

Teaching and Learning in English Medium Instruction. Jack C. Richards with Jack Pun (Ed.) (2022). Routledge, London and New York, 300 pages, ISBN: 978-1-03-204321-0.

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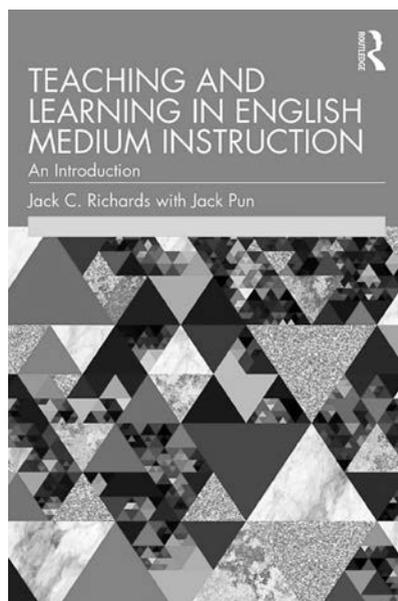
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English Medium Instruction (EMI) is acknowledged as the teaching of disciplinary academic subjects (other than English itself) through English in countries or jurisdictions where English is not the first language (Macaro, Curle, Pun, An, & Dearden, 2018). Recent decades have seen a rapid adoption of EMI in all phases of education and educational settings across the globe (Dearden, 2015; Airey, 2020; Carrió-Pastor, 2020). Supplemented by rich practice of EMI from around the world, this timely volume offers an in-depth discussion of the essential topics about teaching and learning in EMI.

Besides an overview in the introduction and a summary of best practices of EMI in postscript, the volume is divided into four parts of eleven chapters. Part 1, *Foundations of EMI*, covers three chapters that introduce the emergence, features and implementation of EMI. This part examines the emergence of EMI and its development at the tertiary level around the world as the academic lingua franca (chapter 1), details the dimensions and features of EMI in different contexts in the form of a typology (chapter 2), and explores key issues involved in implementing EMI (chapter 3).

Part 2, *The nature of academic literacy in EMI*, consists of two chapters that focus on the nature of acquiring disciplinary literacy and linguistic characteristics of academic discourse. Chapter 4 mentions the distinction between BICS (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency) to clarify how academic literacy shapes the model of teaching and learning academic subjects in EMI; chapter 5 further discusses dimensions of disciplinary literacy and linguistic features of disciplinary text types with examples.

Part 3, *Teaching and learning in EMI*, includes four chapters that review the challenges and coping strategies from perspectives of EMI teacher and learner. While chapter 6 draws on reports from teachers in different disciplines to illustrate how EMI teachers see their role and the ways in which teacher identity and self-efficacy are influenced by EMI;



chapter 7 considers the issues that EMI teachers face when teaching academic subjects and gives recommendation for effective EMI practice. Chapter 8 investigates the difficulties when learners transitioning to EMI and provides different teaching methods used in EAP to support EMI learners. Chapter 9 uses Bourdieu's concept of "social capital" to describe what learners may hope to achieve through EMI and how these affect learners' approaches to learning in different ways.

Part 4, *Professional development and evaluation*, consists of two chapters that present an overview of professional development approaches to the evaluation of EMI programs. Chapter 10 argues the needs for professional standards of practice in EMI, addresses the significance of professional development for EMI teachers and shares an account of professional development programs in EMI. Chapter 11 reflects problems and procedures in EMI evaluation and provides case studies of both accountability-oriented and discovery-oriented program evaluations.

Overall, this volume encompasses a wide range of aspects within EMI including the ways in which EMI is implemented in different contexts, issues related to EMI teaching and learning, approaches to the evaluation of EMI programs, and so on. It is a valuable resource of information for EMI teachers of content subjects, EAP teachers, TESOL students, and educational officials with responsibilities for EMI policies and practices.

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