

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-

cation in the French community of Belgium, written in two of Belgium's official languages, Dutch and French.

In Belgium, educational matters are decided on the regional level, which results in different policies in the Flemish and the French-speaking part (Flanders and Wallonia). In the latter, immersion education or CLIL has been practised for more than a decade and was officially sanctioned by a decree in 1998. CLIL was first implemented in primary schools but at the moment it exists in over 250 primary and secondary schools, most of which opted for Dutch immersion, since this is the official language of the Flemish community (Van de Craen et al., 2011).

The present collection of articles is based on a seminar organized by the University of Louvain (UCL), which aimed to inform teachers and researchers about the benefits of CLIL and to deal with frequent doubts regarding this form of education. Despite over a decade of experience with immersion, the introduction states that questions remain whether CLIL does not result in poorer content learning, if it is not an elitist form of education and how it should be implemented successfully by teachers, who often lack clear methodological guidelines and specific materials. These and other issues are addressed by the various chapters of the book, which contain accounts of personal experiences with immersion projects, results of research carried out in CLIL contexts and didactic guidelines for teachers.

Chapter 1 relates the experience of a primary school in the French community which started with English immersion in 2003. The authors explain how the school dealt with a number of obstacles, for instance the difficulty of finding native speaking English teachers who possessed the right degree to teach at the primary level in the French community, or the need to create pedagogical materials adapted to the curriculum and the language level of the learners. The authors present a positive evaluation of their school's CLIL programme, highlighting that the students learned their mother tongue equally well as those students who received all their lessons in French and that they developed a feeling of ease in their second language. However, it appears no objective test of the learners' English proficiency was carried out. The second chapter, based on research, shows a less positive picture of the language proficiency of immersion students and offers a didactic proposal to enhance language learning in a CLIL context. Based on findings that immersion students tend to exhibit signs of fossilization and often have a limited vocabulary and phonetic ability in the target language, the author stresses the need of providing appropriate input and enhancing students' motivation to learn the target language. Not only does the author make a case for offering comprehensible input, but he also believes students should be made to focus on language form, by providing them with both corrective and contrastive

feedback (contrasting L1 and L2 forms) and by pushing them to use the target language in interaction with the teacher and with their peers. Similar to the first chapter, chapter 3 provides a personal experience of a speech therapist involved in a plurilingual project in favour of migrant children in Brussels. Although this is not the typical CLIL context, it gives useful insights into dealing with bilingualism in pre-school and primary school, and making sure children develop positive attitudes to their mother tongue, as well as to the target language. By involving the parents and promoting language awareness, the project was able to form fully bilingual individuals who felt supported by the school environment and obtained much better results in secondary education than the majority of migrant children in Flanders.

Chapter 4 is another didactically oriented chapter, presenting a proposal from the Netherlands to focus explicitly on language within the context of immersion. The author shows how a series of specially designed content lessons can enhance language learning, for example by providing a specific language goal for each lesson, such as being able to write a letter or hold a debate related to the subject. There is ample emphasis on subject related terminology and on ensuring students learn to use this terminology actively, by working in pairs or groups and receiving feedback on their production.

Chapter 5 presents the results of a research study on immersion students' subject knowledge in two classes at the 5th year of primary education who were 50% immersed in Dutch. These students' ability to recall and explain experiments presented to them in a science class was compared to that of non-immersion students. Although no significant differences in content knowledge were found between the immersion and the control group, the researchers concluded that it may be necessary to make the meaning of subject related concepts more explicit, by contrasting them with their mother tongue counterparts, for instance.

Chapter 6 is a didactic proposal for integrating an explicit focus on grammar into the subject classroom, by making use of a specially designed reference grammar whenever specific language problems surface. Finally, chapter 7 offers practical tips for making the learning of Dutch more motivating by using interactive games, songs and poetry.

By combining experiences and didactic proposals from a wide range of immersion related contexts, the present volume provides useful information for researchers who are not familiar with the way CLIL is practised in the French community of Belgium, as well as giving teachers interesting guidelines and examples of how to integrate content and language in immersion programmes. However,

those who wish to get a more in-depth, systematic review of the results of immersion education in Belgium will need to look elsewhere.

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Wiley, T. G., Sook Lee, J., & Rumberger, R. W. (Eds.) (2009).

The Education of Language Minority Immigrants in the United States.

Bristol, UK: Multilingual Matters, 310 pp.

This book begins provocatively. On the first page, the authors announce: "...the achievement of immigrant students, even those who have mastered English, lags behind those of other students...". Consisting of a collection of 10 articles by diverse scholars and researchers, such as Guadalupe Valdés, award-winning researcher from Stanford University, the book *The Education of Language Minority Immigrants in the United States* was written to address such concerns regarding the educational challenges in meeting the needs of immigrant students, as well as research on the practices and policies most effective in meeting those same needs (p. vii).

The introduction, co-written by editors Wiley and Sook Lee, reminds us that English, much like Spanish and other minority languages today, was once too a language of immigration. However, immigration in large numbers from English-dominant countries, the status of English as the language of colonial administration, the process of "Americanization" prevalent in the last century and exacerbated by two world wars, all help explain the dominance of English today. It is now the main language of education, often to the cost of minority languages.

Each chapter deals with a separate aspect of the central theme, that of education and immigration. Together, they help the reader build a thorough understanding of the underlying issues. The wide range of topics gathered in this collection span from the Economics of Language Proficiency (chapter 2), Immigrant Youth in High School (chapter 4), to A Validity Study of the Stanford English Language Proficiency Test (chapter 8).

Chapter 1 by sociologist Rubén Rumbaut, explores the idea of the USA as a "language graveyard", and describes how, by the third generation, immigrant families become outsiders to their ancestral heritage through the pressures and process of Anglicization (p. 37), even to the extent that the existence of bilingualism in the USA is under threat. The idea contrasts sharply with the customary view of many Americans that English is under threat, under the continual onslaught of