**ENGLISH AS A MEDIUM OF INSTRUCTION: SELECTED REFERENCES**

**(Last updated 10 September 2022)**

Aguilar, M. (2017). Engineering lecturers’ views on CLIL and EMI. *International Journal of Bilingual Education and Bilingualism, 20*, 722–735.

Airey, J. (2004). Can you teach it in English? Aspects of the language choice debate in Swedish higher education. In R. Wilkinson (Ed.), *Integrating content and language: Meeting the challenge of a multilingual higher education* (pp. 97–108). Masstricht University Press.

Airey, J. (2009). *Science, language, and literacy: Case studies of learning in Swedish university physics*. Acta Universitatis Upsaliensis.

Airey, J. (2011). The disciplinary literacy discussion matrix: A heuristic tool for initiating collaboration in higher education. *Across the Disciplines*, *8*(3). [http://wac.colostate.edu/atd/clil/airey.cfm](javascript:OpenPage('http://wac.colostate.edu/atd/clil/airey.cfm'))

Airey, J. (2011). The relationship between teaching language and student learning in Swedish university physics. In B. Priesler, I. Klitgård & A. H. Fabricius (Eds.), *Language and learning in the international university: From English uniformity to diversity and hybridity* (pp. 3-18). Multilingual Matters.

Airey, J. (2011). Talking about teaching in English: Swedish university lecturers’ experiences of changing teaching language. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)*, 22, 35–54.

Airey, J. (2012). “I don’t teach language.” The linguistic attitudes of physics lecturers in Sweden. In U. Smit & E. Dafouz (Eds.), *Integrating content and language in higher education: Gaining insights into English-medium instruction at European universities (AILA, 25)* (pp. 64-79). John Benjamins.

Airey, J. (2013). “I don’t teach language.” The linguistic attitudes of physics lecturers in Sweden. *AILA Review*, *25*, 64–79.

Airey, J. (2015). From stimulated recall to disciplinary literacy: Summarizing ten years of research into teaching and learning in English. In S. Dimova, A. K. Hultgren, C. Jensen (Eds.), *English-medium instruction in European higher education* (pp. 157-176). De Gruyter Mouton.

Airey, J., Lauridsen, K. M., Räsänen, A., Salö, L., & Schwach, V. (2017). The expansion of English-medium instruction in the Nordic countries: Can top-down university language policies encourage bottom-up disciplinary literacy goals?. *Higher education*, *73*(4), 561-576.

Airey, J., & Linder, C. (2006). Language and the experience of learning university physics in Sweden. *European Journal of Physics*, *27*(3), 553-560.

Airey, J., & Linder, C. (2009). A disciplinary discourse perspective on university science learning: Achieving fluency in a critical constellation of modes. *Journal of Research in Science Teaching*, *46*(1), 27–49.

Aizawa, I., Rose, H., Thompson, G., & Curle. S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction program. *Language Teaching Research*.<https://doi.org/10.1177/1362168820965510>

Ali, N. L. (2013). A changing paradigm in language planning: English-medium instruction policy at the tertiary level in Malaysia. *Current Issues in Language Planning, 14*(1), 73-92. <https://doi.org/10.1080/14664208.2013.775543>

Alenezi, A. (2010). Students’ language attitude towards using code-switching as a medium of instruction in the college of health sciences: An exploratory study. *Annual Review of Education, Communication and Language Sciences, 7*, 1-22.

Alidou, H. (2004). Medium of instruction in post-colonial Africa. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 195-215). Lawrence Erlbaum.

Allison, D. (1987). Distinguishing ‘language’ from ‘content’ in English-medium education. *ILE Journal, 3,* 7-15.

Altay, M. (2020). The implications of EMI education for graduates’ employment conditions. *Kocaeli University Journal of Social Sciences Institutes*, *2*(40), 109-120.

Altay, M., & Erçin, N. (2020). Uncovering the reflections of English Medium Instruction in engineering graduates' career. *Sakarya University Journal of Education*, *10*(3), 577-588.

Ammon, U. (Ed.). (2001). *The dominance of English as a language of science.*  Mouton De Gruyter.

Ammon, U., & McConnel, G. (2002). *English as an academic language in Europe*. Peter Lang.

An, J., Macaro, E., & Childs, A. (2019). Language focused episodes by monolingual teachers in English Medium Instruction science lessons. *Journal of Immersion and Content-Based Language Education*, *7*(2), 166-191.

Annamalai, E. (2004). Medium of power: The question of English in Education in India. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 177-194). Lawrence Erlbaum.

Aslan, M. (2018). The debate on English-medium instruction and globalization in the Turkish context: A sociopolitical perspective. *Journal of Multilingual and Multicultural Development*, *39*(7), 602-616.

Azeem, M., & Daleure, G. (2022). Teaching and learning post-secondary content through non-native language in the United Arab Emirates (UAE). In C. Coombe, L. Hiasat, & G. Daleure (Eds.), *English language and general studies education in the United Arab Emirates: Theoretical, empirical and practical perspectives* (pp. 207-222). Springer.

Ball, P., & Lindsay, D. (2013). Language demands and support for English-medium instruction in tertiary education. Learning from a specific context. In A. Doiz, D. Lasagabaster & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 44–64). Multilingual Matters.

Balla, J., & Pennington, M. C. (1996). The perception of English-medium instruction by tertiary-level vocational students in Hong Kong. *Education Journal*, *24*(1), 131–154.

Barnard, R. (2014). English medium instruction in Asian universities: Some concerns and a suggested approach to dual-medium instruction. *Indonesian Journal of Applied Linguistics*, *4*(1), 10-22.

Barnard, R.. & McLellan, J. (2013). *Codeswitching in university English-medium classes: Asian perspectives*. Multilingual Matters.

Barrios, E., López-Gutiérrez, A., & Lechuga, C. (2016). Facing challenges in English Medium Instruction through engaging in an innovation project. *Procedia-Social and Behavioral Sciences*, *228*, 209-214.

Basturkmen, H. (2018). Dealing with language issues during subject teaching in EMI: The perspectives of two accounting lecturers. *TESOL Quarterly*, *52*(3), 692-700.

Belhiah, H., & Elhami, M. (2015). Special issue: English as a medium of instruction in the Gulf: When students and teachers speak. *Language Policy*, *14*(1), 3-23.

Benson, C. (2008). Summary overview: Mother tongue-based education in multi-lingual contexts. In C. Haddad (Ed.), *Improving the quality of mother tongue-based literacy and learning: Case studies from Asia, Africa and South America* (pp. 2–11). UNESCO.

Bhattacharya, U. (2013). Mediating inequalities: Exploring English-medium instruction in a suburban Indian village school. *Current Issues in Language Planning, 14*(1), 164–184. doi: 10.1080/14664208.2013.791236

Biggs, J. B. (1990). Effects of language medium of instruction on approaches to learning. *Educational Research Journal, 5*, 18-28.

Björkman , B. (2008).‘So where we are’: Spoken lingua franca English at a Swedish technical university. *English Today*, *24*(2), 11-17.

Björkman , B. (2008). English as the lingua franca of Engineering: The morphosyntax of academic speech events. *Nordic Journal of English Studies,* 7(3), 103-122.

Björkman, B. (2010). So you think you can ELF:English as a lingua franca as the medium of instruction. *Hermes – Journal of Language and Communication Studies, 45,* 77-91. http://download2.hermes.asb.dk/archive/download/Hermes-45-bj%C3%B6rkman.pdf

Björkman, B. (2011). English as a lingua franca in higher education: Implications for EAP. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)*, *22*, 79–100.

Bjørkman, B. (2011). Pragmatic strategies in English as an academic lingua franca: Ways of achieving communicative effectiveness? *Journal of Pragmatics*, *43*, 950-964.

Blair, A., Haneda, M., & Bose, F. N. (2018). Reimagining English-medium instructional settings as sites of multilingual and multimodal meaning making. *TESOL Quarterly*, *52*(3), 516–539. https://doi.org/10.1002/tesq.449

Bolton, K., & Kuteeva, M. (2012). English as an academic language at a Swedish university: Parallel language use and the “threat” of English. *Journal of Multilingual and Multicultural Development, 33*(5), 429-447.

Bonacina, F., & Gafarange, J. (2011). ‘Medium of instruction’ vs. ‘medium of classroom interaction’: Language choice in a French complementary school classroom in Scotland. *International Journal of Bilingual Education and Bilingualism, 14*(3), 319–334. doi:10.1080/13670050.2010.502222

Blair, A., Haneda, M., & Bose, F. B. (2018). Reimagining English-medium instructional settings as sites of multilingual and multimodal meaning making. *TESOL Quarterly*, *52*(3), 516-539.

Boyle, E. (1990). Mother-tongue and English-medium education in Hong Kong schools. *Language Issues, 14*(1), 26-29.

British Council (2012). Medium of instruction. Retrieved July 12, 2012, from British Council: <http://www.teachingenglish.org.uk/knowledge-database/medium-instruction>

Brock-Utne, B. (2007). Learning through a familiar language versus learning through a foreign language: A look into some secondary school classrooms in Tanzania. *International Journal of Educational Development 27*(5), 487–498. doi:http://dx.doi.org/10.1016/j. ijedudev.2006.10.004

Bruce, N. (1990). EL2-medium education in a largely monolingual society: The case of Hong Kong. *Hong Kong Papers in Linguistics and Language Teaching, 13*, 9-23.

Bui, T. T. N., & Nguyen, H. T. M. (2016). Standardizing English for educational and socio-economic betterment - A critical analysis of English language policy reforms in Vietnam. In R. Kirkpatrick (Ed.), *English Language Education Policy in Asia* (pp. 363-388): Springer.

Byun, K., Chu, H., Minjung, K., Park, I., Kim, S., & Jung, J. (2011). English-medium teaching in Korean higher education: Policy debates and reality. *Higher Education, 62*, 431-449.

Cancino, R., Dam, L., & Jæger, K. (Eds.). (2011). *Policies, principles, practices: New directions in foreign language education in the era of educational globalization*. Cambridge Scholars Publishing.

Carroll, B. J. (1961). English as a medium of instruction. *Educational Review*, *14*(1), 54-63.

Carroll-Boegh, A. (2005). Internationalisation and teaching through English: A Danish perspective. *Educate*, *5*(2), 19–30.

Chan, J. (1989). Choice of medium of instruction: A challenge for the school in the ‘90s. *New Horizons, 30*, 11-16.

Chang, S. Y. (2021). English medium instruction, English‐enhanced instruction, or English without instruction: The affordances and constraints of linguistically responsive practices in the higher education classroom. *TESOL Quarterly*, *55*(4), 1114-1135.

Chapple, J. (2015). Teaching in English is not necessarily the teaching of English. *International Education Studies, 8*(3), 1-13.

Chou, M. H. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial English‐medium instruction contexts. *TESOL Quarterly*, *52*(3), 611-633.

Clegg, J. (2005). Recognising and countering linguistic disadvantage in English-medium Africa. In H. Coleman, J. Gulyamova & A. Thomas (Eds.), *National development, education and language in Central Asia and beyond* (pp. 78-92). Tashkent, Uzbekistan: British Council. [http://www.fileqube.com/shared/mnMFuBCGU150929 accessed 18 January 2010](http://www.fileqube.com/shared/mnMFuBCGU150929%20accessed%2018%20January%202010).

Clegg, J. (2010). The lure of English medium education. In P. Powell-Davies (Ed.), *Access English EBE symposium: A collection of papers* (pp. 46-62). British Council.

Coleman, H. (2011). Allocating resources for English: The case of Indonesia’s English medium International Standard Schools. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language* (pp. 89-113). British Council.

Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, *39*(1), 1–14.

Coleman, J., Hultgren, K., Li, W., Tsui, C. F. C., & Shaw, P. (2018). Forum on English‐medium instruction. *TESOL Quarterly*, *52*(3), 701-720.

Collins, A. B. (2010). English-medium higher education: Dilemma and problems. *Eurasian Journal of Educational Research, 10*(39), 97-110.

Costa, F. (2012). Focus on form in ICLHE lectures in Italy: Evidence from English-medium science lectures by native speakers of Italian. In U. Smit & E. Dafouz (Eds.), *Integrating content and language in higher education: Gaining insights into English-medium instruction at European universities (AILA, 25)* (pp. 30-47). John Benjamins.

Coxhead, A., &Boutorwick, T. J. (2018). Longitudinal vocabulary development in an EMI international school context: Learners and texts in EAL, maths, and science. *TESOL Quarterly*, *52*(3), 588-610.

Curle, S., Ali, H., Alhassan, A., &. Scatolini, S. S. (Eds.). (2022). *English-medium instruction in higher education in the Middle East and North Africa: Policy, research and pedagogy.* Bloomsbury.

Curle, S., Yuksel, D., Soruç, A., & Altay, M. (2020). Predictors of English medium instruction academic success: English proficiency versus first language medium. *System, 95*, 102378.

Dafouz, E., Hüttner, J., & Smit, U. (2018). New contexts, new challenges for TESOL: Understanding disciplinary reasoning in oral interactions in English-medium instruction. *TESOL Quarterly*, *52*(3), 540-563.

Dahan, L. (2007). English as an international language in the Arabian Gulf: Student and teacher views of the role of culture. In S. Midrij, A. Jendli & A. Selamni (Eds.), *Research in ELT Contexts* (pp. 158-172). TESOL Arabia.

Dalton-Puffer, C. (2012). A postscript on institutional motivations, research concerns and professional implications. In U. Smit & E. Dafouz (Eds.), *Integrating content and language in higher education: Gaining insights into English-medium instruction at European universities (AILA, 25)* (pp. 101-103). John Benjamins.

Daly, P., & Davy, D. (2018). Language boundary-crossing by business school faculty using English as a medium of instruction. *European Journal of International Management*, *12*(1-2), 62-81.

Dang, T. K. A., Nguyen, H. T. M., & Le, T. T. T. (2013). The impacts of globalisation on EFL teacher education through English as a medium of instruction: An example from Vietnam. *Current Issues in Language Planning*, *14*(1), 52-72.

Dearden, J. (2014). *English as a medium of instruction--a growing global phenomenon.* British Council. <https://www.teachingenglish.org.uk>

Didriksen, T. S. (2009). *Engelsk som undervisningssprog på de danske universiteter - en empirisk undersøgelse af danske førsteårsstuderendes holdninger og indgangskompetencer.* Københavnerstudier i Tosprogethed. <http://www.webshophum-en.ku.dk/shop/bind-c1-engelsk-232p.html>

Dimova, S., Hultgren, A. K., & Jensen, C. (Eds.) (2015), *English-medium instruction in European higher education (language and social life, 4*). De Gruyter Mouton.

Dimova, S., & Kling, J. (2018). Assessing English‐medium instruction lecturer language proficiency across disciplines. *TESOL Quarterly*, *52*(3), 634-656.

Do, M. H., & Le, T. D. L. (2017). Content lecturers’ challenges in EMI classroom. *2017*. <https://oapub.org/edu/index.php/ejel/article/view/479/1303>.

Doiz, A., Lasagabaster, D., & Sierra, J. M. (2011). Internationalisation, multilingualism and English-medium instruction. *World Englishes, 30*(3), 345-359. <https://doi.org/10.1111/j.1467-971X.2011.01718.x>

Doiz, A., Lasagabaster, D., & Sierra, J. M. (Eds.). (2012). *English-medium instruction at universities: Global challenges.* Multilingual Matters.

Evans, S. (2002). The medium of instruction in Hong Kong: Policy and practice in the new English and Chinese streams. *Research Papers in Education, 17*(1), 97-120.

Evans, S., & Morrison, B. (2011). The student experience of English-medium higher education in Hong Kong. *Language & Education: An International Journal, 25*(2), 147-162. <https://doi.org/10.1080/09500782.2011.553287>

Findlow, S. (2006). Higher education and linguistic dualism in the Arab Gulf. *British Journal of Sociology of Education, 27*(1), 19-36.

Fortanet-Gomez, I. (2012). Academics’ beliefs about language use and proficiency in Spanish multilingual higher education. In U. Smit & E. Dafouz (Eds.), *Integrating content and language in higher education: Gaining insights into English-medium instruction at European universities (AILA, 25)* (pp. 48-63). John Benjamins.

Galloway, N., & Ruegg, R. (2020). The provision of student support on English Medium Instruction programs in Japan and China. *Journal of English for Academic Purposes, 45*. <https://doi.org/10.1016/j.jeap.2020.100846>

Gan, Z., Stapleton, P., & Yang, C.C.R. (2012). What happens to students’ English after one year of English-medium course study at university? *Applied Language Learning, 25*(1 & 2), 71-91.

Gill, S. K. (2004). Medium-of-instruction policy in higher education in Malaysia: Nationalism versus internationalization. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 135-152). Lawrence Erlbaum.

Goodman, B. A. (2014). Implementing English as a medium of instruction in a Ukrainian university: Challenges, adjustments, and opportunities. *International Journal of Pedagogies and Learning*, *9*(2), 130-141.

Guilherme, M. (2007). English as a global language and education for cosmopolitan citizenship. *Language and Intercultural Communication*, *7*(1), 72–90.

Haberland, H. (2009). English—the language of globalism. *Rask. Internationalt tidsskrift for sprog og kommunikation*, *30*, 17–45.

Hafner, C. A., & Wang, S. H. (2018). Hong Kong learner corpus of legal academic writing in English: A study of boosters as a marked language form in an English‐medium instruction context. *TESOL Quarterly*, *52*(3), 680-691.

Hamid, M. O., Jahan, I., & Islam, M. M. (2013). Medium of instruction policies and language practices, ideologies and institutional divides: Voices of teachers and students in a private university in Bangladesh*. Current Issues in Language Planning, 14*(1), 144–163. doi: 10.1080/14664208.2013.771417

Hamid, M. O., Nguyen, H. T. M., & Baldauf, R. B., Jr. (2013). Medium of instruction in Asia: Context, processes and outcomes. *Current Issues in Language Planning, 14*(1), 1–15. doi: 10.1080/14664208.2013.792130

Harlech-Jones, B. (1990). *You taught me language: The implementation of English as a medium of instruction in Namibia*. Oxford University Press.

Hashimoto, K. (2013). ‘English-only’, but not a medium-of-instruction policy: the Japanese way of internationalising education for both domestic and overseas students. *Current Issues in Language Planning*, *14*(1), 16-33.

Hasirci, B., & Cosgun, G. (2018). Factors affecting students' English proficiency in a Turkish EMI university: A phenomenological study. *International Journal of Curriculum and Instruction*, *10*(1), 95-116.

Hauge, T. (2011). Language excellence - a necessary skill? University lecturers’ dilemmas in teaching content courses in English as an international language. In [R. Cancino](http://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Rita+Cancino%22), [L. Dam](http://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Lotte+Dam%22) & [K. Jæger](http://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Kirsten+J%C3%A6ger%22) (Eds.), *Policies, principles, practices: New directions in foreign language education in the era of educational globalization* (pp. 161-187). Cambridge Scholars Publishing.

Hellekjær, G. O. (2010). Lecture comprehension in English-medium higher education. *Hermes Journal of Language and Communication Studies, 45*, 11–34. <https://doi.org/10.7146/hjlcb.v23i45.97343>

Hellekjær , G. O. (2007). The implementation of undergraduate level English medium programs in Norway: An explorative case study. In R. Wilkinson & V. Zegers (Eds.), *Researching content and language integration in higher education* (pp. 68-81).Valkhof Pers & Maastricht University.

Hellekjær, G. O. (2009). Academic English reading proficiency at the university level: A Norwegian case study. *Reading in a Foreign Language*, *21*(2), 198-222.

Hellekjær, G. O. (2010). Assessing lecture comprehension in Norwegian English-medium higher education. In C. Dalton-Puffer, T. Nikula & U. Smit (Eds.), *Language use and language learning in CLIL classrooms*, *7* (pp. 233-258). John Benjamins.

Hellekjær, G. O., & Westergaard, M. R. (2003). An exploratory survey of content learning though English at Nordic universities. In C. van Leeuwen & R. Wilkinson (Eds.), *Multilingual approaches in university education* (pp. 65-80). Universiteit Maastricht.

Hellekjær, G. O., Wilkinson, R. (2003). Trends in content learning through English at universities: a critical reflection. In C. van Leeuwen, & R. Wilkinson (Eds.), *Multilingual approaches in university education* (pp. 81-102). University of Maastricht.

Hengsadeekul, C., Koul, R., & Kaewkuekool, S. (2014). Motivational orientation and preference for English-medium programs in Thailand. *International Journal of Educational Research*, *66*, 35-44.

Hennebry-Leung, M. (2021). Teachers' cognitions on motivational practice in medium of instruction settings: Lessons learned in using stimulated recall interviews. In J. K. H. Pun, & S. M. Curle (Eds.), *Research methods in English medium instruction* (pp. 46-60). Routledge.

Henriksen, B., Holmen, A., & Kling, J. (2018). *English medium instruction in multilingual and multicultural universities: Academics’ voices from the Northern European context*. Routledge.

Hu, G., Li, L., & Lei, J. (2014). English-medium instruction at a Chinese university: Rhetoric and reality. *Language Policy, 13*(1), 21–40. doi: 10.1007/s10993-013-9298-3

Hu, G., & Lei, J. (2014). English-medium instruction in Chinese higher education: A case study. *Higher Education, 67*, 551-567. <https://doi.org/10.1007/s10734-013-9661-5>

Hu, J., & Wu, P. (2020). Understanding English language learning in tertiary English-medium instruction contexts in China. *System*, *93*, <https://doi.org/10.1016/j.system.2020.102305>.

Hynninen, N. (2012). ICL at the micro level: L2 speakers taking on the role of language experts. In U. Smit & E. Dafouz (Eds.), *Integrating content and language in higher education: Gaining insights into English-medium instruction at European universities (AILA, 25)* (pp. 13-29). John Benjamins.

Ibrahim, J. (2004). The implementation of EMI (English medium instruction) in Indonesian universities: Its opportunities, its threats, its problems, and its possible solutions. *k@ ta lama*, *3*(2), 121-138.

Inbar-Lourie, O., & Donitsa-Schmidt, S. (2013). Englishization in an Israeli teacher education college: Taking the first steps. In A. Doiz, D. Lasagabaster & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 151–173). Multilingual Matters.

Iyamu, E. O. S., & Ogiegbaen, S. E. A. (2007). Parents and teachers' perceptions of mother-tongue medium of instruction policy in Nigerian primary schools. *Language, Culture and Curriculum, 20*(2), 97–108. doi:10.2167/lcc328.0

Jakobsen, A. S. (2010). *«Ellers er det lige ud af landevejen» - En interviewundersøgelse af ti underviseres holdninger til og erfaringer med engelsksproget undervisning ved Det Biovidenskabelige Fakultet, KU* (Bd. 2010). Københavns Universitet Humanistik Fakultet.

Jensen, C., Stæhr, L. S., & Thøgersen, J. & Nielsen, J. Ø. (2009). Underviseres holdninger til engelsk som undervisningssprog. University of Copenhagen, Centre for Internationalisation and Parallel Language Use. http://cip.ku.dk/forskning/tidligere\_forskning/underviseres\_holdninger/

Jensen, C., Denver, L., Mees, I., & Werther, C. (2011). Students’ and teachers’ self-assessment of English language proficiency in English-medium higher education in Denmark - a questionnaire study. In B. Priesler, I. Klitgård, & A. H. Fabricius (Eds.), *Language and learning in the international university. From English uniformity to diversity and hybridity, language for intercultural communication and education.* (pp. 19-38). Multilingual Matters.

Jensen, C., Denver, L., Mees, I. M., & Werther, C. (2013). Students’ attitudes to lecturers’ English in English-medium higher education in Denmark. *Nordic Journal of English Studies*, *12*(1), 87-112.

Jensen, C., Stæhr, L. S., & Thøgersen, J. (2009). *Unvdervisers holdninger til engelsk som undervisningssprog - en spørgeskemaundersøgelse på Københavns Universitet* (survey). University of Copenhagen, Centre for Internationalisation and Parallel Language Use. http://cip.ku.dk/forskning/tidligere\_forskning/underviseres\_holdninger/

Jensen, C., & Thøgersen, J. (2011). Danish university lecturers’ attitudes towards English as the medium of instruction. *Ibérica*, *22*, 13–34.

Jochems, W. (1991). Effects of learning and teaching in a foreign language. *European Journal of Enginging Education, 4*(4) 309-316.

Jones, J. M. (2014). The ‘ideal’ vs. the ‘reality’: Medium of instruction policy and implementation in different class levels in a western Kenyan school. *Current Issues in Language Planning, 15*(1), 22–38. doi: 10.1080/14664208.2014.857565

Kamaşak, R., Sahan, K., & Rose, H. (2021). Academic language-related challenges at an English-medium university. Journal of English for Academic Purposes***,***49***,*** 100945. <https://doi.org/10.1016/j.jeap.2020.100945>

Karmani, S. (2010). *On perceptions of the socialising effects of English-medium education on students at a Gulf Arab university with particular reference to the United Arab Emirates.* University of Exeter.

Keuk, C. N., & Tith, M. (2013). The enactment of English-medium instruction (EMI) undergraduate programs in Cambodia: Students’ voices. *International Journal of Innovation in English Language Teaching and Research*, *2*(2), 159-175.

Kiil, L. E. (2011). *Danish university students’ use of code-switching during English-medium instruction - A case study of two English-medium courses at The Faculty of Life Sciences, University of Copenhagen*. Københavnerstudier i Tosprogethed. http://cip.ku.dk/forskning/studier\_i\_parallelsproglighed/

Kiliçkaya, F. (2006). Instructors’ attitudes toward English-medium instruction in Turkey. <http://www.hltmag.co.uk/nov06/mart01.htm>

King, K., & Benson, C. (2003). Indigenous language education in Bolivia and Ecuador: Contexts, changes and challenges. In J. Tollefson & A. B. M. Tsui, (Eds.) *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 241-261)*.* Lawrence Erlbaum.

Kırkgöz, Y. (2005). Motivation and student perception of studying in an English medium university. *Journal of Language and Linguistic Studies, 1*(1), 101-123.

Kirkpatrick, A. (2014). The languages of HE: EMI and/or ELF and/or multilingualism? *The Asian Journal of Applied Linguistics, 1*(1), 4-15.

Kirkpatrick, A. (2011). English as a medium of instruction in Asian education (from primary to tertiary): Implications for local languages and local scholarship. *Applied Linguistics Review, 2*, 99–120. doi:10.1515/9783110239331.99

Kirkpatrick, T. A. (2011). *Internationalization or Englishization: Medium of instruction in today’s universities.* Centre for Governance and Citizenship, The Hong Kong Institute of Education.

Kirkpatrick, A. (2014). English as a medium of instruction in East and Southeast Asian universities. In N. Murray & A. Scarino (Eds.), *Dynamic Ecologies* (pp. 15-29). Springer.

Kirkpatrick, A. (2014). The language (s) of HE: EMI and/or ELF and/or multilingualism?. *The Asian Journal of Applied Linguistics*, *1*(1), 4-15.

Klaassen, R. G. (2001). The international university curriculum: Challenges in English-medium engineering education. <http://repository.tudelft.nl/view/ir/uuid%3Adea78484-b8c2-40d0-9677-6a508878e3d9/>

Klaassen , R. (2001). *The international university curriculum: Challenges in English-medium engineering education*. Department of Communication and Education, Delft University of Technology.

Klaassen, R. G. (2008). Preparing lecturers for English-medium instruction. In R. Wilkinson & V. Zegers (Eds.), *Realizing content and language integration in higher education* (pp. 32-42). Maastricht University. http://arno.unimaas.nl/show.cgi?fid=12521#page=47

Klaassen, R. G., & De Graaff, E. (2001). Facing innovation: Preparing lecturers for English-medium instruction in a non-native context. *European Journal of Engineering Education*, *26*(3), 281–289.

Kling, J. (2015). “You try with a little humor and you just get on with it”: Danish lecturers’ reflections on English-medium instruction. In S. Dimova, A. K. Hultgren, & C. Jensen, C. (Eds.), *English-medium instruction in European higher education* (pp. 201-222). De Gruyter Mouton.

Kling, J. (2016). Content teachers engaged in English-medium instruction in Denmark. In J. Crandall and M. A. Christison (Eds.), *Teacher education and professional development in TESOL: Global perspectives* (pp. 224-239). Routledge & TIRF.

Kling, J. (2017). English medium instruction and the international classroom. In M. A. Snow & D. Brinton (Eds.), *The content-based classroom: New perspectives on integrating language and content*. (pp. 216-227). University of Michigan Press.

Kling, J. (2019). *English as a medium of instruction*. TIRF & Laureate Universities.

Kling, J., & Hjulmand, L. L. (2008). PLATE–Project in language assessment for teaching in English. In R. Wilkinson & V. Zegers (Eds.), *Realizing content and language integration in higher education* (pp. 191-200). Maastricht University.

Knapp, A. (2011). Using English as a lingua franca for (mis-)managing conflict in an international university context: An example from a course in engineering. *Journal of Pragmatics*, *43*(4), 978–990. doi:10.1016/j.pragma.2010.08.008

Krishnamurti, B. (1990). The regional language vis-à-vis English as the medium of instruction in higher education: The Indian dilemma. *Multilingualism in India, 61*, 15-24.

Kuteeva, M. (2011). Teaching and learning in English in parallel-language and ELF settings: Debates, concerns and realities in higher education. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)*, 22, 5–12.

Kyeyune, R. (2003). Challenges of using English as a medium of instruction in multilingual contexts: A view from Ugandan classrooms. *Language Culture and Curriculum*, *16*(2), 173-184.

Lauridsen, K. S. (udateret). *The multi-lingual and multi-cultural classroom*. <http://www.asb.dk/article.aspx?pid=19175&lang=da-DK>

Le, D. M. (2012). English as a medium of instruction at tertiary education system in Vietnam. *The Journal of Asia TEFL, 9*(2), 97-122.

Lee, K., & Lee, H. (2018). An EAP professional development program for graduate students in an English-medium instruction context. *TESOL Quarterly, 52*(4), 1097-110.

Lee, O., Llosa, L., Grapin, S. E., Haas, A., & Goggins, M. (2019). Science and language integration with English learners: A conceptual framework guiding instructional materials development. *Science Education, 103*(2), 317-337.

Lehtonen, T., & Lönnfors, P. (2003). Teaching through English: A university case study. In C. Van Leuwen & R. Wilkinson (Eds.), *Multilingual approaches in university education: Challenges and practices* (pp. 103–118). Uitgeverij Valkhof Pers.

Lehtonen, T., Lönnfors, P., & Virkkunen-Fullenwider, A. (1999). English or not English: That is the question! Teaching through English at the University of Helsinki. In C. van Leuwen & R. Wilkinson (Eds.), *Helsingin yliopiston Opintoasiainosaston julkain suja*, *18*, Helsingin Yliopisto.

Leung, C., & Street, B. V. (2012). *English—A changing medium for education*. Multilingual Matters.

Levine, G. (2011). *Code choice in the language classroom*. Multilingual Matters.

Lillis, T., & Curry, M. J. (2006). Professional academic writing by nultilingual scholars: Interactions with literacy brokers in the production of English-medium texts. *Written Communication*, *23*(1), 3-35.

Ljosland, R. (2011). English as an academic lingua franca: Language policies and multilingual practices in a Norwegian university. *Journal of Pragmatics*, *43*(4), 991-1004.

Lu, P. Y., & Corbett, J. (2012). *English in medical education: An intercultural approach to teaching language and values.* Multilingual Matters.

Lo, Y. Y., & Macaro, E. (2012). The medium of instruction and classroom interaction: Evidence from Hong Kong secondary schools. *International Journal of Bilingual Education and Bilingualism, 15*(1), 29–52. doi: 10.1080/13670050.2011.588307

Macaro, E. (2018). *English medium instruction*. Oxford University Press.

Macaro, E., & Akincioglu, M. (2018). Turkish university students' perceptions about English medium instruction: Exploring year group, gender and university type as variables. *Journal of Multilingual and Multicultural Development, 39*(3), 256-270.

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, *51*(1), 36-76.

Mahboob, A. (2017). English medium instruction in higher education in Pakistan: Policies, perceptions, problems, and possibilities. In B. Fenton-Smith, P. Humphreys, & I. Walkinshaw (Eds.), *English medium instruction in higher education in Asia-Pacific* (pp. 71-91). Springer.

Maiworm, F., & Wächter, B. (2008): *English-taught programmes in European higher education: The picture in 2007*. Lemmens.

Manan, S. A., David, M. K., & Dumanig, F. P. (2015). Disjunction between language policy and children's sociocultural ecology – an analysis of English-medium education policy in Pakistan. *Language and Education*, *29*(5), 453-473.

Manan, S. A., Dumanig, F. P., & David, M. K. (2015). The English-medium fever in Pakistan: Analyzing policy, perceptions and practices through additive bi/multilingual education lens. *International Journal of Bilingual Education and Bilingualism.* *20*(6), 736-752, <https://doi.org/10.1080/13670050.2015.1080159>

Manh, L. D. (2012). English as a medium of instruction in Asian universities: The case of Vietnam. *Language Education in Asia, 3*(2), 263-267.

Mansoor, S. (2004). The medium of instruction dilemma: Implications for language planning in education. In S. Mansoor (Ed.), *Language policy, planning and practice: A South Asian perspective* (pp. 53–78)*.* Oxford University Press.

Margić, B. D., & Vodopija-Krstanović, I. (2018). Language development for English-medium instruction: Teachers’ perceptions, reflections and learning. *Journal of English for Academic Purposes*, *35*, 31-41.

Mauranen, A. (2007). Hybrid voices: English as the lingua franca of academics. In K. Flottum (Ed.), *Language and discipline perspectives on academic discourse* (pp. 243-259). Cambridge Scholars Publishing.

Mohamed, N. (2013). The challenge of medium of instruction: A view from Maldivian schools. *Current Issues in Language Planning, 14*(1), 185–203, doi:10.1080/ 14664208.2013.789557

Mortensen, J. (2008). ‘Circus English’? Investigating English as an academic lingua franca in BA study group meetings at Roskilde University. *Higher Education in the GlobalVillage*, 85-95.

Mouhanna, M. (2010). The medium of instruction debate in foundation math and IT. What’s the Role of L1? *UGRU Journal*, *fall issue,* 1-15.

Nilas, L., Løkkegaard, E. C., Laursen, J. B., Kling, J., & Cortes, D. (2016). Are Danish doctors comfortable teaching in English?. *BMC research notes*, *9*(1), 1-5.

Nkosi, Z. P. (2014). Postgraduate students' experiences and attitudes towards isiZulu as a medium of instruction at the University of KwaZulu-Natal. *Current Issues in Language Planning*, *15*(3), 245-264.

O'Dwyer, J., Kantarcıoğlu, E., & Thomas, C. (2018). An investigation of the predictive validity of the TOEFL iBT® test at an English-medium university in Turkey. *ETS Research Report Series, 2018*(1), 1-13.

Othman, J., & Saat, R. M. (2009). Challenges of using English as a medium of instruction: Pre-service science teachers' perspective. *Asia-Pacific Education Researcher (De La Salle University Manila), 18*(2), 307-316.

Owen, N., Shrestha, P. N., & Hultgren, A. K. (2021). Researching academic reading in two contrasting English as a medium of instruction contexts at a university level. *ETS Research Report Series*. <https://doi.org/10.1002/ets2.12317>

Pearson, P. (2014). Policy without a plan: English as a medium of instruction in Rwanda. *Current Issues in Language Planning, 15*(1), 39–56. doi:10.1080/14664208.2013. 857286

Pecorari, D. & Malmström, H. (2018). At the cross-roads of TESOL and English Medium Instruction. *TESOL Quarterly*, *52*(3), 497-515.

Pecorari, D., Shaw, P., Irvine, A., & Malmström, H. (2011). English for academic purposes at Swedish universities: Teachers’ objectives and practices. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)*, *22*, 55–78.

Pennycook, A. (1998). *English and the discourses of colonialism*. Routledge.

Pessoa, S., Miller, R. T., & Kaufer, D. (2014). Students' challenges and development in the transition to academic writing at an English-medium university in Qatar. *International Review of Applied Linguistics in Language Teaching, 52*(2), 127-156.

Pessoa, S., & Rajakumar, M. (2011). The impact of English-medium higher education: The case of Qatar. In A. Al-Issa & L. S. Dahan (Eds.), *Global English and Arabic: Issues of language, culture, and identity* (pp. 153-178). Peter Lang.

Phan, L.H., Kho, J., & Chng, B. (2013). Nation building, English as an international language, medium of instruction, and language debate: Malaysia and possible ways forward. Journal of International and Comparative Education, 2, 58-71.

# Phillipson, R. (2006). English, a cuckoo in the European higher education nest of languages? *European Journal of English Studies, 10*(1), 13-32.

Phyak, P. (2013). Language ideologies and local languages as the medium-of-instruction policy: A critical ethnography of a multilingual school in Nepal. *Current Issues in Language Planning, 14*(1), 127–143. doi: 10.1080/14664208.2013.775557

Pilkinton-Pihko, D. (2011). *Lecturer attitudes towards and perceptions of teaching in English as a lingua franca*. Helsinki, Finland: Aalto Print. <http://lib.tkk.fi/CROSSOVER/2011/isbn9789526041582.pdf>

Preisler, B., Klitgard, I., & Fabricius, A. (2011). *Language and learning in the international university: From English uniformity to diversity and hybridity*. Multilingual Matters.

Probyn, M. (2001). Teachers’ voices: Teachers’ reflections on learning and teaching through the medium of English as an additional language in South Africa. *International Journal of Bilingual Education and Bilingualism, 4*(4), 249-266.

Pun, J., & Macaro, E. (2019). The effect of first and second language use on question types in English medium instruction science classrooms in Hong Kong. *International Journal of Bilingual Education and Bilingualism*, *22*(1), 64-77.

Qureshi, M. A**.** (2021). The effects of age of exposure on knowledge of English grammar in English-medium instruction. *TESL-EJ, 24*(4), 1-16. <http://www.tesl-ej.org/wordpress/issues/volume24/ej96/ej96a6/>

Qureshi, M. A. (2022). Age of onset, English-medium instruction, and gains in second language grammar knowledge. In M. A. Christison, J. Crandall, & D. Christian (Eds.), *Research on Integrating Language and Content in Diverse Contexts* (pp. 195-211). Routledge & TIRF.

Räsänen, Anne 2000: *Learning and teaching through English at the University of Jyväskylä* (No. 4). Jyväskylä University Language Centre.

Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2019). What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education, 45*(1), 1-13. <https://doi.org/10.1080/03075079.2019.1590690>

Saarinen, T. (2012). Internationalization of Finnish higher education—is language an issue? [*International Journal of the Sociology of Language*](http://www.degruyter.com/view/j/ijsl)*, 216*, 157-173. http://www.degruyter.com.ep.fjernadgang.kb.dk/view/j/ijsl.2012.2012.issue-216/ijsl-2012-0044/ijsl-2012-0044.xml

Saarinen, T., & Nikula, T. (2013). Implicit policy, invisible language: Policies and practices of international degree programmes in Finnish higher education. In A. Doiz, D. Lasagabaster & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 131- 150). Multilingual Matters.

Salomone, R. (2015). Challenges for English-medium instruction and language rights. *Croissance de l'anglais mondialisé : droit linguistiques et défis en didactique de l'anglais., 39*(3), 245-268. <https://doi.org/10.1075/lplp.39.3.03sal>

Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, *59*(4), 339-341.

Shohamy, E. (2013). A critical perspective on the use of English as a medium of instruction at universities. In A. Doiz, D. Lasagabaster & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 196-210). Multilingual Matters.

Simpson, J., & Muvunyi, E. (2012). Teacher training in Rwanda and the shift to English-medium education. In R. Jones-Parry (Ed.), *Commonwealth education partnerships 2012/2013* (pp. 154–157). Commonwealth Secretariat.

Siu, P. K., & Mak, S. Y. (1989). The effects of chage in the medium of instruction from English to Chinese on the academic achievement of students. *Hong Kong Educational Research Journal, 4*, 21-27.

Slobodanka, D., & Kling, J. (2018). Assessing English-medium instruction lecturer language proficiency across disciplines. *TESOL Quarterly*, *52*(3), 657-679.

Soruç, A., & Griffiths, C. (2018). English as a medium of instruction: Students' strategies. *ELT Journal, 72*(1), 38–48.

Ssentanda, M. E. (2016). Tensions between English medium and mother tongue education in rural Ugandan primary schools. In C. Meierkord, B. Isingoma, & S. Namyalo (Eds.), *Ugandan English: Its sociolinguistics, structure and uses in a globalising post-protectorate* (pp. 95–118). John Benjamins.

Sultana, S. (2014). English as a medium of instruction in Bangladesh’s higher education: Empowering or disadvantaging students. *Asian EFL Journal*, *16*(1), 11–52.

Sweeting, A. (1991). The medium of instruction in Hong Kong. In N. Crawford & K. Hui (Eds.), *The curriculum and behavior problems in schools: A response to the Education Commission Report no. 4* (pp. 67-78). Hong Kong Government Printer.

Taguchi, N. (2014). English-medium education in the global society. *International Review of Applied Linguistics in Language Teaching, 52*(2), 89-98. <https://doi.org/10.1515/iral-2014-0004>

Tam, P. T. K. (1986). The impact of governmental and institutional language policy and practices on the individual’s choice of the instructional medium in schools in Hong Kong. *Hong Kong Educational Research Journal, 1*, 35-40.

Tange, H. (2009). International education as intercultural learning. In M. Hellstén & A. Reid (Eds.), *Researching international pedagogies* (pp. 99–114). Springer. http://www.springerlink.com.ep.fjernadgang.kb.dk/content/g951083677864k77/abstract/

Tange, H. (2010). Caught in the tower of Babel: University lecturers’ experiences with internationalisation. *Language and Intercultural Communication*, *10*(2), 137–149.

Tange, H. (2012). Wars of words: Management policy and employee practice at the international university. *TAMARA Journal for Organizational Inquiry*, *10*(4), 5–15.

Tarnopolsky, O., & Goodman, B. (2012). Language practices and attitudes in EFL and English-medium classes at a university in eastern Ukraine. *Working Papers in Educational Linguistics, 27*(2), 1-18.

Tatzl, D. (2011). English-medium masters’ programmes at an Austrian university of applied sciences: Attitudes, experiences and challenges. *Journal of English for Academic Purposes, 10*(4), 252-270.

Taylor-Leech, K. (2013). Finding space for non-dominant languages in education: Language policy and medium of instruction in Timor-Leste 2000-2012. *Current Issues in Language Planning*, *14*(1), 109-126.

Teichler, U. (2004). The changing debate on internationalisation of higher education. *Higher Education*, *48*(1), 5–26. doi:10.1023/B:HIGH.0000033771.69078.41

Thøgersen, J., & Airey, J. (2011). Lecturing undergraduate science in Danish and in English: A comparison of speaking rate and rhetorical style. *English for Specific Purposes*, *30*(3), 209-221.

Tollefson, J. W., & Tsui, A. (2004). *Medium of instruction policies: Which agenda? Whose agenda?* Lawrence Erlbaum.

Tollefson, J. W., & Tsui, A. B. M. (2004). Contexts of medium-of-instruction policy. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda, whose agenda?* (pp. 283–294). Lawrence Erlbaum.

Thompson, G., Aizawa, I., Curle, S., & Rose, H. (2019). Exploring the role of self-efficacy beliefs and learner success in English medium instruction. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2019.1651819>

Trent, J. (2010). Teacher identity construction across the curriculum: Promoting cross-curriculum collaboration in English-medium schools. *Asia Pacific Journal of Education 30*(2), 167–183.

Troudi, S., & Jendli, A. (2011). Emirati students' experiences of English as a medium of instruction. In A. Al-Issa & L. S. Dahan (Eds.), *Global English and Arabic: Issues of language, culture, and identity* (pp. 23-48). Peter Lang.

Tsai, Y.-R., & Tsou, W. (2015). Accommodation strategies employed by non-native English-mediated instruction (EMI) teachers. *The Asia-Pacific Education Researcher, 24*(2), 399-407.

Tsui, A. (1992). Using English as a medium of instruction and English language acquisition. In K. K. Luke (Ed.), *Into the 21st century: Issues of language in education in Hong Kong* (pp. 135-145). Linguistic Society of Hong Kong.

Tsui, A. B. M. (2004). Medium of instruction in Hong Kong: One country, two systems, whose language? In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies* (pp. 97-116). Lawrence Erlbaum.

Tsui, A. B. M., & Tollefson, J. W. (2004). The centrality of medium-of-instruction policy in soiopolitical processes. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 1-19). Lawrence Erlbaum.

Tung, P. (1992). Learning from the West: The medium of instruction in Hong Kong schools. In K. K. Luke (Ed.), *Into the 21st century: Issues of language in education in Hong Kong* (pp. 119-131). Linguistic Society of Hong Kong.

Tung, P., Lam, R., & Tsang, W. K. (1997). English as a medium of instruction in post-1997 Hong Kong: What students, teachers, and parents think. *Journal of Pragmatics*, *28*(4), 441-459.

Turhan, B., & Kırkgöz, Y. (2018). Motivation of engineering students and lecturers toward English medium instruction at tertiary level in Turkey. *Journal of Language and Linguistic Studies*, *14*(1), 261-277.

Uçar, H. F., & Soruç, A. (2018). Examining Turkish university students’ sense of achievement, motivation, and anxiety: A comparison of the English- and French-medium education systems. *Eurasian Journal of Applied Linguistics*, *4*(2), 177-191.

Uchihara, T., & Harada, T. (2018). Roles of vocabulary knowledge for success in English-medium instruction: Self-perceptions and academic outcomes of Japanese undergraduates. *TESOL Quarterly*, *52*(3), 564-587.

Unterberger, B. (2012). English-medium programmes at Austrian business faculties: A status quo survey on national trends and a case study on programme design and delivery. In U. Smit & E. Dafouz (Eds.), *Integrating content and language in higher education: Gaining insights into English-medium instruction at European universities (AILA, 25)* (pp. 80-100). John Benjamins

Unterberger, B., & Wilhelmer, N. (2011). English-medium education in economics and business studies: Capturing the status quo at Austrian universities. *ITL International Journal of Applied Linguistics*, *161*, 90–110.

Vaish, V. (2012). Teacher beliefs regarding bilingualism in an English medium reading program. *International Journal of Bilingual Education and Bilingualism, 15*(1), 53-69.

van der Walt, C. (2013). *Multilingual higher education: Beyond English medium orientations*. Multilingual Matters.

van Leeuwen, C. (2004). Multilingual universities in Europe: Models and realities. In R. Wilkinson (Ed.), *Integrating content and language: Meeting the challenge of a multilingual higher education* (pp. 576-584). Universitaire Pers Maastricht.

Vinke, A. A. (1995). *English as the medium of instruction in Dutch engineering education.* Delft University of Technology.

Vinke, A. A., Snippe, J., & Jochems, W. (1998). English‐medium content courses in non‐English higher education: A study of lecturer experiences and teaching behaviours. *Teaching in Higher Education*, *3*(3), 383–394. doi:10.1080/1356215980030307

Vu, N. T., & Burns, A. (2014). English as a medium of instruction: Challenges for Vietnamese tertiary lecturers. *The Journal of Asia TEFL*, *11*(3), 1-31.

Wächter, B. (2008). *Internationalisation and the European higher education area.* Academic Cooperation Association (ACA).

Wächter, B., & Maiworm, F. (2008). *English-taught programmes in European higher education: The picture in 2007.* Lemmens.

Walter, S. L., & Benson, C. (2012). Language policy and medium of instruction in formal education. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 278–300). Cambridge University Press.

Walters, S., & Balla, J. (1992). *Attitudes to English medium instruction at City Polytechnic of Hong Kong.* City Polytechnic of Hong Kong.

Watkins, D., Biggs, J., & Regmi, M. (1991). Does confidence in the medium of instruction influence a student’s approach to learning? *Instructional Science, 20*(4), 331-339.

Werther, C., Denver, L., Jensen, C., & Mees, I. M. (2014). Using English as a medium of instruction at university level in Denmark: the lecturer's perspective. *Journal of Multilingual and Multicultural Development, 35*(5), 443-462.

Westbrook, P., & Henriksen, B. (2011). Bridging the linguistic and affective gaps -- The impact of a short, tailor-made language course on a Danish university lecturer’s ability to lecture with confidence in English. In R. Cancino, L. Dam & K. Jæger. (Eds.). *Policies, principles, practices: New directions in foreign language education in the era of educational globalization*. (pp. 188-122). Cambridge Scholars Publishing.

Wilkinson, R. (Ed.). (2004). *Integrating content and language: Meeting the challenge of a multilingual higher education*. Universitaire Pers Maastricht.

Wilkinson, R. (2013). English-medium instruction at a Dutch university: Challenges and pitfalls. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 3–24). Multilingual Matters.

Workman, G. (1990). The medium of instruction in Hong Kong: Why English? In V. Bickley (Ed.), *Language use, language teaching and the curriculum* (pp. 6-47). Hong Kong Institute of Language in Education.

Xie, W., & Curle, S. (2020). Success in English medium instruction in China: Significant indicators, implications. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2019.1703898>

Yau, M. S. (1989). The controversy over teaching medium in Hong Kong: An analysis of a language policy. *Journal of Multilingual and Multicultural Development, 10*(4), 279-295.

Yeh, C.-C. (2014). Taiwanese students’ experiences and attitudes towards English-medium courses in tertiary education. *RELC Journal, 45*(3), 305-319. https://doi.org/10.1177/0033688214555358

Yıldız, M., Soruç, A., & Griffiths, C. (2017). Challenges and needs of students in the EMI (English as a medium of instruction) classroom. *Konin Language Studies*, *5*(4), 387-402.

Yuksel, D., Altay, M., & Curle, S. (2021). English Medium Instruction programs in Turkey: Evidence of exponential growth. In S. Curle, H. Ali, A. Alhassan, & S. S. Scatolini (Eds.), *English-medium instruction in higher education in the Middle East and North Africa: Policy, research and pedagogy* (pp. 81-98). Bloomsbury.

Yuksel, D., Curle, S., & Kaya, S. (2021). What role do language learning mindsets play in English medium instruction? A comparison of engineering and business administration in Turkey. *Journal for the Psychology of Language Learning*, *3*(1), 50-62.

Yuksel, D., Soruç, A., Altay, M., & Curle, S. (2021). Does English language proficiency improve when studying through English Medium Instruction? A longitudinal study in Turkey. *Applied Linguistics Review,* 1-20. https://doi.org/10.1515/applirev-2020-0097

Zacharias, N. T. (2013). Navigating through the English-medium-of-instruction policy: Voices from the field. *Current Issues in Language Planning, 14*(1), 93–108.