



Llinares, A. & Morton, T. (eds) (2017). *Applied Linguistics Perspectives on CLIL*. Amsterdam: John Benjamins. DOI 10.1075/llt.47

The proliferation of Content and Language Integrated Learning (CLIL) programmes has fostered research on various dimensions of its implementation, such as teacher education or learning outcomes. Against the backdrop of the vast number of studies related to the teaching of content through a foreign language, the volume edited by Llinares and Morton calls for reflection on the nature of the relation between Applied Linguistics and CLIL, aiming at strengthening the scientific and empirical rationale of the latter. CLIL has undergone a series of transformations which have made it evolve from what was initially conceived in the 1990s into a rather different conceptualisation (Meyer et al. 2015), and this volume contributes to the understanding of this diversity, also in practice, from different perspectives within Applied Linguistics.

Not only does this book provide a comprehensive approach to the complex reality of CLIL from the perspective of Applied Linguistics, but it also embraces a coherent line of reasoning and argument throughout the volume. Despite the numerous chapters and the wide range of angles deployed, all the well-known and established contributors refer to, support and contrast their findings with those in other chapters within the book.

The book starts with an introductory chapter by the editors, Tom Morton and Ana Llinares, in which they discuss whether CLIL should be conceptualised as a type of programme or a pedagogical model. They contrast CLIL with Content-Based Instruction (CBI), which also incorporates the teaching based on content whereas CLIL refers to contexts where content is taught through an additional language. In this regard, the authors make an interesting remark about the types of programmes: “which are different or similar not because they are called CLIL or CBI but due to geographical, political and methodological variables” (2). They go on to review some of the main areas of research so far and those of growing interest. Drawing on those areas, applied linguistic-based CLIL research is broadly classified by the authors into four categories: Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), Discourse Analysis and Sociolinguistics. According to the editors, this classification is based on the “linguistic theories, models and findings they were drawing on” (2-3). However, the editors admit that these categories may overlap, which is not considered a drawback. On the contrary, they argue for an interdisciplinary approach within applied Linguistics since each area (with its own theories and methods) can contribute to solving the problems detected in CLIL.

The rest of the book is divided into four areas according to the above-mentioned categories into which CLIL research can be classified. Each section follows an identical structure: an introduction, which sets the main linguistic issues and concerns to be addressed within the specific field of applied linguistics; and three chapters which serve as illustrations of those issues.

The first of the four perspectives presented is Second Language Acquisition (SLA), whose introductory chapter is written by Roy Lyster. He starts off with an anecdote describing his frustrating experience with audio-lingual method instruction. This is the point of departure in discussing why SLA can inform CLIL and other immersion initiatives, focusing on a cognitive perspective. He posits that content-based approaches are successful because of their “capacity to enrich classroom discourse through substantive content, which provides both a cognitive basis for language learning and a motivational basis for purposeful communication” (21). However, he also specifies the shortcomings of immersion programmes. In line with his so-called ‘counterbalanced approach’ (2007), Lyster argues that the lack of grammatical accuracy observed in French immersion had to do with the tendency to offer comprehensible input (Krashen, 1985) exclusively, which was popular in the 1980s and in the early conceptualisation of integration. For that reason, he appeals to skill-acquisition theory so as to transform declarative knowledge into procedural knowledge through scaffolding and social interaction. In order to implement his ‘counterbalanced approach’, he calls for both proactive and reactive activities for language awareness. He concludes this introduction by suggesting a stronger connection between EFL and CLIL as a means of providing language in EFL instruction to reinforce the integrated lessons (see Nikula et al., 2016; Halbach, 2014; Coonan, 2012).

García Mayo and Besterrechea offer a good overview of SLA theories applied to the CLIL context. They focus on the interactionist framework and review the Interaction Hypothesis (Long 1996) with the aim of illustrating how it has been researched in CLIL. Moreover, the Output Hypothesis is acknowledged as another key construct in the interactionist model since it allows learners to reflect on their own production. Interestingly, the authors compare various studies addressing the issue of corrective feedback which yielded contradictory results. Despite attributing these inconsistencies to contextual variables, the potential impact of teacher education is barely mentioned. Finally, they establish the need for more in-depth studies on interaction in CLIL across different educational levels.

The role of motivation is paramount in SLA. For that reason, Sylvén explores the relation between motivation in CLIL and the role of language, which is an underexplored topic in the author’s opinion. She starts by providing an overview of motivation and SLA in general, with a special focus on Dörnyei (2009) and Ushioda (2014) perspectives, who believe that motivation is strongly connected to individual context and circumstances. She supports the belief that CLIL contributes to raising motivation compared to EFL, even though EFL methods have aimed at providing real and meaningful content since the arrival of the Direct Method. She argues that content serves as a ‘powerful motivator’ not only to learn the content but also the language through which it is taught. After citing several studies contrasting the role of motivation in CLIL and its counterparts, Sylvén advocates for more longitudinal studies in order to fully make sense of the impact of motivation in CLIL/non-CLIL instruction. The author offers an interesting remark derived from one of her studies: learners seem to feel more relaxed in CLIL than in EFL classes as they do not feel the pressure to be correct. In other words, the focus on accuracy is perceived as something negative. This finding goes hand in hand with Nikula’s observation (2005) that students are treated as language learners in EFL but as language users in CLIL.

The final chapter on SLA, by Sobhy, is especially interesting since it addresses pragmatics, probably one of the most under-researched areas of linguistics in CLIL.

More specifically, Sobhy argues that “there is no certainty that the advantageous CLIL learning environment really benefits students where pragmatic competence is concerned” (68). In other words, she justifies the need to turn pragmatic competence into a learning outcome. In trying to examine whether learners communicate appropriately, the author presents a study comparing CLIL and non-CLIL students’ use of requests. The results seem to suggest that pragmatic competence does not correlate with CLIL instruction but with “cumulative exposure to English in general” (85). However, it should be taken into consideration the fact that the non-CLIL participants were high achievers and a bit older than those receiving instruction through the foreign language.

The second section in the reviewed book focuses on Systemic Functional Linguistics (SFL). Caroline Coffin starts the section off with a justification for why research on CLIL should take advantage of this theory of language. Given SFL’s view of language as central to knowledge construction, content and language should not be regarded as two separate phenomena. Her stance aligns with recent conceptualisations of integration in which language is central for conceptual development (Gierlinger, 2017; Dalton-Puffer, 2016). That is why she points out that subject knowledge enables learners to expand their linguistic repertoire, but she acknowledges that more research is needed in this regard. She divides SFL research on CLIL into three different strands, focusing on a) the relationship of language and disciplinary meaning-making, b) the role of language in students’ learning and development and c) content and language pedagogies derived from them.

The first of these three research strands is specifically addressed by McCabe and Whittaker, who study genre and appraisal in History composition written by secondary students. In this case, the texts classified as high level by the teacher also show more appraisal resources. The authors use this illustration to advocate for more language awareness as a beneficial element to be included in CLIL pedagogy.

The editors have included one chapter of their own in this section, which is inter-related with the previous one. Llinares and Morton study the register variable of tenor (roles of participants) with a focus on how it is reflected and constructed through speech functions in two contexts involving interaction, i.e. one-to-one interviews with the researcher and role-plays. In these contexts, field (topic) and mode (channel of communication) remain the same, but tenor shifts from history knower in the interview to character in the roleplay. This enables the researchers to explore the differences in interactional moves and choices. From an empirical point of view, Llinares and Morton argue for a comeback of role plays in research because of their masking effect (learners feel more comfortable with the language when they are not themselves). In this case, participants deploy higher interactional moves in role plays as they make use of more speech functions such as challenging each other. Some of their findings have quite clear pedagogical implications. On the one hand, the use of basic language resources may be caused by the avoidance of complex syntactic structures for assessment reasons. For that reason, the authors advocate for scaffolding and support on the part of the interviewer, especially with lower-level students. On the other hand, the authors warn that challenging moves (e.g. counters) do not guarantee quality content, so teachers should not rely on linguistic performance in this sense. Such an interesting remark should be considered for assessment purposes and illustrates the type of practical issues which may arise when dealing with the integration of content and language. Another final comment made by the authors

which may encourage reflection is that secondary students still have problems when dealing with the expression of essential semantic relations such as cause and effect in their L2.

In the last chapter of this section, Forey and Polias also support the view that CLIL would benefit from a systemized theory of language such as SFL since it provides a typological description of specific genres proper to each area of the curriculum. Considering that the role of language would be at the centre, these authors insist that “knowledge of the patterns in the specialised language of the specific subject they are teaching is beneficial for all teachers” (146). The notion of register continues to be addressed in this chapter, which draws on previous research by Polias (2016) on the shifts in the register continuum made by the teacher to facilitate learning. To illustrate this, two examples from two different educational contexts are discussed, focusing on multi-semiotic resources afforded by the teacher in order to provide maximal input, scaffolding and access to meaning.

The third section is devoted to Discourse Analysis (DA). Dalton-Puffer offers a clear introduction to guide an uninformed reader about the main aspects of DA to take into consideration in the study of CLIL. This chapter establishes the pillars and foci of this approach in CLIL. However, she insists that the two foci, namely the processes of knowledge construction in/through the L2 and language use and its social-interactional aspects are interrelated dimensions. Within the second element, she looks at the pivotal role of communicative competence and analyses its five dimensions (linguistic, discourse, strategic, intercultural and sociolinguistic). Dalton-Puffer also acknowledges some limitations and areas for further studies, such as the limiting conditions of classroom talk or the fact that the same type of lessons is usually recorded, teacher-led whole-class interaction, because these are technically easier to record. She also suggests the possibility of going beyond the analysis of lessons to embrace the study of entire programmes.

Escobar and Walsh focus on classroom interactional competence (CIC) in order to claim that a better understanding of classroom discourse can have a positive impact on learning. The significance of interaction lies in its role as a tool mediating and assisting learning. Pragmatics is presented as a key element of CIC and materialised in, for instance, turn-taking and (polite) interruptions. The authors review relevant studies related to CIC, which endorse the recent perspective of regarding learners not as deficient users but as users who “deploy a range of interactional competencies which need to be described and understood” (185). In establishing the features of CIC, teachers are appointed to be responsible for creating a safe environment for students to interact and develop a positive self-image without being afraid of being penalised. To support these assumptions, Escobar and Walsh present excerpts of teacher-class and learner-learner interaction. The latter excerpt shows how only in peer work learners have the chance of carrying out certain interactional features such as interrupting or challenging a contribution and demonstrates how participants manage turn taking and are even able to self-correct. What is interesting here is that, in line with the study presented in Llinares and Morton’s chapter, it is suggested that symmetric roles provide richer opportunities than asymmetric roles.

The next chapter, written by Evnitskaya and Jakonen, emphasises the role of multimodal conversation analysis to make sense of CLIL classroom interaction. Firstly, an overview of its elements and research is offered. Then, the focus is narrowed-down to CA-for-SLA and bilingual classrooms. The authors review some rel-

evant studies and findings, e.g. how teachers' use of interactional and multimodal strategies has an impact on the complexity of the interactional organisation and the quality of subject-specific conversation (Escobar and Evnitskaya 2013). An analysis of one science pedagogical activity is analysed to illustrate how various semiotic resources are involved in meaning making; and consequently, to demonstrate the benefits of multimodal CA approach to fully understand CLIL classroom interaction.

In the last chapter of this section, Pascual and Basse connect assessment for learning approaches with Dalton-Puffer's classification of academic questions in CLIL (2007), specifically metacognitive questions, namely "those that make students reflect on their point of view or way of thinking" (221). Adopting the stance that learning takes place in interaction, metacognitive questions are here extended to those triggering students' reflections and self/peer assessment on the learning process. Following Dalton-Puffer (2007), the authors show that metacognitive questions such as "Can you tell me if you think you'd be able to do that?" are essential but rarely used in CLIL. In order to explore the functions of these questions, the authors analyse data collected from lessons whose teachers had been trained in AFL techniques. The results show that metacognitive questions can contribute to reflections on achievement, and to identifying areas for improvement and assessment criteria as well as facilitate individual and peer-assessment and reflection on such a process.

The last part of the collected volume is concerned with sociolinguistic issues in CLIL. This perspective is introduced by Jazone Cenoz, who reviews the situation of teaching foreign languages across Europe. She also revisits the definition of CLIL, presenting a distinction between weak and strong CLIL. She posits that there is no difference between strong CLIL and Immersion programmes although she does not make any explicit reference to the fact that the linguistic reality of both contexts may differ. She remarks on the difficulties arising of the current context of international evaluations, which makes CLIL challenging due to the increasing diversity of courses according to the situation of each context. She also points out that one of the advantages of successful CLIL is the use of academic language, which is not a priority in EFL, and stresses the need for research to evaluate academic content and not only L2 outcomes. Drawing on all these factors, she proposes her model *Continua of Multilingual Education* (2009) to identify and compare multilingual schools, a tool designed precisely to deal with the diversity of multilingual education. At the basis of this continua, we find the characteristics of the target language, the sociolinguistic context and the educational context, which seem to be three determining factors for the development and assessment of CLIL programmes. It is interesting to highlight that within the educational context, this model takes into consideration the role of EFL provision alongside CLIL and the extent to which it is separated, integrated or regarded as a weak form of CLIL.

David Lasagabaster, in chapter 2 of this section, explores the role of the L1, reviewing the various stances in that regard; from the monolingual mindsets whose main premise is that literacy in the TL can only be taught in that TL, to recent code-switching tendencies which incorporate the L1 as a helpful tool for the development of the L2. He adopts the term 'translanguaging' since this strategy refers to "the multilingual students' use of the whole linguistic and semiotic repertoire at their disposal" (253), supporting his view with references to other studies (García & Li 2014). Following scholars such as Kubanyiova (2014), he considers the variable of teacher beliefs as having an impact on instructional practices. Against this backdrop,



he presents a study in which he used discussion groups to find out whether teachers think languages should be separated and when and why they use the L1. The results show that there is no unanimity among the participants in the use of L1, which they turn to for disciplinary issues, interlanguage comparisons and comprehension problems. Interestingly, Lasagabaster connects the results obtained here with previous studies in order to show the strong correlations found on the same topic.

Then, Bonnet and Breidbach present a reflexive approach to teacher identity in CLIL. In line with the diversity accounted for in the two previous chapters, these scholars explain “the mixed picture of teachers’ competence in CLIL contexts” (269). An overview of research findings in terms of teacher knowledge and identity is offered, highlighting the shift triggered by CLIL concerning teacher identity, which is understood by the authors as the explicit knowledge, their work context and investment into their jobs. Using two cases taken from a corpus of 30 interviews with teachers, the notion of *Transformational Bildung* and the interplay of the three constituents of identity are discussed.

The last chapter, written by Dafouz and Smit, addresses the roles of English in English-medium education (EME) in multilingual tertiary education from a sociolinguistic perspective. Given the growing process of internationalisation, together with the expansion of EME at university settings, these scholars present the ROAD-MAPPING framework (Dafouz & Smit 2016) for English-medium education in multilingual settings (EMEMUS), following a discursive approach. Of the six dimensions of the framework (Roles of English, Academic Disciplines, language management, Agents, Practices & Processes and Internationalization & Glocalization), only the first one is explored here. Such roles of English are presented and illustrated with extracts taken from interviews with stakeholders taking part in programmes both in Spain and Austria. The extracts show diversity of roles attributed to English (e.g. tool for business or as a lingua franca). Moreover, the authors review different conceptualisations addressing the roles of English, including the previously mentioned *Continua of Multilingualism* which Cenoz had referred to. Dafouz and Smit acknowledge the complex reality of the sub-dimensions of the roles of English (societal, institutional, pedagogical and communicational) and their interrelated factors.

Finally, the book closes with an afterword written by another relevant figure, Tarja Nikula. Complexity is reaffirmed as one of the main features of CLIL regardless of the Applied Linguistics perspective from which it is dealt with. This chapter serves as a review of the aims of each of the four sections, classifying the different issues arising throughout the volume into four main areas: the centrality of interaction, the reconceptualisation of the role of language in CLIL, mindsets (beliefs, identities and motivation) and the role of English.

To sum up, this well-organised volume constitutes a review of CLIL research itself as it incorporates a comprehensive overview of recent research and findings from different perspectives within Applied Linguistics. Undoubtedly, one of the most distinctive features of this volume is that the vast majority of the chapters do not show the results of a whole study in order to advocate the salience of SLA, SFL, DA and Sociolinguistics. Instead, only a few excerpts or instances are discussed in detail to illustrate and argue why each of these areas should have a say in the development and evolution of CLIL programmes. Despite the solid and coherent structure of the volume, some authors acknowledge certain limitations and the fact that some contradictory studies exist. Thus, another aspect which makes this volume particularly note-

worthy is the suggestions for much-needed further research. In conclusion, it is a significant contribution which both experienced researchers and those who are not so well acquainted with CLIL mechanisms will find valuable. Although one of the areas for further research is clearly pragmatics, the potential reader will obtain both a broad picture of the role of Applied Linguistics in CLIL as well as an in-depth analysis of any perspective of their interest. As it encompasses both an overview of concluding findings so far and a reflection on the point of departure for further research, *Applied Linguistics Perspectives on CLIL* is definitely an inspiring reading for researchers willing to put forward solutions to the complexities of CLIL implementation.

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