



The Trend of English as Medium of Instruction in Higher Education: A Systematic Literature Review

Sumarni¹, Sultan Baa², Iskandar Sulaiman³

^{1,2,3} University of 17 Agustus 1945 Samarinda

Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-11 Keywords: <i>English as a Medium of Instruction; EMI; higher education; systematic literature review; PRISMA 2020; language policy; professional identity; linguistic capital.</i> DOI: 10.24256/ideas.v14i1.10376 Corresponding Author: Sumarni ninimarni@gmail.com University of 17 Agustus 1945 Samarinda	<i>English as a Medium of Instruction (EMI) has expanded rapidly across non-Anglophone universities over the past two decades, yet the research landscape remains theoretically fragmented and methodologically uneven. This systematic literature review (SLR) synthesises empirical and conceptual scholarship on EMI in higher education published between 2013 and 2024. Following PRISMA 2020 guidelines (Page et al., 2021), a structured search across Scopus, Web of Science, ERIC, and Google Scholar yielded 68 peer-reviewed articles after rigorous screening (initial pool: n = 1,847). Thematic synthesis and bibliometric mapping were applied to the final corpus. Five overarching themes were identified: (1) pedagogical challenges and faculty experience; (2) language attitudes and student outcomes; (3) EMI policy implementation gaps; (4) content learning outcomes; and (5) identity, ideology, and power. A clear temporal pattern was observed: pre-2018 studies relied predominantly on perception-based surveys, whereas post-2018 scholarship has shifted toward qualitative, theoretically grounded, and critically oriented designs. The review proposes the EMI Quality Ecosystem (EQE) model — an original integrative framework linking macro-level policy, meso-level institutional governance, and micro-level classroom dynamics. Findings carry implications for EMI policymakers, curriculum designers, teacher educators, and researchers, particularly regarding the need for discipline-specific support structures and linguistically responsive assessment.</i>

1. Introduction

1.1 Global Context

The internationalisation of higher education has transformed the linguistic

landscape of universities across the globe, with English increasingly functioning as the de facto medium of academic instruction and knowledge dissemination (Macaro et al., 2018; Rose et al., 2021). This shift is driven by convergent pressures: global university ranking systems, cross-border student mobility, and national policies that equate English-medium provision with institutional prestige and graduate competitiveness.

By 2020, more than 8,000 English-taught programmes were offered by non-Anglophone European universities alone (Wächter & Maiworm, 2015). Comparable — often faster — growth has been documented across East and Southeast Asia, the Middle East, and Latin America (Galloway et al., 2017; Lasagabaster, 2022). EMI has, in short, become a global phenomenon of significant educational, economic, and ideological consequence.

1.2 The Problem: Fragmentation and Contested Evidence

Despite this expansion, the EMI research landscape is fragmented in three interconnected ways. First, the field lacks definitional consistency. Macaro (2018, p. 9) defines EMI as 'the use of the English language to teach academic subjects in countries where the first language of the majority is not English,' yet institutional and scholarly usage frequently conflates EMI with Content and Language Integrated Learning (CLIL) and English for Academic Purposes (EAP), generating conceptual noise that hinders cumulative scholarship.

Second, evidence on content learning outcomes is contradictory. Some studies report no significant deficit under EMI conditions (Jensen & Thøgersen, 2011), while others document measurable comprehension losses and inequitable participation (Galloway et al., 2017; Bradford, 2019). This inconsistency is not random — it is systematically shaped by context — yet cross-contextual analysis remains underdeveloped.

Third, the field has been criticised for methodological shallowness. Macaro et al. (2018) observed an over-reliance on perception-based questionnaires that capture attitudes but fail to illuminate actual learning processes. More recent scholarship has called for theoretically grounded, observational, and longitudinal approaches that the field has been slow to adopt (Inbar-Lourie, 2022).

A further structural concern is the political economy of EMI. The ideological forces that normalise English as the unmarked language of academic authority — including what Phillipson (2018) terms linguistic imperialism (the systemic privileging of English over other languages in educational and knowledge systems) and what Fricker (2017) analyses as epistemic injustice (the unfair exclusion of non-Anglophone knowledge traditions from scholarly legitimacy) — have received disproportionately little empirical attention. This represents a significant gap between the stated commitments of critical applied linguistics and the actual scope of EMI research.

1.3 Research Gap

Existing reviews (Macaro et al., 2018; Dafouz & Smit, 2020; Lasagabaster, 2022) have advanced the field considerably, but four gaps remain. First, prior reviews have focused primarily on European contexts and student populations, leaving lecturer perspectives and institutional governance comparatively underexamined. Second, the rapid growth of critical and sociocultural EMI scholarship post-2018 has not been comprehensively synthesised. Third, no existing review integrates macro-policy, meso-institutional, and micro-classroom levels within a single analytical framework. Fourth, underrepresented geographic contexts — including Southeast Asia, the Middle East, and Sub-Saharan Africa — are absent from most syntheses.

This review directly addresses these gaps through a comprehensive PRISMA-guided synthesis of literature from 2013 to 2024, an original integrative framework, and explicit attention to contextual variability and underrepresented regions.

1.4 Purpose and Research Questions

This SLR pursues four research questions:

1. RQ1: What thematic trends characterise EMI research in higher education (2013–2024)?
2. RQ2: What methodological approaches have been employed, and how have they evolved over time?
3. RQ3: What theoretical frameworks have been applied, and how adequately do they account for EMI's sociolinguistic and pedagogical complexity?

RQ4: What underexplored areas and future research priorities emerge from the synthesised evidence?

2. Method

2.1 Review Protocol and PRISMA Alignment

This review follows PRISMA 2020 guidelines (Page et al., 2021), which provide a standardised framework for identification, screening, eligibility assessment, and synthesis. The protocol was finalised prior to data collection. The PRISMA 2020 flow diagram (Figure 1) summarises the selection process; the prose below focuses on decisions not fully represented in the diagram.

2.2 Database Search and Keywords

Four databases were searched: Scopus, Web of Science (WoS), ERIC, and Google Scholar (supplementary). The primary Boolean search string was:

("English as a medium of instruction" OR "EMI" OR "English-medium instruction") AND ("higher education" OR "university" OR "tertiary education")

An extended string added contextual terms: language policy, internationalisation, content learning, lecturer, identity, ideology, and quality assurance. Keywords were validated through a pilot search confirming retrieval of known landmark studies (e.g., Macaro et al., 2018; Dafouz & Smit, 2020), supporting the adequacy of coverage.

The search was restricted to peer-reviewed articles and book chapters published in English between January 2013 and December 2024. The English-language restriction reflects the primary indexing language of Scopus and WoS and the international circulation of EMI scholarship; we acknowledge this as a limitation of the review (see Section 6).

2.3 Inclusion and Exclusion Criteria

Table 1 presents the eligibility criteria applied during screening.

Criterion	Inclusion	Exclusion
Language	English-language publications	Non-English publications
Type	Peer-reviewed articles; indexed book chapters	Editorials, theses, unpublished manuscripts
Timeframe	January 2013 – December 2024	Pre-2013 publications
Context	Higher education (undergraduate, postgraduate)	Primary/secondary/vocational education
Focus	EMI as primary analytical concern	EMI treated incidentally; CLIL in K-12
Methodology	Explicit methodological framework present	Studies without stated methodology

Table 1. Inclusion and Exclusion Criteria

2.4 Screening and Study Selection

The search yielded 1,847 records after cross-database de-duplication. Two independent reviewers screened titles and abstracts, achieving inter-rater reliability of $\kappa = .84$. Discrepancies were resolved through discussion. Following full-text review of 312 eligible articles, 244 were excluded (CLIL in secondary education, $n = 87$; EAP without EMI analysis, $n = 63$; no methodological framework, $n = 52$; outside timeframe, $n = 42$). The final corpus comprised 68 articles.

Figure 1 presents the PRISMA 2020 flow diagram.

IDENTIFICATION	Records identified from databases Scopus (n = 743) WoS (n = 581)
-----------------------	---

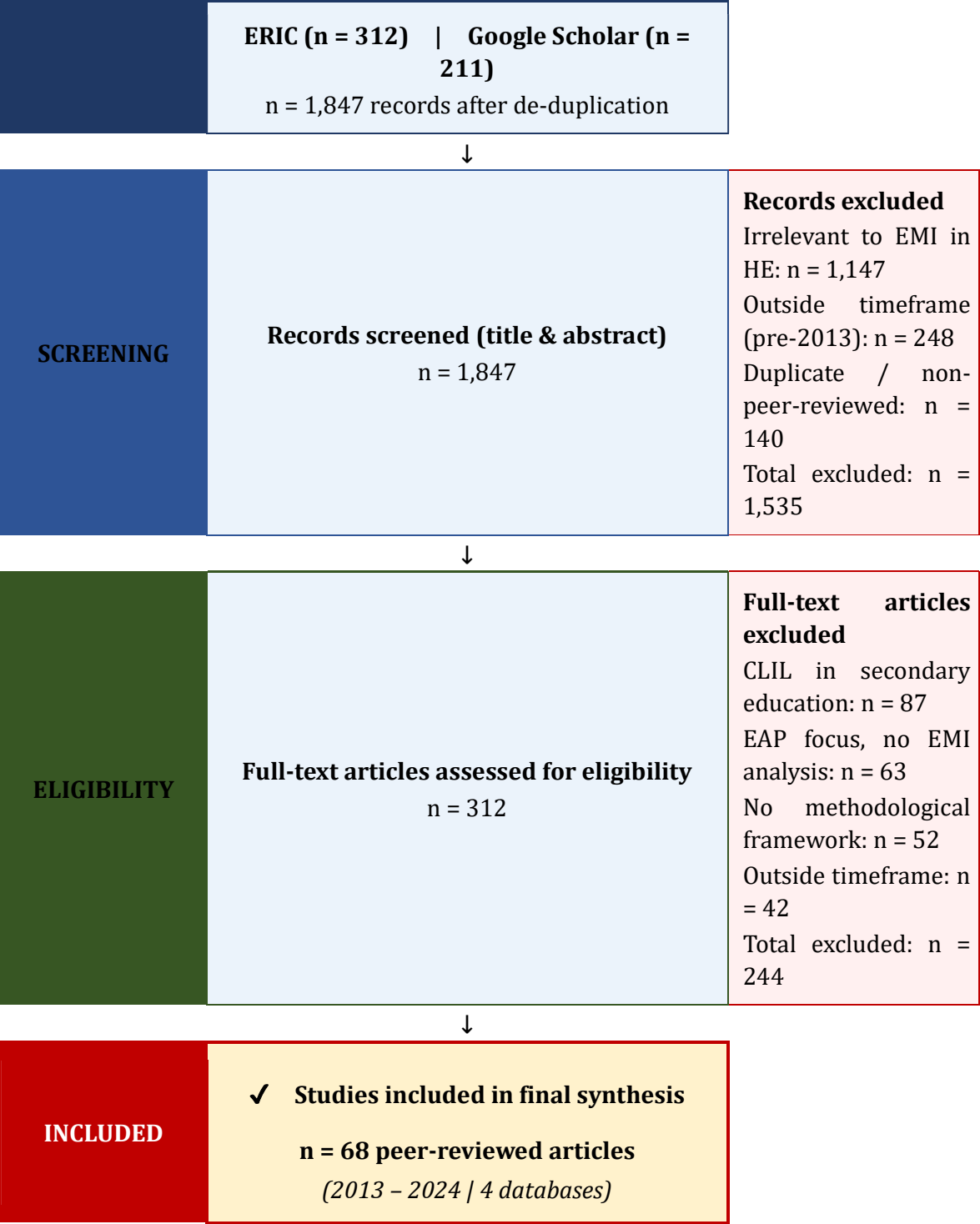


Figure 1. PRISMA 2020 Flow Diagram of Study Selection Process (Page et al., 2021)

2.5 Data Extraction and Quality Appraisal

A standardised extraction template captured: author(s), year, country/region, design, theoretical framework, participant group, and key findings. Quality was

appraised using the Mixed Methods Appraisal Tool (MMAT; Hong et al., 2018) for empirical studies. No studies were excluded on quality grounds alone, consistent with established SLR practice in educational research (Gough et al., 2017).

2.6 Data Synthesis

Thematic synthesis (Thomas & Harden, 2008) served as the primary analytic approach, involving three stages: line-by-line coding of findings, construction of descriptive themes, and generation of analytical themes extending beyond individual study content. Bibliometric mapping using VOSviewer supplemented thematic synthesis for RQ2 and RQ3.

3. Result

3.1 Bibliometric Overview

The 68 included studies were published between 2013 and 2024. Publication frequency increased markedly from 2016 onwards, with the 2019–2024 period accounting for 61.8% of the corpus ($n = 42$). The most represented journals were *Journal of English for Academic Purposes* ($n = 9$), *System* ($n = 8$), *Higher Education* ($n = 7$), *International Journal of Bilingual Education and Bilingualism* ($n = 6$), and *Applied Linguistics* ($n = 5$).

Geographically, European contexts predominated ($n = 27$, 39.7%), followed by East Asian ($n = 18$, 26.5%), Southeast Asian ($n = 11$, 16.2%), and multi-regional/comparative studies ($n = 12$, 17.6%). This geographic distribution reveals a significant bias toward European and East Asian HE systems. Methodologically, qualitative designs were most frequent ($n = 26$, 38.2%), followed by mixed-methods ($n = 22$, 32.4%), quantitative ($n = 14$, 20.6%), and conceptual/theoretical studies ($n = 6$, 8.8%).

Table 2 provides illustrative synthesis data for a representative sample of included studies. Three patterns merit particular attention: (1) a clear post-2018 methodological shift from quantitative surveys toward qualitative and mixed-methods designs; (2) the dominance of European and East Asian geographic contexts, with significant underrepresentation of Southeast Asian, Middle Eastern, and African HE; and (3) a relative scarcity of longitudinal qualitative designs across the full corpus — a methodological gap with practical consequences for developmental claims about EMI.

Author(s)/Year	Country/Region	Design	Theme	Framework	Key Finding
Macaro et al. (2018)	Multi-regional	SLR	Policy	Sociolinguistics	EMI research dominated by perception studies; methodological

Author(s)/Year	Country/Region	Design	Theme	Framework	Key Finding
					rigour lacking
Galloway et al. (2017)	China/Japan	Mixed-methods	Attitudes	ELF	Student EMI perceptions are nuanced and context-dependent
Bradford (2019)	Japan	Qualitative	Governance	Critical policy	EMI adoption driven by prestige, not pedagogical evidence
Dafouz & Smit (2020)	Europe	Conceptual	Ecology	ROAD-MAPPING	EMI requires ecologically situated, multi-level theorisation
Murata (2019)	Japan/Asia	Qualitative	Power	Critical linguistics	EMI reinforces asymmetric power in Asian academia
Dimova et al. (2022)	Europe	Mixed-methods	Quality	Language testing	Language certification alone insufficient for EMI quality
Inbar-Lourie & Donitsa-Schmidt (2020)	Israel	Qualitative	Lecturer identity	Sociocultural	Lecturers experience significant identity displacement in EMI
Rose et al. (2020)	Hong Kong	Mixed-methods	Outcomes	SFL	Disciplinary literacy mediates EMI content outcomes

Author(s)/Year	Country/Region	Design	Theme	Framework	Key Finding
Lasagabaster (2022)	Spain	Review	Attitudes	Ecology	Positive EMI attitudes rest on unexamined ideological foundations
Pecorari & Malmström (2018)	Sweden	Empirical	Academic writing	Discourse	EMI does not automatically develop L2 writing competence
Pun & Thomas (2020)	Hong Kong	Qualitative	Faculty coping	Coping theory	EMI lecturers develop individual strategies absent institutional support
Ou et al. (2023)	China	Ethnographic	Content tension	Sociocultural	Content-language tension creates unresolved pedagogical dilemmas

Table 2. Illustrative Synthesis of Selected Included Studies (representative sample, $n = 12$ of 68)

3.2 Theme 1: Pedagogical Challenges and Faculty Experience

Twenty-two studies documented the linguistic and pedagogical challenges of both EMI lecturers and students. For lecturers, key challenges included reduced interactional spontaneity in English, difficulty managing code-switching demands in real time, and professional identity anxiety when teaching disciplinary content in a second or additional language (Inbar-Lourie & Donitsa-Schmidt, 2020; Pun & Thomas, 2020).

For students, reported difficulties centred on simultaneous processing of content and language, inequitable seminar participation, and reduced metacognitive confidence in academic writing (Pecorari & Malmström, 2018; Rose et al., 2020). Notably, student agency, prior linguistic capital, and disciplinary

culture emerged across studies as significant moderating factors — cautioning against deterministic deficit readings of EMI impact.

3.3 Theme 2: Language Attitudes and Perceptions

Nineteen studies examined stakeholder attitudes toward EMI. A consistent finding across diverse national contexts was a divergence between officially positive orientations — students and lecturers frequently reporting instrumental endorsement of EMI as a career asset — and privately expressed anxieties about linguistic adequacy and pedagogical quality (Galloway et al., 2017; Lasagabaster, 2022). This divergence is methodologically significant: it suggests that survey-based attitude instruments capture the socially desirable surface of EMI perceptions rather than the more ambivalent lived experience documented in interview and observational studies. The gap between stated and enacted attitudes represents one of the most practically important findings of this review.

3.4 Theme 3: EMI Policy Implementation

Nineteen studies examined EMI at the level of language policy and institutional governance. A near-universal finding was the discrepancy between official policy rhetoric — which typically frames EMI as an unproblematic internationalisation pathway — and the material conditions of implementation, which frequently involve inadequate preparation, resourcing, and support (Bradford, 2019; Lo, 2020). Critically, policy documents across multiple contexts were found to rely on input indicators (e.g., faculty English qualifications) rather than process or output indicators (e.g., content comprehension, disciplinary literacy development). This structural gap between policy aspiration and measurable quality defines the central governance challenge of EMI as a global institutional practice.

3.5 Theme 4: Content Learning Outcomes

Fourteen studies addressed empirically whether EMI facilitates, impedes, or is neutral with respect to content learning. Findings were heterogeneous and — crucially — contextually patterned. Studies in Northern European contexts, where student English proficiency and institutional EMI support are relatively high, reported more benign effects. Studies in East and Southeast Asian contexts reported more substantive content comprehension deficits, particularly among first- and second-year students (Hu & Lei, 2014; Rose et al., 2020). Disciplinary context emerged as a second moderator: STEM subjects exhibited different EMI impact patterns compared to humanities and social sciences. This contextual patterning — which is more diagnostically useful than a simple positive-or-negative verdict on EMI — has been insufficiently theorised in existing scholarship.

3.6 Theme 5: Identity, Ideology, and Power

Thirteen studies, predominantly post-2018, applied critical sociolinguistic

frameworks to examine EMI as a site of identity negotiation and ideological struggle. This theme exhibited the most pronounced growth trajectory in the corpus, reflecting the broader critical and linguistic justice turn in applied linguistics. Studies in this cluster problematised the unexamined normativity of English in academic knowledge production (Murata, 2019; Canagarajah, 2016), documented the ways in which EMI policies articulate with academic capitalism and colonial legacies, and highlighted the costs borne by non-Anglophone students and lecturers in English-medium environments. This is the theoretically richest and empirically most underdeveloped theme — a conjunction that positions it as the most urgent priority for future EMI research.

3.7 Cross-Theme Synthesis

Three overarching patterns emerge across all five themes. First, EMI outcomes are systematically context-dependent, shaped by student English proficiency levels, institutional resource availability, disciplinary culture, and the historical relationship of each national context to English. Second, the policy-practice gap — the divergence between what EMI policies claim and what EMI classrooms actually produce — is the single most consistent finding across the corpus, cutting across all five themes regardless of geographic setting. Third, a methodological evolution is evident over the review period: the field has moved, unevenly but discernibly, from descriptive survey-based studies toward theoretically informed qualitative and critical designs capable of addressing the structural and ideological dimensions of EMI that earlier scholarship systematically neglected.

4. Discussion

4.1 Interpreting the Evidence

The five themes and three cross-cutting patterns identified in Section 3 collectively reveal a field in productive but unresolved tension. The expansion of EMI has outpaced both the theoretical apparatus and the empirical evidence required to evaluate it rigorously. This disconnect — between the global scale of EMI adoption and the local, fragmented character of its evidence base — is the central critical finding of this review.

The contextual patterning of outcome inconsistencies deserves particular attention. Positive EMI outcome findings cluster in Northern European contexts characterised by high student English proficiency and well-resourced institutional support; negative findings cluster in contexts where the English proficiency gap between instructional demands and student capacity is greater (Macaro et al., 2018; Inbar-Lourie, 2022). This is not a random distribution: it reflects the structural conditions of unequal English capital distribution in the global academic field — what Bourdieu (1991) would analyse as the differential distribution of linguistic capital. The implication is direct: EMI is not a uniform practice producing uniform

effects; it is a contextually variable set of institutional arrangements producing systematically different outcomes depending on students' and lecturers' positions in the global linguistic economy.

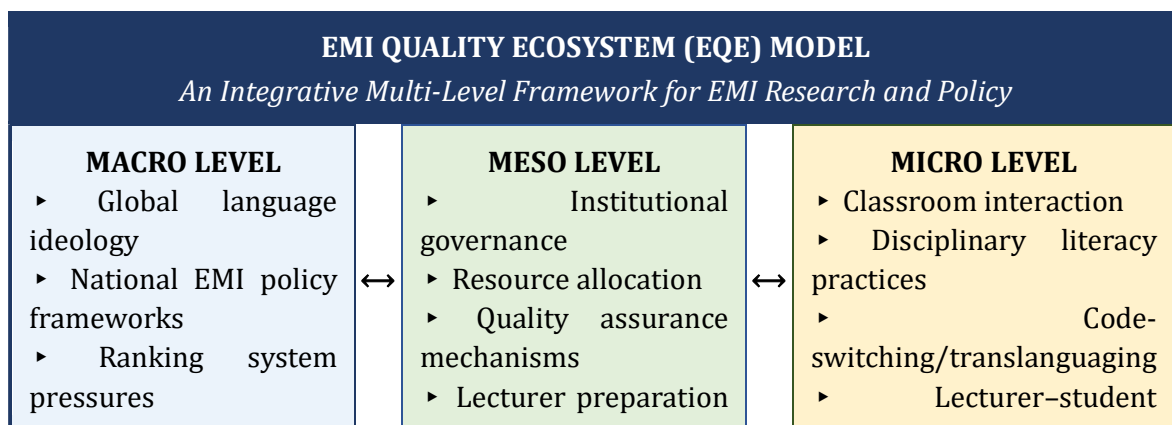
The code-switching and translanguaging evidence warrants critical reframing. Where earlier scholarship frequently characterised L1 use in EMI classrooms as a deficit or a policy violation, more recent theoretically grounded studies reframe it as a legitimate, contextually responsive multilingual practice (Wei, 2018; Canagarajah, 2016). However, the institutional tolerance for translanguaging practices varies enormously across national and university contexts, creating a productive tension between pedagogically informed practice and policy compliance that future research must address more directly.

4.2 Theoretical Synthesis: Limitations of Existing Frameworks

Existing theoretical frameworks applied to EMI — including Dafouz and Smit's ROAD-MAPPING ecology, Cummins' threshold hypothesis, and Shohamy's language policy framework — each illuminate important dimensions of the phenomenon. However, none adequately addresses the multi-scalar complexity of EMI as simultaneously a macro-political, meso-institutional, and micro-pedagogical phenomenon. The result is that theoretical contributions in the field tend to be partial: macro-level political economy analyses that neglect classroom dynamics; micro-level discourse studies that neglect structural determinants. This limitation motivated the development of the EMI Quality Ecosystem (EQE) model, described below.

4.3 The EMI Quality Ecosystem (EQE) Model

Figure 2 presents the EQE model, an original integrative framework synthesising the macro, meso, and micro determinants of EMI quality identified across the reviewed literature. The model's central theoretical claim is that EMI outcomes are co-determined by processes operating simultaneously at all three levels, and that interventions targeting a single level — as most current policy does — are structurally insufficient.



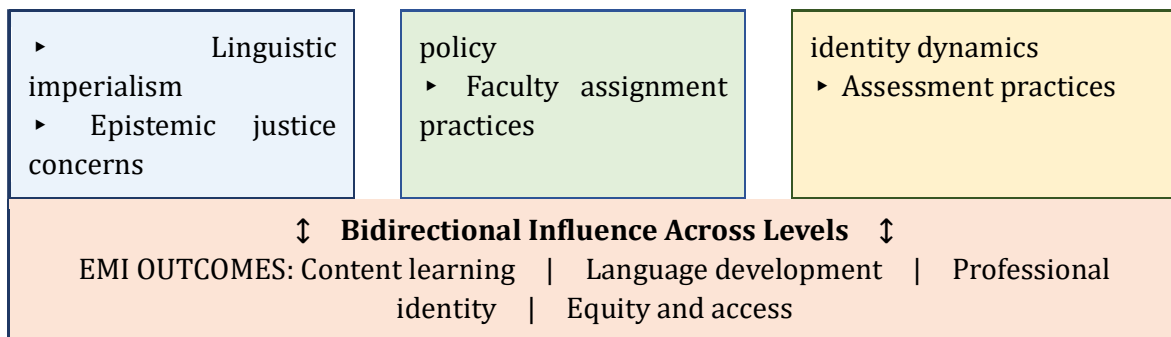


Figure 2. The EMI Quality Ecosystem (EQE) Model

The EQE model's practical utility lies in its diagnostic capacity: it enables policymakers and researchers to identify at which system level an EMI intervention is located and to evaluate whether interventions at that level are coherent with the structural conditions operating at other levels. For example, lecturer English certification schemes (a micro-level intervention) are likely to produce limited quality improvement in the absence of macro-level policies that ensure adequate preparation time and meso-level resource allocation for language support infrastructure — a conjuncture documented across multiple studies in the reviewed corpus.

4.4 Research Inconsistencies and Their Explanations

Several inconsistencies in the reviewed literature deserve critical attention. The divergence between positive attitudinal findings (predominantly from survey studies) and negative outcome findings (predominantly from observational and qualitative studies) is not random — it reflects the methodological limits of each approach rather than genuine contradictions in EMI reality. Survey instruments measuring attitudes are subject to social desirability bias and conflate instrumental endorsement of English with positive evaluation of EMI pedagogy. Observational and interview studies access more granular, contextually specific experiences but are subject to selection effects in participant recruitment.

The translanguaging controversy illustrates a second type of inconsistency: proponents of flexible multilingual EMI practice (Wei, 2018; Canagarajah, 2016) and advocates of English-consistent instructional norms operate with fundamentally different theoretical models of what EMI is for. Resolving this inconsistency requires not more empirical data but theoretical clarity about the relationship between EMI and language development objectives — a clarification that the field has thus far avoided.

4.5 Underexplored Areas and Future Research Agenda

Four areas emerge as priorities for future research. First, longitudinal studies of disciplinary enculturation and professional identity formation under EMI

conditions are almost entirely absent from the corpus and urgently needed. Second, the perspective of academic professional development units — which occupy a critical mediating position between institutional policy and classroom practice — is conspicuously underrepresented.

Third, comparative cross-disciplinary EMI research examining systematically different impacts in STEM versus humanities versus social science contexts has not been conducted within a single coordinated research programme. Fourth, epistemic justice questions — whose knowledge counts, which languages index legitimate scholarship, how EMI affects indigenous and non-Western knowledge production — represent the most theoretically urgent and empirically least developed frontier in the field.

5. Implication

5.1 Theoretical Implications

The EQE model provides an integrative analytical framework that is more adequate to EMI's multi-scalar complexity than any single-level approach. Its primary theoretical contribution is the argument that EMI quality cannot be understood or improved by intervening at one system level while neglecting structural conditions at others. This has consequences for how the field theorises causation and designs research: single-level studies — however rigorous within their scope — produce systematically partial accounts.

5.2 Practical and Policy Implications

For policymakers, the review provides grounds for moving beyond the uncritical adoption of EMI as an internationalisation proxy. Three concrete recommendations follow from the evidence. First, quality assurance frameworks should incorporate both input indicators (proficiency credentials) and process and output indicators (content comprehension, disciplinary literacy, student engagement). Second, EMI lecturer professional development should be mandatory, sustained, and discipline-specific — designed collaboratively by applied linguists and subject specialists rather than outsourced to language centres. Third, policy documents should explicitly acknowledge the equity implications of EMI — particularly its differential impact on students with varying sociolinguistic capital — and design structural supports accordingly.

5.3 Methodological Implications

Future EMI research would benefit from three methodological commitments: greater use of longitudinal designs capable of tracking developmental trajectories; increased adoption of observational and discourse-analytic methods supplementing perception surveys; and explicit attention to researcher positionality and the ideological dimensions of EMI research itself, given the political sensitivities surrounding language, power, and educational policy.

6. Limitations

Three limitations should be acknowledged. First, the restriction to English-language publications introduces a language bias that likely underrepresents EMI scholarship published in Chinese, Spanish, Arabic, Japanese, or Indonesian — an ironic limitation for a review of English-medium instruction. Future multilingual systematic reviews are needed to address this gap. Second, grey literature was not systematically searched; relevant policy documents and institutional reports may have been missed. Third, thematic synthesis involves interpretive judgements that are not fully independent of the reviewer's theoretical commitments; the inter-rater procedures employed partially but not entirely mitigate this risk.

7. Conclusion

This systematic literature review has synthesised 68 peer-reviewed studies on EMI in higher education (2013–2024), identifying five thematic domains, three cross-cutting patterns, and a field-level research gap between EMI's global scale and the fragmentary, context-limited character of its evidence base. The proposed EMI Quality Ecosystem (EQE) model addresses this gap by integrating macro, meso, and micro determinants of EMI quality within a single analytical framework capable of supporting both policy diagnosis and research design.

EMI is neither inherently beneficial nor inherently harmful; it is a contextually variable institutional practice whose effects are co-determined by the unequal distribution of linguistic capital across student and faculty populations, the adequacy of institutional preparation and support, the ideological character of national language policy, and the disciplinary norms of the academic communities in which it is embedded. A research agenda that fully embraces this complexity — bringing methodological diversity, theoretical depth, and ethical reflexivity to bear on questions of who benefits, who is burdened, and whose knowledge is legitimised under EMI — constitutes the most significant contribution that applied linguistics can make to one of the most consequential educational developments of our time.

6. References

- Aizawa, I., & Rose, H. (2019). An analysis of Japan's English as medium of instruction initiatives within higher education: The gap between meso-level policy and micro-level practice. *System*, 81, 96–108. <https://doi.org/10.1016/j.system.2019.01.011>
- Aizawa, I., Rose, H., Thompson, G., & Curle, S. (2020). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills. *Language Teaching Research*, 24(4), 507–526. <https://doi.org/10.1177/1362168820965510>
- Bourdieu, P. (1991). Language and symbolic power (G. Raymond & M. Adamson,

- Trans.). Harvard University Press.
- Bradford, A. (2019). It's not all about English! The problem of language orientation in internationalisation policy in Japan. *Journal of Multilingual and Multicultural Development*, 40(8), 707–718. <https://doi.org/10.1080/01434632.2019.1571075>
- Canagarajah, A. S. (2016). TESOL as a professional community: A half-century of pedagogy, research, and theory. *TESOL Quarterly*, 50(1), 7–41. <https://doi.org/10.1002/tesq.275>
- Chen, Y. L., & Kuo, H. C. (2021). Becoming EMI lecturers: Professional identity negotiation in a Taiwanese university. *System*, 103, 102659. <https://doi.org/10.1016/j.system.2021.102659>
- Curle, S., Aizawa, I., Rose, H., & Doiz, A. (2020). Instructors and students discuss conflicting ideologies in Japanese EMI courses. *Multilingua*, 39(5), 581–608. <https://doi.org/10.1515/multi-2019-0044>
- Dafouz, E., & Smit, U. (2020). *ROAD-MAPPING English medium education in the internationalised university*. Palgrave Macmillan.
- Dimova, S., Kling, J., & Lundgren, U. (2022). Testing and certifying lecturers for English-medium instruction. *Journal of English for Academic Purposes*, 56, 101092. <https://doi.org/10.1016/j.jeap.2022.101092>
- Doiz, A., & Lasagabaster, D. (2021). What does linguistically responsive teaching look like in EMI? *International Journal of Bilingual Education and Bilingualism*, 24(8), 1159–1173. <https://doi.org/10.1080/13670050.2018.1548787>
- Fricker, M. (2017). Epistemic injustice and the preservation of ignorance. In R. Peels & M. Blaauw (Eds.), *The epistemic dimensions of ignorance* (pp. 160–177). Cambridge University Press.
- Galloway, N., Kriukow, J., & Numajiri, T. (2017). *Internationalisation, higher education and the growing demand for English*. British Council.
- Galloway, N., & Ruegg, R. (2020). The provision of student support on EMI programmes in Japan and China. *Journal of English for Academic Purposes*, 45, 100846. <https://doi.org/10.1016/j.jeap.2020.100846>
- Gough, D., Oliver, S., & Thomas, J. (Eds.). (2017). *An introduction to systematic reviews* (2nd ed.). Sage.
- Hong, Q. N., Pluye, P., Fàbregues, S., Bartlett, G., Boardman, F., Cargo, M., & Vedel, I. (2018). *Mixed methods appraisal tool (MMAT) version 2018*. McGill University.
- Hu, G., & Lei, J. (2014). English-medium instruction in Chinese higher education: A case study. *Higher Education*, 67(5), 551–567. <https://doi.org/10.1007/s10734-013-9661-5>
- Husnaini, H. (2022). Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 538-560.

- Inbar-Lourie, O. (2022). The evolving scholarship on language of instruction and academic achievement. *Language Teaching*, 55(2), 193–210. <https://doi.org/10.1017/S0261444821000513>
- Inbar-Lourie, O., & Donitsa-Schmidt, S. (2020). EMI lecturers in international universities: Native/non-native background relevant? *International Journal of Bilingual Education and Bilingualism*, 23(3), 301–313. <https://doi.org/10.1080/13670050.2017.1395421>
- Jiang, A. L., & Zhang, L. J. (2021). Students' perceptions of EMI policy and its impact on academic learning. *Journal of Multilingual and Multicultural Development*, 42(5), 441–455. <https://doi.org/10.1080/01434632.2020.1715999>
- Lasagabaster, D. (2022). *English-medium instruction in higher education*. Cambridge University Press.
- Lasagabaster, D., & Doiz, A. (2021). A longitudinal study on the impact of EMI on students' English language development. *System*, 103, 102648. <https://doi.org/10.1016/j.system.2021.102648>
- Lo, Y. Y. (2020). Professional development of EMI teachers: Removing the 'language' blind spot. *ELT Journal*, 74(3), 249–259. <https://doi.org/10.1093/elt/ccaa021>
- Macaro, E. (2018). *English medium instruction*. Oxford University Press.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36–76. <https://doi.org/10.1017/S0261444817000350>
- Masruddin, M., Amir, F., Langaji, A., & Rusdiansyah, R. (2023). Conceptualizing linguistic politeness in light of age. *International Journal of Society, Culture & Language*, 11(3), 41–55.
- Murata, K. (Ed.). (2019). *English-medium instruction from an ELF perspective*. Routledge.
- Ou, W. A., Gu, M. M., & Hult, F. M. (2023). 'They are not here to study English': Language and content learning tensions in EMI classrooms. *Applied Linguistics*, 44(1), 1–24. <https://doi.org/10.1093/applin/amac003>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Pecorari, D., & Malmström, H. (2018). At the crossroads of TESOL and English medium instruction. *TESOL Quarterly*, 52(3), 497–515. <https://doi.org/10.1002/tesq.470>
- Phillipson, R. (2018). Linguistic imperialism. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1–7). Wiley-Blackwell.
- Pun, J., & Thomas, N. (2020). English medium instruction: Teachers' challenges and coping strategies. *ELT Journal*, 74(3), 247–257.

<https://doi.org/10.1093/elt/ccaa024>

Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2020). What drives success in English medium taught courses? *Studies in Higher Education*, 45(11), 2149–2161.

<https://doi.org/10.1080/03075079.2019.1590690>

Rose, H., McKinley, J., & Galloway, N. (2021). Global Englishes and language teaching: A review of pedagogical research. *Language Teaching*, 54(2), 157–189.

<https://doi.org/10.1017/S0261444820000518>

Sahan, K., Mifsud, L., Rose, H., & Macaro, E. (2021). EMI pedagogical approaches in online learning. *Journal of English for Academic Purposes*, 55, 101064.

<https://doi.org/10.1016/j.jeap.2021.101064>

Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology*, 8, 45.

<https://doi.org/10.1186/1471-2288-8-45>

Tian, L., & Lv, B. (2023). Lecturers' professional identity in EMI: Tension and negotiation in Chinese universities. *Applied Linguistics*, 44(3), 453–475.

<https://doi.org/10.1093/applin/amac030>

Wächter, B., & Maiworm, F. (Eds.). (2015). *English-taught programmes in European higher education*. Lemmens.

Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>

Yuksel, D., Cagatay, S., & Curle, S. (2021). The relationship between EMI students' oral skills, academic success, and self-confidence. *System*, 98, 102483.

<https://doi.org/10.1016/j.system.2021.102483>