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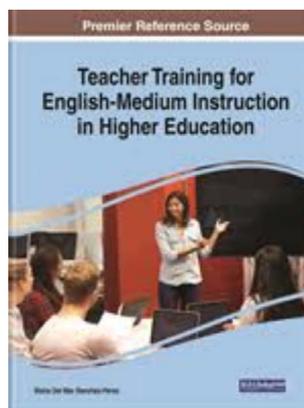
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In recent years, we have witnessed how English has achieved a privileged role in higher education (HE) contexts, moving from a foreign language (e.g., ESP, EAP) to a language of instruction to teach academic subjects in non-Anglophone countries (Dearden 2015; Macaro 2018; Dafouz and Smit 2019). As English-medium programs (EMI) become more and more popular in HE institutions, new pedagogical and methodological challenges are being posed to content teachers. Teaching in EMI does not only involve using English as the language of instruction; it involves the implementation of specific pedagogies and methodologies to successfully teach in these internationalised classrooms. To best support content teachers with this new scenario, it is necessary to design specific training programs that address their actual needs (e.g., interactional competence, material design), beyond language proficiency, and thus equip them to effectively deal with EMI teaching.

EMI teacher training is a novel research topic that is increasingly gaining prominence and giving rise to a number of publications, as the topic of this special issue. A recent contribution to the area of EMI teacher training is the edited volume reviewed here, i.e., *Teacher Training for English-Medium Instruction in Higher Education*. This edited volume represents a much-needed scholarly source that centers on current trends in EMI training from theoretical, pedagogical/methodological, and empirical perspectives. Specifically, it consists of a compilation of 18 chapters that are divided into three main sections: 1) theoretical perspectives and approaches to teacher training for EMI in HE (3 chapters); 2) case studies and proposals for teacher training in EMI university contexts (9 chapters); and 3) innovative teaching techniques, resources, and materials (6 chapters).

The first part discusses from theoretical and research perspectives different approaches and frameworks to design and implement EMI teacher training programs in HE. In Chapter 1, Fortanet-Gómez, based on experience in pre-service and in-service teacher training for EMI at Universitat Jaume I (Spain), proposes some guidelines for effective teacher training and suggests that training should embrace classroom discourse, pedagogy and didactics, as well as multilingualism and multiculturalism that characterize EMI contexts. In Chapter 2, Sánchez-García and Dafouz, drawing on the European Erasmus+ project “Educational Quality at Universities for Inclusive International Programmes” (EQUiiP), discuss implications for continuous professional development in HE and the role educational developers play. Following this trend, Chapter 3, written by Rubió-Alcalá and Mallorquín, presents a framework for designing teacher training programs based on specific indicators (i.e., dimension: language, methodology and emotion).

The second part of this edited volume presents a series of studies that report on case studies and provide practical applications for teacher training in HE institutions located in several countries, i.e., Spain, Sweden, Mexico, and Brazil. In Chapter 4, Valcke and Båge present an EMI training course developed at Karolinska Institutet (Sweden) to equip teachers for international classrooms and discuss how both teachers and education developers understand their shifting roles and profiles. In Chapter 5, Llinares and Mendikoetxea report on a case study carried out at Universidad Autónoma de Madrid (Spain) to show how reflective practices on classroom interaction may make teachers become aware of what language aspects are necessary for them to construct interactive discourse in the EMI classroom. Chapter 6, written by Diaz, reports on the potential of a set of research-informed indicators (Key Development Indicator matrix) to support the introduction of EMI programs at Universidad de Guadalajara

(Mexico). Martínez and Fernandes, in Chapter 7, discuss the development of an EMI training course purposely designed to meet the needs of teachers at Universidade Federal do Paraná (Brazil). In Chapter 8, Aguilar-Pérez and Arnó-Macià, drawing on a quantitative and qualitative analysis of classroom practices in EMI and L1 delivered by the same teacher at Universitat Politècnica de Catalunya (Spain), discuss what characterizes effective EMI lecturing. Chapter 9, written by Escobar, describes the process followed by a group of EMI instructors at Universitat Autònoma de Barcelona (Spain) to collaboratively design a planning tool to organize their teaching and foster students' professional competence and their communicative competence in English. Méndez-García and Luque, in Chapter 10, explore EMI teachers' perceptions on their teaching methodology at Universidad de Jaén (Spain) and describe research-informed implications for EMI teacher training. In Chapter 11, Zayas and Estrada, drawing on teachers' data collected at Universidad de Cádiz (Spain) by means of questionnaires and focus groups, discuss some recommendations and solutions for EMI teacher training in terms of language and methodological issues. Contero, in Chapter 12, addresses teachers' attitudes towards the implementation of EMI programs at Universidad de Cádiz (Spain) and discusses a teacher training proposal to best support EMI teachers.

The third part of this edited volume lays out some innovative techniques, resources, and materials that may be used in the EMI classroom. In Chapter 13, Salaberri and Sánchez-Pérez describe the potential of using job shadowing as a training tool to deal with bilingual professional skills, knowledge and competences through observation, action, and reflection. Chapter 14, written by Ávila-López, discusses some criteria to design and develop materials for EMI taking into consideration research on content and language integrated learning. Pimentel-Velázquez and Pavón-Vázquez, in Chapter 15, report on the importance of the pedagogical dimension, the role materials play in that dimension as well as some criteria for material development. Chapter 16, by Andujar, discloses the potential of the flipped classroom model for the EMI classroom as a way to foster students' active communication and collaborative work. Rivera-Trigueros and Sánchez-Pérez, in Chapter 17, argue for the introduction of gamification in the EMI classroom to facilitate learning and propose some guidelines to its effective implementation. Finally, Chapter 18, written by Ruiz, proposes a framework to design and adapt materials making use of digital affordances.

To sum up, this edited volume, through the different chapters, offers practical recommendations for EMI teacher training, reports on various case studies and university experiences in varied contexts, and discusses the role of materials and classroom innovation. Essentially, a major strength of the book reviewed here is

the novelty and singularity of the cutting-edge topics in EMI teacher training. The volume also shows strong coherence: it is wisely divided into three sections, and each section offers theoretically-grounded chapters. The contributions in the first section can shed some light on the design of EMI teacher training programs that clearly will benefit EMI trainers. Then, the case studies and experiences reported in the second section may inspire other researchers interested in carrying out research on EMI teacher training. Finally, the last part could be valuable for both trainers and content teachers interested in designing materials and bringing innovation to the EMI classroom.

This book demonstrates that there has been a special interest in EMI teacher training research, especially by Spanish academics, which is something that should be recognized and welcomed. Although, it may be argued that a more international perspective rather than a nearly exclusive Spanish one would have been more appropriate, this volume has put Spanish EMI teacher training research at the forefront.

Moreover, it may be assumed that most of these studies can be extended and applied to other contexts. There is no doubt that this edited volume is a valuable addition to the field of EMI teacher training. It tries to fill the gap of research on EMI training by offering a compilation of chapters dealing with pedagogical and methodological issues, case studies, and practical applications. This volume will be surely welcomed by researchers in EMI teacher training, as well as by university stakeholders such as teachers (content and language), trainers, and managers.

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