

Contents

Introduction: growth and controversies in English Medium Instruction – 1

The structure and aims of this book – 12

1 Defining EMI – 15

Introduction – 15

Terminology and definition – 15

Content-Based Instruction – 21

Immersion education – 25

Content and Language Integrated Learning – 26

L2 English classrooms: the language–content continuum – 28

Defining EMI by its origins – 32

Chapter summary – 38

2 Language policies and EMI – 45

Introduction – 45

Language policy in the European Union – 46

Content and Language Integrated Learning – 47

Erasmus – 49

The Bologna Process – 50

Language policy in Southeast Asia – 55

Language policy in East Asia – 57

Language policy in Sub-Saharan Africa – 61

Language policy in the Middle East – 64

Conclusions – 67

3 The key participants in EMI: the teachers' perspective – 71

Introduction – 71

EMI teachers: in favour or against? – 72

Teacher concerns about EMI – 75

Teachers' perceptions of their students' proficiency – 76

Teacher proficiency in English – 80

- Perceived benefits of EMI – 87
- Chapter summary – 91
- 4 The key participants in EMI: students' perceptions and motivations – 95**
 - Introduction – 95
 - Studies of EMI students' beliefs – 96
 - Students' motivations for choosing EMI and EMI effect on motivation – 100
 - Linguistic challenges faced by EMI students – 104
 - Evidence of elitism and divisiveness – 112
 - Different student types – 115
 - Matching students' beliefs with those of their teachers – 122
 - Chapter summary – 124
- 5 Which English in EMI? Which teachers? – 127**
 - Introduction – 127
 - Which English in EMI? – 128
 - What teachers and learners have to say – 134
 - World Englishes, English as a Lingua Franca, and EMI – 139
 - Who should teach English or use English in their teaching? – 145
 - Chapter summary – 150
- 6 The costs versus the benefits of EMI – 153**
 - Introduction – 153
 - Cost–benefit of EMI: theoretical perspectives – 154
 - Cost–benefit of EMI: research designs and methods – 159
 - EMI secondary cost–benefit studies – 163
 - EMI tertiary cost–benefit studies – 176
 - Chapter summary – 182
- 7 Interaction in the EMI classroom – 187**
 - Introduction – 187
 - Second Language Acquisition and interaction – 188
 - Constructivist pedagogies – 195
 - Codeswitching in EMI classrooms – 202
 - EMI discourse in interaction-constrained settings – 220
 - Chapter summary – 227

- 8 **The changing roles of teachers in EMI – 231**
 - Introduction – 231
 - Models of EMI – 232
 - Teaching EMI: preparation and development – 233
 - Chapter summary – 259

- 9 **Learner strategies in EMI – 263**
 - Introduction – 263
 - Theoretical perspectives on learner strategies – 263
 - Linguistic knowledge and prior knowledge of the topic – 266
 - Strategic behaviour – 268
 - Listening comprehension in EMI settings – 269
 - Listening comprehension and vocabulary knowledge – 274
 - Chapter summary – 286

- 10 **Conclusions: a thematic approach – 289**
 - Introduction – 289
 - The drivers of EMI – 290
 - The cost–benefit of EMI – 292
 - Regulating the future of EMI – 296

 - References – 301

 - Index – 327