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## Book Review

**The Roles of Language in CLIL**, by Ana Llinares, Tom Morton and Rachel Whittaker, Cambridge, Cambridge University Press, 2012, 344 pp., \$277.93 (HK), ISBN 978-0-521-15007-1

To most ELT teachers and researchers, Content and Language Integrated Learning (CLIL) is a current research and teaching area that captures much attention. Still, paying a dual focus on content and language within a lesson scheduled with a limited time frame is never an easy task. *The Roles of Language in CLIL* has been written to address this overwhelming concern in different CLIL classrooms.

This book is partitioned into three sections. The first section puts forward the discussion about the roles language plays in contextualized CLIL classroom interaction between teachers and students. The second section then emphasizes analyzing genres, grammar, and lexis in CLIL subjects. The final section touches on scaffolding students' language development and assessment in CLIL. The chapter orientation of the book has guided the reader to explore a wide spectrum of CLIL-related topics from a micro-view of classroom interaction to a macro-examination of how CLIL theories can yield practical results.

Instead of reading the book from cover to cover, ELT teachers, researchers and tertiary students may use the book as a resource for in-depth case studies and classroom discussion for particular concerns raised in CLIL teaching and learning. For instance, Tom Morton, one of the authors of the book, has delivered a guest lecture to a class of postgraduate students in Hong Kong, specializing in Language across the Curriculum, with the use of Part I, Chapter 2 and Chapter 3 of the book. Students have been given 1 week to preview the two chapters. In the guest lecture, Tom Morton first introduced some basic concepts attended in CLIL classrooms, like dialogic teaching in CLIL classrooms. Through reading the extracted classroom dialogues collected in the corpus built from authentic classroom interaction recorded in Austria, Finland, Spain, and the Netherlands, students were invited to take part in different topic-based group discussion about spoken discourse analysis in European CLIL classrooms.

In addition, the chapter-end questions and tasks for reflection and discussion are fruitful resources for bridging collaborative academic study and pedagogical discussion at postgraduate levels. The book can be adopted as a resource book in language-focused subject areas, like Applied Linguistics and TESOL, for pre-service teachers or novice teachers to capture concrete understanding of how language affects a wide range of issues addressed in CLIL, such as integrating form and meaning, developing CLIL students' writing skills from oracy to literacy as well as students' language development and assessment in CLIL.

To highlight the role of language in assessment in CLIL, the authors use the final chapter of the book to demonstrate how a range of assessment methods can be widened in CLIL. Instead of purely using either summative or formative assessments, teachers are inspired to think about how to balance the focus on content and language in CLIL assessments through incorporating a genre approach to the scope and scales of assessment. For instance, a CLIL teacher is advised to develop a content-language integrated scale which includes genre and register analysis for assessing how well students have attained their learning goals at each level, ranging from knowledge, organization to language skills.

As a final remark on the book, *The Roles of Language in CLIL*, it is observed that the core corpus used

in the book and the classroom contexts selected for discussion may only represent a limited number of authentic classroom situations. In addition, the authors have not explained how the roles of language in Asian CLIL classrooms may differ from the ones in European countries. To enrich the discussion about the roles of language in CLIL, the authors may consider addressing how intercultural differences may play a role in affecting the dialogue, interaction, and language scaffolding patterns in CLIL classrooms of diversified ethnic and cultural contexts.

#### **References**

Llinares, A., Morton, T., & Whittaker R. (2012). *The roles of language in CLIL*. Cambridge, UK: Cambridge University Press.

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