

a European scale. In particular, the collection compiled in this volume reveals specific CLIL realities, necessarily materialized in particular contexts, that could be extrapolated and serve as models for other settings. Additionally, it clearly emphasizes the importance of CLIL research, policies, and classroom practice informing each other in a process of mutual enrichment.

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**Ball, P., Kelly, K., & Clegg, J. (2015).**

*Putting CLIL into Practice.*

Oxford: Oxford University Press, 320 pp.

Co-authored by practising CLIL teacher-trainers and consultants with considerable hands-on experience in the area of materials development and teacher education, *Putting CLIL into Practice* is a welcome addition to the Oxford Handbooks for Language Teachers series. This volume provides a practical introduction which sets out from the basic premise that courses taught in a second language are more successful when the pedagogy is adapted and learners are given appropriate language support. As the authors themselves state, in situations where CLIL programmes have proved unsuccessful, “there seems to have been a prevailing assumption that there is no distinction between teaching through L1 to native speakers and teaching through an L2 to non-native speakers” (p. 23). This book explains what this distinction is, draws our attention to the necessary conditions which enable learners both to acquire language and master content in CLIL contexts, and describes principled practices which can help teachers to improve their own CLIL teaching.

After defining CLIL and situating it within the panorama of bilingual education worldwide, the authors devote some pages to debunking what they regard as unhelpful explanations of CLIL, such as its “umbrella” or “potpourri” nature, or its status as a mystical “educational life-force”. They then present their own eminently practical three-dimensional model of CLIL, which centres on concepts, procedures and language. In their view, putting these into practice in the classroom can be understood through the “mixing desk” metaphor: the teacher can choose to “raise the volume” of the concepts by dictating the content notes to the class, but if she does this, she is ignoring the procedural dimension. If she decides to “turn up” the procedural volume by involving students in more interactive learning tasks,

they will use a greater range of language, and also be more likely to remember the content later. All of this is evidently true in monolingual situations where students acquire academic language competences in their first language, but it becomes more important in CLIL classrooms where students' language skills require more support. The art of CLIL, in this approach, is to sequence the didactic activities in such a way that language support is factored into the content learning. The decision to emphasise these three dimensions –rather than, say, the “4Cs” favoured in the influential book by Coyle, Hood, & Marsh (2010)– is understandable, because this three-dimensional model is easier to understand and operationalise. The distinction between “concepts” and “procedures”, for example, fits with a common-sense understanding of “the content to be taught” and “the way we teach it”. The more difficult distinctions that have to be made in the 4Cs model (between content and cognition, say) are avoided: the issue of cognition here is integrated into concepts and procedures much as it would be in a monolingual classroom, the thorny question of “culture/citizenship” is sidestepped, and the teacher is left free to concentrate her attention on the way in which language facilitates, and is facilitated by, the conceptual and procedural dimensions.

Language and its interactions with concepts and procedures form the main focus of the rest of the book. The central chapters blend useful ideas, such as the curriculum language audit, with practical guidelines about how to guide learning input and structure classroom activities. The chapter on “supporting output” is particularly interesting, and contains a range of examples to illustrate how learners' written and spoken production can be supported. It is refreshing that many of the sample activities provided here would be suitable for secondary school level, where CLIL still poses considerable challenges in many countries. The chapter on “designing materials for CLIL” takes us through the seven stages of preparing material for a content course taught through CLIL methodology, showing how the “three dimensions” can be operationalised, using examples from history, geography and science.

The last three chapters, on assessment, management and teacher training, touch on some of the most complex challenges in CLIL at present. Regarding the tension between content knowledge and language competence in assessment, the authors assert that “the priority should always be the content” (p. 215), but concede that language often influences the students' performance: even though a student might be able to pass without producing academically-proficient language, this student “would be unlikely to figure among the higher scorers”. In fact, this mirrors the situation in L1 assessment in many subject areas, where a student with poor language competences will probably also obtain lower grades, but the prob-

lem always seems to be more acute when students are learning in an L2, and no simple solutions exist. The chapter on management gives a general overview of different ways in which schools can incorporate CLIL programmes, stressing the need for ongoing teacher education as well as different forms of language support for students. Although this chapter goes some way to identifying the different stakeholders and listing ways of monitoring progress in CLIL, to my mind it does not place enough emphasis on the strategic aspects of implementing CLIL. A useful addition here would have been a description of some of the promising models for bil- and multilingual education that exist in Europe. This could include descriptions of schools that have a coherent plan for developing students' language competences from 3 to 18, with appropriate language-related goals and a consistent policy coordinating language use in different content areas. The last chapter, on teacher training, strikes a curiously gloomy note, pointing to some of the weaknesses of current CLIL training provision in many countries. However, it does attempt to profile the "savoirs" that a CLIL teacher should have, with a tentative route map that could be used to structure a teacher development programme. Interestingly, the authors also raise the idea of a "new hybrid teacher", a concept that must be in the mind of anyone who has delivered CLIL methodology courses, where a common accusation from the content teachers is that "you are trying to turn us into language teachers". The truth is that CLIL teachers do have to acquire some of the knowledge and skills of the language teacher, since language learning is foregrounded in these classrooms in a way that students' L1 development usually is not. It would probably be useful to acknowledge this openly, offering constructive solutions for those professionals who wish to develop further along these lines.

In short, the present volume offers a wealth of practical help and guidance to anyone involved in CLIL teaching, with plenty of relevant and useful examples. For teacher training and development programmes, the book also contains tasks related to each unit, a full glossary, and a website with further resources.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

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