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| 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.
