

The last section of the volume deals with possible solutions to some 21st-century challenges. Leketa Makalela from South Africa proposes an innovative project which involves using the native language in learning to read in English. She firmly believes in the advantages of developing both languages simultaneously in order to achieve English literacy. The introduction of drama in German primary schools is what Janie Bland proposes as an ideal tool for teaching English. These experiences have been reported to be extremely helpful, since children's attitudes towards performing a play are very favourable and positive. The last contribution to TEYL belongs to Mohammad Manasreh from Qatar. He puts forward the use of ICT in listening. His study consisted of allowing his students to choose the content they would rather listen to. They were asked to express their degree of satisfaction, and the research project proved highly successful.

By way of conclusion, Sarah Rich emphasizes the idea of taking advantage of these worldwide experiences, which, despite their local focus, will surely help teachers and educators from all schools to tackle our work in an ever-changing and globalised world. One cannot but praise all the projects presented in this volume, as they help to meet our present needs in childhood education. Thanks to the rich variety of experiences reported here, and the innovative solutions they offer to today's challenging, multilingual and intercultural classrooms, teachers now have a new tool to improve students' skills and optimize learning experiences in English as a second or foreign language.

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Dale, L., & Tanner, R. (2012)¹.

CLIL Activities. A Resource for Subject and Language Teachers.

Cambridge: Cambridge University Press, 284 pp. + CD-ROM.

C *LIL Activities. A resource for subject and language teachers* is comprised of three different parts that go through the most important components of CLIL. Each part on its own is a compendium of information that covers in depth the area of CLIL to

1 Although the review policy of the journal *Estudios sobre Educación* generally only admits reviews of books whose first edition was published within the previous two years (except in the case of translations), in this instance, in view of the relevance of the publications reviewed here for the development of CLIL methodology, the Editorial Committee considers that it is appropriate to include them in this Special Issue in English.

which it refers. Bibliographical references, an appendix and index close the book. The CLIL method is widely spread and used in schools all over the world as an efficient method of teaching and learning foreign languages, but the truth is CLIL teachers face challenges in the classroom every day. This book aims to support both language and content teachers and tries to provide them with a “CLIL methodology”.

Part 1, *Background to CLIL*, looks at CLIL through seventeen different sections that cover a wide range of information about this subject. *Background to CLIL* is very useful to those readers who are not familiar with CLIL and its implications. This part of the book will help them learn about the method and understand the importance it has in schools nowadays. The authors outline the boundaries between teaching *in* another language and teaching *through* another language. Some CLIL snapshots on different subjects follow (geography, history, science, biology, art, design and technology). The benefits of using CLIL as a method of teaching and learning are also explained - the readers learn about the benefits CLIL implies for both the learners and the teachers, and for schools. The roles of the actors involved in CLIL are also highlighted, emphasising that, in addition to content teachers, language teachers are also involved in CLIL. *Background to CLIL* ends up with three sections, two of them being of great importance: “Collaboration in CLIL” is a rubric that aims to show the amount of collaboration that might exist between the CLIL departments in schools, and “Challenges in CLIL” is intended to describe the challenges CLIL represents for teachers.

Part 2, *Subject pages*, “is a collection of subject-specific pages”. The authors explain that “they provide examples, encouragement and support to CLIL subject teachers without a language teaching background, and to language teachers with some insights into the demands being made on CLIL learners in nine subject areas”. Before getting into the specific subject areas, the authors provide the reader with some instructions on how to use the subject pages, as well as a description of the main features of the subject pages. After this, the full body of subject pages on specific school subjects is displayed. The nine most important subject areas for CLIL have a presence in the book: Art, Design and technology; Economics and business studies; Geography; History; Information and communication technology (ICT); Maths; Music and drama; Physical education (PE); and Science. This is without any doubt a very helpful and essential corpus of information for CLIL practitioners as well as for language teachers.

Part 3, *Practical activities*, offers the teachers a body of activities they can use in the classroom when teaching CLIL. Teachers can enrich their teaching and bring the content alive thanks to the variety of activities explained over one hundred and eighty-five pages. The authors divide part 3 into six different sections.

Section 1, *Activating*, offers activities to activate and motivate the learner towards a specific topic. Section 2, *Guiding understanding*, offers activities to help the learner understand the content being learnt: “Graphic organizers”, “Interview as input” and “Mind the gap” are some of the activities displayed in this section. Section 3, *Focus on language*, offers nineteen different activities to reinforce vocabulary. Section 4, *Focus on speaking*, provides the teacher with a whole range of activities to make students interact and work orally on the content being learnt. Section 5, *Focus on writing*, comprises fourteen activities to help stimulate the learner’s written skill. Brainstorming for writing is also reflected in this section. Finally, section 6, *Assessment, review and feedback*, offers several activities that cover three different areas. The authors provide the teacher with some assessment questions and a complete rubric. A very interesting activity for group self-evaluation is also included. Teachers are also helped with the assessment of multiple intelligences, and finally, some visual assessment tools are also provided. All the activities in Section 3 give the teacher a brief outline of the task, with the thinking skills, language focus, language skills, time needed for the activity, level of English required and some instructions for the preparation of the activity. Section 3 is one of the most complete collections of activities ever offered to CLIL or language teachers in any book. Not only are the activities themselves interesting, motivating and enriching; but they activate the most important skills a learner of foreign languages needs to exercise.

CLIL Activities. A resource for subject and language teachers is one of the most complete books about CLIL activities that exist today. The focus is not only on the activities but on CLIL as well. Readers who know nothing about CLIL will find this book useful to obtain a complete vision of the method and the way it can be put into practice in the classroom. CLIL teachers and language teachers should read this book and use it as an effective tool to improve their teaching efficiently.

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Beheydt, L., & Hiligsmann, P. (Eds.) (2011).

Met immersie aan de slag/Au travail, en immersion.

Louvain: Presses Universitaires de Louvain, 128 pp.

The book “Au travail, en immersion” (“working with immersion”) presents a collection of both practical and theoretical chapters about immersion edu-