



## English Medium Instruction

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### What is it?

English-Medium instruction (EMI) commonly refers to the use of English in the offer of university degree courses in higher education instead of the domestic language of the country in question. It is often mistaken for CLIL (Content and language integrated learning); however, in EMI settings, English is seen as a means for academic study rather than a subject itself. That is, attainment of English skills is not the priority in EMI as it is in CLIL. EMI is a strategy chosen by universities located in non-English speaking countries to achieve 'internationalization'.

### Who uses the concept?

The study of EMI predominantly attracts the interests of researchers from different branches of linguistics, such as English language teaching (particularly, teaching English for academic/specific purposes, or EAP), language policy and planning, and English as a lingua franca, to name but a few. In terms of practice, EMI chiefly concerns decision and language policy makers, content teachers from various disciplines, and EAP teachers in language training programs.

### Fit with intercultural dialogue?

EMI institutions, except those mainly offering EMI to domestic students, are by default perfect-fit platforms for intercultural dialogue considering the presence of teachers and students from diverse linguistic and cultural backgrounds on their campuses. Stakeholders of EMI institutions use intercultural dialogue to develop intercultural awareness and thereby engage in successful

communication in the pursuit of their academic tasks.

### What work remains?

Much research has been studied EMI from several dimensions, including cognitive-pedagogical, socio-political, and educational language planning dimensions. More research, especially from an intercultural communication and language perspectives is thus needed in EMI settings to able to single out how users of English from various first languages manage to partake in intercultural dialogue, fulfill their cognitively demanding academic tasks while simultaneously managing local cultural and linguistic differences in communication. Further research is also required to challenge the monolithic view of culture and English in so-called international institutions, which ignore the cultural and linguistic diversity of their members in their language policies and practices.

### Resources

- Baker, W. (2011). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal*, 66(1), 62–70. doi:10.1093/elt/ccr017
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- Jenkins, J. (2014). *English as a lingua franca in the international university: The politics of academic English language policy*. London: Routledge.
- Wächter, B., & Maiworm, F. (Eds.). (2015). *English-taught programmes in European Higher Education: The state of play in 2014*. Bonn: Lemmens Medien.