

# Collaboration in EMI and EAP: Collaboration is the Equator

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15 April 2025

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# EMI versus EAP

What areas are the remit of EAP or EMI practitioners?

- Multilingual spaces
- Subject lecturer lack of responsibility for language
- Generic language support (non-discipline specific)
- Challenges of acquiring academic literacy
- Lack of specific teacher training
- Genre analysis and genre-based pedagogy
- Impact on content learning
- Educational outcomes
- Employability
- Internationalisation
- Drivers
- Student mobility
- Teacher identity
- Teacher interaction
- Linguistic imperialism
- Educational inequality
- Educational access

Wingate and Hakim, 2022  
(in response to Galloway and Rose, 2021)

Galloway and Rose, 2022

# EMI versus EAP

- Separate disciplines or close relatives?
- Wingate and Hakim (2022):  
EMI research (claimed relative infancy) is ignoring EAP research  
Common ground in **student support, collaboration, teacher education**
- Galloway and Rose (2022):  
EMI research does take into account EAP research, many practitioners come from EAP field, however, EMI scope is broader.

we would ... urge caution in adopting a view that encourages an Anglo-centric approach, where practices are uncritically adopted from higher education contexts that have long been English medium (i.e. the Anglosphere, including postcolonial contexts) (Galloway and Rose, 2022, p. 542)

- Contexts differ; students' challenges differ... not exactly the same

**CONTEXT IS ALL! Situated analyses and proposals are needed**

# Definitions: EMI

EMI can be defined as the **use** of the English language to teach academic subjects (other than English itself) in **countries or jurisdictions** where the **first language (L1)** of the majority of the population **is not English**.

Macaro et al., 2018

EMI can be defined as the use of English (for example **sole use, partial use, code switching** and so on) both by students and content teachers to learn/teach academic subjects (other than English itself) within EMI settings **regardless of their locale**.

Akincioğlu, 2024

- Does EMI occur in Anglophone contexts?
- Does EMI have a place within BALEAP?

# Definitions: EAP and Internationalisation

specialized English-language teaching grounded in the social, cognitive and linguistic demands of academic target situations, providing focused instruction informed by an understanding of texts and the constraints of academic contexts

Hyland, 2006

➤ Does this definition cover the broadening scope of EAP research and practices?

Language learner – learner  
Language teacher – teacher  
Language instruction - education

# EMI as a Problem



AI generated

- Exponential growth (Bowles and Murphy (2020)
- Unstoppable train (Macaro, 2018)
- Unfettered growth (Galloway and Rose, 2021)
- Issues of quality (Akıncioğlu, 2023; Bowles and Murphy, 2020), equity, cultural identity (Dearden, 2015; Lasagabaster, 2022) and Englishization of HE curricula (Galloway and Rose, 2022; Wächter and Maiworm, 2014).
- Lack of guidelines, policy and training (Akıncioğlu, 2024; Bowles and Murphy, 2020; Dearden, 2015; Galloway and Ruegg, 2020; Lasagabaster, 2018; Lauridsen, 2020; Macaro et al., 2018; O'Dowd, 2018)

# EMI as a Problem

Doran and Reiker (March, 2025) identify 4 Ps in attitudes to EMI:

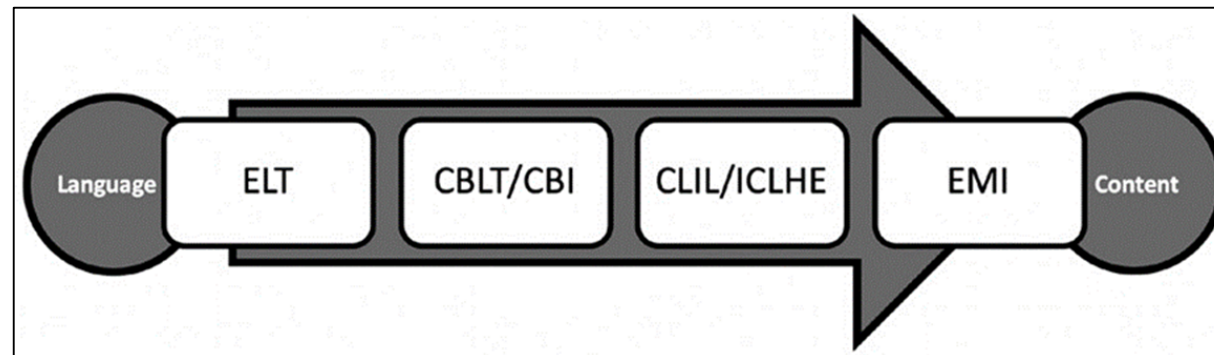
- Challenges in Policy implementation
  - Negative stakeholder Perceptions
  - Variable student/teacher Proficiency
- 
- Leading to an overall Pessimism
  - How can collaboration in EMI and EAP help?

# The need for collaboration

'Collaboration is the Equator' (Green, 2022)

Need to enhance student learning and improve performance in both language and learning (Lasagabaster, 2018)

Content/language  
continuum



Galloway and Rose (2021)

“a language teacher cannot be a content teacher at tertiary level” Airey (2016)

“EMI teachers in the preliminary study firmly believed that teaching English was not their job. They did not consider themselves responsible for their students’ level of English” Dearden (2015)

# MA TEAP Dissertation background

## Lecturer identity in a Catalan setting

18. Do you teach language in your lessons?

[More Details](#)

● Yes 0  
● No 7



19. Should you teach language in your lessons?

[More Details](#)

● Yes 0  
● No 7



21. In your assessments of student work, what weighting (or importance) do you give to language use? Estimate an average score out of a total of 10.



0 = Only the content counts in the assessment

10 = Only the language counts in the assessment

Participant ID	Participant language	Responses to Q.21
6	CAT/ESP	5
5	CAT/ESP	5
0	CAT/ESP	4
4	other	7
3	ESP	2
1	ESP	8
2	ESP	1
		Average score: 4.57

- 1 political sciences
- 6 Business, economics, finance, marketing.

Language: a hidden curriculum?

Need to make language visible? (Bond, 2020)

# Collaboration between Content Specialists and Language Specialists

- Attitudes to collaboration
- Types of effective collaboration
- Factors in successful collaboration

- Two parallel questionnaires aimed at LS and CS respectively
- Mixed methods

# Types of Collaboration

Collaboration is “any event, activity or interaction (or series of those) which encourages connections between LS and CS” (Green, 2022)

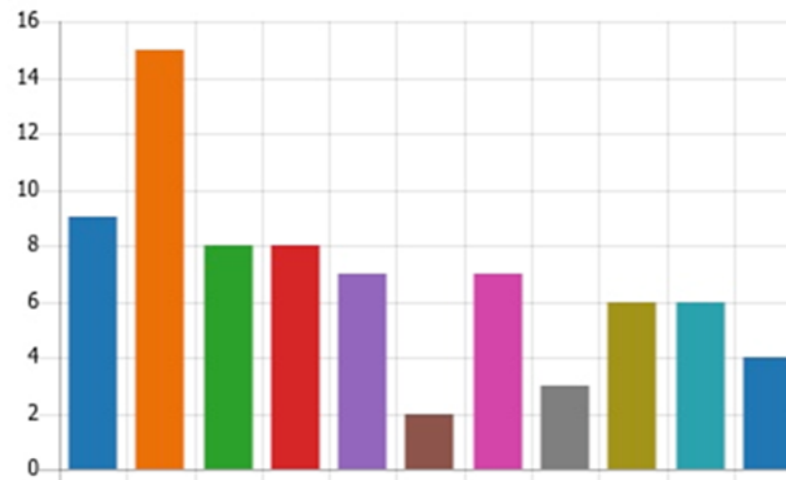
- Tandem teaching
- Team teaching (Lasagabaster, 2018)
  - e.g.: Lesson observations
  - Longitudinal analysis of student performance
  - Needs analysis
  - Surveys, focus groups, interviews
  - Creation of a set of criteria
  - Creation of a handbook for lesson observations
  - Creation of a language guide for students and EMI teachers
- Training for EAP tutors in a specific discipline (Galloway and Rose, 2021)
- Training for CS (including consultations or advice) to develop a language pedagogy (Galloway and Rose, 2021)
- Research collaboration (Macaro, 2018; Airey, 2020; Macaro, 2020)

# Findings: Types of Collaboration

18. What experience of collaboration between Content Specialists and Language Specialists do you have?

[More Details](#)

- curriculum design 9
- course design 15
- lesson planning 8
- consultations/ tutorials 8
- seminar sessions 7
- focus groups 2
- tandem teaching 7
- research collaboration 3
- teacher training 6
- none 6
- Other 4



R	Other
1	Specific tasks set on occasions
8	reading comprehension
1	assessments
1	assessment*
2	assessment*
4	assessment*
2	lecture content*
4	lecture content*

# Changes in pedagogy, curriculum and assessment

19. Do teaching methods, curriculum and assessment need to change in order to adapt EMI courses to International Students? You can choose more than one option.

[More Details](#)

- Yes, teaching methods 2
- Yes, curriculum 2
- Yes, assessment 3
- None of the above: no change... 1



## LS Survey

26 participants

Transnational university in China: 4

Partnership university in China: 7

Range of British universities: 15

## CS Survey

5 participants

Transnational university in China: 1

Partnership university in China: 4

15. Do teaching methods, curriculum and assessment need to change in order to adapt EMI courses to International Students? You can choose more than one option.

[More Details](#)

- Yes, teaching methods 13
- Yes, curriculum 12
- Yes, assessment 10
- None of the above: no change... 6



# Changes in pedagogy, curriculum and assessment

I've touched upon some of these above, but we are already doing the following:

- providing English captioning
- providing keywords in Mandarin
- providing ILOs in Mandarin
- asking a Chinese colleague (we are co-teaching with a Chinese university) to stand in to support learning in lectures, to explain difficult concepts etc in Mandarin if required
- tailoring our Foundation Year in discussion with our English language teaching colleagues - to reduce the transition 'shock' into the first year of their clinical sciences degree
- creating a glossary of terms
- pre-recorded lectures (again with captions) and either flipping the classroom, and/or playing these in lecture slots, with pauses for Q&A etc
- ensuring lectures are tightly focussed around ILOs and minimising tangents however interesting!
- Review order in which we're teaching to ensure better spiral learning and scaffolding

# Successful Collaboration Factors

- It has informed not only our development of teaching and learning in the clinical sciences years, but also tailoring of the English foundation year. Insights from our English language teaching colleagues are invaluable and essential, not just in improving our own teaching and supporting students, but also raising those unknown unknowns that we wouldn't have thought to consider. (CR2)
- Collaboration requires expertise, time and investment from both academics and EAP/Academic skills providers. Expectations from both parties need to be managed. There is huge potential for EAP/Academic skills providers to become embedded (deep-embedded = tandem teaching, input into wording of assessments/criteria, co-marking of assessments). (LR16)

# Successful Collaboration Factors

- Good communication and rapport between CS and LS
- Open attitudes
- Motivation to improve student engagement
- Mutual learning
- Tandem teaching: integrated lesson design/ embedded language
- Need for coordinator/moderator

# Barriers to Collaboration

- Neoliberal pressures on institutions (Warwick, 2014; Hamp-Lyons, 2015;): “commodification and McDonaldisation” and outsourcing of EAP courses (Bell, 2025; Ding and Bruce, 2017)
- Sustainability of collaboration: “insufficient institutional support and time constraints” (Malmström and Zhou, 2025)
- Lack of training and institutional guidelines in EMI (Bowles and Murphy, 2020; Macaro et al. 2018; Lauridsen, 2020; Galloway and Ruegg, 2020; Lasagabster, 2018; Dearden, 2015; O’Dowd, 2018; Lauridsen and Lillemose, 2015)
- Lack of training of EAP practitioners (Campion, 2016; Ding and Champion, 2016; Ding and Bruce, 2017; Bell, 2021)
- Status of EAP within the Academy (Raimes, 1991; Ding and Bruce, 2017; Bell, 2021; Bell, 2025) and unequal power relations (Malmström and Zhou, 2025, Ploettner, 2019)
- Defining shared teaching objectives and differing language ideologies (Malmström and Zhou, 2025)
- Unclear division of responsibilities and negotiation of responsibilities (Malmström and Zhou, 2025)

# Barriers to Collaboration

My findings:

- Lack of commitment of institutions and management
- **Lack of time**
- CS resistance and lack of understanding of EAP
- LS lack of understanding of the Academy and of content

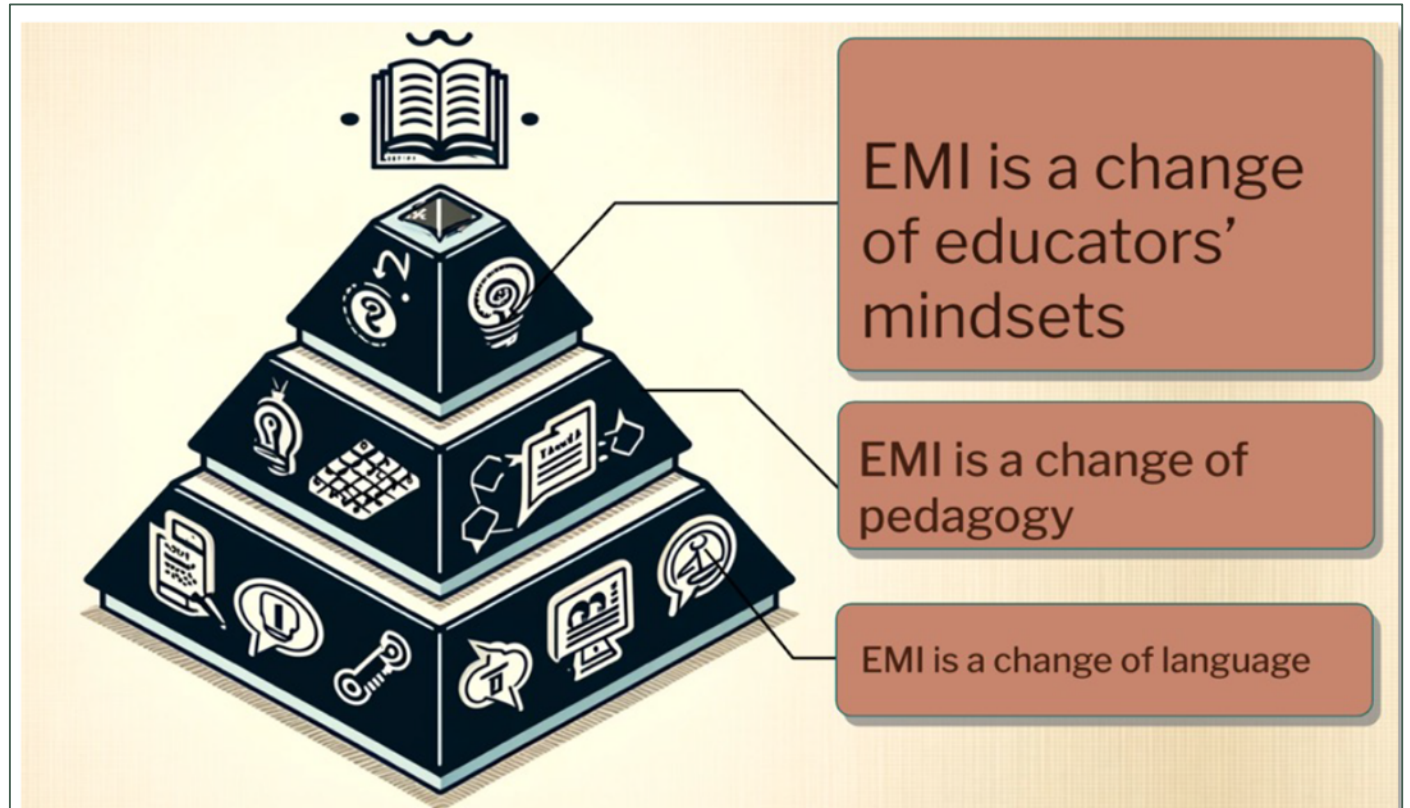
# My Conclusions: Change perceptions

- Need for strategic, intentional implementation of EMI
- Whole institution initiative: need for “strategic change and institutional policy” (Bond, 2020)
- ‘Isolated pockets of initiative’ are not enough (Lauridsen, 2020).
- Research publications, rankings ... pedagogy?
- EAP department role: experts of internationalization? (international curriculum development/ international pedagogy development/ intercultural competence development)
- Collaboration provides situated development opportunities
- Collaboration provides tailor-made courses that are sensitive to context

# Collaboration in EMI at the centre of educational transformation?

Doran and Reiker (2025) identify 4 P's in attitudes to EMI:

- Policy – Perceptions – Proficiency - **Pessimism**
- Positive outcomes?  
e.g. Dr Wu



Screenshot of Dr. Wu's E-Portfolio Video

# Collaboration in EMI at the centre of educational transformation?

- Leveraging strengths of both EMI and EAP professionals (e.g. genre-based/disciplinary literacies approach) (Malmström and Zhou, 2025)
- Developing an international mindset and approach
- “Changes in EMI teaching practices ... can serve as a broader motor of change that support higher education institutions in achieving the promise of EMI as a global educational movement that enhances international collaboration and mobility.”

Doran, Rieker and Yang, 2025, p.19 cited by Doran and Reiker (2025) (unpublished)



## English-Medium Instruction Special Interest Group

- Situated within BALEAP, reaching out globally
- Global webinars, regional webinars, reading café

Link:

<https://sites.google.com/baleap.org/emisig/home?authuser=0>

## Crossing the Divide: The Evolution of Teacher Collaboration in English-Medium Instruction

In this talk, Diane Pecorari and Hans Malmström will explore the origins of teacher collaboration between subject teachers and language teachers specializing in ESP or EAP and review recent examples, specific to English-Medium Instruction (EMI) at institutional, departmental, and individual levels.

Diane and Hans are Co-Editors in Chief of the *Journal of English-Medium Instruction* and Series Editors of *Routledge Studies in English-Medium Instruction*.

- **Time:** 22 October, 11:30 BST (UTC +1)
- **Location:** Online via Zoom
- **Event Details and Zoom Link:** Visit <https://emisig.baleap.org/events/22oct2024>

### Speakers:



**Diane Pecorari**  
Professor of TESOL,  
University of Leeds



**Hans Malmström**  
Professor of  
Communication and  
Learning in Science,  
Chalmers University  
of Technology

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## EMI Lecturer Professional Development: Good Practices & Successful Models

Dr. Emma Dafouz and Rhona Lohan will introduce the ROAD-MAPPING framework of teacher professional development and apply the framework to a case study of a private business university in Spain in their presentation, **Navigating EME Challenges: Professional Development through ROAD-MAPPING**.

In their presentation, **Creating positive pedagogical change in EMI: Impact from an innovative faculty professional development initiative in Taiwan**, Dr. Meredith Doran and Dr. Jacob Rieker address the issues of how faculty can be supported and what role faculty development initiatives might play in catalyzing changes to address and possibly overcome several challenges in the implementation of EMI.

- **Time:** 3 March 2025, 14:00 GMT (UTC +0)
- [Check your time zone here](#)
- **Location:** Online via Zoom
- **Event Details:** Visit <https://emisig.baleap.org/events/03mar2025>

### Speakers:



**Dr. Emma Dafouz**  
Full Professor,  
Compuense University of  
Madrid



**Rhona Lohan**  
Lecturer in EAP and Scientific  
Research,  
ESIC University, Madrid



**Dr. Meredith Doran**  
Associate Teaching Professor,  
The Pennsylvania State  
University



**Dr. Jacob Rieker**  
Assistant Research Professor,  
The Pennsylvania State  
University

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## Exploring EMI in the Americas: Current Status, Research Gaps, and Future Directions

This event brings together a panel of distinguished experts to examine the current state of EMI practice and research in the Americas. The discussion will spotlight EMI developments in specific countries, including Brazil, Chile, and Colombia, and delve into their implications and future research directions.

- **Date and Time:** 15 January 2025 2:00pm GMT (UTC +0)
- [Check your time zone here](#)
- **Location:** Online via Zoom
- **Event Details:** Visit <https://emisig.baleap.org/events/15jan2025>

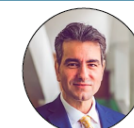
### Speakers:



**Dr. Angela Hakim**  
Facilitator  
English Lecturer,  
Iowa State University



**Dr. Francesc Pedró**  
Director, International  
Institute for Higher  
Education at UNESCO



**Dr. Ron Martínez**  
Assistant Professor of  
English, Universidade  
Federal do Paraná



**Dr. Loreto Aliaga Salas**  
Teaching Fellow in TESOL,  
University of Leeds



**Dr. Gonzalo Pérez Andrade**  
Senior Lecturer in English  
Language Teaching, London  
Metropolitan University



**Dr. Mario Molina Nair**  
Lecturer, Universidad de los  
Andes

Contact us: [emisig@baleap.org](mailto:emisig@baleap.org)



## English Medium Instruction in Higher Education: Maximising student success

Our contribution to the EMI debate and literature in this webinar concerns the importance of focusing our research attention on the EMI student as one of the key players in making the EMI endeavour as successful as possible.

**Ernesto Macaro** will begin by discussing how the well-documented learning strategies in the L2 learning context can be transferred and/or modified for the EMI context. **Mark Searle** will then illustrate a selection of materials from the newly published book *Navigating English Medium Instruction* (Macaro & Searle 2025), which is aimed directly at students and encourages them to be pro-active in their learning. **Heath Rose** will then bring the discussion back to the other key players in the EMI venture within a given institution – the English language specialists (EAP and ESP departments) and argues for a fundamental shift in the roles that these teachers need to make in order to provide targeted language support for EMI students.

### Speakers:



**Prof. Ernesto Macaro**  
Emeritus Professor of  
Applied Linguistics,  
University of Oxford



**Prof. Heath Rose**  
Professor of Applied  
Linguistics,  
University of Oxford



**Mark Searle**  
Honorary Norham Fellow,  
University of Oxford

- **Date and Time:** 5 May 2025 11:00am BST (UTC +1)
- [Check your time zone here](#)
- **Location:** Online via Zoom
- **Event Details:** Visit <https://emisig.baleap.org/events/05may2025>

Contact us: [emisig@baleap.org](mailto:emisig@baleap.org)






International Online Seminar

## DEVELOPING ACADEMIC LITERACIES IN A THREE-LANGUAGE CONTEXT:

Lessons from Research for Policy and Practice

 18 April 2025  
13:00-17:30

 CERTIFICATE OF PARTICIPATION

 SYNCHRONOUS TRANSLATION  
into Kazakh and Russian


  
**Mustafa Akincioğlu**  
 University of Oxford

  
**Bridget Goodman**  
 Nazarbayev University

  
**Juldyz Smagulova**  
 KIMEP University

  
**Adina-Cameila Arvatu**  
 Nazarbayev University


  
**Akmaral Karabay**  
 Nazarbayev University

  
**Andrey Chsherbakov**  
 Nazarbayev University

  
**Aigerim Kazhigaliyeva**  
 Astana International University

More info: [bit.ly/NUGSE0424](https://bit.ly/NUGSE0424)

Registration: [bit.ly/NUGSE0425](https://bit.ly/NUGSE0425)



 English-Medium Instruction  
Special Interest Group

Regional Webinar Series · 2

## Internationalisation and EMI in Italy: critical perspectives


[Synopsis]


In partnership with:

- Date and Time:** 28 May, 15:00 CET (UTC +2)  
• [Check your time zone here](#)
- Location:** Online via Zoom
- Language:** Italian
- Event Details:** Visit <https://emisig.baleap.org/events/28may2025>


Contact us: [emisig@baleap.org](mailto:emisig@baleap.org)








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Speakers:

  
**Amanda Murphy**  
 Director of Centre for Higher Education Internationalisation, Università Cattolica del Sacro Cuore, Italy

  
**Prof. Carmel Mary Coonan**  
 Senior Researcher of Educational Linguistics, Ca' Foscari University of Venice, Italy

  
**Dario Consoli**  
 Business Development Partner, QS

  
**Dr. Marcella Menegale**  
 Associate Professor of Educational Linguistics, Ca' Foscari University of Venice, Italy

## Regional Webinar 2: Italy

## Regional Webinar 1: Kazakhstan

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