

Ana Otto & Beatriz Cortina-Pérez. (eds.). (2023). Handbook of CLIL in pre-primary education. Cham: Springer Nature. 648 pp.

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Few methodologies can lay claim to having impacted education as profoundly and widely as Content and Language Integrated Learning (CLIL). Beginning in the 90s, an era where the classical—albeit contentious—dichotomy between content and language seemed impossible to bridge in the field of English as a Foreign Language, CLIL attempts indeed to unite both to meet the standards of an increasingly globalised society where the language requirements of our current students and future citizens are always evolving. In this way, the CLIL approach has been evolving for several decades as one of the suitable ways to integrate content and languages. Due to the natural progression of the approach and the results and benefits it brings at both foreign language improvement levels (Pérez Cañado, 2018; Ruiz de Zarobe, 2008) and native language proficiency (Navarro Pablo & López Gándara, 2020), it has naturally extended to the early childhood education stage. However, for this teaching through additional languages to be successful, it must adapt to the developmental stage of the pre-primary learner and respect the characteristics and idiosyncrasy of this level, wherein content is organized around areas of knowledge that promote the integral growth of the child in a safe and emotionally secure environment. Additionally, this must ideally be done without compromising the pre-primary learner's native language and with approachable materials or even a gamified methodology.

With the purpose of establishing solid foundations on which to base the CLIL approach in the early childhood stage, and in the face of the lack of research in this area of knowledge, the volume *Handbook of CLIL in Pre-primary Education* emerges. The book features a prologue by Dr. David Marsh, widely acknowledged as the father of CLIL, and contributions from numerous prestigious researchers worldwide, which are arranged in forty comprehensive chapters, spanning from the analysis of how foreign language learning has grown in early childhood education to considerations of the cognitive benefits it offers or methodologies to apply it, all of which are consecutively arranged in five overarching parts.

The first part, Theoretical Underpinnings, deals with some introductory and foundational topics with the aims of properly grounding the topic and contents of the book. Among the seven chapters of this part, we can find discussions about how language acquisition occurs in CLIL models, how some specific methods like language showers can be implemented, and what role both cognitive and emotional aspects play in the classroom. This section is intended to provide the prospective educator, researcher, or policy-maker with a thorough and comprehensive approach to the foundations of CLIL theory to improve and ground their own work with state-of-the-art investigations.

The second section concerns itself with how CLIL is approached internationally, and provides an informed view of how methodologies are affected by different political, cultural, and geographic backgrounds. Given the current status of European education systems, widely considered as a benchmark for CLIL implementation, the first half of this part covers how CLIL has been implemented in Spain, Italy, Portugal or Finland, and how some projects to create international efforts, such as Spanish-Portuguese InfanCLIL or the CLIL European Project have been created. Likewise, it also devotes the last four chapters to the implementation outside of Europe, in countries like Russia, Cyprus or Mexico, or South America in general, which complements the previous ones in the portrayal of the international development of the CLIL approach and can help educators extract priceless insights from their comparative analysis.

The third section, Methodological Issues: CLIL Pedagogy Applied to Pre-primary Education, goes from the previous international overview to, instead, circling and narrowing the topic to lay the ground for the practical applications of CLIL in pre-primary education. This encompasses the different teaching guidelines to implement CLIL, what roles oracy, literacy, or L1 play in the classroom, how language conducive strategies

can benefit the learning process, and how other methodologies—phenomenon-based learning and STEAM—can be rethought and adapted.

The previous section is linked with the fourth part, Resources and Materials, in their conjoined effort to provide the reader with more concrete and technical tools to utilise. This spans diverse issues, from how to effectively co-teach with a Foreign Language Assistant, how to select materials or how to introduce literature, storytelling, or audio-visual resources in CLIL, which aims at both providing practical answers to common obstacles educators find in the classroom when trying to use their resources to their full potential as much as it opens new venues for future research.

The fifth and final methodological part of the handbook covers Insights from the Classroom. This section provides a hands-on approach to the reader by providing them with already created content that can inspire or guide the application of CLIL in pre-primary education, and comprises several tried and tested lesson plans from experienced researchers, all of which have been carefully designed following the tenets of CLIL expounded in previous sections.

Finally, the volume is wrapped up with some concluding remarks and reflections in a chapter by Yolanda Ruíz de Zarobe, where she deftly analyses and breaks down the most salient aspects and challenges that an educator interested in implementing CLIL in primary will likely face, along with the future lines of research that stem from these issues.

Ana Otto and Beatriz Cortina-Pérez's *Handbook of CLIL in Pre-primary Education* stands as a formidable scholarly and technical contribution to the field of education in general and CLIL in particular. It meets the objectives stated in the introduction of opening windows on the theoretical and methodological issues and to strive towards a holistic approach to education while providing the reader with an incredible wealth of materials and resources, both theoretical and empirical. The *Handbook of CLIL in Pre-primary Education* not only enhances the pre-existing academic knowledge in the field of CLIL approach and education but also opens new ways to guide the conjoined efforts of researchers, educators and policy makers alike to take language teaching and CLIL to the place our rapidly evolving society needs it to be.

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