Integrating content and language in higher education: Developing academic literacy
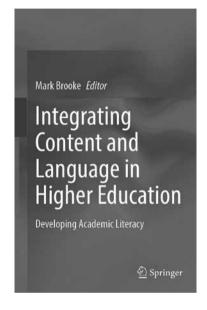
Mark Brooke

Zhonghui Huang
Chili Li
Hubei University of Technology, China
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English medium instruction (EMI) has been increasingly practiced as a means to promote the development of both language proficiency and content comprehension among students in second or foreign language contexts (Macaro et al., 2018). Content and language integrated learning (CLIL) is a dual-focused educational approach that has been adopted to fully play its potential for educational success (Coyle et al., 2010; Marsh, 2008). Contributed by a group of teacher-researchers and edited by Brooke (2022), the newly published volume of *Integrating Content and Language in Higher Education: Developing Academic Literacy* presents an exploration of synergistic practices on how CLIL can be applied in interdisciplinary and intercultural contexts to achieve the goals of academic literacy.

The book is composed of 12 chapters. The introductory chapter (Chapter 1) provides an overview of Integrating Content and Language in Higher Education (ICLHE) policies and practices, including an exploration of EMI in Singapore and other geographical regions, as well as a conceptual framework for CLIL practice in the field of higher education. The remaining chapters are divided into two parts. Part One (Chapters 2-7) reports on specific pedagogic practices in first-year ICLHE classes, covering various interdisciplinary subjects such as food politics, color semiotics, and psychology. These chapters discuss an array of issues including critical pedagogy, analytical frameworks, problem-based learning, genre-based pedagogical approaches, multi-modal discourse analysis, and the use of science fiction television series as a teaching tool.

Grounded on the insights from Part One, Part Two (Chapters 8-11) focuses on deep learning and high-order academic tasks. These chapters address the challenges of content and writing integration and explain how reflective teaching (Bowman, 2020) and the identification of threshold concepts can effectively facilitate deep learning. They also emphasize the need for teachers to create an enabling environment to inspire students' critical engagement and social responsibility. In Chapter 12, the authors reiterate five didactic goals discussed in the book and provide a conclusion on how they are motivated and guided by diverse approaches to engage with classroom practices.

Overall, this book generates a number of theoretical, methodological and practical implications. The book offers theoretically-grounded pedagogic practices from a range of perspectives, significantly contributing to CLIL research in higher education. The studies included in the book explore the problems and factors that might influence the effectiveness of CLIL practice, highlighting the need for teaching innovation and pedagogic transformation that takes into account the change of context and didactic purpose. Researchers and practitioners can benefit from discovering and preserving the voice of learners through these effective methods, generating new ideas in ICLHE.

Methodologically, various qualitative methods are rigorously presented to explain the research approach. Specifically, case studies used in Chapter 8 offer a new perspective on building learners' critical thinking and understanding of threshold concepts, while an evidence-based approach is provided in Chapter 9 to facilitate learning through action research. Moreover, textual/discourse data analyses are widely used for gathering in-depth insights into content selection and genre-based pedagogy (Gee, 2005). For example, critical discourse analysis in Chapter 10 is used to introduce students to the concepts and description of the theme. It is significant for teachers and practitioners to discover and preserve the voice of learners through these effective methods, benefiting further relative study in generating new ideas in ICLHE.

Pedagogically, this edited volume underscores the equal importance of course goals and pedagogy, recognizing that teaching innovation and pedagogic transformation are dependent on changes in context and didactic purpose. The scholarship of teaching and learning (Hutchings, 2011) aims to develop students' academic literacy at the tertiary level, and genre-based pedagogy and transformative pedagogies are adopted for the CLIL approach. To achieve deep learning, it is necessary to build students' knowledge of genre theory through student-teacher interaction (Entwistle, 2000). In Chapters 4 and 6, the authors demonstrate how different genres can be used as input to scaffold the teaching and learning cycle and produce an expository essay. Similarly, Chapter 2 highlights the importance of transformative pedagogies in guiding students to understand the connection between critical issues of the module and the social reality in the real world.

It is undoubtedly a rare achievement of ICLHE practice in Asia. As pinpointed in early studies, "differentiated targeted skill" which is catered for learners is the determinant factor for course design and learning assessment (Coyle et al., 2010, p.156). However, designing a purpose-built program and balancing content and language are challenges for all practitioners. Therefore, reading this book thoroughly and thoughtfully can help us better understand how to address these challenges.

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