BOOK REVIEW:
David LASAGABASTER English-Medium Instruction at Higher Education Cambridge University Press 278 pages ISBN: 978-1-108-74074-7

Muhammed Faruk BULCUM
Burdur Mehmet Akif Ersoy Üniversitesi
farukbulcum@gmail.com
0009-0007-2764-9407

KİTAP DEĞERLENDİRMESİ:
David LASAGABASTER English-Medium Instruction at Higher Education Cambridge University Press 278 pages ISBN: 978-1-108-74074-7

ÇALIŞMA TÜRÜ: KİTAP DEĞERLENDİRMESİ

Özet: Bu incelemede, David Lasagabaster'ın "English-Medium Instruction at Higher Education" adlı kitabı değerlendirilmektedir. Kitap, özellikle yüksek öğretimde giderek yaygınlaşan İngilizce ortamında eğitim (İngilizce-medium instruction - EMI) programlarını kapsamılı bir şekilde ele almaktadır. EMI programlarının yayılmasının temel motivasyonları olarak uluslararasılaşma ve küresel düzeyde prestij kazanımı vurgulanmakta, aynı zamanda öğretim üyeleri ve öğrencilerin karşılaştığı zorluklar kritik bir bakış açısıyla tartışulmaktadır. Kitapta, pedagojik hazırlık, öğrenci merkezli yaklaşımlar ve çok dilli sınıflarda etkili değerlendirme uygulamalarına dikkat çekilmektedir. Kitabın bilimsel analizi ve bağlamsal derinliği dikkat çekmekle birlikte, incelemede öğreticiler için en iyi uygulamalar ve mesleki gelişim fırsatları gibi alanların daha fazla araştırılması gerektiği belirtilmiştir. Kitap, kapsayıcı ve etkili EMI ortamları oluşturma, dil ve içerik entegrasyonunu geliştirme konularında uygulanabilir öneriler sunmaktadır.

Anahtar Sözcükler: *EMI, yüksek öğretim, uluslararasılaşma, pedagojik hazırlık, çok dillilik*

Abstract: This review evaluates David Lasagabaster's book *English-Medium Instruction at Higher Education*, which offers a thorough examination of the global proliferation of English-medium instruction (EMI) programs in tertiary education. The book highlights the motivations behind EMI adoption, such as internationalization and enhanced global standing, while critically addressing the challenges faced by lecturers and students. Key insights include the need for pedagogical preparedness, student-centered approaches, and effective assessment practices in multilingual classrooms. While the book excels in its scholarly analysis and contextual depth, the review notes areas for further exploration, such as best practices and professional development opportunities for educators. The findings provide actionable guidance for creating inclusive, effective EMI environments and fostering language and content integration.

Keywords: *EMI, higher education, internationalization, pedagogical preparedness, multilingualism.*

Introduction

In *English-Medium Instruction at Higher Education*, David Lasagabaster provides a comprehensive analysis of English-medium instruction (EMI) in tertiary level education. The book examines the widespread adoption of EMI in universities globally by addressing both its potential benefits and challenges. As universities increasingly implement EMI programs to attract international talent and enhance their global standing, this timely work synthesizes extensive research to provide critical insights into EMI's implementation, impact, and future directions.

Chapter 1: Introduction

The opening chapter outlines the significance of English as the dominant language in academic discourse by emphasizing the widespread adoption of English-medium instruction (EMI) in universities globally. It discusses the motivations behind this trend, such as attracting international talent and revenue, and acknowledges concerns about quality and support within EMI programs. However, the author is concerned about potential downsides by noting that some institutions may prioritize appearing on the "EMI bandwagon" over providing comprehensive support (O'Dowd, 2018). The chapter concludes by underscoring the need for synthesizing extensive EMI research within the book's format. Building on this foundational understanding of EMI's significance, Chapter 2 delves into defining EMI and its related concepts.

Chapter 2: Definition of EMI

In this part, Lasagabaster delves into the nuances of defining English-medium instruction (EMI) within the context of higher education. Acknowledging the ongoing debate regarding this term, Lasagabaster navigates through the challenges and limitations associated with defining EMI. Despite these obstacles, Lasagabaster presents a concise definition of EMI as "the use of the English language to teach academic subjects (other than English itself) in countries where the first

language of the majority of the population is not English" (Macaro et al., 2018), while also examining its connections with related concepts such as Englishization and CLIL.

Through this exploration, Lasagabaster lays the groundwork for a comprehensive understanding of EMI, while underscoring its nuanced nature. Subsequently, Lasagabaster examines proliferation of the the intricate relationship between EMI and other related terms like Englishization, CLIL (Content and Language Integrated Learning), ICLHE (Integration of Content and Language in Higher Education), and EME (English-medium education). With a clear definition of EMI established, Chapter 3 explores how this concept has been adopted differently across global contexts.

Chapter 3: Global Spread of EMI

In this chapter, Lasagabaster analyzes the global proliferation of English-medium instruction (EMI) within higher education, attributing its expansion to a variety of factors including economic incentives, international student markets, and neoliberal influences.

Furthermore, Lasagabaster explores the geographical disparities in the adoption of EMI programs across continents. Scholarly contributions indicate that EMI implementation has significantly increased in Europe, especially in Northern Europe (Wächter & Maiworm, 2014). In Asia, fierce competition for international students propels the widespread adoption of EMI, with countries like South Korea actively pursuing its integration (Byun et al., 2011). Similarly, the Middle East witnessed a proliferation of branch campuses affiliated with Western universities, offering EMI programs to attract foreign investment (Altbach & Knight, 2007). Latin America, while in its early stages of EMI adoption, shows promising indications of future expansion driven by social and economic factors (Tejada-Sánchez & Molina-Naar, 2020). Conversely, Africa lacks comprehensive data on EMI, save for a few instances of branch campus establishments (Macaro et

al., 2018). The geographical spread of EMI naturally raises questions about how it is perceived by key stakeholders, which is examined in Chapter 4.

Chapter 4: Stakeholders' Views

Lecturers' Perspectives on EMI Programs

In examining the viewpoints of lecturers regarding English-medium instruction (EMI) programs, Lasagabaster sheds light on the multifaceted landscape where positive aspects intertwine with significant challenges for educators. Lasagabaster observes that while lecturers generally perceive EMI as a progressive endeavor toward internationalizing universities, they also confront noteworthy hurdles along the way. They perceive EMI as a means to advance university internationalization, citing benefits such as enhanced access to English-language resources, utilization of specialized terminology, exposure to authentic communication contexts, and the allure of a more diverse student community. Furthermore, they acknowledge the favorable impact of EMI on university rankings and mobility initiatives, reinforcing their endorsement of this educational approach.

But even in this hopeful framework, Lasagabaster finds significant challenges that instructors face while implementing EMI. The most significant of these worries is uncertainty about their own English language skills, which might hinder their instructional strategies, limit interaction during lectures, increase their workload, and cause weariness. Furthermore, lecturers emphasize that they are primarily subject matter experts rather than language instructors. These difficulties highlight the complexities involved in providing instruction in a language other than the student's native tongue and the need for specialized support systems.

In navigating these challenges, Lasagabaster observes that lecturers employ diverse strategies to enhance student comprehension and facilitate effective communication. These

strategies encompass streamlining lecture content, providing supplementary language assistance, integrating visual aids, clarifying unfamiliar terms, and focusing on numerical data. Despite their endeavors, lecturers grapple with the tension between native-like and non-native English, prioritizing student understanding over impeccable grammar and pronunciation. Moreover, large class sizes characterized by varying language proficiencies pose additional hurdles, making the implementation of student-centered approaches challenging and complicating instructional efforts.

Students' Perceptions of EMI Programs

Regarding students' perspectives, Lasagabaster notes that they generally regard EMI programs favorably, citing advantages such as enhanced career prospects and improved English proficiency, aligning with the viewpoints of lecturers. However, students also underscore the complexity of learning in English, with proficiency levels playing a pivotal role. Those with lower proficiency levels often encounter greater difficulties.

Studies referenced by Lasagabaster indicate that EMI does not detrimentally affect learning outcomes or student satisfaction. Nonetheless, some students express a preference for a gradual increase in the complexity of the subject matter.

Consequently, this section provides offers insights into student experiences within EMI programs, effectively elucidating perceived benefits and challenges. It emphasizes the imperative for universities to address student apprehensions regarding language proficiency and offer targeted support for the development of essential English skills. Lasagabaster suggests that incorporating perspectives from lecturers and administrators in future research endeavors would enhance comprehension of the intricate dynamics inherent in EMI programs. Building on these perspectives, Chapter 5 examines how stakeholder insights shape teaching practices.

Chapter 5: Impact of EMI on Teaching

In this chapter, Lasagabaster explores the impact of English-medium instruction (EMI) on teaching practices in higher education, focusing on the pedagogical preparedness of EMI lecturers and the balance between language and content objectives.

Lasagabaster's study delves into whether EMI lecturers are adequately prepared to navigate the challenges of teaching in a foreign language. It highlights a lack of systematic pedagogical training for EMI lecturers across many higher education institutions, with only a fraction offering courses tailored to address their needs. This deficiency is further underscored by varying requirements for English proficiency, ranging from B2 to C2 certification, and the absence of a unified policy on lecturer qualification standards.

The discussion extends to the importance of pedagogical quality and intercultural communication in EMI programs. While English proficiency is a primary concern, Lasagabaster emphasizes the need for a shift towards more student-centered teaching methodologies to enhance interaction and engagement in EMI classrooms. Concerns arise regarding the predominance of monologic instruction and limited student participation, which hinders the development of cognitive abilities through meaningful exchanges.

Lasagabaster further explores the role of questioning practices and multimodal teaching resources in facilitating student learning and engagement in EMI settings. He underscores the significance of integrating language instruction with content delivery to address the imbalance between language and content objectives in EMI classrooms. While some lecturers may shy away from addressing language issues directly, students often appreciate explicit attention to language forms, which aids their comprehension and vocabulary acquisition.

Team teaching emerges as a potential solution to support students in developing their English skills while engaging with complex subject matter. By fostering collaboration between language and content lecturers, Lasagabaster suggests that team teaching can help integrate language and content learning objectives, providing students with a more comprehensive and supportive learning environment.

In summary, this chapter closely examines the challenges and opportunities associated with EMI in higher education, emphasizing the importance of pedagogical preparation, student-centered approaches, and the integration of language and content objectives to optimize teaching and learning outcomes in multilingual classrooms. Building on this analysis, Chapter 6 shifts the focus to the learning outcomes of EMI programs.

Chapter 6: Impact of EMI on Learning

Lasagabaster analyzes the language learning outcomes associated with English-medium instruction (EMI) in higher education. It challenges the assumption that exposure to English in EMI courses automatically leads to improved English proficiency, cautioning against overlooking the complexities involved in language acquisition within this context.

Lasagabaster highlights the limited number of studies measuring the development of English proficiency in EMI courses. He categorizes studies into two main groups based on their focus on specific language skills or general English proficiency, underscoring the varied outcomes observed across different studies.

In examining studies focused on specific language skills, Lasagabaster discusses findings that demonstrate both positive and limited impacts of EMI on language development. Studies vary in terms of the language skills assessed, the duration of the EMI programs, and the intensity of language instruction, all of which influence the observed outcomes. Notably, Lasagabaster

emphasizes the importance of efficient teaching practices and the need for methodological adjustments to effectively facilitate language learning in EMI settings.

Similarly, studies assessing general English proficiency reveal diverse results, with some showing significant gains in language skills while others report minimal improvement. Lasagabaster underscores the influence of program intensity, pedagogical practices, and the adequacy of language proficiency assessment tools on observed outcomes. He suggests that traditional language proficiency tests may not accurately capture the language demands of EMI courses, emphasizing the need for tailored assessment methods.

The way in which Lasagabaster discusses a meta-analysis by Peng and Xien (2021), comparing English language achievement in Chinese-medium instruction (CMI) groups to EMI groups, is particularly fascinating. Despite the complexities involved, the meta-analysis suggests that EMI students generally outperform their CMI counterparts in English proficiency, with the effectiveness of EMI moderated by discipline, research design, and English instruction time.

In conclusion, Lasagabaster's text calls for further research to comprehensively understand the impact of EMI on language learning outcomes. By considering factors such as program intensity, teacher collaboration, and appropriate assessment methods, future studies can provide valuable insights into the effectiveness of EMI in promoting language proficiency in higher education contexts. The teaching practices discussed in Chapter 5 play a pivotal role in shaping the language learning outcomes analyzed in Chapter 6. Chapter 7 continues this exploration by addressing assessment practices in EMI settings.

Chapter 7: Impact of EMI on Assessment

Lasagabaster discusses the role of assessment within English-medium instructional (EMI) programs in higher education, highlighting the absence of attention afforded to this aspect in the

existing research literature. Despite being a paramount concern for EMI lecturers, as evidenced by Ball and Lindsay's (2013) assertion, Lasagabaster observes a conspicuous scarcity of studies on assessment within EMI contexts.

Lasagabaster identifies two pivotal questions that emerge prominently: should both language and content be evaluated, and should translanguaging practices be permissible in assignments and exams? Addressing the former query, EMI scholars demonstrate a flexible stance towards evaluating language proficiency, while content evaluation is typically considered imperative given its centrality in subject matter comprehension. Fortanet-Gómez's (2013) recommendation regarding written and oral tests encapsulates this perspective, advocating for a focus on communication and specific discourse features while overlooking minor language errors. Importantly, both lecturers and students agree that language proficiency should not impact final grades, with EMI stakeholders underscoring their role as content instructors rather than English teachers.

Turning to the issue of translanguaging in assessment, Lasagabaster explores diverse viewpoints and practices across different contexts. While some advocate for translanguaging as a means to accommodate linguistic diversity and enhance assessment practices, others remain cautious about its transformative potential and advocate for a more nuanced approach. Notably, Lasagabaster highlights examples from various regions, including Africa and South Africa, where translanguaging is either embraced or rejected based on social, educational, and ideological factors.

Lasagabaster concludes by emphasizing the imperative for further research to address the gaps in understanding assessment practices within EMI settings. Recommendations include reconceptualizing assessment as a tool for enhancing learning and fostering collaboration between language and content experts. While acknowledging the challenges posed by the increasing

diversity of EMI, Lasagabaster underscores the necessity of institutional support and empirical evidence to inform language-sensitive assessment practices in higher education. Assessment practices in EMI, as discussed in Chapter 7, must account for the challenges faced by both students and lecturers outlined in earlier chapters.

<div align="center">Critical Analysis</div>

Strengths of the Book

Having read this book, I find it truly enlightening, offering a nuanced understanding of the complexities surrounding multilingual learning environments. I particularly appreciate the thorough examination of the motivations behind the global proliferation of EMI programs and the diverse perspectives of stakeholders involved. The delineation of EMI types and the analysis of regional disparities in adoption provide valuable insights into the contextual factors influencing educational policies worldwide.

Areas for Improvement

While the book adeptly highlights the challenges faced by lecturers and students in English-Medium Instruction (EMI) settings, I believe there could be further discussion on strategies to address these challenges effectively. For instance:

Enhanced Context-Specific Training

The book discusses professional development but does not delve deeply into the need for context-specific training programs tailored to the linguistic and cultural backgrounds of lecturers and students. For example, in regions where lecturers have varying English proficiency, specialized workshops focusing on confidence-building in oral and written English could be transformative. Similarly, training on managing culturally diverse classrooms could equip lecturers with tools to foster inclusivity and engagement.

Use of Technology for Linguistic and Pedagogical Support

The potential of technology is underexplored in the book. Learning management systems (LMS) can be leveraged to provide interactive language modules, self-assessment tools, and even real-time feedback on student progress. For lecturers, virtual platforms could facilitate collaboration with language experts, enabling real-time co-design of lesson plans that integrate content and language goals.

Strategies for Large, Diverse Classrooms

The book could more thoroughly address the challenge of teaching large classes with varied language proficiencies. Strategies such as differentiated instruction, where tasks are tailored to varying skill levels, or the use of small-group discussions in class to encourage interaction, could be explored in detail.

Reflections on Assessment Practices

The discussion on assessment practices within EMI programs sparks thought-provoking questions about the role of language proficiency in evaluating student performance. Lasagabaster's examination of translanguaging practices in assessment prompts reflection on how to create inclusive evaluation criteria that acknowledge students' linguistic diversity while maintaining academic rigor. Integrating these ideas into my teaching would involve designing assessments that allow for flexible language use while ensuring clarity of expectations and alignment with learning objectives.

Personal Reflection as a High School Teacher

One aspect that resonates with my teaching approach is the emphasis on student-centered teaching methodologies and the integration of language and content objectives. Although this book is essentially about English as a medium of instruction at the tertiary level, as a high school teacher,

I see immense value in adopting pedagogical approaches that prioritize student engagement and active learning. The insights from Lasagabaster's research would guide me in designing lessons that cater to diverse linguistic abilities and foster meaningful interactions among my students.

Target Audience

The book appears to be primarily aimed at researchers and scholars in the field of EMI. This is evident in the author's in-depth engagement with theoretical frameworks and the extensive literature review provided. However, the book also includes practical examples and case studies, making it relevant for lecturers and administrators involved in EMI implementation. The core principles and recommendations presented are likely to be valuable for a global audience.

Conclusion

Lasagabaster's book offers a timely and much-needed analysis of the complexities of EMI in higher education. While the book's strength lies in its detailed exploration of stakeholder perspectives and its nuanced discussion of translanguaging, it could have benefitted from a deeper engagement with the pedagogical implications of its findings. Nonetheless, this work serves as a valuable resource for educators and policymakers navigating the challenges of creating truly inclusive and effective multilingual learning environments. By prompting critical reflection on current practices and highlighting areas for future research, Lasagabaster's analysis makes a significant contribution to our understanding of EMI in the 21st century.

Genişletilmiş Özet

Giriş

David Lasagabaster'ın "English-Medium Instruction at Higher Education" (İngilizce Ortamında Eğitim: Yükseköğretim) adlı kitabı, yüksek öğretimde giderek yaygınlaşan İngilizce ortamında eğitim (EMI) uygulamalarını kapsamlı bir şekilde ele almaktadır. Kitap, EMI'ın küresel düzeyde yaygınlığını, uluslararasılaşma ve küresel prestij kazanma gibi temel motivasyonlarla birlikte ele alırken, öğretim üyeleri ve öğrencilerin karşılaştığı zorlukları eleştirisel bir bakış açısıyla incelemektedir.

Bu kitap incelemesi, Lasagabaster'ın EMI'ın teorik ve pratik yönlerini nasıl birleştirip analiz ettiğini vurgulamaktadır. Kitap, EMI'ın etkili uygulanması, çok dilli sınıflarda öğretim ve değerlendirme stratejileri ile öğretim üyeleri ve öğrenciler arasındaki etkileşimlere dair önemli bilgiler sunmaktadır. Aynı zamanda, pedagojik hazırlık eksiklikleri ve öğretmen eğitimi gibi kritik alanlardaki gelişim ihtiyacını da ele almaktadır.

Yöntem

Lasagabaster'ın kitabı, EMI uygulamalarını anlamak için kapsamlı bir literatür taramasına dayanmaktadır. Kitap, şu ana bölümleri ele almaktadır:

Küresel Yayılım: EMI'ın Avrupa, Asya, Orta Doğu, Latin Amerika ve Afrika gibi farklı bölgelerdeki benimsenme oranlarını ve motivasyonlarını inceler.

Paydaş Görüşleri: EMI'ı uygulayan öğretim üyelerinin ve öğrencilerin bakış açılarını ortaya koyar.

Pedagojik Hazırlık: EMI'ın öğretim uygulamalarına etkilerini ve çok dilli sınıflardaki öğrenme yöntemlerini ele alır.

Değerlendirme Uygulamaları: EMI'ın sınav ve ölçme-değerlendirme yöntemlerine etkilerini inceler.

Bulgular

Kitabın temel bulguları, EMI'ın küresel eğitim sistemlerindeki artan önemini ve bu uygulamaların hem avantajlarını hem de zorluklarını ortaya koymaktadır. EMI programları, uluslararasılaşma ve dış kaynak kullanımı gibi çeşitli faydalar sağlarken, pedagojik hazırlık eksikliği ve dille ilgili kaygılar gibi önemli sorunlarla da karşılaşmaktadır. Çalışma, çok dilli sınıflarda etkili öğretim yöntemleri ve öğretmen eğitim programlarının geliştirilmesi gerekliliğini vurgulamaktadır.

Sonuç ve Çıkarımlar

Kitap, EMI'ı daha etkili hale getirmek için öğretmen eğitimi, çok dilli sınıflar için özel stratejiler ve çevrimiçi kaynakları kullanma konularında öneriler sunmaktadır. Lasagabaster, gelecekteki araştırmalar için EMI'ın öğretim ve öğrenme çıktılarına etkisini daha kapsamlı bir şekilde inceleme gerekliliğini vurgular.

References

Altbach, P., & Knight, J. (2007). The internationalisation of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3–4), 290–305. https://doi.org/10.1177/1028315307303542

Ball, P., & Lindsay, D. (2013). Language demand and support for English-medium instruction in tertiary education: Learning from the specific context. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium instruction at university: Global challenges* (pp. 44–61). Multilingual Matters.

Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2011). English-medium teaching in Korean higher education: Policy debates and reality. *Higher Education, 62*(4), 431–449. https://doi.org/10.1007/s10734-010-9397-4

Fortanet-Gómez, I. (2013). *CLIL in higher education: Towards a multilingual language policy*. Multilingual Matters.

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching, 51*(1), 36–76. https://doi.org/10.1017/S0261444817000350

O'Dowd, R. (2018). The training and accreditation of teachers for English medium instruction: An overview of practice in European universities. *International Journal of Bilingual Education and Bilingualism, 21*(5), 553–563. https://doi.org/10.1080/13670050.2018.1491945

Peng, J.-E., & Xie, X. (2021). English-medium instruction as a pedagogical strategy for the sustainable development of EFL learners in the Chinese context: A meta-analysis of its effectiveness. *Sustainability, 13*, 5637. https://doi.org/10.3390/su13105637

Tejada-Sánchez, I., & Molina-Naar, M. (2020). English medium instruction and the internationalisation of higher education in Latin America: A case study from a Colombian university. *Latin American Journal of Content & Language Integrated Learning, 13*(2), 339–367. https://doi.org/10.5294/laclil.2020.13.2.8

Wächter, B., & Maiworm, F. (Eds.). (2014). *English-taught programmes in European higher education: The state of play in 2014*. Lemmens.