

Book Review

The Routledge Handbook of Content and Language Integrated Learning

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The Routledge Handbook of Content and Language Integrated Learning, edited by Darío Luis Banegas and Sandra Zappa-Hollman, is a comprehensive compilation of academic articles that provides rich and in-depth information of Content and Language Integrated Learning (CLIL). Bringing together a wide range of theories, pedagogical practices, and relevant perspectives, this handbook presents itself as a crucial resource for educators, researchers, and practitioners who are interested in fundamental and advanced aspects of the integration between language and content in education and who wish to adopt or adapt this teaching approach in their language instruction.

Curated with a collection of contents that strikes a delicate balance between theoretical foundations and practical insights, the handbook is very well crafted into six parts, each of which examines various domains of academic inquiry that have evolved since the emergence of the Content and Language Integrated Learning (CLIL) teaching approach in the field of education. What makes this handbook insightful and beneficial is the editors' choices of contributing authors and their meticulous editing of the chapters that broaden the readers' academic

horizons as they embark on a journey through various dimensions of CLIL, from its historical roots to its current applications in a myriad of educational settings.

In detail, Part I, Language and Language Teaching in CLIL, lays the primary foundational principles and perspectives that shape or are linked to CLIL. This overview distinctly focuses on the language aspects within the context of CLIL, reflecting the background in language teaching and emphasizing the necessity for research programs in CLIL that explore the details of learning content through the teaching of an additional language. Part II, Core Topics and Issues, reviews a variety of aspects necessary for successful adoption and implementation of CLIL such as how learners develop language and cognition and how teachers can undergo professional growth. The discussion is essentially based on the reflection of the impact of the 4Cs framework (content, communication, cognition, and culture) originally proposed by Coyle et al. (2010) and subsequently by Coyle and Meyer (2021). Part III, Contexts and Learners, focuses specifically on CLIL in two contexts: languages other than English and various educational levels, and higher education where English-medium instruction (EMI) is a more commonly used. Part IV, CLIL in Practice, explores perspectives, resources, and strategies driven by practical implementation of CLIL. While Part V, CLIL around the World, showcases evaluation of CLIL research undertaken on either regional or national levels. Finally, Part VI, Looking Forward, is seen as an invitation to readers to assess and broaden the discussion on CLIL with the introduction of various thought-provoking issues related to this teaching approach, paving ways for more effective CLIL in language education.

One of the strengths of this handbook is that it provides readers with a universal perspective on CLIL. Contributors from different cultural and linguistic contexts share their experiences, offering a wide variety of approaches and challenges they actually faced when implementing CLIL in their language instruction. Such global perspectives ensure that the handbook is not only informative but also reflective of the diverse realities that educators encounter in

their actual pedagogical practices, readily yielding themselves as the lessons to be learned by interested others.

Besides experiential insights, contributors of the handbook also thoroughly look into the theories behind CLIL, giving readers a strong grasp of the teaching principles behind this particular teaching approach. By combining language, thinking, and social perspectives, the book facilitates and promotes the theoretical discussions that effectively enhance a complete understanding of how language and specific subjects can be well connected and mutually supportive in language teaching.

The practical applications section (Part IV, pp. 253-370) in this handbook is a standout feature, providing educators with tangible strategies and tools for successful CLIL implementation. Case studies and examples (Part V, pp. 371-504) from various educational contexts provide real-world insights and hands-on experiences, digesting the theoretical discussions into practical ideas that are readily applicable. This striking balance between theories and practices sets the handbook apart as a valuable resource for educators seeking to enhance their CLIL pedagogical decisions and practices.

This handbook also discusses current issues and potential future developments, including the significance of teacher professional development and the role of technology in CLIL. For these reasons, the handbook can be regarded as a timely and meaningful resource for educators who are striving to navigate the changing environment of language instruction. Better yet, despite the fact that this handbook addresses a great range of topics, it is still accessible and reader-friendly, thanks to its organization that makes it easy for readers to follow the content section by section. Indeed, the editors have succeeded in creating a resource that caters to a wide audience, making it useful and applicable to everyone from those new to CLIL to experienced practitioners and researchers.

In conclusion, The Routledge Handbook of Content and Language Integrated Learning edited by Darío Luis Banegas and Sandra Zappa-Hollman serves as a comprehensive guide to CLIL. Its careful balance between theories and practices, coupled with global perspectives derived from various levels and multiple contexts of language teaching, makes it an essential manual for anyone interested in the transformative potential of the integration of language and content in education.