

Language policy and planning for English-medium instruction in higher education

Amy Wanyu Ou, Francis M. Hult, and
Michelle Mingyue Gu

University of Gothenburg | University of Maryland, Baltimore County |
The Education University of Hong Kong

This article presents English-medium instruction (EMI) in higher education (HE) from a language policy and planning (LPP) perspective. Based on a review of EMI policy research in diverse higher education contexts, we address several key contemporary policy tensions in EMI such as English native-speakerism, English monolingualism, and language education with attention to corpus, status and acquisition planning as well as the role of individual policy actors. In light of this review, we argue for an orientation to policymaking for EMI-HE institutions that acknowledges the value of individuals as policy arbiters and aligns institutional goals with “on the ground” needs and practices. We also point to areas of future research that would benefit all EMI stakeholders, in particular critical engagement with the nature of language competence in EMI settings and the enhanced development of evidence-based EMI learning outcomes. Finally, we propose an ecological framework for EMI-HE policy development that could be employed as a heuristic to guide universities in designing concrete EMI policies for their local contexts. As an extension, we also offer an inventory of reflective questions to guide key university stakeholders in effectively engaging in EMI policy processes.

Keywords: English-medium instruction (EMI), language policy, language planning, higher education

Introduction

The global advancement of English-medium instruction (EMI) has been characterized as both a result and a driving force of the internationalization of higher education (Altbach & Knight, 2007). In recent decades, the acceleration of EMI in higher education (HE) and its overarching impact on teaching, learning, and the

languages and cultures of local societies have drawn increasing scholarly attention to language-in-education policies and practices in EMI programs (e.g., Hamid et al., 2013; Tollefson & Tsui, 2004). Research has extensively explored EMI as a sociopolitical process and its impact on linguistic diversity and ethnocultural identity (e.g., Coleman, 2006; Phillipson, 2009) and the tension between English and multilingualism in EMI policies, especially with respect to different stakeholders (i.e., students, teaching staff, and administration personnel) and their language needs (e.g., Airey, 2012; Källkvist & Hult, 2020; Zhang, 2018). Cross-regional studies foreground “the situatedness of medium-of-instruction policies” (cf. Tollefson & Tsui, 2004, p. 3), meaning that the interpretation of language policies and related debates must be situated in and made relevant to their sociopolitical and historical contexts. Indeed, EMI, as a term, lacks a clear and consistent definition due to its ubiquity in different educational sectors, disciplines, and social contexts with diverse linguistic, cultural, and political complexities (Al-Bataineh, 2020; Fenton-Smith et al., 2017). As the definition and practice of EMI in HE remain fluid, it is of great importance for policymakers to examine EMI within its embedded sociopolitical and linguistic contexts and to provide targeted support that responds to the educational needs as well as social and linguistic challenges of local stakeholders. This requires not only a theoretically grounded framework to penetrate the complex discursive mechanisms within specific EMI policy (Dafouz & Smit, 2016), but more concrete and practical guidance for policymakers to draw upon in making decisions about educational issues in EMI programs.

This article aims to develop an understanding of EMI in HE from the lens of language policy and planning (LPP). By using the label EMI-HE, we attempt to expand the scope of discussion to *all kinds of tertiary-level programs* (i.e., undergraduate, postgraduate, and doctoral) that use English as the medium of content knowledge teaching/learning and a means of international communication in non-English-dominant societies. We begin with a review of research on EMI policies in diverse HE contexts, structured around four major aspects of LPP inspired by Cooper’s (1989) seminal framework of language planning: corpus, status and acquisition planning and EMI policy actors. We then turn to a critical discussion of key contemporary EMI-HE policy challenges, which highlight the dearth of inclusive and interactive policymaking for the needs of diverse EMI stakeholders. Against this backdrop, we also highlight two future research directions that would benefit EMI policymaking by building more robust knowledge about “on the ground” teaching and learning practices: critical perspectives on language competence in EMI settings and evidence-based development of EMI learning outcomes. Finally, we address the need for universities to develop concrete policies that meet the demands of EMI stakeholders by proposing an eco-

logical framework for EMI policy in higher education. As an extension, we offer an inventory of reflective questions, which focuses on issues of status, corpus, and acquisition planning in order to guide key university stakeholders in effectively engaging with EMI policy process.

Where are we now?

EMI policy must be considered in relation to its sociopolitical context. Accordingly, we begin with an overview of language policy issues in tertiary-level EMI across continents. To this end, we draw on Cooper's (1989) accounting scheme for language planning as a heuristic by referring to the underlined aspects in his summarizing question: "who plans what for whom and how?" (p.31). These four dimensions guide us in examining language policy from multiple perspectives, including the social actors involved with language regulation, the language behaviors being regulated, the targets and motivations of a policy action, and the implementation process and influences of that action (cf. Hult, 2015). Inspired by Cooper (1989), we organize key findings below under the headings of corpus planning, status planning, acquisition planning, and policy actors. Moreover, following in the tradition of LPP research that highlights the importance of socially situating policy discourses (e.g., Canagarajah, 2005; Hult, 2017a), throughout our review we address the notion of situatedness (Tollefson & Tsui, 2004) with an eye to how EMI policies in different HE systems are shaped with respect to their sociolinguistic and historical contexts.

Language corpus planning

Cooper (1989) defines language corpus planning in terms of linguistic features of a language system: "the creation of new forms, the modification of old ones, or the selection from alternative forms in a spoken or written code" (p.31). With respect to EMI policies in HE, corpus planning concerns the "E" in EMI (Kirkpatrick, 2014; Kuteeva, 2020) and relates to how English is developed and standardized to be used as a medium of instruction. Our review shows that EMI policies and practices worldwide have seemingly developed two varieties of English, one an academic English mainly based on inner-circle English parameters, and the other a lingua franca English of which the linguistic description typically diverges from inner-circle norms (cf. Seidlhofer, 2005).

The agenda of adopting English as the academic language in EMI contexts is intertwined with prestige planning (Haarmann, 1990) when one considers the fact that the English language has particular sociocultural and historical origins

(Phillipson, 2017). Once English was prioritized for academic purposes in EMI in outer-circle and expanding-circle countries, projection of the symbolic power of inner-circle English varieties ensued. In many EMI-HE contexts (e.g., Israel, Finland, Germany), staff with native-English-speaking backgrounds have been found to enjoy a linguistically privileged status in the recruitment process and play a powerful role as linguistic authorities in EMI institutions (Gundermann, 2014; Inbar-Lourie & Donitsa-Schmidt, 2020). How EMI policies promote (the prestige of) native-speakers' English is also evident by the commonly applied entry requirements of many EMI programs that students must achieve certain scores on a small number of "internationally approved" English language tests (e.g., IELTS and TOEFL) which typically use standard British or American academic English as the reference (e.g., Baker & Hüttner, 2019; Dimova, 2020).

An underlying assumption in such EMI policies is a view of communicative competence which considers native-speaker norms as the most desirable input and target for learning (Canagarajah, 2018a; Jenkins, 2011). In contrast, a growing body of empirical investigations has shown that successful communication in EMI classrooms is often performed through a diverse use of English as a lingua franca (Björkman, 2013; Mauranen, 2012). Recent translanguaging/translingual studies also demonstrate that communication in EMI-HE contexts is also carried out using linguistic and non-linguistic resources embedded in the material ecologies of teaching and learning (e.g., Canagarajah, 2018b; He et al., 2016; Ou et al., 2021). Norms of interaction in EMI do not hinge only on one language but involve other communicative strategies and cultural elements that enable speakers to interact (Inbar-Lourie & Donitsa-Schmidt, 2020; Leung et al., 2016; Rincon-Mendoza & Canagarajah, 2020). As these studies indicate, EMI has created spaces of language contact where people experience an evolution of "English" that accommodates more diverse, creative, and fluid linguistic norms for resourceful and effective communication. What form of English EMI stakeholders should develop as part of their communicative competence is thus open for debate by all EMI policy actors (Ou et al., 2021).

Language status planning

The planning of language status refers to "the allocation of languages and language varieties to given functions" (Cooper, 1989, p.32). Considering the niche of EMI vis-à-vis other languages of local communities, our review considers two dimensions of the language status of English. The first concerns the conceptualization of the role of English, especially in relation to other languages in a given society, within policy processes. On a societal level, critical scholars argue that English is never a medium of neutral or cultural-free communication as it is

oftentimes framed in educational language policies (e.g., Hult, 2017b). Numerous studies point out that the choice of English as a medium of instruction in a local HE system is mediated by social, political, and economic forces (cf. Hamid et al., 2013). The dominant status of English as an international language and its potential as a source of economic development and prosperity in contemporary globalization are frequently highlighted in the literature (Ali, 2013; Doiz et al., 2013; Fenton-Smith et al., 2017). In Asian contexts, the idea of English as a global asset is also intertwined with the neoliberal trend in education by which EMI has become part of prestige planning to elevate universities' international profiles, attract international students, and ultimately make profits in the competitive global knowledge economy (Bolton et al., 2017; De Costa et al., 2020; Phan & Barnawi, 2015).

At the same time, the impact of EMI on global linguistic ecologies has certainly not been overlooked. Research in postcolonial contexts reminds us that EMI can be a projection of "linguistic imperialism" (Phillipson, 1992), indexing the superior status of the (post/neo)colonial language as it perpetuates social inequality among speakers of different languages (Tollefson & Tsui, 2004). In complex multilingual contexts with ethnolinguistic conflicts, for example the Basque-speaking community in Spain (Erdocia, 2019; Lasagabaster, 2015) and the reviving of Hebrew in Israel (Inbar-Lourie & Donitsa-Schmidt, 2020), the expansion of EMI clashes with the revitalization efforts for the local language, and thus introduces a new conflicting element in existing language ecologies (cf. Hult, 2013; Mühlhäusler, 1996). Similarly, in South American contexts, such as Brazil, EMI when introduced in the language ecology has also met resistance from university lecturers and students who perceive it as a challenge to the status of Portuguese as an international language (Guimarães & Kremer, 2020). On the one hand, then, English is conceptualized as a necessity in today's globalized educational, cultural and economic activities, and on the other hand, English can be a threat to one's own language and cultural heritage (van Splunder, 2016).

Another element of status planning is the position of English in the domain of education. Our review suggests that EMI is an umbrella term that covers a wide range of English-related educational practices, including English-medium textbooks and teaching materials in subject courses taught in other languages (e.g., Pecorari et al., 2011), the use of English as a language for instructing and assessing different subjects (e.g., Hu et al., 2014), and a more immersive approach of adopting English as the language of all types of academic communication in international HE contexts (e.g., Dafouz & Smit, 2016; Ou & Gu, 2020). A great deal of research has focused on the implications of such EMI policies, and it has been widely reported that university instructors and students face great challenges in using English for teaching and learning purposes (cf. Macaro et al., 2018). In many

EMI classrooms, an additional language is employed to facilitate smooth academic interaction and learning activities (e.g., Gu & Lee, 2018; Söderlundh, 2012).

Notably, LPP research points to an English monolingualism ideology prevailing in EMI policies, often at the expense of other local/national languages, at international universities (Hadley, 2014; Phillipson, 2009). For example, the national higher education policy in the United Arab Emirates (UAE) mandates EMI for all higher education and provides no alternatives to studying via the medium of other languages (e.g., Arabic, the language of most local students) (Al-Bataineh, 2020). In some European countries, where multilingual language policies are officially adopted and EMI is offered as one of several options, the *de facto* language policy suggests that certain disciplines only offer courses in English (e.g., Doiz et al., 2014). Such English-only policies and practices have raised concerns about equating internationalization of higher education with “Englishization” (Coleman, 2006). Similarly, critical investigations in Aisa have examined the impact of globalization and EMI on other societal languages (e.g., Kirkpatrick, 2014) and individual identities (Tsui & Tollefson, 2017). In Europe, research has also drawn attention to issues such as potential domain loss (Ammon, 2004), ethnolinguistic identity (Lasagabaster, 2015), and the rights of linguistic minority students (Salomone, 2015). In response to this, language policymakers in some contexts have explored alternative approaches. For example, in Nordic countries, the idea of “parallel language use” has been employed to mitigate the over-emphasis of English by reinforcing the use of local languages alongside English (e.g., Bolton & Kuteeva, 2012; Hult & Källkvist, 2016).

Language acquisition planning

Language acquisition planning refers to “organized efforts to promote the learning of a language” (Cooper, 1989, p.157). In this regard, EMI can focus on subject area instruction with no explicit attention to English language development or EMI can take the form of content-based language learning where content knowledge is learned simultaneously alongside the English language. The main assumption behind this approach, or content-based language instruction in general, is that language learning contextualized in meaningful content can increase language learning efficiency and learning motivation (e.g., Johnson et al., 1997). In practice, however, this approach meets difficulty especially in contexts where EMI starts to be used in tertiary-level education while students complete their primary and secondary education mainly in other languages. Compared with English-dominant countries, many universities in outer-circle and expanding-circle countries have implemented EMI without providing sufficient language support to students (e.g., Inbar-Lourie & Donitsa-Schmidt, 2020) or academic staff (e.g.,

Macaro et al., 2018; Yuan, 2020). In recent years, increasing English language support to students has been provided in EMI-HE contexts in various forms such as preparatory year language programs, separate English language centers, and English for Academic/Specific Purposes courses (e.g., Baker & Hüttner, 2019; Ebad, 2014). However, as English support for some students in higher education can be “too little too late”, some LPP researchers call for a comprehensive national or supranational plan for language development from primary grades onwards “that assures equal access to English language instruction across socioeconomic lines and across the educational experience” (Salomone, 2015, p. 262).

The demand for additional English support varies in different EMI contexts. Baker and Hüttner (2019) differentiate language policies catering to students’ needs for language development in high-level English proficiency settings (e.g., Austria) and low-level English proficiency settings (e.g., Thailand). In the former context, little additional linguistic support is perceived as required, and improving English is not a major goal of EMI programs, whereas in the latter, extensive support is provided, and increased English proficiency is a main goal for students. Moreover, research is paying increasing attention to disciplinary differences in students’ English language needs: emerging findings seem to suggest that while fields of science, technology and business tend to be English-dominated, less English is used in humanities (Airey, 2012; Kuteeva & Airey, 2014). Therefore, instead of a “one-size-fits-all” language policy that provides generalized guidelines for language use across educational programs, disciplinary-specific literacy goals may be useful for EMI policies (Airey et al., 2017).

Policy actors

A thorough understanding of the “who” in language planning requires knowledge about both “organizations with a public mandate for language regulation” (Cooper, 1989, p. 31) such as governments, agencies and public organizations, and “the language planning efforts of individuals” (p. 31) such as language teachers, linguists, writers, legislators, and administrators. Contemporary LPP studies have established language-in-education policy as a multidimensional phenomenon whereby individuals (e.g., instructors, students, educators) can serve as language policy arbiters and exert agency in shaping a policy process (Hult, 2018a; Johnson, 2013). Focusing on EMI policies in HE, studies have identified multiple scales of policy actors ranging from supranational and national organizations to individual actors within classrooms (Hultgren et al., 2015).

First, EMI in HE in many areas of the world (e.g., Asia, Europe, and the Middle East) has been introduced by national governments as a strategy to respond to globalization (Belhiah & Elhami, 2015; Fenton-Smith et al., 2017). For example,

EMI in China is a national initiative, with the Ministry of Education of the Chinese government promulgating an educational policy for improving the quality of undergraduate education, which stipulates that 5–10% of common and specialized courses at the undergraduate level should be taught in English (MOE, 2001). While they remain less visible, some supranational forces have spurred on the promotion of EMI in HE as well. This phenomenon is particularly prominent in European Union (EU) countries, since the Bologna Declaration and the Erasmus exchange program drove many EU universities to adopt EMI in order to manage inbound and outbound international student mobility (Coleman, 2006; Wächter & Maiworm, 2014). HE institutions are also actors in EMI as they not only implement policies from larger scales (e.g., national government and regional organizations) but also address policy themselves. For example, in South American countries, where EMI was not yet a national trend, the impetus for it has come from within the university, showing a bottom-up policy process through which the collective agency of professors and university administrators led to institutional EMI policies (Martinez, 2016).

While earlier LPP studies of EMI in HE focused on (supra)national, regional, and institutional scales and their consequences on local language and pedagogical practices, an increasing body of research from various EMI contexts addresses the agency of individuals (i.e., teachers and students) in language policymaking (e.g., Hu et al., 2014; Mortensen, 2014; Söderlundh, 2012). These studies reveal how individual policy actors interpret, negotiate, and contest EMI policy meanings on institutional scales and make space for their own social practices, communicative needs, and identities (e.g., Hultgren et al., 2015; Ou & Gu, 2020). In fact, language policy in EMI-HE can be seen as an instance of language planning discursively shaped by the interplay of multi-scalar discourses, which means influences from all dimensions – (supra)national legislation, institutional documents, university administrators, and individual instructors and students – can interact with each other and mediate the formation of a policy (Källkvist & Hult, 2016). EMI education is thus a space where negotiation among multiple actors and their language planning agency takes place and thereby brings about policy changes (Hult, 2018b). For instance, a study at a Chinese transnational university (Ou et al., 2021) shows how the collaboration of students and university administrators wedged open ideological and implementational spaces (Hornberger, 2002) for multilingual development at an institution where English and internationalization were strongly indexed.

Where should we go next?

Our multidimensional overview of EMI-LPP research in cross-continental contexts foregrounds how universities' deliberate language-in-education planning often lags behind their moves to expand EMI education to enhance their international profiles. Echoing Macaro et al. (2018), our review shows a dearth of faculty members' and students' engagement in the development and implementation EMI policy processes. Many policy challenges emerging from EMI-HE – e.g., English native-speakerism, English monolingualism and language education – are often the result of universities rushing into EMI through top-down decisions without considering the diverse and complex makeup of university students, instructors and staff. Addressing these challenges calls for a more interactive policymaking orientation by EMI-HE institutions that acknowledges the value of individual students and instructors as policy arbiters and aligns institutional goals with “on the ground” needs and practices (cf. Hult, 2013; Ou et al., 2021).

First, while critical LPP research has attended to the different discursive values attached to English monolingualism and multilingualism in EMI (Phillipson, 2009), more needs to be done to address multilingualism in policies. Some studies assert the necessity of reconceptualizing EMI policies to move away from English monolingualism and incorporate the multilingual social reality of higher education (e.g., Barnard & McLellan, 2013; Haberland & Mortensen, 2012; Preisler et al., 2011), but empirical research on *how* to establish multilingual-oriented EMI policies is still rare (however, see Källkvist & Hult, 2020; Ou et al., 2020, 2021). Recent English as a lingua franca (ELF) research together with translanguaging studies have provided significant insights to this agenda by showing how grass-roots EMI policy has taken the shape of diverse and flexible use of multilingual and multimodal resources for teaching, learning and international communication (e.g., Jenkins & Mauranten, 2019; Lin, 2019; Mortensen, 2014). As we have argued elsewhere (Ou et al., 2020), rethinking an EMI policy from a translanguaging perspective means recognizing that:

1. ELF communication is a translanguaging act where English is deployed as one available matrix language but not necessarily the only resource;
2. multilingual speakers' language use is based on a constantly emergent set of linguistic possibilities and non-linguistic possibilities rather than a pre-given norm; and
3. negotiation of understanding plays a key role in achieving successful ELF and intercultural communication. (p.4)

EMI policies must take into account how to enhance students' “repertoire in influx” (Jenkins, 2015, p.76) by offering additive multilingual education as part

of language acquisition planning in addition to the provision of English language support (Galloway & Rose, 2021). Accordingly, informed by current research, policies at national or institutional scales should also take into consideration effective instructional practices for multilingual students (e.g., Macaro & Han, 2020; Hult & King, 2011).

On a related note, re-envisioning competence in EMI policies requires an account of the impact of technological advances, which have allowed international higher education to be multi-sited, straddling virtual and physical spaces. Research on international universities has shown increasing attention to the interface of students' digital literacy and English language development (e.g., Son et al., 2017). Nonetheless, so far there is a paucity of research exploring how EMI policies take account of students' and instructors' language practices and needs for communicative competence in different modes of learning. LPP research in this vein would be especially timely in the COVID-19 pandemic and post-pandemic era, when EMI stakeholders have needed to quickly embrace new repertoires for the new normal of blended learning.

Another area for consideration is research on EMI-LPP outcomes. To date, the efficacy of EMI for students' English language development and content knowledge learning, or its consequences for content learning, remains in debate. While students' and instructors' concerns about their English competence for navigating EMI education have been raised across contexts (e.g., Belhiah & Elhami, 2015; Inbar-Lourie & Donitsa-Schmidt, 2020; Kim, 2017; Kirkpatrick, 2014), empirical evidence from classrooms and academic assessment is still insufficient (some exceptions include Knoch et al., 2015; Lei & Hu, 2014; Storch, 2009). As Hultgren, et al (2022) argue, such research is pivotal as it provides concrete feedback from teachers and students that informs policymakers of the educational challenges and opportunities associated with EMI. Moving forward, we also call for more in-depth, ethnographic and discourse-based studies to delve into EMI classroom practices by focusing on the relationship between EMI policy/practice and students' learning outcomes (e.g., Barakos & Unger, 2016; Hult, 2017a).

What do we put into practice?

In this concluding section, we seek to take one step forward towards a practical agenda for EMI policymaking by suggesting an ecological framework for EMI-HE policies (cf. Hornberger, 2002; Hult, 2013; Hult & King, 2011) that (1) centers on a situated and holistic consideration of multiple aspects of language planning in international higher education, and (2) includes individuals (i.e., university administrators, instructors, and students) as crucial EMI policy actors while high-

lighting the interaction among them in the policy process (Figure 1). This pragmatic framework aims to provide a heuristic to guide international universities in designing concrete EMI policies that respond to the needs of university stakeholders.

An EMI-HE policy action should be seen as a point of intersection for three types of language planning: corpus planning, status planning, and acquisition planning. In terms of corpus planning, EMI stakeholders (i.e., policymakers, educational practitioners, and students) should be reflective about how language standards mediate the use of English as a medium of instruction and vice versa. Specifically, stakeholders must consider how EMI has reinforced the prestige of native-speaker norms for English on the one hand and challenged it by cultivating ELF practices and norms on the other.

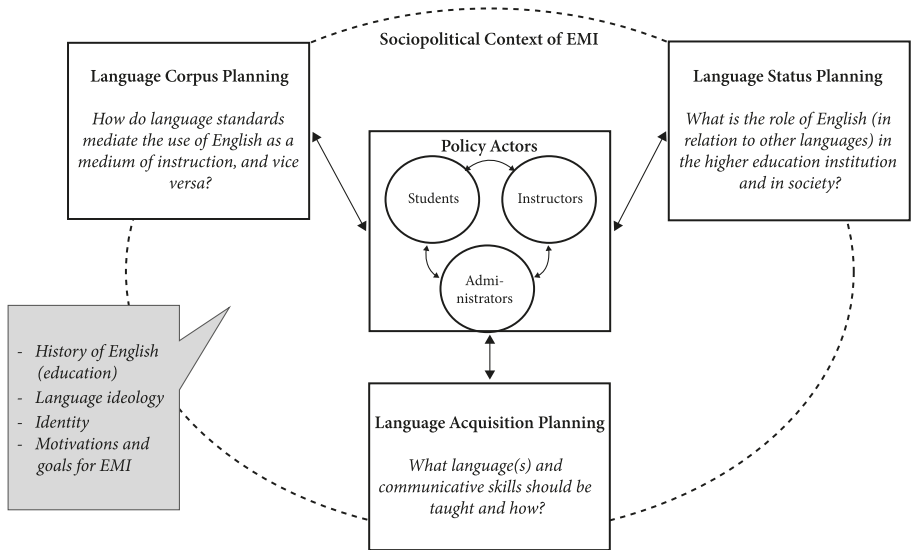


Figure 1. An ecological LPP framework for EMI-HE policy

Concerning status planning, the role of English, especially how English is positioned in relation to other languages, in both the specific institution of higher education and the society in which it is situated, should be carefully planned for. In this respect, stakeholders must attend to the sociohistorical background of global English (cf. Phillipson, 2009), including how it has manifested in the local context, so they are invited to critically reflect on the necessity of EMI as well as how EMI can sustainably co-exist with the vitality and accessibility of other language varieties for communication and education.

Finally, an EMI-HE policy needs to address acquisition planning by dealing with what language(s) and communicative skills students and instructors should acquire and how to implement such language education. Such planning must involve, but not be limited to, a localized consideration of the history of the spread of and education in English, the prevailing language ideologies in society, language and identity issues, and the motivations and goals that drive LPP actors to introduce a particular EMI policy.

At the nexus of this multidimensional framework are EMI policy actors who have a public mandate for language and education regulation and meanwhile are influenced by policies. In response to the absence-of-individuals challenge in EMI policy processes (*vide supra*), the framework emphasizes involving educational stakeholders across scales in policy decisions, especially individual policy actors such as administrators, instructors, and students. First, this means individual university stakeholders' local practices, language ideologies, and identities should be recognized and reflected in policy. Second, empowering individual agency in EMI policymaking includes viewing the policy process as a space of interaction and encouraging negotiation and collaboration among social actors across scales in policymaking.

In practice, this inclusive policymaking model requires a needs analysis in terms of what language resources and support students and faculty staff need in order to put EMI into effective practice and what students need to gain from EMI education in order to be prepared for multilingual and globalized work after graduation. Needs analyses should also take into account the personnel and material resources required at the institution to support an EMI education system, and in turn, what support administrators are prepared to fund (cf. Kaplan & Baldauf, 1997). Such attention is essential for avoiding unfunded mandates where institutions declare an EMI policy without providing the resources to feasibly implement it.

Finally, inspired by Corson's (1999) work on language planning in primary through secondary education and the sets of questions he formulated to guide instructors and administrators through processes of educational language planning, we have created an inventory to guide stakeholders in higher education language planning for EMI (see Appendix). The inventory shows a set of reflective questions focusing on issues of status, corpus, and acquisition planning from the perspective of key EMI stakeholders: university administrators, instructors, and students. We hope these questions will stimulate awareness and deeper thinking about language issues in EMI so that individuals can respond effectively to their own needs for language learning, personal advancement, and identity development through EMI-HE policymaking processes.

Acknowledgements

We thank the three anonymous reviewers who offered a critical reading of an earlier version of this paper as well as the editors of this inaugural issue for their guidance.

References

- Airey, J. (2012). I don't teach language: The linguistic attitudes of physics lecturers in Sweden. *AILA Review*, 25, 64–79. <https://doi.org/10.1075/aila.25.05air>
- Airey, J., Lauridsen, K. M., Räsänen, A., Salö, L., & Schwach, V. (2017). The expansion of English-medium instruction in the Nordic countries: Can top-down university language policies encourage bottom-up disciplinary literacy goals? *Higher Education*, 73(4), 561–576. <https://doi.org/10.1007/s10734-015-9950-2>
- Al-Bataineh, A. (2020). Language policy in higher education in the United Arab Emirates: Proficiency, choices and the future of Arabic. *Language Policy*, 1–22. <https://doi.org/10.1007/s10993-020-09548-y>
- Ali, N. L. (2013). A changing paradigm in language planning: English-medium instruction policy at the tertiary level in Malaysia. *Current Issues in Language Planning*, 14(1), 73–92. <https://doi.org/10.1080/14664208.2013.775543>
- 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>
- Ammon, U. (2004). German as an international language of the sciences—recent past and present. In A. Gardt & B. Hüppauf (Eds.), *Globalization and the future of German* (pp. 157–172). Mouton de Gruyter. <https://doi.org/10.1515/9783110197297.157>
- Baker, W., & Hüttner, J. (2019). “We are not the language police”: Comparing multilingual EMI programmes in Europe and Asia. *International Journal of Applied Linguistics*, 29(1), 78–94. <https://doi.org/10.1111/ijal.12246>
- Barakos, E., & Unger, J. (Eds.). (2016). *Discursive approaches to language policy*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-53134-6>
- Barnard, R., & McLellan, J. (2013). *Codeswitching in university English-medium classes: Asian perspectives*. Multilingual Matters. <https://doi.org/10.21832/9781783090914>
- Belhiah, H., & Elhami, M. (2015). English as a medium of instruction in the Gulf: When students and teachers speak. *Language Policy*, 14(1), 3–23. <https://doi.org/10.1007/s10993-014-9336-9>
- Björkman, B. (2013). *English as an academic lingua franca: An investigation of form and communicative effectiveness*. Walter de Gruyter. <https://doi.org/10.1515/9783110279542>
- Bolton, K., Botha, W., & Bacon-Shone, J. (2017). English-medium instruction in Singapore higher education: Policy, realities and challenges. *Journal of Multilingual and Multicultural Development*, 38(10), 913–930. <https://doi.org/10.1080/01434632.2017.1304396>
- Bolton, K., & Kuteeva, M. (2012). English as an academic language at a Swedish university: parallel language use and the ‘threat’ of English. *Journal of Multilingual and Multicultural Development*, 33(5), 429–447. <https://doi.org/10.1080/01434632.2012.670241>
- Canagarajah, S. (2005). *Reclaiming the local in language policy and practice*. Routledge. <https://doi.org/10.4324/9781410611840>

- Canagarajah, S. (2018a). English as a spatial resource and the claimed competence of Chinese STEM professionals. *World Englishes*, 37, 34–50. <https://doi.org/10.1111/weng.12301>
- Canagarajah, S. (2018b). Materializing 'competence': Perspectives from international STEM scholars. *The Modern Language Journal*, 102(2), 268–291. <https://doi.org/10.1111/modl.12464>
- Coleman, J.A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(01), 1–14. <https://doi.org/10.1017/S026144480600320X>
- Cooper, R.L. (1989). *Language planning and social change*. Cambridge University Press.
- Corson, D. (1999). *Language policy in schools: A resource for teachers and administrators*. Lawrence Erlbaum Associates
- Dafouz, E., & Smit, U. (2016). Towards a dynamic conceptual framework for English-medium education in multilingual university settings. *Applied Linguistics*, 37(3), 397–415. <https://doi.org/10.1093/applin/amu034>
- De Costa, P.I., Green-Eneix, C.A., & Li, W. (2020). Problematizing EMI language policy in a transnational world. *English Today*, 1–8. <https://doi.org/10.1017/S026607842000005X>
- Dimova, S. (2020). English language requirements for enrolment in EMI programs in higher education: A European case. *Journal of English for Academic Purposes*, 47, 100896. <https://doi.org/10.1016/j.jeap.2020.100896>
- Doiz, A., Lasagabaster, D., & Sierra, J. (2013). Globalisation, internationalisation, multilingualism and linguistic strains in higher education. *Studies in Higher Education*, 38(9), 1407–1421. <https://doi.org/10.1080/03075079.2011.642349>
- Doiz, A., Lasagabaster, D., & Sierra, J.M. (2014). Language friction and multilingual policies in higher education: the stakeholders' view. *Journal of Multilingual and Multicultural Development*, 35(4), 345–360. <https://doi.org/10.1080/01434632.2013.874433>
- Ebad, R. (2014). The role and impact of English as a language and a medium of instruction in Saudi higher education institutions: Students-instructors perspective. *Studies in English Language Teaching*, 2(2), 140. <https://doi.org/10.22158/selt.v2n2p140>
- Erdocia, I. (2019). Medium of instruction ideologies: accommodation of multilingualism in the bilingual regime of Navarre. *Current Issues in Language Planning*, 20(3), 284–308. <https://doi.org/10.1080/14664208.2018.1503457>
- Fenton-Smith, B., Humphreys, P., & Walkinshaw, I. (Eds.). (2017). *English medium instruction in higher education in Asia-Pacific*. Springer. <https://doi.org/10.1007/978-3-319-51976-0>
- Galloway, N., & Rose, H. (2021). English medium instruction and the English language practitioner. *ELT Journal*, 1–9. <https://doi.org/10.1093/elt/ccaa063>
- Gu, M., & Lee, J.C.-K. (2019). "They lost internationalization in pursuit of internationalization": Students' language practices and identity construction in a cross-disciplinary EMI program in a university in China. *Higher Education*, 78, 389–405. <https://doi.org/10.1007/s10734-018-0342-2>
- 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. <https://doi.org/10.5007/2175-8026.2020v73n1p217>
- Gundermann, S. (2014). *English-Medium Instruction: Modelling the role of the native speaker in a lingua franca context*. Albert-Ludwigs-Universität.
- Haarmann, H. (1990). Language planning in the light of a general theory of language: A methodological framework. *International Journal of the Sociology of Language*, 86, 103–26. <https://doi.org/10.1515/ijsl.1990.86.103>

- Haberland, H., & Mortensen, J. (2012). Language variety, language hierarchy and language choice in the international university. *International Journal of the Sociology of Language*, 2012(216), 1–6. <https://doi.org/10.1515/ijsl-2012-0036>
- Hadley, G. (2014). *English for academic purposes in neoliberal universities: A critical grounded theory*. Springer.
- Hamid, M. O., Nguyen, H. T. M., & Baldauf, R. B. J. (2013). Medium of instruction in Asia: Context, processes and outcomes. *Current Issues in Language Planning*, 14(1), 1–15. <https://doi.org/10.1080/14664208.2013.792130>
- He, P., Lai, H., & Lin, A. M. (2016). Translanguaging in a multimodal mathematics presentation. In C. M. Mazak & K. S. Carroll (Eds.), *Translanguaging in higher education: Beyond monolingual ideologies* (pp. 91–120). Multilingual Matters. <https://doi.org/10.21832/9781783096657-008>
- Hornberger, N. H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. *Language Policy*, 1(1), 27–51. <https://doi.org/10.1023/A:1014548611951>
- Hu, G., Li, L., & Lei, J. (2014). English-medium instruction at a Chinese University: Rhetoric and reality. *Language Policy*, 13(1), 21–40. <https://doi.org/10.1007/s10993-013-9298-3>
- Hult, F. M. (2013). Ecology and multilingual education. In C. Chapelle (Ed.), *Encyclopedia of applied linguistics* (Vol. 3, pp. 1835–1840). Wiley-Blackwell.
- Hult, F. M. (2015). Making policy connections across scales using nexus analysis. In F. M. Hult & D. C. Johnson (Eds.), *Research methods in language policy and planning: A practical guide* (pp. 217–231). Wiley-Blackwell.
- Hult, F. M. (2017a). Discursive approaches to policy. In S. E. F. Wortham, D. Kim & S. May (Eds.), *Discourse and education* (pp. 111–121). Springer. https://doi.org/10.1007/978-3-319-02243-7_22
- Hult, F. M. (2017b). More than a lingua franca: Functions of English in a globalised educational language policy. *Language, Culture and Curriculum*, 30(3), 265–282. <https://doi.org/10.1080/07908318.2017.1321008>
- Hult, F. M. (2018a). Engaging pre-service English teachers with language policy. *ELT Journal*, 72(3), 249–259. <https://doi.org/10.1093/elt/ccx072>
- Hult, F. M. (2018b). Foreign language education policy on the horizon. *Foreign Language Annals*, 51, 35–45. <https://doi.org/10.1111/flan.12315>
- Hult, F. M., & King, K. A. (Eds.). (2011). *Educational linguistics in practice: Applying the local globally and the global locally*. Multilingual Matters. <https://doi.org/10.21832/9781847693549>
- Hult, F. M., & Källkvist, M. (2016). Global flows in local language planning: Articulating parallel language use in Swedish university policies. *Current Issues in Language Planning*, 17(1), 56–71. <https://doi.org/10.1080/14664208.2016.1106395>
- Hultgren, A. K., Jensen, C., & Dimova, S. (2015). English-medium instruction in European higher education: From the north to the south. In S. Dimova, A. K. Hultgren & C. Jensen (Eds.), *English-medium instruction in European higher education: Language and social life* (pp. 1–16). De Gruyter Mouton.
- Hultgren, A. K., Owen, N., Shrestha, P., Kuteeva, M. & Mežek, Š. (2022). Assessment and English as a medium of instruction: Challenges and opportunities. *Journal of English-Medium Instruction*, 1(1), 106–124. <https://doi.org/10.1075/jemi.21019.hul>
- Inbar-Lourie, O., & Donitsa-Schmidt, S. (2020). EMI Lecturers in international universities: Is a native/non-native English-speaking background relevant? *International Journal of Bilingual Education and Bilingualism*, 23(3), 301–313. <https://doi.org/10.1080/13670050.2019.1652558>

- Jenkins, J. (2011). Accommodating (to) ELF in the international university. *Journal of Pragmatics*, 43(4), 926–936. <https://doi.org/10.1016/j.pragma.2010.05.011>
- Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice*, 2(3), 49–85. <https://doi.org/10.1515/eip-2015-0003>
- Jenkins, J., & Mauranen, A. (2019). *Linguistic diversity on the EMI campus: Insider accounts of the use of English and other languages in universities within Asia, Australasia, and Europe*. Routledge. <https://doi.org/10.4324/9780429020865>
- Johnson, D. C. (2013). *Language policy*. Palgrave Macmillan. <https://doi.org/10.1057/9781137316202>
- Johnson, R. K., Swain, M., & Long, M. H. (1997). *Immersion education: International perspectives*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524667>
- Källkvist, M., & Hult, F. M. (2016). Discursive mechanisms and human agency in language policy formation: negotiating bilingualism and parallel language use at a Swedish university. *International Journal of Bilingual Education and Bilingualism*, 19(1), 1–17. <https://doi.org/10.1080/13670050.2014.956044>
- Källkvist, M., & Hult, F. M. (2020). Multilingualism as problem or resource? Negotiating space for languages other than Swedish and English in university language planning. In M. Kuteeva, K. Kauffhold, & N. Hynninen (Eds.), *Language perceptions and practices in multilingual universities* (pp. 57–84). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-38755-6_3
- Kaplan, R. B., & Baldauf, R. B. (1997). *Language planning from practice to theory*. Multilingual Matters.
- Kim, E. G. (2017). English medium instruction in Korean higher education: Challenges and future directions. In B. Fenton-Smith, P. Humphreys, & I. Walkinshaw (Eds.), *English medium instruction in higher education in Asia-Pacific* (pp. 53–69). Springer. https://doi.org/10.1007/978-3-319-51976-0_4
- Kirkpatrick, A. (2014). The language (s) of HE: EMI and/or ELF and/or multilingualism? *The Asian Journal of Applied Linguistics*, 1(1), 4–15.
- Knoch, U., Rouhshad, A., Oon, S. P., & Storch, N. (2015). What happens to ESL students' writing after three years of study at an English medium university? *Journal of Second Language Writing*, 28, 39–52. <https://doi.org/10.1016/j.jslw.2015.02.005>
- Kuteeva, M. (2020). Revisiting the 'E' in EMI: students' perceptions of standard English, lingua franca and translanguing practices. *International Journal of Bilingual Education and Bilingualism*, 23(3), 287–300. <https://doi.org/10.1080/13670050.2019.1637395>
- 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. <https://doi.org/10.1007/s10734-013-9660-6>
- Lasagabaster, D. (2015). Language policy and language choice at European Universities: Is there really a choice? *European Journal of Applied Linguistics*, 3(2), 255. <https://doi.org/10.1515/eujal-2014-0024>
- Lei, J., & Hu, G. (2014). Is English-medium instruction effective in improving Chinese undergraduate students' English competence?. *International Review of Applied Linguistics in Language Teaching*, 52(2), 99–126. <https://doi.org/10.1515/iral-2014-0005>
- Leung, C., Lewkowicz, J., & Jenkins, J. (2016). English for academic purposes: A need for remodelling. *Englishes in Practice*, 3(3), 55–73. <https://doi.org/10.1515/eip-2016-0003>

- Lin, A. M. (2019). Theories of trans/linguaging and trans-semiotizing: Implications for content-based education classrooms. *International Journal of Bilingual Education and Bilingualism*, 22(1), 5–16. <https://doi.org/10.1080/13670050.2018.1515175>
- 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. <https://doi.org/10.1017/S0261444817000350>
- Macaro, E., & Han, S. (2020). English medium instruction in China's higher education: Teachers' perspectives of competencies, certification and professional development. *Journal of Multilingual and Multicultural Development*, 41(3), 219–231. <https://doi.org/10.1080/01434632.2019.1611838>
- Martinez, R. (2016). English as a medium of instruction (EMI) in Brazilian higher education: Challenges and opportunities. In K. R. Finardi (Ed.), *English in Brazil: Views, policies and programs* (pp.191–228). Edueul.
- Mauranen, A. (2012). *Exploring ELF: Academic English shaped by non-native speakers*. Cambridge University Press.
- MOE. (2001). Guyu jiaqiang gaodeng xuexiao benke jiaoxue gongzuo tigua jiaoxue zhiang de ruogan yijian [Guidelines for further improving undergraduate education]. MOE.
- Mortensen, J. (2014). Language policy from below: Language choice in student project groups in a multilingual university setting. *Journal of Multilingual and Multicultural Development*, 35(4), 425–442. <https://doi.org/10.1080/01434632.2013.874438>
- Mühlhäusler, P. (1996). *Linguistic ecology: Language change and linguistic imperialism in the Pacific region*. Routledge
- Ou, W. A., & Gu, M. (2020). Negotiating language use and norms in intercultural communication: Multilingual university students' scaling practices in translocal space. *Linguistics and Education*, 57, 1–11. <https://doi.org/10.1016/j.linged.2020.100818>
- Ou, W. A., Gu, M. M., & Hult, F. M. (2020). Translanguaging for intercultural communication in international higher education: Transcending English as a Lingua Franca. *International Journal of Multilingualism*, 1–19. <https://doi.org/10.1080/14790718.2020.1856113>
- Ou, W. A., Gu, M. M., & Hult, F. M. (2021). Discursive ripple effects in language policy and practice: Multilingualism and English as an academic lingua franca in transnational higher education. *Australian Review of Applied Linguistics*, 44(2), 154–179. <https://doi.org/10.1075/aral.20096.ou>
- Pecorari, D., Shaw, P., Malmström, H., & Irvine, A. (2011). English textbooks in parallel-language tertiary education. *TESOL Quarterly*, 45(2), 313–333. <https://doi.org/10.5054/tq.2011.247709>
- Phan, L.-H., & Barnawi, O. Z. (2015). Where English, neoliberalism, desire and internationalization are alive and kicking: Higher education in Saudi Arabia today. *Language and Education*, 29(6), 545–565. <https://doi.org/10.1080/09500782.2015.1059436>
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.
- Phillipson, R. (2009). English in globalisation, a Lingua Franca or a Lingua Frankensteinia? *TESOL Quarterly*, 43(2), 335–339. <https://doi.org/10.1002/j.1545-7249.2009.tb00175.x>
- Phillipson, R. (2017). Myths and realities of 'global' English. *Language Policy*, 16(3), 313–331. <https://doi.org/10.1007/s10993-016-9409-z>
- Preisler, B., Klitgård, I., & Fabricius, A. (2011). *Language and learning in the international university: From English uniformity to diversity and hybridity*. Multilingual Matters. <https://doi.org/10.21832/9781847694157>

Rincon-Mendoza, L., & Canagarajah, S. (2020). The strategic use of translingual resources in Inner Circle academic settings. *World Englishes*, 39(2), 286–299.
<https://doi.org/10.1111/weng.12461>

Salomone, R. (2015). The rise of global English: Challenges for English-medium instruction and language rights. *Language Problems and Language Planning*, 39(3), 245–268.
<https://doi.org/10.1017/plp.39.3.035a1>

Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59(4), 339–341.
<https://doi.org/10.1093/elt/ccio64>

Söderlundh, H. (2012). Global policies and local norms: Sociolinguistic awareness and language choice at an international university. *International Journal of the Sociology of Language*, 216, 87–109. <https://doi.org/10.1515/ijsl-2012-0041>

Son, J.-B., Park, S.-S., & Park, M. (2017). Digital literacy of language learners in two different contexts. *JALT CALL Journal*, 13(2), 77–96. <https://doi.org/10.29140/jaltcall.v13n2.213>

Storch, N. (2009). The impact of studying in a second language (L2) medium university on the development of L2 writing. *Journal of Second Language Writing*, 18(2), 103–118.
<https://doi.org/10.1016/j.jslw.2009.02.003>

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

Tsui, A. B., & Tollefson, J. W. (Eds.). (2017). *Language policy, culture, and identity in Asian contexts*. Routledge. <https://doi.org/10.4324/9781315092034>

van Splunder, F. (2016). Language ideologies regarding English-medium instruction in European higher education: Insights from Flanders and Finland. In E. Barakos & J. W. Unger (Eds.), *Discursive approaches to language policy* (pp. 205–230). Springer.
https://doi.org/10.1057/978-1-137-53134-6_9

Wächter, B., & Maiworm, F. (2014). *English-taught programmes in European higher education*. Lemmens.

Yuan, R. (2020). Promoting EMI teacher development in EFL higher education contexts: A teacher educator’s reflections. *RELC Journal*, 51(2), 309–317.
<https://doi.org/10.1177/0033688219878886>

Zhang, Z. (2018). English-medium instruction policies in China: internationalisation of higher education. *Journal of Multilingual and Multicultural Development*, 39(6), 542–555.
<https://doi.org/10.1080/01434632.2017.1404070>

Appendix. EMI language planning inventory: Reflective questions for stakeholders

	Administrators	Instructors	Students
Status	– What goals do we hope to	– What language(s) are used	– What
Planning	achieve by implementing	for content knowledge	opportunities
	EMI? How can EMI be	instruction?	are there at the
	positioned at the	– What language(s) are used	institution to
	institution in a way that	for textbooks and other	use/practice
	also values and encourages	teaching materials?	the various
	multilingualism?	– What language(s) are used	linguistic
		for student assessment?	

	Administrators	Instructors	Students
	<ul style="list-style-type: none"> – What language(s) are used at the institution among instructors, students, and staff outside classroom contexts? – What additional language(s) do students and staff need for communication in institutional EMI settings? – How are students likely to use English and other languages in their professional and personal lives after graduation? 	<ul style="list-style-type: none"> – How is the use of English and other language(s), if any, balanced in teaching, learning, assessment, and classroom interaction? – What do I know about the university language regulations for EMI teaching and assessment, and how do they influence my teaching practice? 	<ul style="list-style-type: none"> resources in my repertoire? – In what kinds of communication in English and other languages will I likely engage during my professional and personal life after graduation?
Corpus Planning	<ul style="list-style-type: none"> – What expectations do we have about the varieties of English that will be used at the institution? – To what extent do we implicitly or explicitly orient to Anglo-American norms? – To what extent do we allow for creative expression among international users of English? 	<ul style="list-style-type: none"> – What variation in English use is considered acceptable in my discipline? – How can I help students navigate the tension between dominant norms of standard English (e.g., Anglo-American forms) in academia and inclusive access to professional opportunities? – What disciplinary-specific linguistic forms (e.g., vocabulary, grammatical constructions, genre conventions) do students need to learn? 	<ul style="list-style-type: none"> – What variation in English use is considered acceptable in my discipline? – How will my language competence be evaluated and assessed by the program?
Acquisition Planning	<ul style="list-style-type: none"> – How is English used and learned by the majority population of the country before reaching the university? – How is English used and learned by people who are linguistic minorities or dialect speakers in our 	<ul style="list-style-type: none"> – What differences are there between the English proficiency students achieve in pre-tertiary education and the English proficiency expected in the discipline? – How can language development be facilitated 	<ul style="list-style-type: none"> – In what ways do I need to continue my language development beyond my pre-tertiary education in order to have

Administrators	Instructors	Students
country before reaching the university?	alongside content knowledge development?	the language skills expected in my discipline?
– Is EMI introduced in pre-tertiary level education and how is it implemented?	– What efforts are being made to develop discipline-specific language curricula?	– What do I know about the university language curriculum and how could it facilitate my English language development?
– What efforts are being made to encourage the collaboration of diverse social actors (e.g., governmental authorities, university administrators, policymakers, linguists, teachers, students) in co-constructing EMI policies?	– What resources are available for students who need language development assistance beyond what can be provided in a content area course?	– What opportunities are there at the institution to develop new linguistic resources to add to my repertoire?
– How is language competency for EMI defined and standardized (e.g., language requirements for enrollment and graduation)?	– What resources (inside and outside the university) are available for me to acquire and improve the communicative skills required for effective EMI teaching?	– How can I engage with university leaders to shape institutional language policies to align with my needs?
– What opportunities for students' language competency development for EMI are codified in policy documents and curricula?	– How can I engage with university leaders to make them aware of my needs and my students' needs with respect to EMI and language development?	– How can I engage with university leaders to shape institutional language policies to align with my needs?
– How do university policies for hiring and promotion incentivize staff (administrative and academic) with respect to language competency and development?	– How can non-linguistic and multimodal resources be used in my EMI delivery?	– How can non-linguistic and multimodal resources be used in learning through EMI?
– How are students and staff who need additional language support in English identified?		
– How can we reach out to students and staff to learn more about their needs related to language development?		

Administrators	Instructors	Students
<div><div><div><div><div><div></div><div>– What institutional support is provided to facilitate language development (e.g., language education institute, writing center, individual tutoring)?</div></div><div><div><div>– What institutional support is provided to instructional staff for the development of EMI pedagogy?</div></div><div><div><div>– How is language development progress among students and staff assessed?</div></div><div><div><div>– What efforts are being made to develop communicative strategies (e.g., the ability to regulate multimodalities) that students and staff need for EMI teaching and learning in virtual spaces?</div></div></div></div></div></div></div></div></div>		

简介 (Chinese abstract)

本文以语言政策与规划 (LPP) 为视角，回顾了英文作为教学媒介语 (EMI) 在高等教育 (HE) 环境中的现状。本文着重探索不同高等教育背景下的EMI 政策研究，在探讨 EMI 政策制定与执行的挑战时采用了以下四个角度: 语料规划、语言地位规划、语言学习规划和个体政策执行者所扮演的角色。文章指出英文母语主义、英文单语主义和语言教育困境等均为目前面临的问题。基于此, 我们认为个体作为政策仲裁者的价值在EMI高等教育机构的政策制定和实施过程中应获得更多关注，并且宏观政策目标应与“实地”语言需求和实践保持一致。我们还指出 EMI 领域 的未来研究方向，强调 EMI 政策研究需要重新定义该教育环境中语言能力的本质以及发展关于 EMI 对课程和语言学习成果影响的实证研究。最后，文章为高等教育中的 EMI 政策制定提出了一个生态系统框架; 该框架可供高等教育语言政策制定者针对当地情况设计具体的 EMI 政策。我们还提供了一系列反思性问题, 旨在于帮助各级政策制定和执行者更行之有效地参与 EMI 政策过程。

Address for correspondence

Amy Wanyu Ou
Department of Applied Information Technology
University of Gothenburg
Forskningsgängen 6
41756 Göteborg
Sweden
wanyu.amy.ou@gu.se

Co-author information

Francis M. Hult
Department of Education
University of Maryland, Baltimore County
(UMBC)
fmhult@umbc.edu

Michelle Mingyue Gu
Department of English Language Education
Faculty of Humanities
The Education University of Hong Kong
mygu@eduhk.hk

Publication history

Date received: 11 October 2021
Date accepted: 28 October 2021