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Article (Published)
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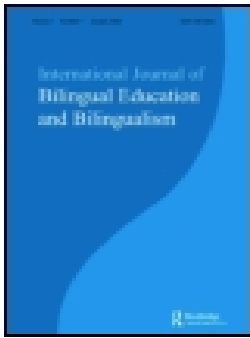
Schmidt-Unterberger, Barbara (2018) The English-medium paradigm: a conceptualisation of English-medium teaching in higher education. *International Journal of Bilingual Education and Bilingualism*. pp. 1-13. ISSN 1367-0050

This version is available at: <http://epub.wu.ac.at/6416/>

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International Journal of Bilingual Education and Bilingualism

ISSN: 1367-0050 (Print) 1747-7522 (Online) Journal homepage: <http://www.tandfonline.com/loi/rbeb20>

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To cite this article: Barbara Schmidt-Unterberger (2018): The English-medium paradigm: a conceptualisation of English-medium teaching in higher education, International Journal of Bilingual Education and Bilingualism, DOI: [10.1080/13670050.2018.1491949](https://doi.org/10.1080/13670050.2018.1491949)

To link to this article: <https://doi.org/10.1080/13670050.2018.1491949>



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Published online: 12 Jul 2018.




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The English-medium paradigm: a conceptualisation of English-medium teaching in higher education

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ABSTRACT

The discourse on English-medium teaching in higher education uses several terms and concepts to describe practices, very often synonymously. This contribution aims to fill the research gap of a conceptualisation of English-medium teaching in higher education. It will identify relevant approaches and their corresponding terminology, as well as clarify which approaches are most suitable for higher education. Given that the past decades have seen a substantial rise in the use of English as a teaching language in European compulsory schooling [Dalton-Puffer, C. 2011. "Content and Language Integrated Learning: From Practice to Principles?" *Annual Review of Applied Linguistics* 31: 182–183], the paper will also draw parallels between the secondary and the tertiary levels of education. At the same time, it will also be shown why insights drawn from research conducted in secondary education cannot simply be transferred to the tertiary level of education.

The main focus of the paper is on the 'English-medium Paradigm,' a framework created to identify prevalent instructional types in English-taught programmes at universities in non-Anglophone countries [Unterberger, B. 2014. "English-medium Degree Programmes in Austrian Tertiary Business Studies: Policies and Programme Design." Dissertation, University of Vienna, 45–52]. The paradigm is based on terminological and conceptual considerations gained from the critical discussion of English for specific purposes, English for academic purposes, Content and language integrated learning and English-medium instruction literature [e.g. Bhatia, V. K. 1993. *Analysing Genre: Language use in Professional Settings*. London: Longman; Hyland, K. 2006. *English for Academic Purposes: An Advanced Resource Book*. London: Routledge; Dalton-Puffer, C. 2007. "Academic Language Functions in a CLIL Environment." In *Diverse Contexts - Converging Goals: CLIL in Europe*, edited by D. Marsh, 201–209. Mehrsprachigkeit in Schule und Unterricht 6. Frankfurt am Main: Lang; Dafouz, E., and U. Smit. 2014. "Towards a Dynamic Conceptual Framework for English-medium Education in Multilingual University Settings." *Applied Linguistics*. doi:10.1093/applin/amu034]. The paper therefore provides a timely conceptualisation of the varieties of English-medium teaching in higher education which also takes into account pedagogical considerations as well as implications for curriculum design.

ARTICLE HISTORY

Received 12 April 2018

Accepted 31 May 2018

KEYWORDS

English-medium instruction; English for specific purposes; English for academic purposes; integrated content and language in higher education; ICLHE; EMI

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Introduction – English as the language of instruction in higher education

The discourse on English-medium teaching in higher education uses several terms and concepts to describe practices and approaches, very often synonymously. Given that the past decades have seen a substantial rise in the use of English as a teaching language in European compulsory schooling (Dalton-Puffer 2011, 182–183), the discussion of English-medium higher education often draws parallels between the secondary and the tertiary levels of education. The fact that teaching non-language subjects through English has become increasingly popular in secondary education has sparked ‘global interest’ in instructional approaches like Content and language integrated learning (CLIL) which, in turn, are building up momentum as a field of applied linguistics research (Dalton-Puffer 2011, 182). However, as will be shown later in this paper, insights drawn from research conducted in secondary education cannot simply be transferred to the tertiary level of education. Moreover, in higher education, the awareness of language issues among programme designers and teachers is not as strong as it usually is among stakeholders involved in compulsory schooling.

This paper argues that in order to achieve more awareness about the implications of the introduction of English as the teaching language in non-Anglophone contexts, it is necessary to inform the stakeholders involved about the different ways to implement English-medium instruction (EMI). The paper therefore provides a description of the various instructional forms in English-medium higher education, including a discussion of their advantages and challenges in implementation.

In addition to providing practical implementation recommendations, the paper also strives to contribute to the timely conceptualisation of English-medium pedagogy. As Jacobs correctly observes, the field currently lacks ‘a shared ontology within which to frame [EMI] work’ and ‘meta-level theorising of current [EMI] research, across different contexts, is needed to move [...] towards a [...] compelling body of knowledge with gravitas to reshape higher education’ (2015, 36). The ‘English-medium Paradigm’ presented in subsequent sections aims to contribute to conceptualising EMI by matching theoretical concepts with the realities of programme and curriculum design in higher education.

More than just terminological considerations: ICLHE or EMI?

It has already been indicated above that the teaching of curricular subjects such as biology or history through English is enjoying widespread popularity at European compulsory schools, to such an extent that the phenomenon has been referred to as an ‘exponentially exploding teaching approach’ (Smit 2003, 3). Indeed, the attempt to integrate content and language learning has spread across Europe’s primary and secondary education at a pace which ‘has surprised even the most ardent advocates’ (Maljers, Marsh, and Wolff 2007, 7). The umbrella term CLIL has become increasingly popular and the label has been readily applied to school programmes across Europe (e.g. Coyle 2007, 545; Dalton-Puffer and Smit 2007, 7–8). This popularity is largely rooted in the assumption that CLIL programmes are ‘environments which provide opportunity for learning through acquisition rather than through explicit teaching’ (Dalton-Puffer and Smit 2007, 3). Indeed, it is this focus on meaning rather than form which CLIL teachers and researchers believe to be beneficial to learning (Mehisto, Frigols, and Marsh 2008, 30). The positive effects of CLIL teaching have been documented by a steadily growing body of empirical research. For instance, studies concur that the lexicon of CLIL students is larger than that of their peers in non-CLIL programmes (Jexenflicker and Dalton-Puffer 2010), their motivation for language learning is increased (Unterberger 2008), and they tend to be more spontaneous in their oral contributions (Lasagabaster 2008).

While it may be tempting to use these valuable findings gained in CLIL secondary school programmes and directly apply them to the higher education context, the differences between these settings hardly allow for any direct transfer (Unterberger and Wilhelmer 2011, 94–95). The most obvious reason for this may be the advanced language proficiency of university students, but it is also necessary to acknowledge that, in the university setting, the language of instruction occupies a completely different role and, for the great majority of courses, language development is not

amongst the set learning objectives (Unterberger 2014, 158–211). In other words, in tertiary educational settings, English principally has a vehicular function (Järvinen 2008, 78), that is, it is seen as the language of instruction and as a tool to communicate subject matter, rather than as a subject itself. Therefore, the most outstanding characteristics of the CLIL approach, namely its '[w]idely advertised' dual focus (Dalton-Puffer 2011, 183), can rarely be identified in English-medium programmes as they predominantly aim at the acquisition of subject knowledge. Amongst other areas, this becomes evident in the motives behind the implementation of English-taught degree programmes, for which improving students' English skills is hardly ever mentioned as an aim (Coleman 2006, 4). Indeed, a case study at Europe's largest business university (WU Vienna) revealed that the motives behind the implementation of English-medium programmes are mostly connected to university profiling (e.g. higher education rankings) and internationalisation efforts (e.g. attracting a certain mix of students) (Unterberger 2014, 146–157).

Based on these considerations, it can be argued that neither the label 'CLIL', nor its direct counterpart for tertiary education 'ICLHE' (Integrating Content and Language in Higher Education) are applicable to most higher education settings. Since the fundamental principle of CLIL and ICLHE, that is, the *equal* importance of content *and* language learning aims, is extremely difficult to apply to higher education, this paper argues that the label 'EMI' (English-medium instruction) is the more appropriate choice for most university settings in which English is primarily used as the medium of instruction with very few explicit language learning aims (Unterberger and Wilhelmer 2011, 95–97). The following sections will further explore the characteristics of ICLHE and EMI and will also discuss subject-specific language teaching implemented in English-medium programmes.

Teaching discipline-specific language: the importance of ESP and EAP in English-medium education

When discussing English-medium education at the tertiary level, it is also necessary to consider if and to what extent the teaching of discipline-specific language and academic communicative skills takes place. Of course, this is true for tertiary education in general, even when conducted in the students' native language, because degree programmes at university level always 'involve socialising students into domain-specific academic genres and registers with specialised vocabularies' (Hellekjaer 2010, 248). It is exactly this focus on discipline-specific language that can be considered 'the central premise' of English for specific purposes (ESP), which 'endeavours to teach the language the learners need to communicate effectively in their work or study areas' (Basturkmen 2010, 36). With this strong focus on 'practical outcomes' (Dudley-Evans and St. John 1998, 1), ESP aims to prepare students for their professional careers by aiding them in understanding and decoding the language of their discipline. Next to discipline-specific lexis and other linguistic features, students also need to be introduced to the generic conventions of their discipline. In business studies, for example, an ESP teaching approach would entail a strong focus on discipline-specific terminology in fields like marketing, finance, or supply chain management. It would also entail teaching business students certain genres (e.g. offers, enquiries, orders and business plans). Indeed, knowledge of generic conventions is at the core of ESP teaching, as professional communication requires the stakeholders in a business setting to know 'how the members of that community negotiate meaning in professional documents' (Bhatia and Bremner 2012, 412). This strong emphasis on genre analysis in ESP teaching is largely based on the work conducted by Swales (1990) and Bhatia (1993), who identified generic and rhetorical moves in professional discursive practices.

Typical ESP teaching methods range from encouraging inductive learning and learner autonomy, to using authentic materials and tasks and process syllabi, as well as doing team teaching (Watson Todd 2003, 151–152). The emphasis on the use of authentic teaching materials which reflect language use in the professional world is one of the major premises of the ESP approach (e.g. Dudley-Evans and St. John 1998, 170–185; Basturkmen 2006, 151–152). Moreover, ESP methodology draws on the learners' discipline knowledge, be it conscious or latent, as the ESP teacher is likely to be

a language specialist rather than a content expert (Dudley-Evans and St. John 1998, 188). In other words, ESP teachers try to activate and expand their students' existing terminology knowledge and help them identify patterns and structures in relevant professional genres. This could, for example, mean that students provide synonyms or antonyms of discipline-specific terms used in class, or that different meanings of terms in various contexts are discussed. Embedding ESP courses in English-medium programmes, therefore, should equip the students with the linguistic skills they need to communicate the expertise developed in the programme.

Next to discipline-specific terminology and generic conventions, the curricula of English-taught degree programmes should ideally also include English for academic purposes (EAP) classes. Such EAP courses introduce students to a wide array of academic communication and study skills such as note-taking, giving presentations, taking part in discussions, reading and writing academic papers – skills which are of prime importance in most disciplines and most tertiary education contexts (Dudley-Evans and St. John 1998, 41–43; Hyland 2006, 9–13). It can even be argued that the steadily progressing internationalisation of higher education and the increasing number of English-taught degree programmes have actually increased the importance of EAP (Hyland 2006, 1). However, a 'one-size-fits-all' course on academic writing, for example, might not serve the specific purposes and particular demands of every degree programme taught in English. Indeed, not all academic skills are 'transferable across different disciplines' (Hyland 2006, 9) and students may need assistance in understanding the 'academic register' and the 'typical rhetorical conventions and characteristics' of their discipline (Bhatia 2004, 68). This, however, requires cooperation between language specialists and the respective subject departments to design EAP course curricula which assist students in adapting their 'academic discourse' (Hyland 2006, 13) to the specific demands of particular programmes. The discussion so far has shown that the teaching of discipline-specific and academic language skills can constitute a valuable part of English-medium education at the tertiary level. Various studies have pointed out the relevance of ESP and EAP teaching in English-medium programmes (e.g. Jacobs 2007; Bocanegra-Valle 2008; Räsänen and Fortanet-Gómez 2008; Wilkinson 2008; Airey 2011a; Unterberger 2014, 176–187). However, with the introduction of the post-Bologna three-cycle degree structure, ESP and EAP courses have often been casualties of the reduction in contact hours that frequently accompanies the restructuring of curricula (Wilkinson 2008, 56; Mettinger 2012). Explicit language teaching in English-medium programmes is often deemed unnecessary by programme designers, and ESP / EAP teaching has much lower status than content courses (Fortanet-Gómez 2011, 2). Nevertheless, students have been found to have problems 'cracking an intricate disciplinary code,' while the discipline experts teaching in EMI settings are often not aware that the linguistic, generic and stylistic features of their discipline are not obvious to their students (Airey 2011b). In fact, the discipline experts teaching in English-medium programmes often 'neither have the desire nor the expertise [...] to teach disciplinary literacy skills' (Hyland 2006, 11). Furthermore, there is often too little time to discuss discipline-specific language use explicitly, even if content teachers are willing and able to do so. At the same time, 'it remains difficult, if not impossible, to separate academic language from academic content' (Lyster 2017, 12), while students are still expected to emerge from English-taught degree programmes 'as members of the discipline' (Wilkinson 2008, 57). Based on these insights gained from EMI and ESP literature, the curricula of English-medium programmes should therefore ideally include ESP and EAP courses.

The English-medium paradigm: the various instructional types in English-medium teaching

Based on the terminological and conceptual considerations discussed above, this section of the paper presents the 'English-medium Paradigm' – a framework which characterises the various instructional types found in English-medium contexts, and highlights potential opportunities and implications for language learning in such programmes.¹ Using the field of business studies as an example, the paradigm illustrates five distinct forms of English-medium teaching in terms of

programme and curriculum design. Of course, in practice, the lines between these categories may be somewhat blurred and the categories themselves are certainly not to be seen as mutually exclusive. Nevertheless, the paradigm strives to offer a conceptualisation that should contribute to optimising the realities of EMI programme design.

This paper argues that English-medium teaching in higher education can be classified into five distinct categories, namely, *Pre-sessional ESP / EAP*, *Embedded ESP / EAP*, *Adjunct ESP*, *EMI* and *ICLHE* (see Figure 1). As illustrated in the tables below, the type of English-medium teaching implemented depends on various parameters. The main distinguishing factor is the question as to whether or not language learning aims are actively pursued in the English-taught courses. Language learning aims can be identified at various levels, they could be listed in the course descriptions of a particular class, or they could be pursued by an individual instructor. At the curriculum level, the role and importance of language learning within an English-taught programme is revealed by the positioning and frequency of EAP and ESP courses. For instance, the discussion below will show that it makes a difference in terms of the status of language learning if language courses are pre-sessional (i.e. meant to prepare students for future content learning before the actual programme starts) or if they are embedded in the English-medium programme. If embedded EAP/ESP teaching can be found throughout a programme, this could be interpreted as a sign of the programme designers having acknowledged the importance of discipline-specific language teaching.

In addition to curriculum-level particularities, the 'English-medium Paradigm' also acknowledges factors concerning the teaching staff, namely, which methodology is used by content or language teachers and to what extent collaboration between the two takes place. In order to illustrate the different varieties of English-medium teaching, a fictitious Supply Chain Management master's programme is used to show how the five types of English-medium courses could be implemented in E.

Pre-sessional language courses to prepare students for English-medium programmes

EMI programme designers are often confronted with the fact that the students' prior knowledge and their language qualifications differ considerably (Unterberger 2014, 99–132). In order to counterbalance differences in the students' language proficiency, curriculum designers of English-taught degree programmes could implement Pre-sessional ESP / EAP. Ideally, these language courses are tailor-made for a specific programme to match its linguistic demands. Pre-sessional courses equip students with the essential discipline-specific language (ESP) and / or academic communication and study skills (EAP) before the actual start of the English-medium programme. Saarikoski and Rauto point out that a pre-sessional 'booster unit,' in which a language specialist teaches key concepts and vocabulary, is a 'realistic model [for] co-operation between the expert in the professional content and the language expert' (2008, 16–18). The decisive factor for such collaboration is that the content teacher needs to set the disciplinary goals which are then the basis for the language teacher's course design (Airey 2011b). Saarikoski and Rauto found that students benefit directly from the joint effort of content and language experts in designing tailor-made pre-sessional language courses. Since the language teacher familiarises students with materials which they encounter in the following content classes, the students' self-esteem increases and they also find it easier to tackle tasks such as reading assignments (2008, 18).

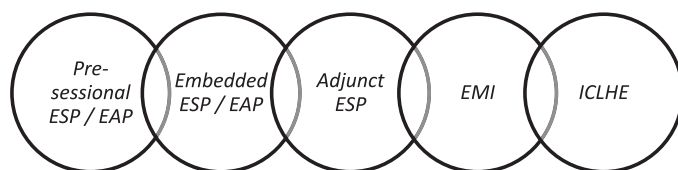


Figure 1. The English-medium Paradigm.

The obvious disadvantage of pre-sessional ESP / EAP courses is their clear separation from the rest of the programme, which could widen the frequently observed gulf between content and language teachers in English-medium programmes (cf. Airey 2012). Moreover, the implementation of pre-sessional language teaching sends a clear signal to all stakeholders (i.e. programme management, teachers and students) that ESP / EAP is *not* an integral part of the programme. In other words, if academic literacy teaching is positioned ‘at the entry level of the curriculum,’ it is usually seen ‘as a service subject/course’ (Jacobs 2007, 37). Therefore, pre-sessional courses might convey the message that ‘the language itself is purely instrumental, and that once the minimum level required had been obtained, there is little incentive to enhance language skills further’ (Wilkinson 2004, 453).

The examples created for a fictitious English-taught master’s programme in ‘Supply Chain Management’ shown in the fifth column of Table 1 illustrate how pre-sessional ESP / EAP instruction could be realised: A pre-sessional ESP course ‘English for supply chain management’ would equip students with basic subject-specific language and introduce them to the most important genres of the discipline (e.g. the language of supply chain contracts). The ESP teacher would thus guide the students in how to ‘reconstruct the specialist content and prepare for the communicative task’ (Lange 2004, 299). A pre-sessional EAP course such as ‘Reading and writing research papers in the field of Supply Chain Management’, on the other hand, would introduce students to the typical generic and linguistic particularities of research papers of their discipline. Obviously, such pre-sessional EAP instruction could also focus on the teaching of other academic communication skills such as giving presentations in English.

Even if pre-sessional courses do not offer the ideal language training to students in English-medium programmes, they still help them to prepare for the linguistic challenges that lie ahead of them. From that point of view, it can be argued that pre-sessional ESP and EAP courses are a step into the right direction for EMI curriculum designers. They should ideally be combined with courses of the type discussed in the next section on embedded ESP and EAP classes.

Embedded and adjunct ESP and EAP teaching in English-medium programmes

The second type of English-medium teaching, labelled as **Embedded ESP/EAP**, is in fact similar to pre-sessional courses in that it represents ESP or EAP instruction which is tailor-made for a particular programme. In other words, rather than implementing a ‘general’ ESP course such as ‘Business English’, programme designers would encourage cooperation between content and language teachers to design a course which caters to the specific linguistic demands of a particular programme. However, in contrast to pre-sessional courses, embedded ESP / EAP classes are part of an English-medium programme’s regular curriculum. As has already been pointed out above in the discussion of the disadvantages of pre-sessional ESP / EAP teaching, one of the main benefits of embedded

Table 1. Pre-sessional language courses for English-medium programmes.

	Programme design	Learning objectives	Teaching staff, methodology and potential collaboration	Example for the category using the fictitious master’s programme in ‘Supply Chain Management’
Pre-sessional ESP / EAP	voluntary or obligatory ESP / EAP courses before the start of the English-medium programme	pre-sessional ESP: introduce students to discipline-specific language and genres pre-sessional EAP: equip students with the necessary academic communication and study skills	language specialists using typical ESP / EAP teaching methodology collaboration with programme designers and / or content experts teaching in the English-medium programme to specify learning aims	pre-sessional ESP: <i>‘English for Supply Chain Management’</i> pre-sessional EAP: <i>‘Reading and writing research papers in the field of Supply Chain Management’</i>

language training is the symbolism attached to it. If discipline-specific language teaching is an integral part of the curriculum, students and teachers alike are more likely to acknowledge the fact that studying content through an L2 also involves learning the language of the discipline. A typical example of embedded EAP teaching would be courses on academic writing which are meant to guide students during thesis writing.

While embedded ESP courses target discipline-specific language and genre knowledge that is essential for the programme as a whole, Adjunct ESP is tied to a particular content course, runs parallel to this twin course and thus provides even more specific language teaching. The notion of 'adjunct language instruction' is borrowed and adapted from Brinton, Snow, and Wesche, who introduced it for non-native speakers receiving sheltered language teaching to cope with their regular classes taught in a foreign language (1989, 16). By contrast, the category Adjunct ESP in the 'English-medium Paradigm' refers to ESP courses that help students with the acquisition of discipline-specific language, which can present a challenge for both, native and non-native speakers alike.

Apart from the fact that adjunct ESP courses are targeted at all students of English-medium programmes, the definition established in the 'English-medium Paradigm' does not diverge greatly from that provided by Brinton, Snow, and Wesche (1989). For instance, one of their underlying ideas is that the adjunct ESP teacher uses materials based on those used in the twin content class. This tailor-made ESP instruction therefore aids students' understanding of the key language and genres needed in order to perform successfully in the linked content class. In terms of syllabus design, however, this course format can be quite challenging to implement as it requires close collaboration between content and language teachers. In fact, 'implementing an adjunct programme in an existing curriculum is an ambitious undertaking' since the teachers need 'to ensure that the curricula of the two interlocking courses complement each other' (Brinton, Snow, and Wesche 1989, 17).

This synergy can be illustrated by using the example described in Table 2. The content course 'Global supply chain design' is linked to the adjunct ESP course 'The language of global supply chain design' in which the necessary linguistic and generic particularities of designing international

Table 2. Embedded and adjunct language teaching in English-medium programmes.

	Programme design	Learning objectives	Teaching staff, methodology and potential collaboration	Example for the category using the fictitious master's programme in 'Supply Chain Management'
Embedded ESP / EAP	ESP / EAP courses as standard components of English-medium programmes	develop discipline-specific and general academic language skills students need in the English-medium programmes	language specialists using typical ESP / EAP teaching methodology collaboration with programme designers and / or content experts teaching in the English-medium programmes to identify the key language skills	ESP: <i>'English for Logistics Management'</i> EAP: <i>'How to write a master's thesis'</i>
Adjunct ESP	tailor-made ESP classes for specific content courses run in parallel to content course	aid students' understanding of the key language and genres needed to successfully perform in a specific content class	language specialists using materials which students also use in their content class close collaboration between the language specialist and the content teachers. Content experts identify language learning aims and language teachers select and compile appropriate materials	<i>'The language of global supply chain design'</i> (linked to the content course <i>'Global supply chain design'</i>)

supply chains are taught. The content lecturer in this example does not have to spend time on dealing with language issues as he/she is supported by a language specialist and can thus rely on the students' knowledge of the linguistic particularities. Since the courses run in parallel, the content teacher can point out challenging linguistic areas to the language teacher who can then focus on them in the adjunct ESP class. The adjunct model is therefore suitable for content classes which involve complex terminology (e.g. the use of incoterms in supply chain management) and discipline-specific written genres (e.g. supply chain contracts).

Implicit and explicit language learning objectives: EMI and ICLHE

Table 3 above shows the last two, possibly controversial, building blocks of the framework put forward in this paper: EMI and ICLHE. Their most distinguishing characteristic is obviously the lack of explicit language learning objectives in EMI which represent the central element of ICLHE. As the discussion below will show, when it comes to real-life implementation, most of the time ICLHE remains a theoretical conceptualisation, while the great majority of English-medium teaching in higher education can be labelled as EMI (Unterberger 2014, 159–175). When universities introduce English-taught degree programmes, content experts use English as the medium of instruction, without explicitly teaching discipline-specific language. It has been argued that curriculum planners and teachers alike expect 'incidental language improvement' (Wilkinson 2011, 115) to occur due to the continuous exposure of students to English in EMI settings (Järvinen 2008, 83; Rauto 2008, 25; Unterberger 2014, 163). However, there is little evidence to show that this is actually the case. As the previous section has shown, this lack of explicit language learning aims could be counterbalanced by linking EMI courses to the adjunct ESP classes and adding pre-sessional ESP / EAP instruction to the curricula.

While EMI does not include explicit language learning objectives, they are an integral component of the ICLHE approach. It has already been explained above that in order for a course to be identified as ICLHE, it needs to pursue both aims: the students' mastery of content as well as the development of language skills. An ICLHE approach can therefore only be realised with the intense involvement of language specialists in both curriculum design and programme delivery. Indeed, it is this fundamental requirement to *integrate* content and language teaching, which is represented by the 'I' in the acronym, and which makes it so challenging to implement ICLHE. Gustafsson and Jacobs provide a very precise description of what ICLHE programme design and delivery should actually entail:

Table 3. EMI and ICLHE.

	Programme design	Learning objectives	Teaching staff, methodology and potential collaboration	Example for the category using the fictitious master's programme in 'Supply Chain Management'
EMI	English used as the medium of instruction for a particular course or for a full programme	acquisition and mastery of discipline content knowledge language learning mostly an implicit aim	subject experts using teaching methods typical for the discipline	all lectures, courses and seminars held in English without an explicit language focus
ICLHE	English used as the medium of instruction for a particular course or for a full programme curricula and syllabi designed jointly by content and language specialists	explicit learning objectives for both language and content	subject and language experts combining methodologies from both disciplines close collaboration between subject and language teachers joint programme design and materials development optional: joint assessment and team teaching	English-taught <i>Supply Chain Management</i> course or programme content and language is explicitly taught in all courses language teaching intertwined with the subject content

'Integration' is understood as: dovetailing the structure and sequence of subjects and curricula; joint lessons, team-teaching and shared classroom materials; the design and marking of joint assessment tasks; collaborative partnerships between language and content lecturers; as well as collaboration across disciplines and contexts (such as the academy and the workplace). (Gustafsson and Jacobs 2013, iv)

This definition of ICLHE shows that, although not impossible, the implementation of a full ICLHE programme presents an enormous challenge for most higher education institutions. In addition to the involvement of language specialists in programme and curriculum design, it can be assumed that collaborative marking and team teaching by content and language teachers would represent a rather difficult, if not impossible requirement in most university settings. Even though ICLHE would be less difficult to implement at the course level, it would still require time-consuming joint lesson planning, team teaching and collaborative assessment.

The example in Table 3 shows how well coordinated and thought-through an ICLHE curriculum would need to be. An English-taught 'Supply Chain Management' programme following an ICLHE approach would require all content instructors to reflect upon the communicative demands and linguistic particularities of their subject in general and their courses in particular. Moreover, an ICLHE approach also requires content experts to work closely together with language teachers when planning and teaching each of their courses. The language teaching would then be intertwined with the content and would ideally take place in the same lesson.

Conclusions and recommendations for a language-conscious implementation of English-medium teaching in higher education

The discussion of the various instructional types in English-medium degree programmes has shown that implementing a full ICLHE approach, as described in Table 3, would place enormous responsibilities on the teaching staff and would also require very carefully designed curricula. This would entail a vast investment in terms of resources and would probably exceed most universities' budgets. It remains questionable whether such an investment is worthwhile since the main aim of degree programmes in tertiary education is usually to equip students with disciplinary expertise. This paper therefore argues that a combination of EMI courses and explicit ESP and EAP instruction is the more realistic model for the implementation of English-medium programmes at most higher education institutions. In that way, *Pre-sessional ESP / EAP*, *Embedded ESP / EAP* and *Adjunct ESP* can be seen as building blocks which complement EMI in the 'English-medium Paradigm' (see Figure 1). Such a language-conscious approach to English-medium education obviously requires an increased awareness among programme designers and teaching staff for the pedagogical and linguistic implications of EMI. The 'English-medium Paradigm' thus highlights such considerations for these stakeholders and offers a model of possible options which can be implemented in various different combinations. By doing so, it strives to support a more systematic approach to EMI programme design.

In addition to more EAP and ESP courses in English-medium programmes, there is also the urgent need for increased collaboration between discipline experts and language specialists. At the moment, there is often too little awareness among content experts of their responsibility to guide students in acquiring disciplinary literacy – an observation made in several research studies (e.g. Jacobs 2007; Airey 2012; Unterberger 2012, 2014; Studer and Gautschi 2017, 234). With the guidance of language experts, content teachers could identify discipline-specific language issues that they may no longer consider problematic themselves but which could represent obstacles for their students. While it is true that some incidental language learning takes place in EMI contexts, instructors are too often not aware of their role as 'disciplinary insiders' (Airey 2011b) when it comes to introducing students to the discipline-specific language of their field, or the academic literacy skills students need in order to successfully perform in EMI courses (see Jacobs 2004; Unterberger 2012, 94–95). Empirical findings show that the programme managers were largely unaware of the notion of disciplinary literacy (Airey 2011b; Unterberger 2014, 192–204). In other words, instructors often do not realise that they themselves once had to acquire the generic and linguistic conventions of their discipline at

some point. EMI training for content experts should thus not only focus on equipping lecturers with language skills to successfully teach in English-medium settings, but also raise their awareness for disciplinary literacy.

In conclusion, this paper strives to promote more awareness among programme designers for a language-conscious implementation of English-medium education that would entail the integration of ESP and EAP teaching. However, such a language-conscious approach in EMI programme design faces bottom-up and top-down challenges such as ‘the reluctance of content specialists to collaborate with language experts’ as well as institutional obstacles regarding such interdisciplinary collaboration (Ruiz de Zarobe 2017, 253). By providing a conceptualisation of EMI teaching, this paper hopes to raise awareness for the various possible instructional types available in EMI settings among stakeholders.² The author also hopes that the ‘English-medium Paradigm’ will inspire content experts teaching in English-medium programmes to seek collaboration with language experts and explore more explicit ways to teach their students the language of their discipline. At present, such collaboration between content and language teachers still seems to be scarce, despite the existence of some ESP and EAP courses in the curricula of English-medium programmes (e.g. Unterberger 2014, 45–52). In order to boost this collaborative spirit and close the divide between the content and language teachers, top-down initiatives from university management are needed to provide their faculty with incentives for team teaching, collaborative curriculum planning and EMI teacher training. In other words, this divide is unlikely to close as long as there is no monetary compensation, or at least some sort of reduction in the teaching load, to make up for their joint teaching efforts. Business schools in particular should see the integration of language courses into their curricula as opportunities for staff development as well as a competitive advantage on the increasingly crowded market of internationalised English-taught degree programmes (Knight 2008, 28; Unterberger 2014, 146–156).

Notes

1. The framework presented here has already gone through several stages of development. Its original version (Unterberger and Wilhelmer 2011, 94–97) was inspired by Räsänen, who provided a categorisation that distinguished between ‘Partial CLIL’ with an LSP, an LAP or a content focus, ‘Adjunct CLIL’ and ‘Dual-focus CLIL’ (The Language Network for Quality Assurance (LANQUA) 2010, 12). However, the original version of this framework was primarily concerned with terminological considerations and aimed to show why the term ‘CLIL’ is not considered appropriate in higher education settings (Unterberger and Wilhelmer 2011, 94–97). An empirical study conducted at WU Vienna partially informed the construction of a more conceptual framework, the ‘English-medium Paradigm’ (Unterberger 2014, 45–52), which is further developed in the present paper. The author would like to acknowledge the insightful comments of the anonymous reviewers which also helped to clarify aspects of this version.
2. As one of the reviewers rightly pointed out, programme designers and content lecturers are unlikely to read papers published in applied linguistics journals. It is therefore important for language experts to draw attention to issues that arise with the implementation of EMI. For example, addressing them in the context of quality management can act as an opener and position the optimisation of EMI as a strategic concern for the institution. At the time of writing, a new EMI quality assurance project to promote collaboration between language and content experts at WU Vienna is underway. The teacher training project follows the lead of the University of Freiburg (cf. Gundermann 2014, 2016) and was initiated by raising awareness for a more language-conscious EMI approach among the university management and other key stakeholders. Progress reports and findings will hopefully be available for publication in due time.

Disclosure statement

No potential conflict of interest was reported by the author.

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