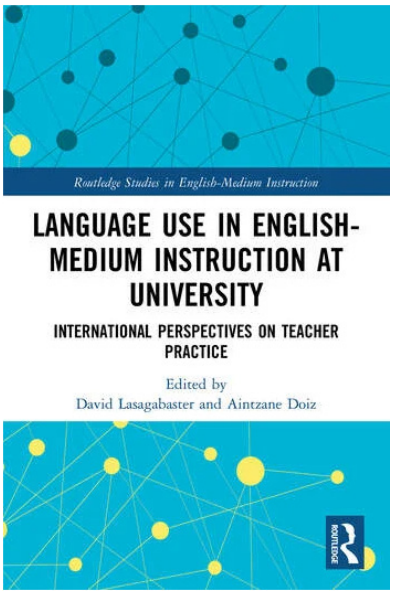
BOOK REVIEW



Title:	Language Use in English-Medium Instruction at University: International Perspectives on Teacher Practice
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This thought-provoking book describes the importance of English as a modern-day lingua franca for the world as well as discusses the rapid worldwide growth of English-medium instruction (EMI) programs at the university level. Yet, even with EMI's rapid growth, there has been a lack of focus on language learning in EMI at most higher education institutions, hence, a need for empirical research to address this gap. In addition, this book also collects "research and experience-based insights on the role of language and language uses in teacher practices in EMI contexts," gathered from a diverse range of countries with useful recommendations for lecturers at the end of each chapter.

Chapter 1 looks at the interplay of content and language, specifically, in the Brazilian context of higher education. Adequate definitions and examples of key terminology were provided, most notably the Language Related Episodes or LREs (any moment in a lecture where the focus was drawn away from content onto language). The research results also reveal three main strategies used in classes to communicate and negotiate understanding of content: alternate wording, gestures, and using the first language for translation. The research conclusively describes the importance of creating a "safe place" for students and teachers to communicate imperfectly in English to enhance understanding during class and to allow students to feel comfortable in speaking up and engaging the material.

Chapter 2 reviews research examining the integration of content and language in higher education institutions in Spain. LREs (explanation in English, codeswitching, and translation) are explored in relation to the identity of the initiator (teacher or student), the language focus of the LREs, and their interactional characteristics. This research strived to determine if there was a match between the teachers' beliefs and their practices in the classroom. In addition, it was determined that EMI teachers may assist students in their comprehension and communication of content through a variety of techniques such as pre-emptively providing a

glossary or reactively giving feedback on grammar and pronunciation.

Chapter 3 discusses research analyzing the interactive metadiscourse (classroom language) used by EMI lecturers in Chinese universities to make academic content more accessible to students. The categories of an interactive metadiscourse include: transition markers (e.g., using but, thus, because), frame markers (e.g., using first, then, next), reminders (e.g., referring to earlier material), and code glosses (e.g., rephrasing, explaining, on what has been said). The researchers recommended that teachers should be made aware of how this metadiscourse could be utilized during instruction. Overall, this chapter suggests that by utilizing an interactive metadiscourse, non-native EMI teachers may be able to convey challenging content more effectively to students.

Chapter 4 presents an overview of strategies designed to enhance comprehension in EMI lectures from an Italian context across three universities. This chapter is useful for EMI lecturers since the research primarily focuses on effective teaching strategies that could be applied in class, especially the Q-DRESS linguistic strategy. Quite straightforwardly, the strategy basically entails the use of: questions (e.g., asking "Why?" or "What would happen?"); definitions (e.g., asking students to define a term or phrase); repetitions (e.g., using repeated words or phrases); examples (e.g., using an example or instance); summaries (e.g., prefacing summaries by saying "Let me say it again"); and signposting (e.g., preview an upcoming topic by saying "So on the next lecture…"), to engage students better in lectures. The authors also reviewed literature related to key issues in EMI implementation in Italy where it is noted the language competencies of students vis-à-vis lectures are not being addressed by institutions.

Chapters 5 and 6 discuss EMI at the tertiary level, including the use of both Spanish and English during class. Chapter 5 focuses on EMI materials used to conduct online classes for English language teachers in Argentina. Chapter 5's results reveal that teaching materials can be beneficial when they are authentic and bilingual, presented in either Spanish (students' first language) or English to exhibit glocalization (the combination of globalization and localization). Hence, effective EMI materials should cover: context-responsiveness (where students' local context and prior knowledge are acknowledged), purposeful multimodality (meaningful texts and tasks) and autonomous learning. Chapter 6 indicates that for students who speak English as a second language, pronunciations with a foreign accent is acceptable and can be acknowledged at a University in Basque. However, students should ensure their foreign accent is at least intelligible to native speakers of English (intelligibility) and constantly think of themselves as listeners that may perceive difficulty in understanding their own speech (comprehensibility).

Chapter 7 focuses on students' language-related challenges while studying with EMI, along with useful suggestions for both language and EMI teachers in handling these challenges. Here, the author differentiates content and language integrated learning (CLIL) from EMI in that content and language learning are equally valued in CLIL while content learning is mainly valued in EMI. The author also highlights two key challenges for students in EMI learning, namely English proficiency and vocabulary. Additionally, the author also synthesized and compared EMI research studies of two East Asian countries: Japan and China, and suggested that with

better collaboration between EMI teachers and language teachers, EMI would be more streamlined and effective for students.

Chapter 8 explores challenges encountered by multilingual tertiary students in Hong Kong explaining that previous studies "tend to exclude an array of potential challenges faced by non-Cantonese speaking students at EMI universities in Hong Kong" (p. 167). This study reveals that students' challenges mainly stem from having limited English proficiency. In this chapter, academic writing was the most challenging skill for students, followed by reading, speaking and listening. Translanguaging (the utilization of more than one language within a classroom lesson) was employed among bilingual students to increase their ability to learn, understand and share knowledge. To further assist the students, the authors suggested the need to collaboratively teach foundation/pre-sessional English for Academic Purposes (EAP) along with EMI courses.

Chapters 9 and 10 pinpoint the demand for EMI in higher education being a result of economic drivers. EMI implementation will be more effective with the consolidation of top-down policies; for example, teacher and student practices should follow consistent, effective policies where EMI teaching in practice is clearly articulated. Chapter 10 illustrates that even if language learning is not the aim of EMI, language learning must be an objective so that students are able to learn the content in EMI classes so as to engage in disciplinary discourse (semiotic resources, e.g., images, spoken language, written language) and develop discourse literacy (the ability to appropriately interact in a discipline's communication practices).

This book has both strengths and limitations. The authors translated research into practice so lecturers could position themselves to make more optimal choices in everyday practices. Another strength is that each chapter is written by authors exploring the use of EMI in different contexts. This gives readers a sense of the rich range of possibilities within EMI. One shortcoming might be that some authors start chapters with sections dense with terminology that is academic and might be demanding for novices. On the other hand, the authors did also present detailed descriptions of research methodologies and theoretical frameworks, so that readers might get a solid sense of each component in the introductions before proceeding any further.

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