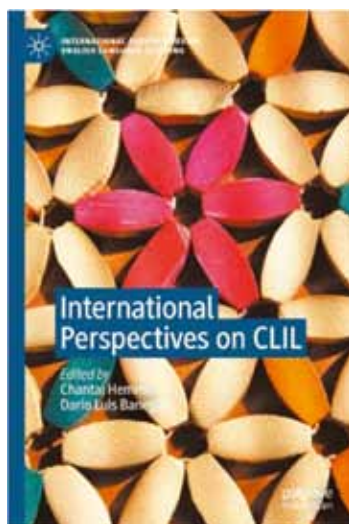


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Content and Language Integrated Learning (CLIL) is acknowledged as a dual-focused educational approach and practice for better access to both languages and content learning (Pérez-Cañado, 2012). In the last two decades, CLIL has been increasingly under close scrutiny, especially in Europe and Latin America (Pérez-Cañado, 2018; Banegas, Poole, & Corrales, 2020). However, it has been expanded globally and takes up a notable position in the field of ELT. Now we have the publication of this edited collection, which is a sign of an increased need and interests in CLIL across the world.

This book consists of four parts and fourteen chapters. Additionally, Chapter 1 serves as an introductory overview of CLIL's theoretical development, and Chapter 14 as a conclusion with future prospects for CLIL, both of which are presented by the editors of the book under review. The volume encompasses twelve papers falling under two headings: CLIL practice and CLIL professional development.

CLIL practice addresses a variety of cultural backgrounds and educational contexts where CLIL is implemented. This part discusses assessment issues in the subject of Spanish history through CLIL (Chapter 3) and translanguaging in a CLIL science context in Colombia (chapter 5), attesting to the authenticity (Chapter 2) and engaging effect of CLIL. Shifting to the lesser explored contexts in Japan and Taiwan, there are 3 chapters in this part that investigate the possibilities of implementing CLIL in Asian EFL contexts. Chapter 4 addresses students' perceptions of being assessed in a CLIL programme in Japanese University. Chapter 6 concentrates on the interaction between teacher and students that facilitates both content

and language learning in a CLIL classroom in Japan. Chapter 7 surveys students in a CLIL programme at a polytechnic university in Taiwan with Cultural Quotient Scale (CQS), and finds that the CLIL approach effectively promotes learners' cross-cultural understanding and CQ competence. This part empirically reveals the malleability and accessibility of CLIL in various cross-cultural educational settings.

The section dealing with CLIL professional development explores the ways in which CLIL can be sustained across educational levels and types of learning provision. Chapter 8 reflects CLIL models in Australian TESOL course, and Chapter 12 offers evidence that the CLIL approach can also be utilized in coursebooks for very young learners in tandem with second language learning in the context of schooling. This part also mentions language and content teachers' needs for a form of professional training that can provide instructions and strategies in both their pre- and in-service phases (Chapters 9, 10, 11). Chapter 13 shows the significance of teachers' awareness of possible hegemonic ideologies in CLIL class. It is crucial for people to realize that instead of being regarded as an elitist education/language learning approach (Van Mensel, Hiligsmann, Mettewie, & Galand, 2020), "CLIL can become the platform through which multilingual education is embraced as an option for anyone regardless of personal circumstances" (Hemmi & Banegas, 2021:306).

Taken as a whole, this volume helps language teachers to establish a comprehensive understanding of CLIL initiatives and contributes concrete pedagogical implications for language teaching researchers, as well as education policy makers, postgraduates, and language teacher educators all over the world.

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