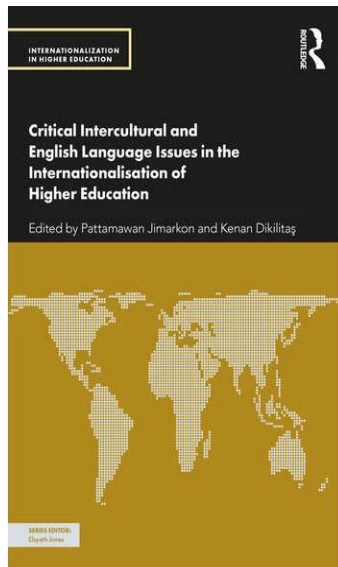




BOOK REVIEW

Jimarkon, P., & Dikilitas, K. (Eds.). (2025). *Critical intercultural and English language issues in the internationalisation of higher education*. Routledge.

DOI: <https://doi.org/10.4324/9781003368793>

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Critical Intercultural and English Language Issues in the Internationalization of Higher Education is a compendium of voices that reflect the dynamics of the English we speak today. The contents revolve around such concepts as multilingualism, translanguaging, EMI, cross-cultural interactions, and English language policy. The mission of this manuscript is to convince the interested reader that English is neither monolithic nor monolingual-cultural. It is a tool to bring out unity among diversity, as it were.

The manuscript contains descriptions and discussions—some grounded in empirical data, others in academic argument—that dominate the discourse of globalization and interculturality in contemporary higher education. For example, the concept of translanguaging is scrutinized from both research evidence and classroom-based observations. This encourages the reader to think critically about the whys and wherefores of the concept. Simultaneously, the promotion of English as the global lingua franca is explored to shed light on the roles of English in cross-cultural interactions. In this regard, the reader is invited to weigh in on whether and the extent to which international study programs in Thailand are successful, given the increasing role of English.

Equally important, those keenly interested in narratives will gain a better understanding of a chapter focusing on the politics of English language inequality within higher education. The reader is challenged to rethink the roles of native and the so-called non-native speakers of English in higher education. International higher education almost automatically involves the competing or conflicting concept of native vs. non-native speakers. The chapter author fervently encourages us all to “decolonize” the English curriculum. This call for the decolonization of the English curriculum emphasizes the increasing role that the non-native English speakers play in steering the direction in which contemporary English is headed.

Politics aside, another chapter revolves around intercultural communicative competence development in language teacher education. The authors argue for cultural

diversity and intercultural awareness in English language use in international higher education. Chief among the research findings is the liberation afforded to teachers who assume a proactive role in English instruction. What is of utmost importance in this regard is "... a more inclusive and globally engaged environment in initial teacher education" (p. 178). To this end, the authors call for effective strategies and support systems for prospective teachers.

While politics in language pedagogy cannot be overlooked, another chapter brings to the table a long-overdue discussion on the extent to which Global Englishes and English-medium instruction (EMI) should be implemented in the EFL classroom. The authors legitimize the increasingly important role of Global Englishes at the tertiary level, yet they caution against the uncritical adoption of this linguistic innovation in the classroom. For they realize that the EFL classroom must provide learners with the highest-quality English. Any whimsical attempt to include GE would be tantamount to putting a cart before the horse. In light of this, the authors emphasize the necessity of encouraging both learners and teachers to exercise discernment when embracing linguistic innovation.

Linguistic innovation begets linguistic and intercultural complexities, an issue rightly discussed in the last chapter. Here the authors focus on maintaining a balanced perspective on the internationalization of higher education. This creates an opportunity for all stakeholders to explore the use of English in the international milieu. In this regard, the essence of the book is properly embraced. In short, the chapters' authors ideate thoughtfully, offering stimulating arguments and perceptive points worthy of consideration.

About the Reviewer

Saksit Saengboon is a part-time instructor at the AIT Language Center, Asian Institute of Technology (AIT) in Thailand. His research focuses on TESOL and qualitative studies in language education.