Primary CLIL Around Europe
Learning in Two Languages in Primary Education

Throughout Europe there is a growing awareness that language learning is much more effective when linked to meaningful content. Through exploiting the synergies of Content AND Language Integrated Learning, children gain a second or third language and subject knowledge simultaneously with ease. This publication brings together various perspectives from different corners of Europe and from different levels: Classroom practice, teacher education, academic research and European language policy.

Through CLIL not only the target language improves substantially, it also has a very positive influence on attitudes and motivation and on the cognitive development of children plus a positive influence on subject matter knowledge and on the development of the pupils' first language.

Furthermore, it is a particular advantage for children from a migration background and it is especially effective in primary school – from day one. For the benefit of every child and to bring the vision of three or more languages (1+2) within compulsory education to life, it is time to rethink primary teacher education.

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(Referate und Arbeitspapiere zur Förderung der Sprachfähigkeiten, insbesondere der schulischen Prüfungsvorbereitung)

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3.3. Oxydierende de Lernprozesse: Empfehlende Forderung

Kooperationen in der gemeinsamen am Ende der Verfassung.

Bitte beachten Sie, dass die hier vorgestellte Methode der Lernprozesse eine wichtige Rolle spielt. Es ist empfehlenswert, sich mit den entsprechenden Fachwissen auseinanderzusetzen. Die Zusammenarbeit mit anderen Wissens- und Lernprozessen ist essentiell dazu, dass die richtigen Entscheidungen getroffen werden. Die erfolgreiche Umsetzung dieser Forderung setzt eine enge Kooperation und ein tiefes Verständnis der beteiligten Bereiche voraus.

Die nachfolgende Abbildung zeigt die Prinzipien der oxydierenden Lernprozesse.

Abbildung 1: Prinzipien der oxydierenden Lernprozesse

[Abbildung 1, die die Prinzipien der oxydierenden Lernprozesse darstellt.]
The image contains a page of text in Korean and another page of text in German. The text is not legible due to the image quality. However, the text appears to be discussing various topics, possibly related to education, as indicated by the frequent use of educational jargon and terminology. The German text seems to be a scientific or technical discussion, while the Korean text is more varied in content, potentially covering a range of subjects from education to general knowledge. Without a clearer image or a readable version of the text, a more detailed description or translation cannot be provided.
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