

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL  
INSTITUTO DE LETRAS  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

LUCAS HENRIQUE FOGAÇA MARENGO

THE ROLE OF ENGLISH LANGUAGE PROFICIENCY IN BRAZILIAN EMI PRACTICES

Porto Alegre

2022

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL  
INSTITUTO DE LETRAS  
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

LUCAS HENRIQUE FOGAÇA MARENGO

THE ROLE OF ENGLISH LANGUAGE PROFICIENCY IN BRAZILIAN EMI PRACTICES

Dissertação de Mestrado em Linguística Aplicada  
apresentada como requisito parcial para a obtenção do  
título de Mestre em Letras pelo Programa de Pós-  
Graduação em Letras da Universidade Federal do Rio  
Grande do Sul.

Orientadora: Prof<sup>ª</sup> Dr<sup>ª</sup> Simone Sarmiento  
Coorientador: Dr<sup>ª</sup> Ana Beatriz Arêas da Luz Fontes

Porto Alegre

2022

## CIP - Catalogação na Publicação

Marengo, Lucas Henrique  
The role of English language proficiency in  
Brazilian EMI practices / Lucas Henrique Marengo. --  
2022.  
105 f.  
Orientadora: Simone Sarmento.

Coorientadora: Ana Beatriz Arêas da Luz Fontes.

Dissertação (Mestrado) -- Universidade Federal do  
Rio Grande do Sul, Instituto de Letras, Programa de  
Pós-Graduação em Letras, Porto Alegre, BR-RS, 2022.

1. EMI. 2. Proficiency. 3. English language. 4.  
Fields of knowledge. 5. Brazilian Higher Education. I.  
Sarmento, Simone, orient. II. Arêas da Luz Fontes,  
Ana Beatriz, coorient. III. Título.

Lucas Henrique Fogaça Marengo

THE ROLE OF ENGLISH LANGUAGE PROFICIENCY IN BRAZILIAN EMI PRACTICES

Dissertação submetida ao Programa de Pós-Graduação em Letras da Universidade Federal do Rio Grande do Sul como requisito parcial para a obtenção do título de Mestre em Letras.

Porto Alegre, 8 de junho de 2022.

Resultado: Aprovado

BANCA EXAMINADORA:



---

Ana Leonor Chies Santiago Santos  
Instituto de Física  
Universidade Federal do Rio Grande do Sul (UFRGS)



Prof.ª Dr.ª Kyria Rebeca Finardi  
Professora- DLCE/CE/UFES  
SIAPE: 1714542

---

Kyria Rebeca Finardi  
Departamento de Linguagens, Cultura e Educação  
Universidade Federal do Espírito Santo (UFES)



---

Laura Knijnik Baumvol  
English department  
University of British Columbia (UBC)

## Resumo

O uso da língua inglesa tem crescido globalmente de forma exponencial ao longo das últimas décadas nos cenários acadêmicos (Dearden, 2014; Macaro, 2016; Altbach & Knight, 2007). Dentro dessa realidade, Inglês como Meio de Instrução (*English as a Medium of Instruction*, EMI) surge como uma abordagem que foca no ensino dos conteúdos das várias áreas do conhecimento por meio da língua inglesa em países nos quais ela não é a primeira língua (L1) (Dearden, 2014; Gimenez et al., 2018; Hu, 2008; Macaro, 2015; Altbach & Knight, 2007). Nesse sentido, práticas EMI não necessariamente focam no ensino de inglês, e sim no conteúdo, mas podem também promover o aprendizado espontâneo e incidental da língua por meio de práticas autênticas (Hulstijn, 2013; Muñoz, 2012; Pusey, 2020). Dentro deste contexto, os objetivos do estudo são analisar o grau de adesão às práticas EMI nas áreas do conhecimento, como os professores auto avaliam suas proficiências em inglês e como a proficiência na língua se correlaciona à adesão de práticas EMI em sala de aula. Para tanto, busca-se responder três questões de pesquisa: 1) como as diferentes áreas do conhecimento utilizam EMI na suas Instituições de Ensino Superior (IES) brasileiras?; 2) como os professores das IES brasileiras auto avaliam seus níveis de inglês? e 3) como esses níveis de proficiência se relacionam com as práticas EMI nas IES brasileiras. Para as diferenças de proficiência entre as áreas, usou-se planilhas Excel para organizar os dados, criando abas para cada uma das oito áreas do conhecimento, colocando, ao lado de cada respondente, números de 1 (sem conhecimento da língua inglesa) a 4 (conhecimento avançado) de acordo com as respostas deles. Usando o software SPSS (IBM Corp, 2021), análises de correlações estatísticas foram feitas a fim de investigar a relação de proficiência com a implementação de práticas EMI no Ensino Superior brasileiro. Os resultados apontam que os professores se consideram, em média, usuários com níveis de proficiência entre intermediários a avançados na língua inglesa. Em

segundo lugar, EMI ainda é incipiente em cenário acadêmico nacional (Gimenez et al., 2018; Kirkpatrick, 2014; Martinez, 2016; Pusey, 2020), apresentando baixa adesão à prática nas diferentes das áreas do conhecimento, mas com *Linguística, letras e artes* apresentando a maior adesão, com 25,3% e *Ciências humanas* a menor, com 6%. Por fim, as proficiências auto avaliadas desses professores correlacionadas com suas práticas EMI revelam que quanto mais alta é a proficiência avaliada, mais os professores aderem a práticas de Inglês como Meio de Instrução.

Palavras-chave: EMI – proficiência – língua inglesa – áreas do conhecimento – Ensino Superior brasileiro

## **Abstract**

The use of English has been increasing exponentially all around the globe in the last decades in academic settings (Dearden, 2014; Macaro, 2016; Altbach & Knight, 2007). Within this reality, English as a Medium of Instruction (EMI) appears as an approach with a focus on the contents of the several fields of knowledge through the use of the English language in countries where it is not the first language (L1) (Dearden, 2014; Gimenez et al., 2018; Hu, 2008; Macaro, 2015; Altbach & Knight, 2007). In this way, EMI practices are not necessarily focused on language teaching but rather on the content through the language; however, it can also promote incidental language learning via authentic practices (Hulstijn, 2013; Muñoz, 2012; Pusey, 2020). Thus, the study's objectives are to analyze the adherence degree to EMI practices throughout the different fields of knowledge, how the professors self-rate their English proficiencies, and how language proficiency correlates to the adhesion of EMI practices in the classroom. For that, three research questions are raised: 1) to what extent do the different fields of knowledge use EMI in Brazilian HE?; 2) what are the general self-rated English proficiency levels of HE professors in Brazil? and 3) how do these self-rated proficiency levels relate to EMI practices at the undergraduate and graduate levels?. For the differences in proficiency levels among the fields of knowledge, Excel spreadsheets were used to organize the data by creating tabs for each of the eight fields, adding, beside each respondent, their respective proficiency level from 1 (no English knowledge) to 4 (advanced English knowledge), according to their answers. Using SPSS (IBM Corp, 2021), correlation analyses were carried out to investigate the association between English proficiency and EMI in professors' classroom practices. The results show that the professors consider themselves users with intermediate to advanced language knowledge. Furthermore, EMI is still an incipient practice in the national academic scenario (Gimenez et al., 2018; Kirkpatrick, 2014;

Martinez, 2016; Pusey, 2020), showing low adherence to EMI practices in all of the eight fields of knowledge, but demonstrating that the field of *Linguistics, Literature, and Arts* presents the highest adherence, with 25,3% and *Human Sciences* demonstrating the lowest adherence, with 6%. Ultimately, the self-rated proficiency levels of these professors correlated to their EMI practices reveal that the higher the proficiency level, the more they utilize EMI practices.

Keywords: EMI – proficiency – English language – fields of knowledge – Brazilian Higher Education



## **Acknowledgments**

First and foremost, I would like to thank professor Simone Sarmento, my advisor, who has been my loyal companion since 2017, when I was a junior researcher during my undergraduate studies. Thank you a million for believing in me and my potential as a researcher. You are a remarkable person! Secondly, I would like to thank Laura Baumvol, who trusted me to aid her in the data collection and trimming processes, giving us thousands and thousands of invaluable data. Thank you so much for the partnership. Moreover, I would also like to show my appreciation to my dear friend Marine Matte, who helped me a lot since I was a junior researcher until the present day, always offering me support and giving me the best pieces of advice a friend could provide. Last but not least, thanks to my co-advisor, Ana Arêas da Luz Fontes, who helped me understand a little bit of the world of statistics in the most didactic ways. You are a fantastic professor and advisor.

I also could not forget my dearest parents, Mareliz and Paulo, who have always supported me in my academic choices and pushed me forward, constantly telling me to focus on my studies. In this way, I have to mention my beloved brother, Daniel, who is consistently asking me how things are going with my studies and being a friend of movie theater crazes. Thanks to my boyfriend, Eduardo, who understands all the days, weekends, and weeks I cannot do anything but read and write for my master's studies. You are a fantastic person with a golden heart. And again, last but not least, thanks to my sister-in-law, Gabrielly, who always makes everyone around her laugh (including me). Thank you so much for the laughter, the movies, the conversations, and the “ai, ai, dor; ai, ai prazer” jokes. You are all amazing, and I love you all so much! And lastly, if I did not mention my cats, I would be hiding a crucial part of me. So, thanks to Mimi, Nicolau, and Mini (the new family member), for always being around. I adore you all!

I would also like to thank all of my friends, starting with João, Júlia, Jeniffer, and Letícia, my incredible friends since I was still in middle school. You are all awesome, and I bet you do not know how crucial you are in my life, even though all the physical distance we were put through these last years. I love you all, too! We are forever (at least in my point of view, so I hope that for you, too). Then, still talking about friends, I could not overlook my companions from our undergraduate studies, Mariana, Alice, Ivana, Joanne, Carol, Larissa, Igor, Felipe, as well as João, who ended up graduating from high school with me and also studying Languages with me. After all the group works, studies for tests, internships, but also parties, Little Hell (a.k.a. Inferninhos da Letras), drinks, CB, cries, Habits (Stay High) by Tove Lo, and Do I Wanna Know? by Arctic Monkeys, I would like you to know that never in my life I will forget all the fruitful projects but also the crazy things we did, especially with our fellow companions from Letras UFRGS /15 (barra 15, or slash fifteen). This was the beginning of everything, and you will always mean a lot to me! A lot!

## **FINANCIAL SUPPORT OF CAPES**

This study was financed in part by the Coordenação de Aperfeiçoamento de Pessoal de Nível

Superior – Brasil (CAPES) – Finance Code 001

## Table of Contents

Chapter 1: Introduction .....	13
Chapter 2: Literature Review .....	16
2.1 Differentiating the uses of English in the classroom .....	17
2.2 The spread of EMI .....	
2.3 EMI in Brazil .....	
2.4 EMI: opportunities, challenges, and tensions .....	
2.5 EMI: disciplinary differences .....	
Chapter 3: Methodology .....	
3.2 Questions analyzed .....	
Chapter 4: Results and discussion.....	
4.1 Proficiency and Use of English.....	
4.2 Correlation analyses between English proficiency and EMI practices.....	
Chapter 5: Conclusion.....	
5.1 Final Considerations .....	
References.....	24

## Chapter 1: Introduction

English has increased its role in Higher Education (HE) due to oncoming internationalization processes in the last few years (Dearden, 2014; Macaro, 2016; Altbach & Knight, 2007). In this context, English as a Medium of Instruction (EMI) emerges as an internationalization tool for the Higher Education Institutions (HEIs) once there is a need to equip students and professors for the globalizing scientific, technical, and commercial communities in which English has become increasingly predominant (van der Walt, 2013).

In the present study, EMI is considered a practice connected to other terms in the content-language learning spectrum, e.g., Content and Language Integrated Learning (CLIL) and English for Academic Purposes (EAP), which will be presented and discussed in the following sections (Airey, 2016; Macaro et al., 2017; Macaro, 2018). This investigation stems from the research project named *The use of the English Language in Brazilian Higher Education*, which gathered data from professors holding a Ph.D. and associated with Brazilian HEI through an electronic questionnaire. The data were firstly collected for the dissertation by Laura Knijnik Baumvol in 2018, called *Language practices for knowledge production and dissemination: the case of Brazil*, under the supervision of Professor Simone Sarmiento, the same as in this study. I was, at the time, a junior research assistant and helped in the process of collecting the data and with the data trimming. As the title of the dissertation mentions, Baumvol (2018) focused on knowledge production and which languages are used for these practices in Brazil. Analyzing curriculums on the Lattes Platform and matching these data with an electronic questionnaire with over 5,000 respondents, the researcher delineated how languages, including English, are used for publications. From this moment on, I have not stopped researching and working with EMI since the questionnaire mentioned above ended up producing invaluable data on EMI matters.

Since I first started as a junior researcher in 2017, I have been dealing with quantitative and qualitative data analysis, an experience which culminated in my final undergraduate monography, called *EMI no Ensino Superior Brasileiro: um estudo da percepção de docentes*. This final paper analyzed how professors from HE in Brazil interpreted EMI practices. A quali-quantitative methodology was applied and analyzed via a coding process (Saldaña, 2013) to sort professors' perceptions (qualitative methodology) into categories whose number of occurrences was later quantified (quantitative methodology). In the first moment, the respondents had to answer the question *what are the benefits of teaching in English?* The findings showed that the most selected option was *the Brazilian students have the opportunity to improve their English language proficiency* (64% of the respondents selected this option). The least chosen option was that *there are no benefits in teaching in English* (only 5,3% of responses). For the open question, *what should be done by your HEI in order to implement more EMI classes?*, a coding process was conducted after a close reading of all the over 3,000 responses. Seven categories with suggestions for EMI implementation emerged after coding: *training for professors, language education for professors, language education for students, more incentives for professors, stimuli in general and English teaching for the academic community, having more foreign students, and diminishing the resistance to English*. Also, a category emerged with responses from participants who opposed the implementation of EMI. The most recurring category was *training for professors*, followed by *language education for professors* and *language education for students* (Marengo, 2019).

Right after my graduation, I started my Master's in Applied Linguistics. During my time as a master's student at Universidade Federal do Rio Grande do Sul (UFRGS), I was invited to be an English Teaching Assistant (ETA) at the Physics Department of the university in an

Astrophysics discipline named *Fundamentos de Astronomia e Astrofísica*, under the supervision of professor Ana Leonor Chies Santiago Santos, together with her Astrophysics intern, in preparing and delivering EMI classes for this course. My role in this course was to give linguistic support concerning the English language, mainly in preparing pedagogical tasks and conducting some of the activities, focusing on essential vocabulary and language structures for the course. The proofreading of English assignments by the students was also a part of my duties. I also participated in the oral exams, helping evaluate students' interactions in English.

Considering my path as a junior researcher during undergraduate studies, the production of my final monography already dealing with EMI, and my hands-on experience with EMI as an ETA for the Astrophysics discipline, I am interested in this topic come naturally, culminating in the present master's thesis. In this way, during my time as a master's student in the program, I knew that EMI matters would still be the main topic of my research.

Thus, using the data gathered for *The use of the English Language in Brazilian Higher Education umbrella research*, the present thesis aims to shed light on EMI practices in Brazil, considering how professors' English language proficiency levels relate to their perceived use of English in class. More specifically, how self-rated proficiency correlates to the choice of bibliographical references, the language used by the professors and their students, and the language used in students' assignments and tests. English language proficiency is believed to be one of the main issues related to EMI practices at Brazilian HE (Gimenez et al., 2018; Graddol, 2006; Martinez & Morgan, 2019; Muñoz, 2012). Another objective of this study is to investigate the extent to which professors from different disciplinary fields have already had any experience teaching EMI courses. Disciplinary differences are also believed to influence the use of English in HE practices (Becher, 1998; Bernstein, 1999; Bolton & Kuteeva, 2012; Kuteeva & Airey,

2014). Thus, investigating the role of proficiency and disciplinary differences in EMI practices on a large scale is of utmost importance, and, to our account, it is an unprecedented study in Brazil.

This thesis is composed of five chapters, including this Introduction. Firstly, a literature review will be presented, showing the different uses of English and additional languages in the classroom, the spread of EMI around the globe, EMI in Brazil, the opportunities and challenges faced by EMI, and the disciplinary differences when it comes to the use of English. After that, the methodology will be delineated, presenting the questions from the study and how the quantitative and correlational analyses were carried out. Then, in chapter four, the data is presented. The chapter compares how different fields of knowledge use the English language in their classes at Brazilian HE. This is followed by the descriptive data regarding professors' *self-rated English language proficiency levels* and *to what extent the English language is used in classrooms by the professors themselves, their students, in the courses' bibliographical references, and in tests and assignments*. Next, correlation analyses among the professors' self-rated proficiencies and the four different aspects of the use of English in Brazilian HE classrooms will be considered. After that, analyses of how the four aspects correlate to each other will be conducted. Finally, the research questions will be commented on, and final considerations will be provided.

## **Chapter 2: Literature Review**

This chapter will present the theoretical background for the current study. At first, the concept of English as a Medium of Instruction (EMI) will be provided, displaying its different approaches and situating EMI within similar areas such as Content and Language Integrated Learning (CLIL) and English for Academic Purposes (EAP). Then, EMI implementation policies



will be discussed, followed by the origins of EMI and the use of English at higher education institutions (HEIs) all around the globe. Subsequently, EMI's affairs in Brazil will be explored, showing how it has been performed in this country and providing examples of practices. The advantages and disadvantages of implementing EMI in several different nations will also be brought to light. Finally, an overview of how different fields of knowledge handle English medium practices when it comes to classroom and publication practices will be provided.

## **2.1 Differentiating the uses of English in the classroom**

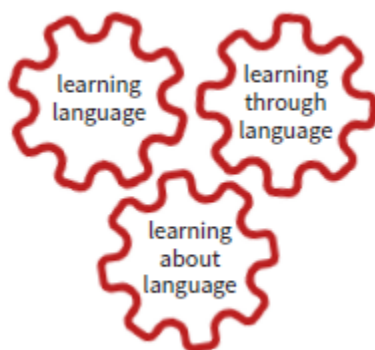
A range of terms has been used to describe the teaching of so-called content courses in English at the Higher Education (HE) level: “English-medium instruction (EMI), teaching in English (TIE), English-medium education in multilingual university settings (EMEMUS), content and language integrated learning (CLIL), integrating content and language in higher education (ICLHE), etc.” (Airey, 2016, p.72). However, some of these terms seem to have never gotten off the ground, such as TIE, EMEMUS, or ICLHE. Thus, this section will mainly explain the contexts in which CLIL and EMI are used.

According to Macaro (2017), EMI refers to the use of English to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English, which is the case in Brazil. CLIL, on the other hand, would not necessarily be about the use of English. However, even though CLIL might theoretically refer to any language, the first ‘L’ is almost always English (Airey, 2016; Dalton-Puffer & Smit, 2013). In addition, whereas CLIL is concerned with advancing content and language, “EMI does not (necessarily) have that objective” (p.4) since the focus should be chiefly on the content while using English as the medium to teach it.

For Graddol (2016), the two approaches also differ as far as language proficiency is concerned since EMI implies a certain language proficiency level from professors and students, whereas CLIL does not:

CLIL is an approach to bilingual education in which both curriculum content — such as science or geography — and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study. (Graddol, 2006, p.86)

It is also important to note that CLIL is often mentioned in primary and secondary education contexts, while EMI is frequently more associated with HE (Dearden, 2014; Mahan, 2022; Urmeneta, 2019). According to Urmeneta (2019), “indeed, schools are institutions where teaching languages, developing educated ways of using them, and focusing on the use and uses of language are primary interdependent goals” (p.9). When interdependent goals are mentioned, authors such as Halliday (1993) mention a multi-faceted view of learning in general, and language learning in particular, as a series of three interconnected processes. These processes are mentioned as learning language, learning through language, and learning about language.



*Figure 1.* Halliday’s model of learning. Source: Urmeneta (2019)

CLIL, which encompasses all the three processes in Halliday’s (1993) model, is deemed more approachable in primary and secondary schools since this method can be used in different



affect the content taught to any great degree” (p.73). In other words, in EMI contexts, English is exclusively viewed as the language of course instruction. However, the author points out that this is an artificial division since it would be a fallacy to imagine that content and language could ever be disconnected from each other - they are inevitably intertwined.

Macaro et al. (2017) point out that EMI is a relatively recent subject of study. The fact that researchers and professors label the phenomenon with a variety of terms reveals this fact.

Macaro (2018) illustrates the different terms used to refer to EMI:

English medium instruction	Kim & Sohn, 2009; Kang & Park, 2005; Islam, 2013; Huang, 2015; Byun et al., 2011; Dearden, 2015; Macaro, Akincioglu, & Dearden, 2016; Dearden & Macaro, 2016
English-medium instruction	Kim & Shin, 2014; Kim, Tatar, & Choi, 2014; Ghorbani & Alavi, 2014; Cho, 2012; J. Y. H. Chan, 2014; Bolton & Kuteeva, 2012; Rogier, 2012; Studer, 2015; Tatzl, 2011; Yoxsimer Paulsrud, 2014
English medium of instruction	Khan, 2013; Chu, 2005
English as the medium of instruction	Lai, 2013; Ellili-Cherif & Alkhateeb, 2015; British Council/TEPAV, 2015; McMullen, 2014; Yip & Tsang, 2006
English as a medium of instruction	Belhiah & Elhami, 2014; Al-Masheikhi, Al-Mahrooqi, & Denman, 2014; Lueg & Lueg, 2015; Sultana, 2014; Tung, Lam, & Tsang, 1997; Wu, 2006; Vu & Burns, 2014; Tarnopolsky & Goodman, 2014; Ryhan, 2014
English language as medium of instruction	Ismail et al., 2011
English-medium education (English-medium higher education)	Kirkgöz, 2005, 2009; Earls, 2016
English-medium teaching	J. Y. H. Chan, 2014; Byun et al., 2011
English-medium higher education	Hellekjaer, 2010
English-medium courses	Yeh, 2014
English-medium programs	Hengsadeekul, Koul, & Kaewkuekool, 2014; Dafouz, Camacho, & Urquia, 2014
English as the lingua franca medium of instruction	Chapple, 2015; Bjorkman, 2010
English medium content classes	Iyobe, Brown, & Coulson, 2011

Figure 3. Use of different terminologies containing the words ‘English’ + ‘medium.’ Source: Macaro (2018)

Macaro (2018) points out that some authors utilize two or three representations of the term EMI even within a single study. He also argues that only a few authors have not used the word ‘medium,’ showing the examples of Wächter & Maiworm (2014) and Kim & Shin (2014), who respectively used the terms ‘English Taught Programmes’ and ‘English Communication

Education’ concerning HE. Consequently, one may question if there are any significant explanations for the terminology differences. Rather than attempting to speculate on possible causes, Macaro (2018) provides definitions of the EMI phenomena by different authors. These definitions, he believes, are even more varied and thus problematic than the various terminologies used to label this method, as seen in Figure 3. In order to exemplify the variation in definitions, an excerpt of the examples brought by Macaro (2018) can be seen in Figure 4 below:

... the teaching and learning of content through another language (English).  
(Dafouz, Camacho, & Urquia, 2014, p. 224)

English used as the language of instruction, in particular, where English is not the native language of the students.  
(Kim & Shin, 2014, p. 42)

... [when] English is the medium of instruction rather than studied as a foreign language.  
(Tarnopolsky & Goodman, 2012, p. 58)

EMI is closely related to content-based instruction.  
(Kang & Park, 2005, p. 157)

*Figure 4.* Examples of EMI definitions by distinct authors. Source: Macaro (2018)

Macaro (2018) debates that in the EMI literature, there are seldom attempts to define what is actually being discussed with sufficient detail. For him, by reading these articles, it appears that authors roughly know what is being discussed about. Besides, ‘English Medium Instruction,’ along with other terminologies in Figure 3, are occasionally used interchangeably with terms like ‘Foreign language education’ in the same article. Some of the possible causes for the different terms and definitions are 1) the positioning of a research paper in a particular journal, and 2) writers might be trying to reach out to readers in a different context to provide their papers with greater external validity.

The process of using English for internationalization goes beyond the strict use of EMI (Baumvol & Sarmiento, 2016). Given its importance, English is present in HE in various ways,

pervading multiple social behaviors, especially in light of the significant growth in academic mobility. Factors such as professors' and students' different home languages, whether or not the students share the same native language, the language of the bibliographic references, and the language of instruction are all taken into account (Baumvol & Sarmiento, 2016).

Because instruction or learning does not occur vertically from instructors to students but is somewhat influenced by various factors, it is necessary to define 'language of instruction.' For this, Baumvol & Sarmiento (2016) point out three different questions regarding the choice of language of instruction: 1) the language(s) used by the professor; 2) the language(s) of the bibliographic references; 3) the language(s) used by the students (see Baumvol & Sarmiento, 2016 for more details). The authors illustrate that, for instance, it is relatively usual to see English as the primary language of all course references in specific areas of knowledge. The most relevant Brazilian academic journals and events are entirely in English in some areas. Nevertheless, the professor mainly speaks in Portuguese to discuss these references in the classroom. Still, even if the professor communicates with the students mainly in Portuguese, tests and final papers may be written in English. Regarding these contrasts, there appears to be a continuum of the presence of the English language in the teaching and learning process. From Baumvol & Sarmiento's (2016) point of view, EMI is not merely a binary matter in the sense that "EMI is used" or "EMI is not used," but instead a myriad of scenarios in which more (or fewer) people can use English in more (or fewer) contexts within the same classroom and academic practices.

For the purpose of this study, the term English as a Medium of Instruction (EMI) will be used to refer to courses and academic activities in which English is used as the medium of instruction regardless of the content being the only objective or not. As Airey (2016) pointed out,

"content and language are inextricably entwined" (p.73). In this way, even though the official course/activity objectives may refer only to content, it is very likely that language-related issues do come up during classes and will have to be dealt with by the instructor.

## References

- Aguiar, A., Nogueira, M. A. (2012). Internationalisation Strategies of Brazilian Private Schools. *International Studies in Sociology of Education*, 22(4): 353–368.
- Airey, J. (2016). EAP, EMI or CLIL?. *The Routledge handbook of English for academic purposes* (pp. 95-107). Routledge.
- Aizawa, I., Rose, H. (2019). An analysis of Japan’s English as medium of instruction initiatives within higher education: the gap between meso-level policy and micro-level practice. *Higher Education*, 77, 1125-1142.
- Al-Jarf, R. (2004). College Students’ Attitudes towards Using English and Arabic as a Medium of Instruction at the university Level. *World Arabic Translator’s Association (WATA)*. [online] Available at: <http://sona3.org/vb/showthread.php?p=13592>
- Altbach, P. G. & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3/4), 290-305. <https://doi.org/10.1177/1028315307303542>
- Al-Sultan, A. (2009) *English as medium of instruction*. Archive Arab News. [online] Available at: <http://archive.arabnews.com/?page=13&section=0&article=124214&d=2&m=7&y=2009>
- Ammon, U. (2006). Language planning for international scientific communication: An overview of questions and potential solutions. *Current issues in language planning*, 7(1), 1-30.
- Ammon, U. (2010). English and other international languages under the impact of globalization. *Neuphilologische Mitteilungen*, 111(1), 9-28.
- Archanjo, R. (2017). Moving globally to transform locally? Academic mobility and language policy in Brazil. *Language Policy*, 16(3), 291-312.
- Arnett, J. (2002). The psychology of globalization. *American Psychologist*, 57, 774–783.



Ball, P., & Lindsay, D. (2013). Language demands and support for English-medium instruction in tertiary education. Learning from a specific context. *English-medium instruction at universities: Global challenges*, 44-61.

Basturkmen, H. (2018). “Dealing with Language Issues During Subject Teaching in EMI: The Perspectives of Two Accounting Lecturers.” *TESOL Quarterly* 52 (3): 692–700.

Baumvol, L. K. (2018). *Language practices for knowledge production and dissemination: the case of Brazil*.

Baumvol, L. K., & Sarmiento, S. (2016). A internacionalização em casa e o uso de inglês como meio de instrução. *Echoes: Further Reflections on Language and Literature*. Ied. Florianópolis: UFSC, 1, 65-82.

Baumvol, L. K., & Sarmiento, S. (2019). Can the use of English as a medium of instruction promote a more inclusive and equitable higher education in Brazil?. *Simon Fraser University Educational Review*. Burnaby, BC, Canada. Vol. 12, n. 2 (Summer 2019), p.[87]-105.

Baumvol, L., Sarmiento, S., & Arêas da Luz Fontes, A. B. (2021). Scholarly publication of Brazilian researchers across disciplinary communities. *Journal of English for Research Publication Purposes*, 2(1), 5-29.

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.

Beacco, J.-CL. & Byram, M. (2003). *Guide for the development of language education policies in Europe: From linguistic diversity to plurilingual education*. Strasbourg: Council of Europe.

Becher, T. (1989). *Academic tribes and territories: Intellectual enquiry and the cultures of disciplines*. Milton Keynes: SRHE/Open University Press.

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education*, 20(2), 157-173

Biglan, A. (1973). The characteristics of subject matter in different academic areas. *Journal of Applied Psychology*, 57(3), 195

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, 429-447.

Bradford, A. (2019). It's not all about English! The problem of language foregrounding in English-medium programmes in Japan. *Journal of Multilingual and Multicultural Development*, 40(8), 707-720.

Bradford, A. (2016). Toward a typology of implementation challenges facing English-Medium Instruction in higher education: evidence from Japan. *Journal of Studies in International Education*, 20(4), 339-356.

Bradford, A. (2013). English-medium degree programs in Japanese universities: Learning from the European experience. *Asian Education and Development Studies*.

Brown, H. (2014). Contextual factors driving the growth of undergraduate English-medium instruction programmes at universities in Japan. *The Asian Journal of Applied Linguistics*, 1(1), 50-63.

Brumfit, C. J. (2004). Language and higher education: Two current challenges. *Arts and Humanities in Higher Education*, 3(2), 163-173.

Celani, M. A., Freire, M. M., Ramos, R. C. G. (Orgs.). 2009. *A abordagem instrumental no Brasil: um projeto, seus percursos e seus desdobramentos*. 1ª ed., Campinas, Mercado de Letras.

Clegg, J., & Simpson, J. (2016). Improving the effectiveness of English as a medium of instruction in sub-Saharan Africa. *Comparative Education*, 52(3), 359-374.

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

Coyle, D., Hood, P. & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Crystal, D. (2012). *English as a global language*. Cambridge: Cambridge University Press. 2012.

Dafouz, E. M., & Sánchez, D. S. (2013). 'Does everybody understand?' Teacher questions across disciplines in English-mediated university lectures: an exploratory study. *Language Value*, 5(1), 129-151.

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.

Davison, C. (2006). Collaboration between ESL and content teachers: How do we know when we are doing it right? *International Journal of Bilingual Education and Bilingualism*, 9(4), 454 - 475.

Davison, C., & Williams, A. (2001). Integrating language and content: Unresolved issues. In B. Mohan, C. Leung & C. Davison (Eds.), *English as a second language in the mainstream: Teaching, learning and identity* (pp. 51-70). Harlow, UK: Pearson.

- Dearden, J. (2014). *English as a medium of instruction-a growing global phenomenon*. British Council.
- de Figueiredo, E. H. D., Jordão, C. M., Antunes, B. P., Emmerich, A., & Cons, T. R. (2021). Perspectives of postgraduate professors and students on internationalization and English language use at a university in the south of Brazil. *Scholarship of Teaching and Learning in the South*, 5(1), 6-24.
- De Swaan, A. (2001). *Words of the world: The global language system*. Cambridge: Polity Press. *Words of the World: The Global Language System*.
- Deardorff, D., & Jones, E. (2012). Intercultural competence: An emerging focus in international higher education. *The SAGE handbook of international higher education*, 283-303.
- de Wit, H. (2016). Criterios para diseño y evaluación de políticas de internacionalización. *Seminario Internacional sobre Impacto de la Internacionalización sobre la Calidad de la Educación Superior, Unicamp, Campinas, Brazil*.
- Dimova, S., Hultgren, A. K., & Jensen, C. (Eds.). (2015). *English-medium instruction in European higher education* (Vol. 4). Walter de Gruyter GmbH & Co KG.
- Doiz, A., Lasagabaster, D., & Sierra, J.M. (Eds.) (2012). *English-medium instruction at universities: Global challenges*. Bristol, England: Multilingual Matters.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific Purposes: A Multi-Disciplinary Approach*. Cambridge: CUP.
- Finardi, K. R., & Tyler, J. (2015). The role of English and technology in the internationalization of education: insights from the analysis of MOOCs. In *7th international conference on education and new learning technologies* (pp. 11-18).

Finardi, K. R., Prebianca, G. V. V., Schmitt, J., & Andrade, D. F. (2014). Technology, English Language Teaching and Internationalization at a Crossroad: Insights from the Analysis of a Virtual Learning Environment in Brazil. *Sevilha* (Vol. 1, pp. 1-12). ICERI2014 Proceedings. Madri: IATED.

Finardi, K. R., Prebianca, G. V., & Momm, C. F. (2013). Tecnologia na Educação: o caso da Internet e do Inglês como Linguagens de Inclusão. *Cadernos do IL*, (46), 193-208.  
<https://doi.org/10.22456/2236-6385.35931>

Galloway, N., Rose, H. (2021). English medium instruction and the English language practitioner. *ELT Journal*, 75(1), 33-41.

Galloway, N. (2017). *How effective is English as a medium of instruction (EMI)?* On <https://www.britishcouncil.org/voices-magazine/how-effectiveenglish-medium-instruction-emi>

Garth, A. (2008). Analysing data using SPSS: A practical guide for those unfortunate enough to have to actually do it. *Sheffield Hallam University*, 94.

Gimenez, T. N., & Marson, M. Z. (2022). TEACHER EDUCATION IN ENGLISH MEDIUM INSTRUCTION SETTINGS: A PARTIAL VIEW FROM BRAZIL. *Ilha do Desterro: A Journal of English Language, Literatures in English & Cultural Studies*, 75(1).

Gimenez, T. N., & Marson, M. Z. (2021). Teacher education in English Medium Instruction settings: a partial view from Brazil. *Ilha do Desterro A Journal of English Language, Literatures in English and Cultural Studies*, 75(1).

Gimenez, T.N., El Kadri, M., Calvo, L., & Cogo, A. (2019). EMI and the perspective of English

as a lingua franca. In Relatório *Framing English language applied research British Council*. UK-Brazil, British Council.

Gimenez, T., Sarmiento, S., Archanjo, R., Zicman, R., & Finardi, K. (2018). *Guide to English as a medium of instruction in Brazilian Higher Education institutions 2018-2019*. Retrieved from <http://faubai.org.br/britishcouncilfaubaiuide2018.pdf>  
[https://www.cbs.dk/files/cbs.dk/robert\\_philippson\\_the\\_business\\_of\\_english\\_global\\_panacea\\_or\\_pandemic\\_0.pdf](https://www.cbs.dk/files/cbs.dk/robert_philippson_the_business_of_english_global_panacea_or_pandemic_0.pdf)

Gimenez, J. (2012). Disciplinary epistemologies, generic attributes and undergraduate academic writing in nursing and midwifery. *Higher Education*, 63, 401-419.

Graddol, D. (2006). *English Next: Why Global English May mean the End of 'English as a Foreign Language'*. London: British Council.

Goodman, B. (2014). Implementing English as a medium of instruction in a Ukrainian university: Challenges, adjustments, and opportunities. *International Journal of Pedagogies and Learning*, 9(2), p.130–141. <https://doi.org/10.1080/18334105.2014.11082026>

Guimarães, F. F., & Kremer, M. M. (2020). Adopting English as a medium of instruction (EMI) in Brazil and Flanders (Belgium): a comparative study. *Ilha do Desterro*, 73, 217-246.

Guimarães, F. F., Finardi, K. R., & Casotti, J. B. C. (2019). Internationalization and language policies in Brazil: what is the relationship?. *Revista Brasileira de Linguística Aplicada*, 19, 295-327.

Guimarães, F. F., Finardi, K. R. (2018). Interculturalidade, Internacionalização e Intercompreensão: Qual a Relação? *Ilha do Desterro*, 71(3), 15-37. <https://doi.org/10.5007/2175-8026.2018v71n3p15>

Halliday, M.A.K. (1993). Towards a Language-Based Theory of Learning. *Linguistics and Education* 5, 93-116.

Haagen-Schützenhöfer, C. & Mathelitsch, L. (2001). *English as a Medium of Instruction in Science-Teaching*. Institute for Theoretical Physics, University of Graz, Austria.

Hu, G. (2008). The misleading academic discourse on Chinese–English bilingual education in China. *Review of Educational research*, 78(2), 195-231.

Hultgren, A. K., Gregersen, F., & Thøgersen, J. (Eds.). (2014). *English in Nordic Universities: Ideologies and practices (Vol. 5)*. John Benjamins Publishing Company.

Hulstijn, J. H. (2013). Incidental learning in second language acquisition. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics v. 5*, pp. 2632–2640. Chichester: Wiley-Blackwell.  
<https://doi.org/10.1002/9781405198431.wbeal0530>

Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. Ann Arbor: University of Michigan Press.

Jäppinen, A. K. (2005). Thinking and content learning of mathematics and science as cognitive development in Content and Language Integrated Learning (CLIL): Teaching through a foreign language in Finland. *Language and Education* 19.2, 148-166.

Jenkins, J. (2007). *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford University Press.

Jones, E. (2013). Internationalization and employability: the role of intercultural experiences in the development of transferable skills. *Public Money & Management*, 33(2), 95-104.

Jordão, C. M. (2018). 3 Intelligibility, mimicry and internationalization. *English-Medium Instruction from an English as a Lingua Franca Perspective: Exploring the Higher Education Context*.

Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the Outer Circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the world* (pp. 11-30). Cambridge: Cambridge University Press.

Kim, J., Tatar, B., & Choi, J. (2014). Emerging culture of English-medium instruction in Korea: experiences of Korean and international students. *Language and Intercultural Communication* 14(4), 441-459.

Kirkgöz, 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 language (s) of HE: EMI and/or ELF and/or multilingualism?. *The Asian Journal of Applied Linguistics (Editor Dr. Derek Chan)*, 1(1), 4-15.

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

Kuteeva, M., & Airey, J. (2014). Disciplinary differences in the use of English in higher education: Reflections on recent language policy developments. *Higher education*, 67(5), 533-549.

Lewis, M. P., G. F. Simons, and D. Fennig. (2015). *Ethnologue: Languages of Africa and Europe. 18th ed.* [http://www.ethnologue.com/ethnoblog/m-paul-lewis/welcome-18th-edition#.VIV-Xv94S\\_s](http://www.ethnologue.com/ethnoblog/m-paul-lewis/welcome-18th-edition#.VIV-Xv94S_s).

Lillis, T., & Curry, M. J. (2011). Academic writing in a global context: The politics and practices of publishing in English. *J Bus Tech Commun*, 22, 179-198.

Lima, D. C. (2011). Inglês em escolas públicas não funciona? *Uma questão de múltiplos olhares* [English in Public Schools Doesn't Work? One Question, *Multiple Perspectives*]. São Paulo: Parábola.



Macaro, E. (2022). English Medium Instruction: What do we know so far and what do we still need to find out?. *Language Teaching*, 1-14.

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

Macaro, E. (2017). English medium instruction: Global views and countries in focus. *Language Teaching*, 50(3).

Macaro, E. (2015). English medium instruction: Time to start asking some difficult questions. *Modern English Teacher*, 24(2), 4-7.

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.

Madhavan Brochier, D. (2016). 10 Truths (and a lie) about EMI. *IATEFL* webinar. Doi: <https://divyamadhavan.wordpress.com/2016/10/12/10-truths-a-lie-about-emi>

Mahan, K. R. (2022). The comprehending teacher: Scaffolding in content and language integrated learning (CLIL). *The Language Learning Journal*, 50(1), 74-88.

Maiworm, F., & Wächter, B. (2002). *English-language-taught: Degree programmes in European higher education*. Bonn: Lemmens.

Marengo, L. H. F. (2019) EMI no ensino superior brasileiro: um estudo da percepção de docentes. Trabalho de Conclusão de Curso (Licenciatura em Letras) –Universidade Federal do Rio Grande do Sul.

Martin, J. R. (2011). Bridging troubled waters: Interdisciplinarity and what makes it stick. In F. Christie & K. Maton (Eds.), *Disciplinarity: Functional linguistic and sociological perspectives*, 35-61. London: Continuum

Marsh, D., & Frigols Martín, M. J. (2012). Content and language integrated learning. *The encyclopedia of applied linguistics*.

Marsh, D. and J.Laitinen, (2005). Medium of instruction in European higher education: Summary of research outcomes of European Network for language learning amongst undergraduates (ENLU) Task Group 4. *Jyvaskyla: Uni COM, University of Jyvaskyla*.

Marsh, D. (2002). *CLIL/EMILE: The European Dimension*. Brussels: The European Union.

Marsh, H. W., K. T. Hau and C. K. Kong (2000). Late immersion and language of instruction in Hong Kong high schools: Achievement growth in language and nonlanguage subjects. *Harvard Educational Review* 70.3, 302-346.

Martinez, R., & Fernandes, K. (2020). Development of a teacher training course for English medium instruction for higher education professors in Brazil. In *Teacher training for English-medium instruction in higher education* (pp. 125-152). IGI Global.

Martinez, R. & Morgan, S. (2019). Do you need perfect language skills to give a good class in English?. *Relatório Framing English language applied research British Council*. UK-Brazil, British Council.

Martinez, R. (2016). English as a Medium of Instruction (EMI) in Brazilian higher education: challenges and opportunities. *English in Brazil: views, policies and programs*, 191-228.

Martins, A. C. (2020). Internationalisation in Higher Education and English as a teaching and learning tool: what are the implications in all Brazilian Education?. *Research, Society and Development*, 9(10), e4779108672-e4779108672.

Mauranen, A., Hynninen, N., & Ranta, E. (2010). English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 29(3), 183-190.

McArthur, T. B., McArthur, T., & McArthur, R. (Eds.). (2005). *Concise Oxford companion to the English language*. Oxford University Press, USA.

Memory, N. D., Nkengbeza, D., & Liswaniso, C. M. (2018). The effects of code switching on English language teaching and learning at two schools in Sibbinda Circuit. *International Journal of English Language Teaching*, 6(5), 56-68.

MEXT. (2008). “Outline of the ‘300,000 International Students Plan’ and the ideas behind it”, available at: [www.mext.go.jp/b\\_menu/shingi/chukyo/chukyo4/houkoku/attach/1249711.htm](http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo4/houkoku/attach/1249711.htm)

MEXT (2009), “Prioritized financial assistance for the internationalization of universities launching the project for establishing Core Universities for Internationalization (Global 30)”, available at: [www.jsps.go.jp/english/e-kokusaika/data/00\\_mext2009.pdf](http://www.jsps.go.jp/english/e-kokusaika/data/00_mext2009.pdf)

Mirizon, S., Wadham, B., & Curtis, D. (2019). Integrated content and language instruction: Lecturers’ views and classroom instructional practices. *Australian Journal of Teacher Education*, 44(3). Retrieved from <https://ro.ecu.edu>.

Molino, A., & Campagna, S. (2014). English-mediated instruction in Italian universities: conflicting views. In U. Ammon, J. Darquennes & S. Wright (Eds.), *Sociolinguistica: International Yearbook of European Sociolinguistics* (pp. 155-171). Berlin: Walter de Gruyter GmbH

Montgomery, S. (2013). Does science need a global language? *English and the future of research*. Chicago, IL: The University of Chicago Press.

Muñoz, C. (2012). *Intensive exposure experiences in second language learning*. UK: Multilingual Matters.

Nettle, D., and Romaine, S. (2002). *Vanishing voices: The extinction of the world’s languages*. Oxford: Oxford University Press.

Neumann, R., & Becher, T. (2002). Teaching and learning in their disciplinary contexts: A conceptual analysis. *Studies in Higher Education*, 27(49), 405

Nicolaidis, C. S., & Tilio, R. C. (2013). Políticas de ensino e aprendizagem de línguas adicionais no contexto brasileiro: o caminho trilhado pela ALAB. *C. Nicolaidis et al*, 285-305.

Oktaviani, U. (2019). Teacher's Perspectives and Challenges towards English as a Medium of Instruction (EMI). *LINGUA: Jurnal Bahasa dan Sastra*, 20(1), 58-64.

Othman, J. and Moht Saad, R. (2009) Challenges of Using English as a Medium of Instruction. *The Asia-Pacific Education Researcher* 18. 2, pp.307-316.

Packer, A.L., Cop, N., Luccisano, A., Ramalho, A., & Spinak, E. (2014). SciELO – 15 years of open access: An analytic study of open access and scholarly communication. *UNESCO*.

<https://doi.org/10.7476/9789230012373>

Peng, J. E., & Xie, X. S. (2021). English-medium instruction as a pedagogical strategy for the sustainable development of EFL learners in the Chinese context: A meta-analysis of its effectiveness. *Sustainability*, 13(10), 5637.

Pennycook, A. (2002). *English and the discourses of colonialism*. Routledge.

Phillipson, R. (2009). *Linguistic imperialism continued*. Routledge: New York and London.

Pusey, K. (2020). Lessons Learned Piloting an EMI Support Course at a Southern Brazilian University. *BELT-Brazilian English Language Teaching Journal*, 11(2), e39470-e39470.

Pusey, K. J. (2020b). Addressing conceptual disagreements and representation in EMI teacher education. *REGIT*, 14(2), 102-114.

Rahman, M. M. & Singh, M. K. M. (2021). English medium university STEM teachers' and students' ideologies in constructing content knowledge through translanguaging.

*International Journal of Bilingual Education and Bilingualism*, online first.

<https://doi.org/10.1080/13670050.2021.1915950>

Ramos, M. Y. (2018). Internacionalização da pós-graduação no Brasil: lógica e mecanismos. *Revista Educação e Pesquisa*, 44, 1-22.

Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2020). What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*, 45(11), 2149-2161.

Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge University Press.

Registro E. S. R., & Moss, H. (2019). There is more to internationalisation than classes in English. Relatório *Framing English language applied research British Council*. UK-Brazil, British Council.

Richards, J. C., & Pun, J. (2021). A typology of English-medium instruction. *RELC Journal*, 0033688220968584.

Salö, L. (2010). *Engelska eller svenska? En kartläggning av språksituationen inom högre utbildning och forskning*. Stockholm: Språkrådet

Sarmiento, S., Abreu-e-lima, D., Moraes Filho, W. (2016). *Do inglês sem fronteiras ao idioma sem fronteiras: a construção de uma política linguística para a internacionalização*. Belo Horizonte: Editora UFMG.

Scholl, A. P., Fontes, A. B. A. D. L., & Finger, I. (2021). Can bilinguals rate their proficiency accurately in a language background questionnaire?: a correlation between self-rated

and objective proficiency measures. *Revista da ANPOLL. Florianópolis, SC. Vol. 52, n. 1 (jan./maio 2021)*, p.[142]-161.

Seikkula-Leino, J. (2007). CLIL learning: Achievement levels and affective factors. *Language and Education, 21(4)*, 328-341.

Shimauchi, S. (2017). English-medium Degree Programs in Internationalization of Japanese Universities: Conceptual Models and Critical Issues. *Journal of Asia-Pacific Studies, Institute of Asia-Pacific Studies, Waseda University, No. 29*, 105-117.

Shimauchi, S. (2018). English-medium instruction in the internationalization of higher education in Japan: Rationales and issues. *Educational Studies in Japan, 12*, 77-90.

Shohamy, E. (2007). Reinterpreting globalization in multilingual context. *International Multilingual Research Journal, 1(2)*: 127-133.

Shohamy, E. (2013). A critical perspective on the use of English as a medium of instruction at universities. In *English-medium instruction at universities: Global challenges* (pp. 196–210). Bristol: Multilingual Matters. <https://doi.org/10.21832/9781847698162-014>

Solovova, O., Santos, J.V., & Verissimo, J. (2018). Publish in English or perish in Portuguese: Struggles and constraints on the semiperiphery. *Publications, 6(2)*, 1-14.

Spolsky, B. (2004). *Language policy*. Cambridge university press.

Taguchi, N. (2014). English-medium education in the global society. *International Review of Applied Linguistics in Language Teaching, 52(2)*, 89-98.

Tamtam, A. G., Gallagher, F., Olabi, A. G., & Naher, S. (2012). A comparative study of the implementation of EMI in Europe, Asia and Africa. *Procedia-Social and Behavioral Sciences, 47*, 1417-1425.

Tang, K. N. (2020). Challenges and Importance of Teaching English as a Medium of Instruction in Thailand International College. *Journal of English as an International Language*, 15(2), 97-118.

Taquini, R., & Finardi, K. R. (2021) *Original Paper English as a Medium of Instruction in Brazil: Evidence from UFES*.

Tri, H. D. (2020). *English-medium Instruction in Vietnamese Higher Education: Ideologies, Management, and Practices (Doctoral dissertation, University of Newcastle)*.

Tsui, A. B. M., & Tollefson, J. W. (2004). The centrality of medium-of instruction policy in sociopolitical processes. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 1-18). London: Lawrence Erlbaum Associates.

Urmeneta, C. E. (2019). An introduction to content and language integrated learning (CLIL) for teachers and teacher educators. *CLIL. Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 2(1), 7-19.

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

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

Wächter, B., & Maiworm, F. (Eds.). (2014). *English-taught programmes in European higher education: The state of play in 2014*. Lemmens Medien GmbH. Doi:[http://www.aca-secretariat.be/fileadmin/aca\\_docs/images/members/ACA-201\\_English\\_Taught\\_01.pdf](http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA-201_English_Taught_01.pdf)

Wilkinson, R. (2013). English-medium instruction at a Dutch university: Challenges and pitfalls. *English-medium instruction at universities*, 3-26.

Wilkinson, R., & Gabriëls, R. (2021). The untapped potentials of EMI programmes. The Dutch case. *System*, 103, 102639.

Wilson, K.M., & Lindsey, R. (1999). *Validity of Global Self-Ratings of ESL Speaking Proficiency Based on an FSI/ILR-Referenced Scale*. Research Report. Princeton: Educational Testing Service.

Wu, W.S., (2006). Students' attitude toward EMI: Using Chung Hua University as an example. *Journal of Education and Foreign Language and Literature*, 4, 67-84.

Write, S. (2004). *Language policy and language planning: From nationalism to globalization*. London: Palgrave Macmillan.

Yoshida, A. (2014). Global Human Resource Development and Higher Education in Japan. *Kyouikugaku Kenkyu*, 81 (2), Nihon Kyouiku Gakkai, 22-39. (Published in Japanese)

Yuan, R., Chen, Y., & Peng, J. (2020). Understanding university teachers' beliefs and practice in using English as a medium of instruction. *Teaching in Higher Education*, 1-16.

Zare-ee, A., & Hejazi, Y. (2017). University teachers' views on English as the medium of instruction in an Iranian higher education institution. *Arab World English Journal (AWEJ)*, 8(4).