



Book Review

Teaching Language and Content in Multicultural and Multilingual Classrooms: CLIL and EMI Approaches

Edited by María Luisa Carrió-Pastor and Begoña Bellés-Fortuño

Hengzhi Hu

p108937@siswa.ukm.edu.my, Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

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María Luisa Carrió-Pastor and Begoña Bellés-Fortuño

Around the globe, various instructional settings and disciplines of studies are using English as a lingua franca for educational purposes, even though it is not the first language of all participants. Against this backdrop, Content and Language Integrated Learning (CLIL) and English-Medium Instruction (EMI) have gained widespread currency in multilingual socio-educational contexts, the implementation of which is not only a promise of satisfactory learning outcomes but also a way to pursue internationalization. In order to establish the extent to which these two methodologies promote learning of various sorts, the academia is appealing for a more systematic comparison of CLIL and EMI (Pecorari, 2020). To this end, the current book, *Teaching Language and Content in Multicultural and Multilingual Classrooms: CLIL and EMI Approaches*, serves as an insightful update to the field on the topic, linking state-of-the-art theories with empirical findings.

This book is an edited collection of fourteen papers brought by eminent researchers who attempt to offer an authentic understanding of the rationale and implementation of CLIL compared to EMI. The first introductory chapter provides a detailed account of the context and composition of this book, topicalizing several issues for the entire volume, such as teacher education, professional development, and curriculum design. This chapter allows readers to understand the state of the art in CLIL and EMI pedagogies. While acknowledging the debate on the comparison of CLIL and EMI, the author particularly spotlights the objective of this book, which is to offer an authentic rationale for CLIL compared with some EMI practices. This brings CLIL and EMI together and encourages an updated reflection upon the whole educational scenario related to content-based programs.

Following this is the book's first section, including two chapters about CLIL and EMI. It begins with Chapter 2, which compares CLIL and EMI thoroughly from essential educational perspectives. It provides a clear-cut answer to the blurred boundaries between CLIL and EMI, with a solid theoretical foundation established for the entire book. The author proposes that both approaches follow similar methodologies and objectives of motivating learners and improving their language proficiency. Recognizing some long-established differences between these approaches (e.g., CLIL has a dual focus on content and language learning in contrast to EMI, which merely considers content learning), the author also highlights and supposes that CLIL and EMI should be implemented in different academic situations

or educational stages as per learners' language proficiency. This intriguing thought positions these approaches in a whole educational scenario. The other chapter, Chapter 3, reports an empirical study done with a convenient sample of CLIL and EMI teachers. Embedded in a qualitative paradigm, the researchers probe educators' thoughts and experiences to disclose the benefits and challenges of content-based programs.

The second book section highlights the internationalized context of English being the lingua franca and thus underlines the investigation of EMI. It reports five empirical studies conducted in multilingual contexts, four in Europe and the remaining in Hong Kong. This section covers a variety of topics, including interculturality in higher education (Chapter 4), pre-service teachers' experience with using English as the medium of instruction (Chapter 5), university students' and teachers' perceptions of EMI programs (Chapters 6 and 7), and EMI project design and development for academic purposes (Chapter 8). In contrast, the last section of this book brings CLIL across different educational levels to the fore, offering practical implications drawn from various socio-educational contexts to assist teachers in implementing successful bilingual programs. To this end, this section includes five studies conducted in the European context, emphasizing the organization of CLIL programs in secondary schools (Chapter 9), pre-service teachers' experience with CLIL for early education (Chapter 10), professional collaboration between content and language teachers in higher education (Chapter 11), professional training for CLIL teachers in primary schools (Chapter 12), and assessment issues at different levels of education (Chapters 10 and 13).

Impressively, these chapters have connected a wide range of theoretical perspectives with rigorous research designs, involving various participants (e.g., students, pre- and in-service teachers, lecturers) and eliciting different types of empirical evidence (e.g., affective evidence about stakeholders' perceptions, attitudes, and beliefs, performance evidence on learning outcomes, process and task evidence concerning classroom instructions). They aim to exemplify the issues that may arise from every possible aspect of CLIL and EMI implementation across different levels of education and yield practical insights for a variety of stakeholders (e.g., researchers, in-service and pre-service teachers, teacher trainers) who desire to enhance the quality standards of CLIL and EMI. This expectation is highlighted in the last chapter, which summarizes the aim of this volume and features the issues of interest that should rivet special attention from both educators and researchers, such as the challenges of English-taught programs, the need for teacher training, new practices of implementing CLIL and EMI, etc.

The book is written and formatted in a way that the flow is engaging, with additional information available whenever needed. Throughout the volume, the following contributions are assumed to be particularly important: First, many chapters have emphasized teachers' professional development, which not only elucidates the potential foci of their professional needs but also fills the gap that there is a paucity of research on these topics of interest (Cammarata & Ceallaigh, 2020); Second, some chapters focus on different approaches to curriculum design, and the presented challenges and opportunities confronting CLIL and EMI stakeholders can be taken as the direction "for cultural maintenance, for knowledge development and technical skill-building and for renewal of social life in local and global communities" (Mickan & Wallace, 2020, p. 7); Third, this book has a dual focus on both CLIL and EMI and is one of the few initiatives to link them up, which is an attempt to fulfil the expectation that "the convergence between CLIL and EMI research needs to be built upon in order to continue pushing the research agenda forward" (Pérez Cañado, 2021, p. 173). Such innovation in presenting the academia with solid theories and empirical evidence on both CLIL and EMI is insightful and is a significant move forward compared to some recent leading publications about either CLIL or EMI, which have mentioned the need to position these approaches into a whole educational agenda (e.g., Khalyapina, 2020; Molino et al., 2022). For researchers, the academic innovation of this book can help them re-examine the language teaching methodologies and connect them to a broader research agenda. For educators, the rich and readable experience from the book can help them identify the essential issues to be emphasized when applying CLIL and EMI in classrooms. Although the target audience may obtain different insights from this book, they are heading toward the same goal of offering quality education and preparing the educational community for the innovative pedagogical experience which embraces a foreign language medium across the curriculum.

Although the collected papers have only focused on English-instructed education, which may immediately form an association with a monolingual English-dominant mindset, the contributors are embracing the contemporary reality of multilingualism and multiculturalism of education. Nevertheless, a minor limitation that may appear somewhat dissatisfying is that the general scope of this book is not multilingual enough. Overall, the book has focused on different European contexts, which are indeed the place that has witnessed the birth and rise of CLIL, EMI, and most multilingual practices. With only one paper contextualized out of Europe, however, voices from different socio-educational contexts are recommended to enrich the knowledge about English-taught programs and promote globalized multilingualism. This appeal, though personal, is rationalized by that

numerous countries and regions outside Europe have embraced CLIL and EMI in their own contexts with varied outcomes (Christison & Murray, 2022), the understanding of which can promote the evolution and maturity of relevant research and educational programs in relation to a broader research base. The voices coming from Asian educational contexts are vital on account of the currency that CLIL and EMI have enjoyed in multilingual Asia, as well as the mounting concern whether the experience and lessons gained from Europe can be directly transplanted to Asia “irrespective of the socio-political, cultural and linguistic parameters that are involved in language policy implementation” (Zhang & Zheng, 2019, p. 28).

About the Author

Hengzhi Hu: A Ph.D. candidate at the Faculty of Education, Universiti Kebangsaan Malaysia. He has been working as a language teacher in diverse international contexts with a language education background. His current research is mainly in the area of Content and Language Integrated Learning. ORCID: <https://orcid.org/0000-0001-5232-913X>

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