

in reading, writing and lexico-grammar, whereas listening skills did not improve significantly among the CLIL groups.

Taken together, the chapters in this volume provide useful evidence as to how CLIL is working in one European context today, and open up interesting avenues for future research, because although the gains are considerable, there is still room for improvement. While CLIL in one form or another seems to be here to stay, the interface between CLIL and formal language instruction, on the one hand, and CLIL and teacher training, on the other, still presents many challenges. Projects such as this go some way towards clarifying where practitioners and researchers should be concentrating their efforts.

Cummins, J. (2013). Bilingual education and Content and Language Integrated learning (CLIL): Research and its classroom implications. *Padres y Maestros*, 349, 6-10.

Dalton-Puffer, C. (2008). Outcomes and processes in Content and Language Integrated Learning (CLIL): current research from Europe. In W. Delanoy, & L. Volkmann (Eds.), *Future perspectives for English language teaching* (pp. 139-157). Heidelberg: Winter.

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**Rich, S. (Ed.) (2014).**

*International Perspectives on Teaching English to Young Learners.*  
London: Palgrave Macmillan, 206 pp.

**T**his Palgrave book provides descriptions and analysis of various research-led projects from Teaching English to Young Learners (TEYL) educators working mainly with primary school students in different countries throughout the world. It successfully presents a range of practical and innovative experiences which model effective TEYL pedagogy for the teaching of English as a second or foreign language.

Sarah Rich introduces the book by providing an overview of several recent debates concerning the increasing importance of TEYL in view of globalizing trends in education, together with the inevitable spread of the English language as a means of communication worldwide. She brings out the key themes which are the basis of TEYL educators' research in this volume, such as: technology as a tool

for teaching young learners; children's abilities when learning a language; the clash between policy and practice; and how to find and apply the most efficient pedagogy for teaching young learners. She also discusses which issues should be given priority in today's education, such as multiple competences, intercultural awareness, emotional support and parental involvement. After her references to current issues, debates and TEYL perspectives within our globalized world in constant change, Rich goes on to present the researchers' work.

The volume is divided into three main sections and subdivided by chapters organized according to different related issues and experiences carried out by TEYL researchers.

The first section, titled "Starting points for an inquiry into TEYL pedagogic practice", includes Wendy Arnold and Shelagh Rixon's approach to child literacy in English as a second language, alongside an analysis of textbooks found in the market and their suitability for teaching English effectively. The following chapter, by Zehanng Chen and Quan Wang, centres on classroom interaction in China's primary schools, looking at what interactional activities appeal to young learners and enhance their L2 learning more efficiently. They also report on the children's development and evolution while acquiring the language. Brian Gaymor closes the first section of the book by exposing the conflict between policy and practice which is specially noticeable in Japanese primary schools, and giving some tips to help teachers overcome such contradictions.

The second section, "Teaching TEYL in a globalised world: new opportunities and new challenges", presents the work of three other researchers. Firstly, Korean Sang Ah Sarah Jeon gives us an interesting insight into online games played by Korean students in extra-curricular activities. This chapter points to a growing belief that games can play an effective role in developing English as a second language, and encourages teachers to become familiar with these games and use them whenever possible in class, as these activities have proved to improve children's competence as a second language.

Elzbieta Sowa's project in Poland looks into the intercultural awareness present in most classrooms, and how teachers can take advantage of this multilingual and multicultural reality to enrich young learners. As well as providing compelling insights into this matter, she provides material to help teachers.

This section of the book ends with Caroline Lince and Alina Gamboa, who reflect upon the almost global hegemony of English as a world language and support the use of the first language and indigenous languages as a tool for learning English, encouraging teachers to use multilingualism to their advantage by adapting it in classroom settings.

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)<sup>1</sup>.

*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

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<sup>1</sup> 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.