

CLIL Articles OnestopenGLISH

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.

‘CLIL Activities’ is organised into five chapters: activating, guiding understanding, focus on language, focus on speaking, and focus on writing. A further chapter provides practical ideas for assessment, review and feedback.

Die Autorinnen leisten in der vorliegenden Monographie einen Beitrag zu neuen Forschungsfeldern in der Fremdsprachendidaktik, in dem sie zeigen, wie sich problemorientiertes Lernen und Soft CLIL kombinieren lassen. Dabei verbinden sie theoretische Modelle mit empirischen Daten aus eigener Forschung und mit konkreten Vorschlägen für die Verbesserung der Schulpraxis. Die Monographie ist ein Resultat der langjährigen interdisziplinären wissenschaftlichen Zusammenarbeit beider Autorinnen.

This book traces the historical development of major language teaching methods in terms of theoretical principles and classroom procedures, and provides a critical evaluation of each. Drawing from seminal, foundational texts and from critical commentaries made by various scholars, Kumaravadivelu examines the profession’s current transition from method to postmethod and, in the process, elucidates the relationship between theory, research, and practice. The chief objective is to help readers see the pattern that connects language, learning, teaching methods, and postmethod perspectives. In this book, Kumaravadivelu: “brings together a critical vision of L2 learning and teaching–a vision founded at once on historical development and contemporary thought; “connects findings of up-to-date research in L2 learning with issues in L2 teaching thus making the reader aware of the relationship between theory, research and practice; “presents language teaching methods within a coherent framework of language-, learner-, and learning-centered pedagogies, thus helping the reader to see how they are related to each other; “shows how the three categories of methods evolved historically leading ultimately (and inevitably) to the emergence of a postmethod condition; and “provides the reader with a solid background in several interconnected areas of L2 pedagogy, such as concepts of competence, input factors, intake processes, interactional modifications, and instructional design. Understanding Language Teaching: From Method to Postmethod is intended for an international audience of teacher educators, practicing teachers and graduate students, researchers, curriculum planners, and materials designers in the field of second and foreign language teaching.

CLIL, Laboratorioità e Multimedialità. I Nuovi Orizzonti dell'Istruzione Tecnico-Professionale

English for Professional and Academic Purposes

500 Activities for the Primary Classroom

The Case Study Method of Teaching College Science

Multidisciplinary Perspectives from Chinese-Speaking Regions

Uncovering CLIL

Content and Language Integrated Learning (CLIL): A Methodology of Bilingual Teaching

Provides ideas and advice for teachers who are asked to teach English to very young children (3-6 years). Offers a wide variety of activities such as games, songs, drama, stories, and art and craft, all of which follow sound educational principles. Includes numerous photocopiable pages.

Il presente testo affronta le nuove metodologie didattiche che l'uso dei laboratori e dei nuovi strumenti multimediali apre nel settore dell'istruzione tecnico-professionale.

This book offers practical guidance for teachers working with bilingual pupils in mainstream primary and secondary education and aims to help teachers make the curriculum as accessible as possible to these children. It offers examples of the good practice that has evolved around teaching bilingual children in the classroom.

This book offers a new methodological framework for the CLIL classroom, focusing on how to guide input and support output. Full of real-life examples and practical guidelines, the book provides support to both novice and experienced CLIL teachers. Areas covered include: the language used in CLIL, CLIL teacher training, materials design for CLIL, assessment in CLIL. Extra resources are available on the website: www.oup.com/elt/teacher/cil/ Phil Ball is a CLIL author and teacher trainer based in northern Spain. Keith Kelly is a writer and speaker on CLIL worldwide, and is based in Plovdiv, Bulgaria. John Clegg is a textbook author and CLIL consultant based in London.

Issues and Strategies for Second Language Classrooms

Using Art to Deepen Learning Across School Disciplines

How To Write Worksheets

Approaches and Conceptualisations

Routledge Encyclopedia of Language Teaching and Learning

Helping Bilingual Pupils to Access the Curriculum

Using Stories in Teaching

Due to the competitive edge it confers on students, educational institutions, and non-English speaking nations in a globalized economy, English as a medium of instruction (EMI) has been gaining popularity in tertiary education in non-native English-speaking (NNES) countries. Institute-wide EMI implementation has often been imposed by top-down decisions, in combination with the optimistic view that the horse should always be placed before the cart. However, emerging evidence suggests that the delivery of such programs to NNES students has led to new pedagogical challenges and learning problems that go beyond the scope of language learning and teaching and deserve immediate attention. For example, how would an instructor respond to situations in which students' learning of content is compromised by their limited language proficiency? This book draws on the current practice of EMI in diverse disciplines and university settings and examines how these new pedagogical and learning issues can be addressed. The discussion also involves a reflection on the essence of EMI in relation to the use of the first language (L1) as the medium of instruction in tertiary education. In addition, the book includes discussion about how to ensure and maintain the quality of EMI programs and assess the readiness of stakeholders for such programs, which include administrators, teachers, and students. The discussion is led by exemplars in Hong Kong and Taiwan, where the majority of students are native Chinese speakers, in the hope of developing critical perspectives and practical guidelines as references for EMI in other NNES settings. The Open Access version of this book, available at http://www.taylorfrancis.com/books/e/ISBN, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

This book provides a range of approaches and tools for thinking deeply about conducting research in language classrooms. Its accessible style encourages teachers to focus on inquiry, equipping them with terminology and concepts for their own teaching and research. It includes a range of activities that can be adapted for diverse language classrooms

English in academic and professional settings has received great attention over the last 50 years, as its use has become a key asset for anyone interested in improving his/her chances of communicating internationally. However, it still offers rich opportunities for teachers and researchers working on English in specific settings. The aim ofEnglish for Professional and Academic Purposes is to offer an overview of several topics within the field of discourse analysis applied to English in academic and professional domains. The book compiles contributions from different origins, ranging from Japan to the USA and several European countries, and covers English as a native, second, foreign and international language. It also deals with various specialities, including academic writing, business discourse or English for medicine, nursing, maritime industry and science and engineering. This volume is divided into three sections: Discourse Analysis of English for Academic Purposes, Professional English and EPAP Pedagogy, since it was conceived as a contribution to the research on how English is analysed as both the discourse of and for effective communication in academic and professional settings, and how it can be applied to teaching. This manuscript offers some fresh insights for those involved or interested in this field of expertise, in an attempt to shed some light on its latest innovations.

Learning through a foreign language is recognized as one means of significantly enhancing competence in that language. This book presents European perspectives on means of structuring curricula which integrate content and language learning. It also provides details of the outcomes from such programmes and describes the current and future challanges ahead of wider scale adoption of Content and Language Integrated Learning (CLIL).

Unterrichtseinheiten in der Arbeitssprache Englisch

Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms

Learning Through a Foreign Language

Why Global English May Mean the End of 'English as a Foreign Language'

Content and Language Integrated Learning (CLIL) in the European Primary Education Framework

Evidence from Research in Europe

CLIL Activities with CD-ROM

Worksheets are great! Teachers and students love them! They can be up-to-date, controversial, targeted to meet the needs of your students and lots of fun. But what makes a good worksheet? Experienced worksheet writer Karen Richardson takes you on a lively journey through the worksheet-writing process from having an idea to seeing the finished product. Sections on worksheet genres, rubrics, level, timing and copyright issues show you what goes into writing different kinds of worksheets. These issues are exemplified through carefully selected published worksheets. Practical tasks with detailed keys and tips help you to write your own worksheets to the same professional standards. By the end of the book you'll have all the tools and information you need to write worksheets that really work. This book forms part of the ELT Teacher 2 Writer training course. The course is designed to help you write better ELT materials, either for publication, or simply to improve the quality of your self-produced classroom materials.

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.

This TKT Course CLIL ModuleCambridge University Press
This reference work deals with all aspects of language teaching and learning and offers a comprehensive range of articles on the subject and its history. Themes covered include: methods and materials; assessment and testing and related disciplines.

Asian Research on English for Specific Purposes

Options for English Language Teachers

Inquiry, Process, and Synthesis

Content and Language Integrated Learning

Issues in Syllabus Design

Studies in Honour of Jan Majer

Digital Literacies

English for Specific Purposes (ESP), addressing the communicative needs and practices of particular professional or occupational groups, has developed rapidly in the past fifty years and is now a major force in English language teaching and research. This critical volume helps innovate the theory, practice, and methodology for ESP teaching and research in Asian countries and areas. Promoting communication and enhancing cooperation on ESP research and pedagogy across cultures, it provides ESP scholars, educators and practitioners with an opportunity to benefit from each other's research and expertise in an age of globalization and digitalization. The volume provides an in-depth analysis of the latest scholarship on English teaching and research for general and specific academic and occupational purposes; the intercultural communication in ESP contexts; corpus linguistics and data-driven instruction for ESP; computer-assisted language learning and mobile-assisted language learning; evaluation of English writing courses; and ESP translation strategies.

This text is a self-contained, student-centered methods text that connects reading theory to practical classroom activities. The paperback edition, ideal for introductory courses on the teaching of second language reading, connects reading theory to practical classroom activities. Teachers begin by exploring their beliefs and assumptions about reading and analyzing their own reading strategies. This leads to a critical examination of the pedagogical issues central to the reading classroom, including selecting appropriate activities and effective lesson planning.

The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers. The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process, while transparency of assessment procedures is also increasingly demanded by the candidates themselves. This edited volume discusses key issues in assessing language teachers' professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre-service and in-service levels within the framework of the Cambridge English Teaching Qualifications. The volume provides:- discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment - examples of specific assessment procedures for both teaching knowledge and practical classroom skills - accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students" --

This volume is composed of 24 papers originally presented as talks at the VIII National Conference of the Italian Association of University Language Centres (Associazione Italiana dei Centri Linguistici Universitari: AICLU), held at the University of Foggia, Italy, between 30 May and 1st June 2013. The contributions fall into five sections: 1) keynote addresses from plenary speakers; 2) innovative challenges for language centres; 3) new developments in teaching language for specific purposes; 4) proposals and case studies in Content and Language Integrated Learning; and 5) the use of new technologies in language learning. 18 papers are in English, four in Italian, one in French and one in German. The fact that three-quarters of the papers are in English reflects the way English has become the lingua franca of academic conferences today. However, in keeping with the ethos of Cerclès (Confédération Européenne des Centres de Langues de l'Enseignement Supérieur, the pan-European organisation to which AICLU belongs), which is strongly committed to promoting plurilingualism, it was crucial that contributions would also be accepted in other languages. The volume represents the 'state of the art' in the field of language teaching and theory in university language centres not only in Italy, but also in other parts of Europe and the Mediterranean, and testifies to the rich variety of ways in which these centres are adapting and thriving in rapidly changing times.

Understanding Language Teaching

Convergence of ESP with other disciplines

Proceedings of the First Symposium on Asia English for Specific Purposes, 2017

Visual Thinking Strategies

From Method to Postmethod

ELT.LT 2020

"What's going on in this picture?" With this one question and a carefully chosen work of art, teachers can start their students down a path toward deeper learning and other skills now encouraged by the Common Core State Standards. The Visual Thinking Strategies (VTS) teaching method has been successfully implemented in schools, districts, and cultural institutions nationwide, including bilingual schools in California, West Orange Public Schools in New Jersey, and the San Francisco Museum of Modern Art. It provides for open-ended yet highly structured discussions of visual art, and significantly increases students' critical thinking, language, and literacy skills along the way. Philip Yenawine, former education director of New York's Museum of Modern Art and cocreator of the VTS curriculum, writes engagingly about his years of experience with elementary school students in the classroom. He reveals how VTS was developed and demonstrates how teachers are using artias well as poems, primary documents, and other visual artifacts to increase a variety of skills, including writing, listening, and speaking, across a range of subjects. The book shows how VTS can be easily and effectively integrated into elementary classroom lessons in just ten hours of a school year to create learner-centered environments where students at all levels are involved in rich, absorbing discussions.

CLIL (Content and Language Integrated Learning) has emerged since the millennium as a major trend in education. Written by Do Covic, Philip Hood and David Marsh and drawing on their experience of CLIL in secondary schools, primary schools and English language schools across Europe, this book gives a comprehensive overview of CLIL. It summarises the theory which underpins the teaching of a content subject through another language and discusses its practical application, outlining the key directions for the development of research and practice. This book acknowledges the uncertainty many teachers feel about CLIL, because of the requirement for both language and subject knowledge, while providing theoretical and practical routes towards successful practice for all. Ideal for teachers getting started in CLIL and existing CLIL practitioners in search of new ideas Presents a broad overview of CLIL essentials for teachers at both primary and secondary level Contains a wide range of practical ideas and activities that can be used in the CLIL classroom Content and Language Integrated Learning (CLIL) refers to methodologies used in teaching situations where a second language is used as a medium for teaching non-language content. Uncovering CLIL has b

*This HERDSA guide aims to help you find stories and incorporate storytelling into your teaching and assessment practice. The guide provides advice on what stories are and how they are used, the process of developing stories, which types of stories might be suitable for different teaching purposes and whether stories should be told by the teacher or by students, mechanisms for delivering stories, and addresses some of the challenges and risks associated with storytelling. Our tips include how to create a safe space in the classroom or in a learning management system for storytelling, how to ensure that all voices are heard and respected, and how to handle sensitive stories and difficult students...-p. ix.

Innovation in Methodology and Practice in Language Learning

Experiences and Proposals for University Language Centres

Content and Language Integrated Learning in Bilingual and Multilingual Education

Research Methods for Language Teaching

Models, Methods and Outcomes

A Resource for Subject and Language Teachers

From Reader to Reading Teacher

Providing options for ELT teachers, this is one of a series for teachers, trainers and academic managers which aims to promote development by dealing with professional topics in a personal way, in order to deepen understanding, raise self-awareness, and encourage self-direction and choice.

This book constitutes the thoroughly refereed proceedings of the 9th Unnes International Conference on English Language, Literature and Translation (ELT.LT 2020), held in Semarang, Indonesia, in November 2020. The full papers presented were carefully reviewed and selected from all submissions. The papers reflect the conference sessions as follows: English Language Teaching and Linguistics; Applied Linguistics, Discourse Analysis, EAP/ESP, Literacy Education, ICT in ELT, Multilingualism in Education, Multimodality, Teaching Material and Curriculum Development, Language Testing and Assessment, Language Acquisition, TESOL/TEFL/CLIL; Literature: Children Literature, Cultural Studies, Cyber Literature, Gender Studies, Ecocritature, World Literature, Travel Literature, Popular Literature; Translation: Audio Visual Translation, Interpreting, ICT in Translation, Translation Teaching and Training, Translation of Different Genres, Cyber Culture Translation, Multimodality in Translation Studies.

This is the 'teacher training course for teachers and trainee teachers preparing for the Cambridge ESOL Teaching Knowledge Test - CLIL module.

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.

English Next

CLIL

Discourse in Content and Language Integrated Learning (CLIL) Classrooms

Bilingualer Sachfachunterricht Politik und Wirtschaft

Very Young Learners

Teaching English to Young Learners

The TKT Course CLIL Module

Diese Einführung in die Besonderheiten des bilingualen Unterrichts präsentiert das Sachfach Politik und Wirtschaft. Im Kontinuum von fachlicher Instruktion und Sprachentwicklung findet sich eine Vielfalt von Textsorten, Projekten und authentischen Aufgaben (task-based). Die praxisorientierten Unterrichtseinheiten sind nach unterschiedlichen sprachlichen Anforderungen gestaffelt und auf die Kompetenzskalen A2 bis C1 des Gemeinsamen Europäischen Referenzrahmens für Sprachen bezogen. Sie sind für den bilingualen Zweig in Mittelschulen und Gymnasien geeignet, aber auch für einzelne Jahrgangsstufen verwendbar. Sie können für die eigene Unterrichtspraxis adaptiert werden, mit dem Ziel durch eigene Recherchen authentische CLIL-Aufgaben weiterzuentwickeln.

Dramatic shifts in our communication landscape have made it crucial for language teaching to go beyond print literacy and encompass the digital literacies which are increasingly central to learners' personal, social, educational and professional lives. By situating these digital literacies within a clear theoretical framework, this book provides educators and students alike with not just the background for a deeper understanding of these key 21st-century skills, but also the rationale for integrating these skills into classroom practice. This is the first methodology book to address not just why but also how to teach digital literacies in the English language classroom.

This book provides: A theoretical framework through which to categorise and prioritise digital literacies Practical classroom activities to help learners and teachers develop digital literacies in tandem with key language skills A thorough analysis of the pedagogical implications of developing digital literacies in teaching practice A consideration of exactly how to integrate digital literacies into the English language syllabus Suggestions for teachers on how to continue their own professional development through PLNs (Personal Learning Networks), and how to access teacher development opportunities online This book is ideal for English language teachers and learners of all age groups and levels, academics and students researching digital literacies, and anyone looking to expand their understanding of digital literacies within a teaching framework.

The various types of syllabi and the host of related issues in the field of second language teaching and course development manifest the significance of syllabus design as one of the most controversial areas of second language pedagogy. Teachers should be familiar with different types of syllabuses and be able to critically analyze them. Issues in Syllabus Design addresses the major types of syllabuses in language course development and provides readers with the theoretical foundations and practical aspects of implementing syllabuses for use in language teaching programs. It starts with an introduction to the concept of syllabus design along with its philosophical foundations and then briefly covers the major syllabus types from a historical perspective and pedagogical significance: the grammatical, situational, skill-based, lexical, genre-based, functional notional, content, task-based, negotiated, and discourse syllabus.

This volume brings together papers on a wide spectrum of topics within the broad area of language acquisition, stressing the interconnections between applied and theoretical linguistics, as well as language research methodology. These contributions in honor of Professor Jan Majer have been grouped in two sections: language learning, and discourse and communication. The former discusses issues varying from aspects of first, second, and third language acquisition, individual learner differences (i.e. gender, attitudes, learning strategies), and second language research methodology to the analysis of features of learner spoken language, the role of feedback in foreign language instruction, and the position of culture in EFL textbooks. The second part of the volume offers a theoretical counterbalance to the applied nature of the first one. Here, the contributions touch upon spoken and written language analysis, language awareness, and aspects of the English language; also, selected issues of language philosophy are discussed. The wide range of topics covered in the publication, authored by specialists in their respective areas, reflects Professor Majer's academic interests and corresponds to the complex nature of the general field the volume aims to portray.

Problemorientierter Soft CLIL Ansatz

David Copperfield, Oliver Twist

Assessing Language Teachers' Professional Skills and Knowledge

Inside Teaching

Start with a Story

Putting CLIL into Practice: Oxford Handbooks for Language Teachers

The Child's Dickens

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.

Kipp Herreid learned other ways to teach- much better ways. His favorite approach puts science in vivid context through case studies, which he calls "stories with an educational message." This compilation of 40-plus essays examines every aspect of the case study method...[back cover].

Professor Stern puts applied linguistics research into its historical and interdisciplinary perspective. He gives an authoritative survey of past developments worldwide and establishes a set of guidelines for the future. There are six parts: Clearing the Ground, Historical Perspectives, Concepts of Language, Concepts of Society, Concepts of Language Learning, and Concepts of Language Teaching. In designing a successful English for Specific Purposes (ESP) course, an ESP lecturer must decide upon the professional setting and in turn analyzing, abstract and synthesize its linguistic characteristics. Expert vocabulary, typical syntactic structures, relevant morphological word formation processes, exemplary text organization and both written and spoken stylistics are no longer taught with little functional relevance, instead they are approached from a subject-specific perspective. While designing and/ or compiling teaching and learning material, an ESP lecturer must decide upon the appropriate teaching methodology and pedagogy in order to ensure that the course in its entirety simulates a particular professional situation. Only if the course is successful in this aim, will ESP learners be able to quickly engage in unhibited communication and improve job performance in their field of work, whether that be in tourism or aviation. Although many professional settings share certain characteristics, they are nevertheless unique and often require different approaches. For this reason, there is little or no ready-made teaching material or methodological approaches when it comes to ESP teaching. This book is dedicated to those lecturers who take a minute, multi-facetted investigation into the linguistic characteristics of the relevant professional domain. Bringing together a collection of essays, ELT.LT 2020, 14-15 November 2020, Semarang, Indonesia

Historical and Interdisciplinary Perspectives on Applied Linguistic Research

Language Learning, Discourse and Communication

Fundamental Concepts of Language Teaching

Rethinking EMI