English-Medium Instruction

Tracey Gibbins

Secondary students work together
on a science presentation

"TIRF Insights" profiles recent research in the field of English Language Teaching (ELT) in a practical and accessible format. Our publication is written for parents, teachers, school leaders, and all student advocates who want to review recent educational trends in a nonacademic way. This paper profiles research on English-Medium Instruction.

What are the key issues?

What is EMI?

English-Medium Instruction (EMI) is broadly defined as the use of the English language to teach academic subjects in settings where English is not the most common language of communication and education. In traditional EMI classes, lessons focus on the academic content itself rather than English language instruction. English is simply the medium through which the classes are delivered.

EMI educators are usually subject-matter experts rather than trained language instructors. Some EMI educators do not speak fluent English and have had little to no training in providing instruction in English. This differentiates EMI from programs like Content and Language Integrated Learning (CLIL) and Content-Based Instruction (CBI), which are usually taught by trained language teachers who add academic subject content to an English language curriculum. These programs include explicit language instruction while EMI classes do not (Kling, 2019).

EMI classrooms are usually immersive, meaning that all instruction is done in English, including interactions between teachers and students. All learning materials are in English, and students converse with one another in English. Additionally, because EMI was initially popular in higher education institutions that sought to attract students from around the globe, students in early EMI classrooms were usually from mixed cultures and spoke a number of first languages.

More recently, we have seen a growth in other models of EMI, including non-immersive programs that give some support to students, allowing them to use their first language (L1). These types of programs are typically found in places where students share a common first language background, such as public primary or secondary schools that have adopted EMI as government policy.

What is the current state of EMI?

Over the past two decades, the number of schools with EMI curricula has expanded dramatically. English is now essential for success in a variety of arenas, including politics, economics, technology, science, medicine, and media. Consequently, EMI is experiencing growth in public sectors globally and is no longer limited to students at elite private academies and universities. There has notably been an increase in EMI in secondary schools, which, in turn, expands students' access to global universities that offer cross-curricular instruction in English (Kling, 2019).

Teacher encourages group discussion in a media class

EMI is growing around the world and is now offered in elementary, secondary, post-secondary, and graduate educational settings. In 1985, Braj Kachru proposed his seminal "Three circle model of World Englishes," which classifies spoken English into three parts: the Inner Circle, Outer Circle, and Expanding Circle. The Inner Circle includes places that have a long tradition of English and that create the norms of the language, such as in the United Kingdom and the United States. The Outer Circle includes places with a colonial history of English, such as India and Egypt. In these places, English use is challenged and norms are developed. By far the largest circle is the Expanding Circle, where English is not traditionally spoken. The challenges of EMI and opportunities for teachers and learners vary from circle to circle. For example, EMI students in Expanding Circle settings may frequently have a stronger knowledge of English for STEM (Science, Technology, Engineering, and Math) subjects than others. (Resources more fully discussing these EMI settings can be found in the "References" section.)

For decades, there has been little research into the effectiveness of EMI and the implementation of new EMI programs. Recently though, more studies have become available. Institutions and educators are gaining experience with EMI, and research in the field continues to grow and receive funding as more data come to light.

In spite of this increase in popularity and research, many school systems have struggled to implement an EMI curriculum effectively for reasons that will be examined below. In short, a systematic, cross-curricular approach is needed to ensure successful EMI adoption and implementation. Additionally, specially designed curricula and support materials for teachers are essential for both the introduction and long-term implementation of EMI programs.

What do we know?

What are the benefits of EMI?

Exposure to English on a daily basis in all aspects of language learning — reading, listening, writing, and speaking — naturally increases language competence. The more students experience and use English, the more their proficiency level in English will improve (Kirkgöz, 2019). An EMI classroom provides a unique environment for instruction. In immersive contexts, including English for Specific Purposes, students are exposed to far more English than in other programs. In non-immersive school contexts, where EMI is growing, teachers are able to take advantage of students' background knowledge and L1 to deliver new skills and content in English. In this way, two languages are used to process content and support students in becoming fully bilingual and academically successful.

One criticism of immersive EMI has been that it devalues students' experiences, cultures, and L1s in favor of English (Karvonen, 2017). To counter the impact of this issue, a pedagogy allowing students to use all their language skills, whether first language or English, provides substantial benefits. Essentially, the use of multiple languages in the classroom values the L1 as learning support, opening students' access to challenging academic content. Deploying the students' knowledge and abilities in two (or indeed more) languages rejects the belief that EMI must be immersive and aims to develop multilingualism in the classroom through an integrated approach to learning. Benefits of multi-language use can include the protection of students' first languages, increased student confidence, a reduction in burnout of educators and students, enhanced comprehension of academic content, and efficient instruction that enables students and teachers to communicate most effectively.

As mentioned above, English language skills are now essential for success in a variety of careers, and this language requirement is only likely to spread in the coming years. English is already the leading language of technology and medicine and is the business lingua franca; young people coming of age in the new millennium are required to obtain a level

of English proficiency not considered necessary for previous generations. EMI can be foundational in the development of English language skills across the many disciplines required in modern education. Students with greater English proficiency have more university choices and greater career flexibility.

More broadly, studies have shown that EMI can have a positive effect on the wider community (Kirkgöz, 2019). EMI students can increase their English proficiency, experience a wider variety of opportunities, and graduate into a more skilled workforce. This workforce can then contribute to economic growth for the community at large (Karvonen, 2017). EMI curriculums often contain a strong focus on global awareness and citizenship. This focus spreads to the wider community as students carry their knowledge outside school. Those with a command of English and the global awareness instilled through EMI benefit from greater opportunities within the international community, and in today's integrated world, international cooperation is necessary for success. Research has shown that there is a positive relationship between an employee's perceived effectiveness at their job and their English ability (Talaue & Kim, 2020). Employees who are able to communicate in English often believe they are effective in their roles and thus have more confidence communicating with people from other nations and cultures than those who lack English communication skills. English-proficient employees are able to establish global connections and then bring international ideas and solutions back into local communities.

The benefits of EMI for both students and their communities are numerous and often realized over time as students increase in both knowledge and proficiency and then take their skills beyond the classroom. Though some benefits of EMI could be achieved through traditional English instruction, EMI can increase proficiency more rapidly due to its multidisciplinary nature.
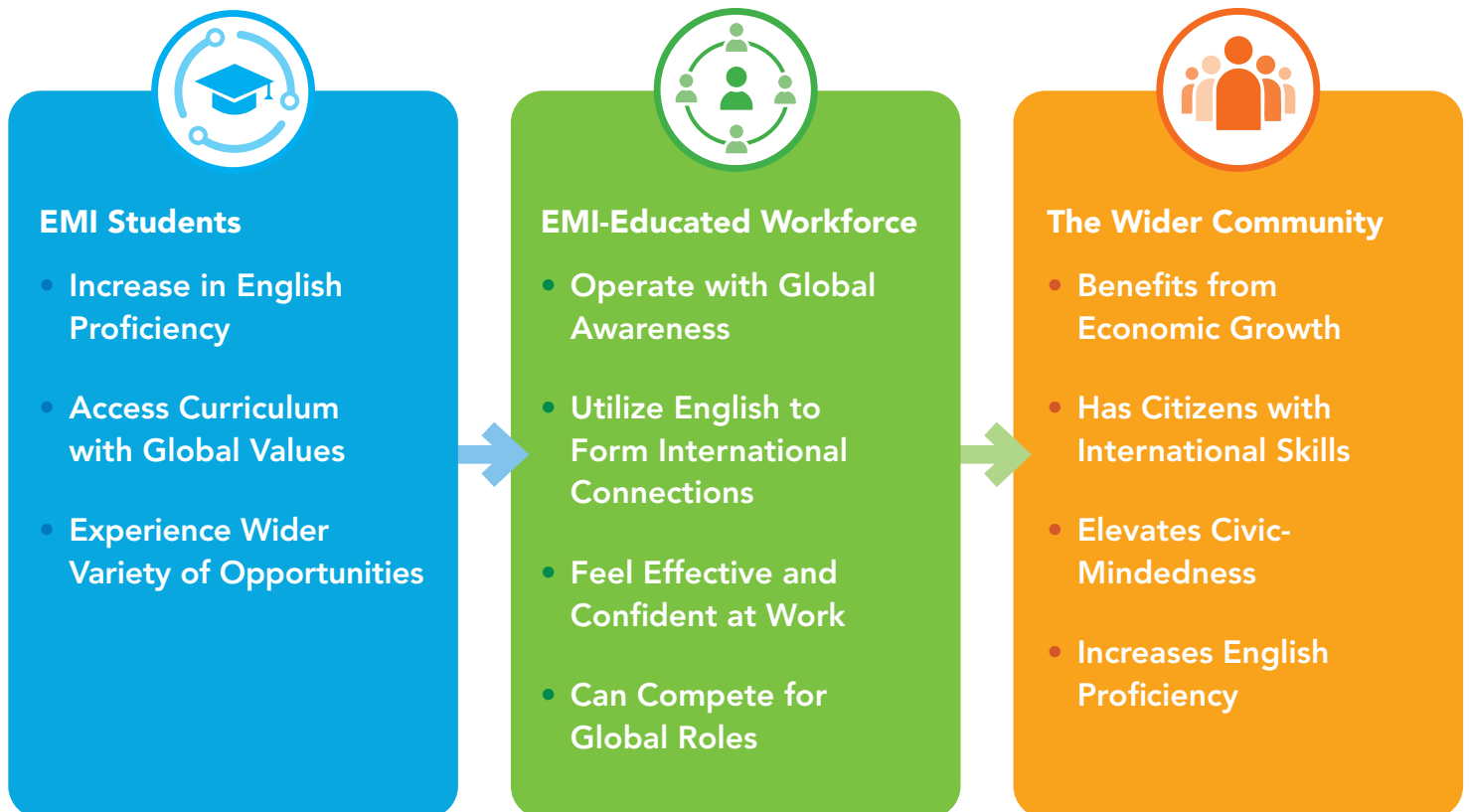

EMI Students

- Increase in English Proficiency
- Access Curriculum with Global Values
- Experience Wider Variety of Opportunities

EMI-Educated Workforce

- Operate with Global Awareness
- Utilize English to Form International Connections
- Feel Effective and Confident at Work
- Can Compete for Global Roles

The Wider Community

- Benefits from Economic Growth
- Has Citizens with International Skills
- Elevates Civic-Mindedness
- Increases English Proficiency

Figure 1: Benefits of EMI instruction cascade beyond the learner, creating value in his or her school and civic communities

What are the challenges of EMI?

Though there are many advantages to EMI, there are also significant challenges when implementing an EMI curriculum. Many educators are asked to conduct EMI classes though their own level of English proficiency is low and/or they have not received adequate training. In most EMI contexts, teachers are subject-matter experts who are not language instructors. That means they have often not received training in foundational skills such as how to give a lecture or run a seminar in English. Teacher challenges around English proficiency combined with limited training in using English in the classroom can erode teacher confidence. When EMI emerged, instructors were usually fluent English speakers from places where English is the most common language. While these instructors were fluent speakers of English, their experience was limited and solely formed through teaching academic subjects to learners who were also fluent in English. Currently, many EMI instructors are local to their teaching settings. They have expertise in science, math, and other subjects, but they are English learners themselves, and may struggle to teach their subject matter in English (Uehara & Kojima, 2021).

There are also differences between homogenous and heterogeneous EMI classrooms and how those settings impact learning and classroom roles. Heterogeneous classrooms may come with very different English proficiency levels and varied understandings of the roles of teachers and learners. This reality can contribute to cultural tensions and anxieties and to concerns around the perceived superiority of the English language (Kling, 2019). Homogeneous classrooms have the benefit of using L1 materials for support and sharing a common understanding of classroom roles, but they may struggle to integrate English into day-to-day lessons and activities and rely too heavily on a shared L1.

Historically, EMI adoption has been driven from the top down — mandated by policy change or administrative requirements; it has not usually been implemented in a way that includes broad input from faculty (Uehara & Kojima, 2021). This lack of input into adoption and implementation has affected educator buy-in and contributed to burnout. Many teacher surveys of educators in various EMI settings have revealed common concerns, including increased preparation time, higher stress levels, and a decrease

Academic English students, Boston, USA

in teachers' ability to use nuance or humor in the classroom (Kling, 2019). Though EMI adoption is often driven by policymakers, there remain few recognized best practice standards for EMI learners and instructors, contributing to a lack of cohesive support for implementation and instruction.

Furthermore, there is a shortage of specialized, suitable EMI materials for classes taught in countries in which English is not a widely-spoken language (Yang et al., 2019). Many schools and policymakers adopt curriculum materials that were developed for already fluent speakers of English, and these materials often do not have support for English learners. In fact, many programs propose that EMI students use textbooks designed for native English speakers without an English support component. The challenges of implementing English biology

or statistics textbooks in an EMI context are clear for students and teachers alike. For example, EMI learners are often unfamiliar with the industry-specific language used in these textbooks. Visuals can be minimal and clear instructions for classroom activities are usually lacking.

Though administrators and policymakers have noted the difficulties of EMI implementation, there has been a void of consensus amongst, or even within, institutions regarding the types of materials, educator support, and training necessary for successful EMI adoption. This absence of a clear and supportive implementation strategy has often resulted in disjointed and ineffective professional training and the mandated usage of inappropriate curriculum materials (Alhassan, 2021).
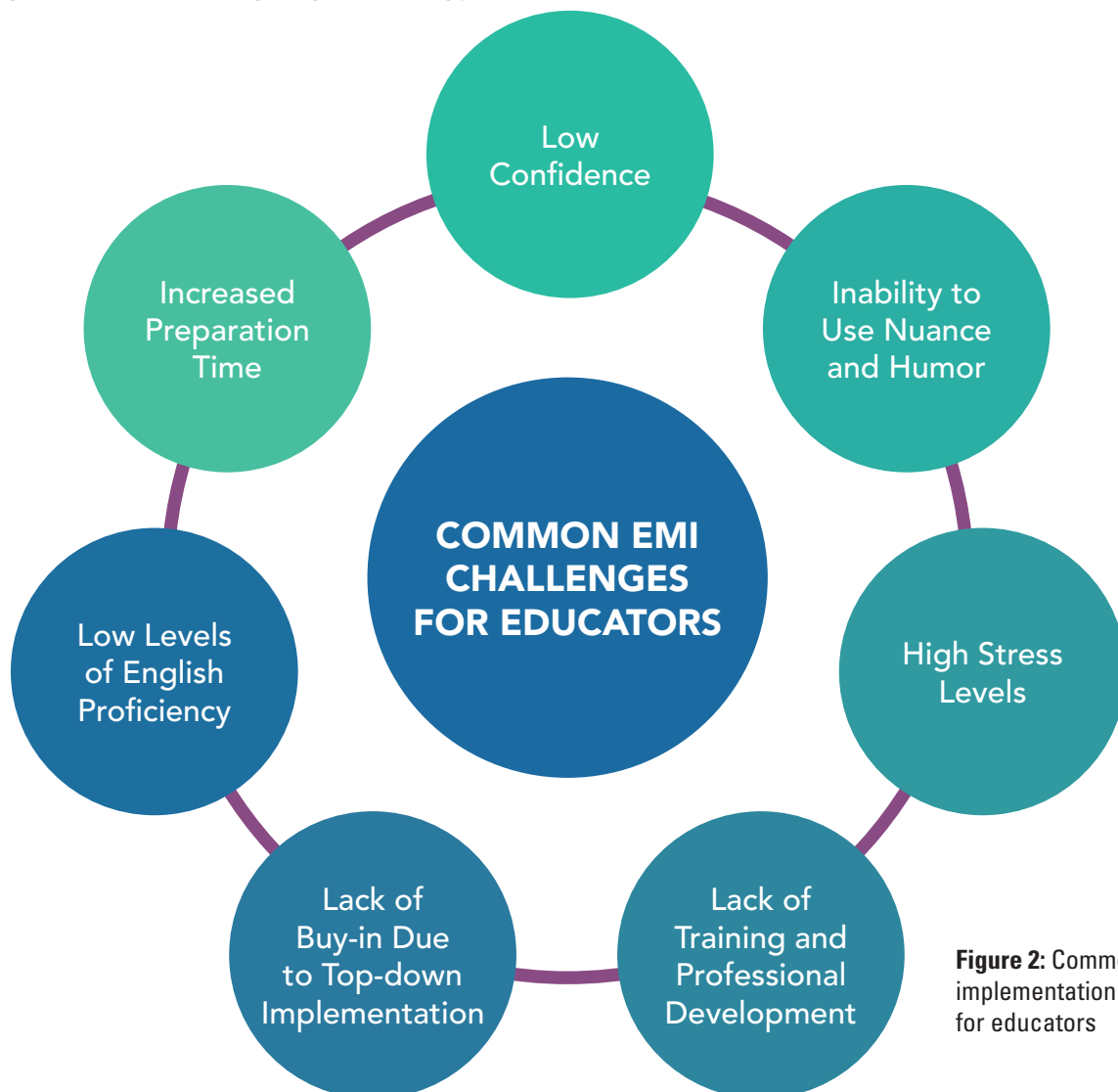

Figure 2: Common EMI implementation challenges for educators

Students also often struggle to adjust to an EMI curriculum. Studies show that students who have a mother tongue other than English perceive multidisciplinary content to be difficult when it is taught in English (Lin & Lei, 2021). As a result, student participation decreases, particularly initially, and confidence ebbs. Not surprisingly, students with greater English proficiency are known to receive better scores in EMI classes (Lin & Lei, 2021). That students with less English competence receive lower marks is not necessarily reflective of the students' understanding of the target content but rather of their lack of English proficiency. This outcome is particularly problematic for standardized exams which may end up assessing English proficiency rather than the target content. Additionally, teachers may misinterpret a

lack of English competence as an intelligence issue or an unwillingness to apply oneself to learning. These factors can result in students with lower English proficiency falling behind in EMI classrooms and an overall increase in the performance gap between students with greater English proficiency and those without (Pun et al., 2022).

Parental involvement may also decrease when their students are enrolled in an EMI curriculum. In locations without widespread English usage, parents and caregivers may not be able to support their children with at-home learning. Some parents have even reported concerns over a loss of heritage or the replacement of the mother tongue as their children become proficient users of English (Karvonen, 2017).
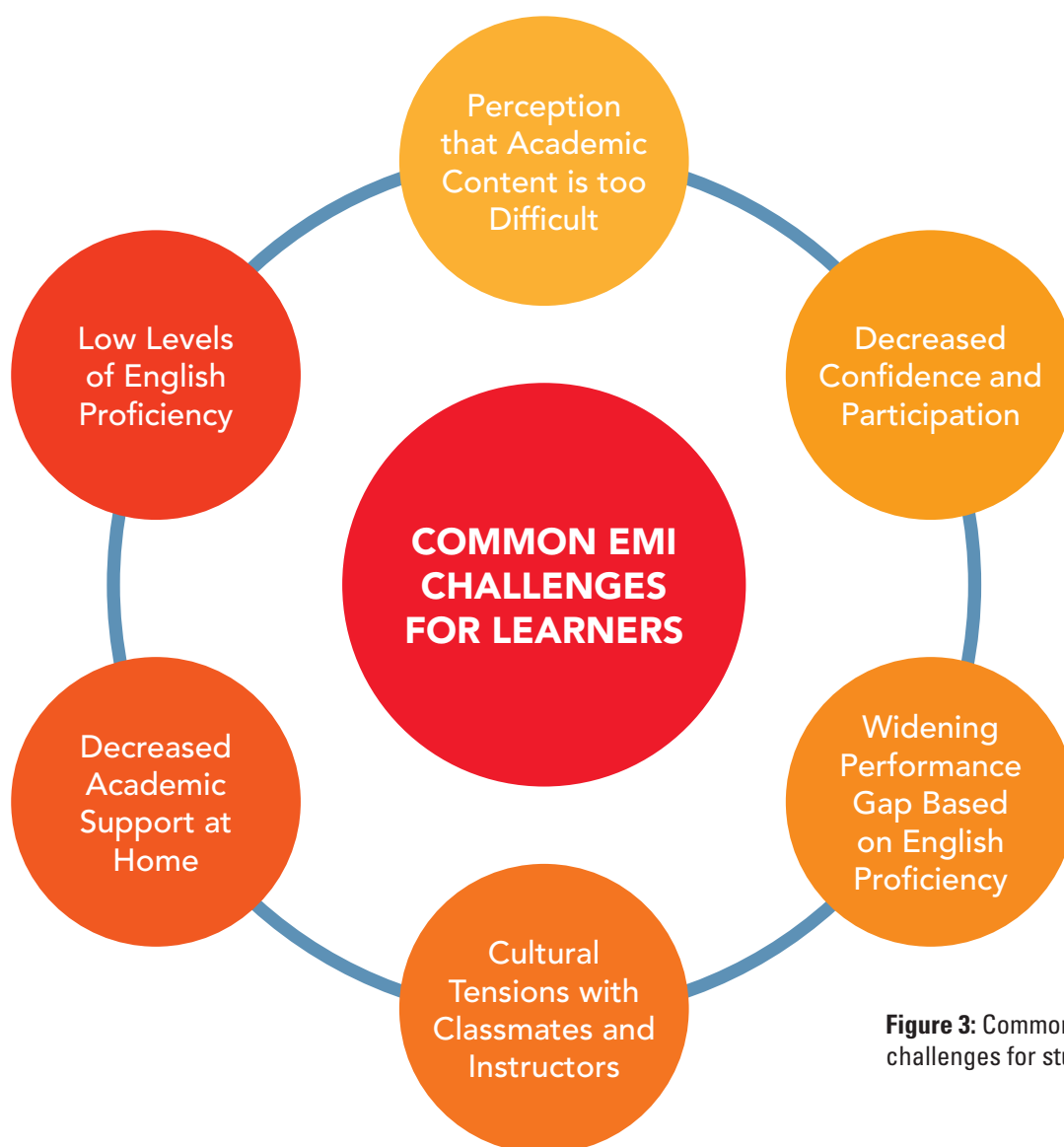

Figure 3: Common EMI learning challenges for students

What are the implications?

How can curriculum design maximize the benefits and overcome the challenges of EMI?

There are many approaches to implementing an EMI curriculum, each presenting its own advantages and disadvantages. These approaches include:

- Single medium immersion: all content is taught in English;
- Dual medium: some content is taught in English and other content is taught in the L1;
- Collaborative: a content teacher and an English teacher co-teach content classes;
- Sheltered: a content teacher teaches a targeted content course that has been designed for L2 students; and
- Adjunct: a content course and a language course share learning objectives and assignments but are separate courses (Richards & Pun, 2021).

Institutions choose an EMI approach based on a number of factors, such as governmental policy, the availability of English-speaking instructors, and intended learning outcomes.

Regardless of EMI approach, it's important for educational leaders to maintain each school's mission and ethos when adopting an EMI curriculum. Making this commitment to existing educational values clear to educators, parents, and students can increase buy-in for any new curriculum. Using classroom materials that have been specifically designed for EMI can also make a positive difference in the experiences of both teachers and students. EMI texts can and should include more supportive language instruction for educators and students alike. Many EMI strategies and tips are similar to those used in standard English language classrooms and are commonly suggested by organizations like the British Council and TESOL International Association.

Examples of curriculum design principles that support EMI include:

- Explicit instructions for completing each task to support classroom and at-home activities
- Consistent language throughout the program to decrease the amount of non-essential, low-frequency vocabulary
- Activities that pre-teach vocabulary and/or include pre-reading or pre-listening work to set students up for success as they engage with instructional texts or media in English
- Abundant comprehension questions to help educators assess student understanding on an ongoing basis
- Many examples, templates, and models to give students a strong basis from which to begin their own work
- Materials in both written and oral form, as students often benefit from multi-sensory input
- Regular use of visuals to increase comprehension without direct vocabulary instruction
- Strong focus on activating prior knowledge to increase student engagement and confidence
- Activities that include a focus on pair and group work to decrease learner fatigue
- Focus on learning outcomes, which informs educators on how to structure lessons and gives students a clear purpose
- Additional support materials developed specifically for EMI settings, such as teacher's editions, workbooks, and handouts that are level-appropriate

Digital tools can be particularly useful in EMI classrooms. There is emerging evidence that digital tools in an EMI classroom can improve students' comprehension, engagement, and motivation (Vo, 2021). For example, new EMI students can utilize gaming software to interact with content in English in a relaxed manner. Digital tools like search engines and social networks can promote learner confidence because they allow students to work at their own pace and personalize their learning (Vo, 2021). Students may also connect virtually with other learners engaged in EMI and share their knowledge and experience. Digital presentation tools can be particularly useful for EMI students by enabling them to draw on artistic and media skills to improve their presentation skills.

Elementary school children using a tablet together in class

It typically takes six years to acquire the language skills needed to absorb age-appropriate academic content (Thomas & Collier, 1997). This lengthy assimilation period indicates that EMI instruction may need to be integrated from early levels of a curriculum, possibly with different entry points for students with varying levels of English.

How can educator support maximize the benefits and overcome the challenges of EMI?

Limited training for EMI instructors combined with developing English proficiency among staff create a significant barrier to successful EMI implementation. There are, however, several strategies for overcoming this challenge. First, language support is important for new EMI teachers with emerging English proficiency, not just to help them conduct classes but to raise their sense of confidence (Pappa & Moate, 2021). This support may come in the form of explicit formalized instruction or peer language-support groups. Similarly, team meetings in both English and the L1 can increase teacher confidence and buy-in. Content teachers with developing English skills can benefit from the collaborative co-teaching mode of EMI. In this model, a content instructor and a language instructor co-lead classes (Richards & Pun, 2021), which allows each teacher to benefit from the other's expertise and, when done effectively, decreases workload.

Robust professional development should also accompany the introduction of new EMI curricula as teachers may feel overwhelmed or struggle to adapt to an increased workload while tackling both content instruction and language challenges. Ideally, institutions should offer a targeted menu of professional development options based on English language competence, EMI teaching experience, and/or content mastery (Uehara & Kojima, 2021). A flexible professional development program recognizes that EMI implementation is complex and that instructors have different backgrounds. In-person training sessions and regular team meetings are important means of educator support, but digital resources can also be extremely helpful, for example, webinars, research-sharing forums, and online courses. These resources can be accessed according to the educator's own schedule, which is useful for busy teachers who feel overburdened by the challenges of EMI.

EMI educators identify a lack of appropriate materials and resources as major challenges (Galloway et al., 2017). Using materials designed for fluent English speakers in countries in which English is not dominant can exacerbate the already significant challenges of introducing EMI. In these cases, as discussed above, using materials designed for the specific needs of English learners entering into the EMI classroom is important

for successful curriculum rollout. Teachers and students with developing English skills benefit from the controlled language and supportive design elements applied to these materials. In an EMI classroom, careful planning of lessons is even more critical for teacher confidence and student learning (Pappa & Moate, 2021). EMI-specific courses often include robust teaching notes that directly address the challenges instructors face in an EMI classroom and suggest ways to structure lessons. They include specific comprehension questions, timing, and other ideas that boost teachers' classroom confidence and help them better identify student comprehension levels. Finally, EMI materials usually offer support for understanding cultural differences in education. They employ support strategies that help teachers and students alike adjust to the more interactive, student-centric approach currently found in many English-speaking classrooms.

A basic but critical part of EMI educator support is faculty appreciation (Uehara & Kojima, 2021). EMI programs historically have a harder time recruiting and retaining faculty than other programs due to the aforementioned challenges (Uehara & Kojima, 2021). Recognition of the effort required of educators to implement EMI is crucial and can be shown formally by having regular performance appraisals, offering salary increases, publicly highlighting educators' achievements, and encouraging senior faculty to mentor new EMI instructors.
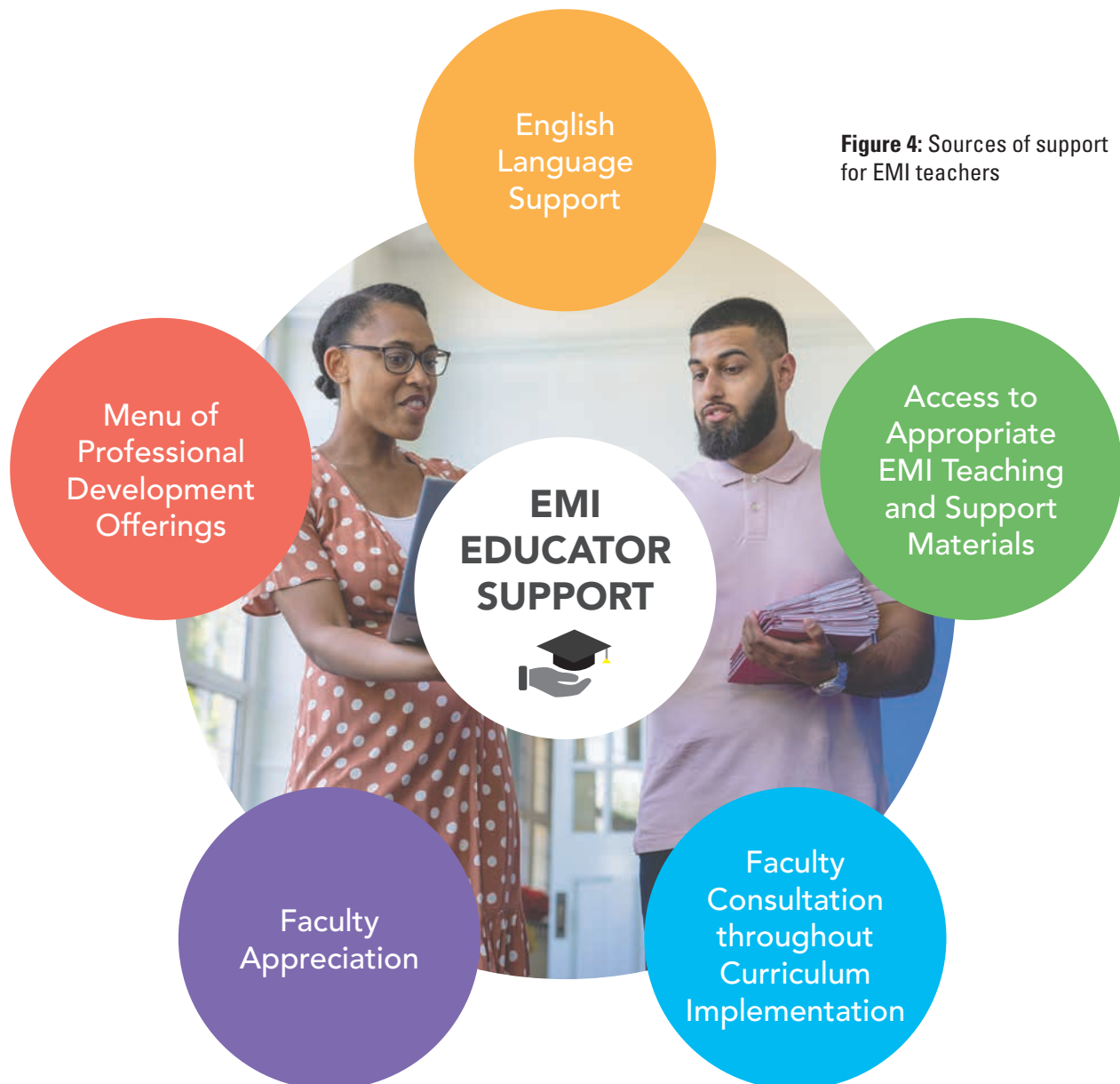

Figure 4: Sources of support for EMI teachers

English Language Support

Menu of Professional Development Offerings

EMI EDUCATOR SUPPORT

Access to Appropriate EMI Teaching and Support Materials

Faculty Appreciation

Faculty Consultation throughout Curriculum Implementation

What's on the horizon?

As a global language, English represents social, professional, political, and economic capital (Kirkgöz, 2019). As policymakers strive to produce future-minded global citizens, the growth of EMI has exploded across non-Anglophone nations and will likely continue to expand in all sectors. Globalization and EMI are interlinked: International students continue to look for programs providing EMI while English-medium institutions seek these students as a source of income and prestige (Kirkpatrick, 2011). EMI will also continue to expand in primary and secondary sectors, in both private and public contexts. Research shows that students who begin an EMI program early in their education are often more successful throughout their learning in English-medium schools.

Though the benefits of EMI are many, the challenges of its implementation are also numerous. New research is emerging on EMI each year, and it will be necessary to continue to grow this area of study, particularly with regard to the long-term efficacy of EMI. Governments, institutions, and educators will need to learn from EMI efficacy data and adopt practices to overcome the current challenges. The pros and cons of various EMI teaching approaches should be studied, compared, and evaluated. This data can then be used to develop the necessary international standards for EMI instructional best practices and student learning outcomes across modes.

Researchers know that robust teacher support and careful curriculum design are essential for successful EMI implementation and continuing education. We also know that fully immersive EMI is not appropriate for all contexts, all educators, or all learners. The blurring of lines between and among various EMI approaches is a positive development as it allows for more robust sharing of best practice. For example, allowing the use of students' L1 in the classroom and offering courses co-taught by a content instructor and a language instructor are two concrete steps towards creating a menu of EMI best practice activities.

Students participate in class, asking and answering questions

Where can you find additional resources?

There are a number of organizations providing resources to individuals interested in learning more about EMI. Consider utilizing the links below.

1. British Council: English Medium in Higher Education
   The British Council offers a large number of reports on EMI policy and best practices.
   https://www.britishcouncil.org/education/he-science/knowledge-centre/english-language-higher-education
2. Oxford EMI Training
   Oxford EMI Training offers courses for EMI educators, both online and in person.
   https://www.oxfordemi.co.uk
3. Integrating Content and Language in Higher Education
   ICLHE has published several important reports on the integration of content and language.
   https://www.iclhe.org/publications
4. The International Research Foundation for English Language Education (TIRF)
   TIRF has published several reports that offer perspectives on EMI and related fields. The organization also co-publishes a book series called Global Research on Teaching and Learning English.
   https://www.tirfonline.org/tirf-publications/
5. Journal of English-Medium Instruction
   This journal is published biannually and contains a wide variety of articles on topics related to EMI. Articles are available online, and some are open access.
   https://www.jbe-platform.com/content/journals/26668890
6. TESOL Interest Section Newsletters
   TESOL International Association maintains current and back issues of newsletters on topics that intersect with EMI, including English for Specific Purposes, bilingual classrooms, and more.
   https://www.tesol.org/professional-development/publications-and-research/tesol-publications/

How can we take action?

You and your colleagues may want to explore further some of the themes in this paper. Here are some questions for guiding a discussion around your shared perspectives on EMI.

1. What are some of the challenges learners face in EMI classrooms? Is there a discrepancy in English language proficiency levels among students in classrooms in our community? Are the materials used with our students suitable for all levels of English proficiency?
2. Which cultural backgrounds are reflected in our school or community's student body? How does this cultural mix play a role in our school or community's EMI approach? How do we currently include and support all students? What more can we do?
3. How can educators support one another during EMI adoption? Which teachers feel challenged, and by which issues? How can administrators support these differing needs?
4. We know there is often a performance gap in EMI classes between students with lower levels of English proficiency and those with greater proficiency. How can educators support both types of students to decrease the gap and provide appropriate academic instruction?
5. Are there additional equity and inclusion issues present in the classroom? How can these be identified and addressed?

About the author

Tracey Gibbins is an author and consultant specializing in English education. Tracey holds a Master of Arts in English Education from New York University and a Master of Science in English Literature with a focus on writing, nations, and culture from the University of Edinburgh. Tracey has taught English language courses and English language arts classes in the United States and United Kingdom. She is the author of several English language and ELA coursebooks from pre-primary to adult levels.

References

Alhassan, A. (2021). Challenges and professional development needs of EMI lecturers in Omani higher education. SAGE Open, 11(4). https://doi.org/10.1177/21582440211061527

Galloway, N., Kriukow, J., & Numajiri, T. (2017). Internationalisation, higher education and the growing demand for English: An investigation into the English medium of instruction (EMI) movement in China and Japan. The British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/H035%20ELTRA%20Internationalisation_HE_and%20the%20growing%20demand%20for%20English%20A4_FINAL_WEB.pdf

Kachru, B. B. (1985). Standard, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. Widdowson (Eds.), English in the world: Teaching and learning the language and literatures (pp. 11-30). Cambridge University Press.

Karvonen, H. (2017). English as a medium of instruction: Benefits and challenges as viewed by founders of international schools in Ethiopia. [Master's Thesis, University of Turku]. https://www.utupub.fi/bitstream/handle/10024/145508/MastersThesis.pdf?sequence=1&isAllowed=y

Kirkgöz, Y. (2019). Investigating the growth of English-medium higher education in Turkey and the Middle East Region. In D. Staub (Ed.), Quality assurance and accreditation in foreign language education global issues, models, and best practices from the Middle East and Turkey (pp. 9–19). Springer International Publishing.

Kirkpatrick, A. (2011). Internationalization or Englishization: Medium of instruction in today's universities. Centre for Governance and Citizenship, The Hong Kong Institute of Education.

Kling, J. (2019). TIRF language education in review: English as a medium of instruction. TIRF & Laureate International Universities.

Lin, T., & Lei, J. (2021). English-medium instruction and content learning in higher education: Effects of medium of instruction, English proficiency, and academic ability. SAGE Open, 11(4). https://doi.org/10.1177/21582440211061533

Pappa, S., & Moate, J. (2021). Teacher educators' professional identity in English-medium instruction at a Finnish university. CEPS Journal, 11(3), 9-33. https://doi.org/10.26529/cepsj.1053

Pun, J., Thomas, N., & Bowen, N. E. J. A. (2022). Questioning the sustainability of English-medium instruction policy in science classrooms: Teachers' and students' experiences at a Hong Kong secondary school. Sustainability, 14(4), 2168. http://dx.doi.org/10.3390/su14042168

Richards, J. C., & Pun, J. (2021). A typology of English-medium instruction. RELC Journal, 0(0). https://doi.org/10.1177/0033688220968584

Talaue, F. G., & Kim, M. K. (2020). Investigating the advantages of English medium instruction (EMI) in the Indonesian workplace. LEARN Journal, (13)2, 321-324. https://files.eric.ed.gov/fulltext/EJ1258794.pdf

Thomas, W. P., & Collier V. (1997). School effectiveness for language minority students. National Clearinghouse for Bilingual Education. https://eric.ed.gov/?id=ED436087

Uehara, T., & Kojima, N. (2021). Prioritizing English-medium instruction teachers' needs for faculty development and institutional support: A best–worst scaling approach. Education Sciences, 11(8), 384. http://dx.doi.org/10.3390/educsci11080384

Vo, T. (2021). The use of digital technologies in an English-medium instruction context: A case study of Vietnamese higher education teachers and students (Version 2). Open Access Te Herenga Waka-Victoria University of Wellington. https://doi.org/10.26686/wgtn.14138144

Yang M., O'Sullivan P. S., Irby D. M., Chen Z., Lin C., & Lin C. (2019). Challenges and adaptations in implementing an English-medium medical program: A case study in China. BMC Medical Education, 19(1), 15. https://doi.org/10.1186/s12909-018-1452-3

Bibliography

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, 561–576. https://doi.org/10.1007/s10734-015-9950-2

Alidou, H., Aliou, B., Brock-Utne, B., Diallo, Y. S., & Heugh, K. (2006). Optimizing learning and education in Africa – the language factor. A stock-taking research on mother-tongue and bilingual education in Sub-Saharan Africa (Working Document for the ADEA Biennial 2006). UNESCO Institute for Education.

Bradford, A. (2016). Teaching content through the medium of English: Faculty perspectives. In P. Clements, A. Krause, & H. Brown (Eds.), Focus on the learner (pp. 433-438). JALT.

Cenoz, J., & Gorter, D. (2022). Pedagogical translanguaging: Elements in language teaching. Cambridge University Press.

Curtis, A. (2021). TIRF language education in review: English for specific purposes. TIRF & Laureate International Universities.

Doiz, A., Lasagabaster, D., & Sierra, J. (2012). English-medium instruction at universities: Global challenges. Multilingual Matters. https://doi.org/10.21832/9781847698162.

García, O., Sylvan, C. E., & Witt, D. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. The Modern Language Journal, 95(3), 385–400. http://www.jstor.org/stable/41262374

Hua, T.-L. (2020). Understanding the learning challenges of English-medium instruction learners and ways to facilitate their learning: A case study of Taiwan psychology students' perspectives. Latin American Journal of Content & Language Integrated Learning, 12(2), 321-340. https://doi.org/10.5294/laclil.2019.12.2.6

Pecorari, D., & Malmström, H. (2018). At the crossroads of TESOL and English medium instruction. TESOL Quarterly, 52(3), 497-515. https://doi.org/10.1002/tesq.470

TAEC. (2019). EMI handbook. Erasmus+ Project (2017-2020). https://cip.ku.dk/english/projects-and-collaborations/taec/TAEC_Handbook_FEB_2020_NoEdit.pdf

"TIRF Insights" Series

TIRF is partnering with like-minded organizations to produce papers in the "TIRF Insights" series. The Foundation's Trustees are pleased to be working with National Geographic Learning.

Via collaborative efforts, this series features papers on some of the most relevant areas of concern in language education. "TIRF Insights" publications appeal to a broad audience through presenting practical issues in a reader friendly approach, for individuals in and close to the field of language education.

To learn more about the "TIRF Insights" series and other TIRF publications, please visit: https://www.tirfonline.org/tirf-publications/.

Copyright Statement

To reference this paper, please use the following citation:

Gibbins, T. (2023). TIRF insights: English-medium instruction. TIRF & National Geographic Learning.

Credits

Photos: Cover Ariel Skelley/Getty Images; 2 goodluz/Shutterstock; 5 Project Classroom/National Geographic Learning; 9 FatCamera/iStock/Getty images; 10 SolStock/Getty Images; 11 Yuri Arcurs/Alamy Stock Photo; 13 Tracey Gibbins.