



Integrating Content and Language in Multilingual Universities. Educational Linguistics. (2020).

Slobodanka Dimova & Joyce Kling

Springer, Cham

Pages: XII, 183

ISBN: 978-3-030-46946-7 (Hardcover)

978-3-030-46949-8 (Softcover)

978-3-030-46947-4 (e-Book)

Cost: 129,99 € (Hardcover)

89,99 € (Softcover)

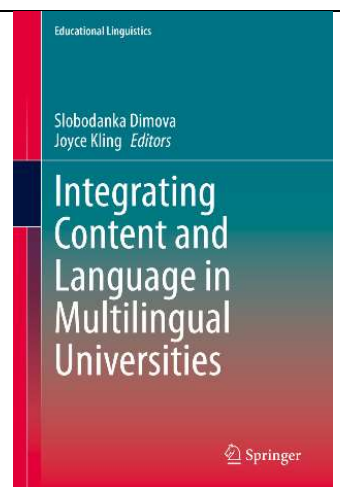
74,89 € (eBook)

Reviewed by Funda KOÇ YÜCE

University of Ordu, fundakocyuce@odu.edu.tr

Assoc. Prof. Dr. Turgay HAN

University of Ordu, turgayhan@yahoo.com



The Integration of Content and Language (ICL) roots date back to the French immersion program in Canada in the 1960s (Pecorari, 2020). In addition to the immersion programs, there are also other forms of ICL, such as Content and Language Integrated Learning (CLIL) and English Medium Instruction (EMI). Although they have some features in common, such as the integration of language and content in the learning context, there are also specific differences between them. As a result of the internationalization and the policies of the governments, universities have had to change their curriculum and thus adopt the integration of content and language (ICL) in their educational program (Macaro, Curle, Pun, An, & Dearden, 2018; Wilkinson, 2018). To be international, most universities have used English for academic purposes, as it is practical to choose a language that is a lingua franca. However, to meet more students' educational needs, various languages besides English should be given importance to construct multilingual and international universities.

There have been several studies investigating the challenges and benefits of ICL programs (e.g., Godzhaeva, Logunov, Lokteva, & Zolotareva, 2019; Muñoz-Luna, 2014; Vega & Moscoso, 2019), yet this quite recent book takes the reader beyond these issues by giving information about the neglected parts of the implementation of this program, such as the use of Languages Other Than English (LOTE) in tertiary education, the importance of language training in secondary and tertiary education to implement ICL programs in higher education (HE), the implementation of ICL programs in different contexts, and content teachers' reflections on ICL programs. While providing the theoretical and political basis of ICL, the book also presents its readers with a detailed examination of these neglected aspects of the program.

This book consists of ten chapters presented under three parts and deals with different aspects of ICL. The first part, entitled "Theoretical and Political Underpinnings of Integrating Content and Language", includes two articles, which are "English Medium Instruction: Disintegrating Language and Content?" by Pecorari and "Integrating Content and Language: The Role of Other Languages than English in an International University" by Holmen.

Pecorari's article describes three prevalent forms of ICL: immersion, Content and Language Integrated Learning (CLIL), and English Medium Instruction (EMI). The article gives features of these three forms of ICL and compares them in terms of the medium of instruction, curriculum, support for the L1, language outcomes, exposure to L2, student proficiency level, teacher proficiency, and the cultural teaching context. Later in the same chapter, Pecorari discusses the effectiveness of these pedagogical approaches, which are the forms of ICL. Although there have been several studies investigating the outcomes of immersion programs that were started to be applied earlier than the other forms (e.g., Cammarata & Tedick, 2012; Lambert, Genesee, Holobow, & Chartrand, 1993; Roy, 2011), there have been fewer studies examining the outcomes of CLIL (Arribas, 2016; Coyle, 2007) and EMI (Macaro et al., 2018). In this respect, this book can be a significant source to bridge this gap. Pecorari also compares the two implementations of EMI in two different contexts, Sweden and Hong Kong, to evaluate the success of this form under different prerequisites and makes some implications based on EMI outcomes for the policy and educational programs. Holmen's piece introduces a five-year project conducted at the University of Copenhagen (UCPH) from 2013 to 2018, focusing on multilingualism in higher education. In this sense, Holmen first describes the traditional policy of the university, 'Parallel language use in UCPH', which gives equal emphasis on the use of English and Danish for academic purposes, and then presents the need for LOTE, identified according to the students' needs by a committee consisting of the representatives of the faculties and the management. The author finally emphasizes the importance of the university management's support to integrate these languages into the teaching context.

The second part of the book entitled "Integrating Content and Language Across Contexts" includes five articles, which are "Internationalizing Japan's Undergraduate Education Through English Medium Instruction" by Bradford, "The Benefits, Challenges and Prospects of EMI in Croatia: An Integrated Perspective" by Margić and Vodopija-Krstanović, "Transitioning EAL Students from EFL Classes to EMI Programs at the University of Iceland" by Arnbjörnsdóttir, "English Medium Instruction in Higher Education in Qatar: A Multi-Dimensional Analysis Using the ROAD-MAPPING Framework" by Eslami, Graham, and Bashir, and "Internationalization Through Language and Literacy in the Spanish- and English-Medium Education Context" by Sánchez-García. Bradford mainly discusses the implementation of EMI programs in higher education institutions in Japan throughout history and the impact of the governments' internationalization policies on how this program is implemented. Starting with the emergence of EMI in Japan during Meiji Period in the 1800s and its alteration throughout history and continuing with the challenges confronted during the implementation of this program, such as linguistic, cultural, administrative, and institutional problems, Bradford's article offers readers a deeper insight into the implementation of EMI in a particular context. The author also presents the possible future state of this program in Japan. Margić and Vodopija-Krstanović's research focuses on the internationalization process of Higher Education in Croatia through EMI, emerging from the need for a common language in universities. In this regard, the authors have delved into the steps taken for the development of EMI programs and the perceptions, experiences, expectations, and attitudes of content teachers included and not yet included in the teaching process of EMI programs at the University of Rijeka (UNIRI), the third-largest university in Croatia. In the light of teachers' experiences and expectations regarding EMI, this chapter also presents several recommendations for the development of EMI programs.

Arnbjörnsdóttir's study begins with explaining Iceland's language and educational policies and questioning the effectiveness of language education in primary and secondary schools to prepare students for higher education requiring academic language skills. This study examines university students' perceptions of their language use for academic purposes in university, the difficulties they experience, and the language support they receive. Furthermore,

this chapter introduces a new genre-based course following a pedagogical approach and using a textbook that will help university students improve their academic writing skills in a semester and investigates this new approach's efficacy. Finally, the author determines the limitations of the present study and makes suggestions for further research. Eslami, Graham, and Bashir examine EMI in Qatari higher education by employing Dafouz and Smit's (2016) 'ROAD-MAPPING' framework, an acronym of its dimensions, which are Roles of English (RO), Academic Disciplines (AD), (Language) Management (M), Agents (A), Practices and Processes (PP), and Internationalization and Glocalization (ING). The authors also provide some suggestions for better implementation of EMI programs, which will be able to meet the students' needs and better fit the Qatari culture, language, and policy. In the last chapter of this part, Sánchez-García examines English Medium Education (EME) in the Spanish context by addressing the role of language used for instruction and the importance of teachers' discourse in the classroom, which affects the teaching process in terms of students' acquiring disciplinary knowledge and literacy, and learning in a social, collaborative, and communicative environment. The author identifies the classroom discourse education needs of the teachers of Complutense University of Madrid (UCM) by comparing two different content teachers' discourse strategies, who use Spanish and English as a medium of education in their parallel courses at UCM, examining the way these strategies are linguistically applied, and defining whether these strategies change according to the language used in education. The study reveals that the language used in education largely determines the teachers' overall discourse and strategies. Therefore, the author suggests raising teachers' awareness of how significant their discourse is and how much the language they use affects their discourse.

"Content Teachers' Reflections" is the title of the third and the last part of this book. This part consists of two chapters, which are "Acknowledging the Role of Language in English Medium Instruction: Experiences from a Pilot Project Intervention at the University of Copenhagen" by Larsen and Jensen, and "English Medium Instruction Through the Lens of a Content Teacher: Challenges, Adjustments, and Opportunities" by Campo. In the first chapter of this part, like Holmen's study, Larsen and Jensen's research also focuses on the five-year project conducted from 2013 to 2018 by the Centre for Internationalisation and Parallel Language Use (CIP), established in 2008 at the University of Copenhagen (UCPH) to support students and lecturers for their academic and professional development both in English and Danish. Of 36 pilot projects developed to support a specific content field by meeting the students' language needs, 11 were on the academic writing in EMI context, one of which was investigated by Larsen and Jensen's study. Focusing on the implementation of this academic writing project, evaluating the students' perceptions of it, and discussing the project's outcomes, the present study concludes that the project successfully achieved its purpose. Like Sánchez-García examining EME at UCM in Spain, Campo focuses on the same context to identify the challenges and benefits of EMI programs from a content teacher's point of view. The author's experiences as a content teacher engaging in the Faculty of Economics and Business EMI courses, which are Statistics and Decision Analysis courses, are shared with the reader. The favourable outcomes of EMI courses are emphasized despite all the challenges. Thus, EMI programs are once again appreciated as the first step in internationalization. Lastly, a postscript entitled "Postscript: Moving Forward in Integrating Content and Language in Multilingual Higher Education" is presented by Dafouz. Dafouz shows the progress of the studies on Integrating Content and Language in Higher Education (ICLHE), appreciates the contributions of the present book to the field, which contains the context-based research in its chapters, and recommends researchers to investigate social and educational challenges related to ICLHE.

Presenting the theoretical and practical dimensions of ICLHE, this book provides a deep knowledge to its readers. The order of the articles helps the reader understand the content

clearly. For instance, Pecorari's article starts with the definitions and different forms of ICL and gives the essential characteristics, similarities, and differences of these forms, thus informing the reader about what this concept is and creating background information about the main point of the book. Then, the subject gets more profound, and a particular form of ICL, the EMI program, is examined throughout the book's later chapters. Thus, even the reader who is not familiar with the concept can easily follow the other chapters thanks to the first part. Unlike other studies examining ICL only regarding its benefits and challenges, this book deals with EMI, a form of ICL, from a broad perspective as it presents the implementation of EMI in different contexts. Thus, it reveals how this educational program is implemented in the universities with different first languages (L1) and cultures, what the roles of national and local education policy and the language proficiencies of teachers and students in this program are, what the challenges, benefits, and outcomes of this program are, and what the teachers' and students' perceptions of this program are. Including various aspects of this concept, this book achieves its purpose of demonstrating how all these mentioned concerns can be handled with a variety of approaches.

If any criticism were to be levelled at the book, it would be to note that such an informative book, which helps its readers understand all the points clearly, should explain all the abbreviations, as the reader may not be familiar with them. For instance, in Arnbjörnsdóttir's article, it is not remarked what the abbreviations of 'EAL' and 'ESP' are for. The book also has some typo errors (e.g., 'post-course' and 'have' (p.107)). However, these points can be easily corrected.

All in all, the present book can help all the stakeholders of ICL evaluate these programs from various perspectives, see different implementations in different contexts, and assess their outcomes. Therefore, this book can be an informative resource for policymakers, university managements, EMI educators, and EMI students. The present book also encourages future researchers to investigate this concept in-depth, as ICLHE is seen as a significant step in internationalization by national and local administrations.

REFERENCES

- Arribas, M. (2016). Analyzing a whole CLIL school: Students' attitudes, motivation, and receptive vocabulary outcomes. *Latin American Journal of Content and Language Integrated Learning*, 9(2), 267-292. DOI: <https://doi.org/10.5294/laclil.2016.9.2.2>
- Cammataro, L., & Tedick, D. J. (2012). Balancing Content and Language in Instruction: The Experience of Immersion Teachers. *The Modern Language Journal*, 96(2), 251-269. DOI: 10.1111/j.1540-4781.2012.01330.x
- Coyle, D. (2007). Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562. DOI: 10.2167/beb459.0
- Godzhaeva, N. S., Logunov, T. A., Lokteva, M. S., & Zolotareva, S. A. (2019). Approaching CLIL from the Periphery: Integration of Content and Language in Russian Higher Education Institution. *European Journal of Contemporary Education*, 8(2), 280-293. DOI: 10.13187/ejced.2019.2.280
- Lambert, W. E., Genesee, F., Holobow, N. L., & Chartrand, L. (1993). Bilingual Education for Majority English-Speaking Children. *European Journal of Psychology of Education*, 8(1), 3-22. Retrieved from https://www.jstor.org/stable/23420257?seq=1&cid=pdf-reference#references_tab_contents
- Macaro, E., Curle, S., Pun, L., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76. DOI:10.1017/S0261444817000350

- Muñoz-Luna, R. (2014). From Drills to CLIL: The Paradigmatic and Methodological Evolution Towards the Integration of Content and Foreign Language. *PROFILE Issues in Teachers' Professional Development*, 16(1), 167-180.
DOI:10.15446/profile.v16n1.37843.
- Roy, S. (2011). Discourses on Bilingualism in Canadian French Immersion Programs. *The Canadian Modern Language Review*, 67(3), 351-376. DOI:10.3138/cmlr.67.3.351
- Vega, M., & Moscoso, M. L. (2019). Challenges in the Implementation of CLIL in Higher Education: From ESP to CLIL in the Tourism Classroom. *Latin American Journal of Content & Language Integrated Learning*, 12(1), 144-176.
DOI:10.9452/laclil.2019.12.1.7
- Wilkinson, R. (2018). Content and language integration at universities? Collaborative reflections. *International Journal of Bilingual Education and Bilingualism*, 21(5), 607-615. DOI:10.1080/13670050.2018.1491948

Koc Yuce, Funda, an English Language Teacher at the Ministry of National Education in Turkey for ten years, is studying at the University of Ordu to get a master's degree in English Language Teaching. She is interested in English Language Teaching, Second Language Acquisition, Content and Language Integrated Learning (CLIL), and Computer-Assisted Language Learning (CALL).

E-mail: fundakocyuce@odu.edu.tr

Han, Turgay, holds a doctorate in the assessment of EFL students' writing and is the current (2022) director of the department of English Language Literature (ELL) at the University of Ordu. He is an author of several national and international books, an instructor of academic reading and writing, and a practitioner in the fields of the assessment of writing, language learning, and teaching.

E-mail: turgayhan@yahoo.com.tr