

# Table of contents

 <https://doi.org/10.1075/lllt.47.toc>

Pages v–vi of

**Applied Linguistics Perspectives on CLIL**

**Edited by Ana Llinares and Tom Morton**

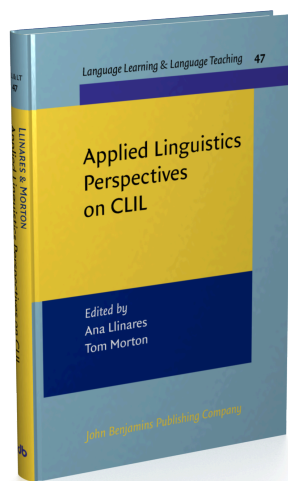
[*Language Learning & Language Teaching*, 47]

2017. vi, 317 pp.

© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: [www.copyright.com](http://www.copyright.com)).

For further information, please contact [rights@benjamins.nl](mailto:rights@benjamins.nl) or consult our website at [benjamins.com/rights](http://benjamins.com/rights)



# Table of contents

## Introduction

- Content and Language Integrated Learning (CLIL): Type of programme or pedagogical model? 1  
*Tom Morton and Ana Llinares*

## Part I: Second Language Acquisition (SLA) perspectives

- Introduction to part I: SLA perspectives on learning and teaching language through content 19  
*Roy Lyster*
- CLIL and SLA: Insights from an interactionist perspective 33  
*María del Pilar García Mayo and María Basterrechea*
- Motivation, second language learning and CLIL 51  
*Liss Kerstin Sylvé*
- Investigating pragmatics in CLIL through students' requests 67  
*Nashwa Nashaat Sobhy*

## Part II: Systemic Functional Linguistics (SFL) perspectives

- Introduction to part II: Systemic Functional Linguistics: A theory for integrating content-language learning (CLL) 91  
*Caroline Coffin*
- Genre and appraisal in CLIL history texts: Developing the voice of the historian 105  
*Anne McCabe and Rachel Whittaker*
- Speech function analysis to explore CLIL students' spoken language for knowledge construction 125  
*Ana Llinares and Tom Morton*

Multi-semiotic resources providing maximal input in teaching science through English	145
<i>Gail Forey and John Polias</i>	
<b>Part III: Discourse analysis perspectives</b>	
Introduction to part III: Discourse Analysis and CLIL	167
<i>Christiane Dalton-Puffer</i>	
Classroom interactional competence in content and language integrated learning	183
<i>Cristina Escobar Urmeneta and Steve Walsh</i>	
Multimodal conversation analysis and CLIL classroom practices	201
<i>Natalia Evnitskaya and Teppo Jakonen</i>	
Assessment for learning in CLIL classroom discourse: The case of metacognitive questions	221
<i>Irene Pascual and Rachel Basse</i>	
<b>Part IV: Sociolinguistic perspectives</b>	
Introduction to part IV: The target language, the sociolinguistic and the educational context in CLIL programs	239
<i>Jasone Cenoz</i>	
“I always speak English in my classes”: Reflections on the use of the L1/L2 in English-medium instruction	251
<i>David Lasagabaster</i>	
CLIL teachers’ professionalization: Between explicit knowledge and professional identity	269
<i>Andreas Bonnet and Stephan Breidbach</i>	
A sociolinguistic approach to the multifaceted <i>Roles of English</i> in English-medium education in multilingual university settings	287
<i>Emma Dafouz and Ute Smit</i>	
<b>Afterword</b>	
Emerging themes, future research directions	307
<i>Tarja Nikula</i>	
<b>Subject index</b>	313