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Book review

Teaching and Learning in English Medium Instruction: An Introduction, Jack C. Richards, Jack Pun (Eds.). Routledge, London (2022). p. 318 pp $160 (hardback); $40.46 (paperback), ISBN: 1032043210

Recent decades have witnessed increasing popularity and publication outputs of English Medium Instruction (EMI), largely because of the rise of English as the global lingua franca of academic research and communications in today's multilingual world. Although abundant literature on EMI has been produced, one volume that specifically focuses on the nature, problems, and strategies of teaching and learning in EMI is much needed to aid EMI teachers and learners in various social-cultural contexts. Jack C. Richards and Jack Pun fill the gap in this timely new volume *Teaching and Learning in English Medium Instruction: An Introduction.* Previous monographs on EMI are either aimed at a restricted readership such as Pun and Curle (2021) mainly for EMI researchers or devoted to certain spheres such as Tsou & Baker (2021) on EMI in higher education. However, this volume has the whole spectrum of EMI practitioners in mind, offering a highly comprehensive and practical introduction to EMI, and focusing on the needs of EMI teachers and students in both secondary and tertiary education. As teacher-researchers dedicated to EMI, we used to feel overwhelmed by its substantial volume of literature and frequently discouraged in practicing EMI due to linguistic and psychological challenges. Reading this book has greatly furthered our understanding about the key theories in EMI and their implications for practice.

With a total of 11 chapters written in an accessible style and with great clarity, the volume is organized into the following four parts: foundations of EMI, the nature of academic literacy in EMI, teaching and learning in EMI, and professional development and evaluation.

Topics in Part One (Chapter 1–3) include the background and scope of EMI, EMI features and typology, and issues in EMI implementation. Chapter 1 reviews the rise and spread of EMI and compares EMI in three aspects (backgrounds, features, and goals) with other approaches that integrate content learning and English instruction, including Content-Based Instruction (CBI), English for Specific Purposes (ESP), English for Academic Purposes (EAP), Immersion Education (IE), and Content and Language Integrated Learning (CLIL). After reviewing traditional EMI definitions that were all situated in non-native English contexts, Richards and Pun expand its scope as including "the use of English in multilingual post-colonial societies where it serves as an official language" (p. 35) along with other local and official languages. In Chapter 2, a typology is proposed to profile the features of EMI in different socio-cultural settings, of which 41 features across nine curriculum categories are identified when comparing different forms and realizations of EMI. Readers can use the typology to objectively characterize and document the use of EMI, and compare its status in different settings. To address the principal challenges of translating EMI policy into effective classroom practice, Chapter 3 reviews a spectrum of issues in planning and implementing EMI, such as EMI policy, program designs, pedagogy, assessments, roles and perceptions of the stakeholders and institutions, provision of support, etc. In general, Part One serves as the foundations for EMI research, illuminating core topics such as its emergence and features and thus giving readers a macroscopic understanding of this research strand. Besides, some of the topics in Part One are revisited with more details and from more dimensions in the subsequent chapters such as EMI implementation, ESP, and EAP.

Based on the introduction in Part One, Part Two (Chapter 4 and 5) explores two core competencies EMI practitioners are expected to develop through EMI: academic literacy and linguistic literacy. Academic literacy is mainly discussed through knowledge types (declarative and procedural), disciplinary genres and texts, and the role of language in developing conceptual understanding. Linguistic dimensions are approached from lexical, grammatical, textual, and rhetorical features. Because academic discourse differs from spoken discourse and by disciplines, Richards and Pun compare and discuss these differences and variations in terms of linguistic features, genres, and text types with abundant examples in detail. A very useful point in Part Two is that the academic literacies to be developed across disciplines are specifically expounded and compared. For example, when discussing the demands of tasks in different disciplines, Richards and Pun classify the tasks of the four described disciplines (chemistry, biology, mathematics, and computer science) according to three criteria (cognitively demanding/undemanding, procedurally complex/simple, and linguistically demanding/undemanding). EMI practitioners of diverse disciplinary backgrounds may use this tailor-made information to guide their individual EMI teaching and learning.

The core position of Part Three (Chapter 6–9) in the book is evident from its shared title with the book title, *Teaching and learning in*

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EMI, with an exclusive focus on EMI participants, namely, teachers and learners, and their respective conceptions on EMI. When examining the characteristics of EMI teachers, Richards and Pun discuss issues including EMI teacher professional identity, attitudes and beliefs towards EMI, teacher roles and responsibilities, language challenges in teaching academic contents, adjustments of teaching strategy, challenges in a multilingual and multicultural environment, and the need for professional development (Chapter 6). Chapter 7 and 8 go further to review the strategies EMI teachers adopt to cope with the challenges they face and offer recommendations for effective EMI practice. The co-authors state that what EMI teachers need is not more English, but "to more effectively link language and content in the teaching of their disciplines" (p. 151). From the perspective of EMI learners, Chapter 9 addresses the difficulties that learners experience when transitioning to EMI, the varying approaches that can be used to support EMI learners, and the different expectations EMI learners may hold while learning through EMI. A very useful point is that the co-authors review EMI learners' experiences in EMI and offer concrete strategies regarding the skills of reading, writing, listening, and speaking to improve both learners' language proficiency and disciplinary literacy.

The last two chapters (Chapter 10–11) in Part Four concern professional development for EMI teachers and evaluations of EMI programs respectively. As professional support for EMI teachers often receives little attention either in policy or in practice, the co-authors explicitly state the goals and strategies for EMI professional development, reinforced with examples of initiative programs by EMI teachers in different contexts. For EMI evaluations, the co-authors distinguish two general purposes of evaluations: accountability-oriented and discovery-oriented. The former aims to find out how effective an EMI program is and how it can feed back on the present EMI practice. The latter is mainly concerned with understanding different dimensions of an EMI programs. Both are illustrated with plentiful case studies.

Overall, this book is a welcome and complete introduction to teaching and learning in EMI in various contexts. It has several defining features which we find especially beneficial to readers. Firstly, as an introductory textbook, it really achieves its goals "… to provide an overview and discussion of the issues raised by EMI" (p. 13) with a coverage of important topics and full-scale summaries. No prior background in EMI is required for either a quick glimpse or a critical reflection of its core issues, impact, and consequences. Secondly, this book brings topics to life through authentic cases from different social contexts to familiarize readers with the concepts and approaches in EMI teaching and learning. For example, when addressing the typology of EMI programs, practices from a wide range of countries such as Singapore, Denmark, Malaysia, China, Turkey, UAE, Europe, Japan, South Africa, and India are expounded with clear-cut explanations to provide readers with a panoramic view of the EMI on a global scale. Thirdly, all the topics are illustrated in a reader-friendly manner with tables, bullet points, boldface and italics, clearly indicating summaries, points of emphasis, or step-by-step guidance, which particularly benefits readers not versed in this field. The thought-provoking "Discussion questions" and the practical "Follow up" tasks at the end of each chapter stimulate our reflections on current practice in EMI and highlight directions for future research, which aids readers in understanding where subsequent decision-making may be necessary. However, apart from the aforementioned merits, one suggestion should be offered. Throughout the book, more attention has been paid to EMI teachers with only Chapter 9 exclusively devoted to EMI learners. This disproportional allocation seems unaligned with the title, which places EMI teaching and learning in a paralleled position. In particular, the questions about what psychological adjustments EMI learners should make and how to evaluate EMI from their perspectives are left unanswered. As the main participants of EMI, learners' attitudes and voices deserve more attention in future research.

Richards and Pun's experiences of EMI in various contexts make this book an engaging read for anyone in the field. With its broad coverage and in-depth treatment of essential topics in EMI, this volume is indispensable reading for EMI researchers, classroom teachers, EMI policymakers and administrators, as well as students on TESOL teacher training programs.

Declaration

The work is original, unpublished and not submitted for publication in any other journal.

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