

*Teaching and Learning English through Bilingual Education*. Martínez Agudo, Juan de Dios (ed.) (2012). Newcastle upon Tyne: Cambridge Scholars. ISBN (10): 1-4438-3713-X, 246 pages.

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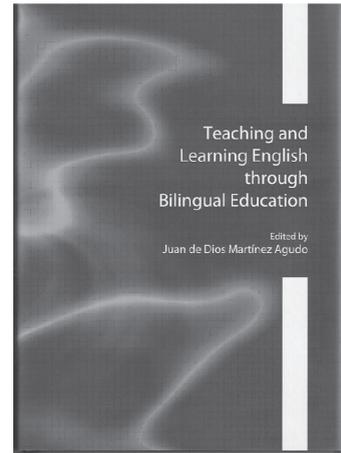
With the current drive for the implementation of CLIL programmes in Europe there has been a logically increased demand from bilingual teachers and coordinators to have evidence-based guidelines and/or areas of deliberation which allow for the formulation of pedagogically sound decisions that positively influence learning experiences within and beyond the classroom. This book aims to add to the growing body of research which examines the development of competences in second/foreign language (L2) as well as other potentially transferable skills that may arise as a result of new pedagogies being employed in diverse CLIL contexts.

Diversity is, perhaps, a key theme which underlies this entire publication. In the Foreword, David Marsh highlights the complexities and challenges involved in dealing with different levels of student competence, while effectively drawing our attention to the fact that instructional differentiation in itself can often be used to the advantage of stakeholders via the creation of ‘individualized learning paths’ (p. vii). Apart from this initial focus on diversity among learners, the book itself includes studies and insights from authors writing from France, Germany, Spain, Italy, the UK and the USA in areas related to CLIL in primary, secondary and higher-level education and manages to combine research and informed perspectives to offer a coherent overview of many of the developments, concerns and solutions involved in bilingual language teaching.

The opening chapter, by Claire Tardieu and Marlene Dolitsky is highly recommended reading for all involved in CLIL and task-based learning. In addition to providing insightful clarifications to micro, macro and final tasks, this chapter gives working and detailed examples of task-based plans which many teachers would find useful as a point of reference in the organisation of their own CLIL programmes.

Another question which is particularly pertinent to the teacher of non-linguistic subjects deals with the extent to which the target language is used in the classroom. Juan de Dios Martínez, editor and author of the second chapter, examines whether or not it is desirable to use the L1 as a learning tool in the bilingual classroom and provides evidence which allows him to tentatively conclude that there may be justification for an occasional and judicious use of the mother tongue when it is deemed essential to attain pedagogical objectives.

The effects of CLIL practices on learner performance in the various subject areas affected are of particular concern to everyone involved in bilingual education. Based on the findings of a long-term evaluation project on CLIL in Berlin, Wolfgang Zydatis examines differences between



students in CLIL and non-CLIL classrooms to see whether or not CLIL learners fall behind their regular classroom cohorts in terms of academic discourse competencies. While addressing the necessity for inclusive practices in bilingual education, this study also points to the need for further research into the interdependency between L2 proficiency and academic achievement in bilingual education.

The planning of tasks previously mentioned in Chapter Two is very much complemented in Chapter Four where, in addition to providing several sound CLIL-based methodological considerations for primary and secondary school, Salaberri and Sanchez deal with a variety of key aspects ranging from classroom strategies and cross-curricular integration to multicultural issues, motivation and assessment. Here the authors aim to offer an innovative educational approach in order to address real problems detected in contemporary bilingual learning contexts.

A key concern for teachers involved in bilingual programmes is that of materials and resources. It is often the case that many teachers in this type of programme move away from traditionally employed textbooks developed by major publishers in order to create or locate other alternative sources of learning. Along with her examination of project and problem-based learning strategies, Pilar Montijano provides a series of guidelines for the design of CLIL classroom materials which contemplate the 4Cs principle (content, communication, cognition and culture) while at the same time advocating the implementation of inquiry-based teaching. On the same theme of resources in CLIL, Azzaro and Rice give us an insightful look at some of the possibilities that new technologies have to offer for bilingual students. With a particular focus on Moodle pedagogy and the use of online resources such as forums and wikis, the authors manage to give an (encouraging) outline and practical examples of how to innovatively use the Internet to develop learning inside and outside the classroom.

The logical continuation of CLIL in primary and secondary schools is the introduction of similar initiatives in higher education. In Chapter Seven, Madrid and Perez examine the current need for the preparation of bilingual teachers in initial teacher training (ITT) programmes. In addition to proposing major objectives for subject-specific areas of ITT in primary education (including social and natural sciences, mathematics, music art and physical education), the authors also suggest desirable CLIL-based competences which could be developed through the creation of a specific master's programme. The final chapter of this book, by Martinez and Torres-Guzman, also deals with bilingual teacher education, this time focusing on their study at Columbia University, USA, on student-teacher perceptions and potential challenges related to interculturality. This chapter highlights the need for student teachers to explore their own perceptions towards interculturality and to find ways as to how to introduce this area in their teaching in the classroom.

In a relatively short space, then, this book manages to tackle many relevant issues in bilingual education today and includes suggestions for further readings at the end of each chapter while encouraging readers to engage in their own critical analysis of the contents. Just as important as this, however, is the provision it makes of both expert opinion and evidence-based insights while offering practical guidelines for teachers and well-founded proposals for future areas of development.