Martínez Serrano, L. M. (Ed.) (2023). *El poder y la promesa de la educación bilingüe*. Tirant Humanidades. 168 pp. ISBN: 978-84-19588-90-6

This book, edited by Leonor María Martínez Serrano and titled *El poder y la promesa de la educación bilingüe*, was published in 2023 by the publishing house Tirant Humanidades in Valencia, Spain. The main purpose of the book is to exhibit a general overview of language learning and teaching and bilingual education in the 21st century. The work, consisting of 168 pages, reunites 12 articles by a wide variety of authors who reflect upon their own conception of bilingual education and present their proposals for the integration of foreign languages in educational contexts. They also analyse some of the challenges teachers around the world face when putting these concepts into practice, especially considering the continuous changes the world is experiencing and the digitalization of education.

The first chapter of the book, titled "Tasks in English in Ordinary Spanish Taught Modules as an Inclusive Alternative to Traditional EMI", is authored by Elvira Barrios, Luis Alejandro Lopez-Agudo and Salomé Yélamos Guerra. In this chapter, the authors argue that using EMI (English Medium Instruction) in higher education may be counterproductive due to the lack of knowledge on the teachers' part and the negative impact it might have on knowledge acquisition. Because of this, the authors propose a task-based method that ensures students acquire knowledge of both contents and academic language. The authors state that this alternative to EMI may improve students' competence in professional and academic English.

The second chapter consists of an article by Marta Martín-Gilete and Laura V. Fielden-Burns titled "Higher Education Learners in EMI Learning Environments: Beyond the Scope of Linguistic Needs". In this article, the authors present the results of an ongoing research project in which, through a survey, they have enquired students about their linguistic and educational needs. The results show that students considered that it was important to develop their linguistic skills and improve their academic vocabulary. The authors propose creating educational materials that focus on the development of the four main linguistic skills, academic English teaching and the acquisition of specific vocabulary related to the subjects they study.

The third work of this book is titled "Integrated Didactic Units for CLIL Teacher Training in Higher Education" and it has been written by María-Elena Gómez-Parra and Cristinta Díaz-Martín. The authors point out the importance of teacher training in the effective implementation of the CLIL approach in learning environments. In this article, an updated proposal for the design of Integrated Didactic Units is presented. This new proposal has already been implemented on a group of trainee teachers of Primary Education at University of Córdoba and gives more importance to the linguistic aspect and the integration of content and language. Moreover, the intercultural aspect has been added to the assessment section. This update comes as a result of the evaluations of the previous templates, which determined that they needed to be revised.

The fourth chapter of the book presents an article by Antonio Jesús Tinedo Rodríguez and María del Mar Ogea Pozo titled "Didactic Audiovisual Translation (DAT) and CLIL for Teaching Physics". In this work, the authors present a proposal that integrates the principles of Didactic Audiovisual

Translation and the CLIL approach through the subtitling of documentaries. This proposal consists of the design of a lesson plan for the teaching of the photoelectric effect. The authors argue that the use of audiovisual contents in the field of CLIL may be beneficial because it makes contents more accessible and because of the didactic nature of documentaries, making this proposal a sample of the potential of combining different disciplines.

The fifth article of this book is titled "On the Analysis of Gamification in Spanish Learning: A Case Study" and it has been written by Olivia Gutiérrez Almendros and Jerónimo Morales Cabezas. In this work, the authors reflect upon the changes Spanish as a foreign language teaching methods have experienced in recent years. The purpose of their article is to determine whether learners acquire knowledge more effectively through traditional methods or through other methods that focus on gamification. Thus, they have conducted an experiment with a group of students in which they had to complete several activities involving each methodology. The conclusion of this experiment is that, in most cases, gamified techniques are more effective than traditional methods and, therefore, its use in Spanish as a foreign language teaching should be promoted.

In the sixth chapter, an article titled "What If It Is All Just a Matter of Input? A Comparison of Written Input in CLIL and Mainstream EFL 5th-Grade Textbooks" is presented. The author of this article is Irene Castellano-Risco, and she focuses on the type of vocabulary students are exposed to in the CLIL approach and its potential differences with other methods. She presents an analysis of the written input CLIL learners receive by examining the vocabulary contained in three CLIL and mainstream EFL textbooks. The results of this study show differences between the analysed textbooks, which may have repercussions on the application of the different methodologies.

The seventh chapter is devoted to Noelia Mª Galán Rodríguez and María Bobadilla-Pérez's article titled "Challenges to Bilingual/Plurilingual Education in Vocational Education and Training". In this chapter, the authors offer an analysis of the main challenges that the implementation of methodologies for bilingual and plurilingual education in Vocational Education and Training poses, and they present a set of guidelines that they believe will contribute to an effective implementation of the CLIL approach in these contexts.

The eight article of this book is called "The Effects of the Pandemic on L2 Teaching: An Obstacle Race" and it has been written by Macarena Muradás Sanromán. In this article, the author analyses the impact that COVID-19 pandemic had on foreign language teaching in Spain, since students had to stay at home and cooperative learning was no longer an option. Moreover, she reviews the measures adopted by the Spanish government and how they affected teachers, students and families.

The ninth chapter consists of an article by Gabriel H. Travé González and Carmen Mª Toscano Fuentes titled "An Analysis of the Characteristics, Motivations and Training Profiles of the Language Assistants in Bilingual Schools in Andalusia". In this article, the authors present the results of a survey they conducted in the 2020/2021 school year in order to determine the main characteristics of language assistants who came to Andalusian schools. The most important aspects that were analysed in this study were the characteristics of those language assistants, the reasons why they had decided to participate in the program and their academic background. According to the authors, determining the characteristics of language assistants is important to improve both reception processes and making the most of their capacities.

Chapter ten consists of an article titled "Analysis of Legibility Conventions and their Contribution to the Construction of an Intercultural Plurinational Society in Ecuador, written by Fátima Elizabeth Palacios Briones and Deborah Valerie Montesdeoca Arteaga. This analysis examines the didactic occupations related to legibility conventions and their interaction with the capabilities proposed in Ecuador's Elementary General Education (EGB) curriculum. Several competencies were evaluated, and correspondence was established with the construction of an Intercultural and Plurinational society. The results showed that the study project emphasizes the development of capabilities more than learning conceptual content. In conclusion, the old practices must change to prioritize learning rules so the students can apply them to any given context.

In the eleventh chapter, the same authors of chapter ten present another paper titled "Reading Comprehension in Spanish and English Language: A Comparative Study in ESPAM-MFL". This paper aims to find a relationship between the level of reading comprehension in two languages by using a descriptive correlational design through virtual platforms. Several students of two different degrees in Ecuador participated in the study by answering questions related to a reading text, showing a better reading comprehension in Spanish than in English. It is concluded that a bilingual teaching should be implemented in pre-university stages so as to get a higher level in both languages.

The book concludes with a chapter by Carmen M. Toscano-Fuentes and Gabriel H. Travé González titled "Training Needs of Teachers in relation to the Promotion of Plurilingualism in Andalusia". The study deals with the training needs of teachers in Andalusian bilingual public schools through the analysis and classification of 107 self-training projects of the last 5 years registered in the Colabora 3.0 platform. All of them showed to be satisfactorily achieved except for the application of materials and the motivation and linguistic competence of students. It is concluded that there is a need for further support of the bilingual teacher training process, and, for that, more institutional resources are required.

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