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TRANSFORMING RESEARCH INTO A
FRAMEWORK FOR
PROFESSIONALISATION OF
ENGLISH AS A MEDIUM OF
INSTRUCTION (EMI) AT THE
TERTIARY LEVEL: THE EMI PROF

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TRANSFORMING RESEARCH INTO A FRAMEWORK FOR
PROFESSIONALISATION OF ENGLISH AS A MEDIUM OF
INSTRUCTION (EMI) AT THE TERTIARY LEVEL: THE EMI PROF

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A thesis submitted in partial fulfilment of the
requirements of the University of Sunderland
for the degree of
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Abstract

This thesis is a compilation of eight published works on English-medium instruction (EMI) at the tertiary level, accompanied by a commentary that synthesises the findings and discussions from these works. Over the past three decades, research on EMI at the tertiary level has advanced significantly. However, much of the focus remains on problem identification, particularly in three areas: English language issues, pedagogical and professional learning challenges, and stakeholder perceptions of EMI. The increasing volume of such research suggests the field has reached a saturation point, indicating a need for a new approach focused on problem-solving (Han, 2023; Macaro & Akıncioğlu, 2018). Notably, the existing literature lacks research and discussion on solution models that address ongoing challenges, particularly in relation to the professionalisation of EMI and improving students' learning outcomes.

To address this gap, this thesis draws on Critical EMI, grounded in critical social theory (CST) and socio-cultural theory (SCT), to present and analyse eight of my published works in response to the central research question: What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level? These works share a coherent theme related to the professionalisation of EMI, with particular emphasis on students' academic outcomes, motivation, interdisciplinary teacher collaboration, and the professional development of EMI content-teachers. The works include one report (Dearden et al., 2015), four research articles (Dearden et al., 2016; Macaro & Akıncioğlu, 2018; Macaro et al., 2020; Akıncioğlu, 2024), two book chapters (Akıncioğlu & Lin, 2021; Akıncioğlu, 2022), and one conceptual article (Akıncioğlu, 2023), all published by internationally recognised, peer-reviewed outlets.

Five of these published works (one report and four research papers) utilise data collected from the EMI Oxford Project, a mixed-methods research initiative conducted at Oxford University between 2014 and 2017. The first sub-project was a qualitative inquiry into interdisciplinary teacher collaboration in Turkish EMI universities, using data from pre- and post-intervention semi-structured interviews (Dearden et al., 2015; Macaro et al., 2016) and audio recordings of collaborative lesson planning (Akıncioğlu,

2024). The second sub-project employed a quantitative approach, investigating the impact of variables such as year group, gender, and university type on Turkish students' perceptions of EMI. The third sub-project focused on EMI teacher perspectives on professional development and certification through online surveys (Dearden et al., 2015; Macaro & Akıncioğlu, 2018; Macaro et al., 2020).

The commentary synthesises qualitative and quantitative findings from these eight published works interpretively (Noblit & Hare, 1988), applying perspectives from Critical EMI, CST, and SCT to categorise major insights and introduce a solution-oriented guiding model for addressing EMI professionalisation challenges—the EMI Professionalisation Framework (EMI ProF). To achieve this, Miles and Huberman's (1994) coding procedures (data reduction, data display, and conclusion drawing/verification) were employed to extract themes from the qualitative and quantitative data of one report and four research articles. Additionally, narrative literature review techniques (Grant & Booth, 2009) were utilised to summarise and critically interpret the findings of one conceptual article and two chapters, facilitating thematic analysis and the discussion of emerging trends.

Reflecting on these findings, this thesis advocates for the professionalisation of EMI at the tertiary level to strengthen interdisciplinary teacher collaboration, improve students' academic content learning and motivation, and certify and recognise the competencies of EMI content-teachers. As a result, two frameworks are proposed: (1) a theoretical framework for EMI professionalisation, grounded in Freidson's (2001) definition of professionalism, Evetts' (2009) sources of professionalism, and Solbrekke and Englund's (2011) concepts of professional responsibility and accountability; and (2) the EMI Professionalisation Framework (EMI ProF), a quality management programme for universities, designed to be implemented through institutional innovation projects. By prioritising strategic decision-making, quality assurance, sustainability, and improved learning outcomes in EMI programmes, this thesis makes an original contribution to the field through the EMI ProF. However, it is important to note that the EMI ProF should be viewed as a guiding model to stimulate further research and inquiry into professionalisation, rather than as a complete framework offering a definitive solution.

Lastly, the thesis calls for future research to focus on the implementation and refinement of models like the EMI ProF, given the global expansion of EMI and the pressing need for standardisation and quality management to ensure its effectiveness and sustainability.

Dedication

I dedicate this thesis to Gazi Mustafa Kemal Atatürk, the visionary Founder of the Republic of Türkiye, whose principles and legacy continue to inspire and guide me. I am especially honoured that my thesis is dated 30 August, coinciding with the 102nd anniversary of Türkiye's victory in the War of Independence—a triumph led by Atatürk.

I also dedicate this work to my beloved mother, Şerfie Akıncıoğlu, whose unwavering belief in me and endless encouragement gave me not only the courage to embark on this journey but also the strength to see it through. To my wonderful sisters, Şule, Zeynep, and Zehra—your constant support and love were my anchors through the most challenging moments. I couldn't have achieved this without you. I also dedicate this thesis to my brilliant niece, Melis Mira, and nephews, Deniz Atlas and Arman. May they remember my PhD journey when, at times in life, their own dreams and targets feel distant, and know that all they need is belief in themselves, along with resilience, determination, and perseverance to see them through any challenge. Lastly, to my late father, veteran Chief Master Sergeant Ali Akıncıoğlu, who I know would be proud to see me overcome yet another challenge in life.

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I am equally indebted to Dr Neil Johnson and Dr Michael Hepworth for their invaluable guidance and supervision throughout the course of my PhD. I would also like to express my sincere thanks to Professor John Fulton, Academic Director of PGR, and Dr Miguel Gomes Gargamala, whose steadfast support and confidence in my PhDEx were instrumental in its completion.

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Introduction

English-medium instruction (EMI) is commonly defined as the use of English to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English (see Macaro & Akıncioğlu, 2018). However, this thesis adopts Akıncioğlu's (2023) definition of EMI as the use of English (for example, sole use, partial use, code switching, and so on) to teach academic subjects (other than English itself) within EMI settings regardless of their locale. A detailed exploration of the various definitions of EMI present in the literature will be provided in the next section.

Despite its exponential global growth over the past three decades, EMI is still often treated as a new phenomenon in research literature (e.g., Dearden, 2014). Interestingly, while Bolton et al. (2024) in the opening chapter of their recent 'Handbook of EMI' highlight the undeniable fact that EMI has only recently emerged as a distinct subfield of applied linguistics, Macaro (2024), in the second chapter (Theoretical and Applied Perspectives on EMI), strongly emphasises that EMI is a worldwide phenomenon, continually evolving in response to the demands of a changing world. Nevertheless, teaching academic subjects via second languages (L2) and teaching L2 itself have a long history. Briefly, the concept of teaching academic subjects in L2 (English), with a shared focus on language development, is often referred to as 'immersion' or 'content-based instruction' in North American K-12 contexts, whereas 'content and language integrated learning' (CLIL) is typically (though not exclusively) used in the European K-12 context (Akıncioğlu, 2023; Macaro et al., 2018). EMI, on the other hand, is predominantly associated with higher education (HE) internationally (Pecorari & Malmström, 2018).

While CLIL is generally implemented through a dedicated policy document that adopts a dual-focused educational approach with explicit language and content learning objectives (Akıncioğlu, 2022; Galloway & Rose, 2021), EMI is not widely implemented as the result of a specific policy. To my knowledge, no HE institution has yet established a dedicated EMI policy, and university policymakers often assume that

language development will be a perceived benefit of EMI implementation (Lasagabaster, 2022). The absence of a dedicated EMI policy, coupled with assumption-based decisions made by university policymakers, exacerbates several reported issues in EMI, such as the positioning of English language teaching (ELT) (i.e., fostering general and academic English) within university contexts, the efficacy levels of learning outcomes, student motivation, the professional development of EMI content-teachers, and interdisciplinary teacher collaboration (Akıncioğlu, 2023; Kortmann, 2019). This thesis, therefore, focuses on HE, treating EMI primarily as an established concept within applied linguistics and education. The inherently problematic nature of EMI, with its multidisciplinary and multi-layered dynamics (e.g., policy, implementation, development, and impact), requires careful unpacking and analysis through rigorous empirical inquiry.

This thesis argues that a comprehensive framework is essential for addressing the complex challenges of EMI in HE, particularly through interdisciplinary collaboration and targeted professional development. Research on EMI has progressed significantly over the last three decades; however, the major focus remains on problem identification and trends in three areas predominantly: English language issues, pedagogical and professional learning challenges, and stakeholders' perceptions of EMI teaching (Han, 2023). The intensity of this type of research suggests a saturation point has been reached, and there is now a need for a new vision of EMI – that of, problem solving (Han, 2023; Macaro & Akıncioğlu, 2018). In other words, there is a scarcity of research and discussion on solution models for ongoing problems, particularly those related to the professionalisation of EMI, with a focus on student learning outcomes and content-teacher professional development.

To address this gap in the literature, I present this thesis, which comprises eight published works of mine and a commentary, with an aim to contribute to the enrichment of the field of EMI HE in two ways. First, the eight publications, which share a coherent theme related to the professionalisation of EMI, provide primary data, literature reviews, and discussions on interdisciplinary teacher collaboration, student perceptions and motivations, and the professional development and certification of EMI content-teachers. A summary of these publications is provided in the following section, and these works are available in Appendices C–J. Second, the commentary

interpretively synthesises the findings and discussions of these published works under the overarching theme of the professionalisation of EMI at the tertiary level, drawing on critical social theory (CST) and socio-cultural theory (SCT) in relation to the central research question: 'What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?' Consequently, this thesis proposes a solution model in the form of a quality management framework for EMI universities: the EMI Professionalisation Framework (EMI ProF).

This commentary, grounded in a political normative approach, critically unpacks the concept of EMI by questioning taken-for-granted assumptions, challenging dominant ideologies, and highlighting problematic decisions and practices imposed by policymakers in EMI higher education contexts. It begins by laying the critical groundwork, upon which it presents the proposed solution model (the EMI ProF) through an interpretive synthesis of data from the eight published works. Meanwhile, as a researcher, I fundamentally adopt the role of an instigator and facilitator whose primary task is to confront those who are in positions of political and economic power and expose the oppressive structures that create inequality through suppressing people and social groups (Guba and Lincoln, 2005).

Ultimately, this commentary employs a Critical EMI stance towards the role of EMI in higher education, contextualised by global capitalism and neoliberalism. Based on CST, Critical EMI seeks to analyse and better understand the contexts and debates surrounding EMI in HE to suggest a more equitable and effective way forward by challenging the competing political and economic power structures of global capitalism and their neoliberal policies and practices locally and globally (e.g., internationalisation, global mobility, English-only policies) (Block, 2022). Meanwhile, SCT provides the theoretical lens to reflect on findings related to interdisciplinary teacher collaboration, professional development, and the processes involved in academic content teaching and learning within EMI contexts. Consequently, the EMI ProF model is presented as a more equitable and effective way forward, designed to assist EMI university policymakers and training designers in prioritising interdisciplinary teacher collaboration and EMI content-teacher professional development to ensure the efficacy of academic content learning in EMI programmes.

The following sections of this commentary will first provide a summary of the published works, followed by a comprehensive literature review, a discussion of the theoretical underpinnings of this thesis, an overview of the methodology of this commentary, and, finally, the findings and discussions.

Summary of the Published Works

This thesis comprises eight of my published works and a commentary. These eight publications share a coherent theme related to the professionalisation of EMI, with a particular focus on student learning outcomes and the professional development of content-teachers. Several of these publications are based on research conducted in Turkish university settings, which provides valuable contextual insights; however, the findings can be generalised to inform broader EMI practices. While these publications were not originally designed to answer the thesis' research question—*What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?*—can be explored (see Appendix A for an overall summary of the eight published works and Appendix B for information about the publishers). The commentary, in turn, interpretively synthesises the findings and discussions from these published works under the overarching theme of the professionalisation of EMI at the tertiary level.

The published works consist of one report (Dearden et al., 2015 – Appendix C), two book chapters (Akıncioğlu & Lin, 2021 – Appendix G; Akıncioğlu, 2022 – Appendix H), four research articles (Macaro et al., 2016 – Appendix D; Macaro & Akıncioğlu, 2018 – Appendix E; Macaro et al., 2020 – Appendix F; Akıncioğlu, 2024 – Appendix J), and one conceptual article (Akıncioğlu, 2023 – Appendix I). These works have been published in international refereed journals indexed in, for example, Quartile 1, SSCI, and SCOPUS, as well as in books published by high-profile international academic publishers. The bibliographical information for the published works is listed below:

1. Dearden, J., Akıncioğlu, M. & Macaro, E. (2015). EMI in Turkish universities: collaborative planning and student voices, Oxford University Press. https://elt.oup.com/elt/catalogue/pdf/emi_research_report.pdf
2. Macaro, E., Akıncioğlu, M. & Dearden, J. (2016). English medium instruction in universities: A collaborative experiment in Turkey, *Journal of Studies in ELT*, 4(1) <https://doi.org/10.22158/selt.v4n1p51>
3. Macaro, E., & Akıncioğlu, M. (2018). Turkish university students' perceptions about English medium instruction: exploring year group, gender and university type as variables, *Journal of Multilingual and Multicultural Development*. Advance online publication. <https://doi.org/10.1080/01434632.2017.1367398>
4. Macaro, E., Akıncioğlu, M., & Han, S. (2020). English medium instruction in higher education: Teacher perspectives on professional development and certification, *International Journal of Applied Linguistics*, 1(14). <https://doi.org/10.1111/ijal.12272>
5. Akıncioğlu, M. & Lin, Y. (2021). Developing collaborative lesson planning tool in EMI. In Curle, S.M. & Pun, J.K.H (Eds.). Research methods in English medium instruction. Routledge. <https://doi.org/10.4324/9781003025115>
6. Akıncioğlu, M. (2022). The EMI quality management program: A novel solution model. In Kırkgöz, Y. & Karataş, A. (Eds.) English as the medium of instruction in Turkish higher education: Policy, practice and progress. (Chapter 14). Springer https://doi.org/10.1007/978-3-030-88597-7_14
7. Akıncioğlu, M. (2023). Rethinking of EMI: A critical view on its scope, definition and quality. *Journal of Language Curriculum and Culture*. Advanced online publication. <https://doi.org/10.1080/07908318.2023.2251519>
8. Akıncioğlu, M. (2024). A framework for language specialist and content-teacher collaboration in Turkish EMI university settings: The collaborative planning tool. *Journal of EMI*. Advanced online publication <https://doi.org/10.1075/jemi.23004.aki>

Umbrella Project – EMI Oxford

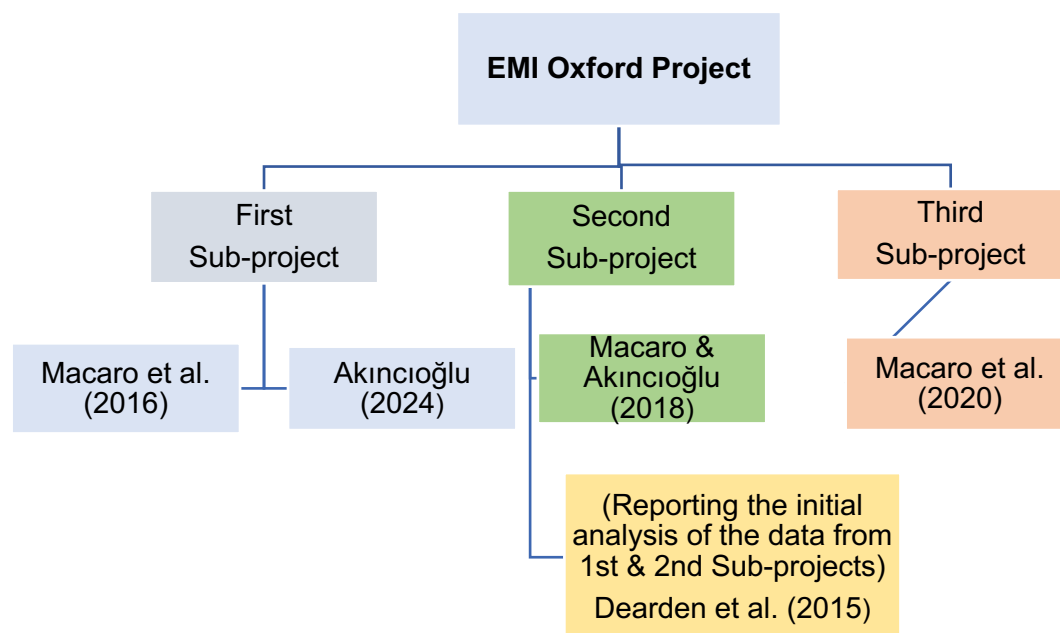
The data used in the eight published works that constitute this thesis were derived from a mixed-methods umbrella research project (the EMI Oxford Project), conducted at the (then) EMI Oxford Research Centre at the Oxford University

Department of Education between 2014 and 2017. The first and second sub-projects were funded by Oxford University Press, and the third sub-project was funded by the University of Oxford John Fell Research Fund (Grant/Award Number: 0003998).

Grounded in both critical social theory (CST) and socio-cultural theory (SCT), the EMI Oxford Project aimed to critically investigate EMI university stakeholders' (students, English language specialists, EMI content-teachers, and managers) perceptions, teaching and learning practices, and teacher development practices. The EMI Oxford Project comprised three sub-projects, yielding four research articles and one report (see Diagram 1). The research team was led by Prof. Ernesto Macaro (Principal Investigator and Director of the EMI Oxford Research Centre), with myself as a researcher.

Diagram 1

The EMI Oxford Project



First Sub-project

The first sub-project was a qualitative study conducted in the HE context of Türkiye, where students often enter university with low levels of English (Kıkgöz, 2014;

Macaro et al., 2018; Yüksel et al., 2023), leading to the widespread use of preparatory year programmes (PYP). The sub-project, referred to as the Intervention Project, explored how collaboration in lesson planning evolves between an English language specialist and a content-teacher, and whether this collaboration is mutually beneficial. The research questions were:

1. How does collaboration in planning evolve between a PYP teacher and an EMI teacher?
2. What factors make collaboration successful or less successful?

This study focused on the transition from PYP to EMI academic subject programmes. We hypothesised that effective collaboration between language specialists and content-teachers could enhance the understanding of challenges faced by university students in EMI programmes. The study involved nine pairs of teachers from four Turkish universities, who collaboratively planned eight lessons using a Collaborative Planning Tool (CPT) designed to promote interdisciplinary collaboration. Data were collected through semi-structured pre- and post-intervention interviews, audio recordings of 72 collaborative planning sessions, and a self-estimation of comprehension (SEC) survey capturing students' immediate feedback.

Second Sub-project

The second sub-project, titled Student Voices, was a quantitative study in the HE context of Türkiye, and explored the motivations of PYP, first-year, and second-year students for studying at an EMI university, as well as changes in their views of EMI. The research questions included:

1. What are the reported motivations of Turkish university students for choosing to study via EMI, and do these differ according to which year they are in (PYP, Year 1 or Year 2)?
2. How do first and second year EMI students rate the provision in their university?
3. What difficulties do first and second year EMI students perceive they are experiencing in EMI lectures and seminars?
4. To what extent is gender a variable with regard to (1), (2) and (3)
5. To what extent is university type a variable with regard to (1), (2) and (3)

The study used an online survey with Likert-type and open-ended questions. A total of 997 students from 18 EMI universities in Türkiye participated. The survey was developed from interviews conducted in Europe (Dearden & Macaro, 2016) and piloted in two universities. This sub-project highlighted students' evolving perceptions and the challenges they face during their EMI experience.

Third Sub-project

Based on the initial analysis and evaluation of the first two sub-projects, the research team decided to conduct a third sub-project internationally. This quantitative inquiry focused on EMI content-teachers' perspectives on professional development and certification, examining their views on the competencies required for effective EMI teaching and the importance of certification at different levels (institutional, national, international). The research questions included:

1. What evidence is there that EMI teachers in HE have taken part in PD courses in EMI?
2. To what extent do they consider teacher certification important, and at what level (institutional, national, international)?
3. Do EMI teachers consider that teaching through English involves different competencies to L1 medium of instruction, and what learning would they be prepared to undertake in order to obtain those competencies leading to certification?

The study used an online questionnaire with 25 Likert-type and open-ended questions, collecting responses from 463 EMI teachers across several countries, including Brazil, China, Italy, Japan, Mexico, Spain, and Turkey. The findings provided insights into the varying degrees of preparedness and the attitudes of EMI teachers towards professional development and certification.

Published Works

1. Dearden, J., Akıncioğlu, M. & Macaro, E. (2015).

This research report presents the initial findings from two sub-projects within the EMI Oxford Project: The Intervention Project and the Student Voices study. The

Intervention Project involved qualitative research, specifically semi-structured pre- and post-intervention interviews with nine EMI content-teachers from four Turkish universities. The report explores the utility of the Collaborative Planning Tool (CPT), which was designed to facilitate interdisciplinary collaboration between English language specialists and content-teachers. The findings revealed that the CPT was considered highly beneficial by the content-teachers, as it provided a structured approach to lesson planning that enhanced their awareness of the language challenges faced by students. Notably, while the teachers initially viewed themselves solely as content experts, the intervention prompted a shift in their perception, with many beginning to recognise the importance of language in effective EMI teaching.

In addition to these findings, the report delves into the experiences of PYP, first-year, and second-year students at EMI universities in Türkiye, based on survey data from the Student Voices study. The data showed that while a majority of students believed EMI to be beneficial, there were significant concerns about their English proficiency and the adequacy of their lecturers' language skills. The report highlights a gradual decline in student confidence from PYP to the second year, with second-year students expressing the most frustration regarding their ability to cope with EMI. These findings underscore the need for improved language support and professional development for EMI teachers to better address the linguistic demands of their students.

2. Macaro, E., Akıncioğlu, M. & Dearden, J. (2016).

This research article explores the impact of collaborative lesson planning between English language specialists and EMI content-teachers on the latter's beliefs and practices. The study focuses on the Intervention Project, where nine pairs of teachers from four Turkish universities engaged in collaborative lesson planning using the Collaborative Planning Tool (CPT). The article delves into how this collaboration influenced the content-teachers' perceptions of their role in EMI, particularly regarding the intertwined nature of language and content in academic instruction. The findings suggest that the collaborative process prompted a shift in teachers' views, with many beginning to see the importance of addressing language issues in their teaching, even

though they did not fully embrace the responsibility of enhancing students' language proficiency.

Moreover, the article provides a detailed analysis of the pre- and post-intervention interviews, highlighting the transformative potential of interdisciplinary collaboration in EMI settings. Teachers who closely adhered to the CPT experienced the most significant changes in their thinking, particularly in recognizing the necessity of effective English usage for successful content delivery. The study also touches on the broader implications of these findings, suggesting that such collaboration could be a critical component in improving EMI practices. However, the article raises questions about whether university managers are willing to allocate the necessary resources to support these collaborative efforts, pointing to a need for institutional commitment to interdisciplinary teacher development.

3. *Macaro, E., & Akıncioğlu, M. (2018).*

This article reports on the findings from the second sub-project, the Student Voices study, which investigated the perceptions of Turkish university students regarding EMI, focusing on variables such as year group, gender, and university type. The study, based on responses from 997 students across 18 universities in Türkiye, reveals significant insights into the students' motivations and challenges associated with studying through EMI. The research highlights that while students generally perceive EMI as beneficial, there is a noticeable decline in enthusiasm as students' progress from PYP to the second year. Year 2 students, in particular, expressed doubts about the benefits of EMI, alongside frustrations with their lecturers' language abilities.

The article further explores the differences between students from private and state universities, with private university students showing more confidence in the benefits of EMI and greater satisfaction with their progress. Gender differences were also observed, with female students generally feeling more positive about their EMI experiences, particularly in terms of language improvement. These findings contribute new evidence to the field of EMI research, emphasizing the importance of considering institutional and demographic variables in understanding student experiences. The

article calls for further investigation into these variables across different socio-economic and cultural contexts to better inform EMI practices and policies.

4. Macaro, E., Akıncioğlu, M., & Han, S. (2020).

In this study, we examined the perspectives of EMI content-teachers from various countries on professional development and certification. The study, which collected responses from 463 teachers through an online survey, aimed to understand the extent to which EMI teachers engage in professional development and their attitudes towards certification at different levels (institutional, national, international). The findings indicate that while most teachers recognize the need for specific competencies to teach effectively through English, professional development in this area is often not prioritized by their institutions. Less than a third of respondents reported having received any form of certification related to EMI, highlighting a significant gap in professional training.

The article also discusses the varying levels of enthusiasm among teachers for pursuing certification, with many expressing concerns about the time and resources required. Despite these concerns, there was strong support for certification at an international level, especially among less experienced EMI teachers. Interestingly, the study found little difference in attitudes towards language-related issues across different academic disciplines, suggesting that the challenges of EMI are perceived similarly across fields. The findings underscore the need for more robust professional development programmes and certification processes to ensure that EMI teachers are adequately prepared to meet the demands of teaching in a second language.

5. Akıncioğlu, M. & Lin, Y. (2021).

This book chapter focuses on the development and implementation of the Collaborative Planning Tool (CPT) in fostering interdisciplinary collaboration between English language specialists and EMI content-teachers in the Turkish HE context. Building on the findings from Macaro et al.'s (2016) study, the chapter evaluates the effectiveness of the CPT in promoting structured and meaningful collaboration. The chapter argues that the CPT served as a successful framework for interdisciplinary

planning, enabling teachers to develop routines that enhanced their awareness of language issues and improved their lesson planning practices.

The chapter also connects the outcomes of the Intervention Project to broader initiatives, such as the EMI Universities Symposia held in Türkiye between 2018 and 2019. The successful implementation of the CPT during the project provided valuable insights that informed discussions at these symposia, contributing to the development of effective interdisciplinary collaboration models in the Turkish HE context. The chapter concludes by suggesting that tools like the CPT can play a crucial role in improving EMI practices by fostering a deeper understanding of the language demands of content teaching and encouraging sustained collaboration between language and content specialists.

6. Akıncioğlu, M. (2022).

Reflecting on the comprehensive findings from the EMI Oxford Project, this chapter introduces the EMI Quality Management Program (EMI QMP) as a novel solution model for addressing ongoing challenges in EMI universities. The chapter begins with a critical analysis of persistent issues in EMI HE contexts, such as the problematic transition from K12 to university, the lack of effective interdisciplinary collaboration, and the absence of dedicated EMI policies and quality assurance protocols. These issues are contextualized within the broader framework of global capitalism and neoliberalism, highlighting the need for more equitable and effective EMI practices.

The EMI QMP is presented as a comprehensive framework designed to assist universities in translating their strategic decisions to implement EMI into concrete policies and quality protocols. The programme aims to ensure that the implementation of EMI is both institutionalized and internalized by all university stakeholders. The chapter outlines five key outcomes of the EMI QMP, including the development of institutional competencies, the creation of dynamic EMI policies, and the certification of competencies for managers, teachers, and support staff. By addressing these areas, the EMI QMP seeks to enhance the quality and effectiveness of EMI programmes, ultimately contributing to better learning outcomes for students and more robust professional development for teachers.

7. Akıncioğlu, M. (2023).

This conceptual article critically examines the scope, definition, and quality of English-medium instruction (EMI) in higher education, challenging prevailing assumptions and calling for a re-evaluation of how EMI is understood and implemented globally. I argue that the rapid expansion of EMI has led to significant inconsistencies in its definition, particularly concerning the role of English as a medium of instruction in diverse linguistic and cultural contexts. The article proposes a more unified and inclusive definition of EMI that moves beyond the traditional focus on non-Anglophone settings and instead considers the instructional use of English regardless of geographical or linguistic boundaries. This reconceptualization aims to provide clarity and better address the complexities of EMI in the global higher education landscape.

The article also introduces the concept of "EMI quality," a relatively unexplored area in the field. I define EMI quality as the alignment of institutional EMI policies with instructional practices, learning outcomes, and alumni success. The paper highlights the absence of dedicated EMI policies in many higher education institutions, which has resulted in a lack of standardized quality assurance measures. To address this gap, I advocate for a more comprehensive approach to EMI content-teacher training, emphasizing the need for pedagogical and methodological development alongside language proficiency. The article concludes with a call for further research on critical EMI, particularly in the areas of policy development and the enhancement of teaching and learning quality, urging the field to adopt a more critical and solution-oriented perspective.

8. Akıncioğlu, M. (2024).

This article investigates the efficacy of the Collaborative Planning Tool (CPT) as a framework for interdisciplinary teacher collaboration in English-medium instruction (EMI) university settings in Türkiye. Building on a previous quasi-experimental intervention project, the study re-examines the audio recordings of 72 collaborative planning sessions between nine pairs of English language specialists and content teachers. The research focuses on how the CPT facilitated collaboration, exploring its role as a medium, mediator, and tool for thought in the lesson planning

process. The findings are organized under three emerging themes: the use of the CPT, the interplay between language and content, and the role of feedback in lesson planning.

The article highlights the CPT's effectiveness in promoting sustained and meaningful collaboration, which helped content teachers develop a deeper awareness of the linguistic challenges their students face in EMI contexts. The study also reveals the importance of feedback in enhancing lesson planning, with content teachers gradually recognizing the need to adjust their language use to improve student comprehension. The findings suggest that the CPT can serve as a valuable framework for professional development in EMI settings, offering a structured approach to interdisciplinary collaboration that addresses both content and language learning objectives. The article concludes with a discussion on the potential of the CPT to be adapted for broader use in diverse EMI contexts, emphasizing the need for further research on interdisciplinary collaboration in higher education.

Literature Review

This section provides a comprehensive literature review of EMI, focusing on the definition and scope of EMI; EMI students' perceptions; EMI content-teacher development; and EMI policy, EMI quality, and professionalisation of EMI.

Definition and Scope of EMI

The literature to date lacks consensus on both the definition and scope of EMI. This section first addresses the labelling and defining of EMI. It then reviews the scope of EMI, particularly the interplay between English language teaching (ELT) and EMI in higher education (HE) contexts, where ELT focuses on fostering general and academic English development, and EMI on teaching academic content via English.

Labelling and Defining the Concept of EMI

When reviewing the literature on teaching academic subjects through English in contexts where other languages are present, the conceptual complexity of EMI

becomes evident, particularly in the inconsistent labelling of these programmes. Terms such as ‘English as a medium of instruction’, ‘English-medium education’, ‘English-taught programmes’, ‘parallel-language education’, ‘partial English-medium’, ‘English content-based instruction’, ‘content and language integrated learning’ (CLIL), ‘content-based instruction’ (CBI), ‘content-based language teaching’ (CBLT), ‘immersion’, and ‘sheltered instruction’ are commonly used in K-12 contexts (Akıncioğlu, 2023; Galloway & Rose, 2021; Murphy et al., 2020).

In HE contexts, terms like ‘integrating content and language in higher education’ (ICLHE), ‘English medium education in multilingual university settings’ (EMEMUS), and ‘English as a medium of instruction’ (Kırkgöz & Karataş, 2022) are more frequently encountered. Additionally, terms such as ‘partial-EMI’, ‘full-EMI’, ‘30% EMI’, ‘70% EMI’, and ‘100% EMI’ are also used in context-specific EMI academic programmes at different times (e.g., see the Higher Education Council of Türkiye, www.yok.gov.tr).

The global expansion of EMI has been propelled by top-down national and institutional decisions (Aizawa & Rose, 2019; Byun et al., 2011) with the expectation of a straightforward shift from L1 medium instruction to EMI (Block, 2022). However, the literature reveals numerous studies demonstrating severe complications (such as low teaching and learning efficacy in EMI programmes, low motivation levels, and inadequate institutional support for both EMI teachers and students) stemming from this poorly conceived educational strategy (e.g., Baker & Hüttner, 2017; Dafouz, 2018; Kortmann, 2019; Kuteeva et al., 2022; Lasagabaster, 2022; Macaro et al., 2018). These complications first manifest in the complex and varied labelling of these academic programmes.

Definitions of EMI vary significantly and lack scholarly consensus, underscoring the inherent conceptual challenges of EMI. Pecorari and Malmström (2018) argue that integrating the concepts of ‘English’, ‘medium’, and ‘instruction’ into a single definition can be a challenging endeavour, especially in international HE contexts where the labelling of EMI programmes is already problematic (Akıncioğlu, 2023).

Exploring the literature, Akıncioğlu (2023) identifies six frequently cited definitions (see Table 1), along with his own definition (Definition 7).

Table 1*Definitions of EMI at HE level*

No	Date	Definition by	EMI Definition	Publication
1	2014	Ernesto Macaro Catherine Walter Julie Dearden Ting Zhao	EMI can be defined as the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.	(Dearden,2014)
2	2016	Ernesto Macaro Mustafa Akıncioğlu Julie Dearden	EMI can be defined as the teaching of academic subjects through the medium of English in non-Anglophone countries.	(Macaro et al., 2016)
3	2016	Ernesto Macaro Julie Dearden Ernesto Macaro Julie Dearden Samantha Curle Jack Pun Jiangshan An	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.	(Dearden & Macaro, 2016) (Macaro et al., 2018)
4	2018	Emma Dafouz	EMI is understood as the teaching and learning of an academic subject (i.e., economic history, chemistry, aeronautical engineering, etc.) using English as the language of instruction, and usually without an explicit focus on language learning or specific language aims.	(Dafouz & Smit, 2020)
5	2018	Ernesto Macaro Mustafa Akıncioğlu	We adopt this version (No:3) of definition while acknowledging that 'use of English' can be operationalised in many ways: sole use, partial use, codeswitching and so on.	Macaro & Akıncioğlu, 2018
6	2019	Ernesto Macaro Mustafa Akıncioğlu Shuangmiao Han	EMI in universities is the practice of offering academic subjects such as engineering, business studies or medicine through the medium of English in countries where the first language (L1) of the majority of students is not English.	Macaro et al., 2020
7	2023	Mustafa Akıncioğlu	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 ¹ .	Akıncioğlu, 2023

¹ Only exception being the contexts where all students' and content-teachers' L1 is English.

Akıncioğlu (2023) argues that Definition 1 is by far the most frequently cited definition of EMI in the literature. This definition is interesting as it was presented (and first published in Dearden, 2014) by Ernesto Macaro, Catherine Walter, Julie Dearden, and Ting Zhao, members of the EMI Oxford Research Centre² at Oxford University Department of Education. This definition was quickly adopted by many field researchers, mainly because it implicitly includes only non-Anglophone countries/regions, leaving no room for contextual debate. This contextual preference towards non-Anglophone countries is amalgamated with another preference for only including the ‘teaching’ element of academic instruction, excluding the learning dimension. Thus, opting for this definition helped its users/readers securely cover any non-Anglophone HE contexts where academic content-teachers are required to deliver courses via English.

Despite its widespread use, Definition 1 was not intended to provide secure contextual and pedagogical coverage for the concept³ of EMI. Rather, it resulted from a global-scale project (perhaps the first of its kind in the literature) aimed at better understanding EMI as it had been implemented at the tertiary level. Professor Ernesto Macaro (personal communication, 2014) clarified on various occasions (e.g., Oxford University EMI Conference in 2015) that the EMI Oxford Research Centre did not aim to judge EMI as ‘good or bad’ for the contexts in which it was implemented, but rather to present empirical evidence to better understand what EMI really is.

However, as the body of research on EMI expanded, Definition 1 (Dearden, 2014) began to fall short in comprehensively covering the crucial elements of EMI (namely, teaching, learning, and context) that form the basis of the concept. Nevertheless, as shown in Table 1, two prominent themes emerge from these definitions: the location of the EMI context (with the exception of Definition 4, which does not reference location at all) and the ways in which English is used (Definitions 4, 5, 6, and 7). Regarding the location theme, only Definition 2 uses the term ‘non-Anglophone’ to frame the EMI context, while Definitions 1, 3, 5, and 6 simply indicate

² Later renamed as EMI Oxford Research Group <http://www.emi.network>

³ Back then the researchers opted for the term ‘new phenomenon’, see Dearden, 2014.

that the L1 of the country/region is not English. Notably, Definition 7 (Akıncioğlu, 2023) is the only definition that entirely disregards the location of EMI, suggesting that any international classroom where other languages are present can be considered an EMI context, regardless of its location. This perspective effectively removes the conceptual separation between teaching academic subjects at the tertiary level in international classes in Anglophone and non-Anglophone countries/regions, which share more similarities than differences (Wingate, 2022). A detailed discussion of the location of EMI universities is presented in the next section.

Most definitions, except Definition 6, refer to the 'use' of English. Definitions 5 and 7 further clarify 'use' by detailing sole use, partial use, and code-switching, thus offering a more nuanced understanding that incorporates both English and translanguaging in EMI university settings. Interestingly, only Definition 4 and 7 frame both teaching and learning via EMI. This thesis argues strongly that without an explicit focus on learning, and hence learning outcomes, definitions could fall short in presenting a comprehensive framework for the concept of EMI.

Regarding the second theme, except for Definition 6, all the definitions refer to the 'use' of English. Definitions 5 and 7 elaborate on what is meant by 'use' (i.e., sole use, partial use, and code-switching), giving these definitions a more conceptual edge by incorporating both English and translanguaging in the teaching and learning processes within EMI university settings. Interestingly, only Definitions 4 and 7 frame both teaching and learning via EMI. This thesis argues that without an explicit focus on learning—and consequently on learning outcomes—definitions may fall short of providing a comprehensive framework for EMI.

In summary, the literature on EMI definitions focuses on two distinct areas: the locales where EMI is observed and the use of English. First, in line with Pecorari and Malmström's (2018) stance, this thesis argues that definitions of EMI that draw strict lines between Anglophone and non-Anglophone contexts overlook important similarities between these two settings. Therefore, this thesis adopts Akıncioğlu's (2023) definition of EMI as the use of English (for example, sole use, partial use, code-switching, and so on) by both students and content-teachers to learn/teach academic subjects (other than English itself) within EMI settings regardless of their locale.

Second, while acknowledging the conceptual benefits of referring to various uses of English in EMI settings (e.g., code-switching, partial use, translanguaging), this thesis argues that additional emphasis should be placed on the interplay between English Language Teaching (ELT) and EMI in university contexts (where ELT focuses on fostering general and academic English development, and EMI focuses on teaching academic content via English). A review of this interplay is presented in the following paragraphs.

Scope of EMI

To understand the role of English within EMI university settings fully, it is essential to examine its relationship with ELT. This interplay, involving both the fostering of general and academic English and the teaching of academic subjects, forms the core of EMI's scope in higher education. Only then can a comprehensive definition, hence core understanding, of EMI be reached. Put differently, although the term 'use' of English needs conceptual clarification (e.g., translanguaging, code-switching, partial use) to contribute to the definition of EMI, it also needs to be referenced against the concept of ELT to provide clarity on whether (if at all) general and academic English language development is a focus within EMI university settings.

As mentioned earlier, in K-12 contexts, CLIL (and other CLIL-like approaches) is implemented as a result of a dual-focused (i.e., language development and academic content learning) educational approach that is supported by policy documentation (Akıncioğlu, 2022; Galloway & Rose, 2021). EMI in HE, on the other hand, is generally neither supported by a policy document nor implemented with clear targets for general and academic English language development, which policymakers seem to simply assume to be a benefit of implementing EMI (Lasagabaster, 2022). Furthermore, with regard to the interplay of ELT and EMI in HE settings, clarity on whether Anglophone countries should be considered as EMI contexts is needed because Anglophone contexts offer unique English language development opportunities that are not present in non-Anglophone contexts (Rose et al., 2021). Interestingly, the literature recently presented an important discussion among scholars who opt for either Anglophone or non-Anglophone contextual reference in definitions of EMI (see Akıncioğlu, 2023).

Anglophone university lecture rooms bear more resemblances than differences to their non-Anglophone counterparts (Wingate, 2022), as they are both, in essence, multilingual educational settings where a considerable percentage of teachers and students are likely to have English as an L2 (Baker & Hüttner, 2017). These similarities can include challenges such as understanding the lecture content delivered in English (Dafouz & Smit, 2020), understanding the accented English of non-native lecturers (Doiz et al., 2019), and confronting the linguistic challenges faced by students whose L1 is not English (Kuteeva et al., 2020). For instance, in a freshman-year calculus class at Alabama State University (US), both L1 (English) and L2 students might struggle to understand the accented presentation of the content-teacher whose L1 is Indian English. Conversely, a similar mix of L1 (Arabic) and L2 (English) students at Zayed University (UAE) might face equal challenges in comprehending the accented English of a content-teacher from Scotland.

In light of the recent debates on whether Anglophone contexts should be considered as EMI contexts, this thesis strongly argues that definitions excluding Anglophone countries/regions fail to fully capture the magnitude and diversity of EMI's global spread (Akıncioğlu, 2023). This debate can be traced back to 2013, when the first data were obtained from a global-scale primary study on EMI conducted at the EMI Oxford Research Centre. Data from an online survey suggested that in Miami (US), Spanish was the L1 of the majority, which sparked a debate among researchers about whether the US should be considered an EMI context. One outcome of this debate was Definition 1 (Table 1), which implicitly excluded Anglophone countries/regions from the definition of EMI (personal communication with Professor Ernesto Macaro and Julie Dearden, 2014). Moreover, when I proposed a more comprehensive definition of EMI that explicitly included universities in Anglophone countries, English language development through contextually unique benefits was central to our discussions (personal communication with Professor Ernesto Macaro, 2016).

Pecorari and Malmström (2018) presented a compelling critique of Macaro et al.'s (2016) definition (hence, Definitions 1, 3, 5, and 6 in Table 1), which enforces boundaries between non-Anglophone and Anglophone universities. In their response, Rose et al. (2021) argued that including Anglophone contexts could conflate EMI

issues with broader internationalisation and educational issues. They presented the following five arguments (with arguments 3 and 4 linked to students' language needs and development) to support Macaro et al.'s (2016) definition:

1. It fortifies links to historical terminology in educational research,
2. It acknowledges EMI as a designated policy decision, whether by top-down policymakers or grassroots educational stakeholders.
3. It recognises contextual differences in students' English language proficiency and guides curriculum developers and practitioners to address language needs.
4. It acknowledges differences in L1 use across settings,
5. It reflects unique challenges of teacher competence and professional development.

This thesis earlier presented its stance towards including Anglophone countries/regions explicitly in definitions of EMI since universities in Anglophone and non-Anglophone contexts bear more resemblances than differences. Arguments around English language development and university contexts (Anglophone/non-Anglophone) necessitate further discussion on how English language development unfolds specifically within EMI higher education settings.

The literature reveals two opposing views on the interplay of ELT and EMI in university settings. ELT is positioned either centrally to foster general and academic English development (Taguchi, 2014) or peripherally, where language development exists as an unplanned outcome of studying academic subjects via English (Coleman, 2006). In HE contexts, practices such as ICLHE (Integrated Content and Language in HE) (Fortanet-Gómez, 2020) and EMEMUS (Dafouz & Smit, 2022) position ELT centrally, perceiving a symbiotic relationship between ELT and EMI, where general and academic English language development and academic content learning occur in tandem.

Conversely, some views position ELT peripherally in EMI university settings (see Akıncioğlu, 2023, and Coleman, 2006), arguing that universities should not be expected to develop general and academic English for students to study academic subjects via EMI. Echoing these views, Wingate (2022) argues for supporting

students' discipline-specific academic language development (rather than general English) through well-developed concepts such as English for specific purposes (ESP) and English for academic purposes (EAP). These are commonly attached to Anglophone university contexts and aim to support academic content learning rather than general English competency development. Given the similarities between universities in Anglophone and non-Anglophone contexts, Wingate (2022) suggests that good practices in English language development/support for academic studies via English could be more effectively transferred and applied across these contexts.

In summary, the literature on EMI presents two themes emerge from the definitions of EMI (Table 1): the use of English (e.g., sole use, translanguaging) and the location of practice (e.g., Anglophone, non-Anglophone). Additionally, there are differing views on whether general and academic English language development should be central or peripheral in EMI university contexts. This thesis strongly argues that Anglophone and non-Anglophone universities share more similarities than differences, particularly as multicultural and multilingual educational sites. This perspective promotes the transfer of good practices, especially in ESP/EAP, between Anglophone and non-Anglophone universities (Wingate, 2022). In light of these views, this thesis adopts Akıncioğlu's (2023) definition of EMI (Table 1 - Definition 7) as the use of English (for example, sole use, partial use, code-switching, and so on) by both students and content-teachers to learn/teach academic subjects (other than English itself) within EMI settings regardless of their locale. This definition encompasses a comprehensive coverage of the pivotal elements of EMI, including various uses of English in academic instruction, the learning of academic content via English, and locations in both Anglophone and non-Anglophone contexts.

EMI University Students' Perceptions

University students' perceptions and attitudes towards EMI, along with the challenges they confront, have been extensively researched (for South Korea: Kym & Kym, 2014; for Spain: Aguilar-Pérez, 2021; for Qatar: Keith et al., 2021; for the UAE: Ayish, 2022; for Brazil: Martínez, 2016; for China: Jiang et al., 2019; for Türkiye: Ekoç, 2020). However, a review of the literature reveals that less attention has been given to institutional variables such as the year of study, the type of university (private or

state), and students' gender. In one of the few studies addressing these factors, Macaro and Akıncıoğlu (2019) explored Turkish EMI university students' perceptions, focusing on gender, year group (i.e., language preparatory year programme [PYP], first-year, and second-year students), and university type (i.e., government or foundation). They found that their sample supported EMI as a form of content education, but, unlike previous studies, their respondents reported less emphatically about the challenges posed by EMI. Noticeable differences were observed between students in different years: for example, second-year students reported less positive attitudes toward EMI. Macaro and Akıncıoğlu (2019) also made original contributions by identifying considerable differences in perceptions between students at private universities and those at government institutions, as well as differences between female and male students. More recently, Curle et al. (2024) investigated the influence of gender, English language proficiency, and general motivation (both instrumental and integrative) on academic achievement in EMI in Türkiye. Yet, research focusing on students' perceptions of EMI with an emphasis on gender, year group, and university type remains scarce in Türkiye and globally.

Studies focusing on students' motivations for choosing to study at EMI universities are abundant. For example, EMI academic programmes are commonly considered more prestigious by the students who enrol in them (Macaro et al., 2016). Another common motivation is the belief among students that EMI will enhance their employment prospects (Lueg & Lueg, 2015). Numerous studies in the context of Türkiye report similar motivations that play a primary role in students' enrolment in EMI academic programmes (Kırkgöz, 2005; 2009; Turhan & Kırkgöz, 2018).

Regarding the perceived ability to thrive in EMI academic programmes, Evan and Morrison (2011) report that EMI students in Hong Kong initially find it difficult to understand the content but tend to complete the programme through hard work. In Korea, students have complained about insufficient English proficiency among lecturers, which makes it more difficult to understand academic content (Cho, 2012). In the Turkish EMI HE context, Kırkgöz (2005) reports that although Turkish students assessed themselves quite positively regarding their ability to cope in EMI programmes, they were aware of the challenges they faced, such as understanding academic content in detail.

Regarding the degree of satisfaction with EMI academic programmes, some HE contexts, such as Sweden (Bolton & Kuteeva, 2012) and Taiwan (Yeh, 2014), have reported that EMI students exhibit higher levels of satisfaction with their studies. On the other hand, Korea (Cho, 2012) is an example of a context where students have expressed dissatisfaction with their EMI programmes. Similarly, a British Council/TEPAV (2015) report found that the only area of satisfaction among EMI students in their context was the greater availability of academic resources in English.

Studies on the perceptions of EMI students, particularly concerning gender as a variable, are limited. Hengsadeekul et al. (2014) report that in Thailand, female students displayed significantly higher instrumental goals than their male counterparts. In Malaysia, Ismail et al. (2011) investigated the attitudes of science and mathematics students and found no apparent differences between males and females, both of whom had equally positive attitudes towards EMI. Studies focusing on university type, on the other hand, often revolve around the public versus private divide. Private university education is commonly perceived as almost synonymous with EMI, for example, in Italy (Costa & Coleman, 2013). In Bangladesh, EMI is traditionally reserved for the socioeconomic elite (Islam, 2013). Lueg and Lueg (2015) report that students from higher social strata are much more likely to choose private education because it offers EMI.

EMI Content-Teacher Development

In the previous section, the segmental differences between K-12 and higher education (HE) were discussed with reference to the labelling of academic programmes taught via EMI. This section shifts the focus from the labelling of EMI programmes to EMI content-teacher development, an area that has come under increasing scrutiny (see, for example, Deroey, 2023; Dimova & Kling, 2018; Macaro et al., 2020; McKinley & Rose, 2022; Valcke & Wilkinson, 2017). In HE contexts, the implementation of EMI necessitates a shift in the medium of academic instruction from the first language (L1) to English. As discussed earlier, EMI is often implemented as a result of top-down decisions that assume both effective language development and academic content delivery. However, this shift is not as straightforward as policymakers might assume; rather, it imposes formidable pedagogical and

methodological challenges in the multicultural and multilingual contexts of EMI HE (Akıncioğlu, 2022). One of the more effective ways to address these challenges could be through EMI content-teacher development.

In HE contexts, academic teaching staff are commonly not required to have pedagogical training prior to recruitment, and EMI content-teachers are no exception. Macaro et al. (2020), in their article on EMI teacher development and certification, note that the literature contains numerous accounts of EMI content-teachers' feelings of inadequacy when switching from L1 instruction to EMI. These concerns include the belief that teaching through EMI results in the use of a more limited vocabulary and forms of expression (Vinke, 1995), that EMI lectures are shallower and less precise than those delivered in the L1 (Airey, 2011), and that they are unable to deliver content as efficiently as they would in their L1 (Cho, 2012; Kılıçkaya, 2000).

Given this context, the following sections of this thesis will focus on EMI content-teacher development. The literature will be reviewed with a particular focus on interdisciplinary teacher collaboration and EMI content-teacher professional development.

Interdisciplinary Teacher Collaboration

Research on interdisciplinary teacher collaboration is limited, particularly in the context of Turkish HE, where it was virtually non-existent until Macaro et al.'s (2016) study, which investigated interdisciplinary teacher collaboration through an intervention project that required pairs of interdisciplinary teachers to collaboratively plan EMI lessons. It could be argued that since CLIL is a more established educational approach in K-12 than EMI in HE, K-12 CLIL's best practices, especially in terms of effective academic subject delivery, could be adopted by EMI in HE. For example, research on interdisciplinary teacher collaboration in EMI university settings is scarce (Valcke & Wilkinson, 2017), so K-12 could serve as an effective source for research-based best practices and teacher development methodologies. Indeed, K-12 CLIL-based studies focusing on lesson planning through interdisciplinary collaboration between language specialists and academic content-teachers have provided examples of effective classroom practices (e.g., Honigsfeld & Dove, 2019) that have yielded successful teacher development methodologies (Marrongelle et al., 2013) in

various K-12 CLIL contexts (for Belgium: Chohey, 2015; for Europe: Pavón et al., 2015; for Hong Kong: Lo, 2015; for the US: Senn et al., 2019).

Although research on interdisciplinary teacher collaboration in K-12 CLIL contexts has yielded effective methodologies for content-teacher development (Honigsfeld & Dove, 2019; Marrongelle et al., 2013), K-12 CLIL and EMI HE contexts display considerable differences and challenges, complicating the direct transfer of these best practices. To illustrate these differences and challenges (see Akıncioğlu, 2024), first, unlike K-12 CLIL contexts, EMI universities are characteristically devoid of interdisciplinary communication and collaboration between language specialists and content-teachers due to differences in disciplinary cultures (Kuteeva & Airey, 2014). Second, different academic disciplines pose varying academic language challenges (Saarinen & Taalas, 2017). Lastly, while CLIL is articulated in educational policies at various levels (Aguilar & Muñoz, 2013), this is not the case for EMI in HE (Jacobs, 2010; Kortmann, 2019). Moreover, these contextual differences, which hinder the transfer of best practices from K-12 to HE, are exacerbated by the fact that effective CLIL practices in K-12, as argued by Gimeno et al. (2010), do not seem likely to find a receptive audience (e.g., policymakers, programme designers, training designers) in EMI HE in the near future.

In EMI HE contexts, where research on interdisciplinary teacher collaboration is scarce and institutional language support programmes fail to effectively address the linguistic needs of both students and teachers (Valcke & Wilkinson, 2017), research into effective interdisciplinary teacher collaboration could help EMI content-teachers reflect more effectively on the interplay between language and academic content in their classes (Lyster, 2017). In response to Lyster's (2017) call for research, Galloway and Ruegg (2020) recently highlighted the urgent need for research on effective interdisciplinary teacher collaboration in EMI university contexts. Two rare studies that address this call are Macaro et al. (2016) and Akıncioğlu (2024). These studies particularly focus on collaboration between language specialists and EMI content-teachers working with first- and second-year EMI university students who have recently completed a language preparatory year programme at universities in Türkiye. The results show that this type of collaboration can be highly beneficial in EMI university settings. The efficacy of similar approaches, especially those employing a

socio-cultural theoretical stance (Vygotsky, 1986) in interdisciplinary teacher collaboration—where joint purpose, overlapping goals, willingness to participate, and reciprocity are sustained—has been well documented in K-12 contexts (Chopey, 2015; Jacobs, 2010; John-Steiner, 2000; Johnson & Golombek, 2016; Wells & Claxton, 2002). However, research on interdisciplinary teacher collaboration in EMI university settings remains scant.

In summary, although interdisciplinary teacher collaboration has yielded effective classroom practices and content-teacher development methodologies in K-12, the transfer of these experiences to HE poses significant challenges for the reasons outlined above. While further research is needed in the area of interdisciplinary teacher collaboration in EMI university settings, focusing on EMI content-teacher development in HE could also yield positive results in terms of effective classroom practices. Therefore, the literature on EMI content-teacher professional development will be reviewed in the following section.

EMI Content-Teacher Professional Development

EMI content-teacher professional development (PD) could provide an effective way to address the formidable pedagogical and methodological shift required in EMI higher education (HE) contexts. As described earlier, in HE contexts globally, most academic teaching staff (including EMI content-teachers) are recruited without a requirement for prior pedagogical training (Macaro et al., 2018; Murphy et al., 2019). In line with the research literature, Macaro et al. (2020) report that 85% of the EMI content teachers who participated in their primary study in Türkiye (n = 463) did not have any form of pedagogical training before taking up their teaching roles. Thus, EMI content-teacher PD could be one of the most effective ways to ensure that EMI universities can undertake the necessary pedagogical and methodological shift while also providing essential in-house support for content-teachers. Nonetheless, research on EMI content-teacher development is scarce in Türkiye and globally.

Recent research shows that both EMI content-teachers and university managers have started to become more aware of the challenges of imparting complex academic content to students whose English proficiency is limited (see Contero et al., 2018; Deroey, 2023; Macaro et al., 2020). Still, academic support programmes that

aim to support EMI content-teachers (and managers) commonly lack relevance to students' and teachers' linguistic needs (Dudley-Evans, 2001; Galloway & Ruegg, 2020) in an academic context where different disciplines pose different linguistic and pedagogical challenges for effective EMI implementation (Kuteeva & Airey, 2014; Saarinen & Taalas, 2017).

In reviewing the literature, there appears to be a timely opportunity for EMI content-teacher PD to complement the rising awareness levels of EMI content-teachers and managers regarding the challenges posed by EMI. To achieve this, training designers need to develop courses that address the targeted competencies of EMI content-teachers. However, research on EMI content-teacher competencies to effectively teach EMI students with diverse cultural backgrounds and limited linguistic readiness for their academic studies is also limited. One study that addresses this topic is Macaro et al. (2020), which first proposes a definition of "EMI content-teacher competencies" as the expert knowledge, understanding, and skills needed to effectively teach an academic subject via EMI. We go on to favour domain-specific competencies for EMI content-teachers (rather than generic competencies), enabling the development of teacher competencies in HE settings where, for example, general interaction skills could be integrated into discipline-specific interaction skills. Moreover, as suggested by Tigelaar and Van der Vleuten (2004) and Trigwell (2001), EMI content-teacher competencies should also be student-centred and, importantly, include the concepts of learning processes and learning outcomes in EMI academic programmes.

Only a few universities appear to offer in-house certification for EMI content-teacher competencies that are required for teaching via EMI, which is essentially a new way of teaching (Cheng, 2017). Macaro et al. (2020) report that two universities, namely the University of Copenhagen and the University of Freiburg, provide in-house, professional development programmes (PD) with certification for their EMI content-teachers. The University of Copenhagen offers a test of oral English proficiency for academic staff (TOEPAS), according to which EMI content-teachers can achieve the highest score as "a highly articulate, well-educated native speaker of English" (the linguistic proficiency areas in focus are a teacher's fluency, pronunciation, vocabulary, and grammar) following a 20-minute simulated teaching session in front of their

content-teacher peers (Kling & Stæhr, 2012; Dimova & Kling, 2015). At the University of Freiburg, based on the CEFR (Common European Framework of Reference for Languages) and IELTS (International Language Testing Service) criteria, the EMI content-teacher's competence to teach via English is assessed in the areas of fluency, pronunciation, grammar, lexical range and accuracy, and the ability to avoid using the L1 (Dubow & Gundermann, 2017).

The above-mentioned university-based, in-house certification programmes for EMI content-teachers seem to place a heavy emphasis on EMI content-teachers' English language proficiency levels, ultimately ignoring the student and hence the academic learning component of EMI lecture rooms. This outlook on EMI content-teacher PD and certification of competencies is indeed in line with the literature, which suggests that most of the EMI content-teacher training programmes focus on linguistic competencies (Ball & Lindsay, 2013; Bradford, 2018; Deroey, 2023; Macaro et al., 2018). To present a broader perspective on the topic, the following section will focus on organisations that offer EMI teacher PD with certification.

Recent research indicates that, as reported by Macaro et al. (2020), several organisations offer pre-service teacher education and/or PD with certification for EMI content-teachers internationally, one of which is 'Academic Teaching Excellence' (ATE) offered by the British Council⁴. The official website defines the aim of the ATE course as providing training for early and mid-career EMI content-teachers to equip them with the skills they need to provide quality teaching through EMI in a competitive international market. It is understood from a brief list of benefits provided on their website that the course is delivered by field experts, can be delivered face-to-face or through a blended mode, has a focus on speaking, which is practised intensively, provides teachers with a linguistic toolbox to teach classes more effectively, and offers feedback on microteaching by the participants.

Another provider for EMI content-teacher PD with certification is the University of Southampton, which offers a free 16-hour online "EMI for Academics" course on a platform provided by Future Learn (<https://goo.gl/nfZyUB>). This PD programme aims

4 British Council official website: <https://americas.britishcouncil.org/products/training-development/academics/academic-teaching-excellence> and for digital leaflet of ATE: <https://goo.gl/N99TNY>

to equip EMI content-teachers to teach in international contexts by increasing their English language skills and intercultural knowledge. Until recently⁵, another international organisation that offered PD with certification was Cambridge Language Assessment (CLS) (<https://goo.gl/MWtCAF>), which is linked to the University of Cambridge. CLS offered a 40-hour online Certificate in EMI Skills course through eight online modules that focused on content-teachers' language (six modules focused on in-class language skills, and two modules focused on professional life language skills). However, it is important to note that this course has recently been retired by its provider.

To sum up, this thesis argues that the strategic decision to implement EMI in any university inevitably poses challenges for both EMI students and EMI content-teachers. EMI content-teachers face formidable pedagogical and methodological challenges to effectively teach academic content in multicultural, multilingual, and multinational classrooms. One possible way to help EMI content-teachers in their endeavour to overcome these challenges could be through transferring good practices from K-12, where content-teacher professional development (PD) and interdisciplinary teacher collaboration are well established. However, as discussed previously, K-12 CLIL and EMI HE contexts display considerable differences and challenges, complicating quick transfers of good practices, including content-teacher PD and interdisciplinary teacher collaboration. Another possible way to support EMI content-teachers in HE, then, could be seen as providing them with internal and/or external PD that is designed and developed to meet the contextual needs of those EMI content-teachers. However, after reviewing the literature, it is clear that in-house PD programmes are scarce, and international EMI content-teacher PD providers are limited. Moreover, the programmes that we have reviewed here place a heavy emphasis on EMI content-teachers' English language proficiency levels (Deroey, 2023), ignoring, to a great extent, the students. This suggests that academic learning outcomes in EMI contexts, which, as argued by Macaro et al. (2020), should be a

⁵ Cambridge Language Assessment official webpage for Certificate in EMI skills announced that the course is retired as of 31 October 2023 thus no longer will be available: <https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/institutions/certificate-in-emi-skills/about-the-course/>

prerequisite for attaining higher efficacy levels of teaching and learning, are not being adequately addressed through current PD programmes.

Finally, this thesis also argues that EMI content-teacher PD should involve both linguistic and behavioural pedagogy, the former focusing on EMI lecturers' pragmatics, intonation, and rhetorical signalling, and the latter being concerned with issues such as student involvement, teaching activities, eye contact, and the use of visuals (Dimova & Kling, 2018). Moreover, since each academic subject area has its own way of meaning-making in language, EMI content-teachers' awareness of the interplay of language and content in academic subject learning plays a crucial role in teaching and learning in EMI classrooms (see Halliday & Matthiessen, 2004; Schleppegrell, 2004). That said, this thesis also strongly emphasises that EMI content-teachers seem to be left with no option but to complain about the lack of institutional support that is accessible to them (Valcke & Wilkinson, 2017), mainly due to the dearth of institutional EMI policies (Akıncioğlu, 2023). Perhaps the most worrying element in this panorama is that EMI universities commonly appear to avoid allocating the necessary resources/funds for EMI content-teacher PD at the expense of ensuring quality learning outcomes in EMI lecture rooms (McKinley & Rose, 2022).

EMI Policy, Quality and Professionalism

This section will now review the field literature with a focus on the concepts of EMI policy, EMI quality, and the professionalisation of EMI.

EMI Policy

The concepts of EMI policy and quality remain under-researched. Despite EMI's exponential global growth and trending popularity within international HE contexts, to date, there is no EMI university with a dedicated EMI policy document in place (Akıncioğlu, 2023; Kortmann, 2019; Lasagabaster, 2022; Murphy et al., 2019). As Akıncioğlu (2022) indicates, a few universities appear to have institutional language policies (ILPs) (e.g., the University of Freiburg) that include regulations regarding, for example, students' and teachers' recruitment criteria for EMI academic subject programmes (Kortmann, 2019). Nonetheless, regulations are by no means policy documents or quality standards, and they should not be treated as such

(Akıncioğlu, 2022). Moreover, since EMI is generally implemented as a result of a top-down national and/or institutional decision (Byun et al., 2011; Aizawa and Rose, 2019), EMI research and EMI content-teacher development are areas currently dominated by applied linguists (Macaro & Aizawa, 2022). It could be argued that, especially in the absence of EMI policy, when the research and development responsibilities are not owned by EMI content-teachers and managers, this avoidance could lead to a lack of accountability for the ineffective implementation of EMI in university settings and hinder the process of EMI professionalisation, another under-researched area.

The concept of policy commonly refers to governments' or institutions' practices of laws, regulations, procedures, incentives, and so on (see Kirkpatrick & Liddicoat, 2019; Tollefson & Perez-Milans, 2018; Spolsky, 2012, 2018, 2019). Spolsky (2018) defines the concept of language policy as consisting of three independent yet interconnected components: language practices, language beliefs, and language management. Regarding the concept of institutional language policy, Spolsky (2012) compellingly argues that language practices, beliefs, and management frame language policies that are shaped by cultural and political ideology, ultimately treating language/s as more than mere means of communication. Put differently, institutional language policies could favour a particular language over other existing languages for political or cultural reasons, even though those other languages might be more effective for communication in that institutional context.

With a focus on EMI policy documents, researchers have started to suggest models for EMI policy, such as Dubow et al.'s (2021) 'EMI Quality Management and Assurance' scheme at the University of Freiburg, Ou et al.'s (2022) 'Ecological Framework' that aims to guide EMI HE policy development, and Akıncioğlu's (2022) 'EMI Quality Management Program' that aims to institutionalise EMI policy over an extended period of time. Still, the literature lacks progressive and constructive discussions on the concept of EMI policy.

Finally, in his seminal report, Kortmann (2019) presents findings of a study on institutional language policy with a focus on the implementation of EMI in 17 member universities of the League of European Research Universities (LERU). The LERU ILP-2019 reveals that the lack of EMI policy ultimately has a negative impact on the quality

of teaching and learning. The LERU ILP-2019's emphasis on the quality of teaching and learning indeed leads us to question what EMI quality actually is and how it can be defined and measured. Although research on EMI quality is scarce, and there was no definition of EMI quality until recently, when the first one was proposed by Akıncioğlu (2023), EMI quality could be one of the most over-assumed quality concepts in HE contexts globally, often linked to the promotion of higher efficacy levels of teaching and learning in EMI universities. The following section will thus provide a review of the concept of EMI quality.

EMI Quality

The concept of quality is elusive; therefore, pinning down an overarching definition is a challenging endeavour. Rather than aiming to attain an unlikely global definition of quality, Garvin (1988) suggests five principal approaches to constructing the concept of quality, namely: transcendent, product-based, user-based, manufacturing-based, and value-based. With a greater focus on quality in educational contexts, Slavin (1995) defines quality instruction as the degree to which information or skills are presented so that students can comprehend new knowledge (for detailed discussions on quality, see: Crosby, 1979; Feigenbaum, 1991; Juran & Godfrey, 1998; Deming, 2000; Ellis & Hogard, 2018).

Considering the literature, and with a focus on EMI quality, Akıncioğlu's (2023) definition appears to be the only one currently available. Akıncioğlu (2023, p. 8) defines the concept of EMI quality as the level of excellence at which the institutional EMI policy is reflected in instructional practices (i.e., pedagogies, instructional materials, linguistic landscape, and so on), learning outcomes, and alumni performance. This definition strongly resonates with Slavin's (1995) definition of quality instruction while particularly employing two of the principal approaches suggested by Garvin (1988): transcendent (i.e., the positive future impact of instructional practices) and value-based (i.e., learning outcomes that translate academic learning into professional performance in the workplace).

Professionalisation of EMI

In the absence of EMI policy and quality protocols, EMI content-teacher professional development (PD), it is argued, could potentially act as an institutional means to ensure the quality of teaching and learning in EMI university contexts (Macaro et al., 2020; Sánchez-García & Dafouz, 2020). Moreover, Huang and Singh (2014) suggest that an EMI teaching quality framework is needed and could be used to evaluate the performance, effectiveness, and success of EMI programs. However, as argued thus far, developmental efforts in EMI HE settings, such as EMI content-teacher PD, could fall short when they cannot be linked to EMI policy and quality protocols. In this context, the professionalisation of EMI could be considered (although conceptually absent in the field) alongside the concepts of EMI policy and EMI quality, which together could provide EMI universities with solid theoretical and conceptual pillars upon which to develop their programs.

The notion of professionalism is widely discussed in the literature, reflecting its situated, contested, and changing nature (Evetts, 2009; Freidson, 2001; Gewirtz et al., 2009; Sachs, 2013). The definition of a professional has also attracted scholarly debate, and this thesis opts for Freidson's (2001) definition of professionals as practitioners who have achieved a degree of closure around an area of work and are governed by a regulatory body and associations that exercise varying degrees of control over knowledge creation, knowledge transmission, and work performance. The term 'professionalisation,' on the other hand, refers to the process by which an occupation attempts to achieve the status of a profession.

Regarding the concept of professionalisation, it can be initiated, as argued by Evetts (2009), by organised professionalism (professionalisation from above) or occupational professionalism (professionalisation from within). Evetts (2011; 2013) goes on to argue that organisational professionalism refers to the professionalism resulting from rational/legal forms of authority that are combined with hierarchical structures, manifested through standardisation, accountability, and externalised forms of regulation. Occupational professionalisation, on the other hand, results from professional groups whose core elements include collegial authority, discretion, and occupational control of the work.

The literature on teaching as a profession, in general, suggests that it has historically been viewed as a 'semi-profession' (Etzioni, 1969). In HE, more specifically, with the development of universities over the last two centuries, the teaching of academic subjects (hence lecturers, professors, and so on) rose to a new status of a 'new profession' (Crook, 2008). The literature seems to assign a special status to the teaching profession, especially in HE. However, as Fitzmaurice (2010) argues, researching teaching in HE should be broader in scope and consider the complexity, contextuality, and importance of the caring endeavour in teaching. Although there is a growing body of literature on the professionalisation of HE, and hence the profession of teaching (Apple, 2009; Carvalho & Videira, 2019; Davies & Bansel, 2010; Evans, 2008; Jademark, 2021; Solbrekke & Karseth, 2006; Stensaker & Harvey, 2011; Vu, 2017; Whitchurch, 2008), further research on the professionalisation of EMI is required.

In summary, this commentary has reviewed the literature, first, on the definition and scope of EMI, highlighting its conceptually problematic nature and adopting Akıncioğlu's (2023) definition, which emphasises the learning of academic content in both Anglophone and non-Anglophone university contexts. Second, a review of students' perceptions and motivations for studying via EMI has been presented, revealing commonly shared concerns about the actual success levels of EMI programs (Macaro et al., 2018). Third, EMI content-teacher development has been reviewed with a focus on interdisciplinary teacher collaboration, revealing that research is scant and that EMI content-teacher professional development (PD) commonly places a heavy emphasis on English proficiency rather than the actual instructional needs of EMI content-teachers (Deroey, 2023). Lastly, the literature on EMI policy, EMI quality, and the professionalisation of EMI has been reviewed, revealing that research on EMI policy is scant and that, to date (to my knowledge), there is no university with a dedicated EMI policy in place. Moreover, although the concept of EMI quality is commonly promoted by universities globally, the field literature did not have a definition of it until the first one was recently presented by Akıncioğlu (2023).

In this context, although the concepts of 'professional' and 'professionalism' are widely discussed in the literature, research on professionalism in education—and

more specifically, in EMI at the higher education level—remains scant. Addressing this gap, this thesis presents an original contribution by introducing the EMI Professionalisation Framework (EMI ProF) as a guiding model in response to the research question: *What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?* In doing so, this thesis presents a theoretical framework for the professionalisation of EMI that is formed by Freidson's (2001) definition of a professional, Evetts' (2009) suggested sources that can initiate professionalism, and Solbrekke and Englund's (2011) concepts of professional responsibility and professional accountability. The following section will present the theoretical and conceptual underpinnings that support this commentary, hence the EMI ProF.

Theoretical and Conceptual Underpinnings

This commentary presents its analysis, synthesis, discussions, and reflections on the eight published works fundamentally through the lenses of Critical EMI based on critical social theory (CST) and socio-cultural theory (SCT). Critical EMI is essentially concerned with analysing and better understanding the contexts of, and debates around, EMI in higher education (HE) to suggest a more equitable and effective way forward by challenging global capitalism's competing political and economic power structures and their neoliberal policies and practices (e.g., internationalisation, global mobility, English-only) at both local and global levels (Akıncioğlu, 2023; Block, 2022). SCT, on the other hand, provides the theoretical framework to reflect on the findings about interdisciplinary teacher collaboration, development, and the processes involved in academic content teaching and learning in EMI HE settings. Consequently, both Critical EMI, hence CST, and SCT perspectives underpin the development and proposal of the EMI ProF (a guiding professionalisation framework) presented in this commentary.

Critical EMI

Critical EMI research investigates areas such as social inequalities (Sah & Fang, 2023; Song, 2021), neoliberalism, internationalisation, and Englishisation of HE

(Block, 2022; Phillipson, 2017; Piller & Cho, 2013), linguistic imperialism (Kirkpatrick, 2014; Mackenzie, 2022; Phillipson, 2008), academic imperialism (Altbach, 2007; Hultragen, 2018; Shimauchi, 2018; Phillipson, 2017), and post-colonial education (Lin, 2024) in the global, national, and local (glonacal) contexts of EMI HE, which are multicultural and multinational sites for academic knowledge construction. Indeed, HE contexts are not ideologically neutral; rather, they are ideal sites for global capitalism and its neoliberal ideologies, which constantly seek dominance over competing political and economic powers (Phillipson, 2017). Thus, global capitalism and neoliberalism primarily provide this thesis with the contextual key to critically assess the role/position of EMI within HE contexts.

Consequently, this commentary posits that the concept of criticality in EMI should adopt, as Akıncioğlu (2023) and Barakos and Selleck (2019) argue, a problem-solving-oriented stance towards EMI HE contexts that questions what is often taken for granted, challenges dominant ideologies and normative assumptions, and highlights problematic decisions and practices by policymakers and other stakeholders. In other words, a critical EMI stance guides this commentary's synthesis and analysis of the data from the eight published works on EMI university stakeholders' (namely students, English language specialists, EMI content-teachers, and managers) perceptions, teaching and learning practices, and teacher development practices to better understand the influences (if any) of global capitalism and its neoliberal policies and practices in the given contexts. Subsequently, by employing a problem-solving critical stance towards EMI HE, this commentary presents a guiding model for the professionalisation of EMI (EMI ProF) at the tertiary level as a more equitable and effective way forward for various stakeholders.

With this view, the following sections will first present critical social theory (CST), which underpins the critical approach of this commentary, along with the concepts of the non-essentialist orthodoxy of development in HE, internationalisation, Englishisation and neoliberalism in EMI HE, and multilingualism in EMI HE. Second, socio-cultural theory (SCT) is presented as the guiding theory that underpins this commentary's synthesis and reflections on the eight published works and, subsequently, the design of the EMI ProF model, with a focus on the concepts of development and/or learning by mediation through regulation (i.e., object-regulation,

other-regulation, self-regulation) and semiotic systems (e.g., language, collaboration frameworks). Although this thesis does not directly link CST and SCT, its criticality is informed by CST, which ultimately affects how this commentary reflects on the concepts of learning and development, particularly pertaining to interdisciplinary teachers and the guiding framework for their professionalisation—the EMI ProF.

Critical Social Theory

This thesis interprets the concept of Critical EMI in light of how the term "critical" is conceptualised by the critical social theory (CST) of the Frankfurt School and related scholars, such as Theodor W. Adorno, Max Horkheimer, Erich Fromm, Herbert Marcuse, and Jürgen Habermas (1972, 1984). CST is essentially a multidisciplinary framework that primarily aims to advance the emancipatory function of knowledge (Leonardo, 2004). CST has influenced various fields, including Marxist economics, Saussurean language studies, and Freudian psychology. Regarding the field of education, CST is relatively new and can be traced back to Dewey's pragmatism, popularised by Paulo Freire, who is the founder of critical or liberatory education (Freire, 1972; Leonardo, 2004). CST is not a traditional academic discipline but is considered a quasi-discipline within the academy. Examples of emerging research topics with a CST stance include schooling and curriculum (Apple, 1990; Giroux, 1995), stakeholder involvement (Lareau, 2000), and post-colonial education (Giroux, 1993; McCarthy & Dimitriadis, 2004).

CST was initially based on structuralism and later post-structuralism, which posits that investigating the structures and interactions within a 'system' could bring about an understanding of the system as a whole (Akıncioğlu, 2022; Habermas, 1972). In other words, post-structuralist social philosophers (e.g., Habermas, 1972; Foucault, 1972) compellingly argue that a system cannot be fully understood by simply studying its static and pre-positioned structures. Based on the notion of ideal speech, Habermas (1984) presented a regulative concept that, although communication is always skewed to some extent due to personal agendas, communication becomes ideological when it is systematically distorted by social structures that transcend interpersonal differences.

Resonating with this view, this thesis regards HE institutions, and hence EMI universities, as systems of multi-layered (e.g., policy-making, program execution, academic content teaching) and multi-dimensional (micro, meso, and macro levels) institutions (Boeren, 2019) whose structures and interactions need to be investigated by employing a Critical EMI stance. This investigation then provides the critical lenses through which issues such as EMI university stakeholders' perceptions (hence motivations), interdisciplinary teacher collaboration, EMI content-teachers' development and certification, and the professionalisation of EMI at the tertiary level can be analysed and ultimately better understood. To achieve this, the following sections will offer critical accounts of HE institutions, particularly EMI universities, as sites of liberation, the interplay of neoliberalism, internationalisation, and Englishisation in HE contexts, and as sites of multilingualism.

Universities as Sites for Liberation

Chankseliani and McCowan (2021) argue that the essentialist orthodoxy of development is a well-established discursive product of World War II, indicating the need for international economic growth for the advancement of humanity and, consequently, world peace, which could be led best by the West. Put differently, the essentialist orthodoxy of development is a discursive promotional tool of global capitalism, propelled by Western political and economic powers that seek dominance in global markets. As Chankseliani and McCowan (2021) further argue, global capitalism and its neoliberal policies promote the advancement of human capital for economic development and growth. Human capital theory posits that investment in HE improves skills and knowledge, which fundamentally correlates with economic development and can be observed through econometric methods, such as return on investment (Oketch et al., 2014; Teixeira & Queirós, 2016). In other words, the essentialist orthodoxy of development largely regards universities as social toolkits for acquiring skills, knowledge, and credentials required by global capitalism and its neoliberal policies for economic development locally and globally. Consequently, within this global capitalist view, investment in HE focuses more on improving skills and knowledge, which are prioritised by neoliberal agendas. Moreover, the results and efficacy of these investments should be observable through econometric methods, such as return on investment (Oketch et al., 2014; Teixeira & Queirós, 2016).

However, as Chankseliani and McCowan (2021) compellingly argue, universities should be, and indeed are, educational sites for human empowerment beyond the essentialist orthodoxy of economic development and growth. This empowerment can be realised through the emancipation of individuals, enabling them to develop their agency to pursue social and economic freedom as they value, irrespective of social class, ethnicity, or gender, ultimately leading to holistic human development (Boni & Walker, 2016; Chankseliani & McCowan, 2021; McCowan, 2013). Further strengthening this critical perspective, Apple (1999) argues that Freire's (1972) liberation approach to universities as sites of emancipation and empowerment provides expansive and critical views that diverge from the essentialist orthodoxy of economic development promoted by global capitalism and its neoliberal policies. In other words, employing a Freirean liberation stance towards education, and hence HE, allows us to regard universities as empowering and emancipating sites (rather than being mere social toolkits of global capitalism) where individuals (e.g., students, teachers) can realize their human rights and capabilities to pursue the freedoms they value, ultimately leading to the liberation of entire societies.

By employing the Critical EMI stance described above, this thesis views HE contexts, and hence EMI universities, as multicultural and multilingual sites (a detailed account of which is presented in the following section) where English has become an international language (Canagarajah, 2014) for academic knowledge construction. Consequently, this commentary analyses data from the eight published works to better understand the roles of neoliberal policies and practices in EMI university contexts (e.g., English-only practices, focusing more on English language competencies rather than on teaching/learning academic subjects). In turn, this commentary presents a guiding framework for the professionalisation of EMI (EMI ProF) at the tertiary level as a more equitable and effective way forward, assisting EMI university policymakers and training designers in focusing more on interdisciplinary teacher collaboration and EMI content-teacher PD with the aim of ensuring the efficacy of academic content learning in EMI programmes.

Internationalisation, Englishisation and Neoliberalism in EMI HE

This thesis adopts a Critical EMI perspective through the critical lenses provided by critical social theory (CST). As discussed in the previous section, this thesis draws on a Freirean liberation approach to universities (Freire, 1972), which are framed by human capital theory as instruments of global capitalism and its neoliberal policies, as promoted by the essentialist orthodoxy of economic development globally (Chankseliani & McCowan, 2021). From this Critical EMI perspective, this thesis argues that HE contexts, and hence EMI HE contexts, are not ideologically neutral. Rather, it posits that EMI HE contexts are sites where ideological and economic powers constantly compete for dominance and control (see Phillipson, 2017). In this regard, the following section will expand on the interplay between neoliberalism and internationalisation in HE contexts.

During the last six decades, as framed and promoted by the essentialist orthodoxy of economic growth and development internationally (Chankseliani & McCowan, 2021), the spread of global capitalism has been undergirded by the economic doctrine of neoliberalism, which necessitates several activities: for example, the reduction of the welfare state, the privatisation of public goods and services, deregulation of financial markets, the market metaphor as all-pervasive, framing the ideal citizen as individualistic and entrepreneurial, and competition as a key mediator of activity, among others (Block, 2022; Piller & Cho, 2013). As one of the potent tools of global capitalism, neoliberal ideology fundamentally aims to resuscitate nineteenth-century laissez-faire capitalism based on Adam Smith's competitive equilibrium model, in which the unregulated (free) market is expected to work better if individual competition is given free reign (Stiglitz, 2002).

It is well argued that (see Piller & Cho, 2013 and Sapiro, 2010) neoliberal ideology has been extremely successful, as it effectively preconditions economic liberalism for political liberty. However, economic liberalism as framed by neoliberal policies serves to restrict rather than enrich the choices of people and institutions, ultimately limiting social development and emancipation (Piller & Cho, 2013; Sapiro, 2010). The spread of neoliberal ideology in HE contexts globally is well documented (see, for example, Canaan & Shumar, 2008; Cannella & Koro-Ljungberg, 2017;

Desierto & De Maio, 2020; Giroux, 2014; Lincoln, 2011; Olssen & Peters, 2005), and its expansion through academic activities that are consequences of neoliberal practices is categorised, for example, as the marketisation of the university, metrification of academic activities, increased managerialism, hyper-individualism, and competition among academics and universities, as well as the prioritisation of the internationalisation of HE (Block, 2022; Fleming, 2021; Giroux, 2014; Smyth, 2017).

The concept of internationalisation, on the other hand, holds strong currency along with neoliberalism in the sociology of globalism. Dafouz and Smit (2020) argue that the internationalisation of HE has fuelled EMI's momentum in its striking global expansion. The internationalisation of HE is also seen as a top-down and politically motivated decision leading to social stratification and inequality (Phillipson, 2017) rather than as an educational approach (Lasagabaster, 2022). Due to its close association with neoliberalism, especially in HE contexts, definitions of internationalisation have been debated in the field. In her widely cited article, Knight (2003) defines internationalisation as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of HE.

Definitions of this nature are critiqued by, for example, Morley et al. (2018) for aiming to present the concept of internationalisation of HE as being (allegedly) ideologically neutral, coherent, disembodied, knowledge-driven, policy intervention—an unconditional good. Morley et al. (2018) go on to argue that the concept of internationalisation is indeed a dominant policy discourse in HE that is consistent with neoliberal values, e.g., economic growth, global citizenship, transnational identity capital, social cohesion, intercultural competencies, and so on. From a slightly different angle, Zhang (2018) perceives the internationalisation of HE as a set of processes of integrating an international, intercultural, or global dimension into the purpose and functions (e.g., teaching, research, and service) of universities, including components such as an international curriculum, international mobility of students and teachers, and international cooperation programs. Indicating the interplay of neoliberalism and internationalisation in HE, Smyth (2017) argues that universities invariably pursue global university status in a context where they constantly compete with their counterparts for research funding, staff, and students, more so than they seek, for example, academic exchange or intercultural education.

As previously mentioned, the interplay between neoliberalism and internationalisation manifests in various ways, including the Englishization of HE curricula (Wächter & Maiworm, 2014). The concept of Englishisation is defined by Wilkinson & Gabriëls (2021) as the process through which English gradually gains ground in particular domains (i.e., education, politics, culture, and economics) where another language was previously used. Block (2022) argues that Englishisation of HE per se is indeed a problematic process, as it entails the introduction of English as the medium of interactions in administrative, curricular, and research-related activities. Haberland (2005) and Phillipson (2003) opt for the term 'domain loss' to indicate the negative impact of Englishization on culture, research, and scholarship in HE contexts.

Moreover, Englishisation and EMI are frequently debated in European HE contexts, often involving topics such as culture, national identity, minority languages, justice, and access to education (Wilkinson & Gabriëls, 2021). Interestingly, these debates sometimes end up in law courts, e.g., in the Netherlands (Sandtrom, 2019) and Italy (Molino & Campagna, 2014). As mentioned earlier, the fact that professional development (PD) for EMI teachers is generally offered by Anglophone institutions may further fuel concerns about the spread of English, and hence Englishisation, in HE contexts globally (see Canagarajah, 1999; Jenkins, 2014). Regarding the concept of Englishisation, this thesis opts for Canagarajah's (2014) approach to English as an international language, appreciating the grammaticality of localised varieties and valuing the possibility of a shared lingua franca norm for all multilinguals. The English-as-an-international-language approach enables us to view English as a preferred academic instructional language (i.e., EMI), which could be used as one of the accessible linguistic tools, e.g., through translanguaging (see Li, 2018), within the multilingual and multicultural contexts of EMI classrooms.

In the previous paragraphs, the spread of neoliberal policies and practices in HE contexts globally has been discussed (see, for example, Cannella & Koro-Ljungberg, 2017; Desierto & De Maio, 2020; Giroux, 2014; Lincoln, 2011) with examples of the consequences of neoliberal practices in HE, such as the marketisation of HE through the prioritisation of the internationalisation of universities (see Block, 2022; Fleming, 2021; Giroux, 2014; Smyth, 2017). With a greater focus on the internationalisation of universities as a consequence of neoliberal policies and

practices, the interplay of internationalisation and neoliberal practices is also well documented and discussed (see, for example, Kauppi & Erkkilä, 2011; Morley et al., 2018; Slaughter & Rhoades, 2004; Zhang, 2018).

More specifically, the internationalisation of EMI universities is discussed as interacting with neoliberalism-inspired concepts, such as the modernisation of universities through adopting more corporate-like governance and management models (Zhang, 2018), global mobility that promotes access to international job markets for graduates and teachers (Barnawi, 2021), and competition among academics and universities (especially between state and private universities) to access funds (Macaro & Akıncioğlu, 2018). It could be argued that this kind of interplay is part of the agenda driving neoliberal market forces (Lasagabaster, 2022) to accelerate the commercialisation of the growing context of global academic capitalism (Phillipson, 2008) by raising tuition fees and hence the revenue of EMI universities (McKinley & Rose, 2022).

Moreover, this particular Critical EMI perspective can provide support to McKinley and Rose's (2022) argument that EMI universities commonly appear to avoid allocating the necessary resources/funds for EMI teacher training, which is tantamount to setting their students up to fail. Given these arguments, a critically informed perspective on the interplay between neoliberalism and internationalisation, particularly in EMI university contexts, guides this thesis's analysis of data from the eight published works to better understand the EMI-related issues discussed in this thesis (i.e., interdisciplinary teacher collaboration, EMI students' perceptions of EMI, EMI content-teacher development and certification, and the professionalisation of EMI at the university level) in order to present a better way forward, which, it is argued, is the EMI professionalisation framework (EMI ProF) model.

Furthermore, the critically informed perspective presented above can help us to re/position EMI HE stakeholders in a context where internationalisation and neoliberalism constantly interact. For example, a report (The State of EMI in HE Turkey) was presented by the British Council/TEPAV (2015) to a high-profile policymaker audience and government bodies in Türkiye. This report may be seen as one of many by the British Council, a commercially oriented educational organisation

that operates internationally, reports that were presented in different countries/regions: they collect data (not necessarily through a solid academic inquiry) and present (their) findings with recommendations to high-profile audiences. That said, employing a critical stance as presented in this thesis so far, this report can be critically evaluated, especially with reference to the interplay of neoliberalism and the internationalisation of HE, ultimately unravelling the positions and objectives of HE stakeholders, e.g., the British Council.

To critically evaluate the British Council/TEPAV's (2015) report, a firm understanding of the background of EMI in Türkiye is first needed. Briefly, EMI's growth in higher education (HE) within Türkiye, both contextually and historically, is well documented (Kırkgöz, 2009; Macaro & Akıncioğlu, 2018; Yüksel et al., 2021). EMI in Türkiye exists in a continuum with its high school policy dating back to 1955, when the Ministry of Education established 'Maarif Schools' in six different Turkish cities. These schools delivered academic subjects through the medium of English, French, or German. They were later renamed 'Anatolian High Schools', where English became the dominant medium of instruction, and their numbers grew rapidly over the years.

This rapid expansion of EMI, both in K-12 and HE sectors, was undoubtedly influenced by the then national educational policy, which was promoted in the Official Gazette in 1984 (see Kırkgöz, 2009). The policy aimed to enable students studying academic subjects via EMI to access scientific and technological information published in English in their respective disciplines. A notable feature of these Anatolian high schools was their incorporation of a preparatory year programme (PYP) for students who transitioned from Grade 5 of the primary schools. This programme offered intensive English tuition and served as an effective bridge between secondary and undergraduate study, proving highly effective in EMI universities in Türkiye at the time.

However, a top-down political decision in 2004 led to the abolition of the PYP in K-12 education in Türkiye, resulting in most universities offering a one-year PYP before EMI undergraduate programmes. Consequently, students from government schools entered EMI university programmes with considerably lower General English proficiency compared to their private school counterparts (Başıbek et al., 2014). The

decision to abandon the highly effective PYP model in Anatolian high schools, and hence K-12, quickly impacted EMI universities, leading to a rapid decline in the quality of teaching and learning in EMI academic programmes (Kırkgöz, 2009). Unsurprisingly, the low efficacy levels of EMI academic programmes were strongly reflected in the aforementioned British Council/TEPAV (2015) report.

In the context of the historical background provided above, the British Council/TEPAV (2015) report can now be critically evaluated. This report was presented to high-profile policymakers and government bodies with a list of recommendations, one of which was to abandon the issue at hand (i.e., gradually curtailing EMI programmes) rather than solving the problem. Creating more questions than it answered and echoing the top-down political decision that abandoned the PYP in Anatolian high schools in 2004, this report fuelled intense debate on the medium of instruction (MOI) in Turkish HE, as it strongly criticised the low English proficiency levels of students. To address this issue, the report strongly recommended curtailing EMI by replacing it with Turkish MOI until such time when students could commence undergraduate EMI academic programmes with a higher level of English proficiency (a minimum of CEFR⁶ B1). Moreover, it recommended restricting EMI programmes to the graduate level only.

In other words, the British Council/TEPAV (2015) report ultimately recommended curtailing the expansion of EMI academic programmes while limiting EMI to undergraduate studies in Türkiye, where the implementation of EMI in both K-12 and HE sectors had historically and contextually proved highly effective. Returning to Phillipson's (2017) argument that EMI HE contexts are sites where ideological and economic powers constantly compete for dominance and control, it could be inferred from the British Council/TEPAV report that these powers might also strategise to seek dominance by both reversing the successful expansion and limiting the efficacy of educational practices, such as EMI in Türkiye.

In summary, adopting a Critical EMI perspective through the critical lenses provided by critical social theory (CST) and using a Freirean liberation approach (1972) to universities assists this thesis in analysing and better understanding the

⁶ Common European Framework of Reference for Languages

interplay of neoliberal policies and practices, and internationalisation in HE contexts. Consequently, this Critical EMI perspective guides the thesis's analysis and synthesis of data from the eight published works to better understand EMI-related issues surrounding students' perceptions (and motivation), interdisciplinary teacher collaboration, EMI content-teacher professional development (PD) with certification, and the professionalisation of EMI at the university level. Furthermore, by employing this critical stance towards EMI HE contexts, where international political and economic powers constantly compete for dominance and control (see Phillipson, 2017), we can critically evaluate the positions and actions of the stakeholders in EMI HE, as exemplified by the British Council/TEPAV (2015) report.

This particular Critical EMI perspective helps this thesis propose a more equitable and effective way forward in the form of a guiding framework for the professionalisation of EMI (EMI ProF) at the tertiary level. EMI ProF model essentially challenges the neoliberal policies and practices in EMI university settings, such as English-only policies and monolingualism, which ultimately reinforce the status quo of English at the expense of local and/or other languages present in EMI classrooms. Addressing this issue, the following section will provide an account of multilingualism in EMI HE settings by employing a Critical EMI stance.

Multilingualism in EMI HE

Employing a Critical EMI stance towards EMI HE contexts, as described in the above sections, can provide the critical lenses through which the static and pre-positioned structures of EMI HE can be analysed and better understood. This approach allows for a more fair and equitable view of EMI as a force for good and emancipation, rather than merely as a vehicle for the global spread of English accessible only to those who can afford it. One way to achieve this is by making a critically-informed choice between the theoretical lenses of monolingualism and multilingualism, which compete in EMI HE contexts (see Han, 2023). Monolingualism posits that *E* 'English' claims a dominant and powerful role with considerable symbolic and exchange value (Codó & Sunyol, 2019), often manifesting as 'English-only' policies and practices in many EMI HE contexts. Multilingualism, on the other hand, is not neutral but is highly hierarchical and ideologically invested (Barakos & Selleck,

2019; Shohamy, 2012), facilitating the use of multiple languages by acknowledging that EMI content-teachers, students, and administrators should be considered as bilinguals who need to negotiate meaning (Han, 2023) within the multilingual and multicultural landscape of EMI HE settings (Akıncioğlu, 2023; Piller, 2016).

Adopting a Critical EMI perspective, this thesis opts for a multilingual stance towards the linguistic panorama of EMI HE contexts. For example, this thesis construes the trending monolingual practices (i.e., English-only) in EMI universities as imposed (by neoliberal policies) and ideologically oriented educational practices that aim to create dominance by systematically undermining students' multilingual identities. In a critical response to monolingualism, the 'multilingual turn' (May, 2014; Ortega, 2013) reshapes instructional pedagogies in all fields of educational settings, including EMI universities, to challenge this targeted monolingual dominance (see Conteh & Meier, 2014). Interestingly, when monolingual pedagogy is challenged in EMI settings and students' L1 is favoured over an extended period through translanguaging (Chalmers, 2019), research shows that students' meaning-making, creativity, and critical engagement with their educational experience, as well as their motivation, improve. Furthermore, the efficacy levels of academic content learning also tend to increase (García, 2019).

Moreover, multilingual pedagogies, including translanguaging, not only challenge the imposed English-only condition but also provide the critical lenses through which multiple languages can be utilised by EMI content-teachers as accessible repertoires of multilingual, multisemiotic, multisensory, and multimodal communicative resources (Li, 2018). These resources could foster culturally sustainable learning environments where creative ways of knowing, being, and expressing are promoted (García et al., 2021). In line with this critical view, a post-structuralist theory of translanguaging challenges the structuralist ideologies of monolingualism (Tian et al., 2020) while acknowledging the contextual constraints and expectations imposed on other languages (Vogel & García, 2017). Put differently, re-conceptualising EMI in HE from a multilingual theoretical stance could, first, provide critical insights into better understanding the motivations behind language choices and practices in EMI HE settings, such as monolingual English-only policies (Conteh & Meier, 2014; Chalmers, 2019). Second, through this critical evaluation, the concept of

translanguaging could equip teachers and students with the tools and methodologies needed to attain higher efficacy levels in teaching and learning processes (Li, 2018; Vogel & García, 2017; Tian et al., 2020) while helping to better recognise the contextual constraints and expectations imposed on other languages present in EMI HE contexts (Vogel & García, 2017).

To sum up, first, this thesis suggests that the concept of the critical, hence Critical EMI, as framed by CST, should be problem-solving, oriented towards EMI HE contexts, and should question what is taken for granted, challenge dominant ideologies and normative assumptions, and highlight problematic decisions and practices imposed by policymakers and other stakeholders (see Barakos & Selleck, 2019; Shohamy, 2012). Second, by adopting a non-essentialist orthodoxy of development with a Freirean liberation approach to HE (Freire, 1972), this critical stance can help us to suggest that EMI HE contexts are indeed not ideologically sterile, and therefore, the interplay of internationalisation, Englishisation, neoliberalism, and multilingualism needs to be critically investigated to analyse and better understand issues such as interdisciplinary teacher collaboration, students' perceptions (and motivation), EMI content-teacher development, and the professionalisation of EMI at the tertiary level. Lastly, although fields such as education, English language teaching (ELT), and English as a lingua franca (ELF) already have well-established critical perspectives (Canagarajah, 1999, 2014; Jenkins, 2014; Phillipson, 2017), the field of EMI in HE still has room for the development of a Critical EMI outlook (see, for example, Barakos & Selleck, 2019; Block, 2022; Phillipson, 2017; Shohamy, 2012) that is essentially problem-solving oriented.

The aim of this thesis, as one of the original contributions to the enrichment of the field of Critical EMI, is to propose a solution-based model—a guiding framework for the professionalisation of EMI at the tertiary level (EMI ProF)—that addresses issues such as interdisciplinary teacher collaboration, students' perceptions (and motivation), EMI content-teacher development, and the professionalisation of EMI at the tertiary level, with a focus on the efficacy of academic content learning outcomes in EMI classrooms. The following section will present this thesis's critical views with a greater focus on the concept of learning, particularly academic content learning, in EMI HE contexts.

Socio-cultural Theory

As described in the previous sections, this thesis employs a Critical EMI perspective through the critical lenses provided by critical social theory (CST) and a Freirean liberation approach to universities (1972) to analyse and better understand the positions, objectives, and methodologies of competing political and economic powers in higher education (HE), more specifically in EMI HE. This analysis aims to suggest solution models (e.g., EMI professionalisation framework – or EMI ProF) as a more equitable and effective way forward. Regarding the concepts of learning (e.g., learning of academic subjects via EMI) and collaboration (e.g., interdisciplinary teacher collaboration) in EMI HE contexts, this thesis essentially adopts a socio-cultural theoretical stance.

In constructing his socio-cultural theory (SCT), Vygotsky (1978; 1979) argues that human consciousness has social and individual dimensions, with the former being primary in time and fact, and the latter derivative and secondary. Vygotsky (1979) thus deemed learning and development as interdependent and inseparable, which contested the conventional views of his time, where learning was regarded as an external process and development as an internal process (see, for example, Piaget (1976), who construed maturation as a precondition of learning but never the result of it). By challenging this dominant view of his era, Vygotsky (1978) postulated that learning is not development; however, properly organised learning results in mental development and sets in motion a variety of developmental processes that would be impossible apart from learning. Therefore, learning is a necessary and universal aspect of the process of developing culturally organised, specifically human, psychological functions (p. 90).

Building on this fundamental view, Vygotsky (1986) argued that the development of human cognition is inherently social, emerging from and originating in social interaction through representational systems, most notably language. Evaluating Vygotsky's work on development and learning, Wertsch (1991) proposes three emerging themes: (1) individual development, including higher mental functioning, originates in social sources; (2) human action, both social and individual, is mediated by tools and semiotic systems (e.g., language, mnemonic techniques,

algebraic symbol systems, works of art, writing, schemes, all sorts of conventional signs, etc.) that are both tools to facilitate knowledge co-construction and means that must be internalised to aid future independent problem-solving activity; (3) themes 1 and 2 can be best examined through genetic, or developmental, analysis, which essentially involves the historical study of processes and/or change. To date, extensions, elaborations, and refinements of socio-cultural theory (SCT) have been offered, most notably through activity theory (Chaiklin & Lave, 1993; Leontiev, 1981), cultural-historical activity theory (Cole, 1996; Lantolf & Poehner, 2014), and concept-based instruction (Lantolf & Poehner, 2014; Negueruela & Lantolf, 2006).

This thesis employs an SCT stance with a particular focus on the concepts of mediation and internalisation, both of which are commonly considered together in scholarly work on SCT (see, for example, Kozulin, 2002; Lantolf, 2000, 2007; Lantolf et al., 2014; Mercer & Howe, 2012; Thorne & Lantolf, 2007). First, regarding the concept of mediation, SCT argues that human cognition comprises low- and high-level mental processes, with the latter being fundamentally a mediated process organised by cultural artefacts, activities, and concepts (Ratner, 2002). Higher-level cognitive mediation can be categorised into two interrelated planes: mediation by regulation and mediation by semiotic tools. Mediation by regulation comprises three stages (namely object-regulation, other-regulation, and self-regulation) that are symmetrical and recoverable, allowing an individual to traverse this sequence at will or by necessity depending on the activity (Frawley, 1997). Briefly, object-regulation is an instance where an artefact supports cognition/activity; other-regulation is where another person(s) provides explicit or implicit feedback; and self-regulation is where individuals internalise external forms of mediation for the execution of an activity (Frawley, 1997; Lantolf et al., 2014). Regarding mediation by semiotic tools, Vygotsky (1978) argues that physical mediational tools are outwardly directed, while symbolic mediational tools are inwardly or cognitively directed, allowing humans to consider/plan possible actions on an ideal plane before acting on the objective plane. Put differently, through mediation by semiotic tools, which requires higher-level mental processes, we can assess a situation, strategise action, and anticipate possible outcomes on the ideal/mental plane before acting on the objective plane, which essentially constitutes human consciousness (Vygotsky, 1978; Arieviditch & van der Veer, 2004).

Second, with regard to the concept of internalisation, Vygotsky (1978) defines it as a two-stage developmental process: first, it appears between people as an interpsychological category, and then within the individual as an intrapsychological category, including voluntary attention, logical memory, formation of concepts, and development of volition. Kozulin (2002) more briefly defines internalisation as the process through which cultural artefacts, including language, take on a psychological function. Leontiev (1981), a colleague of Vygotsky, opts for the term appropriation to characterise the process of internalisation. These definitions provide a comprehensive framework for understanding internalisation as a product of our higher-order cognitive functions, including planning, categorisation, and interpretive strategies that were initially external to us. Lantolf et al. (2014) argue that this process of creative appropriation (which essentially is internalisation) occurs through exposure to and use of semiotic systems such as languages. In other words, from a Vygotskian perspective, language, as a representational system, plays a vital role in the processes of development and learning that occur through social interaction (inclusive of, but not limited to, collaboration), resulting in the co-construction of knowledge. Through mediation (negotiating and relating), we internalise that which was originally external (see, for example, Bonk & Kim, 2013; Johnson & Golombek, 2016; Kozulin, 2002; Lantolf et al., 2014; Thorne & Lantolf, 2007).

By employing the SCT stance presented above towards concepts such as cognitive development, learning, interaction, and collaboration, the design, execution, and data analysis of one of the primary studies (i.e., the first sub-project, which will be detailed in the Methodology section) involved in this thesis (see Macaro et al., 2016 – Appendix D; Akıncioğlu & Lin, 2021 – Appendix E; Akıncioğlu, 2024 – Appendix J) can gain more depth. The first sub-project focused on interdisciplinary teacher collaboration in the form of an intervention, which required language specialist and EMI content-teacher pairs to collaboratively plan a series of EMI academic subject lessons. From an SCT stance, this intervention study aimed to facilitate the learning/development of the collaborating pairs through sustained discussions on shared objectives (see Johnson & Golombek, 2016). To achieve this, Macaro et al. (2016) devised a research tool, the collaborative lesson planning tool (CPT), which primarily acted as an artefact (in the form of a collaboration framework) through its questions and prompts. This particular SCT approach helped the collaborating peers

to develop their awareness of the linguistic needs of their students in the learning of academic content via EMI. During this process, the peers had opportunities to mediate by regulation: (1) object-regulation, where the peers were assisted by the prompts of the CPT; (2) other-regulation, where the teachers received expert feedback from their peers about the tasks and activities they planned and/or completed; and (3) self-regulation, where the collaborating teachers had opportunities to self-reflect on their interdisciplinary collaboration, through which, as the research data suggest, they gradually internalised the new development and learning they experienced.

To sum up, employing an SCT stance towards the concept of development and learning in EMI university settings, this thesis fundamentally argues that mediation through semiotic systems (e.g., language, collaboration framework, etc.), as presented in this section, plays a crucial role in shaping the nature and/or direction of human activities and interactions (see Lantolf, 2007; Wells & Claxton, 2002) while assisting in the process of internalisation of what was originally external (e.g., stages in and key points of lesson planning for EMI classes in the CPT framework) to the participant (see Akıncioğlu, 2024; Johnson & Golombek, 2016). This thesis's SCT stance, especially towards communication and academic instructional practices, and/or interactions in EMI university settings, guides the design of the framework for the professionalisation of EMI at the tertiary level (EMI ProF), which will be presented in detail in the Discussion section, by placing a central focus on the concept of learning academic content via English in EMI classrooms.

Methodology

This section outlines the methodological approach used in this thesis, which centres on the critical analysis and synthesis of eight published works.

Research Question

This thesis aims to contribute to the enrichment of the field of EMI at the tertiary level by answering the following research question: *What does research on*

multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?

Research Paradigm

Critical EMI, grounded in critical social theory (CST), and socio-cultural theory (SCT) serve as the two key theoretical underpinnings of this thesis, fundamentally shaping its research paradigm.

First, Critical EMI, rooted in CST, concerns itself with analysing and better understanding the contexts of and debates around EMI in higher education (HE). It seeks to suggest a more equitable and effective way forward by challenging the political and economic power structures, along with their neoliberal policies and practices, that underpin global capitalism both locally and globally (e.g., internationalisation, global mobility, English-only policies) (Block, 2022). By adopting this perspective, the thesis critically examines the knowledge endorsed by those in positions of political and economic power (Patton, 2002) and challenges these structures to advocate for more equitable and emancipatory educational practices.

Second, SCT, which conceptualizes learning and development as processes mediated by social regulation and semiotics, provides a framework for research design, methodology, and data analysis. Through the lens of SCT, this thesis explores the planned and actual learning and development of research participants, paying particular attention to the SCT concepts that influence these processes.

This thesis is, to a certain extent, critical of both interpretivist and positivist research paradigms, as they often conform to dominant ideologies and lack a focus on social transformation or emancipation (Scott & Usher, 2000). By employing Critical EMI and SCT, this thesis seeks to transcend traditional research practices that merely sustain the status quo of knowledge (Kincheloe, 2008). Instead, it adopts a critical stance toward research design, methodology, and analysis, with the aim of instigating change. As an educational researcher, I see myself as an instigator and facilitator, committed to confronting those in positions of political and economic power and exposing the oppressive structures that perpetuate inequality (see Guba & Lincoln, 1994; 2005).

Methodology of the Commentary

This commentary employs a combination of qualitative and interpretive synthesis methodologies to systematically review and interpret the findings and discussions presented in the eight published works. The methodology is guided by a Critical EMI, grounded in critical social theory (CST), and socio-cultural theory (SCT) paradigm, with a focus on synthesizing data to develop a comprehensive framework for the professionalisation of EMI in higher education.

Qualitative synthesis involves a systematic review of both qualitative and quantitative research (Booth, 2001; Suri & Clarke, 2009). This approach synthesizes findings from individual studies to uncover multidimensional insights, complexities, and variations (Çiftçi & Savaş, 2018; Walsh & Downe, 2005).

Interpretive synthesis, on the other hand, is utilized to interpretively synthesize the findings and discussions, with guidance from critical social theory (CST) (Noblit & Hare, 1988). Unlike integrative syntheses that primarily summarize data, interpretive synthesis is conceptual in both its process and outcome, aiming to develop theories rather than merely aggregating data. This approach is particularly valuable in this thesis, as it emphasizes the critical development of concepts that contribute to advancing theories relevant to the transformation of EMI contexts in higher education. Specifically, it informs the development of the EMI professionalisation framework, addressing the central research question.

Data Collection and Analysis

The eight published works draw on a diverse range of qualitative and quantitative data collected from various EMI university settings. The commentary analyses the findings and discussions of the eight published works by using, first, Miles and Huberman's (1994) qualitative data analysis procedures. Second, in order to further support these findings, Grant and Booth's (2009) narrative literature review procedures are used for analysing the conceptual discussions presented in two book chapters (namely Akıncioğlu, 2022; Akıncioğlu & Lin, 2021) and one conceptual article (namely Akıncioğlu, 2023).

Qualitative Data Analysis (Miles & Huberman)

The qualitative data analysis employed in this commentary was systematically structured around the procedures proposed by Miles and Huberman (1994). Their procedures—data reduction, data display, and conclusions drawing/verification—formed the core process for analysing the data collected across the eight published works. Miles and Huberman’s (1994) procedures are used as follows:

1. **Data Reduction:** The data reduction process was a meticulous and iterative procedure, essential for distilling the extensive qualitative data into a manageable and analytically valuable format. This phase began with multiple thorough reviews of the eight published works, during which I systematically highlighted significant sections and took detailed notes, both digitally and on paper. As the readings progressed, the focus gradually shifted towards the highlighted portions of the PDF files, allowing for deeper engagement with the most relevant content. Concurrently, notes were continuously refined and coded in a Word document, ensuring a structured approach to data management.

The primary aim was to select, simplify, abstract, and transform the data to uncover key themes central to the professionalisation of EMI, particularly in the context of content-teacher development and student learning outcomes. This process involved condensing qualitative data gathered from diverse sources such as interviews, lesson planning sessions, and survey responses, filtering out extraneous information while preserving the integrity of the core findings.

To ensure the reliability of the analysis, two independent researchers replicated this procedure, adhering to the same protocols of highlighting and coding the data. The resultant notes and summaries from all researchers were then consolidated, further abstracted, and categorised into themes that aligned with the overarching research questions. This rigorous process ensured that the analysis remained focused on the most pertinent aspects of EMI professionalisation.

2. **Data Display:** The data display process involved organizing and compressing the reduced data into a structured format that facilitated conclusion drawing and subsequent action. According to Miles and Huberman (1994), codes serve as

tags or labels that assign units of meaning to the data, enabling quick identification of segments related to the research questions and potential themes. Once the data had been reduced and coded, the next step was to organize and display the information in a way that allowed for meaningful interpretation and conclusion drawing.

Following Miles and Huberman's (1994) guidelines, the codes were assigned to specific units of meaning within the data, which facilitated the identification of patterns and categories. By organizing and compressing these codes, I was able to draw out and list categories that were directly related to the central research question. To ensure reliability, two other researchers replicated this process, adhering to the same protocols to highlight and code relevant data. The categories identified by all researchers were then displayed in an organized manner, enabling the research team to compare and contrast findings across different studies. This process was crucial for maintaining the integrity of the data and ensuring that the analysis remained grounded in the evidence collected.

3. **Conclusions Drawing/Verification:** As the interpretive synthesis proceeded, conclusions were drawn based on the themes and patterns identified in the data. This process involved a critical analysis of how the findings from different studies interconnected and contributed to the overall understanding of EMI professionalisation. These conclusions were not merely summaries but were interpreted through the lens of Critical EMI, guided by CST, with the aim of informing the development of a theoretical framework for EMI.

The final step in this process was the verification of these conclusions. This verification was conducted through iterative checks against the theoretical frameworks of CST and SCT, ensuring that the conclusions were grounded in the data and aligned with the overarching critical perspectives of the thesis. Verification often required revisiting earlier stages of data reduction and display to ensure that no relevant information was overlooked. This iterative process was crucial in maintaining the robustness, credibility, and theoretical soundness of the findings, ensuring their relevance to the broader context of EMI professionalisation. Ultimately, these verified conclusions served as the

foundation for constructing the framework for the professionalisation of EMI at the university level.

Narrative Literature Review (Grant & Booth)

To further support the qualitative data analysis carried out, Grant and Booth's (2009) narrative literature review procedures were employed to summarize and interpret the two book chapters (Akıncioğlu & Lin, 2021; Akıncioğlu, 2022) and the conceptual article (Akıncioğlu, 2023). The narrative review followed a structured approach, as outlined by Grant and Booth (2009), which involved four key steps:

1. **Identifying Publications:** Relevant publications were identified through a comprehensive search of academic databases, focusing on literature that addressed interdisciplinary teacher collaboration, policy and quality in higher education, and conceptual perspectives on EMI.
2. **Selecting Relevant Publications:** The identified publications were then screened for relevance based on specific inclusion criteria, such as their focus on EMI and their contribution to the understanding of professionalisation in higher education.
3. **Synthesizing Included Publications:** The selected publications were synthesized using textual, tabular, and diagrammatic formats to organize the information coherently. This synthesis allowed for the identification of key themes and the development of a narrative that linked the various findings to the broader research question.
4. **Critical Examination:** The synthesized material was critically examined in light of the existing literature, with a particular focus on how the findings could inform the development of a comprehensive framework for EMI professionalisation. This step also involved reflecting on the broader implications of the findings for policy and practice in EMI settings.

Narrative literature review's purpose could vary from providing a historical development of the topic, developing a methodological framework for researching a topic, advancing theories and concepts, to informing policy making and practice through synthesizing research evidence (Jahan et al., 2016). More specifically,

narrative literature review techniques were applied to the two chapters and one conceptual article as follows:

- In **Akincioğlu & Lin (2021)**, to investigate interdisciplinary teacher collaboration, focusing on the development and learning of EMI content-teachers across different educational segments. The review provided insights into how collaboration could be enhanced through structured professional development initiatives.
- In **Akincioğlu (2022)**, to explore the concepts of policy and quality in higher education, particularly in contexts where political and economic powers are in constant competition. This review helped to frame the discussion around the need for robust EMI policies and quality assurance protocols.
- In **Akincioğlu (2023)**, to critically examine the conceptual and theoretical perspectives relevant to EMI in higher education. The review highlighted the gaps in existing research and provided a foundation for the development of new theoretical frameworks.

In summary, the qualitative analysis in this thesis goes beyond simple data categorisation, aiming to understand the underlying processes and structures that shape EMI practices in higher education. By employing Miles and Huberman's rigorous qualitative methodologies, the analysis provides a solid empirical foundation for the subsequent interpretive synthesis. This robust approach, further supported by narrative literature review techniques, is essential in analysing and synthesising the findings from the eight published works. The interpretive synthesis was conducted alongside the qualitative data analysis, ensuring that the critical concepts identified were both empirically grounded and theoretically sound. Through synthesising the findings from the eight studies, this thesis seeks to generate new theoretical insights that contribute to the transformation of EMI practices in higher education. In addressing the central research question, these insights are subsequently applied to the development of a comprehensive guiding framework for the professionalisation of EMI in higher education—EMI ProF, which is rooted in a critical examination of existing research and designed to address the central research question.

Findings and Discussions

Findings

To address the research question—*What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?*—the findings from the eight published works were analysed. This analysis, guided by Miles and Huberman’s (1994) procedures, yielded three main themes: (1) benefits of interdisciplinary teacher collaboration, (2) quality levels of EMI programmes and actual learning outcomes, and (3) certification of competencies for teaching via EMI. These themes, along with the categories that construct them, are presented below, with the eight publications clustered accordingly.

The first theme that emerged is ‘benefits of interdisciplinary teacher collaboration’. This theme is drawn out by condensing the categories extracted from Macaro et al. (2016), Akıncioğlu (2023), Dearden et al. (2015), Akıncioğlu and Lin (2021), and Akıncioğlu (2024). These categories are as follows:

- a. Macaro et al. (2016), a research article titled ‘EMI in Turkish universities: collaborative planning and student voices.’
 - i. Increased awareness of the interplay of language and content in EMI,
 - ii. Effective use of the collaborative lesson planning tool (CPT),
 - iii. Expectations for sustaining interdisciplinary teacher collaboration.
- b. Akıncioğlu and Lin (2021), a book chapter titled ‘Developing collaborative lesson planning tool in EMI.’
 - i. Role of self-reflection in collaboration,
 - ii. Effective use of the CPT as a framework.
 - iii. Increased awareness of the interplay of language and content in EMI,
- c. Akıncioğlu (2024), a research article titled ‘A framework for language specialist and content-teacher collaboration in Turkish EMI university settings: The collaborative planning tool.’
 - i. Effective use of the CPT,

- ii. Increased awareness of the interplay of language and content in EMI,
 - iii. Role of self-reflection in collaboration,
- d. Dearden et al. (2015), a report titled 'EMI in Turkish universities: collaborative planning and student voices.'
- i. Effective use of the CPT,
 - ii. Increased awareness of the interplay of language and content in EMI.

First, two categories (namely 'effective use of the CPT' and 'increased awareness of the interplay of language and content in EMI') are observed in four publications. With a reference to the SCT concept of development through mediation by regulation (object-regulation in this case) and semiotic tools, the theme of 'effective use of the CPT' commonly emerged from the data of four publications as providing both a guiding framework for the collaboration, and an iterative cycle for collaboration, that assisted feedback and development.

In their initial analysis of the data from the post-intervention interviews, Dearden et al. (2015) report that the interviewees (EMI content-teachers) were asked for their impression of the use of the CPT and they all responded that they were very satisfied, for example, commenting: "We used the planning tool. We are very happy to participate in this project" and "It has been very helpful for me and I hope for the students" (p. 5). Analysing the same data, Macaro et al. (2016) report that different pairs interpreted the function and potential of the CPT differently and followed the suggested procedures of the CPT at varying levels, for example, one EMI content-teacher commented as: "(soon after started to use the CPT) I realize that teaching is not only about preparing the course content and going into the classroom" (p. 66). Macaro et al. (2016) go on to report that some EMI content-teachers found the CPT useful in terms of giving a structure to their lesson planning collaboratively, but most of them commented that after the first couple of planning sessions they followed the CPT less closely as they already internalised the order of the prompts in the CPT. Analysing the audio-recorded data from the collaborative lesson planning sessions Akıncioğlu (2024) reports that the CPT had a collaboration starter role as the pairs, for example, teachers referenced the CPT's prompts as: "You've already read the CPT, so to start with what are your learning objectives for this lesson?" and "So shall we go

through the questions of the CPT? Will you introduce new vocabulary? If so, will they be general academic or subject specific academic vocabulary?” (p. 13).

Effective use of the CPT emerges as a category from the data of Akıncioğlu and Lin's (2021) conceptual chapter. In their chapter, they present a discussion on interdisciplinary collaboration between language specialists and EMI content-teachers based on the efficacy and usefulness of the CPT that were reported in Macaro et al. (2016). It is found that Akıncioğlu and Lin (2021) focus particularly on the SCT concepts of development through mediating by object-regulation and other-regulation while presenting their views on the efficacy levels of the CPT that attained in the intervention study. They go on to argue and recommend that a collaboration framework sharing the key features of the CPT (e.g., focusing on interdisciplinary teacher collaboration by allocating the necessary funds for institutional support, focusing on students' learning of academic content, and so on) could be useful in terms of teacher professional development in EMI HE settings.

Another category that is found in the above provided four publications is 'increased awareness of the interplay of language and content in EMI'. This category indicates how gradually both collaborating teachers became aware of the role of language (English) in the process of academic content learning, while they also became (at varying levels) aware of the linguistic needs of the students in this process. Based on their initial analysis of the post-intervention data, Dearden et al. (2015) report that EMI content-teachers commented commonly that their understanding of the interplay of language and academic content improved, for example:

We have two languages in physics; one is mathematics, the other one is English. Before this project, I thought mathematics as a language was more important but now, I feel that the first medium should be English and this may be a little more important than mathematics for teaching undergraduate level, English must be more important in teaching physics in undergraduate level. (p. 6)

EMI content-teacher's comment in the above given excerpt shows that prior to the intervention project, this teacher had a preconception that language had a secondary role in learning physics concepts. This content-teacher goes on to

comment that during the project s/he becomes more aware that language (English) plays a more primary role in the learning of academic content (physics) in the lessons, especially at the undergraduate level. This awareness development is important as essentially it could guide the content-teacher's lesson planning and material preparation, use of English during the lesson, and self-reflection on his/her lesson with a focus on how effectively English was used.

Findings show that the intervention proved to be highly effective, especially in developing higher levels of awareness of the interplay of language and content in classrooms and in developing a critical outlook on education as a continuous process. For example, one EMI content-teacher remarked that:

[...] for me it (planning collaboratively) was effective because I was enlightened about the language level of the students. Before I saw this is a continuation of education... you go to primary school (then) secondary school high school and (then) university. But when I had a chance to think about PYP and English education of the students, I started to see is that it (language education) is not part of a continuation. (Macaro et al., 2016, p. 62)

This content-teacher's above given comment is important because it displays another preconception, which many content-teachers may have, about students' preparedness levels (in terms of English proficiency) for their lessons. Put differently, as can be seen in the above comment, this content-teacher makes an assumption about his/her students' English language levels by simply making a deduction that if those students passed their exams and came to his/her classroom, they should simply be ready to learn the academic content in English. However, this intervention project helped this content-teacher to become aware that in fact these students may have varying levels of English proficiency, although (technically speaking) they all passed exams until then, and therefore their linguistic needs require to be better understood.

Findings show that the dialogues between the collaborating peers developed gradually. Resonating with the SCT concepts of development through mediation by regulation and semiotic systems, Akıncioğlu's (2024) analyses of the audio recorded data from the collaborative planning sessions reveal that the dialogues between the collaborating teachers gradually developed through the intervention in terms of

indicating an increased level of awareness of the interplay of language and content in EMI lessons, for example:

LS2: Do they all know the mathematical terms used in the examples. For example, "plane," do they know this word?

CT2: I prefer to use the word "surface" instead of "plane." In maths terms the ideal word is "plane" in this example, but I use "surface" so that they can understand better. "Surface" is physics term, so when I try to simplify the examples, I try to use physics terms instead of maths terms so that the students could visualise the concepts in within the physics topic.

LS2: What about the words "dependent" and "function"? (p. 15)

In the above excerpt, the dialogue between the language specialist and EMI content teacher develops with a focus on the role of English in learning academic content. This dialogue shows that the development is mediated by other-regulation (as conceptualised by Vygotskian SCT) which is in the form of questions asked by the language specialist peer. Moreover, the content-teacher peer provides clear signs of development that are mediated by self-regulation, which is indicative of internalisation of development, by providing his/her preferences about which words/concepts to use during teaching. This finding is an example that shows the benefits of interdisciplinary collaboration in the mediation of the development of collaborating peers.

Akıncioğlu and Lin (2021), on the other hand, in their conceptual chapter present a detailed discussion on the efficacy levels of the use of the CPT in a number of areas, one of which is gaining awareness of the interplay of language and content in EMI lessons. They argue that, following the CPT closely as a framework for collaboration, the collaborating pairs seemed to gradually develop higher levels of awareness of the role of English as a medium of instruction in academic content learning.

Another category observed only in two works (Akıncioğlu & Lin, 2021, and Akıncioğlu, 2024) is the 'role of self-reflection in collaboration' which emphasises the

efficacy levels of a sustained dialogue, including iterative procedures of feedback and self-reflection in the process of collaboration. With a SCT stance towards human interaction and collaboration, the data is analysed while keeping a focus on development through mediation by regulation (see Theoretical Underpinnings section). Akıncioğlu and Lin (2021) present in their conceptual chapter that the participant EMI content-teachers, at varying levels, showed development through the process of intervention. They go on to present that, during the collaboration sessions, EMI content-teacher development was mediated by regulation, more specifically mediation by other, where teachers received feedback from their peers, and mediation by self-regulation, where the teachers internalised development while reflecting their learning on the following lesson planning sessions. In his analysis of the audio recorded data from the collaborative planning sessions, Akıncioğlu (2024) reports that the EMI content-teacher's development is found to be mediated by other-regulation, for example, in one planning session, the language specialist teacher provided the EMI content-teacher with the following feedback:

When you asked the question, they knew what derivatives are, but they didn't know what discrepancy was. In fact, they needed to know them both in order to comfortably follow the lesson. Now I'm thinking about which linguistics items would help them understand better and solve the problems better. (p. 19)

In the above given excerpt, the content-teacher's development process is clearly mediated by other-regulation. Put differently, during the collaborative lesson planning sessions, the language specialist peers asked questions (mostly by following the prompts of the CPT) that essentially helped the content-teacher peers to become more aware of the linguistic needs of the students in academic content learning. The above given comment shows that the content teacher's thought process regarding the learning needs of his/her students is mediated by his/her language specialist peer (other-regulation).

Akıncioğlu (2024) also reports that EMI content-teacher's development is also observed to be mediated by self-regulation which ultimately results in internalisation of his/her learning.

It (the lesson) went well, I think. But it took more time to explain the concepts (average rate of change etc.) than I assumed initially. I am not quite sure if this was caused by language that I used or by the difficulty of the mathematical concept that they were trying to understand. . . . One thing that I notice in my classes is that students are too focused on problem solving. (p. 18)

This content-teacher's above comments show that his/her self-reflection on the lesson mediates a developmental process, thereby s/he gradually becomes more aware of the interplay between language and academic content during the lessons. During the first sessions of collaborative planning, the process of development (becoming more aware of the role of English in academic content learning) was mediated by the prompts of the CPT (object-regulation) and questions of the language specialist peer (other-regulation). This content-teacher's above comment clearly shows that the process of development continues to be mediated by self-regulation, which has elements of internalisation of the developmental process. For example, this content-teacher is reflecting on his/her assumptions as to how much detail s/he might need to explain academic concepts during the lesson, based on which s/he looks for more details in the lessons so that more informed decisions can be made about the role of language in explaining difficult academic concepts.

Lastly, in Macaro et al. (2016) the category 'Expectations for sustaining interdisciplinary teacher collaboration' emerges as indicative of the efficacy levels attained in the intervention. For example, one of the EMI content-teachers commented as:

I'd love to do that (continue to plan collaboratively). I got criticism (meaning feedback) when I prepare the videos and the other materials for my lectures. My presentations became better and better, this project helped me. I asked the principal and the university admin to continue to this collaboration, in the same way I experienced, being in communication with PYP. We want to continue this because this is (collaboration between the Engineering Department and PYP) is good for our students and also for our instructors. (p. 62)

Macaro et al.'s (2016) analysis of the post-intervention data revealed that EMI content-teachers gradually became more aware of the efficacy of interdisciplinary

collaboration, especially when it is supported by their institutions. This finding is important as it has strong references to the need and direction of professionalisation of EMI at the university level. Put differently, the above comments show that interdisciplinary teacher collaboration was found effective by the content-teacher peer in terms of the framework of the collaboration and its positive impact on academic content learning. The data analysis also reveals that the CPT provided an effective framework for interdisciplinary collaboration; thus, it is considered a viable methodological framework for future teacher development activities.

The second theme that emerged is 'quality levels of EMI programmes and actual learning outcomes' which is drawn out by condensing the categories from Macaro and Akıncioğlu (2018). These categories are as follows:

- a. Macaro and Akıncioğlu (2018), a research article titled 'Turkish university students' perceptions about English medium instruction: exploring year group, gender and university type as variables.'
 - i. EMI could provide better academic subject learning experiences,
 - ii. EMI could bring better job prospects,

Findings show that EMI university students, as Macaro and Akıncioğlu (2018) report, commonly seem to be motivated to access better learning experiences by opting for and investing in studying their academic subjects via EMI. However, the satisfaction levels in this category, as the study reports, vary, triggering more concerns than hope about the efficacy levels of students' academic learning outcomes. Macaro and Akıncioğlu (2018) report that the survey participant students were asked whether they believed that they learnt the academic subject content less well when taught in English rather than Turkish, and this question obtained a mean (M) of 3.57 (SD 1.09) suggesting that the participant students were aware of some deficit to content learning being the inevitable consequence of EMI. They go on to report that they found significant differences ($t = - 2.19$; $p < .05$) with regard to university type, and the private universities in fact suggested more emphatically that content was being simplified through the use of EMI, perhaps relating to the possibility that in the state universities teachers used more L1 than in the private universities.

Not surprisingly, as findings show, these concerns also negatively affect students' motivation for choosing EMI academic programmes so that better job opportunities could be available for them internationally. Macaro and Akıncioğlu (2018) report that when focusing on data under the category of students' motivation for choosing an EMI programme their analysis of variance showed that there were significant differences in preparatory year programme (PYP) students, First Year students and Second Year students. First, a post hoc (Tukey) test showed that Year 2 students were less likely to believe that EMI would improve their financial situation than PYP students. Another significant difference was found by Macaro and Akıncioğlu (2018) between groups on the item referring to whether EMI would improve students' career opportunities abroad, and a post hoc (Tukey) test revealed a significant difference between the PYP year and the Year 2 students. Put differently, when analysing the data critically in light of CST, EMI students seem to gradually lose their motivation levels for choosing to study in EMI programmes as they become more aware of the quality levels of the actual teaching and learning offered in those programmes.

The third theme that emerged is 'certification of competencies of teaching via EMI'. This theme is drawn out by condensing the categories from Macaro et al. (2020), Akıncioğlu (2023), and Akıncioğlu (2022). These categories are as follows:

- a. Macaro et al. (2020), a research article titled 'English medium instruction in higher education: Teacher perspectives on professional development and certification'.
 - i. Certification is extremely important,
 - ii. Impediments to certification

- b. Akıncioğlu (2023), a conceptual article titled 'Rethinking of EMI: A critical view on its scope, definition and quality'.
 - i. EMI should have a critical edge,
 - ii. EMI policy and quality need to be focused.

- c. Akıncioğlu (2022), a book chapter titled ‘The EMI quality management program: A novel solution model.’
 - I. EMI policy and quality need to be focused,
 - II. EMI implementations need a framework.

Findings show that the category of ‘EMI policy and quality need to be focused’ emerged in two publications, one of which is a conceptual paper (Akıncioğlu, 2023) and the other is a book chapter (Akıncioğlu, 2022). Both publications construe the concept of EMI policy as imperative for EMI related developmental activities, including EMI teacher development (PD). In Macaro et al. (2020), ‘certification (of competencies for teaching through EMI) is extremely important’ is one of the categories that emerges from the research data. When Macaro et al. (2020) further explored this issue by comparing the different age groups and length of experience of teaching EMI, a one-way ANOVA with ‘age group’ as the independent variable produced no significant differences. However, they go on to report that:

A one-way ANOVA with “experience group” (just starting EMI; less than 5 years; 5–10 years; more than 10 years) as independent variable produced two significant differences: (1) those just starting ($M = 2.61$) considered certification important at a personal level ($F = 5.31$; $df = 427$; $p < 0.001$) than those who had been teaching it for 10 years or more ($M = 1.9$); (2) at a departmental level those with less than 5 years EMI experience ($M = 2.5$) considered it more important ($F = 3.01$; $df = 424$; $p < 0.05$) than those who had been teaching it for 10 years or more ($M = 2.0$). (p. 7)

Macaro et al.’s (2020) analysis of the data on certification of competencies for teaching through EMI reveals that there is not a significant difference between the age groups of the study participants. However, when analysing the data with a more focus on the participant teachers’ experience group (namely Group 1: just starting EMI; Group 2: less than 5 years; Group 3: 5–10 years; Group 4: more than 10 years), Group 1 seems to give significant importance to certification more than Group 4. Moreover, with a closer focus on the experience at a departmental level, the analysis of the data reveals that Group 2 seems to give significant importance more than Group 4. These findings reveal that Group 1 and Group 2 EMI content-teachers who are relatively at

an early stage of teaching via EMI consider certification more important than the ones (Group 4) who have more experience in teaching via EMI. With a Critical EMI perspective, it can be inferred that academic capitalism and its neoliberal policies, for example, recruitment of academic staff based on fixed-term contracts forces those EMI content-teachers to be ready for academic mobility (locally and/or internationally), for which certifications could be considered badges (for skills, competencies, and so on) to attract the attention of human resources teams. More experienced content-teachers, on the other hand, could be most likely to have tenure positions that provide them with a relatively high level of job security; therefore, they may not feel the need to have certifications (i.e., certification of competencies for teaching via EMI) that they could use if/when they need to look for new jobs.

However, in another category that emerges as ‘impediments to certification’, those teachers are not prepared to commit to lengthy PD programmes, they rather short and intensive PD where no classroom observations are required. Macaro et al. (2020) report that when participant teachers were asked what type of PD programme might be appropriate for their institution, 51.2% said that they would prefer a short intensive course with only 28.5% preferring a course extended over a period of time (p. 10). In Akıncioğlu (2023), on the other hand, the second category observed is ‘EMI should have a critical edge’ indicating a need for a critical stance in order to fully grasp the concept of EMI locally and globally. This critical outlook, then could help EMI university stakeholders (i.e., policymakers, programme designers, EMI teacher PD, EMI content-teachers) to implement EMI with a focus on quality, especially of the learning outcomes.

Lastly, findings show that Akıncioğlu’s (2022) analysis reveals the category of ‘EMI implementations need a framework’. In this conceptual chapter, I firstly present findings from the four symposia (titled ‘EMI Universities Symposium: A Holistic Approach’) that were held between June 2018 and April 2019, two of which were at the regional scale and the other two were at the National scale while bringing together more than EMI 100 universities and more than 800 participants around the workshop tables for detailed discussions on the issues around the implementation of EMI in

universities. By analysing three symposia reports⁷, Akıncioğlu (2022) presents that symposia participants commonly remarked that there is an urgent need for effective teacher collaboration models in order to support the development of EMI content-teachers in each EMI university. With a critical outlook, data analysis revealed that institutional support for teacher development is deemed crucial to assist those EMI content-teachers most of whom did not receive any pedagogical or EMI training prior to the start of their teaching roles. For example, one of the symposium panellists remarked (the report is available at <https://emi-sempozyum.emu.edu.tr/tr>) that:

During the symposium it was emphasized that the mission of universities should be to ensure quality in the use of English as the language of education or instruction. It is imperative that the necessary resources should be spent by the university managements in order to increase quality as much as possible (p. 10).

With a critical lens, Akıncioğlu (2022) goes on to argue with that symposia results also reveal a consensus among the participants for a need for institutional EMI policy and quality protocols in order to support the development of EMI content-teachers and to enhance the efficacy levels of teaching and learning of academic subjects in EMI programmes. In response, Akıncioğlu (2022) presents a quality management framework for EMI universities (the EMI quality management program) that will be discussed with a focus on the professionalisation of EMI in the following section.

Discussions

As presented earlier, this thesis develops a Critical EMI perspective rooted in critical social theory (CST) and socio-cultural theory (SCT), which guide the development of the discussion throughout the following paragraphs. CST plays a crucial role in challenging the neoliberal assumptions that dominate higher education by questioning market-driven priorities that treat universities as mere tools for

⁷ For Kadir Has University report: <https://emi-sempozyum.emu.edu.tr/tr/onceki-sempozyumlar>; for Economy University report: <http://www.ieu.edu.tr/butuncul-bir-yaklasim/>; for East Mediterranean University report: <https://emi-sempozyum.emu.edu.tr/tr>; Middle East Technical University did not yield any report: <http://emi.metu.edu.tr/tr>

economic development. By embedding this critique into the professionalisation of EMI, CST informs the argument that EMI should not solely serve the interests of commodification and global competition but should promote equity, access, and quality learning outcomes in EMI universities. This perspective helps to better understand the positions, objectives, and methodologies of competing political and economic forces within HE, particularly in EMI universities. Simultaneously, I apply an SCT stance to examine concepts of learning and development (e.g., EMI university students' learning of academic subjects via EMI and EMI content-teachers' professional development) and collaboration (e.g., interdisciplinary teacher collaboration) in EMI university contexts. This focus on development and learning is mediated by regulation and semiotic sign systems, ultimately leading to internalisation and growth.

This thesis ultimately aims to present a clear answer to the research question: *What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?* Drawing on a critical analysis and synthesis of the findings presented in the eight published works, three key themes are identified: (1) the benefits of interdisciplinary teacher collaboration, (2) the quality levels of EMI programmes and actual learning outcomes, and (3) the certification of competencies for teaching via EMI. In this part of the commentary, I will discuss how these findings and emerging themes can be translated into a professionalisation framework, focusing first on each theme and then on the proposed framework, the English-Medium Instruction Professionalisation Framework (EMI ProF).

Regarding the first theme, 'interdisciplinary teacher collaboration,' as highlighted in the Literature Review section, this is a well-established concept in K-12 CLIL contexts, where effective classroom practices and teacher development methodologies are widely documented (Honigsfeld & Dove, 2019; Marrongelle et al., 2013). In such contexts, interdisciplinary teacher collaboration's efficacy has been sustained when training designers adopt an SCT perspective, emphasising key SCT concepts such as social interaction, shared purpose, overlapping goals, and reciprocity (Chohey, 2015; Jacobs, 2010; Johnson & Golombek, 2016).

However, from a CST perspective, interdisciplinary teacher collaboration in EMI HE contexts also plays a critical role in countering the pressures of neoliberal policies, which often emphasise individualism and competition. By fostering collaboration among EMI teachers, CST challenges these market-driven forces, advocating for more collective, supportive, and inclusive approaches to professional development. For instance, Lu (2022) reports a recent study in which five EMI content-teachers from different academic disciplines, who had completed an English language proficiency development course, co-planned and co-taught EMI courses while peer-observing each other's classes. Lu's (2022) study, which aligns with earlier research (Macaro et al., 2016; Akıncioğlu, 2024), demonstrates that the collaborating teachers gained awareness of the distinctions between social language and discipline-specific language. This research strongly supports the central argument that I am developing in this thesis: that while research on interdisciplinary teacher collaboration in EMI HE contexts is still in its nascent stages, much more research is needed, particularly through a socio-cultural lens. I argue that an SCT stance offers training designers a conceptual framework to re-examine teacher development and learning as products of higher-level cognition, mediated through social interaction, and internalised through object, other, and self-regulation.

As discussed thus far, although research on interdisciplinary teacher collaboration in HE contexts is limited, the four published works (Dearden et al., 2015; Macaro et al., 2016; Akıncioğlu & Lin, 2021; and Akıncioğlu, 2024) provide empirical evidence that interdisciplinary collaboration between language specialists and EMI content-teachers can be highly beneficial in HE settings. Drawing on success factors from K-12 CLIL contexts, it could be argued that adopting an SCT stance played a crucial role in the success of the intervention study, and, by extension, the interdisciplinary teacher collaboration in EMI lesson planning. As presented earlier, analysis of the data from both post-intervention interviews and audio-recorded collaborative lesson planning sessions revealed that EMI content-teachers experienced heightened awareness of their own professional development and a deeper understanding of students' linguistic needs for more effective academic content learning.

From a Critical EMI perspective, this intervention model proved particularly effective, as it enabled EMI content-teachers to (re)evaluate their teaching environments—contexts often shaped by commercialisation and neoliberal priorities, such as the emphasis on return on investment in professional development activities. In response, participants, albeit to varying degrees, expressed that continuing interdisciplinary collaboration of this nature, especially with higher-level support from university leadership, could significantly enhance their professional development. This, in turn, would enable them to teach more effectively and improve their professional profiles, thereby enhancing opportunities for international mobility. Put differently, it can be argued that this intervention prompted EMI content-teachers to critically question the gaps and priorities constraining teaching and learning in EMI universities. Consequently, this thesis advocates for the continued use and further development of an SCT stance towards interdisciplinary teacher collaboration in the HE domain, as it has shown to yield effective practices and positive results.

Regarding the second theme, quality levels of EMI programmes and actual learning outcomes, the analyses of the data from the eight published works suggest that there is a contrast between the expected and actual quality levels in terms of academic content learning outcomes in EMI programmes. Put differently, this theme highlights the concerns EMI students have about the academic learning outcomes from their (initially highly motivated) investment in EMI. Research shows that, although EMI academic programmes are often promoted (locally and/or internationally) as offering higher-quality academic content learning experiences, EMI students, content-teachers, and programme managers are frequently critical of the actual quality of learning outcomes (Kortmann, 2019; Macaro et al., 2018). Thus, more research is needed to support the overall attainment levels of EMI academic programmes (Doiz & Lasagabaster, 2023; Murphy et al., 2020).

In this context, EMI students often prioritise academic content learning over the development of their general English communicative competencies (Han, 2023; Macaro & Akıncioğlu, 2018; Murphy et al., 2019), which are argued to be an unplanned outcome of studying academic subjects via English (Coleman, 2006). Furthermore, research shows that when EMI content-teachers do not focus on fostering English in their EMI classes, it does not negatively affect the efficacy of academic content

learning (Dafouz et al., 2014; del Campo et al., 2023; Dimova & Kling, 2018; Lijia et al., 2022; Molino et al., 2022).

In light of the above discussion, I argue that, although a dual focus on language development and academic content teaching has proven effective in K-12 CLIL contexts (Galloway & Rose, 2021), a similar approach should not be applied to EMI university programmes, where the primary focus should be on academic content learning. University contexts differ fundamentally from K-12 CLIL settings in terms of institutional approaches to teaching and learning, interdisciplinary teacher collaboration, and discipline-specific language needs (Lasagabaster, 2022; Kuteeva & Airey, 2014; Saarinen & Taalas, 2017) (see Literature Review section).

However, as Halliday and Matthiessen (2004) compellingly argue, when teaching academic subjects, careful attention should still be paid to both language and academic content to ensure effective learning. In other words, EMI content-teachers must be aware of the crucial role of English in meaning-making and understanding academic content in EMI classrooms. Consequently, returning to the debate over whether ELT (focused on fostering general and academic English) should be positioned centrally or peripherally in EMI university settings (see Scope and Definition of EMI section), I argue that / 'instruction' in EMI should be positioned centrally, with a greater focus on academic content learning in university contexts. Moreover, emphasising academic learning outcomes will be a key component of this commentary's Critical EMI perspective, which forms part of the EMI ProF model proposed by this thesis (a more detailed discussion follows in later paragraphs).

Regarding the final theme of 'certification of competencies for teaching via EMI,' the analyses of data from the eight published works indicate a clear need for EMI content-teacher professional development (PD) with certification in HE contexts. As discussed earlier, when PD programmes offering certification are available, the emphasis tends to be on teachers' English competencies (Ball & Lindsay, 2013; Bradford, 2018; Macaro et al., 2018), making these courses more about language development than EMI. However, as Macaro and Akıncioğlu (2018) report, most EMI content-teachers desire an internationally recognised certificate of their EMI competencies, potentially motivated by a desire to enhance both their own and their

students' future mobility. Furthermore, regarding the second theme of quality levels in EMI programmes and actual learning outcomes, an international certificate of EMI content-teachers' competence would provide students with greater assurance about the quality of academic content teaching via EMI.

This theme of certification of competencies for teaching via EMI overlaps with the earlier discussion on whether ELT (focused on fostering general and academic English) should be positioned centrally or peripherally in EMI university settings. It could be argued that many EMI content-teacher PD offers with certification place too much emphasis on teacher language proficiency, due to the central position of ELT in EMI universities. As a result, PD investment is often limited to English language competencies rather than focusing on the processes involved in teaching and learning academic subjects. Thus, this theme highlights the urgency of shifting the focus of EMI teacher PD from language competencies to academic teaching competencies.

In other words, as I argue elsewhere (Akıncioğlu, 2023), effective academic instruction via EMI is more complex than delivering classes in 'good' English, and EMI content-teacher PD should focus on understanding the interplay between language, academic content, and pedagogy. For effective teaching of academic subjects via English to students whose L1 is not English, academic content-teachers need to develop an awareness and understanding of how language constructs academic discourses and conveys meaning in their disciplines (Halliday & Matthiessen, 2004). For instance, EMI content-teachers in science must comprehend what makes scientific texts challenging, such as an over-reliance on noun phrases (Schleppegrell, 2004). With this focus, EMI content-teacher PD could equip teachers with the skills to avoid excessive reliance on noun phrases and, when necessary, paraphrase complex academic content to make it more accessible to students.

Returning to the argument that the focus of EMI content-teacher PD should shift from improving teachers' English proficiency levels to enhancing the efficacy of their academic instruction via English, the first issue that requires attention is the definition of competencies for EMI content-teachers. In our study (Macaro et al., 2020), we defined the concept of competency as the expert knowledge, understanding, and skills required to effectively teach an academic subject via EMI. To define the competencies

of EMI content-teachers, two important factors must be considered: first, domain-specific competencies, rather than generic ones, need to be established through further research, as they frame discipline-specific interaction skills. Second, EMI teacher competencies should be centred on students and academic learning (Tigelaar & Van der Vleuten, 2004; Trigwell, 2001).

Furthermore, EMI teacher competencies should refer to discipline-specific linguistic and pedagogical behaviours. Linguistic competencies could focus on pragmatics, intonation, and rhetorical signalling, while pedagogical behaviours could include student involvement, teaching activities, eye contact, and the use of visuals (Dimova & Kling, 2018). These competencies provide a more holistic view of what is required for effective EMI teaching, ensuring that academic content is communicated clearly while also fostering meaningful student engagement.

I argue that the theme of certification of competencies for teaching via EMI also requires a Critical EMI perspective to understand the motivations of EMI content-teachers seeking internationally recognised certification. As discussed earlier in the findings section, there was no significant difference in the desire for certification between different age groups of EMI content-teachers. However, less experienced EMI content-teachers (with less than five years of teaching experience) showed a greater interest in attending EMI content-teacher PD with certification recognised internationally. It can be argued that less experienced EMI content-teachers may feel pressure to secure tenure-track positions or other forms of job security in highly competitive HE segments, both locally and internationally.

It can also be inferred from this theme that neoliberal policies and practices exert an influence on EMI content-teachers, particularly those who feel the need to be prepared and well-equipped for international academic mobility (Kim, 2009; McKenzie et al., 2018). Therefore, from a Critical EMI perspective, EMI content-teacher PD and certification, as well as the EMI professionalisation framework (EMI ProF) proposed in this thesis, should be carefully considered to avoid aligning too closely with neoliberal practices. A caveat regarding this alignment is discussed in the following paragraphs.

So far, I have presented a discussion based on a critical analysis and synthesis of the findings from the eight published works, focusing on each emerging theme: (1)

the benefits of interdisciplinary teacher collaboration, (2) the quality levels of EMI programmes and actual learning outcomes, and (3) the certification of competencies for teaching via EMI. The following paragraphs will focus on addressing the research question: *What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?* This discussion leads to the presentation of the English-medium instruction professionalisation framework, or EMI ProF.

The findings and discussions from the eight published works strongly suggest an urgency for the professionalisation of EMI at the tertiary level. A framework for professionalisation would be highly beneficial in a context where research on key topics such as EMI policy, quality, and content-teacher PD remains scarce. Put differently, a research-based framework for professionalisation could bring together the concepts of EMI policy, EMI quality, and EMI content-teacher PD onto a shared platform to improve the efficacy of academic content teaching and learning in university settings.

Moreover, such a framework could provide EMI university stakeholders (i.e., policymakers, content-teachers, and training designers) with clear and structured guidance for their plans and practices regarding EMI implementation. To devise a research-informed framework for professionalisation, it is essential to establish an approach to defining the concepts of ‘professional’ and ‘professionalism,’ as discussed earlier in the Literature Review section.

This thesis conceptualises professionalism within a theoretical framework that draws on Freidson’s (2001) definition of a professional, Evetts’ (2009) sources of professionalism, and Solbrekke and Englund’s (2011) concepts of professional responsibility and accountability. The concept of professionalism is widely debated in the literature, where it is portrayed as situated, contested, and evolving (Evetts, 2009; Freidson, 2001; Gewirtz et al., 2009; Sachs, 2013). This thesis adopts Freidson’s (2001) definition of professionals as practitioners who have achieved a degree of closure around an area of work and are governed through regulatory bodies and associations, which exercise control over knowledge creation, transmission, and work

performance. The term professionalisation, on the other hand, refers to the process in which an occupation attempts to achieve the status of profession.

Second, as argued by Evetts (2009), professionalisation can be initiated by either *organisational professionalism* (professionalisation from above) or *occupational professionalism* (professionalisation from within). Organisational professionalism refers to rational/legal forms of authority combined with hierarchical structures, manifested through standardisation, accountability, and external regulation (Evetts, 2011; 2013). Occupational professionalism, by contrast, arises from professional groups, where collegial authority, discretion, and occupational control over work are the core elements.

Lastly, the framework for understanding the concept of professionalisation becomes more comprehensive when incorporating Solbrekke and Englund's (2011) concepts of *professional responsibility* and *professional accountability*. The former outlines the professional mandate's various meanings, while the latter clarifies the obligation to report, ensuring accountability in professional practices.

In reference to the theoretical framework that is structured around the concepts of *professional*, *professionalism*, and *professionalisation* in EMI universities, as previously noted, there is a scarcity of research within EMI literature. It could be argued that EMI universities, in the absence of solid EMI policies and quality protocols, cannot initiate EMI professionalisation through organisational professionalism (professionalisation from above) if occupational EMI professionalism (from within) is non-existent. Furthermore, in Freidson's (2001) terms, EMI content-teachers still require a comprehensive definition of their professional role, specifically as EMI practitioners responsible for delivering academic content via English. Lastly, in Solbrekke and Englund's (2011) terms, EMI content-teachers' professional responsibility—and, more importantly, their professional accountability (i.e., ensuring the quality of academic content learning via EMI)—needs to be defined by institutional EMI policies.

In response to the central research question and in light of the findings from the eight publications and the discussions developed above, this thesis introduces the EMI Professionalisation Framework (EMI ProF) model for the professionalisation of EMI in

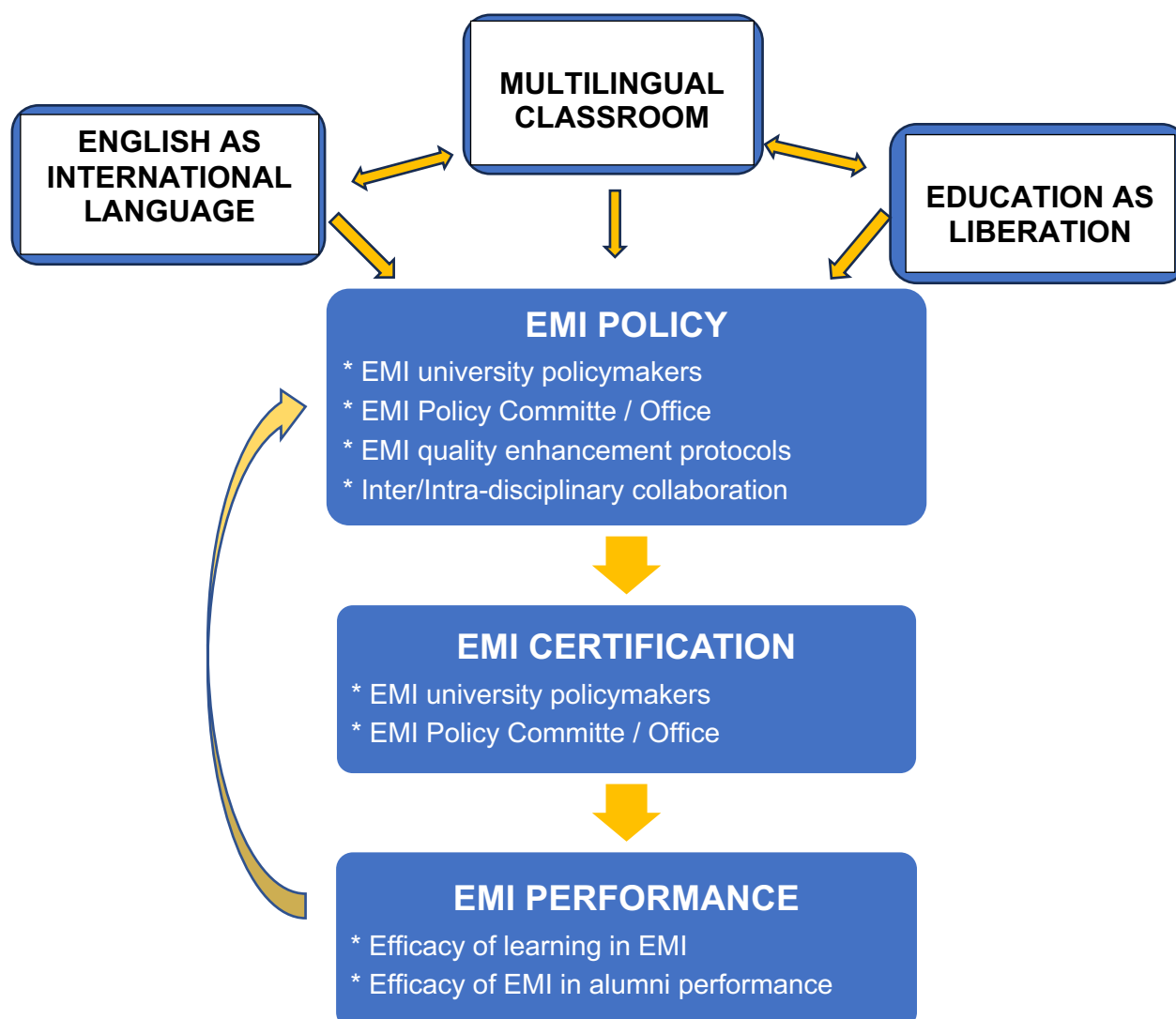
universities (see Diagram 2). The EMI ProF model is an updated version of Akıncioğlu's (2022) quality management programme and is primarily designed to support EMI university policy-makers in creating environments where English can be optimally utilised as a medium of academic instruction. The framework also ensures that the strategic implementation of EMI is institutionalised with a focus on quality, sustainability, and student learning outcomes.

The EMI ProF model recognises that the decision to implement EMI is typically a top-down initiative, necessitating a significant shift in the language of academic instruction from the L1 to English. As such, this shift requires careful change management at the policy-making level, framed as an institutional innovation project that unfolds over several years. Crucially, this strategic decision must be research-informed, aligning with the principles of evidence-based decision-making that guide substantial institutional changes. To manage this linguistic transition effectively, the EMI ProF model incorporates a five-stage change management model (Akıncioğlu, 2022), which includes: registering the change, taking ownership of the change, managing the change, institutionalising the change, and fostering continuous development.

The following sections will first establish the theoretical foundations of the EMI ProF, linking it to Critical EMI, grounded in critical social theory (CST), and sociocultural theory (SCT) that underpin this research. Subsequently, the three iterative stages of the EMI ProF model, informed by the findings and discussions presented thus far, will be outlined in detail.

Diagram 2

The EMI Professionalisation Framework (EMI ProF) for Universities



The EMI ProF is grounded in a Critical EMI perspective, informed by the critical concepts of multilingualism, a Freirean liberation approach to universities, and English as an international language. As outlined in the Theoretical and Conceptual Underpinnings section, multilingualism not only challenges the dominance of English-only policies often promoted by neoliberalism (Phillipson, 2017) but also offers a critical lens through which EMI content-teachers can leverage multiple languages as accessible repertoires. These multilingual, multisemiotic, multisensory, and

multimodal communicative resources (Li, 2018) foster culturally sustainable learning environments that promote creative ways of knowing, being, and expressing (García et al., 2021; Halliday & Matthiessen, 2004). Freire's (1972) concept of liberation further positions universities as sites of empowerment and emancipation—spaces where students and teachers can realise their human rights and capabilities, ultimately contributing to the liberation of society as a whole. Additionally, the understanding of English as an international language (Canagarajah, 2014) acknowledges the coexistence of various Englishes alongside other languages in multilingual and multicultural EMI classrooms. In such contexts, norms are co-constructed intersubjectively during interactions between EMI students and content-teachers. These three critical foundations of EMI underpin the response to the central research question and the stages of the EMI ProF model, ensuring that universities serve as liberating, multilingual, and multicultural sites for academic knowledge construction where English is embraced as an international language.

The EMI ProF model is also fundamentally shaped by the theoretical framework of professionalism, as detailed in the preceding paragraphs, drawing on Freidson's (2001) definition of a professional, Evetts' (2009) sources for initiating professionalism, and Solbrekke and Englund's (2011) concepts of professional responsibility and accountability. Within this framework, EMI professionals at the tertiary level are defined as academic content-teaching professionals capable of delivering instruction through EMI. Although these professionals are regulated by institutional, regional, and national bodies, as well as academic associations, there remains a significant gap in governance and regulation specific to their EMI competencies. In direct response to the central research question, the EMI ProF model addresses this gap by bringing the EMI component of academic subject teaching under the scope of internal university governance and regulation, ensuring that EMI competencies are recognised and institutionalised. The model is informed by CST principles, particularly in challenging neoliberal assumptions about the commodification of education, by prioritising teacher empowerment and long-term learning outcomes over economic metrics of efficiency and competition.

However, as Critical EMI, rooted in critical social theory (CST), underpins this thesis's response to the research question, the framework is presented with the

important caveat that it must not be co-opted as a neoliberal tool. Specifically, the EMI ProF should not be utilised merely as a marketing device for universities, a metric for academic activities, or a mechanism for fostering managerialism and competition among academics and institutions (Block, 2022; Fleming, 2021; Giroux, 2014; Smyth, 2017). Instead, the model reflects CST's critique of neoliberalism by advocating for a reorientation of resources and focus toward enhancing the professional capacities of EMI teachers in a way that values their role in fostering critical, transformative learning environments for students. While the EMI ProF model aims to address governance and regulatory shortcomings for EMI content-teachers, it is designed with the expectation that universities will implement the framework using internal resources, rather than outsourcing services to third-party providers.

Second, the EMI ProF model initiates the organised professionalisation of EMI (professionalisation from above), overseen by university policymakers. This is crucial, as occupational professionalisation of EMI (professionalisation from within an occupational organisation) is currently not feasible, given that professional organisations specifically focusing on EMI do not yet exist. The EMI ProF model also aims to address the concepts of professional responsibility and accountability, as outlined by Solbrekke and Englund (2011)—the former defining the scope of the professional mandate, and the latter focusing on the obligation to report on performance. To achieve this, the EMI ProF's Performance stage is designed to monitor and evaluate the performance of EMI professionals, making their work performance subject to governance through an internal regulatory body, established as the EMI Policy Committee/Office within the EMI ProF. This stage not only ensures that accountability structures are put in place but also reflects CST's emphasis on transparency and social justice within institutional practices, aiming to dismantle hierarchical forms of control that diminish teachers' agency.

Ultimately, by implementing the EMI ProF—rooted in Freidson's (2001) definition of a professional, Evetts' (2009) sources for initiating professionalism, and Solbrekke and Englund's (2011) concepts of responsibility and accountability—the professionalisation of EMI at the tertiary level can be defined as the process through which academic content-teachers attain the status of EMI academic content-teaching professionals. CST further guides this process by advocating for a model of

professionalisation that resists neoliberal trends, promoting instead an equitable, empowering, and context-sensitive approach to institutional governance. By addressing gaps in both the source of professionalism (professionalisation from above) and EMI professional responsibility and accountability, this thesis presents a comprehensive answer to the research question. The EMI ProF aligns policymakers, managers, training designers, and EMI content-teachers under a unified institutional EMI policy. It tasks policymakers with clearly defining EMI content-teacher competencies and performance criteria, while simultaneously empowering EMI content-teachers by providing them with institutional responsibilities and the right to demand incentives for professional development, necessary for enhancing their performance.

In terms of implementation, the EMI ProF model first requires university policymakers to develop a context-specific EMI policy document. This document serves as the foundation for EMI quality enhancement protocols, guiding EMI stakeholders (e.g., content-teachers, managers) in their practices and development activities, such as EMI programme design, evaluation, and content-teacher professional development. The EMI ProF model operates through three iterative stages that form essential policy cycles, ensuring the framework's efficacy. Various models of policy cycles exist for designing effective institutional language policies, such as Anderson's (2014) five-stage cycle, Lasswell's (1971, 2015) seven-stage cycle, and Althaus et al.'s (2020) eight-stage cycle. This thesis adopts Althaus et al.'s (2020) eight-stage policy cycle due to its heuristic and iterative nature, which prioritises progress over diagnosis—an approach well-suited to educational processes in teaching and learning. More importantly, this aligns with the Critical EMI stance of this thesis and its solution-oriented approach to addressing the research question and EMI-related issues in university settings. The stages of this cycle include: issue identification, policy analysis, consultation, policy instrument development, building coordination and coalitions, programme design, policy implementation, and policy evaluation. Table 2 illustrates the alignment between the three stages of the EMI ProF and Althaus et al.'s (2020) eight policy cycles.

Table 2.*The EMI ProF and Althaus 8 Policy Cycles*

The EMI ProF		Althaus 8 Policy Cycles	
Stage	Target		
Policy	EMI university policy makers	1. Issue identification 2. Policy analysis 3. Policy consultation 4. Policy instrument development 5. Building coordination and coalitions 6. Programme decision and design	
	EMI Policy Committee / Office		
	EMI quality enhancement protocols		
	Inter/Intra-disciplinary collaboration		
EMI Certification	EMI content-teacher professional development (PD)		7. Policy implementation
	Certification		
Performance	Efficacy of academic subject learning in EMI	8. Policy evaluation	
	Alumni performance		
	Efficacy of academic subject teaching in EMI		

At this stage of constructing the institutional EMI policy document, findings and discussions from the eight published works provide policymakers with three key considerations, aligned with the themes identified in the findings: (1) the benefits of interdisciplinary teacher collaboration, (2) the quality of EMI programmes and actual learning outcomes, and (3) the certification of competencies for teaching via EMI. In other words, while following the EMI ProF model, policymakers should ensure that interdisciplinary collaboration, the efficacy of teaching and learning in EMI programmes, and the certification of EMI teaching competencies remain central reference points throughout the process.

Second, in line with the three themes and findings, especially from key publications on interdisciplinary teacher collaboration (Dearden et al., 2015; Macaro et al., 2016; Akıncioğlu & Lin, 2021; Akıncioğlu, 2024), the EMI ProF model necessitates the development of an institutional EMI content-teacher professional

development (PD) programme with certification. Although the findings suggest that EMI content-teacher PD is most effective when delivered in short, intensive bursts rather than over extended periods, PD designers should conduct institutional needs analyses to ensure the programme is tailored to the specific contextual requirements of their universities. The findings also indicate that EMI content-teacher PD should focus on institutionalising and sustaining EMI content-teacher development, with a particular emphasis on improving learning outcomes in EMI programmes. This certification stage of the EMI ProF is crucial, as the institutional EMI policy developed as part of the framework will largely be reflected through the EMI content-teacher PD provision.

Moreover, reflecting the socio-cultural theory (SCT) paradigm of this thesis, this stage highlights the critical role of interdisciplinary collaboration, coordination across departments, and the development of support programmes as needs emerge during the implementation of the EMI ProF model. SCT's focus on learning as a socially mediated process is evident in the collaborative structures proposed within the framework, ensuring that EMI content-teacher development is situated in a context of continuous peer interaction and institutional support. Aligned with CST's critique of individualised neoliberal educational policies, this stage promotes a collective, supportive learning environment, aiming to resist competitive structures in EMI PD that often benefit only a select group of individuals. To ensure the sustainability of the proposed EMI ProF model, it is essential to develop in-house capacity for designing and delivering EMI content-teacher PD with certification of EMI competencies. This approach not only aligns with SCT principles by embedding professional development within the institutional setting, but also ensures that the PD programme meets the unique needs of the institution without relying on external third-party providers.

Third, the performance stage of the EMI ProF model focuses on evaluating the efficacy of the EMI policy, particularly regarding teaching and learning outcomes in EMI programmes, as well as alumni performance. Alumni performance serves as a key indicator of how effectively EMI provision is reflected in the professional achievements of former EMI students. This stage also involves a comprehensive evaluation of EMI-related practices and development activities, which subsequently re-initiates the implementation process of the EMI ProF.

Crucially, the performance stage embodies the Freirean liberation approach, which positions universities as sites for empowering both students and teachers, not only within the university context but also beyond. By design, the EMI ProF model is concerned with how effectively EMI provision fosters such empowerment, as it evaluates the impact of EMI on student and teacher performance, both during their time at university and in their post-university careers. Informed by CST, this stage challenges the neoliberal framing of education as a transactional process and, instead, emphasises the emancipatory and transformative potential of education. By assessing the broader impact of EMI, the performance stage focuses on long-term societal contributions rather than merely economic outputs. The focus on the broader, long-term influence of EMI reflects Freire's vision of education as a transformative process that supports individuals in realising their potential and capabilities. To that end, methods and tools for performance evaluation should be developed in alignment with the specific content and objectives of EMI content-teacher professional development (PD) and other EMI ProF-related activities.

It is worth noting that there is another framework, ROAD-MAPPING, introduced and later updated by Dafouz and Smit (2016; 2020) for EMI universities. However, the ROAD-MAPPING framework focuses primarily on research and development rather than the professionalisation of EMI in university settings. The ROAD-MAPPING framework places language development at the centre of EMI universities, whereas this thesis and the EMI Professionalisation Framework (EMI ProF) position language development peripherally, as discussed earlier in detail. The ROAD-MAPPING framework examines EMI through the lens of internationalisation in higher education, aiming to provide a holistic approach to contextualised research (Dafouz & Smit, 2020). It explores EMI in internationalised HE contexts across six dimensions: the roles of English (in multilingual contexts), academic disciplines, language management, agents, practices and processes, and internationalisation and glocalisation (Dafouz, 2018). Unlike the ROAD-MAPPING framework, the EMI ProF model is specifically designed to be implemented at the policymaker level, with a focus on institutional governance and professionalisation.

Finally, from a Critical EMI perspective, grounded in Critical Social Theory (CST) with a non-essentialist orthodoxy towards economic development, I argue that

universities, particularly in the highly commercialised context of global capitalism, often perpetuate EMI-related challenges by failing to invest in the necessary resources to address these issues, even at the expense of ensuring quality learning outcomes (see McKinley & Rose, 2022). CST critiques the commodification of education, challenging the neoliberal reliance on return-on-investment metrics in higher education and instead promoting education as a space for personal and collective growth. This non-essentialist view challenges the deterministic logic of human capital theory, which positions universities as mere instruments for producing the human resources demanded by neoliberal economic agendas. Instead of focusing on education as a transformative and emancipatory process, higher education has increasingly prioritised return-on-investment metrics and the commodification of academic performance in relation to economic outputs. This shift not only devalues the holistic development of students but also risks undermining long-term educational and societal goals.

The EMI ProF model is designed to challenge this entrenched economic orthodoxy by prioritising the professionalisation of EMI in universities as a solution. By positioning the professional development of EMI content-teachers at the heart of institutional reform, the EMI ProF aims to ensure that investments are made in sustainable practices that enhance both teaching and learning outcomes. This shift reflects CST's focus on fostering educational environments that empower teachers and students, resisting neoliberal pressures that reduce education to market-driven goals. This structured approach aligns with the CST vision of education as a space for empowerment and critical reflection, rather than a tool for neoliberal objectives. The professionalisation process promoted by the EMI ProF model seeks to realign institutional resources with the long-term success of both students and teachers, ensuring that education serves its broader social function as a transformative force within and beyond the university.

Summary of Findings and Discussions

This thesis critically examines the role of interdisciplinary teacher collaboration, student motivation, and professional development in shaping the professionalisation of EMI at the tertiary level. Drawing from the eight published works, three key themes

are identified: interdisciplinary teacher collaboration, the quality of EMI programmes and learning outcomes, and the certification of EMI content-teaching competencies. Each theme is critically analysed through the lenses of Critical EMI, critical social theory (CST), and socio-cultural theory (SCT), offering insights into the challenges and opportunities in EMI implementation.

By interpretively synthesising the findings, this thesis provides a comprehensive answer to the central research question: *What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?* The critical concepts of Critical EMI, CST, and SCT informed the analysis at each stage, leading to the development of a solution-oriented guiding model for addressing EMI professionalisation challenges—the EMI Professionalisation Framework (EMI ProF).

1. **Theoretical Framework and Definition for Professionalisation of EMI:** The EMI ProF model is constructed on a theoretical framework of professionalism, drawing on Freidson's (2001) definition of a professional, Evetts' (2009) sources for initiating professionalism, and Solbrekke and Englund's (2011) concepts of professional responsibility and accountability. This framework defines EMI professionals as academic content-teaching professionals capable of delivering academic instruction through EMI. The professionalisation of EMI is conceptualised as the systematic process through which content-teachers attain the status of EMI professionals. This process establishes formal governance and accountability within higher education institutions, offering a structured pathway for professional development and certification.
2. **Critical EMI and the Professionalisation Framework:** This thesis underscores the importance of conceptualising EMI within broader socio-political and economic contexts, as emphasised by Critical EMI. The EMI ProF aims to address gaps in the governance and professionalisation of EMI content-teachers, building on three key concepts: multilingual classrooms (Li, 2018), English as an international language (Canagarajah, 2014), and education as liberation (Freire, 1974). Grounded in Critical Social Theory (CST), which critiques the commodification of education and the neoliberal agenda that often reduces education to economic metrics, and Socio-Cultural Theory (SCT),

which emphasises socio-culturally mediated learning, the framework integrates institutional governance, professional development, and accountability to improve student learning outcomes. Through three iterative policy cycles—EMI policy, EMI certification, and EMI performance—the EMI ProF model provides a comprehensive roadmap for implementing sustainable and context-specific EMI strategies in higher education institutions.

3. **Critical Social Theory (CST) and Policy Critique:** CST is applied to critique existing EMI policies (or lack thereof), highlighting how neoliberal policies in higher education often prioritise economic returns over educational quality and equity. Such policies reinforce power structures that marginalise non-native English-speaking students and content-teachers. This discussion advocates for policies that are more inclusive and supportive, informed by CST's commitment to educational justice. The EMI ProF model embeds professional responsibility and accountability into institutional governance, aligning teacher certification with professional development and student outcomes. This system of continuous improvement ensures that EMI content-teachers are not only certified for their competencies but are held accountable for their teaching performance.
4. **Socio-Cultural Theory (SCT) and Teacher Collaboration:** SCT informs discussions on interdisciplinary collaboration, which encompasses not only collaboration between EMI content-teachers and language specialists but also between various disciplines and departments. The findings suggest that interdisciplinary collaboration, supported by SCT, enhances the effectiveness of EMI programmes by fostering the co-construction of knowledge and teaching practices that are responsive to students' diverse linguistic and cultural backgrounds. This collaborative approach challenges the individualism promoted by neoliberal policies in higher education, emphasising collective responsibility and peer support instead. These collaborative practices also contribute to student motivation by creating supportive and engaging learning environments. The EMI ProF aims to ensure that teacher collaboration—whether between departments, disciplines, or specialists—and professional development are aligned with the goal of enhancing student engagement and learning outcomes in EMI settings.

5. Freirean Liberation Approach and Professional Development: Freire's (1974) concept of liberation positions universities as spaces that empower both teachers and students. The EMI ProF model adopts this approach by advocating for professional development programmes that prioritise teacher collaboration and institutional support. The thesis argues that the professionalisation of EMI should resist neoliberal pressures that commodify education and, instead, focus on fostering an emancipatory environment that empowers teachers and students alike. The professionalisation of EMI requires not only certification but also an institutional commitment to fostering sustainable, long-term teacher development. By promoting this institutional support, the EMI ProF aims to ensure that both teachers and students are empowered to succeed within an emancipatory and transformative educational environment. Moreover, it tasks policymakers with clearly defining EMI content-teacher competencies and performance criteria, while simultaneously empowering EMI content-teachers to demand the necessary incentives for professional development, which are essential for enhancing their teaching performance.

In synthesising data from the eight publications, this thesis highlights the critical importance of aligning EMI practices with institutional governance while providing robust support for both students and teachers. The findings emphasize that successful professionalisation requires integrating various stakeholders—policymakers, teachers, and students—into a flexible, sustainable, and outcome-driven framework. The EMI ProF aims to encapsulate this holistic vision, ensuring that EMI content-teachers are well-supported and that students receive inclusive, high-quality education tailored to their needs.

In conclusion, the critical synthesis of the eight published works led to the development of a practical, solution-oriented guiding model for the professionalisation of EMI. While adaptable across diverse university settings, the EMI ProF is not a prescriptive solution but rather a guiding model that promotes reflection and further research into EMI professionalisation. Its flexibility across various institutional contexts opens up significant opportunities for further research, ensuring that EMI programmes

remain responsive to the evolving needs of higher education and contribute to more sustainable and effective teaching practices.

Conclusions

This thesis critically examines the professionalisation of English-medium instruction (EMI) in higher education. Despite three decades of research, the field remains predominantly focused on identifying problems related to English language issues, pedagogical challenges, and stakeholder perceptions, rather than offering viable solutions. This saturation of problem identification calls for a shift towards problem-solving, particularly through Critical EMI, grounded in critical social theory (CST), which challenges dominant ideologies and neoliberal assumptions while focusing on the emancipatory potential of higher education.

To address this gap, this thesis draws on Critical EMI, critical social theory (CST), and socio-cultural theory (SCT) to present and analyse eight of my published works in response to the central research question: *What does research on multidisciplinary teacher collaboration and student perception suggest for the professionalisation of EMI at the tertiary level?* These works share a coherent theme focused on the professionalisation of EMI, with particular emphasis on students' academic outcomes, motivation, interdisciplinary teacher collaboration, and the professional development of EMI content-teachers. In response to the central question, this thesis makes an original contribution to the field by proposing a theoretical framework for EMI professionalisation, drawing on Freidson's (2001) definition of professionalism, Evetts' (2009) sources of professionalism, and Solbrekke and Englund's (2011) concepts of professional responsibility and accountability.

Using Miles and Huberman's (1994) procedures—data reduction, data display, and conclusions drawing/verification—this thesis extracted three key themes from the eight published works: (1) the benefits of interdisciplinary teacher collaboration, (2) the quality of EMI programmes and learning outcomes, and (3) the certification of competencies for teaching via EMI. These findings and discussions were then analysed and synthesised interpretively using Noblit and Hare's (1988) procedures

with Critical EMI, CST, and SCT serving as theoretical lenses. This critical synthesis led to the development and proposal of the thesis's second original contribution: a solution-oriented guiding framework—the EMI Professionalisation Framework (EMI ProF). It is important to note that the EMI ProF should be viewed as a guiding model to stimulate further research and inquiry into professionalisation, rather than as a definitive solution.

The EMI ProF model consists of three iterative stages: EMI policy development, EMI certification, and EMI performance evaluation. It provides a structured framework for university policymakers to institutionalise the professionalisation of EMI, focusing on developing context-specific policies, enhancing teacher collaboration, and certifying EMI competencies through professional development programmes. By institutionalising professional development and aligning EMI content-teacher training with strategic policy decisions, the EMI ProF model aims to ensure that both teachers and students are supported in a sustainable and effective manner.

The Performance Stage is crucial as it evaluates the effectiveness of EMI policies, focusing on teaching outcomes and alumni performance, which serve as key indicators of success, linking the long-term success of students directly to the quality of EMI programmes.

With a non-essentialist orthodoxy of development perspective, this thesis critiques global capitalism and its neoliberal policies, particularly the increasing commercialisation of higher education, which often prioritises economic metrics over educational quality. In making an original contribution to Critical EMI, this thesis argues that the EMI ProF model challenges this status quo by positioning EMI professionalisation as a means to foster more equitable and sustainable educational practices.

SCT also plays a crucial role in shaping the EMI ProF, particularly through its emphasis on learning as a socially mediated process. The findings demonstrate that collaborative practices among EMI content-teachers can significantly enhance both teaching quality and student outcomes. By embedding SCT principles into the EMI ProF, the framework aims to ensure that EMI content-teacher development is rooted

in peer interaction, collaboration, and institutional support, fostering a culture of continuous professional learning.

Despite the robust nature of the EMI ProF model, this thesis acknowledges significant challenges posed by the commercialisation of higher education, particularly in relation to EMI universities. The Critical EMI stance adopted critiques the reluctance of university policymakers to invest in EMI content-teacher development, often prioritising short-term economic gains over long-term educational outcomes. As highlighted through my experiences with various government bodies, educational leaders, and international organisations, there remains a lack of concrete action towards developing comprehensive EMI policies and quality enhancement protocols.

This reluctance to invest in professional development risks undermining the very foundation of EMI programmes, as students may increasingly realise that the education they receive does not align with their initial expectations. The thesis therefore calls for an urgent shift in institutional priorities, where investment in teacher development and learning outcomes is seen not as a cost, but as a critical component of sustaining the quality and credibility of EMI programmes.

While the EMI ProF model presents a robust framework for addressing the professionalisation of EMI, several areas require further development and research. First, the framework's implementation across diverse institutional contexts needs to be explored in greater detail. Each university operates within a unique socio-political and economic environment, and as such, the EMI ProF model must be adaptable to different institutional needs and priorities. Future research should focus on refining the framework to ensure its applicability across varying educational contexts, particularly in non-Anglophone contexts where EMI programmes are rapidly expanding.

Second, further research is needed to explore the long-term impact of EMI content-teacher professional development on both teacher performance and student outcomes. While the findings suggest that short, intensive PD programmes are effective, the sustainability of these programmes over time remains a critical question. Investigating the long-term effects of PD on teaching practices, student engagement, and academic success will provide valuable insights into structuring and delivering EMI content-teacher PD in the future.

Finally, research should focus on the intersection of professionalisation and technology in EMI settings. With the increasing digitalisation of education, there is a growing need to explore how digital tools and platforms can support EMI content-teacher professional development and enhance student learning outcomes. Investigating the role of technology in EMI professionalisation will be essential in adapting the EMI ProF model to meet the evolving demands of higher education in the digital age.

This thesis presents a critical, solution-oriented approach to the professionalisation of EMI in universities, addressing a significant gap in the literature. By drawing on Critical EMI, CST, and SCT, the thesis provides a comprehensive answer to the research question, demonstrating how interdisciplinary teacher collaboration and student perceptions can inform the development of a robust framework for EMI professionalisation. The EMI ProF model, with its emphasis on strategic decision-making, interdisciplinary collaboration, and sustainable teacher development, offers a pathway for universities to invest in the long-term success of both their teachers and students.

However, the professionalisation of EMI is not a static process. It requires ongoing research, adaptation, and refinement to ensure responsiveness to the changing needs of higher education. Future research must continue to explore how the EMI ProF model can be implemented and adapted across diverse institutional contexts, how EMI PD programmes can be sustained over time, and how emerging technologies can be integrated into the professionalisation process. By continuing to develop and refine proposed solution models like the EMI ProF, the field of EMI can move beyond problem identification towards a future of equitable, sustainable, and high-quality education for all. We must remain aware that, for EMI students, it is often too late when they realise their 'investment' in EMI has not delivered the academic and professional 'outcomes' they were originally motivated to achieve.

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Appendices

Appendix A: Summary of the Eight Published Works

Published Work	Journal / Publisher	Type	Summary	Impact
Dearden et al. (2015) EMI in Turkish universities: collaborative planning and student voices.	Oxford University Press	Research Project Report	Reports the initial analysis of the findings from the intervention study and students' perception study conducted in Türkiye	GoogleScholar: 36 citations as of 30.08.2024
Macaro et al. (2016) English medium instruction in universities: A collaborative experiment in Turkey.	Studies in English Language Teaching is a peer reviewed international journal by School Link.	Research Article	Reporting on an intervention study whose results show that the collaboration between language specialists and EMI content-teachers can be highly beneficial.	GoogleScholar: 151 citations as of 30.08.2024
Macaro et al. (2020) English medium instruction in higher education: Teacher perspectives on professional development and certification	International Journal of Applied Linguistics is a peer reviewed international journal published by Wiley. 2022CiteScore (Scopus):3 2022Journal Citation Indicator (Clarivate):1.17 2022Journal Impact Factor (Clarivate):1.6	Research Article	Reporting on a large-scale study of university students in Turkey who were about to embark or had already embarked on an undergraduate programme taught through the medium of English. Our sample of 989 students from 18 universities reported significant differences in terms of year of study, university type and gender.	GoogleScholar: 107 citations as of 30.08.2024

<p>Macaro & Akıncioğlu (2018)</p> <p>Turkish university students' perceptions about English medium instruction: Exploring year group, gender and university type as variables</p>	<p>Journal of Multilingual and Multicultural Development is a peer reviewed international journal published by Wiley.</p> <p>2.3 (2022) Impact Factor</p> <p>Q1 Impact Factor Best Quartile</p> <p>2.5 (2022) 5 year IF</p> <p>5.0 (2022) CiteScore (Scopus)</p>	<p>Research Article</p>	<p>Reporting on an international survey explored teacher perspectives on proposed competencies in relation to the language challenges faced by EMI students and whether teachers believe certification is desirable. Teachers were keen to obtain certification at an international level thereby providing an aspect of programme quality assurance.</p>	<p>GoocleScholar: 146 citations</p> <p>as of 30.08.2024</p>
<p>Akıncioğlu, M. & Lin, Y. (2021). Developing collaborative lesson planning tool in EMI.</p>	<p>Routledge is an international academic publisher. This publication is peer reviewed.</p>	<p>Book chapter</p>	<p>A conceptual discussion is presented based on the intervention study findings and the efficacy of the collaborative lesson planning too (CPT).</p>	<p>Not cited yet as of 30.08.2024</p>
<p>Akıncioğlu (2022).</p> <p>The EMI quality management program: A novel solution model.</p>	<p>Springer is an international academic publisher. This publication is peer reviewed.</p>	<p>Book chapter</p>	<p>Presents a framework for professionalisation of EMI university through an EMI quality management program that is implemented in form of an institutional innovation project.</p>	<p>GoocleScholar: 1 citation</p> <p>as of 30.08.2024</p>
<p>Akıncioğlu (2023)</p> <p>Rethinking of EMI: A critical view on its scope, definition and quality.</p>	<p>Language, Culture and Curriculum is an international peer reviewed journal published by Taylor & Francis</p> <p>3.5 (2022) Impact Factor</p>	<p>Conceptual article</p>	<p>Employing a critical stance towards globalisation hence internationalisation and opting for a multilingual perspective, this conceptual paper</p>	<p>GoocleScholar 11 citation</p> <p>as of 30.08.2024</p>

	<p>Q1 Impact Factor Best Quartile</p> <p>2.9 (2022) 5 year IF</p> <p>4.6 (2022) CiteScore (Scopus)</p>		<p>presents arguments firstly on the concepts that are involved in the definition of EMI and then on EMI teacher training and EMI policy while keeping a focus on learning in EMI HE settings. In so doing, definitions for the concepts of EMI and EMI quality are provided as prospective reference points for HE stakeholders to adhere to during their EMI development practices.</p>	
<p>Akincioğlu (2024)</p> <p>A framework for language specialist and content-teacher collaboration in Turkish EMI university settings: The collaborative planning tool</p>	<p>Journal of English-Medium Instruction is a peer reviewed and subject specialized international journal published by John Benjamins.</p>	<p>Research article</p>	<p>By re-examining the extant research data (audio-recorded discussions of 72 collaborative planning sessions) reports on the intervention study and presents new findings (clustered under three emerging themes: use of the CPT; interplay between language and content; and the role of feedback in lesson planning), suggesting that the CPT can provide an effective framework for interdisciplinary teacher collaboration in EMI university settings.</p>	<p>GoogleScholar</p> <p>1 citation</p> <p>as of 30.08.2024</p>

Appendix B: Information About the Publishers

No	Published wok	Publication Type	Publisher	Indexed / Quartile
1.	Dearden et al. (2015)	Report	Oxford University Press	n/a
2.	Macaro et al. (2016)	Research article	Journal of Studies in ELT	Peer-reviewed international journal
3.	Macaro & Akıncioğlu (2018)	Research article	Journal of Multilingual and Multicultural Development	AHCI / Q1
4.	Macaro et al., (2020)	Research article	International Journal of Applied Linguistics	AHCI
5.	Akıncioğlu, M. & Lin, Y. (2021)	Book Chapter	Routledge, Eds: Curle, S.M. & Pun, J. K. H	n/a
6.	Akıncioğlu, 2022	Book Chapter	Springer, Eds: Kırkgöz, Y. & Karataş, A.	n/a
7.	Akıncioğlu, 2023 (a)	Conceptual article	Journal of Language Culture and Curriculum	SSCI / Q1
8.	Akıncioğlu, 2023 (b)	Research article	Journal of English Medium Instruction	Peer-reviewed international journal

Appendix C: Dearden, J., Akınciođlu, M. & Macaro, E. (2015).

Dearden, J., Akınciođlu, M. & Macaro, E. (2015). EMI in Turkish universities: collaborative planning and student voices, Oxford University Press.

https://elt.oup.com/elt/catalogue/pdf/emi_research_report.pdf

Appendix D: Macaro, E., Akıncioğlu, M. & Dearden, J. (2016).

Macaro, E., Akıncioğlu, M. & Dearden, J. (2016). English medium instruction in universities: A collaborative experiment in Turkey, *Journal of Studies in ELT*, 4(1) <https://doi.org/10.22158/selt.v4n1p51>

English medium instruction in universities: A collaborative experiment in Turkey

Abstract

We report on a study exploring the level of success of collaboration in lesson planning between English language specialists and content teachers in Turkish universities where academic subjects are being taught through the medium of English. Although some previous research exists on collaboration of this kind at the secondary education level, and there is some reference to it in Content and Language Integrated Learning in Europe, no research to date has explored the potential for collaboration between specialists at the tertiary level. Using pre- and post-intervention interviews with nine “collaborating pairs” of teachers using a “collaborative planning tool” we additionally explored content teachers’ beliefs about their students’ language competence, their conceptualization of language as a medium for understanding content, and their knowledge and beliefs about the preparatory English programme. Our findings on the whole suggest that collaboration of this sort can be highly beneficial and we provide case studies of both successful and less successful aspects of the intervention.

Keywords

Second language learning, teacher collaboration, English Medium Instruction, Higher Education

Appendix E: Macaro, E., & Akıncioğlu, M. (2018).

Macaro, E., & Akıncioğlu, M. (2018). Turkish university students' perceptions about English medium instruction: exploring year group, gender and university type as variables, *Journal of Multilingual and Multicultural Development*. Advance online publication. <https://doi.org/10.1080/01434632.2017.1367398>

Turkish university students' perceptions about English medium instruction: exploring year group, gender and university type as variables

ABSTRACT

In Turkey, as in much of the rest of the non-Anglophone world, universities are offering an increasing number of courses through English Medium Instruction (EMI) rather than through the medium of the first language (L1) of the majority of the population. Previous research has explored teacher and student perceptions and attitudes towards EMI and the challenges they face. Less attention has been given to institutional variables such as year of study, private or state universities and to students' gender. We report on a large-scale study of university students in Turkey who were about to embark or had already embarked on an undergraduate programme taught through the medium of English. Our sample of 989 students from 18 universities reported significant differences in terms of year of study, university type and gender. We situate these findings both in the Turkish educational context and call for deeper investigations into these variables in other and different socio-economic and cultural contexts.

Keywords

English Medium Instruction (EMI); Higher Education (HE); motivation; gender; year group

Appendix F: Macaro, E., Akıncioğlu, M., & Han, S. (2020).

Macaro, E., Akıncioğlu, M., & Han, S. (2020). English medium instruction in higher education: Teacher perspectives on professional development and certification, *International Journal of Applied Linguistics*, 1(14). <https://doi.org/10.1111/ijal.12272>

English medium instruction in higher education: Teacher perspectives on professional development and certification

ABSTRACT

The growth in academic subjects taught through English, in non-Anglophone countries (English medium instruction, EMI) has been matched by growth in research into its desirability. Research has also indicated that EMI teachers need professional development (PD) to teach effectively. Although PD programmes are available, there is no consensus as to the competencies needed of an EMI teacher, nor of their certification. Our international survey explored teacher perspectives on proposed competencies in relation to the language challenges faced by EMI students and whether teachers believe certification is desirable. Teachers were keen to obtain certification at an international level thereby providing an aspect of programme quality assurance. However, they saw obstacles to obtaining competences beyond merely a threshold level of their own general language proficiency.

KEYWORDS

Certification, English medium instruction, higher education, teacher competence

Appendix G: Akıncioğlu, M. & Lin, Y. (2021).

Akıncioğlu, M. & Lin, Y. (2021). Developing collaborative lesson planning tool in EMI. In Curle, S.M. & Pun, J.K.H (Eds.). Research methods in English medium instruction. Routledge. <https://doi.org/10.4324/9781003025115>

Developing collaborative lesson planning tool in EMI

ABSTRACT

Turkey provides EMI researchers with a unique context that has roots of teaching academic subjects formally through languages other than Turkish (L1), going as far back as the mid-19th century. To date, however, lecturers and students still face challenges when teaching/learning through a language other than their L1. This chapter describes a project conducted in Turkey to promote collaboration between content subject teachers and language teachers in EMI classrooms. Language teachers from the English language preparatory programmes and content-subject teachers from disciplinary departments were provided with a Collaborative Lesson Planning Tool in facilitating collaboration between content and language teaching in EMI classrooms. Reflective interviews were conducted to evaluate the use-fulness of the collaboration tool. The teachers discussed factors that affected the effectiveness of joint collaboration between content and language teaching and their challenges in teaching at Preparatory Year Programme.

Appendix H: Akıncioğlu, M. (2022).

Akıncioğlu, M. (2022). The EMI quality management program: A novel solution model. In Kırkgöz, Y. & Karataş, A. (Eds.) English as the medium of instruction in Turkish higher education: Policy, practice and progress. (Chapter 14). Springer https://doi.org/10.1007/978-3-030-88597-7_14

The EMI quality management program: A novel solution model

ABSTRACT

English Medium Instruction (EMI) is a rapidly trending phenomenon especially in the context of Higher Education (HE) globally. A historical milestone in this trend may be 1995 when Maastricht University first used the concept of EMI for some of their academic programs. Despite attracting increasing levels of attention from the inter/national HE stakeholders, EMI has also brought a number of challenges and problems to the EMI HE institutions and to their stakeholders (namely policy makers, managers, teachers, students and alumni, parents, and the business world) which remained unresolved if not fossilised over time. The first part of this chapter presents how a progressivist and constructivist vision of education, more specifically the concept of learning, has gradually fed into academic research and then a series of EMI Universities Symposia in the HE contexts of Turkey and Northern Cyprus Turkish Republic. This chapter then presents a tangible and comprehensive solution model for international HE institutions, in the form of the EMI Quality Management Program (EMI QMP) that is inspired by the research findings and the symposia results.

Appendix I: Akıncioğlu, M. (2023).

Akıncioğlu, M. (2023). Rethinking of EMI: A critical view on its scope, definition and quality. *Journal of Language Curriculum and Culture*. Advanced online publication.

<https://doi.org/10.1080/07908318.2023.2251519>

A critical view on its scope, definition and quality

ABSTRACT

Although it has grown at an exponential rate globally, English medium instruction's (EMI) conceptually problematic nature steered more confusion than clarity and consensus in the contexts of higher education (HE). In the field literature, the dominant paradigm pertains to descriptive statements rather than definitions and research seemed to reach a saturation point where a new vision is required that of problem solving. By employing a critical stance towards globalisation hence internationalisation and opting for a multilingual perspective, this conceptual paper presents arguments firstly on the concepts that are involved in the definition of EMI and then on EMI teacher training and EMI policy while keeping a focus on learning in EMI HE settings. In so doing, definitions for the concepts of EMI and EMI quality are provided as prospective reference points for HE stakeholders to adhere to during their EMI development practices. Concluding remarks on internationalization as being one of the motivations to implement EMI in HE settings and calls for research on critical EMI and EMI content teacher competencies are also provided.

Key words: English medium instruction, EMI policy and quality, EMI teacher training, Critical EMI, EMI in multilingual settings, Higher education

Appendix J: Akıncioğlu, M. (2024).

Akıncioğlu, M. (2024). A framework for language specialist and content-teacher collaboration in Turkish EMI university settings: The collaborative planning tool. *Journal of EMI*. Advanced online publication <https://doi.org/10.1075/jemi.23004.aki>

A framework for language specialist and content teacher collaboration in Turkish EMI university settings: The collaborative planning tool

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ABSTRACT

Although the efficacy levels of interdisciplinary teacher collaboration attained at pre-university level are well documented, research in higher education contexts is still scarce. Macaro et al. (2016) earlier reported on a quasi-experimental intervention project conducted in Türkiye with an objective to promote collaboration between nine pairs of English language specialists and content teachers from four universities, and the analyses of the pre- and post-intervention interviews suggested that this sort of collaboration can be highly beneficial. This paper, however, puts the research tool, the Collaborative Planning Tool (CPT), into perspective by describing a learning-centred approach to research design as a way to better understand interdisciplinary teacher collaboration. By re-examining the extant research data (audio-recorded discussions of 72 collaborative planning sessions), this paper presents new findings (clustered under three emerging themes: use of the CPT; interplay between language and content; and the role of feedback in lesson planning), suggesting that the CPT can provide an effective framework for interdisciplinary teacher collaboration in EMI university settings. A discussion of the concept of quality in EMI is also presented.

Macaro, E., Akıncioğlu, M., & Dearden, J. (2016). English-medium instruction in universities: A collaborative experiment in Turkey. *Studies in English Language Teaching*, 4(1), 51–76.

Keywords: interdisciplinary teacher collaboration, English-medium instruction, higher education, socio-cultural theory of learning, EMI quality

