

CLIL across Educational Levels

Emma Dafouz & Michele C. Guerrini (eds).

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Content and Language Integrated Learning (CLIL), or the use of a foreign language for the instruction of content based disciplines, has existed in different forms for many years, mostly in countries with a bilingual or multilingual population. In the case of Europe, the need of a single market and the common policy of promoting multilingualism have led to the more and more widely spread adoption of CLIL in all levels of education. The Commission of the European Communities' (1995) *White Paper* entitled *Teaching and Learning: Towards the Learning Society* marked the beginning of a series of educational experiences in different European countries, which helped the CLIL concept take shape. Since then, the increasing number of projects, thematic networks, stay-abroad programmes, publications and international conferences demonstrate its expansion and importance for all those involved in education, from parents and teachers to learners and policy makers.

The book *CLIL across Educational Levels* offers a valuable addition to current work, as it explores experiences carried out in Spain in a variety of courses, using English as the medium of instruction, and ranging from the primary to the tertiary level of education. The five parts into which it is divided are preceded by a Preface by MERCEDES CABRERA, the former Spanish Minister of Education, Social Policy and Sport, where she briefly sketches the main achievements of the on-going bilingual project started by the Spanish government in 1996 in collaboration with the British Council, and which constitutes the basis of all the experiences described in the book. The Preface is followed by a Foreword by Professor DO COYLE, one of the leading voices in CLIL pedagogy. Next, in the Introduction, the editors, EMMA DAFOUZ and MICHELE C. GUERRINI, offer their assessments of what the different chapters might offer to the reader, and invite CLIL practitioners to share and discuss new experiences. The first part of the book serves to set the scene by presenting an overview of CLIL as the basic feature of a new European approach to education. Parts two, three and four focus on hands-on practice, and describe experiences carried out in different

institutions, most of them located in the Madrid area, and as the title of the book indicates, across diverse educational levels. The fifth and last part (Chapter 10) presents reflections on assessing and benchmarking in order to differentiate good and bad practices. The volume closes with the biodata of the contributors, and includes a CLIL glossary (which should certainly be improved, as the criteria for the selection of the terms included are utterly confusing) as well as an index of key words.

The first section starts with CARMEN PÉREZ-VIDAL's chapter, a clear outline, solidly grounded in research, of what she calls "the CLIL European construct", a new multifaceted educational paradigm. She begins by presenting a diachronic perspective of measures taken by European institutions since the 90s and then moves on to describe the three factors which are at the core of CLIL pedagogy, and the socio-cultural, curricular and psycholinguistic dimensions on which CLIL rests. Although well aware of the challenges it poses, Pérez-Vidal ends the chapter with an emphasis on the many benefits of this new approach.

In the second section, four experiences from primary education in Spain (which covers children in the age range of six to eleven) are described. In Chapter 2 ANA HALBACH, basing her reflections on relevant literature and on the actions taken and the results obtained from a research project she coordinated, highlights adequate teacher-training and teacher support as the most important challenge if bilingual experiences are to be successful. Another project developed under the overarching notion of bilingualism, in this case in a rural area near Madrid, is the concern of Chapter 3. CARLOS MIRANDA and RUBÉN GARCÍA sketch the steps taken to implement it, and describe how a small rural school was transformed into a successful bilingual centre. They summarize the methods adopted, the teaching timetables and the subjects taught in English, with particular emphasis on physical education. In Chapter 4, M^a ANTONIA FERNÁNDEZ YUBERO and M^a ISABEL PAREJA MORENO describe how technology was applied as part of the implementation of another bilingual project. They give several examples of the activities which were carried out, mostly topic-focussed presentations and encounters between British and Spanish schools. The tables and figures included clearly show how science, history, literacy and arts and crafts were interrelated with ICT. Chapter 5, by TERESA REILLY and PILAR MEDRANO, gives an account of the Ministry of Education/British Council bilingual project, started in 1996. The authors review the history of bilingual schooling, first in Canada and then in Spain, and list the key conditions for successful outcomes. Next, they

present the bilingual project's general achievements. The fact that this chapter describes the project under whose umbrella all the rest have been carried out, and that it analyses the factors that guarantee an easy transition from primary to secondary bilingual education, gives it a hinge character, connecting the second and third parts of the book.

Section three focuses on secondary education. In the very well-referenced Chapter 6, ANA LLINARES and RACHEL WHITTAKER report the compilation and analysis of a learners' corpus of spoken and written English as was produced in secondary school geography and history classes. Conclusions point out the importance of class discussions as a scaffolding activity. The authors end with a plea for a functional approach to the language of the disciplines taught, so as to introduce language awareness activities in response to the students' communicative needs. One of the strongest contributions of the next chapter by MARCELA FERNÁNDEZ RIVERO, CARMEN GARCÍA DE LA MORENA and ELENA DEL POZO is the description of a very well designed and visually attractive unit on the Norman conquest of England. It provides the reader with suggestive ideas and several excellent appendices which could be taken as point of reference for those teachers interested in implementing a more student-centred methodology.

The fourth section of the book, which deals with tertiary education, begins with EMMA DAFOUZ and BEGOÑA NUÑEZ's excellent Chapter 8. After reviewing the present state of CLIL in higher education across Europe, they show the results of a pilot study carried out in two Spanish universities on the different attitudes that teachers and students have towards the potential application of a CLIL methodology, and present their conclusions. They express their certainty that things will improve in the future, as a new generation of CLIL students and teachers reaches higher education; like LLINARES and WHITTAKER in Chapter 6, they advocate a genre approach to CLIL teacher-training, and its putting into practice through team teaching. The last chapter in this section, Chapter 9, by DIANA FORAN and CARMEN SANCHO, draws upon theoretical and practical perspectives to a top-down implementation of CLIL in tertiary LSP education. They present two case studies, the first one from the School of Aeronautical Engineering of the Universidad Politécnica de Madrid, and the second one from the Faculty of Pharmacy of the Universidad Complutense de Madrid. Both of them suggest ways of incorporating CLIL and LSP in tertiary education by means of a series of motivating activities based on the reformulation of the role of the teacher as facilitator/provider.

Section five concludes this collection of essays with a focus on assessment and benchmarking. In Chapter 10, BELÉN ROZA describes the action-research BeCLIL project, which was carried out jointly in Finland, the Netherlands, Portugal, Romania and Spain, co-financed by the participating institutions and the EU within the framework of the Socrates Programme 2004-2007. ROZA presents a comprehensive checklist for benchmarking good practice as well as the BeCLIL objectives, workplan and outcomes, and finishes her outline highlighting a number of essential areas which would require further development if policy makers want to obtain successful results from the application of the CLIL approach.

As a whole, the book thus presents a multilayered view of CLIL recent practices in Spain, and provides readers with useful material from which to get inspiration for a change in methodology. The clear layout of each chapter also adds to its didactic nature, and the common threads that run through it (the role of teacher training, the importance of coordination among all stakeholders, the use of authentic materials and ICTs and the active participation and interaction of learners) make it a valuable introduction for anyone interested in CLIL.

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