and non CLIL education While it is embedded in the Swedish context the nature of this study means that it has strong implications on an international basis

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

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 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

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

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 **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 **The Routledge Handbook of Instructed Second Language Acquisition** Shawn Loewen, Masatoshi Sato, 2017-02-17 The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state of the art papers pertaining to Instructed Second Language Acquisition ISLA Written by 45 world renowned experts the entries are full length articles detailing pertinent issues with up to date references Each chapter serves three purposes 1 provide a review of current literature and discussions of cutting edge issues 2 share the authors understanding of and approaches to the issues and 3 provide direct links between research and practice In short based on the chapters in this handbook ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery This handbook is the ideal resource for researchers graduate students upper level undergraduate students teachers and teacher educators who are interested in second language learning and teaching *Second Language Interaction in Diverse Educational Contexts* Kim McDonough, Alison Mackey, 2013-02-28 This volume brings together empirical research that explores interaction in a wide range of educational settings It includes work that takes a cognitive brain based approach to studying interaction as well as studies that take a social contextual perspective Interaction is defined quite broadly with many chapters focusing on oral interaction as is typical in the field while other chapters report work that involves interaction between learners and technology Several studies describe the linguistic and discourse features of interaction between learners and their interlocutors but others demonstrate how interaction can serve other purposes such as to inform placement decisions The chapters in the book collectively illustrate the diversity of contemporary approaches to interaction research investigating interactions with different interlocutors learner learner learner teacher in a variety of environments classrooms interactive testing environments conversation groups and through different modalities oral and written face to face and technology mediated **The Routledge Handbook of Content and Language Integrated Learning** Dario Luis Banegas, Sandra Zappa-Hollman, 2023-07-03 Content and language integrated learning CLIL is an increasingly popular

educational approach given its dual focus on enabling learners to acquire subject matter through an additional language while learning this second language in tandem with content This Handbook provides a comprehensive overview of recent CLIL developments illustrating how CLIL has been uniquely conceptualised and practised across educational and geographical contexts Divided into six sections covering language and language teaching core topics and issues contexts and learners CLIL in practice CLIL around the world and a final section looking forward to future research directions every chapter provides a balanced discussion of the benefits challenges and implications of this approach Representing the same diversity and intercultural understanding that CLIL features the chapters are authored by established as well as early career academics based around the world The Routledge Handbook of Content and Language Integrated Learning is the essential guide to CLIL for advanced students and researchers of applied linguistics education and TESOL

Content and Language Integrated Learning in Physical Education Aitor Garcés-Manzanera, José Luis Roca-Marín, 2025-12-01 This book offers a grounded and practical guide for integrating content and language learning in Physical Education without reducing movement time or overloading the lesson Based on recent empirical studies it brings together CLIL pedagogy motivation theory and inclusive principles such as Universal Design for Learning showing how these can work together to support both participation and learning The chapters move from core concepts to a structured pedagogical model organised around pre task preparation communication through movement and post task reflection Alongside this sequence the book presents real classroom examples ideas for adapting to diverse learners including those with SEN and concrete strategies for assessment through dual purpose rubrics The book also discusses how technology e g video feedback wearables and AR can support language and content learning in active contexts Designed with both teachers and researchers in mind it addresses classroom practice initial teacher education and broader implementation challenges

Challenges of Differentiation in a Primary CLIL Classroom Eugen Gusser, 2019-03-01 CLIL stands for Content and Language Integrated Learning and describes a dual focused form of teaching a subject through a foreign language by being at the same time exposed to learning of content and learning of a foreign language Since English is a global language this modern instructional foreign language education provides authentic settings by creating real world situations In this work the challenges of Differentiation in a Primary CLIL classroom will be examined theoretically as well as analysed according to experiences of teachers of CLIL classes gained through an interview The work poses the question how teachers can effectively plan for CLIL and what competences teachers need to successfully hold a CLIL lesson

Handbook of Research on Training Teachers for Bilingual Education in Primary Schools Estrada Chichón, José Luis, Zayas Martínez, Francisco, 2023-02-06 Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed depending along with many other factors on the initial training of bilingual education

teachers On this basis it is necessary to review how tertiary education institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools The Handbook of Research on Training Teachers for Bilingual Education in Primary Schools includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work Covering key topics such as teacher training language learning and primary education this reference work is ideal for administrators teacher trainers policymakers researchers scholars practitioners academicians instructors and students *Handbook of Research on Teaching* Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields

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