María Luisa Carrió-Pastor (ed.). 2009. *Content and language integrated learning: cultural diversity*. Bern: Peter Lang AG. Pp. 187.

Content and language integrated learning: cultural diversity edited by María Luisa Carrió-Pastor is Volume 92 of the series *Linguistics Insights. Studies in Language and Communication* edited by Maurizio Gotti. This volume includes different chapters well worth reading, and these analyse the interaction among content, culture and language, and the importance of cultural consciousness and cultural understanding in the process of learning a foreign language in higher education. María Luisa Carrió-Pastor claims in the *Preface* that "Culture learning should be a part in language and content teaching as higher education involves language skills, topic comprehension and sociological capabilities" (p. 7). She emphasises the need to study cultural learning when acquiring foreign languages and communicating with people with different cultural backgrounds, being this view a recurrent approach in this book. I agree with the Editor that there is a clear implication of culture in language learning but there is still much work to do in the field.

The volume is organised in two different sections, entitled *CLIL in context*

and *CLIL in practice*. In the first section (*CLIL in context*), the authors offer a description of the theoretical background of *Content and Language Integrated Learning* (CLIL), while, in the second section, the contributors provide practical examples of the relationship among content, culture and language, that is, the actual applications of CLIL.

The first chapter, *Introduction: Culture, education & content and language integrated learning*, written by David Marsh, provides a definition of culture (through the revision of different authors' definitions) and interculturalism. He establishes these two terms as a basis to explain the dichotomy between the individual's culture, which will influence his/her method of interacting with others (*maximalist perspective*), and the alternative perspective (*minimalist perspective*) which is mainly intercultural, and it ascertains the ability people have to adapt to the communicative situation. The understanding of this dichotomy is essential in CLIL methodologies, which emphasise the minimalist perspective as it points out the indivisibility of language, communication and culture, since culture and language share the same principle, i.e. meaning.

This author also explains the intergroup or intercultural communication, which is produced when people belong-

ing to different groups are able to communicate between them without major difficulties. The author gives his own definition of *community*, and this is essential in his picture of intercultural communication. Later, he differentiates between two types of communication: cross-cultural communication, that is, comparing cultures, and intercultural communication, that is, comparing people within cultures.

He also expounds a description of the concept of *languaculture*, a term firstly introduced by Friedrich (1989), which brings together language and culture, linking the concepts of culture and nation. In this vein, he focuses on the relationship between culture and personality in the sense that culture can and should be learned. In this case, CLIL offers an opportunity for the students "to learn about the culture through experiential learning" (p. 21) and "develop knowledge and skill of culture and communication in foreign language lessons" (p. 23).

In the second chapter, *Cultural diversity in Content and Language Integrated Learning (CLIL)*, María Luisa Carrió-Pastor analyses the importance of culture in the language learning process, as it is "an aid to language learning" (p. 31). She examines the significance of knowing, understanding and assimilating a culture before improving language learning, establishing the knowledge and interchange of cultures as a main factor in the learning process, including this in CLIL and changing it into CCLIL (Cultural, Content and Language Integrated Learning). For her, "cultural awareness aids language proficiency" (p. 33).

She establishes that "content, language and culture should be instructed together as they are all part of everyday reality of the student" (p. 34). In this way, the student has to appreciate the cultural context to understand language variation and evolution. The learner should understand that language proficiency is reached when all the notions united in languages are assimilated, and culture is one of these concepts. It will help, for example, with the election of an exact word in a specific culture to communicate a certain meaning. CLIL responds to this aspect as it mixes context and language teaching for the students to consider learning as a natural process, so the learner adapts to the target culture without leaving his/her own culture. In this sense, students have to be social in a second culture; they have to be educated in their own culture, but they have to be conscious, to open their minds and to integrate in a second or third language and culture. Here, she points out multicultural awareness and

interculturality in communication in second language learning.

According to the writer, this last one (*interculturality*) is successful if we take into account three fundamental factors: identity, otherization and representation. Identity means that we must avoid prejudices; otherization means that we should evade considering people inferior to us because they are different; and representation means that we should elude the depiction of other people influenced by the media, politics and institutions. Teachers have to adapt to different types of students and avoid the said three factors so that students may envisage reality through the content and language knowledge they acquire in a multicultural context. I find particularly interesting this fact because teachers take a key role in the communication among students when learning a second language. In other words, the teacher is seen as a guide in the learning process rather than as the traditional lecturer filling the dominant position.

Finally, she defines content and language integrated learning. She states that CLIL "complements individual learning strategies, diversifies methods and forms of classroom practice and increases learner motivation" (p. 40). The innovation of using a language other than the mother tongue to instruct is used as a motivation for stu-

dents. Her model involves the integrative motivation. The desire to learn another language to integrate into a given community of speakers creates a direct relationship between the learner attitudes and the learner motivation. The students take an active role: interaction. In addition, teachers have an active role in CLIL lessons, as they need to combine processing instruction and considering content and language development.

In *Sharing CLIL in Europe*, Inmaculada Fortanet-Gómez and Miguel F. Ruíz-Garrido begin with a historical account of the development of CLIL in European environments. CLIL was firstly defined in 1994 and introduced in 1996 in Finland and Denmark. These authors refer to content-based instruction (CBI) as the precursor of CLIL, and to English for Specific Purposes (ESP) and English for Academic Purposes (EAP) as CLIL developments.

CBI was firstly applied to ESP in the United States of American in the 20th century. Later on, it was used in EAP programmes, as "a way to assist students who entered the US education system with a low proficiency in the English language" (p. 48). According to the writers, three content-based teaching models were influenced on the development of CLIL (theme-based

approach language instruction, sheltered content instruction and adjunct language instruction).

The first model (theme-based approach language instruction) is followed in the form of ESP and EAP programmes. In the second model (sheltered content instruction) the students with difficulties with the level, receive different instruction with language more adapted to their level. The third model (adjunct language instruction) helps students with some sessions of English writing to be able to achieve the requirements of the content subject.

Fortanet-Gómez and Ruíz-Garrido also describe the development of CLIL in the European countries were CLIL was born: Finland and Netherlands. They give information about the main research groups, conferences on CLIL and the main topics dealt with in the groups' conferences and publications in both European countries. Thus, they deal with the expansion of CLIL methodology to other European countries and also to Asian, American and African countries.

Moreover, they include information about the introduction of CLIL in different education levels and in different countries, and they focus on Spain. In their words, "CLIL is understood as the teaching of a non-linguistic subject in a foreign language, another official State language, and a regional/minority language" (p. 52). This methodology is used in the majority of European countries in primary and secondary education, being English the most widespread foreign target language, although French and German languages also appear in some countries. Each country applies CLIL in different subjects; while in primary education, sports, environmental activities, mathematics or science subjects use CLIL methodology, in secondary education science subjects are taught by means of the CLIL approach. In higher education, CLIL is introduced more often in Master's and PhD programmes and in ESP and EAP programmes.

In Spain, there are two different situations in which CLIL is applied: experiences whose target language is a foreign language (English, French, German) and those in which a co-official language is used to teach (Catalan, Valencian, Basque, Galician). However, there is not adequate promotion by the educational authorities so data is not clear enough.

At the end of this chapter, the authors present the information about the CLIL experiences in pre-primary, primary education, and compulsory secondary education. In the first two levels, the subjects taught in English are primarily physical education, music and

mathematics whereas in the compulsory secondary education, the subjects whose content is taught in English are English language, geography and history, and science, although in every single autonomous community, there is some variation.

In higher education, there are different research groups belonging to different universities that deal with CLIL, such as the group *CLIL* at Universidad Pública de Navarra, *AICLE-CLIL Barcelona* at Universitat de Barcelona, *Adquisició de llengües des de la Catalynya multilingüe* at Universitat Pompeu Fabra, *El aprendizaje y la enseñanza integrada de contenidos y lengua extranjera en la educación superior* at Universidad Complutense de Madrid, or the group *GRAPE* (Group of Research on Academic and Professional English) at Universitat Jaume I de Castelló. These groups offer bilingual teaching in different degrees and although the information about CLIL at the university level is scarce, most universities are introducing this teaching methodology.

The chapter *How can CLIL benefit from the integration of information and communications technologies?* authored by Ana M. Gimeno-Sanz addresses different methods of acquisition that are suited in CLIL. She emphasises the importance of the connection between Information and Communications Technologies (ICT) and Content and Language Integrated Learning (CLIL). In this sense, this author ascertains that some technologies as information technologies (word processors, power point, audio files, web editing tools, etc.) and communications technologies (chat rooms, instant messaging, email, etc.) benefit students. These approaches can be used when students take part on them, so the teacher should develop and exploit an atmosphere in which students participate actively.

This writer presents a learning model called "active learning" in which students have to interact, observe, explore and produce. The methods of acquisition offered in this chapter as appropriate to a CLIL study programme are task-based learning, problem-based learning and project-based learning in which sharing and communication are the basis and the teachers must be mere facilitators of the knowledge.

In order to design materials to follow this methodology, Gimeno-Sanz presents INGENIO, a database from which to share and select materials created by the CAMILLE (Computer Assisted Multimedia Interactive Language Learning Environment) Research team. The tool generates materials as it converts the contents into learner-ready materials in the form of an online

course. It can also make a book whose pages can be created, modified, edited or deleted, and create monolingual or multilingual glossaries and dictionaries. This tool is also useful for students as they can check their answers and see correct answers; their results are presented in percentages and the system will give students a final mark so it will be of great value for both autonomous learners as well as for tutors intending to supervise their students' work.

In the second part of the book, *CLIL in practice,* the reader will find four different chapters in which the authors present practical examples of the interconnectivity among content, culture and learning.

Do Coyle has written the first of these four chapters comprising *CLIL in practice*. Its title is *Promoting cultural diversity through intercultural understanding: A case study of CLIL teacher professional development at in-service and pre-service levels. From cultural awareness to intercultural understanding: Constructing the theoretical background for the case study*. This author emphasises the role of the concept of culture in CLIL, which is fundamental to attain intercultural learning and understanding because CLIL integrates both content learning and language learning. First of all, this author presents a debate on the different interpretations of the relationship between

culture and learning in general, and language learning in particular.

Do Coyle also studies the fusion of subject cultures and language cultures in CLIL by analysing the fourth C in the 4Cs theoretical framework from CLIL (content, communication, cognition and culture), that is, culture (Coyle 1999). Students need cultural awareness to understand language and interculturality. He defines the intercultural competence as "the skill to act as a mediator between one's own and foreign cultures". He deals with intercultural understanding as fundamental in CLIL as it involves the development of attitudes such as curiosity and openness and the capacity to relativize values and beliefs. Coyle explains his 4Cs framework in which all Cs must interconnect and interrelate.

He presents and analyses a case study that "focuses on four different cohorts of CLIL school teachers - two pre-service and two in-service – following professional training programmes in higher education during two academic years" (p. 111). In this case study, he includes three different phases: (i) raising awareness of intercultural learning, (ii) exploring professional development courses and (iii) discussion of and reflection on experiences, through which he concludes that all the teachers include culture in their units and the 4Cs were interrelated and studied. In this line, students developed

their intercultural skills through tasks using discussion, interactivity and reflection.

The second chapter of this section is *Working across boundaries with CLIL* written by Isabell Hodgson & Steven R. Jones. This chapter presents the different modules, designed with a multi-cultural focus, offered in The Tourism, Hospitality and Events (THE) School of the Leeds Metropolitan University in which the students are aware of cultural diversity and they develop intercultural skills. These modules integrate the four CLIL principles, and they are: European Business Practice and Culture module offered to students studying International Tourism, International Hospitality Business Management and Retailing Marketing Management.

European Business Practice and Culture module is a unit developed at Leeds Metropolitan University, at Göteborg University (Sweden) and at Laurea University of Applied Sciences (Finland). This module uses workbooks and web-based materials and tutorials on-line and face-to-face. Students work in groups of people from different cultural backgrounds and nationalities. Their task also involves the evaluation of their work including a summary of the main differences they find when communicating with people from different nationalities.

International Hospitality Business Management module "involves students working in groups of four and five in a consultancy role directly with an industrial partner" (p. 130). Every group has members whose first language is not English. This module covers all the CLIL principles by developing the skills demanded by employers: communication, cognition, culture and citizenship.

The third chapter in *CLIL in practice*, whose author is Tom Morton, is *Integrating language and content in secondary CLIL history: The potential of a genre-based approach*. The writer pretends to explain a model to describe the linguistic demands of the different academic subjects taught through CLIL. To explain this model, the author will use the genre-approach framework through the context of secondary social science (history and geography) CLIL classroom in Spain.

This author also describes the systemic functional linguistics (SFL) and the systemic-functional/genre approach that is used in his study. The main genre deployed by students in this classroom is the *report*, whose use is analysed by Morton in two different case studies: a presentation about a trip to an archaeological theme park in which the students have to write a report and a reading activity about Oliver Cromwell

in which students read a text and decide if this character was a villain or a hero by using an expositive genre. These two activities accomplish a genre-based pedagogy and they turned out to be. Students are able to recognize a particular genre, its structure and its internal linguistic features, basic for the integration of language and content in CLIL.

In the next chapter, *Integrating languages, contents and cultures in the European space for higher education: from theory and practice*, Joseba Ezeiza-Ramos proposes a teaching model which combines language, cognition and culture. For this, we must introduce the means and the instruments the students need to develop their communicative capacities in the main language of their field of study.

Language teaching in ESHE (European Space for Higher Education) follow three different sources: The pan-European Tuning Project, the model proposed by the Common European Framework of Reference for languages, developed by the Council of Europe and the explanatory model for communicative competence based on the language capacities analysis proposed by Bachman and Palmer (1996). The three different methodological premises of the ESHE are excerpted from these sources, and they are: competences as a main objective of university education,

an action-oriented learning model and communicative capacity as a complex combination of different types of general and linguistic knowledge and skills.

Following these ideas, the new teaching-learning model includes *transferability* (the learning objectives must be related to students' future professional careers), *capacitation* (emphasises the capacities that the individual must develop to perform the professional tasks called for in his/her chosen field or career) and *integration* (the need to combine concepts, procedures and attitudes in learning at different levels: cognitive, social, functional, etc.). University students need to develop their skills to face the academic and professional context. For this, they have to develop six different capacities: personal, instrumental, functional, discourse, expressive and lexical and semantic.

Personal capacities refer to the capacity students have to construct their own identity as members of an academic or professional community. Instrumental capacities are related to the communication routines of the practice community to which each student aspires. Functional capacities relate to the adaptations of students to their communicative and personal strengths of the communicative situation. Discourse capacities have to do with the discourse

structures and the appropriateness for specific academic or professional contexts. Expressive capacities deal with the academic and professional style of expression and lexical and semantic capacities are associated with the knowledge and use of specific vocabulary and terminology.

His proposal is based on the different educational instruments: case and problem-solving, learning journals and portfolios, units to develop intercultural and communicative competences, language resources, web resources (blogs, chat rooms, etc.) that will help to facilitate the transitions into the ESHE where language in learning is considered as a way to relate persons, communities and cultures.

Each of the chapters includes a list of references. These lists represent a good deal of the literature written in the topic, and references are reasonably updated. So, the book is extremely helpful for newcomers in the field.

All in all, this Volume can be considered as an outstanding contribution to the field of *Content and Language Integrated Learning* (CLIL). It contributes to understand the meaning of CLIL and its applications in higher education in the light of primary education experiences. Precisely this paucity of materials and experiences in the use of CLIL in higher education makes specially relevant the publication of this book. Its internal organisation into *CLIL in context* and *CLIL in practice* makes the volume very practical and easy to read and use. The case studies included are very illustrative to show how CLIL methodology works and the results one can expect from its application in educational environments at different levels.

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Fortanet-Gómez, Inmaculada. 2013. *CLIL in higher education. Towards a multilingual language policy.* Bristol: Multilingual Matters, pp.285

In the last few decades, higher education in many parts of the world has undergone a radical change as universities are forced to come up with innovative responses to the challenges posed by globalization – challenges affecting the kind of education they provide, the students they address, and the languages they use for teaching. The ambition to attract an international body of students and the desire to participate in exchange programmes have gone hand-in-hand with the rise of English as a

world language, so that many university systems that were once monolingual are now adopting other languages –principally English– as a medium of instruction. Over the same period, there has been growing recognition of the importance of providing education in local or regional languages which were formerly neglected in the formal school and university systems. All of this has led to increasingly complex patterns of language practices in European universities. To take the case of Spain, where some decades ago practically all university courses were taught in Spanish, the picture is now much more complex: although Spanish still predominates, there are also degree programmes taught entirely or partly in English, or in the regional languages of each area (Basque, Galician, Catalan and Valencian). Of course, it makes sense to foster the students' mother tongue and promote the languages of the region, but it is also essential to prepare young people to work in today's increasingly international professional sphere. These pressures have led in some areas, such as the Basque country or Catalonia, to the development of trilingual universities, which aim to maintain the local and national languages in a balance with English, both as medium of instruction and as working languages for administrative and organizational purposes.

Against this background, the book "CLIL in Higher Education. Towards a Multilingual Language Policy" by Inmaculada Fortanet offers valuable insights into the different issues raised by the move towards multilingualism within the university, capitalizing on the author's considerable experience at the Universitat Jaume I in Castelló de la Plana, Valencia. The book begins with a succinct overview of what multilingualism means on both an individual and a societal level. It then moves on to consider multilingual education, which is defined as education in which at least three languages are used as the vehicle of instruction for content courses. Many factors condition what is possible in multilingual education, including sociopolitical and economic aspects, individual capacity, and pedagogical issues. Of particular interest here is the area of pedagogy, which provides the key to achieving satisfactory outcomes within a given set of circumstances. Fortanet reviews a number of models that are relevant to the implementation of multilingual education programmes, such as the "language across the curriculum" movement, the English for specific purposes tradition, and the various types of immersion programmes, before focusing her attention on Content and Language Integrated Learning (CLIL), which she sees as offering the

best practical solution in pedagogical terms. Although CLIL is more usually associated with primary and secondary schooling, there are convincing reasons why CLIL programmes should also be implemented at tertiary level. Since there is not enough time available in the curriculum to provide all the language classes students need, CLIL offers a cost-effective way to enable students to improve their subject-related language skills.

In the next section of this book, Fortanet looks at the key components of multilingual education, with a special focus on the way these are addressed in CLIL. In the chapter on language, she considers the type of language used within university settings, looking particularly at the nature of classroom discourse and research genres. Turning next to pedagogy, she explores some basic underlying principles that are thought to characterize teaching in higher education, summarizing key concepts such as scaffolding, transformative learning and competence-oriented education, before centring her attention on CLIL methodology as such. She identifies CLIL teaching methodology –that is, the way of integrating the teaching of language and content within one course– as being particularly influenced by three approaches: grammar teaching, communicative language teaching, and cognitive approaches to education. In what she terms "the grammatical approach", the CLIL teacher focuses where necessary on grammar structures, lexical items or discourse features that are salient in the subject that is being taught. When they are influenced by the communicative approach, CLIL teachers promote interaction with peers and with content material, as in the type of collaborative learning used in the case-study method. Cognitive approaches, on the other hand, tend to view learning as a process through which the learner constructs his or her own meaning by overcoming a series of cognitive challenges. In this perspective, managing the task in a second or third language would presumably form part of the challenge, and would need to be factored into the equation when teachers design their courses. However, despite the many promising approaches in which CLIL genuinely appears to offer added value to content courses over and above the mere fact of listening to lectures in another language, it is clear that the reality of multilingualism in higher education is often simply understood as a change of medium. Fortanet reports research from the Swedish context which makes it clear that students did not perceive a substantial added value in receiving disciplinary courses in English, and that the intro-

duction of a new language of instruction had not brought about any positive changes in pedagogy. One key to this must surely lie in the area of staff training, and evidence from around Europe suggests that it is beneficial for universities to provide support for content teachers when they have to change to a new language, in the form of help with the language, team teaching, intercultural communication, and general didactics.

The third part of the book focuses on the analysis of a particular case, the author's own university, which is the Universitat Jaume I, situated in the Autonomous Community of Valencia. There, the regional language of Valencian (which belongs to the same linguistic family as Catalan) has the status of co-official language alongside Spanish, but there also is a broad awareness of the need for young people to be properly competent in English so that they can communicate with the region's many visitors, and go abroad for work and study purposes. The author carried out an extensive survey of the university community covering the opinions and presuppositions regarding multilingualism held by students, academic and non-academic staff. She also collected institutional information about other universities in Spain which were facing similar challenges. On the basis of these two studies, she was able to propose an outline for a multilingual language policy for the university, and discuss the impact that this was likely to have on society in general, and on the academic community in particular.

Regarding the results of the survey, it emerged that almost all the students considered themselves to be multilingual in Valencian, Spanish and English, although only one third of students thought that they would be able to undertake highly demanding tasks in English. Writing and participating in oral discussions in class were, perhaps predictably, the areas in which students felt least secure. Lecturers, on the other hand, expressed some concern that they had a lower degree of competence in Valencian and/or English than their students did, probably because of the changes that have taken place in the education system in that region over the last thirty years. Many older lecturers had received little or no formal education in Valencian, and had first come into contact with English when they went to university. The lecturers also identified speaking as one of their weakest competences in English. In general, lecturers were less favourably disposed towards multilingualism in the university than students were. Finally, university administrative staff reported using Spanish and Valencian regularly,

even though some had received little formal education in the latter, but were less interested in using English: one in five of the people in this category did not include English at all on the list of the languages they knew.

On the basis of her empirical study, Fortanet draws up a multilingual language policy to fit the context of the Universitat Jaume I, which is also worthy of consideration in similar contexts elsewhere. This policy has five general objectives: to collaborate with the promotion of the use of Valencian in the local area; to collaborate closely with other universities in the broader Catalan context; to attract foreign students who know English but not Valencian or Spanish; to contribute to the internationalization of the university by promoting the use of English in teaching and research; and to improve students' access to the labour market on graduation. This means that the university will have to foster the peaceful coexistence of all three languages, and try to ensure that multilingualism brings added benefits to the university community. At the same time, the university should advance towards the preferential use of Valencian as its identity language. For all of this to be possible, on the level of teaching and organization the university would need to provide more support with Valencian and English for its staff, and offer a bal-

anced percentage of courses in the three key languages for its students.

In addition to these general lines of action, the author also makes some useful concrete suggestions as to how these ideas should be operationalized. For example, she suggests that the exit level for students should be C1 in Valencian and B2 in English. As for lecturers, she considers that they should be asked to certify their knowledge of the language (C1 for English, C2 for Valencian) in which they deliver their classes, and also participate in specific training on pedagogy for multilingual teaching. Such courses could be divided into pre-service and in-service training, and would be led by instructors who understood the principles of CLIL methodology, as well as by content teachers who had experience in the field. It would also be interesting for lecturers to receive recognition for the extra preparation involved, in terms of an adjustment of the credit system that would give extra weighting to courses taught in, say, English. Guidelines for content teachers in CLIL settings would include points such as the need to specify objectives and competences related to students' language skills, and the need to define how language issues might affect feedback or evaluation. Language teachers could cooperate both in the teacher training process, and in the

ongoing development of CLIL courses, by contributing some of their expertise in language testing, or by giving language-related feedback on the students' oral presentations or written assignments.

In general, this book is a valuable contribution to the bibliography on Content and Language Integrated Learning. In the complex linguistic scenario of the "Europe of the regions", the situation described in the region of Valencia is far from unusual. We know that it is absolutely vital that heritage languages should be nurtured and that people should be literate in their mother tongue, but we also know that it is essential for our students to be linguistically equipped to fulfil their professional aspirations on an international level. "CLIL in Higher Education. Towards a Multilingual Language Policy" represents a serious attempt to address this dilemma and propose positive actions that can be taken. On the other hand, those of us involved in bilingual or multilingual universities would perhaps have appreciated it if the author had provided more detailed information about the kind of training that content teachers could receive, and the nature of the cooperation envisaged between content and language specialists. It is often stated that CLIL means going back to the beginning and questioning the very basis of the way we teach in the classroom. In the primary classroom, when students lack both language competence and subject knowledge, this is undoubtedly a major consideration, and CLIL teaching is probably one of the most fertile areas for research and innovation in education today. However, the situation in higher education is rather different, because students probably have adequate receptive skills and a grounding in the content material, and so the university lecturer does not have to lay the foundations of both in the way that is the case at school. Moreover, university lecturers as a group generally do not lack confidence regarding their own ability to communicate the essentials of their subject, or evaluate their students' achievements. Even though they may feel uneasy about having to deliver their courses in English, they will probably resist the notion that the change of language means a radical rethinking of their entire approach to teaching. There is a delicate balance between helping content teachers to rediscover the principles of pedagogy that should inform their teaching, and seeming to impose methodologies or techniques which are taken from other contexts. More research is needed to establish precisely what kinds of training or support for lecturers would be most appropriate in

these cases, and to trace the complex patterns of interaction that characterize the successful learning of both contents and language in university CLIL settings.

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Gruba, Paul & Don Hinkelman. 2012. *Blending technologies in second language classrooms*. Basingstoke, Hampshire: Palgrave McMillan. Pp. 181

This book deals with the theory and practice of blended language learning in tertiary education, although many of the suggestions offered for its implementation could easily be applied to other educational contexts. The volume is divided into eight chapters and it also includes an extensive bibliography, an itemized index and a list of tables & figures. All chapters present the most important information in tables and provide a summary of the main points at the end, which facilitates comprehension considerably. In the preface the authors offer a definition of what is understood by blended approaches to learning and teaching and then focus on the complexities of integrating these approaches into the language learning process, despite the fact that these approaches offer mul-

tiple benefits, including the creation of rich and engaging learning environments. The study is grounded in both reading and experience, and the authors underpin many ideas with research in CALL, second language learning theories, blended learning and educational technologies. After a short introduction the authors present an overview of the content of each chapter in the book.

The book is divided into two main parts, a theoretical part (Chapters One to Five) and a practical part (Chapters Six and Seven). The final chapter (Chapter Eight) is very brief and presents a series of additional considerations.

In the theoretical part, the authors discuss the evolution of the concept 'blended learning' in tertiary education, the change in the role of technologies (from a tool-centric view to environment-embedded) and suggest ways of assessing blended learning in the classroom, including action research. In these chapters the authors emphasize the importance of process-oriented approaches to blended learning and advocate the full integration of technology in the language classroom as a normal part of everyday practice. In order to ensure that successful integration takes place, they propose a multidimensional approach to technologies and offer four considerations (purpose,

multimodality, appropriateness and sustainability) that need to be considered when implementing this process. The authors also advocate a wide definition of technologies and stress the need for a pedagogical basis for technology use, an aspect which has not always been emphasized in the literature on technologies and language learning (Laurillard, 2002; Koehler & Mishra 2005; Vinagre, 2010a). Other aspects of interest include design considerations (models) for tasks, lesson plans and syllabuses in blended learning environments, together with ethical aspects and risk management strategies. However, any reference to already established models of blended learning such as the skill, attitude and competency-driven models of learning suggested by Valiathan (2002) is blatantly missing. The exclusion of these models is particularly significant in the chapter on assessment (Chapter Four). In this chapter, blended forms of assessment are encouraged through the use of rubrics which can be designed either by the teacher, the students or both. Despite ostensive and clear discussion of specific aspects that can be subject to assessment in these learning environments (i.e. achievement of learning goals, collaboration, quality of contribution, participation, interaction, frequency, linguistic proficiency, etc) the

reader misses more ample reference to the evaluation and assessment of specific interpersonal, instrumental and systemic competences and skills (González & Wagenaar, 2008) and would have appreciated being presented with an all-encompassing rubric that included these aspects, together with general guidelines on how to assess them. In particular, there is no mention of how to assess more difficult learning objectives such as students' attitudes (for example towards the foreign culture of the language they are learning, see Vinagre 2010b). In concluding the theoretical part of the book, the authors have included a chapter on classroom research, which some readers may find challenging. Thus, chapter five deals with different aspects of qualitative analysis and introduces concepts such as triangulation, inter-rater reliability study, coding procedures, data sets and variable analysis, all of which are familiar to researchers, but unheard of among many teachers. However, for those teachers who enjoy carrying out research as a means of integrating feedback into their blended teaching practice, this is a very enlightening chapter. I particularly appreciated the authors' suggestion for institutions to reward those teachers who undertake action research in blended learning environments "with workload considerations,

conference funding and other recognition" (Gruba & Hinkelman, 2012: 97).

The practical part of the book includes Chapters Six and Seven and it deals with the practice of blended language learning in tertiary institutions. In Chapter Six, the authors analyse three blended lessons or tasks in EFL classrooms (an oral communication task, a written communication task and an inter-class cultural exchange) and discuss different ways in which technologies can be integrated into the language learning process. It is precisely in this chapter where the authors elaborate on the broad definition of technologies they advocated in the introductory chapters. Thus, according to the authors, classroom activities and techniques such as writing stories using photos, role-playing, brainstorming, pair dictation, poster sessions or a teacher's lecture are defined as 'face-to-face technologies', which in blended learning approaches are used in combination with other digital and online technologies. I feel that even those practitioners who are in favour of developing wider conceptualizations of blended learning may object to this definition. First of all, the term is misleading and could even be counterproductive, since teachers who may feel under pressure to innovate by integrating electronic technologies (ICT) in the classroom could always

claim that they already use face-to-face 'technologies'. Alternatively, those teachers who are willing to support and integrate electronic technologies (ICT) in the classroom may consider that their efforts are not being recognized, since every teaching activity is considered a form of technology. Second, it is also possible that those teachers who use video-conferencing in their lessons (through Skype or Google+ hangouts, for example) may describe such tools as (online) 'face-to-face technology', a definition that would clearly clash with that of Gruba & Hilkemann's (p.104).

Chapter Seven illustrates examples of blended learning at institutional level in two universities in Japan. It analyses all aspects of the integration process (ranging from room design and use of furniture and equipment to curricular considerations and institutional support), examines best practices and it also elaborates dispassionately on those aspects that were less successful. Finally, Chapter Eight offers a brief summary of further considerations to be taken into account regarding training, policy, research and theory development in blended learning.

Notwithstanding the possibly controversial aspects commented upon above, this book offers the reader a wealth of ideas and possibilities concerning the integration of blended

learning in the (tertiary) classroom. From this perspective, it sheds considerable light on a still incipient field and it will greatly engage teachers and researchers who may be interested in the implementation of blended learning in the future.

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Ana Llinares, Tom Morton & Rachel Whitaker. (2012). *The roles of language in CLIL*. Cambridge: Cambridge University Press.

This book is a timely contribution and a natural step towards further congealing the identity and scope of Content and Language Integrated Learning (CLIL). Years of application and research efforts in widely varied contexts have raised the awareness among CLIL practitioners of a greater need for an accessible conceptualization of this approach to allow all involved to better articulate their experiences in a coherent dialogue. The authors of this book, respected members in the CLIL research community, provide a good model for doing so in their study focusing on the language aspect involved in CLIL.

From its beginnings in the mid-1990s, CLIL evoked promising visions of innovative developments in lan-

guage education and in the education field itself. Since then, many versions of CLIL have evolved from a myriad of contexts each comprising a broad spectrum of needs, players, contrasting educational beliefs and practices and countless other variables. While the flexibility of CLIL has commonly been considered an advantage in the adaptation of this approach, the resulting diversity in settings has had the potential to hamper or obscure discussion about what CLIL is or what it can do. Calls for research in CLIL have led to more efforts in creating a space for rigorous study and definition of this multi-faceted approach. Dalton-Puffer (2007) identified a need for more research in this area to form the foundation of any understanding and communication in this area. It is this shared goal that drives *The Roles of Language in CLIL*.

According to the authors, research carried out in CLIL education has mostly investigated either content or language features rather than observing each in relation to the other. This book attempts to study language specific to CLIL classrooms, and gradually the interdependence of content and language is demonstrated through the support of a strong theoretical framework and a respectably large corpus.

Great care is taken in laying the groundwork for all angles of the authors' work. They draw from a convergence of established theories and models related to education, language, content and language learning. Principles from Halliday's systemic-functional framework, Vygotsky's socio-constuctivist concept of learning and current social perspectives of second language acquisition represent the mainstays of the authors' data analysis and arguments. Explicit references to these perspectives throughout the book allow readers to choose the sequence of sections they would like to read without depending on the development of earlier material to orient their understanding of the content.

The corpus the authors access for their work includes data collected in secondary schools in previous research by Christiane Dalton-Puffer in Austria, Tarja Nikula in Finland, Liz Dale in the Netherlands, and the Universidad Autónoma in Madrid, the latter of which also provides data from primary schools. These sources share similar characteristics and yet, the authors explain, are sufficiently differentiated to be representative of variation that is common in CLIL contexts. This corpus offers another advantage in that it has been used in many publications, so that the authors may also build on earlier contributions to the ongoing dialogue in this area. Cenoz's (2009) continua of

multilingual education are applied to describe the features of the corpus. As the authors mention themselves, analysis of their corpus with Cenoz's instrument can also accompany readers in reflection on the many inter-related variables of their own CLIL contexts for consideration of proposals put forth in this book. Readers from the tertiary educational level will need to bear in mind the cognitive and baseline language levels that the corpus of this book represents. The authors' analytical approach to the data extracts are no doubt applicable to higher educational settings, but a certain amount of extrapolation of their interpretations and implications would be appropriate.

It is difficult to feel lost while reading this book of over three hundred pages. From the outset it is clear that the authors are educators and are acutely aware of the reader throughout the entirety of the book. They painstakingly lead readers through each chapter with introductions to all sections, subsections, terms and concepts. Constant reference to information in earlier pages maintain continuity so that the reader may feel secure in knowing that all terms will be revisited and further contextualized. In addition, a glossary is provided to shore up the material and as a quick reference. Each chapter also ends with a conclusions section that

guides the reader to reflect on main take-home points as well as situate them within the larger picture of the topic and to prepare the reader for the next chapter. After reading this book, a person unfamiliar with CLIL will gain more confidence in this field as the material is interwoven and supported with the most currently cited research and papers, so that novice practitioners may build from a respectable list of contemporaries in CLIL research and benchmark publications. For teachers who are roundly versed in theory and concepts pertaining to CLIL, this organizational pattern, which is used for each chapter, may seem too long on the explanation. Nevertheless, this careful plotting and review style also underpins the cohesion and clarity of the authors' data interpretations, premises and suggestions.

The authors' rigor in their approach to analyzing language in CLIL classrooms essentially hinges on the examination of a large number of data extracts from the corpus described above. The study of these data entail illustrating the concepts that are presented in each sub-section, comparing and contrasting discourse features, outlining the implications for conclusions drawn, and contextualizing their interpretations with other findings from previous works as well as within their own

theoretical frameworks. This process is repeated with all data samples so that a reader could easily apply the authors' analytical tools to the well-designed exercises (e.g. *Questions and tasks for reflection and discussion*) provided at the end of each chapter, and finally transfer the knowledge gained to their own classroom experience.

The book is divided into three main sections; each represents one of the three components of the authors' framework for their study of the roles of language in CLIL: subject literacies, classroom interaction and language development. These sections are preceded by an elaborate introduction that prepares the grounds by articulating definitions of CLIL-related phenomena, the theoretical frameworks for approaching the study of CLIL and the role of language in CLIL, and their methods for analyzing classroom discourse and background to this work. The authors conclude the introduction by presenting the outline of their book and how each section will develop the content. This description is useful for those readers who prefer not to plod through the book page by page but rather locate material that is the most relevant to their immediate situations.

The initial part of the book addresses the language used in CLIL classroom interaction. Based on an adaptation of Mortimer and Scott's framework for analyzing language used in the classroom, the authors organize these three chapters to study what is talked about in the classroom, why and how it is talked about and by whom. The nature of the language used and for what is developed by reviewing registers (instructional and regulative) in relation to learning. How language use is organized by teachers to work with their subjects' content is addressed by highlighting different types of communication systems, with emphasis on the degree of interaction any system might involve. Drawing from work by Alexander and Haneda and Wells the authors promote the use of dialogic teaching to reinforce the added dimension of the dual-focused objectives in CLIL contexts. The authors present a variety of discourse patterns to examine in more detail the interactions that occur in CLIL classrooms and the way that teachers support the learners in using language in the CLIL classroom. Analysis of numerous data extracts in this section make visible the scaffolding that takes place in learning language and content within these contexts. Overall, Part I is a very good review of the metalanguage and concepts related to teacher and learner communication in the classroom, which may prove a useful introduction

for teachers who have less training in linguistic terminology.

The second main section of the book is about the language of academic subjects in CLIL. Here the concept of genre, or the language specific to the subject, is discussed. It is in this section where a true integration of content and language is made visible. The authors consider how content is tightly bound to language and how discipline-specific knowledge is organized and expressed in communities of practice. The genre-based approach to identifying and teaching grammar and lexis in the CLIL classroom is explained, which brings the SFL framework to life. This section may be somewhat daunting for non-linguist content teachers though the material is tirelessly examined in depth. The authors show how language could represent barriers for students who need to internalize the content for official qualifications. They draw from immersion and L1 research that proposes that subject specific language is often "invisible" to the students and even the teachers, and therefore, not explicitly addressed in L1 classrooms or the L2 classroom, which could make learning content that more challenging. This chapter could be an eye-opener for content teachers, both native and non-native speakers. The main message here is that CLIL teachers should be aware

that, even in the L1, the language of a discipline is one to be learned alongside and through the content and that content and language are inseparable; each subject has its own language that students need to develop in order to become literate in the subject, whether the students are learning the content in their first or additional language.

The last and longest section of the book, *Focusing on students' language: Integrating form and meaning*, is an appropriate finale as it guides the reader into more practical aspects of CLIL and its position within the curriculum. It discusses what language learning can look like and how it can be assessed together with content objectives. An experienced practitioner with a linguistic background will read this last section without difficulty. A teacher new to the field may need more time to assimilate this content but should have a better grasp of the concepts at this stage of the book if it has been read in the sequence the content has been presented.

The authors' describe their approach to observing students' language in CLIL settings; following the tenets of ´focus-on-form´, they view language to be the way meanings and functions must be utilized by students to achieve the genre and lexis-related knowledge expected of them. The authors draw from research in immersion programs

and describe outcomes from similar situations to suggest that making language noticed is a necessary part of achieving academic goals.

Extracts selected from the corpus reveal how certain language-focused classroom activity can enhance the students' awareness of the use of genre-specific language required in participation of the discipline. Variables that affect the type and execution of tasks in a CLIL setting, such as the roles of different types of corrective feedback in both content and language are also addressed.

The authors encourage active nurturing of interpersonal language in CLIL students as a way to broaden their use of the L2. They refer to Cummins' distinction between CALP, or Cognitive academic Language Proficiency and BICS, Basic Interpersonal Communication Skills, concepts which also serve to highlight the particular needs of a CLIL context, where, in contrast to Cummins' setting, students tend to have less exposure to the target language and therefore fewer opportunities to practice BICS. Explanations of the interpersonal function of language draw from SFL studies in education, English as a foreign language (EFL) and in CLIL. This perspective is further developed to review various features of CLIL language in both spoken and written discourse. The use

of language for operating and socializing in the classroom is compared among a variety of activities to show how development of communicative functions and linguistic resources in the target language can be enhanced.

A focus on oracy versus literacy sheds light on why students need to learn the genre and register of a discipline and the implications of this learning in a foreign language. Drawing from the subject literacy framework the authors describe and contrast the functions of writing against those of speaking. The role of writing in acquiring content knowledge and how knowledge of a genre can develop is made clear through text analyses provided in this section.

The book's content culminates into the final chapter: *The role of language in assessment*. Many practical questions are considered regarding student evaluation in the context of CLIL. Three levels of assessment in CLIL are presented: summative, content, and in particular, formative assessment. The authors maintain that CLIL outcomes cannot be expected to be measured solely by the 'traditional' standardized exams common to public education and suggest considerations for assessment in this environment, such as the inclusion of ongoing assessment and use of carefully thought out evaluative tools.

While the need for greater variety of assessment venues for learning achievements in CLIL classrooms is underscored, the authors leave concretization of such evaluation methodology for future development.

This book skillfully threads CLIL-related concepts to the focus on the role of language to provide an accessible orientation for readers of many backgrounds, which is particularly pertinent to the diverse nature of the CLIL community. In turn, this book has the potential to serve multiple purposes. It can provide a nearly step by step approach to understanding current CLIL thinking in the process of elucidating the description and function of language related to this approach. At the same time, veteran CLIL teachers, both subject and language specialists, can use this book as a template for reflection through its attention to the combined characteristics that make up CLIL settings in order to assess and improve their existing programs or develop new ones. This book could be a useful tool for staff development or communication with decision-makers. It can also assist in formulating questions for further lines of research in this area. At a wider circle, these authors have been instrumental in making the CLIL-specific language more tangible to enable stakeholders from distinct positions of the educa-

tional forum to explore common ground in discussion about the potential merits of the CLIL approach for both language and content learning outcomes, a particularly useful accomplishment in light of increasing stringency in language requirements, not to mention current budget cuts in general educational.

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