

analysis of function words, adverbs, adjectives and discourse markers. Unfortunately, but obviously, not all the data used in the studies, such as the business data obtained from private companies, are accessible to any researchers for further analyses.

As far as languages and time span are concerned, the *fil rouge* running through the book is variety. We are presented with corpora – of regional Italian, Scottish English, American English, English as a *lingua franca* and contemporary Japanese, to name just a few. Since there are both synchronic and diachronic studies, the corpora used also range in time, from the selection of London newsletters of 1701 from the ZEN (Zurich English newspaper Corpus), to the contemporary ELFA corpus of English as Lingua Franca in Academic Settings, completed in Finland in 2008, and since then accessible worldwide.

Teachers who are looking for ideas may not find many examples of studies that can be applied in the classroom. One exception is the paper on using movie corpora by Pierfranco Forchini, which addresses language teachers and classroom practitioners directly. Nonetheless, it is not inconceivable that data from some of the other corpora could be used within language courses; the SCOTS corpus of Scottish English, for example, could provide insights for explorations within an important national variety. The volume is clearly aimed at researchers, however, or advanced postgraduates, and provides accounts of stimulating research on a wide variety of topics and perspectives. It is so wide-ranging that it really has got something for everyone interested in this field.

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Integration of Theory and Practice in CLIL, Ruth Breeze, Carmen Llamas Saíz, Concepción Martínez Pasamar, Cristina Taberner Sala (Eds.). Editions Rodopi B.V., Amsterdam & New York (2014). ix + 197 pp.

Content and language integrated learning (CLIL) is becoming firmly established, particularly in the European educational sector, as first evidenced by a rise in implementation of CLIL programmes followed by an increasing body of CLIL research, the emergence of journals (*International CLIL Research Journal*, *LACLIL*) and websites focusing specifically on CLIL and the publication of a number of books dealing with theoretical and pedagogical issues (e.g., Coyle, Hood, & Marsh, 2010; Lasagabaster Herrarte & Ruíz de Zarobe, 2010), empirical research (e.g., Dalton-Puffer, Nikula, & Smit, 2010; Llinares, Morton, & Whittaker, 2012; Ruíz de Zarobe, Sierra, & Gallardo del Puerto, 2011) and policy in tertiary education (Doiz, Lasagabaster, & Sierra, 2013; Fortanet-Gómez, 2013). Given this context, the present publication, *Integration of theory and practice in CLIL*, is certain to attract interest among those working in the field. The book brings together empirical studies and practical pedagogy for implementing CLIL with examples from primary to tertiary education.

The book starts with a brief introduction followed by ten chapters divided into two parts. It ends with a directory of online European CLIL projects, a valuable resource for practitioners and researchers, and a key-word index. The first part, 'Integration in theory: Conceptual approaches', consists of four chapters dealing with syllabus planning, genre- and strategy-based instruction and the cognitive benefits of CLIL. It is followed by 'Integration in practice: The classroom perspective', six chapters consisting of empirical studies focusing on students and teachers' perceptions of CLIL and examples of classroom practice in secondary schools.

Part 1 begins with Ana Halbach's description of the change in roles of students, language teachers and content teachers that CLIL brings about. She discusses students' move to more implicit learning, the change and often loss of status for the language teacher and the content teacher's inexperience in focusing on language and adapting materials and methods accordingly. She goes on to propose that content teachers use course competences to predict the language functions students will need. However, it does not seem as easy as the author suggests, as it assumes teachers plan according to competences and understand language functions. Also, if the language function is identified, will the content teacher then know how to make it explicit to students? Halbach also presents a straightforward way in which language and content teachers can cooperate, with language teachers building up general literacy skills to better prepare students for the disciplinary literacy taught by the content teacher.

In Chapter 2, Aoife Ahern builds up a case for the need to use scaffolding techniques with a comprehensive overview of how CLIL has emerged from both foreign language learning theories and learning theories in general, emphasizing the link between form and meaning. She gives practical examples of scaffolding in the primary classroom for reading, through the use

of strategies and careful sequencing, and for speaking through activities such as exploratory talk, which encourages engagement and reasoning skills.

In the following chapter, Yolanda Ruíz de Zarobe and Victoria Zenotz present a longitudinal study on reading strategy instruction in a primary school. Two intact groups of 25 learners were used as control (no strategy instruction) and treatment (explicit strategy instruction). They carried out a metacognitive reading test at four times over the two-year period and a critical reading test at the end of this period. The chapter is easy to read with convincing justification for the study, clear research questions and examples of the strategies taught. Results make a case for strategic instruction in CLIL settings as well as making a contribution to language strategy research.

Chapter 4 by Jill Surmont, Piet van de Craen, Esli Struys and Thomas Somers was a personal favourite as it focuses on an area which is less commonly found in the CLIL literature, cognition and neuroscience. The authors make a convincing argument for the cognitive advantage of CLIL, showing that it is not only beneficial for language learning but also makes students better all-round learners as well. The authors argue that multilinguals are better learners as more language and skill information is automatized in long term memory freeing up space in short term memory to make learning more effective. Also, they claim that both the explicit and implicit learning involved in CLIL, assuming it is put into practice, is closer to the natural way of learning and so more effective. Arguments are supported with references, although Ting who addresses the same question (e.g. Ting, 2011) is not included. Among the empirical studies outlined, how participant variables were controlled for in the groups being compared is not mentioned, so it is not clear if the differences found already existed from the outset. Clearly more substantial empirical data would consolidate the position of this exciting area of research.

Chapter 5 introduces the second part of the book directed at more practical classroom experiences or issues. Dominik Rumlich describes a large-scale questionnaire study ($N = 858$) in 11 German primary schools on interest in English language and the subject of English, administered in Year 6 of primary school. The study looks at an important criticism made about CLIL and non-CLIL comparative studies (by Bruton, 2011, for example), that factors involved in selecting pupils to follow CLIL strands give pupils a head start and make them non-comparable with non-CLIL groups. Indeed, Rumlich's results support this criticism in that pupils selected for future CLIL strands report higher language and subject interest. The inclusion of the questionnaire in this chapter would be useful in understanding how the concept of interest is operationalized in the study.

Chapters 6 and 7 describe CLIL teaching units for secondary school. Ignacio Pérez-Ibañez describes an experience of teaching a combined task-based learning (TBL) and project-based learning (PBL) unit on travel English. However, some key authors in PBL and TBL are not cited and the educational context (secondary school students learning Spanish) does not become evident until later in the article. The author highlights the importance of scaffolding and the use of rubrics but does not include them. In Chapter 7 Felipe Jiménez, Agata Muszynska and Maite Romero go on to describe two further teaching units for History (13–14 year olds) and Literature (17–18 year olds) in English. The writing process is applied to produce a news story set in the Middle Ages, although what struck me most was the way the content, Spanish history, is taught as revealed in the example of student writing on p.116 from an obviously non-Muslim perspective. Several drama activities are incorporated into the Literature class encouraging speaking in the L2. The authors claim that both techniques encouraged deeper processing of the lesson contents and increased engagement.

Chapters 8 and 9 describe empirical research at universities in Spain. David Lasagabaster compares students' perceptions of two different university lecturers teaching an English literature course in the Basque Country, a specialist in English literature (content) and an English language (CLIL) specialist. Students completed closed and open questions on a questionnaire about their motivation, perceived improvement of English and reflections on CLIL. Although the study is based on just two lecturers it addresses key questions in CLIL such as focus on form and the teaching competence of university lecturers with no formal teacher training. Whether the teachers were native or non-native English teachers is not reported. In Chapter 9, Ruth Breeze's sound research design, using multiple methods of data collection (a listening test, final course grades, a questionnaire on strategies and semi-structured interviews), builds up a coherent picture of student needs and draws up guidelines for lecturers delivering courses in English. Breeze highlights the important distinction between EMI (English-medium instruction) and CLIL (Content and Language Integrated Learning) and weaves in her empirical data to discuss how we should establish entry level requirements on such courses, the impact of such courses on different types of learners and therefore the nature of support teachers should provide to ensure all their students can meet learning outcomes.

The book closes with a chapter by Javier Barbero and Jesús Ángel González who present figures for English language competence at the end of compulsory education in Spain, at university as well as for university staff to justify the need for CLIL methodological guidelines at the tertiary level. However, the link between the generic recommendations compiled from the study (primary and secondary CLIL teachers' perceptions) and the university CLIL training course (including two example lesson plans for Engineering Design and History) is not immediately evident.

All in all, I would certainly expect to see this book on the CLIL *aficionado's* bookshelf. The reader will find moments of inspiration for novel research questions and as the majority of contributors are based in Spain where English is the medium of instruction, the book leaves you with a clear picture of current Spanish institutional policy, English language proficiency and classroom practice.

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Language Teacher Education in a Multilingual Context: Experiences from Hong Kong, J. Trent, X. Gao, M. Gu. Springer, Dordrecht, Heidelberg, New York, London (2014). 196 pp.

Research on language teacher education and development has undergone tremendous change in the last three decades, as researchers have been increasingly aware of the importance of well-focused examination of specific issues such as teacher cognition and teacher collaboration, drawing on insights from related fields like psychology and sociology (Burns & Richards, 2009). While this trend had witnessed a rapid expansion in the scope of inquiries and an equally rapid accumulation of deepened knowledge, it has also brought about a worrying disintegration of the field as a whole. As more research addresses more isolated elements (e.g., identity), far less interest has been given to investigating how these elements interact and synergize for teacher professionalism (Hwang, 2014). A central problem behind this is that research variables in focus are often divorced from the dynamics of their contexts whose mediation can be both enabling and constraining for teacher development (Johnson, 2009). In the engagingly exemplified discussion in this volume, Trent, Gao, and Gu successfully showcase their research work from a multidimensional and multifaceted view to focus on teacher identity as a crucial issue for the professional development of language teachers (primarily pre-service teachers) and set their work in Hong Kong's multilingual context of rich complexity.

This book has five main sections with the last chapter (Chapter 12) as a conclusion: Introduction (background and theoretical perspective), Part 1: Motivation and challenges, Part 2: Culture, commitment, and recruitment, Part 3: The role of international forces and Part 4: Language and politics.

Trent, Gao, and Gu begin their discussion with a concise but fully informative introduction that delineates the theoretical perspectives adopted throughout this volume. They develop an integrated framework to examine various cognitive, linguistic, and sociocultural factors that impact on teacher identity, such as agency, language, practice, and discourse. These factors are properly situated at the *intrapersonal*, *interpersonal*, and *institutional* levels, making the framework both multifaceted and logically sound. They convincingly argue for a full reflection of the dynamics of teacher identity through analysis of its four ways of construction, i.e., *discursive*, *experiential*, *negotiated*, and *contested*.

As the title suggests, Part 1 of the book examines pre-service teachers' motivations to become teachers in multilingual Hong Kong and how they perceive and understand the challenges to be confronted in so doing. Interestingly, the three inquiries reported in the three chapters examine pre-service teachers' identities in three learning stages in teacher education programs in Hong Kong, that is, before, during, and after teacher education. Chapter 2 explores pre-service teachers' motivations to take such programs in Hong Kong even though they may be uncertain of becoming teachers in this multilingual context. Chapter 3 explores the dynamic nature and complexity of the formation of pre-service teachers' teaching identities in a teacher education program in Hong Kong. Chapter 4 explores the challenges for pre-service teachers in Hong Kong at the completion of their teacher education. Building on Part 1, the focus of which is pre-service teachers' motivations and challenges, the three chapters of Part 2 focus on commitment of and challenges for in-service language teachers in Hong Kong. To be more specific, this part problematizes the commitment of language teachers to teaching in Hong Kong, analyzing how cultural traditions and initial educational experiences may influence and sometimes undermine teachers' motivation (see Chapters 5 and 6). Given the questionable commitment of some teachers, Chapter 7 explores the possibilities of boosting recruitment by attracting talented second-career English language teachers whose skills and experiences are currently not valued within their schools, which constitutes a challenge for these individual teachers and multilingual Hong Kong alike. Part 3 moves beyond the challenges within Hong Kong, and examines forces from the international educational landscape, its discourses of teaching and learning in particular. The two chapters in this part examine the experiences of both "insiders" out and "outsiders" in. Chapter 8, examining pre-service English teachers' experiences during a short-term international experience program in Australia, describes how they construct rigid divisions between different types of teachers and teaching they experienced at home and abroad, and reveals the antagonistic relations between the types they align themselves with