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Nota di contenuto	Intro -- Introduction -- Chapter 1 Bilingual Children -- Vignette "A Family Experiment" -- 1.1 Dismantling Myths and Legends of Bilingualism -- 1.2 The Guide for Bilingual Parents -- 1.3 The Graduate Medical School of Hanover -- 1.4 The Gap Between Knowing and Doing -- 1.5 The Dual System Hypothesis -- 1.6 The Unitary Language System Hypothesis -- Chapter 2 Nativist and Cognitive Positions -- Vignette "Language is the dress of thought" -- 2.1 The Research on Second Language Acquisition -- 2.2 Behaviorism and a Black Box -- 2.3 The Universal Grammar and Noam Chomsky -- 2.4 The Minimalist Position of Recursion -- 2.5 The Input and Output Hypotheses -- 2.6 Language Learning as a Social Process- The Zone of Proximal Development (ZPD) -- Chapter 3 Nature versus Nurture -- Vignette "The American Experience" -- 3.1 The Fundamental Difference Hypothesis -- 3.2 Linking Nature and Nurture -- 3.3 Anthropology Sheds a New Light -- 3.4 The Neuro-biological View -- 3.5 The Task-based Approach -- Chapter 4 Learning (Foreign) Languages in Cultural Contexts- Historic and Current Developments -- Vignette "The Dunera Boys" -- 4.1 Communicative Language Teaching and the Grammar Question -- 4.2 The Common European Framework for Languages -- 4.3 Rethinking Foreign Language Teaching -- 4.4 The Two Tales of CLIL -- 4.5 CLIL Example-Teaching "Bauhaus" Professor Ingrid Zeller -- Northwestern University -- Chapter 5 Dimensions and

Contexts of Bilingual Teaching -- Vignette "Intercultural Encounters in Student Exchanges" -- 5.1 Scotland -- 5.2 Canada and the US -- 5.3 Australia (&amp -- Deutsche Schule Melbourne) -- 5.4 Germany and Europe -- 5.5 Learning Principles -- 5.6 Principles of Quality Teaching (Luther College) -- 5.7 Teaching Design as an Instructional Model (McKinnon Secondary College) -- 5.8 Linguistic Risk Taking (Ottawa). Chapter 6 Building Blocks of CLIL -- Vignette "Windows in the Foreign Language Classroom" -- 6.1 Features of Multi-perspective Learning -- 6.2 Guiding Questions for CLIL Lesson Planning -- 6.3 The 4 Cs Framework -- 6.4 Discourse Competences-Bridging BICS and CALP -- 6.5 The Language Triptych -- 6.6 The Bilingual Triangle and the Third Space -- 6.7 Task Design Wheel and Task-verbs -- 6.8 Primacy of Content -- 6.9 Scaffolding as a Dual Teaching Strategy -- Chapter 7 Literary CLIL -- Vignette "Intertextuality" -- 7.1 Literature as Part of the Bilingual Curriculum -- 7.2 Literature in the CEF -- 7.3 Selection Criteria -- 7.4 Narratives of Literary CLIL -- 7.5 Literary CLIL as a Theory of Practice -- 7.6 Study Design for Literary Analysis and Criticism -- 7.7 Literary Studies in Contexts, Genres and Target Countries -- 7.8 Intertextuality -- Chapter 8 CLIL Tools and Skills -- Vignette "Worksheet Compass" -- 8.1 Scaffolding as a Tool in CLIL -- 8.2 Task-based Language Teaching (TBLT) -- 8.3 English Unlimited (blended content-language learning) -- 8.4 The Visual Turn -- 8.5 Learnscapes -- Chapter 9 CLIL Modules -- Vignette "Teaching Units" -- 9.1 Measuring Your Media (A2) -- 9.2 Refugees (A2) -- 9.3 Analysing Political Cartoons (B1) -- 9.4 Jacobites and Enlightenment (B1) -- 9.5 Caledonia-Creating a Podcast (B2) -- 9.6 War and Peace-Calvin and Hobbes (B2) -- 9.7 Herringbone Technique (B2+) -- 9.8 Absolutism (B2+) -- 9.9 Reciprocal Teaching (C1) -- 9.10 International Relations-Libya (C1) -- Chapter 10 CLIL Challenges and Desiderata -- Vignette "Venn Diagram" -- 10.1 CLIL as a Catalyst for Change -- 10.2 The Innovative Potential -- 10.3 Competence and Content-a CLIL Example -- 10.4 Future Directions -- Glossary of Teaching Strategies and Learning Skills -- Content and Language Integrated Learning (CLIL): A Methodology of Bilingual Teaching.

| Sommario/riassunto | Learning foreign languages is a process of acquiring authentic contents in cultural contexts. In this respect, bilingual programs provide an effective connection between content-based studies and linguistic activities. The European umbrella term CLIL (Content and Language Integrated Learning) not only comprises the aims and objectives of a sustainable format of teaching foreign languages but also the priority of content over language, in other words: language follows content, as in the Bauhaus precept form follows function. But in order to effectively integrate content and language, a comprehensive pedagogical approach is needed that goes beyond existing curricula and guidebooks. Bernd Klewitz aims at establishing the CLIL methodology by linking content requirements of subject areas, especially those in the social sciences, with linguistic building blocks and tools. The integrative methodology of bilingual programs extends to the study of literature, traditionally a domain of language tuition, but thought to be a seminal part of CLIL as well. The building blocks and language tools presented in this volume focus on learning foreign languages in cultural contexts, aims, and objectives of CLIL, parameters of an integrated bilingual teaching strategy, dimensions of bilingual learning, elements of a CLIL concept, Literary CLIL, CLIL tools and strategies, modules with worked examples, challenges, and desiderata, and a comprehensive glossary. Each section is completed with an interactive part of review, reflection, and practice. |