This volume is a key step in establishing an understanding of the integration of language and content in CLIL and multilingual education. The authors provide a wealth of research, offering new and valuable insights into curriculum and pedagogy planning, participant perspectives and classroom practices, while introducing a conceptual framework to integration in CLIL. This volume is aimed at becoming a landmark to teachers, educators and researchers, and all those interested in an integrated approach to multilingual education.

Yolanda Ruiz de Zarobe, University of the Basque Country, Spain

Bringing together many accomplished and respected CLIL researchers, this timely volume presents highly provoking studies and dialogue about content and language integration. Both theoretically and methodologically rich, the book is essential reading for scholars in CLIL, CBI, and immersion education and will undoubtedly stimulate further discussion and inquiry in years to come.

Diane J. Tedick, University of Minnesota, USA

By expanding research on CLIL, the text provides a welcome addition to the field, by proposing ways to use the metaphor of integration to focus on how all educational practice requires consideration of the complex relationships between language and content at institutional, pedagogical, cultural and personal levels. Readers interested in learning in bilingual, sheltered, CLIL, and mainstream classrooms will find valuable insights for improving educational practice for all learners.

Juliet Langman, University of Texas at San Antonio, USA

Content and Language Integrated Learning (CLIL) is a form of education that combines language and content learning objectives, a shared concern with other models of bilingual education. While CLIL research has often addressed learning outcomes, this volume focuses on how integration can be conceptualised and investigated. Using different theoretical and methodological approaches, ranging from socioconstructivist learning theories to systemic functional linguistics, the book explores three intersecting perspectives on integration concerning curriculum and pedagogic planning, participant perceptions and classroom practices. The ensuing multidimensionality highlights that in the inherent connectedness of content and language, various institutional, pedagogical and personal aspects of integration also need to be considered.

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