

## **TEACHER PROFESSIONAL DEVELOPMENT FOR THE INTEGRATION OF CONTENT AND LANGUAGE IN HIGHER EDUCATION**

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The rise of content subjects taught in English as an additional language is one of the most significant linguistic phenomena in contemporary higher education (Macaro et al. 2018). The implementation and teaching of integrated content and language in higher education (ICLHE) or English as a medium of instruction (EMI) entails myriad interrelated factors that pivot on student-centred learning, from learners' language and subject-matter needs to the design of context- and language-specific materials. For this reason, training lecturers to teach learners in an additional language in higher education remains a challenge for the profession. Specifically, there is a need to focus on language and pedagogy in a much more integrated manner in these teacher-training programmes (Dimova et al. 2023; Lasagabaster 2022).

María Noelia Ruiz-Madrid and Inmaculada Fortanet-Gómez's book addresses this contemporary challenge and need by compiling innovative work by different researchers in Europe (Austria, Finland, Italy and Spain) on how universities, researchers and practitioners are engaging with the issue and developing ICLHE teacher training from a linguistic and pedagogical perspective. These contributions shed new light on a range of issues that play a fundamental role when designing effective ICLHE professional development. Every chapter furnishes novel data, reflections and implications that serve to inform future ICLHE teacher-training programmes. The main objective of the volume is to elucidate the key factors that

afford a learner-centred, interactive approach to the design of effective ICLHE teacher-training proposals. Chapters included in the volume, along with teaching resources and/or research instruments used in the studies presented in the chapters, will be of interest to academics, researchers and advanced students of education and teacher-training research and practice.

The edited volume comprises nine chapters that report on the qualitative aspects of ICLHE professional development. The interchangeable use of EMI and EME (English-medium education) is supported by the authors throughout the book. To begin with, Ruiz-Madrid and Fortanet-Gómez provide a brief overview of the relevance of teacher training in ICLHE (Chapter 1). They outline how the volume offers a comprehensive view on teacher training from a fine-grained perspective based on three fundamental features. The first relates to language, considered the most important aspect in ICLHE teachers' pedagogical development. The second concerns the spoken academic discourse of experienced ICLHE lecturers to specific language-awareness training. The third examines the fundamental role of identity and the stance of lecturers in effective teacher-development programmes. The chapter ends with the caveat that more research is still needed, namely, to identify how specific discourse and pedagogy can be combined to raise language awareness among ICLHE professionals.

In Chapter 2, Elena Borsetto explores longitudinally the language needs and difficulties of teachers and administrative staff at the Ca' Foscari University of Venice. Her findings expand upon the dichotomy between northern and southern European countries concerning language proficiency, especially when teaching and/or interacting with international students and teachers. Her observations identify significant differences between the linguistic needs of administrative staff and teachers. Borsetto's final reflections underscore the pivotal role of pronunciation and enunciation, forms and function of language, context-specific vocabulary and register in ICLHE teacher training.

In Chapter 3, Miia Konttinen investigates curriculum and its implementation in EME. From the outset, the chapter argues for a backward design that starts from the desired learning outcomes, connecting EME to the student's learning rather than the teacher's language skills. To understand how EME teachers actually teach and why they have resorted to particular teaching methods, the chapter offers insights from experienced EME teachers in Finnish master's programmes. The study's findings accentuate the negative impact of individualism, teacher-centredness and content-driven objectives. In response, the chapter proposes that EME teacher training combine the use of backward design (i.e. teachers' reflections on their teaching philosophy and practice with backward design) and

the notion of community of practice (Wenger 1998, i.e. dialogue to question and enhance each other's understanding of EME and to share best practices in teacher training).

In Chapter 4, Teresa Morell, Marian Aleson-Carbonell and Pilar Escabias-Lloret provide evidence of the benefits of the longitudinal design and implementation of the Prof-teaching EMI professional development programme at the University of Alicante, Spain. The chapter begins by underscoring the lack of consensus among universities on the content and structure of EMI teacher training in response to pedagogical and linguistic needs. The demands expressed in surveys administered in previous EMI workshops and university-wide polls on attitudes towards EMI and teacher training are used as a springboard to develop the study's three-module comprehensive teacher-training programme. The data collected sheds light on how Prof-teaching course participants feel about learning new methodologies, applying innovative tools and developing speaking skills. Final evaluations highlight the robustness of combining a digital, linguistic and pedagogical approach in EMI teacher training. The benefits of putting into practice what participants have learned, discipline-specific peer observation and EMI lecturer accreditation are also brought to the fore.

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In Chapter 5, Lynn Mastellotto and Renata Zanin outline how the Free University of Bolzano has responded to the need for improved language competences through teacher training for multilingual schools in South Tyrol. The chapter provides a detailed picture of a linguistic landscape that does not support multilingualism despite the co-existence of various official languages. The study presents a customised instrument (i.e. Language Input Observation Scheme – LIOS I) to measure the quality of teachers' language input and interactions in second-language instruction in English and German. Preliminary results are presented on the ability of LIOS I to raise awareness in teaching practice through language, self-reflection, peer observation and feedback strategies.

In Chapter 6, Ada Bier examines the construct of the language-teaching methodology interface (LTMI). The study delves into the inherent link between language and teaching methodology in an Italian higher education EMI context. Assuming the LTMI can be characterised by the co-existence of a practical (observable) and a cognitive (hidden) element, the chapter includes an in-depth analysis of observed lectures and interviews to examine the interplay between the use of pragmatic strategies and deviations from standard at the morphosyntax level in EMI lecturing. Findings report on the blurred boundaries between language and teaching methodology. Positive and negative EMI outcomes are linked to the presence or absence of three key aspects: pedagogical

knowledge; language proficiency; and/or awareness of language and subject-specific literacy.

In Chapter 7, Alexandra Vraciu and Hortènsia Curell reinforce the relevance of research-informed EMI teacher-training programmes dealing with discipline-specific language awareness. The study explores discourse characteristics and strategies in native versus non-native EMI lecturer input that foster students' comprehension and output production at a Catalan university in Spain. Findings are categorised based on whether the discourse and strategies identified support comprehensible input or output. Redundancy, explicitness, orality, comprehension checks and pre-emptive focus on form are examined from the viewpoint of comprehensible input, while promotion and reaction are analysed in terms of output. While key findings emphasise the nuanced nature of lecturing, the study finds widespread reticence in terms of participation and interaction. In their final reflections, the authors recommend that teacher-training programmes be tailored to increase content lecturers' L2 awareness in the planning and implementation of EMI.

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In Chapter 8, Francesca Costa and Olivia Mair examine the effects of raising teachers' awareness during training offered on the multimodal affordances of EMI lecture discourse in Italy. A panoramic view of English-taught programmes in Italian universities is provided to stress the need for lecturers to engage in professional development that benefits comprehensibility. The chapter extends beyond the boundaries of English and tackles the dearth of multimodal discourse analysis in EMI teacher training. The study analyses a professional development course for lecturers in a Northern Italian university from a multimodal and pronunciation lens. Findings underline the determining effects of phonological inaccuracy, accentedness and multimodal competence in meaning-making practices. The chapter illustrates how multimodal features (i.e. gestures, gaze, posture, facial expression, paralinguistic, slide content) and pronunciation play a key role in EMI knowledge construction.

Lastly, in Chapter 9, Marta Aguilar-Pérez and Sarah Khan compare the metadiscourse of a lecturer teaching in their L1 (i.e. Catalan) and EMI starting with a brief review of the many definitions and taxonomies of metadiscourse. After which, the chapter focusses on metadiscourse as an effective way to analyse how L1 and EMI lecturers engage with the subject matter and their audience, in addition to how effective use of metadiscourse can benefit EMI students. Findings from a mixed-methods exploratory study yield distinct differences regarding speech rate, metadiscourse and audience interaction based on language of instruction and the complexity of the lecture. An elaborate discussion is offered

on whether the complexity of the lecture's content or the language of instruction has more influence over the use of metadiscourse. The chapter ends with some recommendations on the need for further examination with larger corpora that extends to the impact of discipline, expertise, methodological approach and student performance.

Indeed, the book addresses timely issues in ICLHE teacher training, such as integrating content and language in a more student-centred manner, applying effective multimodal, metadiscursive and multilingual strategies, as well as supporting academic staff and lecturers in internationalised university settings, with a specific emphasis on case studies that inform future ICLHE teacher-training research and practice. A particularly welcome feature is the empirical design and successful implementation of innovative instruments and interventions such as the LTMI and the Prof-teaching EMI teacher-training programme, which can be further tested and applied to a broad range of ICLHE contexts. Additionally, the implications for the future design of teacher-training programmes are drawn on a chapter-by-chapter basis, with clearly detailed recommendations. That said, the organisation of chapters in the volume could have been divided into sections to more clearly convey the three main themes the volume appears to tackle. In other words, the role of language in ICLHE teacher-training programmes and the relevance of research-based curricula (chapters 2, 5, 6 and 7); the design and implementation of ICLHE professional development programmes in specific contexts (chapters 3 and 4); and the characteristics of teachers' lecturing discourse (chapters 8 and 9). Ultimately, the ensemble of chapters provides a set of pragmatic responses to real challenges faced by ICLHE teacher-training professionals in a range of teaching contexts in Europe from a grassroots perspective. Although our understanding of how discourse and pedagogy can be integrated effectively to raise language awareness among ICLHE professionals requires further analyses, the findings presented in the volume provide fertile future lines of research that should be explored.

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