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ESAP for surging EMI contexts

In non-Anglophone contexts, growing research within the field of English medium instruction (EMI) increasingly reports on students' language-related challenges (Curle et al., 2020). These are accompanied with reports of a lack of academic and language support classes (Fang, 2018; Rose, 2021), collaboration between content and language teachers (Galloway et al., 2017; Macaro & Tian, 2020) and overall teacher training, both for the EMI content practitioner and for the ELT practitioner. Growing EMI provision around the globe has implications for the field of ELT and the role of the ELT practitioner who may have found their role transitioning from teaching general English classes to more ESP-focused courses (Galloway and Rose, 2021; Pei and Milner, 2016). In this talk, I explore the growth of EMI in 'surging' EMI contexts, where EMI is often conceptualised as a pedagogical approach or a way to improve English proficiency (Galloway et al., 2017; Lei & Hu, 2014). I will explore growing EMI research that reports on student's language related challenges, support mechanisms and growing research that reports on the importance of ESP in EMI settings. However, in doing so, I will highlight that lack of support mechanisms and the need for increased collaboration between content and language specialists (Galloway and Rose, 2022) that resonate with calls within the field of ESP (see Wingate & Hakim, 2022). I will also explore the impact of the spread of EMI on the role of ELT practitioners, the need for greater integration of ELT within EMI contexts and current teacher training opportunities. I end with an outline of possible research agendas to address the need for cross-fertilization between the fields of EMI and EAP (see point and counterpoint by Hakim & Wingate, 2022, and Galloway & Rose, 2022).