

English Medium Instruction Practices in Higher Education: International Perspectives. Jim McKinley and Nicola Galloway (Eds.), (2022). Bloomsbury Publishing. 288 pages, ISBN-13: 978-1350167858

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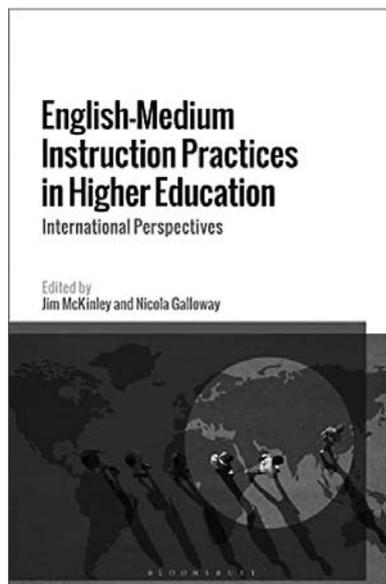
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The exponential growth of English Medium Instruction (EMI) particularly in higher education on a global scale is largely propelled by the rise of English as the global lingua franca in academic research and communications. Due to the diversities of educational and linguistic contexts, complexities of socio-cultural landscapes, and different disciplines of EMI, it is exceptionally challenging and highly essential to examine the EMI motivations, policies, and practices from a global perspective (Block & Khan, 2020). Jim McKinley and Nicola Galloway responded to this challenge in their new edited volume *English Medium Instruction Practices in Higher Education: International Perspectives*. With contributions from renowned EMI researchers from 21 different national and regional contexts, this volume provides insights into EMI implementations which vary at the national or region (macro), institutional (meso), and classroom (micro) levels. Reading this book has greatly strengthened my understanding about the history and the status quo of EMI practices in non-Anglophone contexts.

The 21 chapters which represent 21 geographical contexts fall into three parts, with 7 chapters each. The macro-level chapters in Part I provide an overview of EMI policies and implementations in 7 diverging contexts: Bangladeshi, Brazil, Mainland China, Denmark, Ethiopia, Nepal, and Turkey. Each country has a distinct sociolinguistic history which is embedded in the emergence and unique developmental routes of EMI practice. For example, EMI in Bangladeshi and Nepal has been strongly associated with (post)colonial rule and aroused heated debates on language choice between English and the national languages. However, Denmark, an EMI stronghold context, has been particularly receptive to EMI and boasts a harmonious co-existence of English and Danish (the national language).

The meso-level chapters in Part 2 focus on EMI program offerings in Austria, Colombia, Estonia, Italy, Poland, South Africa, and Vietnam. Institutions in these contexts initiated various EMI programs mostly in the past thirty years which have rapidly outpaced empirical research. Given the different institutional status, such as public or private, varied



attitudes towards the setting of EMI in higher education can be discerned. For example, in Austrian institutions, EMI has been especially welcomed in a range of specified disciplines such as applied sciences, international business, and cross-functional management. But in South African institutions, policy makers and researchers seem to be more concerned with the validation of minoritized languages in higher education.

The micro-level chapters in Part 3 explore how EMI is implemented in classrooms in the contexts of the South Caucasus, Hong Kong, Japan, Kuwait, Mexico, the Netherlands, and Tunisia. Contributors presented case studies to introduce concrete EMI classroom strategies such as translanguaging, trans-semiotizing, etc., and encourage innovations both in teaching and learning in EMI.

In all, this book examines the issues of how the EMI policy is translated from the macro level of policy provision to the meso level of EMI institutionalization to the micro challenges in teaching and learning in the classroom. It is an engaging read for anyone who wants to gain insights into what is really happening in the global EMI contexts.

REFERENCES

Block, D. & Khan, S. (Eds.) (2020). *The secret life of English-Medium instruction in higher education: Examining microphenomena in context*. Routledge.