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Nota di contenuto	Foreword -- Introduction; Yolanda Ruiz de Zarobe and Darío Banegas -- PART I: Characterization and implementation of CLIL in South America -- CLIL in Argentina: The development of academic vocabulary using a CLIL approach in a literature module in an English language teacher education programme; Marianela Cabral Bettitelli; Celeste Cortés; María Fernanda Piva and María Aurelia Velázquez -- Implementing a CLIL-driven, CLIL-focused course for student-teachers in tertiary education in Brazil; Raul Albuquerque Paraná -- CLIL in Brazil: Revisiting CLIL through critical lens; Antonieta Megale and

Fernanda Liberali -- CLIL in Colombia; Conor Keogh, Kathleen A. Corrales and Paige M. Poole -- The reality of CLIL in public schools in Ecuador; Tammy Mercedes Fajardo-Dack; Mónica Patricia Abad Célieri; Juanita Catalina Argudo Serrano and Homero Patricio Cabrera-Tenecea -- Implementing CLIL in Uruguay: Challenges, contradictions and opportunities; Gabriel Díaz Maggioli -- PART II: Teacher education -- CLIL and teacher education in Argentina; María Gimena San Martín -- Desvendando CLIL no Brasil: Course participants' experiences of an online CLIL teacher education programme in the pandemic; Julia Landau, Raul Albuquerque Paraná and María Luisa Pérez Cañado -- Learning R2L approach to teach CLIL: An action research study in initial teacher education programme in Chile; Malba Barahona and Jing Hao -- Teacher education and CLIL in Colombia; Liliana Cuesta Medina and Yolanda Ruiz de Zarobe -- Are Ecuadorian universities preparing EFL teachers for CLIL? Sacred vs. secret stories; Tammy Mercedes Fajardo-Dack; Mónica Patricia Abad Célieri and Juanita Catalina Argudo Serrano -- Becoming a CLIL teacher: Exploring the voices of Uruguayan teachers in preparation; Gabriel Díaz Maggioli and Patricia Carabelli Mari -- Conclusions: Future trends and challenges for the implementation of CLIL in South America; Darío Banegas and Yolanda Ruiz de Zarobe. .

Sommario/riassunto

CLIL is a pedagogical approach which has gained traction in different educational and geographical contexts as a key tool in language learning and teaching. After more than 25 years of implementation, we can assert that we have learned a great deal about what CLIL entails. However, it is also true that we still need to contextualise the approach in order to clearly delimit what CLIL has to offer in each setting. This is precisely the aim of this book. This volume focuses on CLIL in South American contexts. It identifies, clarifies and offers insights into issues related to its characterisation and implementation, as well as teacher education. With contributions from a prestigious array of scholars and practitioners from various parts of South America, it also highlights some of the achievements and challenges in the process of implementing CLIL in the region. Against the backdrop of South American contexts, this book aims to provide a useful and innovative lens through which policy makers, researchers and teachers will find significant implications for the development of CLIL.
