
Graduate Certificate in Content and Language Integrated Learning

Professional Development in CLIL

Professional Development in CLIL involves a range of key terms and vocabulary that are essential for educators to understand in order to effectively implement Content and Language Integrated Learning strategies in their teaching practice. In this course, the Graduate Certificate in CLIL, participants will explore these terms in depth to enhance their knowledge and skills in this area. Let's delve into the key terms and vocabulary related to Professional Development in CLIL.

1. **Content and Language Integrated Learning (CLIL)**:

Content and Language Integrated Learning is an approach to language teaching that involves teaching academic content in a second or foreign language. In CLIL, language and content are integrated in the teaching and learning process to promote language acquisition alongside subject knowledge.

2. **Professional Development**:

Professional development refers to the process of improving and enhancing the skills, knowledge, and abilities of educators to support effective teaching and learning. In the context of CLIL, professional development focuses on building teachers' capacity to implement CLIL methodologies in their classrooms.

3. **Language Proficiency**:

Language proficiency refers to an individual's ability to use a language effectively in various contexts. In CLIL, educators need to have a high level of language proficiency in both the target language and the content area they are teaching to effectively implement CLIL strategies.

4. **Language Competence**:

Language competence encompasses the knowledge of grammar, vocabulary, pronunciation, and other linguistic elements required to communicate effectively in a language. Educators need to develop language competence to support language acquisition and learning in CLIL classrooms.

5. **Language Acquisition**:

Language acquisition refers to the process of learning a language naturally through exposure and practice. In CLIL, language acquisition is facilitated through meaningful interactions and engagement with content in the target language.

6. **Language Learning**:

Language learning involves the intentional study and practice of a language to develop proficiency. In CLIL, educators support language learning by providing opportunities for students to engage with language in authentic contexts while learning content.

7. **Interdisciplinary Approach**:

An interdisciplinary approach involves integrating knowledge and methods from multiple disciplines to address complex problems and enhance learning outcomes. In CLIL, educators use an interdisciplinary

approach to connect language and content in meaningful ways.

8. **Authentic Materials**:

Authentic materials are resources that are created for native speakers of a language and reflect real-world language use. In CLIL, educators use authentic materials such as newspapers, videos, and websites to provide students with exposure to natural language and authentic content.

9. **Task-Based Learning**:

Task-based learning is an approach to language teaching that focuses on completing meaningful tasks to develop language skills. In CLIL, educators use task-based learning to engage students in authentic language use while working on content-related tasks.

10. **Assessment for Learning**:

Assessment for learning involves using assessment to support and enhance student learning. In CLIL, educators use formative assessment strategies to monitor student progress, provide feedback, and adjust instruction to meet students' needs.

11. **Language Functions**:

Language functions refer to the communicative purposes of language, such as expressing opinions, asking questions, and giving instructions. In CLIL, educators focus on developing students' language functions to support their ability to communicate effectively in the target language.

12. **Language Skills**:

Language skills include listening, speaking, reading, and writing, as well as other language competencies such as vocabulary and grammar. In CLIL, educators help students develop language skills through meaningful content-based activities and tasks.

13. **Cognitive Academic Language Proficiency (CALP)**:

CALP refers to the ability to use language for academic purposes, such as understanding and producing complex texts and engaging in academic discussions. In CLIL, educators support students in developing CALP skills to succeed in content-based learning.

14. **Language Transfer**:

Language transfer occurs when learners apply knowledge or patterns from their first language to the second language they are learning. In CLIL, educators need to be aware of language transfer to address potential challenges and support students in developing accurate language use.

15. **Language Awareness**:

Language awareness involves understanding the structure, use, and functions of language. In CLIL, educators help students develop language awareness by exploring language features in context and reflecting on their language use.

16. **Scaffolding**:

Scaffolding is a teaching strategy that involves providing support and guidance to help students develop new skills and knowledge. In CLIL, educators scaffold learning by breaking down tasks, providing models,

and offering feedback to support students in achieving learning goals.

17. **Collaborative Learning**:

Collaborative learning is an instructional approach that involves students working together in groups to achieve shared learning goals. In CLIL, educators use collaborative learning to promote language development, critical thinking, and problem-solving skills among students.

18. **Differentiated Instruction**:

Differentiated instruction involves tailoring teaching strategies and activities to meet the diverse learning needs of students. In CLIL, educators use differentiated instruction to accommodate varying language proficiency levels, learning styles, and interests in the classroom.

19. **Professional Learning Communities**:

Professional learning communities are groups of educators who collaborate to share knowledge, resources, and best practices to improve teaching and learning outcomes. In CLIL, participating in professional learning communities can support educators in implementing effective CLIL strategies and approaches.

20. **Reflective Practice**:

Reflective practice involves critically evaluating one's teaching practices, beliefs, and assumptions to improve professional growth and student learning. In CLIL, educators engage in reflective practice to assess the effectiveness of their CLIL instruction and make informed decisions for continuous improvement.

By understanding and applying these key terms and vocabulary related to Professional Development in CLIL, educators can enhance their knowledge and skills to effectively implement Content and Language Integrated Learning strategies in their classrooms. Through ongoing professional development and reflective practice, educators can create engaging and meaningful learning experiences that support students' language acquisition and content learning in CLIL settings.