Reseñas/Book Reviews

Content and Language Integrated Learning: Cultural Diversity

Carrió-Pastor's multi-authored volume is a collection of eight papers on Content and Language Integrated Learning (CLIL), all interweaved with the subtitle of the book: *Cultural Diversity*. As the editor mentions in the preface, the book has the general goal of analyzing the cultural aspects of content and language learning; and specifically, the provision of theoretical background and examples in which content, cultures and language learning are implied. Two are the sections of the book: the first section, entitled "CLIL in context", gathers four chapters which approach culture from different perspectives; under the title "CLIL in practice", the second section presents four case-studies belonging to different educational levels in which different forms of culture are embodied in the CLIL classes.

In the opening paper, DAVID MARSH specifies the tenets of intercultural communication and evaluates it considering maximalist approaches against minimalist ones. On the one hand, the author defines intercultural communication as intergroup communication embodying each group's behavioural models observable in social interaction. On the other hand, the author warns the reader about the ethnocentric ideology of maximalist views on interculturalism, and builds the case that interculturalism has shifted its focal point towards a more minimalist approach, paying attention to individuals' intercultural behaviour. Marsh skilfully builds on his argument by making room to personality factors, also being influential in intercultural communication. In trying to place the focus of intercultural communication research on the individual's social interaction, Marsch argues for interlocutors' situational adaptability, whose individual situational interpretations are all influenced by a continuous adaptation to the multi-sided communicative situations, comprising interlocutors' sociological and psychological traits.

In the second paper, authored by the editor herself, MARÍA LUISA CARRIÓ-PASTOR gives shape to the concept of multi-cultural awareness in CLIL. The author argues for the benefits of multi-cultural awareness education in language learning: to grasp the culture of a country and the cultural details of artifacts associated to social, academic and professional culture. Drawing on multiculturalism, Carrió-Pastor pins down the tenets of multi-cultural awareness in terms of sharing respect and understanding for other cultures, cultural self-identity construction and acculturation. She claims that multi-cultural awareness may be translated into CLIL pedagogy with optimal results assuming a process of acculturation, enhanced with intercultural communication activities. Finally, she turns her attention to general intercultural benefits of CLIL: it facilitates students learning in a multicultural environment, yielding into positive learner attitudes and learner motivation towards foreign language learning. Nonetheless, individual cognitive factors and learning strategies have their due share of accountability for foreign language performance.

INMACULADA FORTANET-GÓMEZ and MIGUEL RUIZ-GARRIDO's paper testifies to the wide-spread interest of CLIL in Europe. After tracing the origins of CLIL to content-based instruction (CBI) programs and reviewing the pioneering research mostly made in Finland and the Netherlands, the authors zoom in the camera to explore common European CLIL policies and practices. Next, the zoom is focused on Spain to present CLIL experiences. The authors report on regional education policy and research for CLIL implementation in pre-university levels. CLIL at Spanish universities is also reported on with some CLIL programs on offer.

The following paper draws the reader's attention to information and communication technologies (ICT) and CLIL. ANA GIMENO holds that ICT tools can enhance content- and language learning in CLIL classes if active teaching/learning methodologies impinge the whole teaching/learning process. Gimeno also claims that the implementation of CLIL needs to rely on an agreed detailed design by both content- and language-specialists. The paper continues presenting "INGENIO", an online learning environment developed by Gimeno herself. It may be beneficial for CLIL courses, as it allows both sorts of specialists to create activities promoting generative learning, but the strengths of INGENIO may be lessened without close cooperation between both types of instructors.

In her paper, DO COYLE presents a case-study of teachers taking a Masters level module in CLIL. The author criticizes functional or knowledge-based definitions of culture, and adopts a socio-constructivist perspective to claim that "constructing cultural awareness and understanding is a dynamic social activity which involves language and social interaction" (page 107). This process is facilitated by interactive methodologies in class, leading into intercultural understanding, following Byram (1997). Next, Coyle presents the main findings of the case-study: a methodological reappraisal of teachers' practices and different types of pedagogic traditions depending on the content discipline. As an outstanding recommendation, Coyle places importance to collaborative team-teaching in joint curricular projects.

In the next chapter ISABELL HODGSON and STEVEN JONES showcase two CLIL modules implemented at Leeds Metropolitan University (UK). The first module uses ICT to bring together students from several European universities. The success of this experience lies in teachers' language support and students' development of multi-cultural awareness, due to "the sharing of values and ideas [among students]" (page 129). For the second module, class groups incorporate students who are non-NS of English. More information about language support in this module would have proved useful, instead of the list of communication skills needed, to gain further insight of a successful CLIL program. Last, the edition of this chapter would have improved, if the sub-sections of the two modules had been textually organized alike.

TOM MORTON's interest is CLIL in secondary education. Taking systemic-functional linguistics as point of reference, the author makes the case that a genre-based pedagogy would enhance students' academic literacy in History. He uses Coffin's (2006) mapping on language development for the secondary history curriculum to analyse history CLIL classes in Spain. Morton discusses that the history textbook used in class lacked guidelines on the linguistic demands of the tasks. Nonetheless, the classroom activities geared students to the production of "history genres". As a useful recommendation, the author suggests that explicit focus on the linguistic patterns, the communicative purpose and the situational context of each genre would have improved students' overall production (page 140).

This volume closes with JOSEBA EZEIZA's chapter. Ezeiza argues for the integration of the communicative competence into new university undergraduate curricula. The author presents a conceptual framework,

applied to the University of the Basque Country in Spain, and employed to identify communicative linguistic capacities expected in the newly designed degrees according to the European Space for Higher Educaction. Basing the notion of competence on an action-oriented learning approach, Ezeiza proposes institutional commitment towards facilitating students' practice of discourse genres associated to academic and professional communities, and towards facilitating students' unfolding of their intercultural communicative competence, seen as the development of their intercultural identity under Byram's (1997) *savoirs* framework.

These eight contributions do the subtitle of the monograph justice, as they approach culture from different angles and they all have CLIL as reference. Claims are made about the need to raise students' multi-cultural awareness and also to pay attention to individual's intercultural behaviour and communication. Overcoming institutionalized cultural aspects is also an issue when dealing with team-teaching promotion, the use of ICT for CLIL design and practice, or the reappraisal of traditional content methodologies. The goal-oriented dimension of culture in CLIL makes its way in the monograph, arguing for the didactic implementation of academic and professional genres in the CLIL classroom practice. Culture in CLIL is also approached from all the different education levels – including pre-service and in-service teachers, secondary and university education – intended as epitomes of the level they represent.

All in all, the timely volume will appeal to CLIL professionals in Europe and elsewhere in general; and in particular to those doubting about the validity of ICT solutions for their CLIL programs; to those CLIL practitioners who discard cultural aspects in their teaching practice; and to those university policy-makers responsible for justifying the selection of intercultural communicative competences in the curricula. All these experts and novice CLIL teachers will undoubtedly benefit from the different ways in which culture and CLIL can combine effectively in class.

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References

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