

Course title	Towards a Cognitive-Linguistic Turn in CLIL
Lecturer	Determined later
Lecturer's email address	
Hours	15
ECTS	5
Academic year	2020/2021
Semester	summer
Content	<p>Towards a Cognitive-Linguistic Turn in CLIL is designed for all students interested in teaching and learning English/L2 through the use of the target language to teach other subjects across the curriculum/bilingual education. This course combines theoretical knowledge of cognitive linguistics and Content and Language Integrated Learning (CLIL).</p> <p>The areas covered in the course include the following thematic units:</p> <ul style="list-style-type: none"> • The analysis of key aspects of cognitive linguistics • Defining Content and Language Integrated Learning (CLIL) • The rise of CLIL • Core features of CLIL methodology • Linguistic features in a CLIL setting • Content in a CLIL setting • CLIL and affective factors • An overview of research outcomes of studies carried out in CLIL settings
Learning outcomes	<p>At the end of the course the student is expected to be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of cognitive linguistics; • demonstrate familiarity with theoretical underpinnings of CLIL; • demonstrate understanding of basic principles of CLIL methodology; • present research outcomes of studies carried out in CLIL settings.
Selected literature	<ul style="list-style-type: none"> • Benson, P. (2011). <i>Teaching and researching autonomy in language learning</i>. Harlow, UK. • Borowiak, A. (2019). CLIL Education. In B. Lewandowska-Tomaszczyk (eds.), <i>Contacts and Contrasts in Educational Contexts and Translation</i> (pp. 73-83). Springer, Cham. • Coyle, D., Hood, P. & Marsh, D. (2010). <i>CLIL. Content and Language Integrated Learning</i>. Cambridge: Cambridge University Press. • Dörnyei, Z. (2001). <i>Teaching and researching motivation</i>. Harlow: Longman

	<ul style="list-style-type: none"> • Marsh, D., Maljers, A., & Hartiala, A. K. (2001). Profiling European CLIL Classrooms. Jyväskylä, Finland: Centre for Applied Language Studies. • Mehisto, P., Marsh, D., & Frigols, M. J. (2008). <i>Uncovering CLIL content and language integrated learning in bilingual and multilingual education</i>. Macmillan. • Oxbrow, G. L., & Lankiewicz, H. (2017). The cognitive function of specialized languages: Educational implications. <i>Glottodidactica. An International Journal of Applied Linguistics</i>, XLIV (2), 129-146. • Spratt, M. (2017). CLIL Teachers and their Language. <i>Research Papers in Language Teaching & Learning</i>, 8(1). • Surmont, J., Struys, E., Van Den Noort, M., & Van De Craen, P. (2016). The effects of CLIL on mathematical content learning: A longitudinal study. <i>Studies in Second Language Learning and Teaching</i>, 6(2), 319-337. • Wolff, D. (2009). Content and language integrated learning. <i>Handbook of foreign language communication and learning</i>, 6, 545-572. • Vázquez, V. P., & Ellison, M. (2018). Examining teacher roles and competences in Content and Language Integrated Learning (CLIL). <i>Linguarum Arena: Revista de Estudos em Didática de Línguas da Universidade do Porto</i>, 4, 65-78.
Teaching tools/methods	Lectures; individual and group work.
Form of examination	End-of-term quiz and/or presentation