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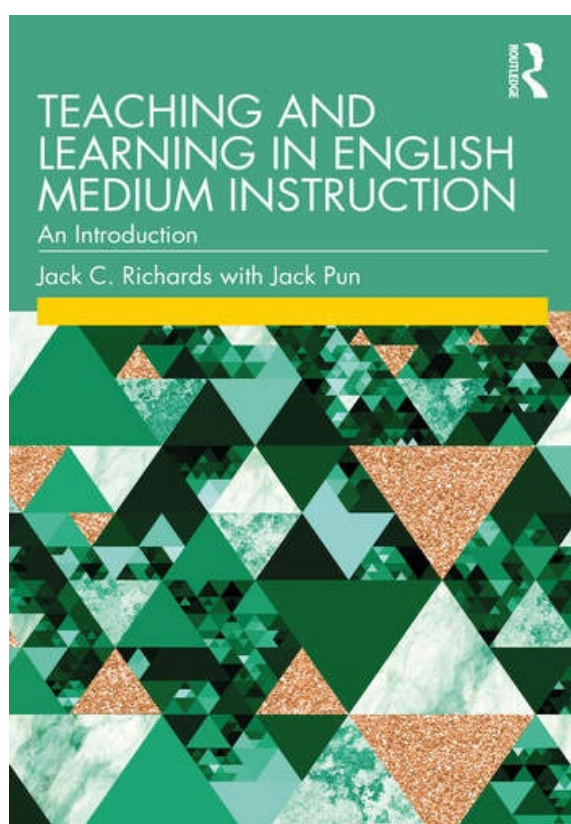
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Book Review

Teaching and Learning in English Medium Instruction: An Introduction, by Jack C. Richards and Jack Pun, Routledge, 2022, 318 pp., £23.09 (Paperback), ISBN 9781032043210



There has been a growing interest in English Medium Instruction (EMI) and its potential benefits in contexts where English is a second or foreign language. The volume entitled *Teaching and Learning in English Medium Instruction: An Introduction* written by Jack C. Richards and Jack Pun is a welcome response to such an interest.

This volume is composed of four main parts in 11 chapters. Part 1 introduces the Foundation of EMI in Chapters 1, 2, and 3. Part 2 discusses the nature of academic literacy in EMI universities and comprises of Chapters 4 and 5. Part 3 addresses the topic of teaching and learning in EMI in Chapters 6, 7, 8, and 9. Part 4 investigates professional development and evaluation in Chapters 10 and 11.

The theoretical foundation of EMI is introduced in Part 1. Chapter 1 features the emergence of EMI with clear, detailed, and well-informed explanations of the concept, characteristics, and implementation of five approaches to content learning and English instruction in comparison to the EMI approach.

Richard and Pun highlight the roles of the English language in EMI and potential goals to be achieved via EMI, such as developing the skills to use English as a lingua franca, producing graduates with global literacy skills, promoting the competitiveness of universities. They also provide an overview of the spread of EMI in different contexts such as Turkey, Ghana, India, Malaysia, Singapore, the Philippines, Hong Kong, Denmark, South Korea, and the Netherlands. In Chapter 2, the authors address the divergent aspects and features of EMI in various contexts, accentuating the importance of a typology of EMI programs in profiling EMI characteristics and status in divergent contexts. Also noted in the authors' previous publication (2021), an EMI typology could benefit curriculum planners and content and language teachers to apply efficacious EMI instructions taking consideration of the cultural and classroom settings. Chapter 3 explores the implementation of EMI and the factors affecting effective and successful implementation. The authors guide readers to a wide range of domains of EMI before or during EMI program



implementation, for instance, forms of EMI, assessment in EMI, the issue of access, the relation between EMI subjects and the English subject, teachers' English proficiency, training, and experience, as well as learners and instructional materials. They also noted that a good collaboration among policymakers, stakeholders, teachers, and learners is necessary for creating an effective EMI classroom ecology.

Part 2 turns the focus to the nature of academic literacy in EMI. In Chapter 4, Richards and Pun elaborate the concept of academic literacy and depict the ways it contributes to teaching and learning academic subjects. Chapter 5 explores the linguistic elements of academic discourse that should be attended by EMI content teachers to support the development of students' academic literacy. Subsequently, the authors suggest eight activities that EMI content teachers can do to develop students' awareness of academic disciplinary text features. Toward the end of this chapter, the authors emphasize it is important for EMI content teachers to understand the role of language in developing students' declarative and procedural knowledge about their subjects and in developing students' academic literacy in EMI.

The chapters in Part 3 centre around teaching and learning in EMI. Chapter 6 accentuates how EMI teachers construct their identity and develop their self-efficacy via articulating their roles in, attitudes towards, and beliefs of EMI. Chapter 7 grabs readers' attention to teaching in EMI, which covers teaching and assessment strategies that teachers could employ to develop their ability to enhance students' English proficiency. Chapter 8 addresses how English for Academic Purposes (EAP) courses could support students for EMI. This chapter starts to profile the challenges that students encountered in EMI courses, then highlights the needs of preparing students for EMI via EAP courses, for which students' specific needs need to be identified. Chapter 9 focuses on various factors affecting EMI learning including students' reasons for learning in EMI, learning conditions in a multicultural classroom, students' English proficiency, teachers' ways to develop disciplinary literacy, and instruction activities. The authors recommend a range of activities for the before-, while-, and after-teaching phases for teachers to help students develop their reading, writing, speaking, and listening skills necessary for EMI. This part is practically useful for EMI teachers and learners as it deals with the issues and difficulties they often encounter, such as teachers' English proficiency, their comfort zone to teach their discipline in English, teaching strategies necessary for multilingual classrooms, teacher feedback on the content materials and language learning, and teachers' professional identity. Similarly, learners face inadequacies in academic vocabulary, discipline-specific English terminology, and English academic reading and writing skills. The chapters in this part could provide useful information to assist EMI teachers and learners to implement EMI programs successfully.

Part 4 calls our attention to professional development and evaluation in Chapters 10 and 11. Chapter 10 provides an overview of professional development for EMI teachers, concerning the teaching environment and the subjects, English proficiency, instruction skills and knowledge and experience of EMI. In Chapter 11, the concluding chapter, the authors emphasize the importance of program evaluation to understand the impact of EMI on stakeholders, that is, the EMI practices and consequences should be carefully evaluated, and such evaluation should serve as the foundation of an EMI policy and its implementation. This reader shares a similar viewpoint toward the critical role of EMI evaluation for designing and implementing EMI. Policymakers and stakeholders in institutions or universities, in particular, should understand the nature, purposes, and advantages of EMI at the theoretical, pedagogical, and practical levels. EMI should not be implemented as if following a trend, it is necessary to evaluate whether or not, if so, to what extent EMI could be beneficial to learners in the long run.

To sum up, *Teaching and Learning in English Medium Instruction: An Introduction* is an informative, practical, and well-written book on the theory, implementation, and evaluation of EMI. In addition, Richards and Pun present discussion questions and follow-ups in each chapter, which are useful for instructors if the book is to be used as a textbook, and could also help readers achieve a deep understanding of EMI. As for the area that the book needs to be improved, I would suggest adding discussions about potential consequences if an institution follows the EMI trend without sufficient knowledge of the best practices and potential impact. Discussions of this kind would be particularly timely and necessary in light of the current upsurge in adopting EMI in many universities across Asia. The book is highly recommended for language teaching professionals, students, policymakers, and researchers.

Reference

Richards, J.C. & Pun, J. (2021). A typology of English-medium instruction. *RELC Journal*, 1-25.
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