

Teaching language and content in multicultural and multilingual classrooms: CLIL and EMI approaches. María Luisa Carrió-Pastor and Begoña Bellés-Fortuño (eds.) (2021).

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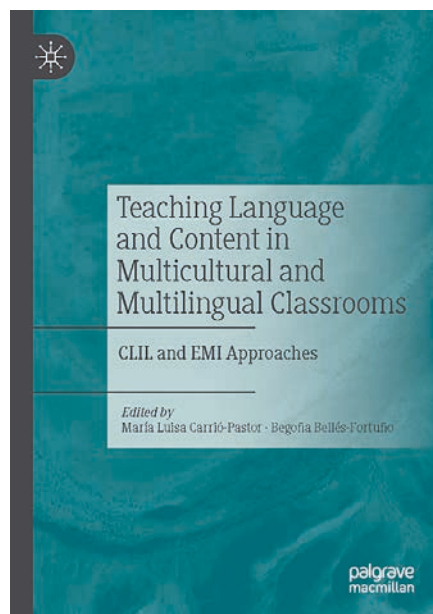
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The Bologna Declaration, multilingual education, English as a lingua franca as well as internationalization of higher education, have accelerated Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) worldwide (Cenoz, 2014; Macaro et al., 2019). This volume affords a timely guidance for CLIL and EMI practitioners when pedagogical issues in various institutional contexts and at different education levels are addressed.

Besides an overview in the introduction and a summary of challenges, benefits and future research directions in Chapter 14, the volume is divided into three parts and 12 chapters: CLIL and EMI (Chapters 2-3), English as a Medium of Instruction (Chapters 4-8) and Content and Language Integrated Learning (Chapters 9-13). Chapter 2 attempts to demystify the two terms by tracing their origins, definitions and methodologies through a literature review. Chapter 3 investigates challenges perceived by lecturers and corresponding risk management during implementation of CLIL/EMI programs in Spain.

The five Chapters in Part-center around issues related to EMI. Chapter 4 examines Spanish lecturers' and students' perceptions of EMI on cultivation of intercultural competence. Chapter 5 explores how pre-service teachers in Norway integrate language objectives in Content-based Instruction. Chapter 6 addresses how macro perspectives in Spain influence lecturers' practices and processes in English-medium Education in Multilingual University Settings (EMEMUS). Chapter 7 explores specific challenges faced by Armenian teachers and students during implementation of EMI courses. Chapter 8 describes the effectiveness of how writing instruction modules contribute to L2 academic writing abilities in Hong Kong.



Part-addresses CLIL teaching practices at primary, secondary and tertiary levels. Chapter 9 delves into the use of foreign literature as a CLIL method to integrate stylistic, historical and intercultural content in foreign language teaching and learning in Italy. Both Chapter 10 and Chapter 11 look into Spanish universities. The former investigates a meta-CLIL approach in initial teacher training by considering learners' and teachers' views while the latter examines a dual-focused CLIL teaching practice based on team-teaching. Before discussing primary teachers' struggles in and attitudes toward CLIL, Chapter 12 presents a theoretical overview of essential concepts and outlines a CLIL module. Chapter 13 discusses summative assessment in CLIL contexts of thinking skills by the framework of Bloom's Revised Taxonomy.

Overall, this volume encompasses a wide range of topics within CLIL and EMI contexts, such as concept clarification, intercultural competence and academic writing abilities, balanced achievement of dual goals, pre-service teacher training and assessment. With the rich empirical data from various education levels and contexts, it provides practical insights to CLIL and EMI practitioners. Meanwhile, researchers, educational authorities and graduates can also find inspiration and enlightenment.

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