Dramatic shifts in our communication landscape have made it crucial for language teaching to go beyond print literacy and ... the digital literacies which are increasingly central to learners' personal, social, educational and professional lives.

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 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 (CLIL) classrooms; and 5) proposals and case studies in mixed ability classes.

The TKT Course CLIL Manual/University Press

Practical advice for teachers, trainors, and teachers trainers who wish to start or develop teaching and learning by dealing with professional topics in a personal way, in order to deepen understanding, raise self-awareness, and encourage personal feedback.

This critical volume helps teachers to create a new model for teaching and learning inContent and Language Integrated Learning (CLIL) classrooms and to develop a successful learning experience. It also provides guidance and support for both novice and experienced teachers.

Asian Research on English for Specific Purposes

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 for teachers, trainers, and teachers trainers who wish to start or develop teaching and learning materials or to improve the quality of your self-produced classroom materials.

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CLIL in Higher Education

The Illustrated Book of Songs

Inquiry, Process, and Synthesis

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

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. -

on teacher education and assessment - examples of specific assessment procedures for both teaching knowledge and ... English Teaching Qualifications have been integrated into and adapted for local contexts. This is the first volume of

native Chinese speakers, in the hope of developing critical perspectives and practical guidelines as references for EMI ... of this book, available at http://www.taylorfrancis.com/books/e/ISBN, has been made available under a Creative Commons

problems that go beyond the scope of language learning and teaching and deserve immediate attention. For example, how ... learning of content is compromised by their limited language proficiency? This book draws on the current practice of

implementation has often been imposed by top-down decisions, in combination with the optimistic view that the horse ... evidence suggests that the delivery of such programs to NNES students has led to new pedagogical challenges and learning

Multidisciplinary Perspectives from Chinese-Speaking Regions

Options for English Language Teachers

From Method to Postmethod

Handbook of Early Language Education

The TKT Course CLIL Module

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 cultivated in such CLIL classrooms. It examines teacher and student talk, at secondary school level from different discourse-analytic angles, taking into account the interpersonal, interactional, and contextual dimensions of classroom discourse. The subject matters are vital in the learning process. The analysis shows how CLIL classrooms interact with its institutional context, which in turn conditions the ways in which students experience, use, and learn a foreign language. The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for fostering the learners’ appropriation of a foreign language as a medium of learning.

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 around different ways that content and language are integrated in CLIL, the chapters in this book together build a multi-dimensional basis for assessment promoting learning in CLIL classrooms. The authors discuss how assessment tools for integrating language and content help learners’ ability, 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 book offers a unique view of multilingualism in higher education from a global perspective. It presents a contextualised case of a multilingual language policy which takes the Content and Language Integrated Learning (CLIL) approach. The volume discusses various approaches to multilingual education including CLIL and then proposes guidelines for a multilingual language policy for Universitat Autònoma de Barcelona. Spain. It examines the advantage of a multilingual education programme and reviews the success of existing language policies. This book will be an essential resource for researchers and students as well as policy makers.

Learning foreign languages is a process of acquiring authentic content 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 having curricula and guidelines. 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 the study of binarism, traditionally in 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.

The TKT Course CLIL Module

Historical and Interdisciplinary Perspectives on Applied Linguistics Research Options for English Language Teachers

Handbook of Early Language Education

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