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**Lasagabaster, D. (2022). *English-Medium Instruction in Higher Education (Elements in Language Teaching)*. Cambridge: Cambridge University Press. Online ISBN: 9781108903493 (75 pages)**

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The main aim of the Element is to provide critical insights into English as a Medium of Instruction (EMI) implementation and the results obtained so far in diverse university contexts. After defining EMI and analysing the rapid extension it has experienced, the volume tackles issues such as stakeholders' views on how EMI programmes are being implemented, the impact of teaching and learning both content and language in a foreign language, translanguaging practices in English-medium lectures, and how assessment has hitherto been addressed. Each section aims to bring to light new avenues for research. The Element wraps up with a description of the many challenges ahead.

Cambridge Elements publishes *English-Medium Instruction in Higher Education* as a part of the series *Elements in Language Teaching*, edited by Heath Rose and Jim McKinley. The author, David Lasagabaster, provides a comprehensive and critical overview of the role of EMI in Higher Education, highlighting the complexities and challenges this approach faces, along with the main findings of research conducted so far. This book is undoubtedly a must-read for those interested in English-medium Instruction, not only researchers, but also policy makers and lecturers. One of the greatest merits of the book lies in the fact that the hot topics pertaining EMI are thoroughly reviewed in a concise and insightful manner. The overarching issues inherent to this approach are analysed in depth, with a stress on the paths to follow from the point of view of the improvement of practices and future lines of research.

The Element comprises nine sections covering the following topics: Introduction; definition of EMI; EMI at university level; stakeholders' views; impact of EMI on teaching; impact of EMI on learning, assessment in EMI; some key readings; and conclusions. After the introduction, which accounts for this increasing phenomenon operating at a global scale, which consists of offering university courses in English in non-English speaking countries, Lasagabaster confronts the controversial task of opting for a label for this approach and defining it.

Thus, in Section 2, "Definition of EMI", the author defines EMI and advocates the use of this term over other acronyms and words. EMI is preferred to Englishization (it is more neutral and lacks potential negative connotations); to CLIL (Content and Language Integrated Learning), which is usually associated to pre-university levels; to ICLHE (Integration of

Content and Language in Higher Education), which may encompass languages other than English; and to EMEMUS (English Medium Education in Multilingual University Settings), or EME (English-medium Education), acronyms coined by Dafouz and Smit (2020), which are not so seated in the literature yet.

In Section 3, entitled “EMI at University level”, the author analyses, among the factors behind the unstoppable momentum of this approach, the prominent role of English in the neoliberal discourse, the financial revenues obtained by HEIs when receiving international students, and their need to retain local ones. Top-down policies may play a crucial role in the development of EMI, such is the case of South Korea and China, which lead the emergence of the instruction in English in the Asian continent. In Europe, although the author documents the divide North/South, Southern countries such as Italy, Greece, and Spain, with a limited tradition of English learning and teaching are also rapidly embracing this approach. In Africa—except for South Africa—and in Latin America, EMI starts to root, but is at its early stages yet. This section ends with a reflection on the impact of EMI on language ecology, provides information about different university policies aiming at sustaining the academic use of local language/s, and advocates for the preservation of multilingualism.

On the premise that, to improve EMI programs, it is overriding to get insight into the outlook of all stakeholders involved, Section 4 is dedicated to exploring the research conducted on the viewpoints of lecturers, the perceptions of students, and the opinions of administration personnel, a sector overlooked by researchers to date, even if their actions are keystones in the implementation of EMI as an internationalization policy. The author exhaustively reviews the studies on the stakeholders’ views, confirms all harbour predominantly positive stances and highlights the overarching challenges to face. In the final subsection, Lasagabaster reflects on the misalignments between institutional policies and actual practices and, drawing upon Orduna-Nocito and Sánchez-García (2021) includes suggestions from improvement, in terms of dissemination of policies, and pedagogical and linguistic training.

In Section 5, “Impact of EMI on Teaching”, the author brings to the fore the following question: Are lecturers pedagogically prepared to teach EMI courses? Paradoxically, this substantial issue seems to have been largely disregarded by many institutions, which have launched their EMI programs without considering the pedagogical fundamentals needed by lecturers to cope with the challenges that the instruction in a L2 entails. Studies tapping into pedagogical and language needs for EMI are exposed and analysed, along with two alternatives to support the difficulties inherent in teaching in English: a) team teaching; and, b) EMI professional development programs. Attention is also drawn to the actual use of English in EMI classes. After examining the research conducted on this issue, the author concludes that (i) there are hardly any institutional guides; (ii) monolingual instruction in English is not generally the rule; and, (iii) although the amount of English varies from program to program and even, among lecturers, multilingual and translanguaging practices, which include the L1, are widely implemented as a pedagogical instrument to facilitate and ensure the understanding of content.

Whereas Section 5 delves into the impact of EMI on teaching, Section 6 approaches the other side of the same coin and investigates the impact of EMI on learning outcomes, in terms of language, and content. Results suggest that English learning cannot be taken by granted, especially when the integration of content and language is not traditionally considered in these settings and no language goals are generally envisaged by lecturers. Benefits for language learning have only been partially detected and, according to the author, there are three factors that may be behind this finding, which should be considered in further research: a) intensity of the program; b) support obtained by means of team teaching; and, c) type of tests used for assessing English. As for studies on content acquisition, they are even scarcer, although the existent research seems to indicate that EMI does not hinder content learning. The section

concludes with the analysis of the impact of English level on academic performance. Evidence points in the direction that, more than a good English general command, it is academic language proficiency the strongest predictor—even over motivation—for academic success (Rose, Curle, Aizawa & Thompson, 2020).

Another contentious issue in EMI, confronted in Section 7, is assessment. Although most EMI instructors state that they are not teachers of English and that the assessment should fall solely on the content, the practices are varied and many teachers, without being fully aware of it, do assess and include language goals in their rubrics. At this point, controversial positions emerge at a global level, in particular, related to multilingualism policies and the debate on whether students should be allowed to use the local language/s and translanguage as a means of expression in their tasks and evaluation tests. The author highlights the crucial role of evaluation, confirms the scarcity of studies, and establishes the most relevant aspects that deserve further scrutiny.

Before the final section, under the heading “Some Key Readings”, the author offers a very helpful selection of chronologically ordered readings on EMI, thereby providing a comprehensive overview of EMI studies, their main concerns, and findings to date. Moving on to the final section, Lasagabaster masterfully summarizes the overriding challenges that EMI must face in the future, both in terms of implementation and research. His insightful observations reveal the risks that institutions run when implementing EMI without reflection on its implications at a wide range of levels, including covering hot topics such as preservation of multilingualism, design of training support and pedagogical guidance, and consideration of the issues that every sector of the interested parties—lecturers, students, administration staff—expresses and experiences. In this regard, the author vindicates the relevant role of applied linguists in EMI, in different fronts, not only in terms of collaboration in training programs and in team teaching with content lecturers, but also for their potential research-based advice to improve EMI implementation and policies.

All in all, this volume is a highly recommended contribution to the field, as it provides a perceptive overview of the phenomenon of EMI, its complexities, and ways forward. The clear articulation of ideas and arguments, along with the effective style used make it an essential read for those interested in EMI.

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