

Book Review

Curriculum Integrated Language Teaching: CLIL in Practice

By Kim Bower, Do Coyle, Russell Cross, and Gary N. Chambers

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The notion of *curriculum integrated language teaching* addressed in this volume is somewhat of a breakthrough to cope with 21st-century educational challenges. The world of curriculum integration for middle school has been discussed by Gibbons (1979), that pointed out the nature of this move is to bring multi-disciplinary studies together in synthesis for better curriculum design, and now such endeavours pervasively exist. The urgent need for additional language acquisition (e.g., second or foreign

language) has driven scholars to incorporate second or foreign languages as a medium of instruction in subject lessons and proposed a model named Content and Language Integrated Learning (CLIL) (Cenoz, 2015; Coyle et al., 2010). Myriad of studies have documented the multi-faceted implementations across the non-Anglophone regions (i.e., South America and Asia), and regrettably, limited of them reported how CLIL gets along in English-native contexts. To close this niche, as highlighted in the preface of this volume, Kim Bower, Do Coyle, Russell Cross, and Gary N. Chambers, well-established scholars pertain to CLIL, innovative curriculum design, and pedagogy, intend to take the readers capture 'an overview of CLIL practice in primary and secondary schools in Anglophone and similar contexts' (p.xviii).

The editors introduce the volume with a 'criticism' about current practices of CLIL, in which English, as the second or foreign language learned, has been contested as the language of CLIL instruction. In reality, the possible proposed languages for CLIL are many. Thus, this volume ignites the readers to revisit 'the goals of CLIL as an effective pedagogical approach' (p.3) and offers an alternative convincing teaching model with other additional languages (e.g., Spanish, Italian). The volume is structured around three sections: the educational context for CLIL, current aspects of practice in CLIL, and new knowledge and future directions. Every section comprises three chapters, except the second section, which has four. Seasoned contributors in CLIL practices write all chapters, and each of them offers well theoretically- and empirically-based writings situated in different educational domains.

This timely and laudable book opens with the remarkable opening chapter by Bower, Cross and Coyle pointing out the basic concept of the knowledge base for CLIL to emerge the 4 C's framework (Content, Communication, Cognition, and Culture) and Language Triptych (Language through, of and for learning) proposed by Coyle. The authors briefly explicate the diachronic development of CLIL in the world of multilingual and English-background contexts and notice the potential contribution of CLIL in multilingual and multicultural classrooms. Chapter 2, entitled 'How Can Learners Be Motivated in a Context of Demotivation for Foreign Language Learning?' by Bower, provides the practical side of CLIL from different perspectives in the educational domain. Anchored in language learning theory of second language acquisition (SLA), the author focuses on learner's motivation as the critical factor succeeding CLIL that it 'is

essential for fostering interest in and engagement of learners' (p.39). This chapter recites a consideration for supporting CLIL settings involving learning environment, learner engagement and learner identities/self. A clear manifestation of each element, along with its applicable guideline, is provided for educators and researchers. Bower concludes that motivated learners with CLIL will be the potential for exploring the contents of subject lessons and other socio-cultural-driven values, e.g., intercultural awareness. In line with Bower's thoughts, Porto (2021) has successfully applied CLIL framework as the basis to promote intercultural citizenship education in foreign language teaching context.

Moreover, the first part is closed with a Chapter written by Philip Hood entitled 'A Rationale for CLIL in Primary Schools'. The author emphasises the instilment of CLIL starting from the early language learning level. The framework is visualised like a house building with the very theoretical underpinnings, from the ground as the bottom hierarchy to the roof like the top of goals. One viable implementation in a Scotland primary school is reported to capture concise instructional steps and its learning material development.

The second section, featuring empirical notes of CLIL practices, commences by presenting Chambers' work about research on the problematic issue of primary to secondary school transition. Through the pupil's lens, the author discovers experiences and perceptions from two grounded seminal frameworks Bronfenbrenner's (1979) ecological systems theory and Dörnyei et al.'s (2014) dynamic systems theory (DST). Drawn from two methodologically well-grounded case studies in England and Germany, he exemplifies the factors needed and roles of CLIL for helping primary students to pass the transition to secondary level smoothly and correctly.

Chapter 5, 'Diversity and Transnationalism: The 'Merged Curriculum' Approach in Bilingual Programmes in Australia', authored by Smala, meticulously introduces merged curricula as an innovation of education across countries to promote intercultural awareness, one of 4 C's framework. The second section presents 'Three Schools, Three Models: Senior Leaders' Views about the Value of CLIL in Their School' by Bower (Chapter 6). This chapter brings up empirical research on how CLIL is couched in the school setting in England. The author focuses on three models of CLIL (a curriculum strand, a subject strand and subject modules taught in language lessons) implemented in totally different three schools

and reveals that school leaders' positively reported that 'the majority of their learners' motivation, progress and attainment was enhanced through the provision of CLIL' (p.120). Though the methodology limitedly informed in this empirical-based section, the chapters inform the potential values of CLIL to some points and tell readers some possible struggles to be anticipated.

The last chapter of the section, 'Plurilingualism in the Content and Language Integrated Classroom: Students' Languages as Resources in the CLIL Context' by Gearon and Cross, fleshes out the perceptions and experiences of two teachers of Spanish and Italian in Australian primary and secondary schools to apply CLIL model in their classroom. The students' language at home varies though the primary language at the school is English, and this condition leads to plurilingual classes. Bearing this in mind, this chapter exemplifies empirical data, which explores strategic mediation in teacher-learner interaction in the classroom to integrate the target language into the content. The authors sum up that a critical factor of the successful CLIL enactment depends 'heavily on how teachers were able to mobilise it as a strategic pedagogical resource' (p.138).

The third section, featuring notes for pedagogical implications, begins with a lesson to be learnt proposed by Isidro and Lasagabaster. The authors present an innovative practice driven by TDI (training, designing, implementing) approach for adopting CLIL in a trilingual setting in Galicia, Spain. Intended to foster teacher professional development, this paper comprehensively explicates the process of adoption and implementation of CLIL for curriculum planners and designers. The step-by-step and tabulated observable guidance for determining goals, contents and assessments are entirely informed along with its samples.

In Chapter 9, Meier seeks to disclose the possibility of CLIL promoting other social opportunities involving peer collaboration. Anchored in a conceptual-based study, Meier exhaustively sums up the characteristics of three common content-based learning contexts, namely two-way immersion (TWI) education, Content and Language Integrated Learning (CLIL) and education of the official school language as an additional language (EAL). The author suggests that content-based learning should be considered as a teaching method since it possibly creates a classroom environment supporting learners to interact with each other.

The last chapter, Coyle's Exploring the Potential of a Pluriliteracies Approach (Chapter 10), addresses 'the concept of pluriliteracies as an 'ecological growth model' for learning' (p.187). This model, rooted in an ecological approach to learning, proposes the transformation of classrooms into sites for preparing pupils to be global citizens who have the competencies to mediate literacies in a multilingual society. Bearing this in mind, Coyle suggests that CLIL has the potential role to be a tool for controlling targeted content integrated into learning.

Turning to evaluation, as every work has its limitations, though, on a small scale, this book still has space for improvement. Our remarks on individual chapters pertain to the lacking of context with non-English speaking countries in Europe (see Goris et al., 2019) and a methodological aspect concerning the number of participants for case studies to gain greater voices for both teachers and pupils (see Wilkinson, 2018). Compensating this dearth, additional chapters in section two (recent practice reports) may enrich the portrait of CLIL in Anglophone settings. Albeit of the drawbacks, the current book can be considered a valuable resource for educators, curriculum planners, school managers, policymakers and student- and seasoned researchers interested in Content-language instruction. The coverage, including theoretical, empirical, practical and reflective accounts of CLIL, has provided an impetus for constructive development of education, specifically related to language teaching from the bottom (classroom and school) to the top (national) level. Though the book captures the specific context in Anglophone countries, the contents also kindly suit and welcome non-Anglophone countries.

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