

CLIL Content And Language Integrated Learning

Agnieszka Borowiak

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.

CLIL Do Coyle, Philip Hood, David Marsh, 2010-04-01 A comprehensive and up-to-date overview of the theory and practice 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.

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.

Uncovering CLIL Peeter Mehisto, María Jesús Frigols, David Marsh, 2008 Bilingualer Unterricht: CLIL hat viele Namen: integriertes Inhalts- und Sprachenlernen, bilingualer Unterricht oder Sachfachunterricht in der Fremdsprache. Das vorliegende Buch gibt einen Einblick in die Entstehung und Entwicklung von CLIL und zeigt eindrücklich dessen Mehrwert auf. CLIL-Einsteigerinnen/Einsteiger finden eine reiche Auswahl an praktisch erprobten und vielfältigen Unterrichtsideen, aber auch erfahrene CLIL-Lehrpersonen werden Neues entdecken können. Besonders wichtig war der Autorin und den Autoren zu zeigen, wie der Lernfortschritt reflektiert und die sprachlichen Kompetenzen in einem lernförderlichen Klassenklima gezielt unterstützt und gefördert werden können. Das Buch richtet sich an CLIL-Lehrpersonen auf der Primar-, Sekundar- und Berufsschulstufe. Abgesehen von einem konkreten Kapitel für den Einstieg in die Fremdsprache in der Primarschule sind die übrigen Ausführungen mit den dazugehörenden Beispielen vom methodischen und sprachlichen Anspruch allerdings nur für die Sekundarstufe vorstellbar. Christine Althaus.

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.

Does CLIL (content and language integrated learning) need its own methodology? Margarita Apyestina, 2013-10-09 Essay from the year 2011 in the subject Didactics for the subject English - Pedagogy, 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 [...].

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.

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 Ustroń 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.

Content and Language Integrated Learning - CLIL Lydia Sajda, 2008 Diploma Thesis from the year 2008 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,0, University of Salzburg (Anglistik und Amerikanistik), 80 entries in the bibliography, 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).

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.

CLIL in Spain David Lasagabaster, Yolanda Ruiz de Zarobe, 2010-01-08 “This book makes a significant and very timely contribution to furthering professional understanding of CLIL (Content and Language Integrated Learning). The first part brings together the outcomes of CLIL implementation initiatives in different educational sectors in Spain which reflect regional possibilities and priorities. The second part takes a critical look at a variety of teacher education models, both in-service and pre-service. Linking classroom initiatives with teacher education underlines the importance of addressing this often neglected or ignored area. Quite simply, without appropriate teacher education programs, the full potential of CLIL is unlikely to be realised and the approach would be unsustainable. This publication provides the reader with practical suggestions and raises issues for further reflection. The contributors have embraced the ‘educational challenge’ and, in doing so, have made a significant contribution to disseminating CLIL practice across Europe and further afield by raising issues and questions which need to be addressed through future class-based inquiry and scientific research. The collection of case studies is also a celebration of the hard work, endeavour and constant drive by practitioners, teacher educators and researchers to give our young people the best linguistically-rich learning experiences they can possibly have throughout their schooling and further studies.” —Professor Do Coyle, University of Aberdeen

A Journey through the Content and Language Integrated Learning Landscape Carmel Mary Coonan, Luciana Favaro, Marcella Menegale, 2017-11-06 Interest in Content and Language Integrated Learning (CLIL), in Europe and beyond, has increased exponentially since it first appeared on the scene in Europe in the early 1990s. CLIL has grown to become a much-discussed topic of language education today, with the number of publications pertaining to the field continuing to increase. Researchers, teachers, teacher trainers, course planners and others involved in CLIL are constantly searching for new studies to help them understand how CLIL is evolving and how best it can be implemented. As the concept is now

informing the pedagogical principles of different educational realities, research and reflection are now required to further understand its potential and implications, its inherent difficulties and possible applications. This volume was conceived with this idea in mind. The book primarily covers three macro areas: learning, teaching and training. It provides insight into the latest areas of research and reflection that are characterizing the CLIL field in the current decade. The wide range of topics covered reveal, for example, a shift in interest towards CLIL at the tertiary level, focusing on lecturer and student perceptions and problems.

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.

Professional Development of CLIL Teachers Yuen Yi Lo, 2020-02-03 This book investigates how teacher educators can facilitate the professional development of Content and Language Integrated Learning teachers, and discusses the effectiveness of such efforts and factors affecting it. It proposes theoretical models of professional development for Content and Language Integrated Learning teachers, documents empirical evidence showing the effectiveness of the models, and sheds lights on the various methodological approaches for research in the field.

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.

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.

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 Role of Individual Differences in Content and Language Integrated Learning Success Agnieszka Borowiak, 2025-01-09 This book explores the relationship between learner variables and English attainment in a CLIL (Content and Language Integrated Learning) setting. Divided into five chapters, the first three provide a theoretical review of relevant literature, while the latter two focus on empirical research. The conclusions section highlights key findings, study limitations, future research directions, and recommendations for CLIL education. The book addresses unresolved issues in CLIL and aims to dispel myths surrounding the approach. It is intended for researchers, educators, and CLIL teachers at various levels, encouraging them to integrate CLIL into their classrooms despite initial challenges. The author hopes the study will inspire further discussion and research in the field.

Integration of Theory and Practice in CLIL Ruth Breeze, Cristina Tabernero Sala, 2014-05-10 Content and Language Integrated Learning (CLIL) has now become a feature of education in Europe from primary school to university level. CLIL programmes are intended to integrate language and content learning in a process of mutual enrichment. Yet there is little consensus as to how this is to be achieved, or how the outcomes of such programmes should be measured. It is evident that a further type of integration is required: that of bringing the practice of CLIL into closer contact with the theory. In this, it is necessary to establish the role played by other fundamental aspects of the learning process, including learner and teacher perspectives, learning strategies, task design and general pedagogical approaches. The first part of this book provides a variety of theoretical approaches to the question of what integration means in CLIL, addressing key skills and competences that are taught and learned in CLIL classrooms, and exploring the role of content and language teachers in achieving an integrated syllabus. The second part takes specific cases and experimental studies conducted at different educational levels

and analyses them in the light of theoretical considerations.

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