

**Emma Dafouz and Ute Smit. 2020. ROAD-MAPPING  
English Medium Education in the Internationalised  
University. Cham, Switzerland: Palgrave Macmillan. 163 pp.  
ISBN: 978-3-030-23462-1**

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**Date of reception:** 15/10/2020

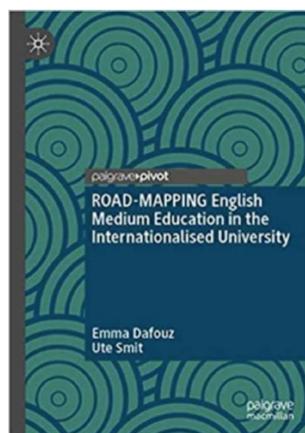
**Date of acceptance:** 03/11/2020

**Citation:**

Bradford, Annette. 2021. "A Review of Emma Dafouz & Ute Smit. 2020. ROAD-MAPPING English Medium Education in the Internationalised University. Cham, Switzerland: Palgrave Macmillan." *Alicante Journal of English Studies* 34: 221-224.  
<https://doi.org/10.14198/raei.2021.34.10>

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It cannot escape the notice of anyone involved in higher education that English-medium education (EME) has been growing at a remarkable rate across the world. Yet, EME is subject to a unique combination of global, national, and local forces which shape its implementation and make each EME program highly context dependent. Therefore, as Emma Dafouz and Ute Smit point out in the introduction to their new book, ROAD-MAPPING English Medium Education in the Internationalised University, it is “very difficult to draw meaningful conclusions about what can be labelled ‘good’ or ‘successful’” EME across sites (4). They emphasise the need for a holistic, but flexible, approach to analyzing this global phenomenon.

Dafouz and Smit first introduced us to their ROAD-MAPPING framework for conceptualising the educational realities of EME in their 2016 paper “Towards a dynamic conceptual framework for English-medium education in multilingual university settings” in

the journal *Applied Linguistics*. Readers have since then likely been eager for a more in-depth explanation of the framework's theoretical basis and practical uses and, in this regard, Dafouz and Smit's new book does not disappoint. It will appeal to those that research, plan, manage and teach EME at the tertiary level. And, specifically relevant to this special issue journal on English-medium instruction (EMI) teacher training, it includes an account of how the ROAD-MAPPING framework can be applied to inform teacher professional development programmes.

Although grounded in the field of applied linguistics, the ROAD-MAPPING framework, and therefore also this book, encourages discussion across disciplinary boundaries among all of those involved in EME in universities. This is reflected in the authors' use of terminology. They promote the use of the term English-medium education in multilingual university settings (EMEMUS) and its shortened form EME rather than the (up until now) more common EMI (see e.g., Macaro 2018; Murata 2019). Dafouz and Smit explain that EMEMUS is conceptually broad, encompassing "diverse research agendas, pedagogical approaches and different types of education", and that by referring to education rather than instruction, it does not prioritize teaching over learning. The term focuses attention on higher education and also deemphasises English, recognising that despite its use in teaching, English sits alongside other languages (3). As a researcher who does not always want to address the "instruction" part of EMI, I hope that the comprehensive discussion of EMEMUS in this book encourages widespread usage of the term.

After an introduction to EME, the book is divided into two main parts: Chapters 2 and 3 form "Conceptualisations", comprising a series of vignettes showcasing EME and an updated account of the ROAD-MAPPING framework. Chapters 4 and 5 focus on the practical "Applications" of the framework, detailing how it may be used by researchers and policy developers. The book is rounded out with a short concluding chapter that summarises its main themes and comments on the framework's strengths and limitations before suggesting areas for further research using ROAD-MAPPING. As the book's core focus—ROAD-MAPPING—is not discussed until chapter three, researchers familiar with current EMEMUS literature who wish to learn how to effectively use the framework might want to begin their reading there.

Chapter 2 begins with six qualitative descriptions which aim to illustrate the complexities and situatedness of EMEMUS. Specifically, the chapter looks at EME at the University of Stockholm (Sweden), the University of Maastricht (The Netherlands), The University of the Basque Country (Spain), Zayed University (United Arab Emirates), Waseda University (Japan), and North University (Columbia). The case studies provide an interesting window into the realities of

EME, however, scholars familiar with the EMI and CLIL (content and language integrated learning) literature will have seen this content before. While the authors are careful to emphasise that the case studies are not representative of their respective country or continent, they are organized by region on the page. This may give readers the impression that the EME practices of these higher education institutions (HEIs) are somewhat typical of their locality, when in fact the cases are, for the most part, unique in their EME practices. A showcasing of EME in lesser known HEIs more illustrative of their regions would have provided a fresher dimension to the book. The second part of the chapter widens its view to consider common top-down reasons for implementing EME around the world and again draws attention to the multiplicities surrounding EMEMUS. The slightly confusing organization of Chapter 2, however, does serve a purpose. The diversity highlighted in the chapter makes a solid argument for the need of a theoretical framework to help systemize characterizations of EMEMUS.

Chapter 3 delves into the ROAD-MAPPING framework in detail. After outlining the framework's theoretical anchoring, the chapter allows two pages for each elaboration of its six dimensions: roles of English (RO), academic disciplines (AD), (language) management (M), agents (A), practices and processes (PP), and internationalisation and glocalisation (ING). Dafouz and Smit use the case study examples presented in the previous chapter to illustrate each dimension. For example, they mention the roles that English plays vis-à-vis Spanish and Basque as mediums of instruction at the University of the Basque Country. It is useful to the reader to have these concrete case studies on which to hang the theory. The dimensions are well-described, and the working definitions provided in the table on page 60 are a particularly useful reference. However, as a user of the framework, I would have liked to have seen explicit comment on the updates to each dimension as compared to when it was introduced in Dafouz and Smit, 2016.

With Chapter 4, the book shifts focus to examine the practical applications and show the research potential of ROAD-MAPPING. The chapter very usefully provides insights into how the framework was used in the research processes of three studies which employed it as a conceptual framework, to analyze data, and to present and discuss findings. Dafouz and Smit state that "by letting readers look behind the research scene...it will be easier to judge for which research purposes ROAD-MAPPING can be used" (76). The chapter successfully enables this. It includes clear figures and code book information which capture the way past studies have utilized the framework in a way that text alone cannot. The final, fourth study showcased in this chapter is one that was carried out before ROAD-MAPPING was created. The framework is applied a posteriori to demonstrate how ROAD-MAPPING can bring to light contextual factors that might otherwise be

overlooked when interpreting findings. Doctoral students may find this chapter particularly valuable as it functions somewhat as a ‘how to’ guide.

In Chapter 5, the authors explore the use of the ROAD-MAPPING framework to inform managerial and policy decisions in EMEMUS. Dafouz and Smit present three cases studies to exemplify the use of ROAD-MAPPING at the institutional (Complutense University of Madrid), national (Japan) and continental level (EQUiiP project in six European countries). As with Chapter 2, the authors are not experts in all of the cases, therefore the reader must take care to read each case as an example of how ROAD-MAPPING can be applied, and not to inform themselves of the current situation in each context. Much of the chapter discusses the EQUiiP (Educational Quality at Universities for inclusive international Programmes) teacher education project. Readers interested in the topic of this special issue journal—teacher training for EMI—may find this section particularly useful as gives extensive background on the project. The section highlights educational developers as key agents in EMEMUS and shows how ROAD-MAPPING can be used to identify areas that might require pedagogical attention in teacher education programmes.

In the concluding chapter, Dafouz and Smit summarise their framework’s functions: as an analytical tool, as a method for drawing attention to language-related issues outside of the language classroom, and as mechanism to inform action in EMEMUS. They suggest ways in which ROAD-MAPPING may be used in further research and encourage conversations among EME stakeholders from different disciplinary backgrounds. The interdisciplinary potential of ROAD-MAPPING is, in my opinion, the greatest strength of the framework. EME does not belong to applied linguists, its stakeholders reside in all areas of the international university. Therefore, it is important that we are able to systematize and discuss EME in a way that encompasses its many facets. ROAD-MAPPING enables this, allowing its users to approach EME from their own perspective, while keeping “all dimensions in view” (140). This book offers an excellent explanation of ROAD-MAPPING, its theoretical underpinnings and its practical applications.

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