


Literature

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Abstract

Within EFL, there is a lack of material that integrates language, literature, and interculturality. As a step towards filling that gap, ten reading clubs were designed for the upper years of pre-university education in the Netherlands. The reading clubs, inspired by LitLab, were originally created for Dutch-language literature. This study ... [read more](#)

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Keywords: intercultural communicative competence, literature, reading motivation, reading clubs, EFL



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English among the other European languages. In English language learning in Europe: issues, tasks and problems (p.27). Best of ELTECS, British Council 1995; ELTECES Conference Bratislava. [7]. Jokikoko, J. (2005). Interculturally trained Finnish teachers' conceptions of diversity and intercultural competence. *Intercultural Education*, 16, 69-93. [8]. Language teacher education policy promoting linguistic diversity and intercultural communication. In *Guide for the development of the development of education policies in Europe from linguistic diversity to plurilingual education* (pp.1-22). Strasbourg: council of Europe. [12]. Williams, M., & Burden, R. (1997). *Psychology for language learners: a social constructive approach*. Cambridge: Cambridge University Press. [13]. Content and language integrated learning (CLIL) is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language. The term CLIL was created in 1994 by David Marsh as a methodology similar to but distinct from language immersion and content-based instruction. The idea of its proponents was to create an "umbrella term" which encompasses different forms of using language as the medium of instruction. The methodology has been applied