

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

**Christiane Dalton-Puffer**

*John Benjamins Publishing Company*

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

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## **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, 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 *Handbuch Deutsch als Fach- und Fremdsprache* Michael Szurawitzki, Patrick Wolf-Farré, 2024-08-19 Das Interesse an Deutsch als Fremdsprache hat weltweit in den letzten Jahren weiter zugenommen Bisher wurde dabei noch nicht in ausreichendem Maße berücksichtigt dass DaF heute meist zu beruflichen Zwecken und mit gezielten professionellen Absichten gelernt wird Dieses Handbuch begegnet erstmals dem zunehmenden Interesse am Deutschen als Fremdsprache mit einem besonderen Augenmerk auf die fachliche Kommunikation Hierzu wird nach einer Einführung das Themengebiet zunächst theoretisch abgesteckt Anschließend werden historische Fragestellungen vom Mittelalter bis in die Gegenwart erörtert Auch die aktuelle Rolle des Deutschen angesichts der internationalen Dominanz des fachsprachlichen Englisch kommt hier in den Fokus Weiter wird auf allgemeine sprachliche Charakteristika und didaktische Perspektiven eingegangen wobei alle linguistischen Kernbereiche abgedeckt werden ergänzt um u a Stilistik Textualität Barrierefreiheit und Migrationskonstellationen Den didaktischen Möglichkeiten ist ein eigenes Kapitel gewidmet Es folgen Kapitel zu fachsprachlichen Textsorten und Kommunikationsformen auf Deutsch sowie Artikel zu disziplinären Aspekten und internationalen Perspektiven Das Handbuch soll richtungsweisende Impulse im Bereich DaF setzen und als Nachschlagewerk für die Beschäftigung in Studium Forschung und Lehre fungieren **Hochschulischer Fremdsprachenunterricht** Thomas Tinnefeld, 2012-12-29 Der vorliegende Band thematisiert den Hochschulischen Fremdsprachenunterricht der unter drei verschiedenen Perspektiven untersucht wird Bei diesen handelt es sich um die an ihn gestellten Anforderungen die Ausrichtung der er folgt und in Zukunft folgen könnte und die Spezifik durch die er gekennzeichnet ist Behandelt werden die zentralen Bereiche des Fremdsprachenunterrichts wie er an Universitäten und Fachhochschulen betrieben wird die grundlegenden sprachlichen Fertigkeiten interkulturelles Lernen UNiCert der fachsprachliche Fremdsprachenunterricht Multimedia und E Learning Blended Learning sowie emotionales Lernen Berücksichtigt werden darüber hinaus aber auch die Ausbildung von Lehrkräften einschließlich deren sprachpraktischer Ausbildung von den Studierenden im Fremdsprachenunterricht erwartete Kompetenzen neue Ansätze der Erwachsenenbildung im Bereich Fremdsprachen sowie Aspekte der Qualitätssicherung Die gewählte Ausrichtung ist eine internationale dies sich in erster Linie auf Europa erstreckt die jedoch bis nach Asien reicht Dieser breite Ansatz macht den vorliegenden Band zu einem Referenzwerk in dem Wissenschaft und Unterrichtspraxis funktional miteinander verzahnt werden Saarbrücker Schriften zu Linguistik und Fremdsprachendidaktik SSLF Herausgeber der Reihe Prof Dr Thomas Tinnefeld **Fach- und sprachintegrierter Unterricht an der Universität** Michael Schart, 2019-09-09 Der vorliegende Band dokumentiert ein Forschungsprojekt zum fach und sprachintegrierten Lehren und Lernen an Universitäten und ermöglicht so vielfältige Einblicke in das Zusammenspiel von relevanten Inhalten anspruchsvollen Aufgaben und dialogischen

Lernprozessen im universitären Fremdsprachenunterricht über mehrere Jahre hinweg wurden in einem Programm für Deutschlandstudien an einer japanischen Universität Daten zu den Interaktionsprozessen im Unterricht zur Entwicklung der Lernenden und ihrer Sicht auf das Geschehen erfasst und mit Hilfe verschiedener Forschungsansätze ausgewertet. Aus der Studie ergeben sich wichtige Impulse für die Planung fach- und sprachintegrierter Programme und deren Erforschung.

*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.

*Mehrsprachigkeit im Unterricht der romanischen Sprachen* Marta García García, Manfred Prinz, Daniel Reimann, 2020-03-30 Mehrsprachigkeit ist seit Jahrzehnten eines der zentralen sprachlichen und bildungspolitischen Anliegen in Europa. Mehrsprachigkeitsdidaktik eines der zentralen Forschungsfelder der deutschsprachigen Fremdsprachendidaktik. Der romanistischen Fremdsprachendidaktik kommt dabei eine wichtige Rolle zu, da die romanischen Sprachen beinahe die einzige Sprachenfamilie darstellen, aus der regelmäßig mehr als eine Fremdsprache im Laufe einer Schullaufbahn erlernt werden kann. In den letzten Jahren haben sich zahlreiche Veränderungen in der Schullaufbahn ergeben, aufgrund derer Mehrsprachigkeitsdidaktik neu gedacht, d.h. theoretisch und konzeptionell weiterentwickelt, weiter beforscht und unterrichtspraktisch ausgestaltet werden muss.

**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

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

Fremdsprachendidaktische Professionsforschung: Brennpunkt Lehrerbildung Michael K. Legutke, Michael Schart, 2016-10-10 Der Band versammelt empirische Arbeiten aus der fremdsprachlichen Professions Ausbildungen und Fortbildungsforschung und zeigt die derzeitigen Forschungsschwerpunkte in diesem Bereich auf In den letzten zwei Jahrzehnten entstanden zahlreiche innovative Aus und Fortbildungskonzepte deren Auswirkungen auf die Unterrichtspraxis in Universit ten Studienseminaren und Schulen bislang nur unzureichend untersucht wurden Dieser Band f llt diese L cke und ist somit f r all jene von Interesse die in der Aus und Fortbildung von Lehrkr ften f r den fremdsprachlichen Bereich t tig sind

**Handbook of CLIL in Pre-primary Education** Ana Otto, Beatriz Cortina-Pérez, 2023-05-16 This book provides an in depth look on Content and Language Integrated Learning CLIL and Early Childhood Education ECE two domains where major joint research is needed By taking stock on theoretical underpinnings it explores the ideal conditions for early additional language acquisition in preschool contexts through CLIL with a learner centered approach grounded in developmentally appropriate practices DEP and an emphasis on the importance of play cognition holistic content adaptation and social emotional learning The book also offers a comprehensive view of how this methodological approach has already set a clear path on Pre primary education internationally Finally it offers insights into CLIL pedagogies as related and adapted to Pre primary education resources and materials for very young learners and practical implementation from the classroom By providing a solid empirical background on Pre primary CLIL along with appropriate methodological issues and practices this book serves as a key resource to students practitioners academics as well as teacher educators and policy makers in international contexts

**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

*English-Medium Instruction and Pronunciation* Karin Richter, 2019-01-11 This book offers new insights into the language gains of adult learners enrolled in an English medium instruction EMI degree programme It provides longitudinal empirical evidence of the phonological gains of the learners discusses which individual factors contribute to the changes in the learners pronunciation and investigates whether and to what extent increased exposure to the target language in EMI classrooms leads to incidental learning of second language pronunciation Furthermore it expands on the discussions surrounding the Critical Period Hypothesis the native speaker norm foreign language accent and the role of English as a Lingua Franca The comparative and longitudinal design of the research study fills a significant gap in the literature and the book offers considerable original and important research informed insights into the fields of EMI bilingual education and second language acquisition As such it is a valuable resource and must read book for researchers practitioners and policymakers in these areas

**A Paradigm Shift for Language Education** Gulbahar H. Beckett, 2024-11-01 This book investigates the argument for the significance and necessity of project based learning and teaching PBLT as it becomes increasingly important in language education Drawing on research and professional literature spanning over 100 years it explores the research foundations and the historical and theoretical antecedents of PBLT articulating the application of PBLT as a valuable approach for second language education pedagogy and research Utilizing qualitative classroom research conducted in Canada it then moves to address key concerns surrounding the difficulties of effectively implementing PBLT with existing curriculum and keeping track of content acquisition cognitive and social skills development and language learning Authoritatively written and offering fresh insight into how the field can be advanced by engaging second language L2 students in deeper learning and higher order thinking with 21st century PBLT contextually situationally and multimodally it makes a valuable pedagogical and research contribution that benefits practitioners and researchers in the field As such it will appeal to researchers faculty and L2 professionals with interests in L2 education multimodal teaching and learning and applied linguistics

**Handbook of Research on Acquiring 21st Century Literacy Skills Through Game-Based Learning** Lane, Carol-Ann, 2022-01-07

Emerging technologies are becoming more prevalent in global classrooms Traditional literacy pedagogies are shifting toward

game based pedagogy addressing 21st century learners Therefore within this context there remains a need to study strategies to engage learners in meaning making with some element of virtual design Technology supports the universal design learning framework because it can increase the access to meaningful engagement in learning and reduce barriers The Handbook of Research on Acquiring 21st Century Literacy Skills Through Game Based Learning provides theoretical frameworks and empirical research findings in digital technology and multimodal ways of acquiring literacy skills in the 21st century This book gains a better understanding of how technology can support learner frameworks and highlights research on discovering new pedagogical boundaries by focusing on ways that the youth learn from digital sources such as video games Covering topics such as elementary literacy learning indigenous games and student worker training this book is an essential resource for educators in K 12 and higher education school administrators academicians pre service teachers game developers researchers and libraries

**ELT in Asia in the Digital Era: Global Citizenship and Identity** Suwarsih Madya,Fuad Hamied,Willy A. Renandya,Christine Coombe,Yazid Basthomi,2018-06-27 This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era s impact on English teaching in non English speaking countries English used in the global environment the frequent mobile communication and the use of AI based translators are bringing about dramatic changes in our English language learning and teaching Who can provide us the wisdom to know what to do Those scholars going through these complex environmental changes A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book It s indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts

**Von hybriden Schülerinnen und Schülern in Dritten Räumen** Eva Schneider,2018-02-16 Eva Schneider untersucht m gliche kulturelle Bildungsprozesse im Unterrichtsdiskurs einer gymnasialen Lerngruppe im bilingualen Politikunterricht zum Lehrst ck Dorfgr ndung von Petrik Kulturelle Bildungsprozesse konzeptualisiert die Autorin in einer Zusammenf hrung von postkolonialer Theorie nach Bhabha und postmoderner Theorie nach Butler und einem transformatorischen Bildungsverst ndnis nach Koller als kulturelle Subjekt Bildungsprozesse Mit ihrer Fallstudie leistet sie einen empirischen Beitrag zur Versachlichung des Diskurses um das angenommene kulturelle Potenzial bilingualen Unterrichts Die dokumentarische Analyse der Unterrichtstranskripte nach Bohnsack dekonstruiert die bisherige Annahme von bilinguaem Unterricht als Dritten Raum mit hybriden Sch lerinnen und Sch lern und zeigt u a wie stark kulturelle Positionierungen institutioneller diskursiver Macht ausgesetzt sind

**The Routledge Handbook of Language Education Curriculum Design** Peter Mickan,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

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