

**Review of: Linares, A., & Morton, T. (Eds.). (2017). Applied linguistics perspectives on CLIL. Amsterdam, Netherlands: John Benjamins**

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Linares, A., & Morton, T. (Eds.). (2017). *Applied linguistics perspectives on CLIL*. Amsterdam, Netherlands: John Benjamins. 317 pages.

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Content and language integrated learning (CLIL), a 1990s European approach responding to political, economic and educational needs, has become a world-wide English language teaching phenomenon as it promises to “kill two birds with one stone.” Namely, it affords the opportunity to learn both language (usually English) and content at the same time. Many articles and a few books, mostly from a European perspective, have extolled its language learning benefits and, more recently, investigated its impact on the learning of content subjects. But, *Applied Linguistics Perspectives on CLIL* offers a more theoretical perspective that has long been missing.

The book presents four key applied linguistics perspectives on CLIL in four parts: second language acquisition, systemic functional linguistics (SFL), discourse analysis, and sociolinguistics. Each part consists of four chapters—an introduction followed by three focused research studies. The book is framed by an overall Introduction by the editors and a future-oriented perspective in the Afterword by Nikula. In the introduction to the book, Linares and Morton summarize developments and point to research gaps that, if addressed, could enhance research within diverse CLIL learning environments.

Lyster opens Part 1, which focuses on second language acquisition, with an introductory chapter about his experiences as a French learner and English teacher in Canada: This resonated with me because they parallel my own. He affirms that CLIL is an opportunity for dual learning, but argues CLIL teachers need to focus on both content and language—through *proactive interventions* and *reactive interventions*—to draw attention to lexical points (to aid comprehension) and grammar (to enhance production). The next chapter, by Garcia Mayo and Basterrechea, focuses on interaction; notes limited research on learners’ and teachers’ use of negotiation of meaning, attention to form, and feedback; and underscores the importance of training teachers and learners to concentrate on effective learner output. The third chapter, by Sylvén, on motivation and language learning in CLIL, focuses on two theoretical perspectives, Dörnyei’s second language (L2) motivational self system and Lambert and Gardner’s integrative and instrumental motivation. A summary of research is followed by recommendations for further study. In the final chapter of Part 1, Sobhy presents a study on pragmatics in CLIL, an under-researched area, which exemplifies the current limitations of CLIL with regard to enhancing pragmatic competence. Students in CLIL demonstrated no greater pragmatic competence than those who were not in CLIL; in fact, maturity and general language competence had a greater impact.

In the introduction to Part 2, which highlights SFL theories for integrating language and content learning, Coffin suggests renaming CLIL as CLL, that is, *content-language learning*; thus, not envisioning the two as separate entities, but rather “two dimensions of a single process” (p. 92). After demonstrating how SFL can help view CLIL as meaning-making, she raises questions that underscore the need to extend research to areas such as cultural/national contexts, translanguaging, and multimodal processes. The next two chapters illustrate how SFL can aid CLIL history teaching. The first, by McCabe and Whittaker, focuses on genre in written texts; the second, by Linares and Morton, targets speech functions used in role plays and teacher-learner interviews. The final chapter in Part

2, by Forey and Polias, considers how multimodal inputs can enhance science teaching and identifies the need for further genre-based research, teacher awareness raising, and explicit teaching of disciplinary literacy.

Dalton-Puffer introduces Part 3, on discourse analysis, with a theoretical perspective on how discourse (spoken) analysis can inform language teaching and language use in context. She emphasizes that “conceptualizing language and content as two separate reified entities should be abandoned in favour of seeing *integration* playing out in the process of the discourse” (pp. 170-171). While there are claims of this integration made by practitioners and policy makers, research provides little evidential support. Most CLIL classrooms appear to be more lecture-oriented. Learners and teachers focus on discipline-specific vocabulary as a gain, but research on questioning shows a limited range, with questions mostly focusing on facts and avoiding linguistically and cognitively demanding material. The author found little research that addresses students’ language production and interaction, but the studies do point to the potential for gaining insight into how learners (and teachers) approach learning content and how learners develop their language competency. Further longitudinal and in-depth research is recommended. In their study of classroom interactional competence (CIC), Escobar Urmeneta and Walsh show how teachers align content and language goals and use questioning to guide students to more complex expression and understanding. The authors recommend research to address the needs of teachers, learners, and researchers. Next, Evnitskaya and Jakonen promote the use of multimodal conversational analysis of classroom interaction through a literature review and highlight the value of this approach in an analysis of one interaction. The focus on assessment for learning (AfL) by Pascual and Basse emphasizes the value of recording teaching, teacher reflection, and extending awareness of effective teaching practices. Further research from a discourse analysis perspective could offer valuable guidance on how to target teaching in CLIL.

In the introduction to Part 4, which focuses on sociolinguistics, Cenoz underscores the importance of a sociolinguistics approach to understanding CLIL within a program of study. She focuses on target language, sociolinguistics, and learning contexts. While she emphasizes the importance of content learning in CLIL matching that of first language classes, she is not convinced by European claims—yet she acknowledges the success of North American immersion. She states, “successful CLIL programs will be those in which there are language gains at no cost to academic content learning” (p. 242). She introduces her *continua of multilingual education* as a frame for understanding CLIL, focusing on the importance of the target language (language status, typology, contact, and knowledge of additional languages); sociolinguistic context (family, peers, and community); and educational context (type of language program, teaching/learning strategies, and teacher education). In the following chapter, Lasagabaster shows that teachers’ reflections on the use of the target language versus the first language is arbitrary, and based on beliefs, experience, and intuition. This points to the necessity of developing a more principled understanding of the use of the first language, the target language, and translanguaging. In the next chapter, Bonnett and Breidbach investigate teachers’ professional knowledge, and the significance of personal investment in CLIL, and then call for further research on the needs and development of CLIL teachers. To close Part 4, Dafouz and Smit present a new concept, the idea of *English medium education in multilingual university settings* (EMEMUS), which broadens the discussion of CLIL with regard to roles of English. The EMEMUS approach demonstrates the multidimensional functions of English in higher

education worldwide and identifies four dimensions that impact the roles of English in university education: societal, institutional, pedagogical, and communicational. This chapter could have been used to introduce Part 4 as it offers a broad contextualization of sociolinguistics, though focused on university education.

The final chapter of the book, the Afterword, by Nikula, highlights the significance of the four key themes—the centrality of interaction; the role of language in CLIL; teachers' and learners' beliefs, identities and motivations; and the role of English—and further points to the need for longitudinal research, both quantitative and qualitative.

Overall, this book offers a ground-breaking perspective on the developments of CLIL research, informed by evolving theoretical perspectives. It is essential reading for researchers, teachers, and teacher educators in applied linguistics and CLIL teaching. It presents not only the state-of-the-art, but also recommendations for further research. This book should inspire research and publication from researchers and teachers around the world as context is critically important in the implementation of CLIL teaching.

### Reference

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