

ENGLISH FOR ACADEMIC PURPOSES

REFLECTIONS, DESCRIPTION & PEDAGOGY

SIMONE SARMENTO, ROZANE REBECHI,
MARINE LAÍSA MATTE (ORG.)

e for learning English.</s></s>This may include EAP (on, Canada so that a student can complete our EAP (/ students.</s></s>I'm TESOL certified to teach EAP (ents is:</s></s>This series from award-winning EAP (, not apply; however, six credits of college-level EAP (or at Emory University's Candler School of Theology (y that ... Continue reading →</s></s>OXFORD EAP (rted my second year of teaching at BU with the EAP (hing English on the BU campus in the EAP program (is article provides a guide to the award-winning EAP (Edward de Chazal explains the challenges that EAP (ses, and adjunct professor for E.</s></s>A.</s></s>P (interests include second language acquisition, EAP (l is required.</s></s>Students take prerequisite EAP (onventions.</s></s>Despite the efforts of many EAP (emational students at colleges and universities EAP (survey.</s></s>Theoretical Background</s></s>EAP (

), which prepares students at tertiary level for further a) Program (Level 10 with 80%) and then enter the univ) which means that I must be knowledgeable in all ac) author Aylin Graves provides a set of lesson plans to) coursework taken at Florida SouthWestern State Col program).</s></s>He is also academic director of UGA) B1+ INTERMEDIATE - components</s></s>This diss) program.</s></s>I teach level 2 writing every morning)</s></s>Classes consist of International students for) series from author, Aylin Graves.</s></s>Approaches) learners face, and what teaching staff and lecturers r) courses.</s></s>She has spent many hours in the cla) , translation, interpreting, education quality assessme) courses in reading, listening, writing, and research br) researchers and practitioners to provide support for r)) ELT (Enhanced Language Training) ESP (English for) researchers, such as Christison and Krahnke, 1986;

ENGLISH FOR ACADEMIC PURPOSES

REFLECTIONS, DESCRIPTION & PEDAGOGY

**SIMONE SARMENTO
ROZANE REBECHI
MARINE LAÍSA MATTE
(ORG.)**

Porto Alegre • 2024 • 1ª edição

editora
**ZO
UK**

Conselho Editorial

Cristiane Tavares – Instituto Vera Cruz/SP
Daniela Mussi – UFRJ
Idalice Ribeiro Silva Lima – UFTM
Joanna Burigo – Emancipa Mulher
Leonardo Antunes – UFRGS
Lucia Tennina – UBA
Luis Augusto Campos – UERJ
Luis Felipe Miguel – UnB
Maria Amelia Bulhões – UFRGS
Regina Dalcastagnè – UnB
Regina Zilberman – UFRGS
Renato Ortiz – Unicamp
Ricardo Timm de Souza – PUCRS
Rodrigo Saballa de Carvalho – UFRGS
Rosana Pinheiro Machado – University College Dublin
Susana Rangel – UFRGS
Winnie Bueno – Winnieteca

copyright © 2024 Simone Sarmento, Rozane Rebechi, Marine Laísa Matte

Projeto gráfico e edição: Editora Zouk

Revisão: Simone Sarmento, Rozane Rebechi, Marine Laísa Matte

Imagem da capa: SKELL

Dados Internacionais de Catalogação na
Publicação (CIP) de acordo com ISBD

Elaborado por Wagner Rodolfo da Silva - CRB-8/9410

E58

English for Academic purposes [recurso eletrônico] : reflections,
description e pedagogy / organizado por Simone Sarmento, Rozane Rebechi,
Marine Laisa Matte. - Porto Alegre, RS : Zouk, 2024.

268 p. ; ePUB.

Inclui bibliografia.

ISBN: 978-65-5778-135-7 (Ebook)

1. Linguística. I. Sarmento, Simone. II. Rebechi, Rozane. III. Matte, Marine
Laisa. IV. Título.

2024-175

CDD 410

CDU 81'1



direitos reservados à

Editora Zouk

r. Cristóvão Colombo, 1343 sl. 203

90560-004 – Floresta – Porto Alegre – RS – Brasil

f. 51. 3024.7554

www.editorazouk.com.br

Driving forces to adopt EMI: scholars' perceived benefits of English medium of instruction in Brazilian higher education

Laura Baumvol (UBC-CA/UFRGS)

Lucas Marengo (UFRGS)

Simone Sarmento (UFRGS)

Introduction

Over the last decades, internationalization of higher education (HE) has become a high priority for policymakers and HE institutions (HEIs) (Knight, 2008). In countries situated in the geolinguistic global periphery, like Brazil, however, internationalization of HE must go beyond the system of prioritizing only academic mobility and shift to one which benefits a wider audience. The process of Internationalization at Home (IaH) has been seen as a counteract to the increased emphasis on academic mobility and an alternative for a more inclusive internationalization process (Baumvol & Sarmento, 2019; Beelen & Jones, 2015; de Wit et al., 2015; Teekens, 2007). IaH emphasizes the intercultural and international dimensions in the teaching and learning processes and research, the extracurricular of international students and teachers into local academic life, as well as the enhancement of education and research as a whole (Knight, 2008; de Wit et al., 2015). In fact, IaH is a paradigm for the development of strategic institutional internationalization policies, as it encourages respect for diversity while developing people “with a cosmopolitan mindset, with communication skills between and across cultures, at home” Teekens (2007: 6).

Within IaH processes, additional languages, especially English, play a key role in giving access to students and teachers to international practices while in their own countries and institutions. Teaching undergraduate

and graduate courses in English is one of the main strategies to internationalize HE in non-English dominant contexts.

EMI is a crucial part of IaH processes and can be defined as the use of the English language to teach academic content in countries or places in which English is not the language spoken by the majority of the population, i.e., non-English dominant contexts. Internationalization and globalization of education are usually the driving forces of EMI (Dearden, 2014; Gimenez et al., 2018; Macaro, 2018; Pecorari & Malmström, 2018). Considering the growing demand for more internationalized academic environments, this investigation aims to identify (1) whether EMI is present in Brazilian HE and (2) the perceived benefits of teaching in English. Data were collected through an electronic questionnaire sent out to Brazilian HE teachers¹. The analysis compares the perceptions of teachers across eight fields of knowledge according to the classification of Brazilian funding agencies (Agricultural Sciences, Applied Social Sciences, Biological Sciences, Engineering, Exact and Earth Sciences, Health Sciences, Human Sciences, Linguistics, Literature, and Arts).

Prior research has focused on teachers' perceptions of EMI in different global contexts (Briggs & Dearden, 2018; Chapple, 2015; He & Chiang, 2016; Orduna-Nocito & Sánchez-García, 2022; Tatzl, 2011; Tran et al., 2021; Tsuchiya & Pérez Murillo, 2019; Wächter & Maiworm, 2014; Werther et al., 2014; Yeh, 2014). However, to our knowledge, this is the first large-scale study focusing on the Brazilian context. First, the importance and advantages of EMI will be highlighted. Next, the methodological procedures used for data collection and analysis will be introduced. Finally, the results will be presented and discussed along with concluding remarks.

¹ The term “teachers” used throughout this paper includes both professors and researchers working in HE institutions.

EMI in the Context of Higher Education

Over the last decades English has achieved the status of global scientific and academic lingua franca (Ammon, 2010; Baumvol et al., 2021; Crystal, 2003; De Swaan, 2001; Jenkins, 2013; Lillis & Curry, 2010; Montgomery, 2013; Solovova et al., 2018). According to Hyland (2015), English is used in 95% of all the publications in the *Science Citation Index* (SCI). In a similar fashion, HE programs and courses all over the world have increasingly been adopting EMI in varied academic practices. Therefore, to better participate in these practices which happen largely in English, academics from all continents should have some mastery of the English language.

Muñoz (2012) suggests that the greater use of English contributes to establishing an environment that, indirectly, leads to language proficiency development. Individuals construct their dialogical relations in socially co-constructed practices using language (Clark, 1996) and, thus, English learning is grounded in interaction. The adoption of EMI could bring considerable linguistic benefits because instructors and students can take part in authentic language practices that require the use of English. This may lead to improvement in their proficiency for various practical purposes, such as participating in academic events, in Massive Open Online Courses (MOOCs), and in exchanges with international research partners. To join EMI classes, however, students are expected to already have a working knowledge of the English language. Important to point out that, although EMI can help improve students and teachers' English language proficiency levels, in EMI settings language learning is usually considered a by-product of the extensive use of English in the classroom and not its main goal (Airey, 2016).

The driving forces behind the implementation of EMI can be manifold. Internationalization is usually a primary motivation, so much so that in some cases EMI is believed to be an indicator of whether a HEI is internationalized (Jordão & Martinez, 2021). Apart from contributing to teachers and students' English language proficiencies (Briggs & Dearden, 2018), other perceived benefits of adopting EMI include increasing recruitment of international students, providing access to intercultural and international

learning materials (Liu & Fang, 2017), as well as creating opportunities for the students to enter a global academic and entrepreneurial community (Dearden, 2014). Furthermore, Hu and Lei (2014) state that the expansion of EMI in Asia has been considered advantageous because it allows, concurrently, for the learning of content itself and for the development of the English language for both students and teachers.

When examining the European context, Wächter and Maiworm (2014) indicate that the motivation for EMI comes from the need of engaging students from other countries and preparing local students for international mobility and for the international labor market, as well as from the target of elevating the profiles and the positions of the universities in rankings. In Asia, the governments of Indonesia, China, and Japan have implemented language policy and planning reforms over the last years to widely implement EMI to encourage students' English fluency (Indonesia) and to stimulate the internationalization of top universities (Japan) (Walkinshaw et al., 2017).

Regarding the Brazilian context, Gimenez et al. (2018) have shown that only a few isolated initiatives of EMI are being offered in Brazil, especially at the postgraduate level. It is important to note, however, that in Brazil, English proficiency is intrinsically related to social class. Disadvantaged students usually only have access to English classes in regular schools, which, in many scenarios would be good enough, but not in Brazil and the causes are manifold (Baumvol & Sarmiento, 2019). First of all, there is a belief that additional languages are not to be learned in the official regular schools, making teachers demotivated from the start. Second, classes are large and there is usually only one hour of English class a week, making it impossible to acquire fluency. Also, public school teachers are underpaid in the country and, to counterbalance their low salaries, have to take more than one job and work very long hours, leaving no room for professional development. Therefore, the teaching of English has been relegated to the private sector, with over 6,000 private language courses in the country, with an annual increase of 15% (Windle & Nogueira, 2015). There are different types of private language courses, covering a variety of price ranges, hence, catering for different social classes, but not all of them. Considering

this, it is important that HEIs take into consideration the different levels of English proficiency of post-secondary students and even teachers, offering English classes to improve their proficiency before or while adopting EMI.

At the same time, the adoption of EMI has also faced a number of criticisms. For instance, Airey (2011) highlights that there is not enough support to ensure an increase in quality when English becomes the language of instruction at the post-secondary level. In addition, weakening the use of local languages in education could lead to problems in the expansion of the disciplinary use of local languages, domain loss and diglossia, and parallel language use (Jenkins, 2013; Josephson, 2005). Despite these criticisms, EMI is, as Macaro (2015) puts it, an “unstoppable train” and has been a growing trend in many parts of the world (Airey et al., 2017; Coleman, 2006; Martinez, 2016; Richard & Pun, 2022) and should, therefore, be further investigated.

Methodology

Data for this study were collected through an online questionnaire composed of 66 questions which was sent to HE teachers working in different types of Brazilian HEIs (i.e., public, private, research universities, technical institutions, and colleges) between May and October 2017. The design of the instrument was based on an extensive literature review about the role of languages in the internationalization of HE globally and in the Brazilian context, as well as on informal interviews with teachers from varied fields of knowledge working in Brazilian HEIs (Baumvol, 2018).

The identification of potential participants to whom the questionnaire was sent to was based on the Lattes Platform, an initiative of the National Council for Scientific and Technological Development (CNPq) which aims to integrate academic curricula databases of academics into a single platform. Participants were recruited so as to respect proportions related to the field of knowledge and location of the HEIs, i.e., in which state the Brazilian HEI is located. Thus, 29,747 online questionnaires were sent by email (10% of the cohort), out of a total of 297,515 Lattes CVs of teachers with a PhD and affiliated with a Brazilian HEI. By the end of the

process, 5,119 valid responses had been collected, representing a return rate of 17.2%. Regarding the fields of knowledge, the Lattes Platform categorizes researchers in the following major fields: Agricultural Sciences, Applied Social Sciences, Biological Sciences, Engineering, Exact and Earth Sciences, Health Sciences, Human Sciences, Linguistics, Literature, and Arts, Others, and Technologies. As there were no CVs registered under the fields of knowledge “Other” and “Technologies”, only the other eight major fields were considered. The present study examines two questions of the questionnaire:

RQ1. Have you ever taught classes in English?

RQ2. In your opinion, what are the main benefits of classes taught in English at Brazilian higher education institutions?

The two questions were closed-ended questions. The first one allowed only (a) yes or (b) no answers, a multiple-choice type of question on Google Forms. In the second question, participants could select more than one of the following nine options, a check-boxes type of question: (A) students improve their level of English proficiency; (B) teachers improve their level of English proficiency; (C) classes take place in the language in which scientific and academic knowledge is disseminated; (D) students have an experience of internationalization, even though they are in Brazil; (E) teachers have an experience of internationalization, even though they are in Brazil; (F) students will be better prepared for their professional future and for the job market; (G) better quality of teaching in Brazilian HEIs; (H) foreign students can participate in classes and (I) there are no benefits. The answers to the two questions were compared across the eight fields of knowledge to allow for the understanding of each field’s characteristics.

Results

This section presents the results of the responses to the two previously mentioned questions. The answers to the first question focused on finding out whether teachers from different fields of knowledge have or have not previously taught classes in English, i.e., adopted EMI, can be seen in Table 1.

Have you ever taught classes in English?			
Field of Knowledge	Total of respondents	Yes	No
Agricultural Sciences	446	63 (14.1%)	383 (86%)
Applied Social Sciences	656	89 (13.6%)	567 (86.4%)
Biological Sciences	520	82 (15.8%)	438 (84%)
Engineering	457	80 (17.5%)	377 (82.5%)
Exact and Earth Sciences	735	90 (12%)	645 (87.8%)
Health Sciences	814	110 (13.5%)	704 (86.5%)
Human Sciences	822	49 (6.0%)	773 (94.0%)
Linguistics, Literature, and Arts	257	65 (25.4%)	192 (74.7%)
TOTAL 4706		13.5%	86.5%

Table 1. Status of teachers regarding the use of EMI in class across the eight fields of knowledge.

All fields of knowledge have a much higher number of academics who have not yet taught in English. Agricultural Sciences, Biological Sciences, Health Sciences, Exact and Earth Sciences, Social and Applied Sciences, and Engineering show a much closer pattern; in this case, between 13.5% and 15.8% of the teachers have taught classes in English. The field of *Human Sciences* has the lowest number of teachers who have taught classes in English, only 6%. On the other hand, *Linguistics, Literature, and Arts* has the highest number of academics who have adopted EMI (25.4%). Such behavior of the latter was expected, since many of the courses in this field such as Literature and English language teaching courses, are part of a TESOL major and, thus, taught in English throughout the undergraduate programs.

In relation to the low percentage of teachers who have taught classes in English, Dearden (2014) suggests that many of them may not even be aware of any EMI policy in their universities. In the case of Brazil, however, there is apparently also a lack of language policies around EMI (Gimenez et al., 2018), a fact that may corroborate teachers' lack of knowledge about it.

The second question examined in this study focused on the main benefits of teaching in English. As mentioned before, nine options were offered to respondents and they could choose all that applied. In Figure 1 you can see the percentages for each answer.

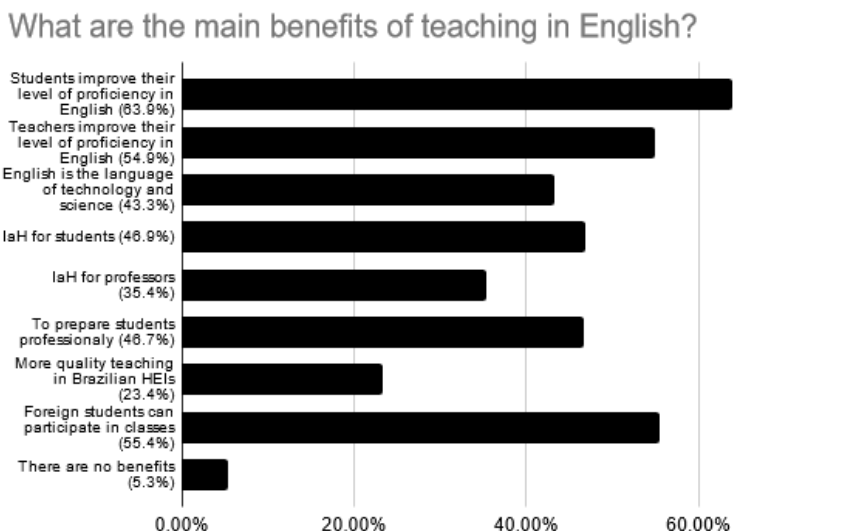


Figure 1. Perceptions of main benefits of EMI by respondents

In the respondents' opinion, the main benefit of offering classes in English was that Brazilian students could improve their level of proficiency in English (63.9% of the valid responses). The second most recurrent response was that foreign students could participate in EMI classes, with 55.4% of the responses. Following close was the one that mentioned the improvement of the level of fluency in English by the teachers themselves, with 54.9%. The other five options all had an incidence below 50%: IaH for students with 46.9% of responses; preparing students for their professional future with 46.7%; English as a language of science and technology with 43.4% of responses; IaH for teachers with 35.4% of responses, and, finally, improving the quality of classes, with 23.4%. The answer with the lowest number of informants, on the other hand, was that there were no benefits in teaching in English, with 5.3%.

According to the results, teachers perceive that classes taught in English might lead to improvements in the students' language skills. In this respect, Martinez (2016) acknowledges that students and teachers' proficiency is a recurring issue in the implementation of EMI. A study conducted with lecturers of an English-medium university in Turkey showed that they acknowledge the linguistic benefits of EMI (Collins, 2010), while an investigation in an Austrian HEI indicated that lecturers understand that students are encouraged to practice the language in EMI courses and then feel more confident in speaking skills (Tatzl, 2011). In Japan, a mixed-method study using questionnaires and interviews with teachers revealed that EMI courses are mainly implemented to improve the English proficiency of HE students (Chapple, 2015). Another mix-methods research examined the perceived impact of EMI approaches on students' English language proficiency in Vietnamese HE (Tran et al., 2021). The authors found that most lecturers noticed an improvement in students' English language ability. According to Tran et al. (2021: 20), "students' language proficiency was improved because they used English as an everyday habit in class and during lesson preparations and having lectures in EMI classes". Finally, in a survey conducted by Martínez and Chichón (2020) in a Spanish medium-sized state university, 82% of the lecturers reported that students' English improves when they attend courses taught in English. Studies on students' perceptions of English proficiency in EMI settings point in the same direction, showing a perceived enhancement in their English proficiency levels (Tatzl, 2011; Wächter & Maiworm, 2014; Yeh, 2014).

The second most common benefit of EMI chosen by teachers in our study was that classes in English attract foreign students. Wächter and Maiworm (2014), when examining EMI programs across Europe, showed that one of the main motivations for the implementation of English-taught programs was to attract students from other countries. An investigation into the challenges faced by post-secondary international students in China also pointed to the importance of EMI to allow these foreign students to pursue their studies (He & Chiang, 2016). Thus, EMI is viewed as a way to increase the mobility of international students, aiming for the internationalization of these HE academic settings.

In regards to teachers' English language proficiency, 95% of the Spanish lecturers who responded to Martínez and Chichón's (2020) survey reported that teaching in English helps these lecturers improve their own language proficiency. In an investigation carried out in the Northern European context (Henriksen et al., 2018), some of the interviewed lecturers viewed the implementation of EMI in their HEIs as a good opportunity to improve their English proficiency levels. These results align with the third most recurrent response in our study (54.9% of the responses), according to which EMI could help improve teachers' English proficiency.

"IaH for students" and "To prepare students professionally" had very similar outcomes (with 46.9% and 46.7%, respectively). In fact, when integrating international and intercultural dimensions into the curriculum "at home", IaH can "enhance the quality of education and research for all students and make a meaningful contribution to society" (De Wit et al., 2015: 29). Therefore, respondents seem to be stating that classes taught in English benefit the IaH process since they aid students to better interact both globally and within the local community. The results reported by Botha (2014) when investigating students' perceptions of the Chinese EMI context point in the same direction. Almost 80% of the students who responded to a survey conducted at Sun Yat-sen University (SYSU) strongly agreed that English "internationalizes" their university (Botha, 2014). Concerning the preparation of students for their future careers, Briggs and Dearden's (2018) results indicate that preparing students for their professional lives was generally highly ranked among the teachers who completed the survey.

The option regarding the use of English as the global language of science and technology was chosen by 43.3% of the respondents. This aligns with several other investigations which have acknowledged the status of the global scientific language achieved by English (Ammon, 2010; Crystal, 2003; De Swaan, 2001; Jenkins, 2013; Lillis & Curry, 2010; Montgomery, 2013; Solovova et al., 2018). The lecturers of 10 HEIs across Europe who participated in a study conducted by Orduna-Nocito and Sánchez-García (2022) recognized the role of English as a Lingua Franca in reading and writing research papers, as well as in conferences and in research in general.

The option which stated that one of the benefits of teaching in English is IaH for teachers received 35.4% of responses. In this way, EMI also means

qualification opportunities for academics within the reality of globalization currently experienced in the country. Next, respondents chose “more quality teaching in Brazilian HEIs” (23.4% of responses). These results align with Hu and Lei’s (2013) ideas regarding the Chinese context, in which EMI has been promulgated by the Ministry of Education as a “key police initiative improving the quality of undergraduate education in Chinese higher education since the turn of the 21st century” (2013: 557). In addition, the results of the study by Briggs and Dearden (2018) showed that, for teachers, the primary goal of teaching in English was providing home country students with a high level of education.

Finally, the answer with the lowest incidence was the one stating there are no benefits in teaching in English, with only 5.3% of the responses. In this respect, Briggs and Dearden (2018) found that 21.8% of the 167 respondents to their survey (EMI teachers) believe that EMI is not beneficial, a figure substantially higher than in our study. This shows that resistance to EMI in Brazil does exist, but there may be stronger obstacles to its implementation in Brazilian HE settings. A possible explanation for this resistance might be that EMI has been controversial because of political and pedagogical reasons, “including the desire to protect national languages and cultures, a concern that policies had not been clearly thought through, and that EMI was potentially divisive and could lead to social inequalities” (Dearden, 2014: 4).

In conclusion, for the vast majority of teachers in our study, the main benefits of classes taught in English are the enhancement of English proficiency for students and the possibility for foreign students to participate in classes. These results align with Tatzl (2011), Wächter and Maiworm (2014), Yeh (2014), and He and Chiang (2016), which also show a general belief that students can improve their proficiency and that international students can join classes taught in English.

We will now present the same data of Figure 1, i.e., the check-boxes responses to the question “What are the benefits of teaching in English?”, but this time focusing on the comparison between the eight fields of knowledge. Again, the options were: (A) Students improve their level of proficiency in English; (B) Teachers improve their level of proficiency in English;

(C) Classes take place in the language in which scientific and academic knowledge circulates most; (D) Students have an experience of internationalization even though they are in Brazil; (E) Teachers have an experience of internationalization even being in Brazil; (F) Students will be better prepared for their professional future and for the labor market; (G) More quality teaching in Brazilian HE institutions (HEIs); (H) Foreign students can participate in classes and, finally, (I) There are no benefits. Based on the options provided, the results are shown in Table 2 below.

Benefits of EMI									
Field of Knowledge	Option A	Option B	Option C	Option D	Option E	Option F	Option G	Option H	Option I
Agricultural Sciences	71%	61%	50%	51%	33%	51%	30%	53%	4,2%
Applied and Social Sciences	56%	48%	39%	47%	33%	40%	20%	56%	4%
Biological Sciences	73%	62%	53%	52%	39%	58%	28%	64%	5%
Engineering	67%	57%	53%	47%	37%	52%	23%	70%	3%
Exact and Earth Sciences	70%	57%	50%	46%	33%	51%	19%	61%	3%
Health Sciences	67%	64%	46%	49%	41%	48%	30%	56%	4%
Human Sciences	51%	43%	26%	38%	27%	31%	18%	41%	10%
Linguistics, Languages, and Arts	58%	46%	37%	47%	34%	40%	18%	50%	8%

Table 2. Perceptions of main benefits of EMI by respondents across eight fields of knowledge.

Options (D), Students have an experience of internationalization even though they are in Brazil and (E), Teachers have an experience of internationalization even being in Brazil dealt with the idea that students and

teachers have the opportunity of IaH, that is, using the English language without leaving the country (Beelen & Jones, 2015; Baumvol & Sarmento, 2016, 2019). Teachers in the field of *Human Sciences* were the ones who gave the least importance to IaH as a benefit of EMI, with 38% and 27% for each of the options. In contrast, the fields of Biological Sciences, Agricultural Sciences, and Health Sciences showed higher numbers for IaH, with 52%, 51%, and 49%, correspondingly. When it comes to option (G) Quality of teaching due to the adoption of EMI, teachers from the *Human Sciences and Linguistics, Literature and Arts* were the ones who gave the least importance to this benefit (18%); while *Agricultural Sciences* and *Health Sciences*, for instance, had 30% of responses in this respect.

With regards to option I (no benefits in adopting EMI), the results showed that the fields of *Human Sciences* and *Linguistics, Literature, and Arts* were the ones with the highest percentages, with 10% and 8% of responses correspondingly. Even though these numbers are also low, when compared to the percentages of the other six fields of knowledge, results are twice as high as the other areas, since all the other fields had 5% (*Biological Sciences*) or less (all other fields). The two fields with the lowest figures in this option were *Exact and Earth Sciences* and *Engineering*, both with only 3% of participating teachers. These numbers may point to a difference in terms of resistance towards EMI, with the “softer” sciences, here represented by *Human Sciences* and *Linguistics, Literature, and Arts* presenting the higher resistance.

Overall, the “softer sciences” are those that least perceived EMI as a practice that brings benefits. When analyzing the number of responses from the *Human Sciences* in relation to other questions, such as “foreign students can participate in classes”, this field had 41% of responses compared to 70% of teachers in the field of *Engineering* and 64% of teachers from *Biological Sciences*. The results suggest a pattern concerning the (non-)benefits of EMI. While the “harder” sciences (*Biological Sciences, Agricultural Sciences, Health Sciences, Engineering, and Exact and Earth Sciences*) had a higher acceptance of EMI, the fields in the “softer” sciences had lower figures regarding the possible benefits of EMI in HE classrooms.

Conclusion

The analysis of the first research question, which asked whether participants had taught classes in English, showed that most respondents (86.5%) had never taught classes in English, while only 13.5% answered that they had already done so. In fact, the British Council/FAUBAI Guide (Gimenez et al., 2018) shows the practice of EMI is still incipient in Brazil, as between 2017 and 2018, there were only 1,011 courses taught (undergraduate and graduate) in English across the country. Considering Brazil has 2,457 HEIs which offered 41,953 full Programs and countless number of courses (something like hundreds of thousands of courses) in 2020, roughly 1,000 courses offered in English point to a reality that EMI in Brazil happens due to isolated initiatives and is not part of an organized language education policy. Thus, while in some countries EMI is being considered an “unstoppable train” (Macaro, 2015), in Brazil EMI is a train still to be caught. We, scholars from applied linguistics in Brazil, do talk (for or against) extensively about the phenomenon, however, the phenomenon seems to hardly exist.

Comparing the different fields of knowledge, *Linguistics, Literature, and Arts* is the one with the most respondents who have taught in English (25.3%). All other fields had a percentage lower than 20%. As mentioned earlier, we believe that the main reason why the field of *Linguistics, Literature, and Arts* is the one that has the most taught classes in English is the fact that an additional language is the major, such as in TESOL programs. Thus, several courses in the curriculum are taught in English, like English literature, for instance. Conversely, *Linguistics, Literature, and Arts* is the second area which believes there are no benefits in EMI. *Engineering, Biological Sciences*, and *Agricultural Sciences* are next, with 17.5%, 15.8%, and 14.1% respectively. The areas of Applied Sciences, Health Sciences, and Exact and Earth Sciences comprise 13.6%, 13.5%, and 12.3%. Finally, the lowest incidence of classes taught in English was in the *Human Sciences*, with only 6% of the teachers answering they had already had this experience.

The responses to the second question, which asked for opinions about the main benefits of teaching classes in English, demonstrated that

the option with the highest percentage was to increase students' level of English proficiency. Before the analysis, and according to the literature in the field, we expected that the main perceived benefit would be attracting international students to Brazil (Macaro, 2015; Martinez, 2016; Wächter & Maiworm, 2014), but this came in second. Engineering was the only area that matched our expectation, as 70% of participants from this area considered that classes taught in English could enable international students to participate in the courses, compared to 67% of incidence for students improving their proficiency in English. Even though improving language proficiency is usually only a by-product of EMI classes, in a context such as Brazil, it might be a good idea for content teachers to have some knowledge of language issues so that learning can be facilitated. It is here that EAP teachers can act together with content teachers, this type of partnership is a pre-requisite for a successful implementation of EMI.

The least chosen option for this same question was the one that stated that there are no benefits to the EMI approach (only 5.3% of the responses). Different fields of knowledge have higher percentages than others in their perception of EMI. For instance, *Human Sciences* and *Linguistics, Literature, and Arts* (fields of the “softer” sciences) had respectively 10% and 8% of responses pointing to non-benefits in adopting EMI, while fields such as *Exact and Earth Sciences* and *Engineering* (“harder” sciences) had only 3%.

Whereas in some countries we can notice local languages being threatened by the widespread use of English in HE, it is our belief that in Brazil we still face a different problem: the one of inclusion. As the majority of the academic practices are only held in Portuguese, proficiency in academic English is a privilege of only a few students whose families can afford paying for English classes in the private sector or even abroad. Hence, the need for investments in English language education by institutions or by the government is paramount. In an under-resourced context like Brazil, English language teaching should prepare teachers and students for language competence at the post-secondary level. Teachers should be aware of the roles of professional development, especially in preparing their language competence for delivering content-area knowledge in English,

particularly improving their communicative skills. If Brazilian HEIs aim at a greater internationalization environment, they must understand that a broader adoption of the English language is the first step to be taken as it allows for the inclusion of different stakeholders in the international educational and scientific contexts.

Acknowledgements

Simone Sarmento holds a CNPq research productivity scholarship level 1D.

References

Airey, J. (2011). Talking about teaching in English: Swedish university lecturers' experiences of changing teaching language. *Ibérica*, 22, 35-54.

Airey, J. (2016). EAP, EMI or CLIL? In: K. Hyland, Ken & P. Shaw (Eds.), *Routledge handbook of English for academic purposes*. (pp 71-83). Routledge.

Airey, J. et al. (2017). The expansion of English-medium instruction in the Nordic countries: Can top-down university language policies encourage bottom-up disciplinary literacy goals? *Higher Education*, [s.l.], 73(4), 561–576.

Ammon, U. (2010). The hegemony of English. In: UNESCO. *World Social Science Report: Knowledge Divides*, 154-156.

Baumvol, L. K. & Sarmento, S. (2016). Internationalization at Home and the use of English as a Medium of Instruction. In Beck, S. et al. (Eds.), *ECHOES: Further reflections on language and literature* (pp. 65-82). EdUFSC: Florianopolis.

Baumvol, L. K. (2018). *Language practices for knowledge production and dissemination: The case of Brazil*. (Doctoral dissertation, Universidade Federal do Rio Grande do Sul, Brazil). Retrieved from <https://lume.ufrgs.br/handle/10183/189174>

Baumvol, L. K. & Sarmento, S. (2019). Can the use of English as a Medium of Instruction promote a more inclusive and equitable higher education in Brazil?. *Simon Fraser University Educational Review*. Burnaby, BC, Canada. Vol. 12, n. 2 (Summer 2019), p.[87]-105.

- Baumvol, L., Sarmiento, S. & Arêas da Luz Fontes, A. B. (2021). Scholarly publication of Brazilian researchers across disciplinary communities. *Journal of English for Research Publication Purposes*, 2(1), 5-29.
- Beelen, J. & Jones, E. (2015). Redefining internationalisation at home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi & P. Scott (Eds.). *The European higher education area: Between critical reflections and future policies* (pp. 59-72). Springer.
- Botha, W. (2014). English in China's universities today. *English Today* 117, 30 (1), 3-10. DOI: doi:10.1017/S0266078413000497
- Briggs, J. G. & Dearden, J. (2018). English medium instruction: Comparing teacher beliefs in secondary and tertiary education. *Studies in Second Language Learning and Teaching*, 8(3), 673-696. DOI: <http://dx.doi.org/10.14746/ssl.t.2018.8.3.7>
- Chapple, J. (2015). Teaching in English Is Not Necessarily the Teaching of English. *International Education Studies, Ontario*, 8(3). DOI: 10.5539/ies.v8n3p1.
- Clark, H. H. (1996). The use of language. In H. H. Clark, *Using language* (pp. 3-25). Cambridge: Cambridge University Press.
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1). DOI: 10.1017/S026144480600320X.
- Collins, A. B. (2010). English-medium higher education: Dilemma and problems. *Eurasian Journal of Educational Research*, 39, 97–110. DOI: <http://hdl.handle.net/11693/48964>
- Crystal, D. (2003). *English as a Global Language* (2nd edition). Cambridge: Cambridge University Press.
- Dearden, J. (2014). English as a medium of instruction – a growing global phenomenon: Phase 1. *British Council*.
- De Swaan, A. (2001). *Words of the World*. Global Language System. Cambridge: Polity Press and Blackwell.
- de Wit, H., Hunter, F., Egron-Polak, E. & Howard, L. (Eds (2015). *Internationalisation of higher education: A study for the European parliament*. [http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)

Gimenez, T., Sarmiento, S., Archanjo, R., Zicman, R. & Finardi, K. (2018). Guide to English as a Medium of Instruction in Brazilian Higher Education Institutions 2018-2019. FAUBAI. DOI: 10.13140/RG.2.2.31454.89921.

He, J. & Chiang, S. (2016). Challenges to English-medium instruction (EMI) for international students in China: A learners' perspective. *English Today* 128, 32(4). DOI: 10.1017/S0266078416000390

Henriksen, B., Holmen, A. & Kling, J. (2018). *English Medium Instruction in Multilingual and Multicultural Universities: Academics' Voices from the Northern European Context* (1st ed.). Routledge. <https://doi.org/10.4324/9780429456077>

Hu, G. & Lei, J. (2014). English-medium instruction in Chinese higher education: a case study. *Higher Education*, 67(5), 551–567. DOI: 10.1007/s10734-013-9661-5.

Hyland, K. (2015). *Academic Publishing: Issues and challenges in the construction of knowledge*. Oxford University Press.

Jenkins, J. (2013). *English as a lingua franca in the international university: The politics of academic English language policy*. Routledge.

Jordão, C. M. & Martinez, J. Z. (2021). Wines, Bottles, Crises: A Decolonial Perspective on Brazilian Higher Education. *Revista Brasileira de Linguística Aplicada*, 21, 577-604.

Josephson, O. (2005). Parallelspråkighet [Parallel language use.] *Språkvård*, 3.

Knight, J. (2008). *Higher Education in Turmoil: The changing world of internationalization*. Rotterdam: Sense Publishers.

Lillis, T. M. & Curry, M. J. (2010). *Academic Writing in a Global Context: The politics and practices of publishing in English*. Routledge.

Liu, J. Fang, F. G. (2017). Perceptions, awareness and perceived effects of home culture on intercultural communication: Perspectives of university students in China. *System*, 67, 25-37.

Macaro, E. (2015). English medium instruction: Time to start asking some difficult questions. *Modern English Teacher*, Shoreham by Sea, 24(2), 4-7.

Macaro, E. (2018). *English medium instruction*. Oxford University Press.

Martinez, R. (2016). English as a Medium of Instruction (EMI) in Brazilian higher education: Challenges and opportunities. In K. Finardi (Ed.) *English in Brazil: Views, policies and programs*. Eduel.

Martínez, F. Z. & Chichón, J. L. E. (2020). EMI at Tertiary Level in Spain: Perspectives From Lecturers at a Medium-Sized State University. In M. M. Sánchez-Pérez (Ed.), *Teacher Training for English-Medium Instruction in Higher Education* (pp. 232-256). IGI Global. DOI: 10.4018/978-1-7998-2318-6

Montgomery, S. L. (2013). *Does science need a global language? English and the future of research*. University of Chicago Press.

Muñoz, C. (2012). *Intensive exposure experiences in second language learning*. UK: Multilingual Matters.

Orduna-Nocito, E. & Sánchez-García, D. (2022). Aligning higher education language policies with lecturers' views on EMI practices: A comparative study of ten European Universities. *System*, 104, 2-14.

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>

Richards, J. C. & Pun, J. (2022). Teacher strategies in implementing English medium instruction. *ELT Journal*, 76(2), 227-237.

Solovova, O., Santos, J. V. & Verissimo, J. (2018). Publish in English or Perish in Portuguese: Struggles and Constraints on the Semiperiphery. *Publications*, 6 (25), 1-14.

Tatzl, D. (2011). English-medium masters' programmes at an Austrian university of applied sciences: Attitudes, experiences and challenges. *Journal of English for Academic Purposes*, 10, 252-270. <https://doi.org/10.1016/j.jeap.2011.08.003>

Teekens, H. (2007). Internationalisation at home: An introduction. In H. Teekens (Org.). *Occasional paper 20: Internationalisation at home: Ideas and ideals* (pp. 3-12), Amsterdam: Drukkerij Raddraaier.

Tran., T. H. T., Burke, R. & O'Toole, J. M. (2021). Perceived Impact of EMI on Students Language Proficiency in Vietnamese Tertiary EFL Context. *Journal of Education: Language LEarning in Education*, 9(3), 7-24.

Tsuchiya, K. & Pérez Murillo, M. D. (2019). Prospective Teachers' Perceptions of CLIL in Spain and Japan: Translingual Social Formation through EMI-CLIL Lectures. In: Tsuchiya, K., Pérez Murillo, M. (eds) *Content and Language Integrated Learning in Spanish and Japanese Contexts*. Palgrave Macmillan, Cham. DOI: https://doi-org.proxy.lib.sfu.ca/10.1007/978-3-030-27443-6_15

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

Walkinshaw, I., Fenton-Smith, B. & Humphreys, P. (2017). EMI issues and challenges in Asia-Pacific higher education: An introduction. In B. Fenton-Smith, P. Humphreys, & I. Walkinshaw (Eds.), *English medium instruction in higher education in Asia-Pacific: from policy to pedagogy* (pp. 1-18). (Multilingual education; Vol. 21). Springer, Springer Nature. https://doi.org/10.1007/978-3-319-51976-0_1

Werther, C., Denver, L., Jensen, C. & Mees, I. M. (2014). Using English as a medium of instruction at university level in Denmark: the lecturer's perspective. *Journal of Multilingual and Multicultural Development*, 35(5), 443-462.

Windle, J. & Nogueira, M. A. (2015). The role of internationalisation in the schooling of Brazilian elites: distinctions between two class fractions. *British Journal of Sociology of Education*, 36(1), 174-192.

Yeh, C.-C. (2014). Taiwanese students' experiences and attitudes towards English-medium courses in tertiary education. *RELC Journal*, 45(3), 305-319. <https://doi.org/10.1177/0033688214555358>