



## BOOK REVIEW

**Qiaoya Huang**

School of Foreign Languages and Cultures, Nanjing Normal University, Jiangsu, China

**Teaching Language and Content in Multicultural and Multilingual Classrooms: CLIL and EMI Approaches**, edited by María Luisa Carrió-Pastor and Begoña Bellés-Fortuño, 2021, UK, Palgrave Macmillan, 396 pp., US \$149.98 (paperback), ISBN-13: 978-3030566142.

Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) are two second or foreign language teaching and learning approaches that have been promoted by educational institutions around the world. However, these two approaches confuse many teachers and lecturers who practice CLIL or EMI in their classrooms. Authors Carrió-Pastor and Bellés-Fortuño bring together scholars to shed light on these two approaches in *Teaching Language and Content in Multicultural and Multilingual Classrooms: CLIL and EMI Approaches*.

*Teaching Language and Content in Multicultural and Multilingual Classrooms* delves into a diverse range of critical issues related to CLIL and EMI pedagogies in different countries and institutional contexts (primary schools, secondary schools, and universities). These issues include “teacher education, teacher training programmes, student preparedness for CLIL programmes, curricula design, CLIL in bilingual/multilingual communities, and current CLIL and EMI policies in Europe and around the world, among other subsequent topics” (p. 8). Moreover, this volume compares CLIL and EMI approaches and presents their implications for classroom practice.

Include in this volume are fourteen chapters. This volume begins with the chapter “*Introduction*”, which lays the foundations of this volume. It introduces the background of CLIL and EMI and describes the importance of exploring these two subjects. The following twelve chapters are organized into three thematic parts. Part I “CLIL and EMI”; Part II “English as a Medium of Instruction”; and Part III “Content and Language Integrated Learning”.

Part I clarifies the blurred boundaries between CLIL and EMI. This part includes two chapters. In the first chapter, the author first defines CLIL and reviews the studies on applying this approach to teaching language and content. The author continues by defining EMI and presenting the important studies concerning this approach. Furthermore, the methodologies of the two approaches are compared and the results extracted from several studies about these two approaches are described. Finally, the author describes the most prominent differences and similarities between CLIL and EMI. In the second chapter, the authors examine the risk management of integrating English through EMI and CLIL in undergraduate degree programs at a university in Spain. After interviewing an interdisciplinary group of experienced CLIL/EMI content lecturers in the university, the authors report that the lecturers, despite experiencing unexpected challenges and risks of teaching, recognize the positive impact that integrating English in content had on improving their teaching practice, language and self-awareness, and professional and personal development. The authors also found that the management risk factor is relevant to specific subjects. However, there are doubts about the practicality of such teaching approaches, as concerns exist about whether this method has been implemented too rapidly and whether it fails to consider the long-term interests of students.

Part II mainly focuses on EMI teaching practices. This part consists of five chapters. In the first chapter, the author surveyed ten lecturers and 51 students attending an international EMI course at a Spanish university to learn about their perceptions of their Intercultural Competency (IC) development. The author also interviewed three EMI lecturers to find out their opinions regarding their international engagement and their overall lecturing experience. In the second chapter, the author explores the extent to which 46 teacher trainees who had received training in pedagogical linguistics at a major public university in Norway include language learning in CBI lesson plans. In this chapter, the author analyses teacher trainees' written self-reports about CBI teaching practices and written CBI lesson plans. The third chapter explores the practices and processes that influence effective English-medium Education in Multilingual University Settings (EMEMUS) implementation and the internationalization process in a Spanish public university. The issue of improving EMI course curricula is investigated in the fourth chapter. The author investigated the attitudes regarding the benefits and challenges of EMI in Armenia using email interviews of 25 students and 7 teachers enrolled in EMI courses at the Manoogian Simone College of Business and Economics at the American University of Armenia. Improving EMI course curricula is also explored in the fifth chapter. In this chapter, the author presents a study which aims to identify the academic English writing needs of students at the Hong Kong Polytechnic University and thus provide content teachers with the necessary resources to develop English writing instruction materials.

Part III discusses CLIL teaching practices in primary and secondary schools and higher education. This part is comprised of five chapters. In the first chapter, the authors discuss

the didactics of foreign literature in CLIL from an intercultural perspective at both a theoretical and an empirical level. The second chapter aims to provide the essential tools for pre-service Early Education teachers to implement CLIL in a multilingual context. CLIL assessment is explored in the third chapter. This chapter describes a CLIL teaching practice of two 4th year subjects in Computer Science Engineering at a Spanish university based on the dual focus approach and a team-teaching model. CLIL methodologies in primary school are explored in the fourth and fifth chapters. In the fourth chapter, the author first describes how bilingual education is being promoted in the European Union. The author continues by discussing essential concepts and taxonomies related to CLIL methodology. In addition, the author presents how to design a CLIL module by taking a CLIL module intended for the subject of natural sciences in the fourth grade of primary education as an example. This is followed by a description of a survey of a group of primary teachers to scrutinize the main difficulties the teachers faced when implementing CLIL in their lessons and also their attitudes towards this methodology. In the fifth chapter, the authors examine how a summative assessment of the thinking skills of Spanish primary school students was presented in exam models provided by two primary education textbook publishers.

This volume ends with the chapter *“Concluding Remarks on Teaching Language and Content in Multilingual Classrooms: CLIL and EMI Approaches”*. This chapter first states the aim and significance of exploring CLIL and EMI experiences in different countries. This chapter then points out future directions of research on CLIL and EMI.

Overall, this volume is a valuable collection of must-read course material on teacher education and professional development for immersion and content-based language education in universities and colleges. This volume is a matter of interest for a wide audience, including researchers and teachers involved in teaching CLIL and EMI at different education levels, pre-service teachers who prepare for teaching in plurilingual education programmes, instructors who need to design specific materials for CLIL and EMI subjects, and policymakers. However, some shortcomings may weaken the positive contribution that this volume makes to benefiting language and content acquisition. For example, as this volume pays special attention to how CLIL and EMI practices are carried out in Spain, it does not devote enough space to the investigation of the way CLIL and EMI are implemented in countries other than Spain.

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