

## Book Review

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*TEACHING AND LEARNING IN ENGLISH MEDIUM INSTRUCTION: An Introduction*

(London and New York: Routledge, 2022), 32.99 GBP (paperback) 120 GBP (hardback) 24.74 (eBook).

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With the growth of English Medium Instruction (EMI) internationally, there is a pressing need for teachers and teacher educators to understand more about the foundations of EMI, the nature of academic literacy, teaching and learning in EMI, and professional development in EMI. The book, *Teaching and Learning in English Medium Instruction: An Introduction*, squarely meets this need.

The authors' modest subtitle, *An Introduction*, could suggest that the book would appeal only to those who know little about the topic. Yet, as this review aims to show, in fact, its contents would be helpful to teachers at various stages of their EMI teaching journey. It would also be useful for teacher educators, researchers and administrators involved in this growing phenomenon.

At a manageable length of 305 pages, the book's 11 chapters are organized into four parts. At the end of each chapter, there are features that would be useful for in-service courses such as discussion questions and follow-up activities.

Part 1 starts with the foundations of EMI, covering its emergence, features and implementation. Teachers who are new to EMI as well as researchers writing about EMI may be seeking a comprehensive yet comprehensible definition of the term. As the authors explain in the opening chapter, there are many definitions of the term "English Medium Instruction" (EMI). Within the book, the authors offer their own definition, which captures the essence of EMI. They define EMI as "the use of English to teach and assess the mastery of academic subjects in contexts where English has the status of what has been traditionally referred to as a second or foreign language" (22). The authors state that the term may also apply to "the use of English in post-colonial societies where it serves as an official language and as an academic lingua franca alongside other local and official languages" (22). The former definition distils the essence of other well-known definitions (Macaro 2018; Pecorari & Malmstrom 2018), but the explicit mention of "assess" alongside "teach" is unique. Questions about what to assess and how to assess EMI courses remain largely unanswered (Hultgren et al., 2022), and this particular definition draws attention to this gap.

Also in this chapter, we are given snapshots of courses in Mexico, Indonesia, Canada, New Zealand, Spain and Turkey. Although the main contexts are tertiary programmes in

English, there is a glimpse of a different context, with an explanation of the bilingual nature of some New Zealand schools where young children are immersed in the Maori language.

Those who make decisions about whether or not to offer EMI courses will find Chapter 3 helpful, with its explanation of how this choice in a particular institution is usually the result of the trickle-down effect of national educational policies, which may change with time. The example of official policies in Malaysia between 2003 and 2012 is explored in light of this (50–51).

Part 2 moves on to explain what it means to be academically literate, with chapter headings such as “The nature of learning in the disciplines: Academic literacy” (Chapter 4) and “Linguistic dimensions of learning academic content through English” (Chapter 5). Within these chapters, readers may find details referring to an academic discipline that relates to their own students. As an example, Chapter 4 lists some core concepts in geography as well as offers examples of tasks in literature, biology and economics. This same chapter suggests that tasks set in English as a Specific Purposes (ESP) courses should reflect real-life tasks carried out by professionals, such as preparing financial reports and investigating legal issues. This chapter may be useful for content teachers seeking to understand the text features, texts and language features of their subjects. It may also offer teacher educators a framework for raising awareness about disciplinary language.

Part 3 deserved special mention. Its title, *Teaching and learning in EMI*, makes it clear that this book examines the experiences and perspectives of both teachers and learners. The first chapter of Part 3, Chapter 7, opens with a warning to any teachers who may believe that there is no difference between teaching through the medium of a first or a second language. The authors then give descriptions of three fictitious EMI teachers: Jan, Karl and Kim (118–119). Teachers will have a chance to recognize themselves in the many definitions of an EMI teacher, and examine their professional identity, attitudes and beliefs about what it means to be an EMI teacher. By the end of the nearly 30-page chapter, it is likely that readers will change their minds and come to understand that EMI teaching requires transformation not just to the language of instruction but also knowledge, use of classroom language, attitudes, beliefs and, most of all, practices. This realization offers a powerful bridge to the next chapter, “Teaching in EMI.” Sections in this chapter that are particularly useful for teachers and teacher educators include the following: (1) practical suggestions about what teachers can do before, while and after teaching to support their EMI practice (157–160); (2) lists of activities to promote EMI learners’ academic language awareness (177–178), academic writing skills (178), academic listening skills (178–179), academic reading skills (179–180) and academic speaking skills (180); (3) a self-assessment inventory of teachers’ ability and strategy use in EMI instruction (160); and (4) a focus on assessment in EMI (152–156).

Finally, professional development and evaluation are the topics of Part 4. This section would be of particular interest to teacher educators and administrators responsible for managing professional development (PD) of EMI teachers. The authors highlight the need for professional development, provide some examples of PD initiatives, and suggest ways to evaluate the success of EMI PD programs. The application of this book’s ideas beyond EMI shows clearly in Chapter 10, which opens Part 4. For example, how should presenters find a balance between what their experience tells them participants need versus the “wants” listed on a pre-course questionnaire? The


authors raise an important point about the changing nature of teachers' language use, with blogs, wikis and Twitter commonly used in academic communication. For light relief, turn to the email request on page 228, where an expert is asked for help in a second language context. These emails illustrate that language use is always in flux.

Finally, readers should not overlook the Postscript, which the authors offer as a "checklist" for various stakeholders involved in implementing EMI. These are categorized under six headings: (1) Policy of EMI in the institution; (2) Development of the EMI program; (3) EMI teachers; (4) EMI learners; (5) The EMI program; and (6) Teaching resources in EMI. Similarly, the introductory tributes from academics in several countries who are themselves well-known practitioners and researchers in the field provide a useful orientation to how the book can be used.

Although the book, *Teaching and Learning in English Medium Instruction: An Introduction*, currently offers one of the most comprehensive and readable sources of information for anyone involved in EMI, one area that could be developed is the use of technology in EMI. Tools such as Grammarly that learners can use to check and edit their language, corpus tools to help learners identify common usage and collocations, and more recently, artificial intelligence writing assistants like WordTune and ChatGPT that can generate written texts based on prompts can help develop academic and disciplinary literacy. However, teachers will need to steer learners to use these tools in principled and ethical ways.

As we mentioned at the start, this book meets the needs of many of us who have been swept up by the current tide of EMI. The subtitle of this book states that it is "an introduction." If that is a promise of another volume to follow, then readers have something to look forward to.

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