

Contents

Contributors	vii
Acknowledgements	xi
Foreword: Integrating Content and Language in Education: Best of Both Worlds? <i>Rick de Graaff</i>	xiii
More Than Content and Language: The Complexity of Integration in CLIL and Bilingual Education <i>Tarja Nikula, Christiane Dalton-Puffer, Ana Llinares and Francisco Lorenzo</i>	1
Part 1: Curriculum and Pedagogy Planning	
1 Cognitive Discourse Functions: Specifying an Integrative Interdisciplinary Construct <i>Christiane Dalton-Puffer</i>	29
2 Historical Literacy in CLIL: Telling the Past in a Second Language <i>Francisco Lorenzo and Christiane Dalton-Puffer</i>	55
3 Learning Mathematics Bilingually: An Integrated Language and Mathematics Model (ILMM) of Word Problem-Solving Processes in English as a Foreign Language <i>Angela Berger</i>	73

- 4 A Bakhtinian Perspective on Language and Content Integration:
Encountering the Alien Word in Second Language Mathematics
Classrooms 101
Richard Barwell

Part 2: Participants

- 5 University Teachers' Beliefs of Language and Content
Integration in English-Medium Education in Multilingual
University Settings 123
Emma Dafouz, Julia Hüttner and Ute Smit
- 6 CLIL Teachers' Beliefs about Integration and about Their
Professional Roles: Perspectives from a European Context 145
Kristiina Skinnari and Eveliina Bovellan

Part 3: Practices

- 7 Integration of Language and Content Through Linguaging in
CLIL Classroom Interaction: A Conversation Analysis Perspective 171
Tom Morton and Teppo Jakonen
- 8 Teacher and Student Evaluative Language in CLIL Across
Contexts: Integrating SFL and Pragmatic Approaches 189
Ana Llinares and Tarja Nikula
- 9 Translanguaging in CLIL Classrooms 211
Pat Moore and Tarja Nikula

Conclusion: Language Competence, Learning and Pedagogy in
CLIL – Deepening and Broadening Integration 235
Constant Leung and Tom Morton

References 249

Index 275