Book reviews

LANGUAGE ACROSS THE CURRICULUM & CLIL IN ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) CONTEXTS
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Over the last two decades, Content and Language Integrated Learning (CLIL) has emerged as a growing interest in research in TESOL. As a teaching approach focusing on both language and content, the term CLIL was firstly adopted in 1994 in Europe and practiced in a range of contexts (Coyle, Hood, & Marsh, 2010). As a part of the growing body in CLIL literature, Angel Lin's *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts* contributes to the recent development of language and content integration with concrete examples while explicitly addressing challenges experienced in CLIL and LAC (Language Across the Curriculum) in EAL. Due to its comprehensive account of how LAC and CLIL can be employed in EAL contexts with practical examples, this book is particularly useful for teachers and educators who are in search of concrete pedagogical approaches to incorporate CLIL and LAC in class. There are two key objectives for this book; it firstly establishes a solid theoretical foundation by critically and systematically reviewing a range of theories and literature regarding CLIL and LAC. The second half of the book intends to respond to everyday challenges and needs expressed by EAL teachers with pedagogical suggestions and examples to facilitate collaboration across language and content.

The book is structured into 9 chapters with four divisions. Chapters 2 and 3 lay down theoretical knowledge and resources including an introduction of language variation theories such as Jim Cummins' conceptions of BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency), the Sydney School's genre and register theories, and the recent Three-Dimensional Framework of Language Variation developed by Mahboob. With comparisons of different theoretical

conceptions of a functional view of language, Lin argues for the 'Genre Egg' framework, which can act as a linguistic analytical tool for both content and language teachers, to analyse linguistic demands at different levels so as to provide adequate support to students. The second division of the book is from Chapter 4 to 7 and presents a transition from a theory-oriented focus to a more practice-based direction with detailed examples of how the theories outlined in the previous chapters are realised in class. Briefly, in Chapter 4, Lin points out four disconnects in curricula and pedagogies in bilingual education contexts. Chapter 5 and 6 discuss possible solutions to these disconnects from classroom teachers and educators' perspectives, while in Chapter 7, program options and approaches to facilitate content and language integration are outlined. The last two chapters represent the last divisions, which raise issues in EAP, academic literacies and genre-based pedagogies and suggest directions for future research.

Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts is very engaging, inspiring and practical. This book draws extensively from current theories and literature on LAC and CLIL and explains how these theories can be used by EAL researchers, students and especially front-line teachers. According to Angel, this book serves as a road map for educators to facilitate EAL students through content and English language learning. Every chapter starts with a clear overview and ends with a summary with a number of discussion questions to stimulate further reflection. However, there is somewhat of a disconnect between the targeted readers and the examples in the book as the majority of the examples are based on secondary school contexts in Hong Kong; the targeted readers, such as those working in higher education in other regions, may find it difficult to connect to certain examples. Despite this concern, this book has clear implications for TESOL education and it is a useful roadmap for EAL teachers to integrate content and language to support students' learning.

References

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL : content and language integrated learning*. New York: Cambridge University Press.

Lin, A. M. Y. (2016). *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts* Singapore: Springer.