

Although this research was conducted prior to Covid-19 and does not explore the pandemic's effects on distance education, this paper is an important read for language educators. For educators who may be at odds with school administrators regarding the legally required educational services for DLLs/ELLs with disabilities, this paper opens the door to conversation about complying with special education *and* English language education laws.

Educational equity for DLLs/ELLs with disabilities is my academic and research focus. I strive to promote equitable practices in public schools for DLLs/ELLs with disabilities. Due to the misunderstanding and misinterpretation of laws regarding this group of culturally and linguistically exceptional learners, their needs are often left unmet resulting in inequities in their education.

Understanding how Disability scholars, Critical Race Theorists, and academic equity researchers have come together to make a framework for DLLs/ELLs with

disabilities helps me in my practice to recognize how my students are multiply marginalized and what this means for their educational journey. How are students perceived in the school system as both racial, linguistic, and disabled minorities? Are any of their identities being overlooked? Are we giving students adequate space to recognize their own intersectionalities? Are we as English educators providing space to talk about disability and what it means to be multiply marginalized?

Reading this article helped me reflect on my own classroom practices and how I “label” my students. Understanding the struggles other educators and administrators have faced while trying to obtain equitable education for exceptional DLLs/ELLs and reflecting on my own experience has helped me recognize that I am not alone in this work. Using the DisCrit framework to come together as educators to demand equitable education and treatment for our disabled DLLs/ELLs is social justice in action.



Jackie Otting is a K-6 ELL teacher and formerly a Chinese teacher for the Iowa Department of Education. She is a curriculum and research consultant for an English language learning app for elementary students. Her research focuses on teachers' feelings of efficacy and preparedness for teaching DLLs/ELLs with disabilities. She is currently pursuing a Master of Education in Learning Sciences and Human Development with a graduate certificate in Disability Studies at the University of Washington in Seattle, WA. You can contact her at jacqueline.otting@gmail.com.

Book Introduction: *Student Motivation in English-Medium Instruction: Empirical Studies in a Japanese University*

introduced by Naoko Kojima

Kojima, N. (2021). *Student motivation in English-medium instruction: Empirical studies in a Japanese university*, Routledge.

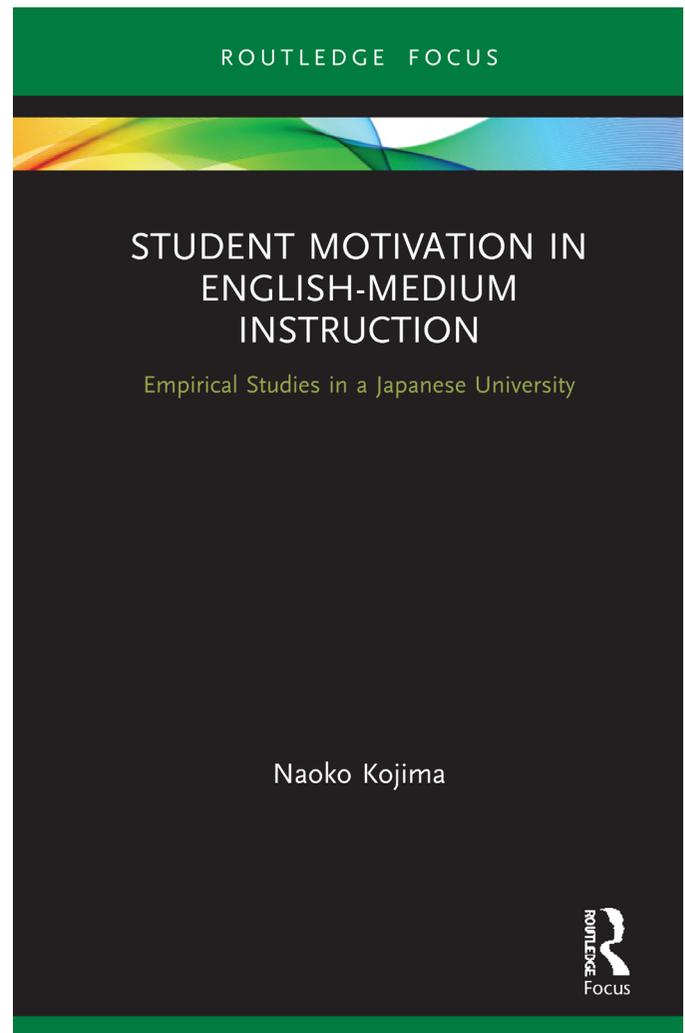
Student Motivation in English-Medium Instruction: Empirical Studies in a Japanese University aims to (a) understand the current situation and problems of English-medium instruction (hereinafter, EMI) classrooms and (b) design and implement a series of pedagogical interventions to overcome these problems. I believe this book will be extremely beneficial to disciplinary instructors and administrators of EMI

programs, as well as to educators and researchers who are involved with EMI and language education. I decided to write this book when I witnessed EMI disciplinary instructors “teaching” their classes in a one-way lecture style but blaming Japanese students’ lack of motivation and low English proficiency for the failure of EMI in Japanese universities. I tried to show that language learners must not be underestimated and that they can

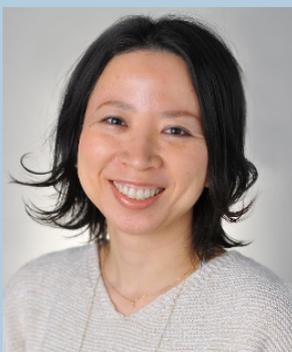
be motivated if they have instructors who can teach in a more student-centered manner.

The book has seven chapters. Chapter 1, the introduction, includes the definition of EMI, describes the rapid expansion of EMI, and provides the overview of the book. Chapter 2 provides a literature review focusing on self-determination theory as the main theoretical framework. Chapter 3 reports a quantitative study to investigate what EMI motivation is, and Chapter 4 includes a qualitative study to uncover how Japanese students feel in EMI classrooms. The studies found that students are suffering from feeling incompetent, ignored, and isolated in current EMI classrooms, causing a loss of motivation. Thus, a series of pedagogical interventions was carried out to change motivational orientation. For example, Japanese students were assigned to small groups with international students in class, and online discussion forums were applied in both English and Japanese outside of class time to help them experience a sense of acceptance, belonging, and growth. Chapter 5 (quantitative study) and Chapter 6 (qualitative study) examine the impacts of the series of pedagogical interventions, followed by Chapter 7, the conclusion. I found that students need language instruction in EMI classrooms in addition to taking English-language courses beforehand. In other words, this book claims that merely conducting classes in English does not help students improve their English proficiency. Thus, scaffolding and making classrooms interactive, which are second nature to language instructors, are now also essential in EMI classrooms to sustain and enhance student motivation. I hope that you will read the book to learn further details.

Observing EMI classrooms reminded me of the Japanese “teachers” in school who told me that I was not good enough to study abroad. Fortunately, I did study abroad and met teachers and mentors at Gonzaga University in Spokane who never underestimated my potential and



inspired me to become a language teacher. When I saw the harsh learning environment for Japanese students in EMI, I knew it was my turn to let them know that they were important individuals full of potential. I hope this book helps transform EMI into a place where students can communicate with other students from diverse backgrounds, read texts written from multiple perspectives, and broaden their minds through learning experiences with authentic English.



Naoko Kojima is Associate Professor of Applied Linguistics and Intercultural Communication at Ritsumeikan University, Osaka, Japan. She attended Gonzaga University in 2003 as an exchange student, and from 2008 to 2010 as an MA/TESOL student. She began her teaching career working as a teaching assistant and graduate assistant at Gonzaga University for about a year. Since then, she has been teaching English to Japanese students in several universities in Japan. In addition to her teaching experiences, she holds a Ph.D. in applied linguistics from Kansai University, Osaka, Japan and worked as a visiting researcher in Japanese universities from 2014 to 2019. Currently, she teaches English and intercultural communication to students from all over the world such as China, Vietnam, and India. You can contact her at nkojima@fc.ritsumei.ac.jp.