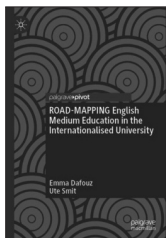# Book Reviews

ROAD-MAPPING English Medium Education in the Internationalised University

Emma Dafouz, Ute Smit
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No one living in the current age can ignore the phenomenon of internationalisation of education that has been growing unstoppably during the last decades. In this respect, universities are among the first institutions where this process started centuries ago and has now been greatly intensified. Lyngstad (2007: 3) defines university internationalisation as "the attempts of higher education institutions to integrate intentionally an international and intercultural dimension into the teaching, research and service function of the institution". If we want internationalisation to be a reality instead of a mere attempt, all university members (professors, students, administrative staff and policy makers) should collaborate together in order to involve every area of activity (teaching, research, learning, administration and policy) to make this possible.

Despite all the research on the internationalisation of HE, the complexity of its success requires a model, holistic and flexible at the same level, that comprises all the issues involved in internationalisation and all the participants that play a role in it. In this context, Dafouz and Smit first presented ROAD-MAPPING for conceptualising this reality in their paper "Towards a dynamic conceptual framework for English-medium education in multilingual university settings" in 2016. Since then, their framework has been applied to several international higher education institutions, which has provided them with the opportunity of illustrating ROAD-MAPPING through real examples. Moreover, as emphasised by the authors, the applied linguistic nature of their framework is an advantage for a "real world problem in which language is its central issue" (Brumfit, 1997: 93, as cited in Dafouz and Smit, 2020: 3).

In the introductory chapter of the book, some of the labels that are commonly used in the academic research on internationalisation of higher education are defined. Since the main concern of most previous studies in the field of applied linguistics has been Englishisation, the terms English Medium Instruction (EMI) and Integrating Content and Language in Higher Education (ILCHE) are briefly discussed. The authors suggest an alternative term that goes beyond the more generally used EMI and propose English-Medium Education in Multilingual University Settings (EMEMUS, EME henceforth, for short). EME works as a comprehensive tool that integrates an ample variety of research agendas and pedagogical approaches and comprises diverse types of education. The combination of instruction and learning, without prioritising any of them, is one of EME's greatest strengths. The notion of multilingualism is also understood in a wider sense, since English works jointly with other languages, and thus is not treated as just an additional language.

After the introduction, the book is divided into two main interconnected sections. The first one (chapters 2 and 3) includes the most theoretical aspects, conceptualising the realities of EME and explaining ROAD-MAPPING and all its dimensions. The second section (chapters 4 and 5) is focused on the most practical applications of the framework. In the final chapter, the book concludes by mentioning the limitations of the model and further avenues for research.

More specifically, in order to conceptualise EME, the second chapter of the book describes the situation of six universities from several parts of the world and in different socioeconomic conditions to emphasise the diversity of contexts to which EME can be applied. The authors firstly reiterate that EME does not work only in Europe, but in any country belonging to Kachru's (1985) Expanding Circle, in which the Middle East and North Africa, Asia and Latin America are included. However, their spotlight is on English-medium education in places that already enjoy well-established higher educational systems (Smit & Dafouz, 2012: 2). This clarification helps the reader to focus on a particular context, since English has significant value in many countries in which applying EME would be very ambitious for socioeconomic and cultural reasons. The universities that are explored belong to Sweden, The Netherlands, Spain and, out of Europe, to United Arab Emirates, Japan and Colombia. They represent a wide variety of diverse conditions; they have public and private investors, the level of English among students and staff is diversified, and the ways of

approaching the resulting problems vary according to the needs of each institution.

The third chapter presents the theoretical background and develops ROAD-MAPPING in depth. The six dimensions of the framework (Roles of English, Academic Disciplines, (Language) Management, Agents, Practices and Policies and Internationalisation and Glocalisation), all of them connected by discourse, are also defined in this chapter. Even though the authors assure that the essence of the model remains almost unchanged since its release in 2016, they succeed in providing a more detailed perspective of ROAD-MAPPING that overcomes its complexity by using working definitions that can come in handy for researchers.

After reviewing the theoretical dimensions of the framework, chapter 4 foregrounds how ROAD-MAPPING can be applied to different areas through the description of four studies. The first two are focused on participants' expectations and evaluations of EME, and the next two on applied linguistics discussions. It should be noted that the last study was carried out before ROAD-MAPPING was released, which demonstrates its practicality to reinterpret the results obtained from previous analyses. All these investigations prove the flexibility of the framework that is easily adaptable to any context that can be found in higher education institutions. At the end of this chapter Dafouz and Smit acknowledge the complexity of ROAD-MAPPING and the possible overlapping between its dimensions owing to lack of clear taxonomic hierarchies. Nevertheless, these "boundaries" will most probably be set when the framework is put into practice. This is the reason why the authors encourage stakeholders involved in internationalisation to apply their model.

Chapter 5 may be the most practical, especially for the university staff engaged in the process of internationalisation. The intent of this chapter is to explain the applications of ROAD-MAPPING to managerial and policy issues of higher education institutions by providing real examples. To this end, the situation of a Spanish university at the institutional level is described. To illustrate the framework at the national level, a reflection is provided on how agents have traditionally perceived internationalisation in two main settings: Japan, on the one hand, and a transnational EU project, known as EQUiiP (*Educational Quality at Universities for Inclusive International Programmes*), on the other. Seven European universities representing a wide range of scenarios to which the framework can be applied participated in this project. Attention

should be drawn to the figure of the Educational Developer, who plays an essential role as a mentor to make internationalisation a successful reality. Some practical activities are also included in this chapter in order to guide and motivate future "internationalisers".

The sixth and last chapter summarises concisely the content of the book and draws some conclusions reviewing the strengths and weaknesses of the framework. Lastly, the authors put forward several dimensions of ROAD-MAPPING that are under-investigated and encourage researchers, educators and policy-makers to apply it and test it for its improvement.

As a researcher engaged in EME, I found the honest and clear inclusion of the downsides of using English as a vehicle for education one of the strongest assets of the book. Furthermore, some aspects that were overlooked by other approaches have room in this model. For instance, it is worth mentioning the risk of taking Anglocentric perspectives and Westernising all educational systems, since it may lead to the loss of language and identity diversity.

As a conclusion, Dafouz and Smit's book is extremely valuable in shedding light on what English-Medium Education in Multilingual University Settings is. Moreover, it illustrates the diversity of EME the world over. This innovative framework serves as a guideline for everyone involved in the phenomenon of internationalisation of HE to make it real.

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