

Clil In Progress From Theoretical Issues To Classroom Practice

'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.

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.

This volume covers descriptions and interpretations of social and cognitive phenomena and processes which emerge at the interface of languages and cultures in educational and translation contexts. It contains eleven papers, divided into two parts, which focus respectively on the issues of language and culture acquisition and a variety of translation practices (general language, literature, music translation) from socio-cultural and cognitive perspectives.

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.

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.

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.

This book sets out the agenda for the future of modern language teaching in schools. It aims to look beyond the dominant methods of second language teaching to a new approach emphasising the integration of language learning within the wider curriculum. Through research and case studies from the UK, France, Spain, Italy, Germany, Belgium and Finland, the book shows how teachers and policy makers are increasingly moving towards a system where second languages are taught through other curriculum subjects, rather than alongside them. Key areas covered are:
* recent trends and issues in the teaching and learning of modern foreign languages
* the rationale for integrating languages across the curriculum
* how cross-curricular language teaching is developing across Europe
* practical materials and useful ideas for teachers and policy makers
This timely book will interest all foreign language teachers, particularly those on in-service or higher level degree courses. It will also be useful reading for student teachers and educators, and policy makers, internationally.

A guide on how to implement CLIL in the classroom to foster motivation, engagement and progress in language learning.

[International Enactments of GCED for Social Justice and Common Good](#)

[Crossing Boundaries in Science Teacher Education](#)

[Competency-Based Teacher Education for English as a Foreign Language](#)

[A Resource for Subject and Language Teachers](#)

[Language Education in a Multilingual and Multicultural Europe](#)

[CLIL Activities with CD-ROM](#)

[CLIL Skills](#)

[Debates in Modern Languages Education](#)

[An Introduction](#)

[Theory, Research, and Practice](#)

[Content and Language Integrated Learning in Spanish and Japanese Contexts](#)

[Current perspectives and challenges](#)

This edited book compiles pedagogical practices and studies of Content and Language Integrated Learning (CLIL) from two sites: Spain, where CLIL has been widely implemented for more than a decade, and Japan, where the CLIL approach is still in its relative infancy, and quickly gaining momentum. Focusing on three aspects of the CLIL implementations: policy, practice and pedagogy, the authors describe how CLIL has evolved in distinctive socio-political, historical and cultural contexts. The chapters range across primary, secondary and tertiary education, and examine English language teaching and learning at both the macro level - through language education policy - and the micro level - with a focus on classroom interaction and pedagogy. This book fills a gap in the English as a Medium of Instruction (EMI) literature, and will be of particular interest to language teachers, teacher trainers, and students and scholars of applied linguistics more broadly.

The book deals with content acquisition in a Content and Language Integrated Learning (CLIL) based chemistry course and represents high level scientific work. The topic of the thesis is current and relevant in the context of up-to-date research in theory of language education. The main research problem stated and discussed in the thesis confirms that all the attempts of introducing CLIL should be valued, therefore, the book may inspire foreign language teachers and contribute to better understanding of CLIL nature.

This book is based on the European Comenius project CROSSNET with eight case studies about innovation and science teacher education in six European countries. Guiding questions were how teachers, policy makers and teacher educators collaborate in the process of change and how local background projects respond to opportunities for the exchange of experiences and reflection in terms of a common theoretical framework of boundary crossing. The case studies were conducted by local coordinators and contracted teachers. They are supplemented by a cross-case analysis of common and distinct features in the projects and an essay about the relationship between boundary crossing, transformative learning and curriculum theory. Main outcomes are about school-based reform and collaboration for science education.

Widely spread all over Europe and the world, Content and Language Integrated Learning (CLIL) is the subject of great, interest as the ultimate frontier of linguistic and pedagogical research. It impinges on the general cognitive processes involved in learning, on language acquisition and on the development of digital competencies. This volume attests to the spreading of the new "CLIL literacy" in the frame of pluriliteracies, and derives theoretical reflections from case studies and experiential reports, thus addressing both academic and school instructors. It combines research from international CLIL experts with the critical perspectives of academics not directly involved in its instruction.

El present volum és el resultat de la selecció de les millors comunicacions presentades en la primera Taula Rodona Internacional TRI-CLIL sobre Aprenentatge Integrat de Continguts i Llengües (AICLE). El congrés va aconseguir reunir professionals de la docència i de la recerca, tant de matèries escolars, llengües estrangeres i llengües considerades oficials o co-oficials a diferents territoris, que esdevenen llengües additionals per a la població escolar migrada.

This book brings together key perspectives from scholars in the Global South and Global North to illustrate diverse ways in which the UN's Global Citizenship Education (GCED) agenda can promote social justice and be used as a vehicle for negotiating and learning about diverse and shared objectives in education and the global public sphere. Recognizing the historical function of education as a prominent public sphere site, this book addresses questions around how forms of global education can serve as public sphere sites in various contexts today and in the future. Specifically, it questions established notions of education and proposes new interpretations of the relationship between practices of education and the public sphere to meet the needs of our contemporary turbulent era and a post-2020 world. By offering conceptual analyses, examples of policy and educational practices which promote global learning, democratic citizenship, common good, and perspective-taking, the text offers new critical understandings of how GCED can contribute to the public responsibilities and roles of education.

Chapters consider examples such as non-formal adult education at the Mexico–US border, teachers' responsibilities in Japan and Finland, developments in education policy and practices in Brazil, civic religious teachings in Canada, online learning in the United States and China, and support to the participation of women in higher education in Pakistan. Given its unique approach, and the range of case studies it brings together, this book is a timely addition to the literature on education in the global public sphere. It will prove to be an invaluable resource for scholars working at the intersections of global education and transnational education policies, and for teachers involved in global education.

Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichermaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

"This book problematizes the construct of distance second language learning, in order to see what it covers, if its parameters are well-defined, what theories can guide the actions of the participants, and whether a model of action can be suggested with a method to validate the model!"--Provided by publisher.

[Modern Languages Across the Curriculum](#)

[Languages for Social Cohesion](#)

[Integrating Engineering Education and Humanities for Global Intercultural Perspectives](#)

[Content-based Language Learning in Multilingual Educational Environments](#)

[Machine Translation and Translation Theory](#)

[Pedagogical and Technological Innovations in \(and through\) Content and Language Integrated Learning](#)

[AICLE – CLIL – EMILE: Educació plurilingüe, Experiències, research & polítiques](#)

[Contacts and Contrasts in Educational Contexts and Translation](#)

[Proceedings of the Conference "Integrating Engineering Education and Humanities for Global Intercultural Perspectives", 25-27 March 2020, St. Petersburg, Russia](#)

[Discourse in Content and Language Integrated Learning \(CLIL\) Classrooms](#)

[English as a foreign language teacher education](#)

[CLIL in Practice](#)

This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view.

Motivation is a key aspect of second language learning. There is no doubt that abstract models are basic to gain theoretical insights into motivation; however, teachers and researchers demand comprehensible explanations for motivation that can help them to improve their everyday teaching and research. The aim of this book is to provide both theoretical insights and practical suggestions to improve motivation in the classroom. With this in mind, the book is divided into two sections: the first part includes innovative ideas regarding language learning motivation, whereas the second is focused on the relationship between different approaches to foreign language learning [¶] such as EFL (English as a foreign language), CLIL (Content and Language Integrated Learning) or immersion [¶] and motivation. Both sections have an emphasis on pedagogical implications that are rooted in both theoretical and empirical work.

The seventeen chapters brought together in this volume represent a selection of papers presented at the International Conference on Bilingualism held in March 2015 at the University of Malta's Valletta campus. The multifaceted nature of the conference is evident in the diverse viewpoints from a range of authors who analyse aspects of the linguistic situations in Brazil, Bulgaria, France, Germany, Greece, Israel, Italy, Macau, Malta, Poland, Romania, Sri Lanka, and the United Kingdom. The volume comprises chapters on Code-Switching, Linguistic Landscape, Bilingualism, Culture and Identity, Language Policy, Bilingual Education, and Trilingualism. This book is a valuable resource not only for students and scholars, but also for language teachers interested in the variegated nature of bilingualism in various countries in Europe, Asia, and South America.

This edited volume is devoted to expanding the theoretical basis of Processability Theory, a theory of second language development that combines insights in the way speakers generate language and store their language knowledge to predict, describe and explain developmental sequences (Pienemann 1998, 2005). The aim of the book is to provide a forum for new perspectives focusing on three intersections: (1) the interface between morpho-syntax and discourse/pragmatics/semantics, (2) constraints on processing and receptive processing and (3) developments in instructed second language learning. Each part also includes a response paper, in which the new perspectives, in terms of the theoretical challenges and/or the empirical results of the preceding chapters are discussed. This collection of articles and response papers will be very relevant to students and researchers interested in theoretical aspects of second language acquisition, and more specifically Processability Theory, and clearly indicates that the field is lively and open.

This edited volume contains reports of current research, and literature reviews of research, involving self-efficacy in various instructional technology contexts. The chapters represent international perspectives across the broad areas of K- 12 education, higher education, teacher self-efficacy, and learner self-efficacy to capture a diverse cross section of research on these topics. The book includes reviews of existing literature and reports of new research, thus creating a comprehensive resource for researchers and designers interested in this general topic. The book is especially relevant to students and researchers in educational technology, instructional technology, instructional design, learning sciences, and educational psychology.

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 Jaume I in Castell, Spain. It examines the advantages 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.

Do your students struggle to see the point in learning a language other than English? Do you teach in an English-dominant setting? If so, this book is a 'must-read'. It offers international perspectives on CLIL, a revolutionary teaching approach where students study subjects, for example physics or history, in a language which is not their own. Informed by research carried out by the authors, it addresses the issues of developing CLIL in Anglophone contexts and shows how to implement this method of language learning successfully in the reality of the classroom. Through three key themes, sustainability, pedagogy and social justice, each author explores CLIL as a means of addressing the high levels of cultural diversity and socio-economic disparity in Anglophone-dominant settings. Authored by experts in the field, it offers a set of flexible teaching tools, which serve to combine language and content, ultimately enhancing the learning experience of students.

The series serves to propagate investigations into language usage, especially with respect to computational support. This includes all forms of text handling activity, not only interlingual translations, but also conversions carried out in response to different communicative tasks. Among the major topics are problems of text transfer and the interplay between human and machine activities.

[International Perspectives on Bilingualism](#)

[Examining Content and Language Integrated Learning \(CLIL\) Theories and Practices](#)

[Investigating Content and Language Integrated Learning](#)

[Insights from Swedish High Schools](#)

[Integration of theory and practice in CLIL](#)

[International Journal of Language Studies \(IJS\) [¶] volume 11\(4\)](#)

[Curriculum Integrated Language Teaching](#)

[Theory and Practice](#)

[Second Language Distance Learning and Teaching: Theoretical Perspectives and Didactic Ergonomics](#)

[Content and Language Integrated Learning \(CLIL\) in the European Primary Education Framework](#)

[From theory to practice](#)

[Self-Efficacy in Instructional Technology Contexts](#)

Over the years, various types of experimental projects have been carried out in Italy at different levels of education. CLIL practices have moved from limited small-scale experiments to elaborated projects involving technology, materials design and the creation of CLIL networks. This volume is a collection of works by both language and content teachers at all levels of education who have, in the past six years, embarked on a CLIL-type journey. The book is organized into two sections; the first part highlights some considerations that are more theoretical in nature. The purpose is to provide moments of reflection on these issues and/or bring to light other matters that merit further discussion.The second part is more pragmatic in nature dealing with proposals and projects already implemented in schools and at University.The chapters extol the numerous studies that have been going on in this field in the past decades. They contribute to the existing research in terms of small-scale explorations that highlight the development of CLIL over the years, a cautious progress that has led professionals

to move from initial steps or simple trials to more complex tangible CLIL learning objects. A testimony of diversity in approaches showing how rich and vibrant the field of CLIL studies is and will continue to be in the future.

This book will be of interest to a broad readership, regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible “meta-language” (i.e. a language for talking about language) that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta-language by critically reviewing, systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment, and on school-based approaches to LAC and CLIL, drawing on both research studies and the experiences of front-line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals, where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society, and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry.

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.

The field of Second Language Teacher Education (SLTE) is mainly concerned with the professional preparation of L2 teachers. In order to improve teaching in the multilingual and multicultural classroom of the 21st century, both pre- and in-service L2 teachers as well as L2 teacher educators must be prepared to meet the new challenges of education under the current circumstances, expanding their roles and responsibilities so as to face the new complex realities of language instruction. This volume explores a number of key dimensions of EFL teacher education. The sixteen chapters discuss a wide variety of issues related to second language pedagogy and SLTE. Topics discussed include the importance of SLA research; competency-based teacher education approach; classroom-based action research; SLTE models; the value and role of practicum experience abroad; the models of pronunciation teaching; multicultural awareness and competence; the influence of teachers' cognitions, emotions and attitudes on their emerging and changing professional identities; the potential of classroom materials and technology; and CLIL and ESP teacher education. English as a foreign language teacher education: Current perspectives and challenges will be of interest to teachers-in-training, teachers, teacher educators and to those educational researchers interested in how L2 teaching is actually learned in professional preparation programmes. Juan de Dios Martínez Agudo is Associate Professor of EFL Teacher Education at the University of Extremadura, Spain. His current research interests include Second Language Acquisition and English Teaching Methodology. His most recent books are Oral Communication in the EFL Classroom (2008), Errors in the Second Language Classroom: Corrective Feedback (2010) and Teaching and Learning English through Bilingual Education (2012).

The ECML's Languages for social cohesion programme (2004-2007) involved approximately 4500 language professionals from Europe and beyond. This publication focuses on key developments in language education promoted through the work of the European Centre for Modern Languages of the Council of Europe (ECML). It serves three main functions. Firstly, it summarises the ECML's contributions to fostering linguistic and cultural diversity in European societies. Secondly, it contains the proceedings of the ECML Conference, held in September 2007 at the University of Graz, to communicate the results of this programme to the wider public. Thirdly, it provides a preview of the projects which comprise the next programme of the ECML (2008-2011): 'Empowering language professionals: competences - networks - impact - quality'. In this way the publication both provides an overview of current issues and trends in European language teaching and indicates perspectives for the future.

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.

Providing a series of chapters, written by teacher educators in three continents, this edited volume explores the concepts, challenges, possibilities, and implementations of competency-based instruction for developing English competencies in English as a foreign language (EFL) contexts. Recent trends in education have emphasized the need to develop competencies that connect learning with real-life performances. This need has brought about a massive increase in the number of studies and scholarly works devoted to research into competency-based education. However, for teachers and learners of EFL, it is challenging to develop competencies for using a language that does not seem to connect with their real-life scenarios. The chapters apply the concept of competency-based instruction in different EFL contexts and are structured around three themes: Theory: current thoughts on theories of competency-based education Research: empirical research on competency-based teacher education Practice: integrating competency-based instruction into teacher education This book offers examples of competency-based EFL teacher education through both research and practical applications. In addition to the innovation in competency approaches, the inclusion of language learning in virtual environments offers a valuable resource for scholars, educators, researchers, and all those concerned with current and future education.

This book covers research topics in bilingual education, language policies, language contact, identity of bilingual speakers, early bilingualism, heritage languages, and more, and provides an overview of current theory, research and practice in the field of bilingualism. Each chapter is written by a specialist in the field. Part I focuses on the numerous and heterogeneous relations between languages as well as the implications arising from bilingual speech processing. In Part II, a series of contextualized studies on bilingual classrooms are presented, with diverse research designs applied in different educational settings being a key feature of these studies. Part III bridges theory and practice by offering an insight into mono- and multilingual school settings showcasing examples of educational institutions where bilingualism successfully soared and depicts the needs related to language education.

[Content and Language Integrated Learning](#)

[Approaches and Conceptualisations](#)

[CLIL in Higher Education](#)

[CLIL in Context Practical Guidance for Educators](#)

[Progress of Theoretical Physics](#)

[Language Policy and Pedagogical Practice](#)

[The Routledge Handbook of Teaching English to Young Learners](#)

[CLIL in progress. From theoretical issues to classroom practice](#)

[Theoretical and Methodological Developments in Processability Theory](#)

[A CLIL-Based Chemistry Course at the Lower Secondary School Level](#)

[Policy, Practice and Pedagogy](#)

[Centering Global Citizenship Education in the Public Sphere](#)

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.

Debates in Modern Languages Education offers a comprehensive introduction and synthesis of the major themes and research evidence in language learning and teaching today, providing an up-to-date, authoritative review of traditional and contemporary issues in language teaching. With chapters by leading experts in the field, thematic sections explore and consider: the importance of a wide range of different knowledge bases and skills for effective teaching how to become expert practitioners approaches to teaching with reference to relevant theories, complex constructs, and empirical research the innovations and ideas that shape and will shape the discipline for the next decade. Each thought-provoking chapter is supported by reference to further reading and additional material to encourage deeper exploration which will help the reader to fully engage in the debates presented. This book is a valuable resource for any student or practising teacher engaged in initial teacher education, continuing professional development and Masters level study.

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.

This book presents papers from the International Conference on Integrating Engineering Education and Humanities for Global Intercultural Perspectives (IEEHGIP 2020), held on 25–27 March 2020. The conference brought together researchers and practitioners from various disciplines within engineering and humanities to offer a range of perspectives. Focusing on, but not limited to, Content and Language Integrated Learning (CLIL) in Russian education the book will appeal to a wide academic audience seeking ways to initiate positive changes in education.

[Teaching English as a Foreign Language](#)

[Theoretical Perspectives and Didactic Ergonomics](#)

[Assessment and Learning in Content and Language Integrated Learning \(CLIL\) Classrooms](#)

[Towards a Multilingual Language Policy](#)

[Current Research in Bilingualism and Bilingual Education](#)

[Language Across the Curriculum & CLIL in English as an Additional Language \(EAL\) Contexts](#)

[The Challenges of Content Acquisition in a CLIL Course](#)

[Motivation and Foreign Language Learning](#)