

Book review: 'Teaching and Learning in English Medium Instruction: An Introduction' by J. C. Richards and J. Pun.

For those seeking a practical guide to English Medium Instruction, '*Teaching and Learning in English Medium Instruction: An Introduction*' by Jack C. Richards and Jack Pun is an excellent choice. Based on relevant research and teaching contexts from around the world, the authors explore the complex issues surrounding English Medium Instruction (EMI) and examine their practical implications.

The book, published in 2022 by Routledge, appeals to a wide audience including EMI teachers of content subjects, ESP and EAP teachers, TESOL students, university and education officials, and providers of professional development. For this reason, the book is firstly divided into 4 parts – Foundations of EMI, The nature of academic literacy in EMI, Teaching and learning in EMI, and Professional development and evaluation – and then further into 12 chapters, so that readers may choose the sections they find most relevant to them. In addition, at the end of each chapter, there are a number of discussion questions and follow-up tasks which may prompt further debate. With so much information included, the book's title is therefore somewhat misleading - this seems more than 'An Introduction' to the topic.

One of the main strengths of this book is the accessible way it is written. The authors clarify the similarities and differences between EMI and other approaches to English/content teaching, e.g. Content-Based Language Teaching (CBLT), Content and Language Integrated Learning (CLIL), English for Academic Purposes (EAP), and English for Special Purposes (ESP), among others. They also clearly set out the challenges of EMI and its implementation with numerous examples of EMI programmes around the world. Besides this, they provide the perspectives of teachers and learners from various countries.

Although the book targets different groups, it is particularly useful for EMI teachers in that it discusses their motivations, views, and concerns regarding EMI. For instance, the authors tackle the concern EMI teachers may have about their language proficiency, and make the valid point that fluency in English is not the only consideration:

Specialized communicative skills are involved, and teachers with lower proficiency levels than others might be better at teaching through EMI if they know how to use strategies that facilitate teaching through English.

Indeed, the book goes on to outline the various strategies (Before-teaching, While-teaching and After-teaching) that will help EMI teachers manage in the classroom. The authors highlight the need, too, for ongoing professional development, which might include pedagogical training, peer observation, or collaboration with English language teachers.

Another useful inclusion is the 'Best practices' section in the postscript which can be seen as a guide for education officials, programme designers and teachers to implementing EMI programmes.

All in all, this is an insightful book covering a complex topic in a methodical manner and the authors give the reader plenty of food for thought.

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