

Action-Oriented Reflection: Shaping the Future of EMI in Teaching**Aissa BENAIRE¹ *****Mohamed ZIAN²****Sedik BENBALI³**1 Hassiba Benbouali University of Chlef, Algeria, a.benaired@univ-chlef.dz2 Hassiba Benbouali University of Chlef, Algeria, m.zian@univ-chlef.dz3 Hassiba Benbouali University of Chlef, Algeria, sedikbenbali@gmail.com**Received 2026-06-04 Accepted 2026-09-05 Published 2026-09-20**

Abstract: The rapid expansion of English-Medium Instruction (EMI) in universities worldwide has posed both a challenge and an opportunity for instructors. As universities worldwide increasingly implement EMI in a bid to win over international students and gain a competitive edge in a competitive environment, many instructors face uncertainty about their role and effectiveness in employing best-fit teaching approaches. In this article, reflective practice is discussed and analyzed as a key tool for EMI instructors to confront such a challenge, develop professionally, and in a long run, boost students' academic achievement. By participating in reflective practice, EMI instructors can conduct a critical analysis of values, beliefs, and approaches to instruction, and in a deliberate manner, develop a more effective and planned instruction model. In addition, in this article, a model for reflective practice and tools for remodeling instruction for EMI instructors have been proposed.

Keywords: Action-Oriented Reflection; EMI teaching; Programs; Reflective Practice; Reflective Thinking

ملخص: يشهد التعليم الجامعي المعتمد على اللغة الإنجليزية (EMI) توسعاً متسارعاً، مما يوفر فرصاً جديدة وي طرح تحديات أمام الأساتذة في بيئات أكاديمية دولية ومتعددة الثقافات. فمع تبني الجامعات لهذا النهج لتعزيز تنافسيتها العالمية واستقطاب طلبة متنوعين، تصبح القاعات الدراسية فضاءات للتفاعل بين الثقافات، شبيهة ببيئات الأعمال الدولية. غير أن العديد من المدرسين يواجهون صعوبة في إدارة التنوع اللغوي والثقافي مع الحفاظ على الجودة الأكاديمية. وتؤكد هذه الدراسة أن الممارسة التأملية تمثل أداة أساسية تساعد أساتذة EMI على تطوير كفاءاتهم التدريسية وتعزيز الكفاءة التواصلية بين الثقافات لدى الطلبة. فمن خلال التأمل المنهجي في المعتقدات التربوية والافتراضات الثقافية والاستراتيجيات التعليمية، يمكن تصميم أساليب تدريس أكثر مرونة وشمولاً. كما تسهم هذه الممارسات في إعداد بيئات تعلم تحاكي التواصل المهني الدولي القائم على الوعي الثقافي والتكيف والتفاوض على المعنى. وتقترح الدراسة نموذجاً تأملياً خاصاً بسياقات EMI وأدوات عملية لتطوير التدريس بما يتوافق مع متطلبات التواصل بين الثقافات، بما يعكس إيجاباً على التحصيل الأكاديمي وإعداد الطلبة للعمل في بيئات مهنية عالمية.

الكلمات المفتاحية: التأمل الموجه نحو العمل، الكفاءة التواصلية، الوعي الثقافي، التعليم باللغة الإنجليزية (EMI)، الممارسة الانعكاسية.

1. Introduction

* Aissa BENAIRE

The global academic environment of colleges and universities experienced profound shifts over the last several decades, characterised most notably by a general move towards English-Medium Instruction (EMI) worldwide. EMI, an educational practice in academic subjects in a language not an official one in a country in which such instruction takes place (Dearden, 2015), forms a key part of university internationalisation programmes worldwide. Motivations for EMI revolve most centrally around recruiting international students, university rank improvement, and preparing students for an international competitive workforce. Yet rapid EMI rollout comes with many challenges, most notably for instructors, many of whom receive little training to tackle both academic content delivery and language skill development effectively.

2. Background and Context

In the broader domain of bilingual education, Content and Language Integrated Learning (CLIL) is often juxtaposed with English Medium Instruction (EMI), mostly used in secondary and elementary educational institutions. In the case of CLIL, instruction in language and content is intentionally blended, but EMI prioritises delivery of content in a specific academic field with language instruction sometimes taking a secondary position. This contrast has generated a lot of discussion about EMI instructors' role, most notably in math, technology, engineering, and mathematics (STEM) subjects, in which expertise in a specific field of study is sometimes seen to overshadow language instruction (Airey, 2012).

The challenges facing instructors of English as a Medium of Instruction (EMI) are complex in nature. Many instructors face uncertainty with regard to their role, specifically with regard to deciding whether to deliver instruction in English or simply transmit information in the language. That uncertainty creates tension and feelings of disempowerment, and therefore, instructors must go through a process of trial and error (Doiz & Lasagabaster, 2018). Added to these complications is a lack of training and development sponsored by institutions for EMI instructors, with the consequence of not preparing them enough for dealing with language and instruction requirements for such positions.

3. Literature Review

The rapid proliferation of English-Medium Instruction (EMI) at universities has prompted much academic investigation, particularly on educators' apprehensions and adjustments to these issues. In an attempt to integrate current studies in EMI, reflective instruction, and learning, and in an attempt to build key insights and reveal gaps in current studies, this review aims to synthesise current studies in EMI, reflective instruction, and learning, and, through an examination of the intersection between these factors, develop a critical analysis of reflective practice and its contribution to enhancing instruction and learning in EMI settings.

3.1. EMI: Challenges and Opportunities:

English-Medium Instruction (EMI) forms an important part of university internationalisation, especially in nations whose native language is not English. EMI not only promotes international competitiveness through attracting students worldwide but raises several concerns. One of them involves integration between language and content instruction, with teachers often having a problem balancing both sets of responsibilities, namely, language and content instruction (Dearden, 2015). Incongruity between both roles creates an inefficient use of trial-and-error in educational techniques (Airey, 2012; Doiz & Lasagabaster, 2018). In addition, lack of institutional backing for EMI instructors worsens these concerns, with an effective resolution for both language and educational aspects proving challenging (Lasagabaster, 2018).

The integration of artificial intelligence (AI) in many sectors, including educational settings, brings with it socio-technical concerns that require governance (Bostrom & Yudkowsky, 2014). AI can mitigate such concerns through its language training capabilities and its ability to deliver content at a larger scale (Airetti, 2018). For instance, AI platforms can deliver personalised experiences, and such personalised experiences become particularly

important in cases with a mix of language and cultures, such as in cases with English Medium Instruction (EMI) (Benaired et al., 2024). There arise, however, algorithm bias and ethics concerns, and therefore, governance frameworks and accessible design must be initiated (Eubanks, 2018).

3.2. Reflective Teaching in EMI Contexts:

Reflective teaching, underpinned by Dewey's (1933) theory of experiential learning, forms a critical part of teacher development in EMI settings. It involves a recurring loop of teacher reflection, critical examination, and refinement of practice with a view to developing effectiveness (Farrell, 2015). In EMI settings, in which language and content integration is paramount, reflective instruction helps instructors evaluate and modify their teaching approaches critically and, in the process, respond effectively to students' variegated requirements.

Benaired and Benali Reguieg (2024) make it clear that reflective practice, and specifically when taking the form of dramatisation in language classes, can have a powerful impact on students' communicative skills and motivation development. Not only does reflective practice integrate language and content, but reflective practice also creates a participatory and learner-centred environment that promotes instruction and learning. In addition, reflective instruction helps instructors verbalise and operationalise instruction and learning philosophies, and in doing so, enables coherent and effective instruction model development (Farrell & Ives, 2015). Reflective practice also prompts instructors to try out new instruction techniques, such as group instruction and technology integration, that have specific value in English Medium Instruction (EMI) settings (Xu & Chuaychoowong, 2017).

A multitude of studies have focused particularly on reflective instruction in English Medium Instruction (EMI) settings. A 2015 case study by Ives and Farrell examined reflective practice and its strong impacts, specifically in relation to its role in shaping philosophies and methodologies adopted by instructors in English Medium Instruction (EMI) settings. In its findings, instructors who participated in reflective practice showed a strong propensity for basing instruction in explicitly stated ideology frameworks, thus enhancing reflective practice and overall instruction effectiveness. In a similar manner, a 2017 study by Chuaychoowong and Xu focused specifically on reflective practice in Thai EMI instructors with a view to shedding light on the institution's role in developing reflective instruction practice and enhancing learner experiences.

3.3. Reflective Learning in EMI:

Reflective learning is particularly important for students in English Medium Instruction (EMI) environment, in which language development and academic success must both occur at the same time. Active reflection, critical thinking, and planning mark reflective learning, and through such processes, students become empowered to become responsible for their educational processes (Sowa, 2009). In EMI settings, reflective learning can serve a specific purpose, for it helps students become aware of both language and content strengths and weaknesses, creating a balanced form of overall learning.

Genc (2010) identifies a profound value in reflective writing, defining it as a critical and enormously useful tool with a powerful role in developing critical thinking and independence in students. Through practicing reflective writing regularly and consistently, students are given a rich opportunity to state and recount their individual experiences in terms of educational progression and individual development. With continuous practice in reflective writing, students can develop a deeper and enriched level of awareness concerning the numerous avenues through which improvements can be attained. In parallel, students can develop effective strategies and methodologies for overcoming any challenge that comes in their path, in a successful and positive manner. In addition, not only is reflective practice of tremendous value in terms of academic performance and overall achievement, but reflective practice can also develop, in students, important skills and dispositions critical for high-performance in a complex workforce with an emerging economy with ever-changing dynamics. In environments

with a high level of challenge, critical thinking competencies and capacities for autonomous learning become key factors for future success and achievement.

3.4. Tools for Reflective Teaching and Learning:

A variety of effective tools and new approaches can be used for developing reflective teaching, particularly in relation to enhancing educational achievement in English Medium Instruction (EMI) settings. Teachers often make use of reflective writing tools, including blogs and journals, in a systemic manner to organise and evaluate instruction (Farrell, 2013a). Blogs and journals present a systemic format for reflection, allowing instructors to pinpoint areas in need of improvement and try out new instruction approaches. Classroom recordings can also function effectively as a reflective instruction tool, allowing instructors to view and assess instruction, and therefore pinpoint specific areas for improvement (Eröz-Tuğa, 2012).

Collaborative methods, including peer observation and team teaching, work best in environments with an English Medium Instruction (EMI). In such environments, these approaches provide a platform for instructors to share best practice, receive and give feedback, and work together to develop strategies for language and content instruction integration (Lasagabaster, 2018). In addition, new technology, specifically artificial intelligence (AI), holds a lot of potential for supporting reflective practice. According to Benaired et al. (2024), AI can provide data-driven information and personalised learning experiences, and through them, both students and instructors can undertake effective and focused reflective practice.

The use of reflective tools in educational settings, including a variety of tools such as portfolios, reflection lists, and guided group discussions, have been proven to have a strong impact on students' motivation and academic performance in a variety of educational settings. In 2013, two researchers, Hung and Yeh, conducted an in-depth study specifically investigating the use of reflective tools in educational settings for use in English Medium Instruction (EMI). According to their studies, students involved in reflective practice consistently showed a significantly increased propensity for taking individual responsibility for educational experiences; through such practice, not only did students develop a strong individual accountability but also critical thinking, an important key to academic achievement.

3.5. Gaps in Literature:

As a growing corpus of studies and significant level of research work surrounding reflective practice and its relation to English Medium Instruction (EMI) can be seen, it is important to note that a range of gaps continues and, at present, have not been appropriately addressed. First, a significant lack of longitudinal studies that explore long-term impact of reflective practice both in terms of students' academic performance and teacher development can be seen. Whereas reflective teaching and learning have been proven to boost instruction and student performance in the short run, long-term impact continues to lack proper investigation (Farrell, 2018a).

Secondly, the studies regarding educational institution contribution to reflective practice development are not yet thorough enough. Individual students and instructors can both gain specific benefits from reflective practice, yet, for developing a reflective environment in Higher Education Institutions, institution backing is critical. Institutional backing involves training programmes, availability of resources, and incentives for instructors' reflective practice engagements (Lasagabaster, 2018). In conclusion, a critical urgency for a larger quantum of qualitative studies of EMI participants' lived experiences, including students and instructors, can be seen. Research in such a direction can unveil significant information regarding EMI's contribution to reflective practice, including its respective obstacles and potentials.

4. Problem Statement

The widespread use of EMI has generated a perceivable inequality between educationalists' requirements and provisions at schools and universities for instructors responsible for delivering such instruction. With EMI increasingly becoming part of a general institution's overall internationalisation strategy, its use in schools and universities is oftentimes marked with uncertainty, tension, and a lack of explicit guidance for instructors in terms of pedagogy. As a result, such a state creates disconnection and raises critical questions about EMI instructors' effectiveness in delivering instruction and language support, most particularly in settings in which significant diversity in students' language competency in English can be seen.

5. Purpose of the Study

In this regard, reflective practice is seen as a key tool for EMI teachers in overcoming numerous challenges and enhancing professional development. Founded in the academic work of John Dewey (1933), reflective practice involves active, continuous, and careful consideration of one's hypotheses, assumptions, and actions in relation to consequences. For EMI teachers, reflective practice opens a window for critical examination of educational philosophies, pedagogical decisions, and in-class actions, and therefore empowers them with accountability for their professional development and improvement in students' academic achievement.

The current article aims at investigating how reflection with an action orientation can act as an effective tool for EMI teachers in overcoming such obstacles and attaining professional development. With reflective practice, EMI teachers gain critical thinking skills with regard to educational philosophies, values, and in-class methodologies, and therefore have a chance to develop insightful and effective instruction techniques. In the current study, an in-depth model for reflection and implementable tools for redesigning instruction approaches for EMI teachers will be discussed.

6. Research Questions

1. How can reflective practice help EMI teachers navigate the challenges of teaching content through a second language?
2. How can action-oriented reflective practice enable EMI teachers to enhance intercultural communicative competence in international business-oriented learning environments?
3. What practical tools can support EMI teachers in engaging in action-oriented reflection?

By addressing these questions, this study aims to contribute to the growing body of literature on EMI teacher development and provide actionable insights for educators, policymakers, and institutions seeking to enhance the quality of EMI programmes.

7. Methodology

In order to provide a thorough framework, this study uses a qualitative, conceptual research design based on the qualitative inquiry principles described by Creswell (2014). It emphasises the interpretive analysis and synthesis of the body of current literature.

7.1. Research Design:

This study follows a qualitative, conceptual research design grounded in a critical review and synthesis of existing literature on English-Medium Instruction (EMI), reflective practice, and intercultural communication. Rather than collecting primary empirical data, the study aims to develop a comprehensive and integrative framework that connects theoretical insights with practical applications. This approach is particularly suitable given the exploratory nature of the research, which seeks to examine how action-oriented reflective practice can support EMI teachers in enhancing intercultural communicative competence within international business-oriented educational contexts.

7.2. Data Sources and Selection Criteria:

The data for this study consist of a wide range of scholarly sources, including peer-reviewed journal articles, books, and institutional reports related to EMI, reflective teaching and learning, and intercultural communication. The selection of sources was guided by relevance, recency,

and academic credibility. Priority was given to studies that address teacher development in EMI settings, models of reflective practice, and the role of English as a lingua franca in global and professional communication. This selection process ensures a balanced and up-to-date representation of key debates and developments in the field.

7.3. Analytical Approach:

The study employs a thematic and interpretative analysis to identify, compare, and synthesize key concepts emerging from the literature. Through this process, recurring themes such as the challenges of EMI, the role of reflection in professional development, and the importance of intercultural competence are critically examined. These themes are then systematically organized to construct a holistic model of reflective practice tailored to EMI contexts. Particular attention is paid to linking theoretical perspectives with practical implications, especially in relation to international business communication.

7.4. Model Development:

Building on the insights generated through the analytical process, the study proposes a holistic reflective framework for EMI teachers. This model integrates multiple dimensions, including personal beliefs, pedagogical principles, theoretical knowledge, classroom practices, and broader institutional and cultural contexts. The framework is further complemented by a set of practical tools designed to support action-oriented reflection, thereby bridging the gap between theory and practice and offering concrete strategies for professional development.

While the conceptual nature of this study allows for an in-depth exploration of existing knowledge and the development of a comprehensive framework, it also presents certain limitations. The absence of primary empirical data means that the proposed model and tools are not tested in specific classroom settings. Therefore, the findings should be interpreted as theoretically grounded and indicative rather than definitive. Future research could build on this work by empirically validating the proposed framework in diverse EMI contexts.

8. The Power of Reflective Practice in EMI

Reflective practice is not a new concept in education, but its application in the context of EMI is relatively underexplored. At its core, reflective practice involves a systematic process of self-examination, where teachers critically analyse their teaching practices, beliefs, and the outcomes of their actions. This process is particularly valuable in the EMI context, where the dual demands of content and language instruction require teachers to be highly adaptable and responsive to the needs of their students.

One of the key benefits of reflective practice is its ability to bridge the gap between theory and practice. EMI teachers often operate with implicit theories about how learning occurs, but these theories may not always align with their actual classroom practices. By engaging in reflective practice, teachers can uncover these discrepancies and develop more intentional and effective instructional strategies. For example, a teacher who believes in the importance of student-centred learning may discover, through reflection, that their classroom practices are still largely teacher centred. This realisation can prompt the teacher to experiment with new approaches, such as collaborative learning or problem-based learning, that better align with their beliefs and the needs of their students.

Reflective practice helps in developing self-awareness, an important tool for career development. By reflecting over experiences, EMI instructors can gain a deeper level of awareness regarding both their strengths and weaknesses, and factors impacting both in-class and out-of-class performance. Greater awareness can enhance confidence and resilience, allowing them to tackle EMI-related issues with ease. According to Farrell (2015), reflective practice enables teachers to "interpret, shape, and reshape" approaches to instruction, opening doors for new student learning opportunities.

In addition, reflective practice can promote collaboration and dialogue between instructors, a critical tool for EMI teacher development. By discussing with peers, instructors can exchange experiences, challenge common misconceptions, and gain new understandings about instruction approaches. Not only will this promote individual development, but it will develop a unifying community and shared purpose, underpinned by a shared dedication to reflective practice in EMI settings.

9. A Holistic Model for Reflective Practice

To support EMI teachers in reflective practice, a five-step model that integrates both the personal and pragmatic aspects of instruction is proposed in this paper. In a holistic model, effective reflection is understood not only to involve analysis of classroom techniques but also an investigation of the teacher's inner life, including values, feelings, and teacher identity.

9.1. Philosophy: Philosophy of the Teacher as a Person:

The first reflection stage focuses on teacher-as-person, with an emphasis placed on the role of knowing oneself in instruction. EMI teachers are invited to explore their background, values, and motivation through life stories in an autobiographical manner. By narrating their lives, teachers can reveal experiences that have helped shape teacher identity and gain a deeper awareness of who they are in terms of becoming a teacher. Through such a search for oneself, a coherent and authentic teacher philosophy can be developed, and such a teacher philosophy will serve as a basis for effective practice.

9.2. Principles: Identifying Beliefs About Learning and Teaching:

The second reflection stage entails reflection about the guiding principles in EMI instruction. Teachers' conceptions—subconscious presumptions about students, classrooms, and subjects— influence instruction and, in many cases, shape instruction in profound and invisible ways. By using techniques such as metaphor analysis, EMI instructors can make explicit these conceptions and challenge them in relation to actual instruction in practice. For example, a teacher who sees him-or-herself as a "guide" and not a "lecturer" will be more apt to use student-centred instruction in practice.

9.3. Theory: Connecting Theory and Practice:

The third stage invites EMI instructors to reflect about theoretical frameworks supporting their approaches to instruction. Regardless of whether such frameworks are explicit or tacit, all instructors work with a specific theory about the character of learning. By a critical examination of such theories, EMI instructors can detect mismatches between instruction and students' needs and therefore challenge them to seek out new approaches to instruction. For instance, an instructor prioritising active learning can opt for flipping instruction, problem-solving approaches, to maximise participatory and interactive dimensions in instruction.

9.4. Practice: Observing Classroom Action:

The fourth stage raises practice to prominence, challenging EMI instructors to evaluate actual actions taken in-class. Reflection can occur during instruction, reflection-in-action, and afterwards, reflection-on-action. Classroom observations, video recordings, and feedback from peers can function as rich sources of information about classroom life and the degree to which students' and teachers' actions coincide with one another. For instance, a teacher can learn, through analysis of video recordings, that she tends to dominate discussion in-class, and therefore affords students little opportunity for contribution. The realisation of such behaviour can motivate a teacher to introduce techniques supporting increased student contribution, such as Socratic seminars, and techniques such as think-pair-share.

9.5. Wider Contexts:

The final level, moving beyond mere practice, invites EMI instructors to explore the larger social, political, and cultural environments in which they work. That involves an investigation of EMI's role in university settings and its ethical dimensions concerning providing academic courses in a target language. By critical reflection, EMI instructors can become attuned to

factors both in and out of their immediate environment, becoming advocates for improvements benefiting students and instructors alike. For example, a teacher can explore EMI's impact on students' cultural identity and strive to integrate multiculturalism in their instruction.

10. Practical Tools for Reflective Practice

To enable reflective practice for EMI teachers, several tools in this article can be used at each stage of the reflective model. Specifically, these tools have been designed to generate deep and meaningful reflection and bridge gaps between practice and theory. These tools enable EMI teachers to evaluate their educational philosophies, educational choices, and in-class behaviour in a sequential and meaningful manner, developing a heightened level of awareness and expertise regarding both individual practice and instruction techniques. As discussed in detail in following sections, tools presented in this article not only have a high level of adaptability in relation to individual environments for instruction but, through collaboration and dialogue, also promote collaboration and dialogue between teachers, and subsequently, a community of practice focused on continuous improvement.

The tools discussed have been designed to map onto each stage of the reflective model, allowing use in a coherent and purposeful sequence. For instance, through dialogue, writing, observation, and group instruction, these tools enable EMI teachers to evaluate practice, try out new techniques, and have a significant and long-lasting positive impact on students.

10.1. Dialogue:

Engaging in reflective discourse with experienced experts, either in person or via virtual platforms, may assist EMI instructors in elucidating their thoughts, testing ideas, and cultivating new insights into their work. EMI educators may engage in discussions using volunteer networks, web forums, or during in-service training programmes. According to Ahmadi, Samad, and Noordin (2013), group discussions enable instructors to articulate their professional identity more openly, therefore fostering a community and a collective purpose.

10.2. Writing:

Reflective writing, regardless of its form—be it journals, blogs, or forums—provides EMI instructors with a rich opportunity to organise and explore their thinking and professional practice and ideology. By putting down in writing, instructors can discern trends over time and gain a deeper awareness of approaches to instruction. According to Farrell (2013a), reflective writing helps instructors "see" their thinking and have an inner conversation, enhancing awareness and supporting career development.

10.3. Classroom Observations:

Watching oneself teach, such as through video recordings, or in collaboration with a peer, can reveal discrepancies between stated and actual practice. By employing such a practice, EMI instructors can view instruction through a new lens and make data-informed modifications, allowing for evaluation and tracking of improvement over time. For example, Farrell (2011b) describes how a use of a Seating Chart Observation Record (SCORE) helped an ESL teacher evaluate communications in her classroom and target areas in need of improvement.

10.4. Action Research:

Action research involves a spiral model of planning, taking actions, documenting consequences, and reflection concerning a specific issue of instruction. By taking part in small studies, EMI instructors can gain an in-depth awareness of students' requirements and try out new instruction methodologies. As Sowa (2009) describes, action research encourages instructors to "think about practice in a more critical manner," ultimately developing wiser and effective instruction approaches.

10.5. Narratives:

The act of recounting and reflection over one's narrative can help EMI instructors make meaning out of experiences and map experiences onto one's role in a field of practice.

Narratives bridge theory and practice, providing insightful reflection over a teacher's path and obstacles encountered along the path. According to Barkhuizen (2010), narratives allow instructors to "re-story experiences," creating new interpretations and avenues for professional development.

10.6. Team Teaching:

Collaboration with a language expert, specifically, can have a significant impact in developing language and integration of content skills for EMI participating teachers. In addition, team teaching promotes solidarity and enables shared reflection and development opportunities for professionals. According to Lasagaster (2018), through team teaching, instructors have a chance to "complement one's capabilities," and in that manner, a rich and effective learning environment is developed.

11. Recommendations

To maximise effectiveness in reflective practice in English-Medium Instruction (EMI), interventions must be initiated that yield a benefit for both educational settings and instructors. First, universities and tertiary level schools should integrate reflective practice in teacher training and development programmes specifically designed for EMI instructors. This can be accomplished through training sessions, seminars, and workshops with a focus placed on reflective techniques including reflective journaling, peer observation, and action research. By providing instructors with tools and frameworks for reflection, educational settings can instate a reflective environment in which instructors can critically assess and develop a reflection-improved practice. In addition, schools can provide long-term support through mentor programmes, in which experienced EMI instructors mentor less experienced counterparts in effectively employing reflective practice and practicing EMI competently.

Furthermore, the development of peer collaboration networks and communities of practice is important in creating a supportive environment in which EMI instructors can share experiences, tackle obstacles, and develop best practice approaches. Peer networks can have a variety of forms, such as ongoing discussion forums, web platforms, or mixed-methods instruction groups, with a view to enhancing collaboration between language and content professionals. By providing an environment conducive to problem-solving and open discussion, such networks enable instructors to develop effective language and content integration approaches, and in doing so, contribute to long-term improvement in EMI programmes. In addition, continuous research is important in studying long-term consequences of reflective practice in EMI instruction and learning processes. Qualitative and long-term studies must explore reflective practice impacts on teacher development, learner motivation, and academic achievement in multilingual environments. By filling gaps in current studies, educational institutions can gain useful insights into reflective practice efficacy and tailor teacher development programmes to best serve EMI instructors and learners.

By creating a reflective practice environment, EMI programmes can increase instruction effectiveness, enhance teacher well-being, and promote learner achievement in multilingual academic environments. These recommendations not only respond to immediate EMI instructors' concerns but contribute to long-term success and continuity of the EMI educational model.

12. Conclusion

As English-Medium Instruction (EMI) increasingly takes root at a worldwide level, there is an unprecedented demand for effective teacher development strategies. With a rapid expansion in EMI powered both by a quest for internationalisation in universities and a diversification of students, an extraordinary burden is placed in the hands of instructors. Many EMI instructors face a dual challenge: communicating effectively and at the same time developing students' language capabilities in English, with little institutional support and specific pedagogical

training. Under such a scenario, reflective practice proves to be a powerful and useful tool for EMI instructors, allowing them to manage such a challenge, develop new forms of instruction, and subsequently drive improvements in students' academic performance.

Drawing its theoretical underpinnings from the academic work of John Dewey (1933) concerning reflective practice, such an approach invites instructors to evaluate and critique their philosophies of instruction, choices, and actions in a classroom environment. By practicing reflection concerning instruction, EMI instructors can effectively bridge theory and practice, with methodologies and educational values in harmony, and respond to students' variegated requirements in an effective manner. In addition, through developing awareness, reflective practice enables instructors to specify areas for improvement, try out new approaches, and respond effectively to students' linguistic and cultural diversity in the classroom. In addition, reflective practice creates collaboration and discussion between instructors, creating a community of practice conducive to continuous teacher development.

The holistic model of reflective practice developed in this article creates a systematic model for reflective practice for instructors of English Medium Instruction (EMI). By analysing their philosophy, values, theory, practice, and larger environments, instructors gain a deeper level of awareness about their role and its impact for effective instruction. Several tools, such as dialogue, reflective note taking, observation, action research, narrative, and group instruction, make reflective practice feasible and enable instructors to assess and modify practice in an evidence-based format.

The value of reflective practice reaches beyond individual instructors and infuses the larger EMI environment. As instructors partake in reflective practice, instructors develop student-centred environments that promote increased active participation, critical thinking, and language development. As a result, students' capacities for success in EMI environments, in which students must navigate dual requirements for mastery of academic content and language, become vastly increased. In addition, reflective practice promotes institution-wide innovation, positioning instructors at the helm of pedagogical development and championing reform in policies supporting EMI delivery.

To future development, effectiveness in EMI instruction will depend on instructors' ability to respond to changing requirements of internationalised post-secondary instruction. By embracing an action-reflexive model, EMI instructors can make instruction a catalyst for innovation, diversity, and development. Not only will development in instruction serve students, but it will serve larger objectives of internationalisation, creating cross-cultural awareness and developing a workforce prepared for success in a global economy.

In conclusion, reflective practice not only works as a teacher development tool but is a transformation catalyst for English-Medium Instruction (EMI) too. As EMI continues to rise in prominence in its respective sector, integration of reflective practice in teacher training and development programmes will become a necessity for both successful instructors and students. By instating a reflective environment, educational settings can enable EMI instructors to manage the complexity involved in such roles, become effective instructors, and join future EMI instruction for years to come.

13. List of references:

Books

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Dearden, J. (2015). *English as a medium of instruction—a growing global phenomenon*. British Council.

- Dewey, J. (1933). *How we think*. University of Wisconsin Press.
- Ernesto Macaro, E. (2018). *English medium instruction*. Oxford University Press.
- Farrell, T. S. C. (2013a). *Reflective writing for language teachers*. Equinox Publishing Ltd.
- Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. Routledge.
- Farrell, T. S. C. (2018a). *Research on reflective practice in TESOL*. Routledge.
- Farrell, T. S. C., (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. Routledge.
- Jandt, F. E., (2018). *An introduction to intercultural communication: Identities in a global community* (9th ed.). SAGE.
- Jenkins, J., (2014). *English as a lingua franca in the international university*. Routledge.
- Lasagabaster, D., & Doiz, A., (Eds.). (2021). *English-medium instruction at universities: Global challenges*. Routledge.
- Michael Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Richards, J. C., & Farrell, T. S. C., (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Sowa, P. A. (2009). Understanding our learners and developing reflective practice: Conducting action research with English language learners. *Teaching and Teacher Education*, 25(8), 1026–1032.
- Thomas S. C. Farrell (2020) Professional development through reflective practice for English-medium instruction (EMI) teachers, *International Journal of Bilingual Education and Bilingualism*, 23:3, 277-286.
- Vance, C. M., & Paik, Y. (2015). *Managing a global workforce: Challenges and opportunities in international human resource management* (2nd ed.). Routledge.
- Xu, L., & Chuaychoowong, M. (2017). A case study of teachers' beliefs and practices with English-medium instruction (EMI) at Mae Fah Luang University. *Online Proceedings of the International Conference: DRAL 3/19th ESEA 2017*.

Journal Articles:

- Ahmadi, P., Samad, A. A., & Noordin, N. (2013). Identity formation of TEFL graduate students through oral discourse socialization. *Theory and Practice in Language Studies*, 3(10), 1764–1769.
- Airey, J. (2012). "I don't teach language." *The linguistic attitudes of physics lecturers in Sweden*. *AILA Review*, 25, 64–79.
- Barkhuizen, G. (2010). *An extended positioning analysis of a pre-service teacher's better life small story*. *Applied Linguistics*, 31(2), 282–300.
- Benaired, A., & Benali Reguieg, N. (2024). *Enhancing EFL Learners' Communicative Skills through Dramatisation of Lessons*. *Journal of Languages & Translation*, 4(2), Laboratory of information and communication technologies in the teaching of foreign languages and translation, Benbouali University of Chlef, Algeria, 203-210. (PDF) *Enhancing EFL Learners' Communicative Skills through Dramatisation of Lessons*. Available from: https://www.researchgate.net/publication/381879872_Enhancing_EFL_Learner_s'_Communicative_Skills_through_Dramatisation_of_Lessons [accessed Feb 01 2025].
- Benaired, A., Benbali, S., & Zian, M. (2024). *AI: Bridging Societies for a Brighter Future*. *Djousour El-maarefa*, 10(1), 444-453.

- Deardorff, D. K., (2006). Identification and assessment of intercultural competence. *Journal of Studies in International Education*, 10(3), 241–266.
- Doiz, A., & Lasagabaster, D. (2018). Teachers' and students' second language motivational self-system in English-medium instruction: A qualitative approach. *TESOL Quarterly*, 52(3), 657–679.
- Eröz-Tuğa, B. (2012). Reflective feedback sessions using video recordings. *ELT Journal*, 67(2), 175–183.
- Farrell, T. S. C. (2011b). "Keeping SCORE": Reflective practice through classroom observations. *RELC Journal*, 42(3), 265–272.
- Farrell, T. S. C., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice. *Language Teaching Research*, 19(5), 594–610.
- Genc, Z. S. (2010). Teacher autonomy through reflective journals among teachers of English as a foreign language in Turkey. *Teacher Development*, 14(3), 397–409.
- Hung, H., & Yeh, H. (2013). Forming a change environment to encourage professional development through a teacher study group. *Teaching and Teacher Education*, 36, 153–165.
- Lasagabaster, D. (2018). Fostering team teaching: Mapping out a research agenda for English-medium instruction at university level. *Language Teaching*, 51(3), 400–416.
- Pudenko, M. K., & Harzing A.W., (2007). Country-of-origin, localization, or dominance effect? *Journal of International Business Studies*, 38(3), 430–455.