

Integrating Content and Language in Multicultural Universities,
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Integrating content and language in multilingual universities, edited by Slobodanka Dimova and Slobodanka Dimova was published in 2020. This collection provides a global perspective on integrating content and languages in multilingual higher education (HE) institutions. Covering discussions including student and teacher perceptions, teacher training, staff effectiveness, learning effectiveness, and program development, the volume tends to address how focused language instruction and assessment can be utilized as a foundation for disciplinary content learning, without specific consideration of the diverse contexts. The book review consists of four parts. A brief introduction of the book and its exceptional contribution to the ICL field is presented in the first part. The second part highlights the core ideas of each chapter while commenting on its implications. A summary and an analysis of the academic and practical value of the collection from various perspectives in the last part round out the review. This book review with its unique perspective makes an effective reference for anyone interested in the book.

Keywords: Integrating content and language in higher education (ICLHE), English medium instruction, Multilingual higher education, Internationalization of higher education

Since its introduction in the 1990s, the pedagogical approach called Integrating Content and Language (ICL) in various forms has found its way all over Europe. In addition to its proven boost in foreign language learning and plurilingualism (Marsh, Maljers, & Hartiala, 2001), ICL is also perceived by many educators as a catalyst for didactic innovation and transdisciplinary collaboration (Darvin, Lo, & Lin, 2020).

Apart from an introductory chapter and a postscript, the anthology is comprised of nine articles which are assorted into three parts by their general themes. The volume opens with an introductory chapter by the editors to prepare readers with an overview of different perspectives on integrating content and languages in higher education (ICLHE) across various contexts. The overview encapsulates the history, the issues, and the future considerations concerning ICLHE, each section categorizing the following nine chapters under different critical topics.

By situating the English Medium Instruction (EMI) among other forms of Integrating Content and Language (ICL), namely immersion and content and language integrated learning (CLIL), Diane Pecorari illustrates not only the promising results EMI could yield but more importantly, the areas where EMI, a prevalent pedagogy, lags behind thus in great need of improvement compared to the other two pedagogies.

Anne Holmen in the article reports on a five-year strategic project exploring the role of English and Languages Other than English (LOTE) with its main output being diverse models for integrating content and language. As English Medium Instruction (EMI) is taking root in Japan's higher education, Annette Bradford in this chapter gives insights into how history and policy have affected patterns of EMI implementation. The chapter by Branka Drijaca Margic and Irena Vodopija-Krstanovic takes further steps to examine EMI from an integrated perspective. Aside from a historical overview of the context of internationalization, the article follows the first research-based activities on EMI at UNIRI and pools strategies and experience together to better prepare for and advance EMI across the country, from developing a common framework for quality assurance in EMI to advising that the well-received language development program for teachers require long-term support and triangle cooperation.

With the discord between English as a Foreign language (EFL) learners and English users in EMI programs pointed out, Birna Arnbjornsdottir in this chapter explores a new approach that targets at the immediate needs of students in the programs. Logistics results have testified that the initiative built on a product-driven approach and process writing with scaffolded instruction has generally enhanced students' writing ability.

Situated in a country where numerous foreign universities have sprouted up recently, this study by Zohreh R. Eslami, Keith M. Graham, and Hassan Bashir puts the spotlight on the higher education system in Qatar. The complicated system afflicted by the discord between the values of locals and the Western institutions is under examination through the lens of the ROAD-MAPPING framework, each letter representing one dimension. Revealing areas for future reform and research in each dimension, the article features an extensive yet meticulous analysis of the EMI, pointing to a clearer picture of successes and challenges for higher education in Qatar.

In response to growing internationalization, the Spanish higher education community is adopting manifold strategic plans to promote English-Medium Education (EME). For that matter, Davinia Sanchez-Garcia in this chapter reflects on the role of language in the Spanish EME context as well as the importance of teacher talk in the development and learning of disciplinary literacy and epistemology at the university level. What renders the article all the more enlightening is that it reveals that the EME sparks off learning as it enhances language and content interdependence. To recognize and tap the full potential of the advantage is to help students gain skills and proficiency in both literacy and science, which is a valuable reminder for both lecturers and administrative staff to adjust to the trend.

As with other attempts to maximize the effects of EMI among higher education institutes, acknowledging the role of language in EMI constitutes part of efforts on the part of the University of Copenhagen (UCPH) to improve students' writing skills in English. Sanne Larsen and Frank Jensen in this chapter introduce a pilot intervention at the university where a need to provide students and staff with language support tailored for each discipline has long been recognized. What differentiates the pilot project from others is its embedded

interdisciplinary nature mirrored through a focus on economics, the environment, and natural resources in different constellations. It is worthy of note that the outcome of the project in the study, a feedback module is highly attributable to the level of engagement of teachers and their awareness of the role of language.

Written from the perspective of a content teacher, this chapter by Cristina del Campo fleshes out the impact and the implications of the move toward the English medium instruction in Spain. The last chapter by Emma Dafouz succinctly touches upon the area of Integrating Content and Language in Multilingual Higher Education (ICLHE). The major theoretical and methodological milestones that the field has reached so far were first laid out and then the highlights of the book are delineated. Recapitulating the previous chapters, the concluding chapter calls attention to a higher and more active engagement of educators, curriculum developers, and policymakers worldwide in addressing current social and educational challenges rounds out the book.

Overall, this edited volume is not only timely but an invaluable addition to the ICLHE research. The editors contributed to the field by unveiling the complexity and context-sensitive nature of current higher education institutions as well as their innovative and effective approaches to ICL in particular contexts.

References

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