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Immersive or implicit language learning in CLIL is a necessary but not a sufficient condition. Every teacher is a language teacher, therefore CLIL (subject) teachers need to carefully consider their role as content facilitators. Explicit language mediating tools, techniques, and tasks need to be provided (hopefully, in collaboration with the language specialist teacher) by the CLIL teacher. In order to achieve target language learning successfully all the potential of all the languages (special emphasis on the mother tongues) available in any specific CLIL context have to be utilised. A. Llinares, T. Morton, Rachel L Whittaker. Published 2012. Computer Science. Book synopsis: The Roles of Language in CLIL provides a theoretically-based approach to the integration of language and content in primary and secondary contexts addressed to a range of stakeholders in Content and Language Integrated Learning. Adopting the framework of systemic functional linguistics, this book raises practitioners' awareness of how language functions.

Teaching Knowledge Test: Content and Language Integrated Learning Glossary of terms and concepts used in TKT: CLIL. The glossary is organised alphabetically. It begins with a definition of CLIL and some terms associated with CLIL. It continues with terms and concepts presented in Parts 1 and 2 of the TKT: CLIL syllabus. Bilingual (in CLIL contexts) Learners studying several curricular subjects in a non-native language. These learners are sometimes referred to as classroom bilinguals. CBI: Content-based instruction (US) Non-native speakers, often from minority language groups, learning a non-native language to enable them to integrate into mainstream classes. It integrates content and language by learning a content subject through the medium of a foreign language and by learning a foreign language through studying a content-based subject (Ruiz De Zarobe, 2008). A large-scale study of CLIL in Germany (Ergebnisse der DESI-Studie) in 2008 (see table below) found that the CLIL learners had a higher foreign language competence at 15 years old than their non-CLIL control groups. Lasagabaster (2008) highlights work by Hellekjaer in Norway that suggests that CLIL programmes in upper secondary education can boost students’ reading skills for students to manage English textbooks later on at university level. Content and language integrated learning (CLIL) is a way for learning content through an additional language (foreign or second) or language through some specific content, thus teaching the subject via the language. David Marsh coined this term in 1994. First, the idea was connected with teaching business content to business people, and the principal aspect is linked to effective language immersion. CLIL is highly important in the world as it integrates the teaching of content from the curriculum with the teaching of a non-native language. Some schools prefer to select a separate topic within