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## Book review

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# CLIL: An International Overview of Practices, Challenges and Opportunities in Education

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Undeniably, Content and Language Integrated Learning (CLIL) as a pedagogical approach with a dual focus on content and language learning has manifested itself various of contexts, forms, and practices with immense rigor and sustainability in the past decades. As CLIL is gradually being accepted as an avenue to accommodate internationalization at home, the book *International Perspectives on CLIL* serves as a suitable presentation of CLIL theories and practices in multilingual and multicultural contexts. Mindful of the competing interpretations of CLIL, this book embraces the diversity of CLIL and foregrounds how it has grown and developed both theoretically and empirically.

The entire volume is divided into two parts along with an introductory chapter and a summary one. Despite the introduction of the structure of this edited volume, Chapter 1 provides a brief discussion of CLIL-related theories and spotlights the research agenda centering around learning motivation, translanguaging, genre and language awareness, and explicit and implicit language learning. This review establishes an informative foundation for the book, recapitulating what is essential to a basic understanding of CLIL. Part I of the volume contains Chapters 2-7 and features CLIL practices. Chapter 2 emphasizes the critical examination of the authentic motivation assumption in CLIL to promote classroom congruency via meaningful contexts of teaching and learning. The author cautions that the authenticity of education does not occur automatically and demonstrates how it can be achieved through metacognitive strategies, negotiations of content and learning activities, and target language (TL) use. Chapter 3 presents an empirical study of history-based language learning and explores the practicability of an assessment model to evaluate learners' content and language proficiency while improving their TL writing capability. What is special about this model is that it reflects the notions of assessment of learning and for learning, suggesting how CLIL can be flexibly and effectively assessed through the professional collaboration of stakeholders. In the same theme of assessment, Chapter 4 underlines teachers' different assessment approaches in language-driven CLIL and students' perceptions of classroom evaluation. Whilst showing learners' acceptance of being assessed on content and language, the authors stress teachers' role in organizing appropriate assessment activities, the aims and standards of which should be clear to learners. Chapter

5 focuses attention on translanguaging pedagogies in CLIL and proves that a multilingual learning context wherein learners' first language is appropriately used can help learners, especially academically weak ones, acquire content literacy and academic competencies. Chapter 6 examines how a dialogical exchange encourages students' development of critical thinking of content and language. Through discourse analysis, the authors identify the features of productive teacher-student and student-student interactions and point up the benefits of having a shared set of metacognitive questions to elicit critical thinking. The last chapter, Chapter 7, makes a point of interculturality in CLIL and refers to the concept of cultural quotient to measure learners' intercultural competency. The research findings are multifaceted, while the author accents that despite the positive effects of CLIL on intercultural competence, content-oriented CLIL tends to benefit learners more in the cultural dimension than language-driven CLIL.

The following chapters are categorized into Part II (Chapters 8-13) of the book, centering on professional development and awareness as another crucial factor in successful CLIL. From a teacher educator's reflective point of view, Chapter 8 proposes a content-based approach to a postgraduate TESOL (i.e. Teaching English to Speakers of Other Languages) program. Set in a highly multilingual and multicultural socio-educational context, this chapter differs from others in that it brings a CLIL teacher's consideration of the classroom context to the very fore when analyzing and choosing instructional approaches as per the learning objectives of content and language. Chapter 9 is an attempt to bridge the gap in pre-service and in-service teachers' professional development for English-Medium Instruction (EMI) programs supported by CLIL. Based on empirical evidence on students' and teachers' training needs, the research puts forward various teacher-education proposals concerning their professional growth and gives special attention to including a language focus in training, which offers implications for the development of CLIL approaches in EMI. Chapter 10 is contextualized in a government-supported course for CLIL teachers' continuing professional development. Although future work is still needed to find a subtler balance between top-down course input with bottom-up teacher practices, the professional training experiences specified by the researchers in a communicative CLIL approach

are meaningful for teachers of other contexts to design and develop appropriate content-based programs. Chapter 11 stresses the collaborative practices between content teachers with TESOL teachers. To prepare English language teaching professionals for future CLIL implementations, the author necessitates professional collaboration in the teacher preparation setting and highlights the significance of academic registers utilized in certain disciplinary fields. Embedded in The 4Cs Framework, Chapter 12 presents the corpus analysis of specific English coursebooks used in language-driven CLIL programs. Through a descriptive and exploratory approach, the researchers point up several points (i.e. content, relation to the national curriculum, language skills, language focus, cognitive development, sources of input, and the role of multimedia) of important attention and reinforce the role of content, communication, cognition and culture in organizing successful CLIL. Chapter 13 concludes this section by discussing how the broad educational systems can influence the development and offer of CLIL courses. The author analyses different stakeholders' perceptions of and recommendations for CLIL from the perspectives of the development of languages, cultural sensitivity and global citizens, based on which they encourage the localization and personalization of CLIL to increase its availability. Following this is the last concluding chapter, which summarises the contexts and features of the collected papers and spotlights the lessons learned from different CLIL practices, professional development and awareness. On this basis, the editors suggest the construction of an internationalized and collaborative CLIL agenda revolving around designing CLIL, preparing for CLIL and implementing CLIL.

Generally, this book is well-edited with an engaging flow. Each chapter ends in *Suggested Further Reading* (recommendation of pertinent reading with a brief account) and *Engaging Priorities* (a list of questions that readers are encouraged to think over in their own contexts), which allow readers to extend their understanding of the topic of interest and reflect upon their engagement with CLIL research and practices. One of the outstanding assets of this edited volume is its contexts of diversity, including not only European countries (i.e. Spain in Chapters 3 and 9, Austria in Chapter 10) which have witnessed the birth and rise of CLIL but also the Americas (i.e. Colombia in Chapter

5, the United States in Chapter 11, Argentina in Chapter 12, Brazil in Chapter 13) and Asia-Pacific regions (i.e. Japan in Chapters 2, 4 and 6, Taiwan in Chapter 7, Australia in Chapter 8) which are going with the CLIL tide. Compared with some recent publications that have been mostly contextualized in European society, this book has presented a multilingual arena and created a link among different cultures. This is a precious response to the misgiving that the experience and lessons learned from the upsurge of CLIL research and implementation in Europe may be of little effect in other contexts when considering the contrasting “socio-political, cultural and linguistic parameters that are involved in language policy implementation” (Zhang & Zheng, 2019, p. 28). Moreover, the CLIL practices in various contexts have exemplified how the rigor and sustainability of CLIL have been retained and enhanced through innovative localization and continuous reforms as per the contextual needs. This mirrors that the success of CLIL should be established not only on existing knowledge gained from other educational experiences but also on the context-specific needs of the education site and even that education community. Admittedly, the issues involved in CLIL are multifaceted and more than what has been investigated in the book. Nevertheless, the exploration of the two principal topics (i.e. CLIL practices and professional development) has presented significant understanding, which is long on claims but short on availability, about the issues of interest to a much wider international audience (e.g. motivation for learning, assessment, language use, intercultural competence) (Bolitho & Rossner, 2020), as well as pre-service and in-service CLIL teachers’ professional growth (Morton, 2019).

Another strength of the book is that it specifies the development of CLIL across differing levels of education, including primary education (Chapter 12), secondary education (Chapters 3 and 5), tertiary education (Chapters 2, 4, 6 and 7), teacher education (Chapters 8 and 9) and professional training (Chapters 10 and 11). Therefore, this book can be considered a rich account of diverse educational experiences against the backdrop that CLIL has been gaining currency from various educational levels, and also a valuable supplement to the agenda that “most CLIL research has focused on primary and secondary level students” (Segura et al., 2021, p. 1). Nevertheless, it would be more comprehensive if the editors had included several papers about CLIL in early childhood

education, vocational education and adult education, as we have seen a growth of CLIL practices in these fields with top-down support and bottom-up initiatives (Honigsfeld & Dove, 2020; Klewitz, 2021).

Overall, this book is highly recommendable, with an impressive collection of papers about abundant theoretical and practical implications underpinning the successful implementation of CLIL. The portrayed CLIL landscapes across multilingual and multicultural socio-educational contexts around the globe will provide practitioners, researchers and teacher educators with the incentive to continuously initiate, innovate and integrate CLIL in their contexts, shedding light on a broader understanding of the CLIL phenomena.

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