

1. Record Nr.	UNINA9910449934003321
Titolo	Naval forces' defense capabilities against chemical and biological warfare threats [[electronic resource] /] / Committee for an Assessment of Naval Forces' Defense Capabilities Against Chemical and Biological Warfare Threats, Naval Studies Board, Division on Engineering and Physical Sciences, National Research Council of the National Academies
Pubbl/distr/stampa	Washington, D.C., : National Academies Press, c2004
ISBN	1-280-18000-5 9786610180004 0-309-50860-6
Descrizione fisica	1 online resource (214 p.)
Disciplina	358/.3/0973
Soggetti	Naval art and science - United States Military planning - United States Biological warfare - United States Chemical warfare - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references.

2. Record Nr.	UNINA9910453079403321
Titolo	Integration of theory and practice in CLIL // edited by Ruth Breeze [and three others]
Pubbl/distr/stampa	Amsterdam, Netherlands : , : Rodopi, , 2014 ©2014
ISBN	1-4619-5880-6 94-012-1061-6
Descrizione fisica	1 online resource (202 p.)
Collana	Utrecht Studies in Language and Communication ; ; 28
Disciplina	418.007104
Soggetti	Language and languages - Study and teaching - Europe Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preliminary Material -- Teaching (in) the foreign language in a CLIL context: Towards a new approach / Ana Halbach -- The roots of CLIL: Language as the key to learning in the primary classroom / Aoife Ahern -- Strategic instruction in primary education: A pathway to successful learning in content-based contexts / Yolanda Ruiz de Zarobe and Victoria Zenotz -- Evaluating a CLIL student: Where to find the CLIL advantage / Jill Surmont , Piet Van de Craen , Esli Struys and Thomas Somers -- Prospective CLIL and non-CLIL students' interest in English (classes): A quasi-experimental study on German sixth-graders / Dominik Rumlich -- Addressing our students' needs: Combined task-based and project-based methodology in second language and CLIL courses / Ignacio Pérez-Ibáñez -- Learning processes in CLIL: Opening the door to innovation / Felipe Jiménez , Agata Muszyska and Maite Romero -- Content versus language teacher: How are CLIL students affected? / David Lasagabaster -- Identifying student needs in English-medium university courses / Ruth Breeze -- CLIL at university: Transversal integration of English language and content in the curriculum / Javier Barbero and Jesús Ángel González -- Directory of CLIL projects and resources -- Index.
Sommario/riassunto	Content and Language Integrated Learning (CLIL) has now become a

feature of education in Europe from primary school to university level. CLIL programmes are intended to integrate language and content learning in a process of mutual enrichment. Yet there is little consensus as to how this is to be achieved, or how the outcomes of such programmes should be measured. It is evident that a further type of integration is required: that of bringing the practice of CLIL into closer contact with the theory. In this, it is necessary to establish the role played by other fundamental aspects of the learning process, including learner and teacher perspectives, learning strategies, task design and general pedagogical approaches. The first part of this book provides a variety of theoretical approaches to the question of what integration means in CLIL, addressing key skills and competences that are taught and learned in CLIL classrooms, and exploring the role of content and language teachers in achieving an integrated syllabus. The second part takes specific cases and experimental studies conducted at different educational levels and analyses them in the light of theoretical considerations.
