

Lasagabaster, D., & Doiz, A. (Eds.) (2016).

*CLIL Experiences in Secondary and Tertiary Education. In Search of Good Practices.*  
Bern: Peter Lang, 262 pp.

---

**C**ontent and Language Integrated Learning (CLIL) at the level of secondary and higher education is now moving into a new phase, and in this coedited volume, David Lasagabaster and Aintzane Doiz place their emphasis on the empirical turn in CLIL research, and the challenges of investigating an area which lies in the overlap between education and applied linguistics. Their choice of papers brings out the specific nature of the themes in CLIL which are of compelling interest today, and the growing need to quantify variables previously thought to be accessible only through qualitative research, such as teachers' and students' attitudes (particularly concerning motivation and the resistance encountered in both groups), the effects of IT on the quality of learning, interdisciplinary cooperation, or the extent to which content and language learning can be integrated. The introduction by Do Coyle (University of Aberdeen), one of the pioneers of bi/multilingualism, stresses how studies on CLIL have come of age academically, in terms of their diversification and specialisation, as well as pointing to the added rigour provided by recent longitudinal studies.

The volume is divided into two balanced and well-defined parts, each one of which represents one of the levels of education under scrutiny: secondary education and higher education. In the first block, on secondary education, Jon Ander Merino (chapter 1), questions the widely-held belief that content learning is eroded when CLIL methodology is used, and emphasises the need for fruitful cooperation between language and content teachers. This need is analysed from different perspectives in the next two chapters: while Susana Gómez (chapter 2) foregrounds teacher motivation in her analysis of perceptions and attitudes over three years in a secondary school in a monolingual region, Juan Manuel Sierra (chapter 3) centres on the students' view of the challenges that they experience in an interactive music project evaluated by formative and summative methods. The last chapter in this section is by Marta Kopinska, who explores the impact of new technologies and "low-intensity" CLIL (geared towards language learning rather than content learning) on student motivation.

At university level, the implementation of CLIL methodologies has raised awareness of how difficult it is for lecturers to attain their ideal self-image, and brought out the high personal cost of this change. Aintzane Doiz and David La-

sagabaster (chapter 5) conclude that whether or not university teachers have the desirable, motivating self-perception depends greatly on the institution, on their own teaching experience, their fears and expectations, their students, and of course, the individual person's desire for personal growth and ability to respond to challenges. In the context of all these aspects, we encounter the concept of the Professional Learning Community, discussed by Pilar Sagasta and Nagore Piña (chapter 6), who report on their experience with ten teacher-trainers in a university in the Basque Country, describe the assessment tool which they co-constructed, recommend the steps that should be followed when applying it, and provide a very useful review of the bibliography on Professional Learning Communities. In the seventh chapter, Begoña Pedrosa describes the new learning scenarios that have emerged as innovative methodological approaches have been adopted. In addition to careful content planning, these include the use of innovative materials and a wider range of assessment tools, a more important role for tutorial sessions, and a shift in orientation to accord greater importance to the learning process (understanding process as taking in cognitive, behavioural and emotional aspects), which includes group work, problem-solving, interaction, and the use of higher-order cognitive skills in a natural communicative environment in which context guides learning. Finally, David Lasagabaster argues for the importance of "translanguaging" as a pedagogical practice distinct from code-switching. Translanguaging is planned, strategic and symbiotic, involving the overlap of two or more languages in the same space, in a non-hierarchical configuration, rather than assigning different repertoires, subjects, instructors or curricula to each language. To be able to adopt a methodology that admits translanguaging, however, it is necessary to banish the idea, which still prevails in some educational contexts (particularly in the USA), that bilingualism or multilingualism implies some sort of interference or disadvantage.

In *CLIL Experiences*, Lasagabaster and Doiz progress one stage further from their earlier coedited volume (*English-medium Instruction at Universities. Global Challenges*, Bristol: Multilingual Matters, 2013), which focused on the introduction of policies and institutional support for trilingual programmes, the need to encourage integrated classroom-based research, the fostering of holistic, multicultural mentalities, and the fostering of language skills in the areas of BICS (*Basic Interpersonal Communicative Skills*) and CALP (*Cognitive Academic Linguistic Proficiency*). Around the same time, Inmaculada Fortanet's monograph (*CLIL in Higher Education. Towards a Multilingual Language Policy*, Bristol: Multilingual Matters, 2013) and Ruth Breeze et al.'s edited volume (*Integration of Theory and Practice in CLIL*, Amsterdam/New York: Rodopi, 2014) also raised the issue of the degree and nature of integration between content and language learning, and stressed the crucial

importance of teacher education, the BICS and CALP dimensions, and the role of disciplinary discourses and transversal competences. Building on these previous studies, Lasagabaster and Doiz have produced a book which enriches the panorama of multilingual education, contributing towards the development of pedagogy in this increasingly important area, and providing evidence from studies with more highly developed research methods and a more critical vision of the theory and practice of CLIL. This book should be compulsory reading for the growing body of teachers and researchers involved in multilingual and intercultural education.

Carmen Sancho Guinda  
Universidad Politécnica de Madrid

---

**Ruiz de Zarobe, Y. (Ed.) (2016).**

*Content and Language Integrated Learning. Language Policy and Pedagogical Practice.*

Oxford and New York: Routledge, 179 pp.

This book is a welcome and timely contribution to the CLIL context as the outburst of diverse variants of the CLIL approach continue to expand around the world and investigation on this phenomenon is still much needed. The volume brings together solid empirical contributions with the aim of providing new insights into language policy issues and pedagogical practices, and offering an integrating vision of these two aspects. However, the book does not limit itself to that issue, and actually shows evidence of the need for general guidelines and national policies, on the one hand, and grassroots initiatives, on the other, which need to go hand in hand to make successful teaching and learning processes come to life.

Reflecting the variety of the field, the nine chapters that give form to this book provide thorough and comprehensible accounts of CLIL realities, showing a smooth transition from policy-level to classroom-based evidence and investigation, thus tying these two key aspects together and underscoring the importance of their interweaving.

The first chapter, “Listening to learners: an investigation into ‘successful learning’ across CLIL contexts”, explores the perceptions of successful learning from the perspectives of secondary-level CLIL students, focusing on individual CLIL classroom events and comparing across schools. The second chapter, “The power of beliefs: lay theories and their influence on the implementation of CLIL programmes”, goes further and delves into students’ and teachers’ lay beliefs re-