

Educational Linguistics

Maria Juan-Garau
Joana Salazar-Noguera *Editors*

Content-based Language Learning in Multilingual Educational Environments

 Springer

Content Based Language Learning In Multilingual Educational Environments Educational Linguistics

Martha Bigelow, Johanna Ennser-Kananen



Content Based Language Learning In Multilingual Educational Environments Educational Linguistics:

Content-based Language Learning in Multilingual Educational Environments Maria Juan-Garau, Joana Salazar-Noguera, 2014-11-17 The spread of English as an international language along with the desire to maintain local languages lead us to consider multilingualism as the norm rather than the exception Consequently bi multilingual education has bloomed over the last decades This volume deals with one such type of education currently in the spotlight as an essentially European strategy to multilingualism CLIL Content and Language Integrated Learning in which curricular content is taught through a foreign language The book contributes new empirical evidence on its effects on linguistic and attitudinal outcomes focusing on bi multilingual learners who acquire English as an additional language Moreover it presents critical analyses of factors influencing multilingual education the effects of CLIL on both language and content learning and the contrast between CLIL and other models of instruction The research presented suggests that CLIL can greatly enhance language acquisition in multilingual settings

Content and Language Integrated Learning in Monolingual Settings María Luisa Pérez Cañado, 2021-04-09 This book offers new empirical insights into the current state of Content and Language Integrated Learning CLIL characterisation through an innovative proposal to link CLIL to English as a Lingua Franca implementation via observation protocols and SWOT analyses and research by examining the effects of CLIL on the L1 foreign language key competences and content subjects taught through English The book provides a state of the art of the CLIL arena identifies the chief challenges that need to be addressed and signposts possible ways of overcoming these in order to continue advancing smoothly into the next decade of CLIL development This book will be of interest to researchers policy makers educational authorities and practitioners as it will assist them in making informed decisions about how to characterise implement and investigate CLIL in the bi and plurilingual programs that are more frequently introduced in monolingual contexts

TALK in Multilingual Classrooms Erwin Maria Gierlinger, Marion Döll, Gudrun Isolde Keplinger, 2023 This volume presents a variety of concepts practices and experiences in the field of content learning through the additional language s of learners in a migration society It contains reflections on the complex interplay between the unifying characteristics of monolingual and multilingual programmes and their often diverging local and contextual interpretations and implementations In addition it describes how migration pedagogy has become a catalyst for discussing the ideological and power aspects of language learning and how a hegemony critical attitude needs to become an integral part of classroom language learning and communicating In this context the deliberate development of Teachers Awareness of Language Knowledge TALK through a variety of supportive measures is considered to be of central pedagogical importance Principles and practical applications of TALK for the classroom are discussed and evaluated

Content-Based Teaching of Russian as a Foreign Language Jason Merrill, Olga Makarova, Svetlana V. Nuss, 2025-05-19 Content Based Teaching of Russian as a Foreign Language explores how content based instruction can be applied in the teaching of Russian as an

additional or heritage language Bringing together the perspectives and experiences of scholar practitioners this edited collection presents diverse contemporary approaches to the content based instruction of Russian Through case studies that detail content based courses and their evolution over recent years the volume offers valuable insights into pedagogical innovation for developing and modernizing curricula While grounded in research the case studies emphasize practical application providing models that can be adapted or replicated Each chapter offers lessons learned to help educators tailor these courses to various settings The chapters span all proficiency levels from beginner to advanced and they engage with a wide range of content The book will appeal to instructors of Russian in the fields of Russian studies and Slavonic studies as well as anyone interested in Russian language pedagogy foreign language acquisition or curriculum development

The Routledge Handbook of Teaching English to Young Learners Sue Garton, Fiona Copland, 2018-10-10 The Routledge Handbook of Teaching English to Young Learners celebrates the coming of age for the field of research in primary level English Language Teaching With 32 chapters written by international scholars from a wide geographical area including East Africa Mexico the South Pacific Japan France the USA and the UK this volume draws on areas such as second language acquisition discourse analysis pedagogy and technology to provide An overview of the current state of the field identifying key areas of TEYL Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning CLIL to gaming Suggestions of ways forward with the aim of shaping the future research agenda of TEYL in multiple international contexts Background research and practical advice for students teachers and researchers With extensive guidance on further reading throughout The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area

The Routledge Handbook of Educational Linguistics Martha Bigelow, Johanna Ennser-Kananen, 2014-08-13 The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language related issues in educational contexts Bringing together the expertise and voices of well established as well as emerging scholars from around the world the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics issues of instruction and assessment and teacher education as well as coverage of key topics such as advocacy critical pedagogy and ethics and politics of research in educational linguistics Each chapter relates to key issues raised in the respective topic providing additional historical background critical discussion reviews of pertinent research methods and an assessment of what the future might hold This volume embraces multiple dynamic perspectives and a range of voices in order to move forward in new and productive directions making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education particularly in multilingual and multicultural settings

Handbook of Research on Bilingual and Intercultural Education Gómez-Parra, María Elena, Huertas Abril, Cristina Aránzazu, 2020-03-27 As education becomes more globally accessible the need increases for

comprehensive education options with a special focus on bilingual and intercultural education The normalization of diversity and the acclimation of the students to various cultures and types of people are essential for success in the current world The Handbook of Research on Bilingual and Intercultural Education is an essential scholarly publication that provides comprehensive empirical research on bilingual and intercultural processes in an educational context Featuring a range of topics such as education policy language resources and teacher education this book is ideal for teachers instructional designers curriculum developers language learning professionals principals administrators academicians policymakers researchers and students

Lexical Demands in CLIL Primary-School Textbooks Irene Castellano-Risco,2024-12-07 This book provides an examination of the academic language found in Content and Language Integrated Learning CLIL primary school written input with a focus on the lexical demands of CLIL textbooks CLIL is understood as the teaching of content subjects through an additional or foreign language Under the CLIL approach learners are asked to understand new concepts and ideas while processing input that is unlikely to be comprehended without a broad L2 vocabulary knowledge Within the total amount of L2 input they may receive textbooks play a central role as they are usually employed as guide for teachers and learners alike to vertebrate the curriculum In this book the author focuses on the nature of the English textbooks to which CLIL learners are exposed and identifies the main lexical demands found in these texts Following a corpus based methodology it analyses a corpus of 1 5 million words comprising CLIL primary school textbooks from four disciplines Arts Crafts Music Natural Science and Social Science Geography and History This data driven analysis explores the lexical demands posed by CLIL textbooks in each of these disciplines and offers a comparative exploration of these demands across subject areas and academic years The volume will be of interest to researchers and practitioners interested in the linguistic implications of the application of a CLIL approach including those with backgrounds in TESOL Applied Linguistics Curriculum and Materials Development Second Language Acquisition and Language Education

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 *Second Language Acquisition and Lifelong Learning* Simone E. Pfenninger, Julia Festman, David Singleton, 2023-05-05 Language fundamentally defines and distinguishes us as humans as members of society and as individuals As we go through life our relationship with language and with learning shifts and changes but it remains significant This book is an up to date resource for graduate students and researchers in second language L2 acquisition who are interested in language learning across the lifespan The main goal is to survey and evaluate what is known about the linguistic cognition affect associations that occur in L2 learning from birth through senescence passing through the stages of childhood adolescence adulthood and third age the extent to which L2 acquisition may be seen as contributing to healthy and active aging the impact of the development of personalized technology enhanced communicative L2 environments and how these phenomena are to be approached scientifically and methodologically The effects of certain specific variables such as gender socio economic background and bilingualism are also analyzed as we argue that chronological age does not determine the positioning of L2 learners across the lifespan age is part of a complex web of social distinctions such as psychological and individual factors that intersect in the construction of a learner s relative status and opportunities

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