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Nota di contenuto	Introduction / Yolanda Ruiz de Zarobe and Rosa Maria Jimenez Catalan -- Theoretical and implementation issues of content and language integrated learning. Spanish CLIL: research and official actions / Almudena Fernandez Fontecha -- Effective CLIL programmes / Teresa Naves -- Developing theories of practices in CLIL: CLIL as postmethod pedagogies? / Rolf Wiesemes -- Studies in Content and Language Integrated Learning. Testing the effectiveness of CLIL in foreign language contexts: the assessment of English pronunciation / Francisco Gallardo del Puerto, Esther Gomez Lacabex and Maria Luisa Garcia Lecumberri -- The receptive vocabulary of EFL learners in two instructional contexts: CLIL vs. non-CLIL instruction / Rosa Maria Jimenez Catalan and Yolanda Ruiz de Zarobe -- Young learners' L2 word association responses in two different learning contexts / Soraya Moreno Espinosa -- The role of Spanish L1 in the vocabulary use of CLIL and non-CLIL EFL learners / Maria del Pilar Agustin Ilach -- Themes, and vocabulary in CLIL and non-CLIL instruction / Julieta

Ojeda Alba -- Tense and agreement morphology in the interlanguage of Basque/Spanish bilinguals: CLIL vs. non-CLIL / Izaskun Villareal Olaizola and Maria del Pilar Garcia Mayo -- The acquisition of English syntax by CLIL learners in the Basque country / Maria Martinez Adrian and M. Junkal Gutierrez Mangado -- Communicative competence and the CLIL lesson / Christiane Dalton-Puffer -- CLIL in social science classrooms: analysis of spoken and written productions / Rachel Whittaker and Ana Ilinares.

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Sommario/riassunto

This book contributes to the growth of interest in Content and Language Integrated Learning (CLIL), an approach to second/foreign language learning that requires the use of the target language to learn content. Within the framework of European strategies to promote multilingualism, CLIL has begun to be used extensively in a variety of language learning contexts, and at different educational systems and language programmes. This book brings together critical analyses on theoretical and implementation issues of Content and Language Integrated Learning, and empirical studies on the effectiveness of this type of instruction on learners' language competence. The basic theoretical assumption behind this book is that through successful use of the language to learn content, learners will develop their language proficiency more effectively while they learn the academic content specified in the curricula.

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