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[Recent CLIL publications – May 2016](#)

Recent CLIL publications – 5/2016

We would like to draw your attention to recent academic publications related to CLIL.

- Bergström, K., Klatte, M., Steinbrink, C., & Lachmann, T. (2016). [First and Second Language Acquisition in German Children Attending a Kindergarten Immersion Program: A Combined Longitudinal and Cross - Sectional Study](#). *Language Learning*, 66(2), 386-418.
- van Kampen, E., Admiraal, W., & Berry, A. (2016). [Content and language integrated learning in the Netherlands: teachers' self-reported pedagogical practices](#). *International Journal of Bilingual Education and Bilingualism*, 1-15.
- Lucero, A. (2016). [Oral narrative retelling among emergent bilinguals in a dual language immersion program](#). *International Journal of Bilingual Education and Bilingualism*, 1-17.
- Paulsrud, B. Y. (2016). [English-medium instruction in Sweden: Perspectives and practices in two upper secondary schools](#). *Journal of Immersion and Content-Based Language Education*, 4(1), 108-128.
- Pladevall-Ballester, E., & Vallbona, A. (2016). [CLIL in minimal input contexts: A longitudinal study of primary school learners' receptive skills](#). *System*, 58, 37-48.

[Recent CLIL publications – April 2016](#)

Recent CLIL publications – 4/2016

We would like to draw your attention to recent academic publications related to CLIL.

‘The Language Learning Journal’ published a special issue entitled ‘Content and Language Integrated Learning II’ in August 2015. The issue was edited by Christiane Dalton-Puffer & Tarja Nikula. The full content of this special issue can be found [here](#). All publications in this issue can be found at the end of this article.

In addition to this issue, the following articles have also been published recently in different journals. They are presented in alphabetical order:

- Dallinger, S., Jonkmann, K., & Hollm, J. (2016). [Selectivity of content and language integrated learning programmes in German secondary schools](#). *International Journal of Bilingual Education and Bilingualism*, 1-12.
- Hernandez-Nanclares, N., & Jimenez-Munoz, A. (2015). [English as a medium of instruction: evidence for language and content targets in bilingual education in economics](#). *International Journal of Bilingual Education and Bilingualism*, 1-14.
- van Kampen, E., Admiraal, W., & Berry, A. (2016). [Content and language integrated learning in the Netherlands: teachers' self-reported pedagogical practices](#). *International Journal of Bilingual Education and Bilingualism*, 1-15.
- Lucero, A. (2016). [Oral narrative retelling among emergent bilinguals in a dual language immersion program](#). *International Journal of Bilingual Education and Bilingualism*, 1-17.
- Merino, J.A., & Lasagabaster, D. (2015). [CLIL as a way to multilingualism](#). *International Journal of Bilingual Education and Bilingualism*, 1-14.
- Pladevall-Ballester, E., & Vallbona, A. (2016). [CLIL in minimal input contexts: A longitudinal study of primary school learners' receptive skills](#). *System*, 58, 37-48.

Articles in the special issue ‘Content and Language Integrated Learning II’ of ‘The Language Learning Journal’:

- Lo, Y. Y., & Macaro, E. (2015). Getting used to content and language integrated learning: what can classroom

interaction reveal?. *The Language Learning Journal*, 43(3), 239-255.

- Morton, T. (2015). Vocabulary explanations in CLIL classrooms: a conversation analysis perspective. *The Language Learning Journal*, 43(3), 256-270.
- Kontio, J., & Sylvén, L. K. (2015). Language alternation and language norm in vocational content and language integrated learning. *The Language Learning Journal*, 43(3), 271-285.
- Gené-Gil, M., Juan-Garau, M., & Salazar-Noguera, J. (2015). Development of EFL writing over three years in secondary education: CLIL and non-CLIL settings. *The Language Learning Journal*, 43(3), 286-303.
- Lim Falk, M. (2015). English and Swedish in CLIL student texts. *The Language Learning Journal*, 43(3), 304-318.
- Ruiz de Zarobe, Y., & Zenotz, V. Reading strategies and CLIL: The effect of training in formal instruction. *Language Learning Journal*, 43(2).
- Moore, P., & Lorenzo, F. (2015). Task-based learning and content and language integrated learning materials design: process and product. *The Language Learning Journal*, 43(3), 334-357.

[Recent CLIL Publications – November 2015 – Updated 13/11](#)

We would like to point out two journals that recently had a CLIL-special issue: ‘System’ and ‘Language, Culture and Curriculum’. The most recent issue of System (November 2015) is a special edition, titled: ‘The interface between task-based language teaching and content-based instruction’. It is edited by María del Pilar García Mayo and all articles can be found on [this issue’s website](#) on Sciencedirect.

Another special issue on CLIL was in the journal ‘Language, Culture and Curriculum’ published in March 2015. It is edited by Jasone Cenoz and Yolanda Ruiz de Zarobe and the title is ‘Learning through a second or additional language: content-based instruction and CLIL in the twenty-first century’. Go [this issue’s website](#) on T&F for all the articles.

All publications in these two issues can also be found at the end of this article.

Besides these two very interesting volumes of System and Language, Culture and Curriculum, more articles have been published recently in several journals.

Here is an overview in alphabetic order of the authors, links can be found in the titles:

- Cross, R. (2014). [Best evidence synthesis — Current approaches to languages education \(Gesture, Inquiry learning, and CLIL\)](#). Melbourne, Australia: Catholic Education Commission of Victoria.
- Cross, R. (2015). [Defining Content and Language Integrated Learning for Languages Education in Australia](#). Babel, 49(2), 4.
- Moore, P., & Lorenzo, F. (2015). [Task-based learning and content and language integrated learning materials design: process and product](#). *The Language Learning Journal*, 43(3), 334-357.
- Otwinowska, A. and Foryś, M. (2015). [They learn the CLIL way, but do they like it? Affectivity and cognition in upper-primary CLIL classes](#). *International Journal of Bilingual Education and Bilingualism*, 1-24.
- Pérez, A., Lorenzo, F., & Pavón, V. (2015). [European bilingual models beyond lingua franca: key findings from CLIL French programs](#). *Language Policy*, 1-20.
- Ruiz de Zarobe, Y., & Coyle, D. (2015). [Towards new learning partnerships in bilingual educational contexts—raising learner awareness and creating conditions for reciprocity and pedagogic attention](#). *International Journal of Multilingualism*, 1-23.

To view all the articles of the issues of System and Language, Culture and Curriculum, click [here](#) to read the full post.

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[Content and Language Integrated Learning: Language Policy and Pedagogical Practice](#)

International Journal of Bilingual Education and Bilingualism 2013, 16 (4), guest edited by Yolanda Ruiz de Zarobe.

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Irish and Modern languages

Áine Furlong, Brendan MacMahon and Sinéad Ní Ghuidhir, (2012). 'Irish and Modern languages: A Collaborative journey in Initial Teacher Education' [Click here to read more »](#)

Revista de Padres y Maestros

Revista de Padres y Maestros, February 2013, number 349 is dedicated to bilingual education. (ed. by Michele C. Guerrini). Articles in English and Spanish. [Click here to read more »](#)

English-Medium Instruction at Universities: Global Challenges

Aintzane Doiz, David Lasagabaster, Juan Manuel Sierra (eds.) (2013). "English-Medium Instruction at Universities: Global Challenges". Bristol/Buffalo/Toronto: Multilingual Matters.

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AILA Review 25

AILA Review 25 (2012) on "Integrating Content and Language in Higher Education. Gaining Insights into English-Medium Instruction at European Universities" (ed. by Ute Smit and Emma Dafouz). [Click here to read more »](#)

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AILA Review 25

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AILA Review 25 (2012) on "Integrating Content and Language in Higher Education. Gaining Insights into English-Medium Instruction at European Universities" (ed. by Ute Smit and Emma Dafouz).

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Content and Language Integrated Learning: Language Policy and Pedagogical Practice

Posted on July 8, 2013 in: [Publications](#) | [Jump To Comments](#)

International Journal of Bilingual Education and Bilingualism 2013, 16 (4), guest edited by Yolanda Ruiz de Zarobe.

With the following contributions:

- Yolanda Ruiz de Zarobe: *CLIL implementation: from policy-makers to individual initiatives*
- Do Coyle: *Listening to learners: an investigation into 'successful learning' across CLIL contexts*
- Julia Hüttner, Christiane Dalton-Puffer & Ute Smit: *The power of beliefs: lay theories and their influence on the implementation of CLIL programmes*
- Jenny Denman, Rosie Tanner & Rick de Graaff: *CLIL in junior vocational secondary education: challenges and opportunities for teaching and learning*
- Liss Kerstin Sylvé: *CLIL in Sweden – why does it not work? A metaperspective on CLIL across contexts in Europe*
- Anna Czura & Katarzyna Papaja: *Curricular models of CLIL education in Poland*
- Cristina Escobar Urmeneta: *Learning to become a CLIL teacher: teaching, reflection and professional development*
- Maria Grandinetti, Margherita Langellotti & Y.L. Teresa Ting: *How CLIL can provide a pragmatic means to renovate science education – even in a sub-optimally bilingual context*
- Francisco Lorenzo: *Genre-based curricula: multilingual academic literacy in content and language integrated learning*
- Jasone Cenoz: *Discussion: towards an educational perspective in CLIL language policy and pedagogical practice*

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CLIL » News Archive » English-Medium Instruction at Universities: Global Challenges

Aintzane Doiz, David Lasagabaster, Juan Manuel Sierra (eds.) (2013). “English-Medium Instruction at Universities: Global Challenges”. Bristol/Buffalo/Toronto: Multilingual Matters.

The aim of this book is to provide critical insights into the English-medium instruction (EMI) experiences which have been implemented at a number of universities in countries such as China, Finland, Israel, the Netherlands, South Africa, Spain and the USA, characterised by differing political, cultural and sociolinguistic situations.

In particular, it reflects on the consequences of EMI as an attempt to gain visibility and as a strategy in response to the need to become competitive in both national and international markets. The pitfalls and challenges specific to each setting are analysed, and the pedagogical issues and methodological implications that arise from the implementation of these programmes are also discussed. [More information.](#)

CLIL » News Archive » Irish and Modern languages

Áine Furlong, Brendan MacMahon and Sinéad Ní Ghuidhir, (2012). 'Irish and Modern languages: A Collaborative journey in Initial Teacher Education' in F. Waldron and J. Smith (Eds) [*Re-Imagining Initial Teacher Education: Perspectives on Transformation*](#), Drumcondra, Dublin: The Liffey press

The discussion centers around the role of language in the learning process. The inseparability of thought, language and learning emphasises the need for a language sensitive approach to all subjects in any language, including Irish and English.

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L'enseignement bilingue / Zweisprachiger Unterricht

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L'enseignement bilingue: Modèles, formation, continuité

Zweisprachiger Unterricht: Modelle, Ausbildung, Nachhaltigkeit

Claudine Brohy (ed.)

Actes du colloque ZUG / APEPS sur l'enseignement bilingue

Akten des Kolloquiums der ZUG / APEPS zum zweisprachigen Unterricht

Université de Fribourg / Universität Freiburg

19.-20.11.2010

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The issue of System:

- García Mayo, M. P. (2015). The interface between task-based language teaching and content-based instruction. System, 54, 1-3
- Lyster, R. (2014). Using form-focused tasks to integrate language across the immersion curriculum. System.
- Nikula, T. (2015). Hands-on tasks in CLIL science classrooms as sites for subject-specific language use and learning. System, 54, 14-27.
- Van Gorp, K., & Van den Branden, K. (2015). Teachers, pupils and tasks: The genesis of dynamic learning opportunities. System, 54, 28-39.
- García Mayo, M. P., & Ibarrola, A. L. (2015). Do children negotiate for meaning in task-based interaction? Evidence from CLIL and EFL settings. System.
- Juan-Garau, M., & Jacob, K. (2015). Developing English learners’ transcultural skills through content-and task-based lessons. System, 54, 55-68.
- Llinares, A., & Dalton-Puffer, C. (2015). The role of different tasks in CLIL students’ use of evaluative language. System, 54, 69-79.
- Pérez-Vidal, C., & Roquet, H. (2015). The linguistic impact of a CLIL Science programme: An analysis measuring relative gains. System, 54, 80-90.
- Butler, Y. G. (2014). The use of computer games as foreign language learning tasks for digital natives. System.
- Ortega, L. (2015). Researching CLIL and TBLT interfaces. System, 54, 103-109.

The issue of Language, Culture and Curriculum:

- Cenoz, J., & Ruiz de Zarobe, Y. (2015). Learning through a second or additional language: content-based instruction and CLIL in the twenty-first century. *Language, Culture and Curriculum*, 28(1), 1-7.
- Cenoz, J. (2015). Content-based instruction and content and language integrated learning: the same or different?. *Language, Culture and Curriculum*, 28(1), 8-24.
- Tedick, D. J., & Wesely, P. M. (2015). A review of research on content-based foreign/second language education in US K-12 contexts. *Language, Culture and Curriculum*, 28(1), 25-40.
- Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning—mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum*, 28(1), 41-57.
- Llinares, A. (2015). Integration in CLIL: a proposal to inform research and successful pedagogy. *Language, Culture and Curriculum*, 28(1), 58-73.
- Lin, A. M. (2015). Conceptualising the potential role of L1 in CLIL. *Language, Culture and Curriculum*, 28(1), 74-89.
- Ruiz de Zarobe, Y., & Cenoz, J. (2015). Way forward in the twenty-first century in content-based instruction: moving towards integration. *Language, Culture and Curriculum*, 28(1), 90-96.

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