



Retaining ESP for Successful EMI Implementation in Algeria: Key Approaches and Recommended Practices

Dr.Ouafa OUARNIKI *
University of Djelfa, Algeria
SIGMA Laboratory, Oran1

ouafa.ouarniki@univ-djelfa.dz

Dr.Houda BOUMEDIENE
Amar Telidji University of
Laghouat, Algeria
AILE Laboratory,
Laghouat

h.boumediene@lagh-univ.dz

Dr. Anamaria Supuran
University of ORADEA,
Romania
Faculty of Environmental
Protection

asupuran@uoradea.ro

Dr. Nadežda Stojković
Faculty of Electronic
University of Niš, Engineering
Serbia

nadezda.stojkovic@elfak.ni.ac.rs

Abstract

The integration of English for Specific Purposes (ESP) into English as a Medium of Instruction (EMI) models is ever more crucial to improve academic proficiency at Algerian universities. Although EMI is significantly contributing to global competitiveness, its effectiveness is not solely measured in terms of the level of English proficiency, but also in terms of the successful incorporation of ESP, which specifically caters to the language requirements of different academic disciplines. Therefore, this paper explores how ESP can be strategically incorporated in EMI contexts to improve students' performance across a variety of subject disciplines. Specifically, it presents ways in which ESP can be matched to discipline content, so that students acquire both subject knowledge and language skills. Also, the study presents key challenges that face both faculty and students, such as limited resources and lack of linguistic support. Accordingly, the article proposes targeted solutions like structured professional development programs for teachers to enhance their teaching competencies in the EMI environment. It also proposes comprehensive support mechanisms for students to address their language needs efficiently. The article reiterates the contribution of institutional policy in sustaining effective ESP-EMI inclusion. It encourages investment in resources, continuous assessment, and stakeholders' coordination to foster the long-term success of these measures. Through these measures, Algerian universities can achieve a smooth transition to EMI. This will not only improve students' academic competence but also increase employability in an increasingly globalized academic and professional environment.

Article info

Received
February 06.2025
Accepted
March 06.2025

Keyword:

- ✓ ESP,
- ✓ EMI,
- ✓ academic proficiency,
- ✓ professional development,
- ✓ institutional policies.

* Corresponding author

1. *Introduction*

The introduction of English as a Medium of Instruction (EMI) has become a vital strategy for Algerian universities wishing to become more internationally competitive and improve academic quality. This fundamental change acknowledges that mastery of the English language not only provides access to global knowledge networks but also provides students with essential communication skills necessary to prosper in an internationalized job market. Nonetheless, the proper delivery of English Medium Instruction (EMI) necessitates an inclusive method that surpasses linguistic proficiency. This involves the incorporation of English for Specific Purposes (ESP), which develops language teaching to address specific academic and professional requirements in various fields.

In Algeria, as in many countries around the world, the adoption of EMI alongside ESP represents a complex and multifaceted educational reform process. This change requires carefully considered curriculum articulation, pedagogy, faculty development programs, student support networks, and institutional policy embracing linguistic diversity and augmenting academic excellence. This article attempts to cover these aspects comprehensively, drawing upon extant literature and empirical evidence to provide practical insights and strategies. The primary research questions informing this research are:

What are the essential components to effectively implement ESP in EMI contexts for Algerian universities?

In what ways can ESP meet Algerian students' particular linguistic and academic requirements within disciplines?

What are the policies that can be adopted to help students and staff adapt to EMI with ESP successfully?

By responding to these questions, this article seeks to contribute valuable knowledge to the ongoing discussion of education reform in Algeria. Furthermore, the findings seek to inform policymakers, educators, and administrators on how to most effectively introduce EMI with ESP to enhance academic competence and global competitiveness among students.

2. Literature Review

The integration of ESP in EMI has drawn increasing interest in higher education research. According to Dudley-Evans and St. John (1998), ESP differs from general English language teaching in that it addresses discipline-specific language skills crucial for academic and professional success. In this approach, it is ensured that students learn the language skills required to operate with their subject matter effectively (Hyland, 2006; Basturkmen, 2006).

Nevertheless, scholars have debated the feasibility of implementing ESP in EMI. At one level, authors such as Flowerdew (2005) and Kirkpatrick (2007) intimate that ESP is required in ensuring comprehension within disciplines given technical jargon and subject-specific lexis control students' engagement with course content. On the other hand, though, there are critics who suggest that ESP-based approaches can potentially limit students' general language growth by emphasizing technical terms to

the detriment of general communicative competence (Belcher, 2009).

In addition, gaps in literature call for further investigation of the institutional issues involved in ESP implementation in EMI settings. Although research has long chronicled the advantages of ESP for enhancing language and content integration, comparatively less focus has been given to the everyday limitations, including faculty training constraints and resource availability (Benesch, 1996). This article contributes to the topic by bridging the above gaps and proposing feasible plans for policy refinement and faculty development to ensure the sustainability of EMI-ESP integration.

The other critical issue concerns the assessment approaches in ESP-EMI programs. McNamara (2000) observes that mainstream language assessment tools fail to capture the interdisciplinary nature of ESP learning. Instead, he contends that dual-focus assessments, which evaluate both linguistic proficiency and subject knowledge, are more appropriate. However, such assessments require much institutional support, an area that has not yet been thoroughly investigated in Algerian universities.

Given these nuances and gaps in research, this article expands on existing work by suggesting a holistic model for incorporating ESP into EMI that is balanced between technical language acquisition and general communicative competencies. In so doing, it hopes to offer a more inclusive framework that can be used to direct policymakers and educators in Algeria.

3. Curriculum Integration of ESP in EMI

Successful incorporation of English for Specific Purposes (ESP) into English Medium Instruction (EMI) contexts necessitates meticulous mapping of language learning targets onto content of individual disciplines. This process starts with an extensive needs analysis aimed at establishing the particular linguistic requirements of different academic disciplines in Algerian universities. A needs analysis forms the basis upon which the development of ESP courses based on discipline-specific lexis, discourse conventions, and writing styles that are crucial to academic and professional achievement is founded (Flowerdew, 2005; Kirkpatrick, 2007).

Further, curriculum integration also demands the advancement of consistency among English for Specific Purposes (ESP) classes and the main curriculum. Such consistency not only allows easy integration of language education but also makes learners better equipped to transfer linguistic competence to genuine academic environments. By integrating ESP into disciplinary settings, institutions of learning can conveniently enable students to master both content knowledge required as well as linguistic competence particular to their specific disciplines (Hutchinson & Waters, 1987).

Strategic curriculum integration also entails constant review and revision to make ESP courses compatible with evolving disciplinary requirements and academic objectives. Such a continuous process enables ESP to remain responsive to the evolving needs of learners and the evolving requirements of worldwide academic and professional environments

(Dudley-Evans & St John, 1998). By providing relevance and rigor in ESP curriculum design, Algerian universities can improve the quality of education and provide their students with appropriate skills for successful careers in a very competitive international market.

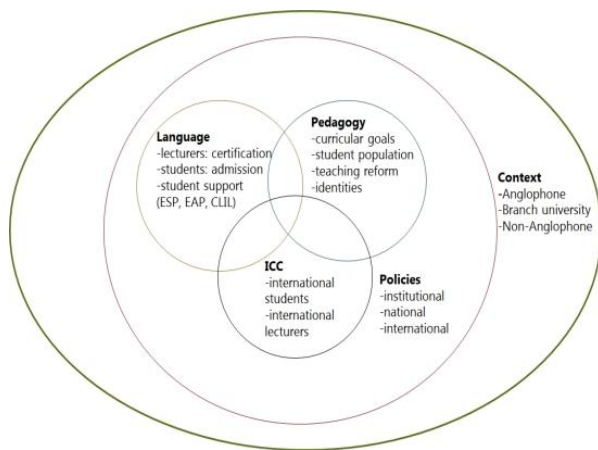


Figure 1: EMI Framework (Adopted from Dimova, 2021).

This figure provides a conceptual model explaining the fundamental aspects of EMI implementation. Specifically, it highlights the key aspects of effective EMI integration, including language capacity needs, pedagogic approaches, faculty professional development, and student support mechanisms. Additionally, the model serves as a foundation for policymakers and practitioners who aim to balance content knowledge and linguistic capacity in EMI settings. Since incorporating ESP into this model serves to underscore its relationship to moving discipline-based language learning and subject matter instruction closer together, it is worth citing this figure in relation to how institutions can combine language instruction with disciplinary content. Thus, this model provides a phased approach for universities adopting English-medium

instruction, while maintaining the quality of education. Importantly, following this model allows institutions to systematically address issues pertaining to faculty preparedness, language proficiency of students, and curriculum design. In addition, it stresses the importance of continuous assessment and professional development in ensuring the sustainable implementation of EMI.

Instructional Methodologies Pedagogical approaches in ESP within EMI are key to facilitating language learning and disciplinary learning in parallel. Task-based learning (TBL) methodologies are particularly effective, as they engage students in real-life tasks that require English use within contextualized academic and working-life contexts (Nunan, 2004). By focusing on practical applications of language ability in real contexts, task-based learning builds up students' abilities to communicate effectively and apply what is learned to the target area of study. For instance, in Algerian universities where EMI is used to teach engineering courses, students perform problem-solving tasks reflecting real-world industry problems, thereby integrating both language and technical competencies.

Similarly, medical students also practice with simulated patient consultations so that they can practice medical terms and diagnostic discussions in English, which greatly improves their workplace communicative capacity. In addition, CLIL-based strategies integrate language learning with the learning of various subject content to allow both in-depth understanding of material and language abilities at the same time (Coyle, Hood, &

Marsh, 2010). CLIL not only helps in students' language abilities but also in understanding challenging disciplinary notions through active, language-embedded learning experiences. Such an integrative strategy allows for interdisciplinarity and readies students for tackling different problems in their studies and professional activities.

For instance, at the University of Algiers, CLIL approaches have been successfully applied in business studies, where students study case studies of foreign companies while acquiring business-related English vocabulary and communication skills. Contextualized learning in this way ensures that students learn both linguistic and subject matter content effectively. In addition, cooperative learning and peer feedback mechanisms in ESP in EMI enable interactive language use and peer-assisted language learning. By engaging students in group projects and debates, instructors can create possibilities for purposeful use of language and positive feedback, hence enhancing the linguistic confidence and ability of students (Richards & Farrell, 2005). A case in point is the integration of peer review tasks in writing-rich EMI courses in Algerian universities.

Engineering students, for example, submit technical reports and give feedback in a structured format, with attention to both technical clarity and linguistic accuracy. In so doing, they promote critical thinking, improve writing proficiency, and create a collaborative learning community in which students learn from one another through peer support. Furthermore, the use of technology-supported learning tools has

also deepened pedagogy in EMI-ESP settings. Online discussion boards, computerized language feedback systems, and simulated environments provide students with additional opportunities for subject-specific English practice. Engineering students at Djelfa University, for example, go through virtual laboratory experiments in which they have to present their findings and procedures in English, guaranteeing content mastery as well as language development.

By integrating these approaches systematically, Algerian tertiary education can support more effective EMI learning environments where students gain both disciplinary and linguistic competence in tandem. To this end, the effective implementation of task-based learning, CLIL, collaborative learning, and technology-mediated learning is instrumental in advancing comprehensive language and subject competence, ultimately empowering students for both academic success and professional careers in globalized fields.

1. Faculty Development

Faculty development is undoubtedly crucial in ensuring the effective implementation of English as a Medium of Instruction (EMI), more specifically English for Specific Purposes (ESP), in Algerian higher education institutions. With the need to provide quality education amidst a growing internationalized academic environment, it is necessary that teaching staff are not only endowed with a good command of the English language but also with the pedagogical skills required to successfully integrate language learning and specific disciplinary content (Belcher,

2009). This double role imposes enormous demands on the instructors, calling for special professional development programs. Such programs must aim at building educators' capacities for designing English for Specific Purposes (ESP) courses, designing appropriate teaching materials, and applying suitable assessment strategies (Benesch, 1996). By targeting these aspects, faculty development programs equip instructors with the competencies necessary to meet both the subject content and the language demands necessary in English Medium Instruction (EMI) contexts.

Moreover, collaborative professional learning communities and communities of practice offer highly effective locales for faculty development in EMI with ESP. Such communities offer a venue where instructors can exchange best practices, share innovative pedagogical practices, and collaboratively address the challenges that arise in integrating language and content instruction (Hyland, 2006). Attendance in these forums enables the faculty members to draw on the collective experience of their peers, thereby allowing them to sharpen their methods and improve their effectiveness in teaching. Further, such settings permit a culture of ongoing learning where the teachers are able to continuously assess and modify their teaching approaches to remain abreast with changing practices in education as well as the needs of their students. This cooperative method also keeps teachers updated on the newest teaching resources and tools, thereby allowing them to provide more interesting and effective lessons.

Furthermore, institutional support is crucial for successful implementation of

faculty development programs. Institutional support can assume several forms, from providing funds to facilitate participation in professional development activities to facilitating participation in specialty training workshops, and rewarding recognition and incentives to faculty members who show improvement in English-medium teaching through successful English for Specific Purposes teaching (Flowerdew, 2005). For instance, it is possible to budget for attending international conferences or contracting specialists for on-the-job training. Faculty rewards such as awards, promotion, or offers of further academic development not only enhance morale among the faculty but also stimulate greater commitment to enhanced teaching techniques. Ultimately, this investment in an institution is paramount to creating a system of faculty development that has a direct impact on the quality of education being delivered to students.

In addition to the key aspects of faculty development, pragmatic proposals for its operationalization are also needed. To ensure that faculty members are equipped to meet the demands of EMI with ESP, institutions need to plan in terms of a systematic model with diverse modes of delivery. For instance, workshops addressing specific issues of course design (such as language and content integration, designing assessment, or developing effective learning materials) would provide faculty with direct practice in addressing the concrete issues of EMI with ESP. Moreover, online modules offer a flexible, self-paced learning alternative, which allows faculty to update their knowledge and skills without disrupting their teaching

schedules. These modules can cover fundamental topics such as language pedagogy, EMI digital tools, or discipline-specific pedagogy.

It is worth mentioning that, mentoring programs are an essential complement to training. Mentoring allows experienced faculty members to guide less experienced faculty through the daily realities of EMI with ESP instruction. Such mentoring arrangements can provide a personalized process of development, in which newer faculty members receive tailored support based on their specific needs and teaching contexts. Mentors are able to lead mentees through the nuances of integrating content and language, as well as offering professional and emotional support as they develop their teaching proficiency.

With these different training formats, the institutions can offer a comprehensive faculty development program that addresses a wide range of educators. It is a multifaceted approach aimed at providing all faculty members, regardless of their experience or familiarity with EMI and ESP, with relevant content and tailored support to foster their growth as instructors. In general, faculty development investment is not only an investment in individual instructors but also in the future success of Algerian higher education institutions. By providing various programs, including workshops, online modules, and mentorship schemes, as well as institutional support, universities can develop a pool of highly qualified teachers who are ready to deliver engaging and successful English Medium Instruction as well as English for Specific Purposes teaching. Thus, this will enhance student

success, create a culture of professional development, and ultimately fuel the larger objective of institutional excellence.

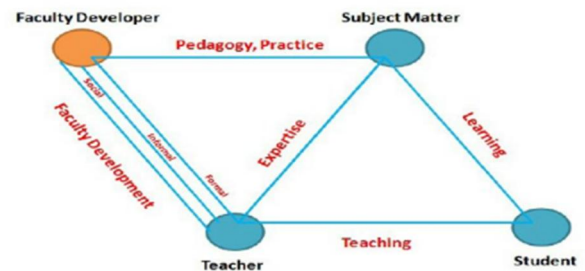


Figure 2: A Model of Escalating Faculty Development (Adopted from Yee & Hargis, 2012).

This model illustrates a cumulative faculty development pathway, outlining different stages of faculty development, ranging from initial exposure to EMI concepts to advanced mastery of integrated content and language teaching methods.

Furthermore, the model places pedagogical training, professional collaboration, and reflective teaching practices at the center of faculty development. By incorporating this systematic model, faculty members can progressively enhance their teaching effectiveness, ensuring that they are well-equipped to handle the linguistic and disciplinary demands of EMI courses.

In addition, the faculty development model highlights the significance of formal training programs aimed at fostering the effectiveness of instructors in teaching EMI courses. It is therefore imperative to include this figure while remarking on professional development prospects, such as workshops, peer observation, and mentorship programs. Lastly, by adopting this model, Algerian universities can ensure educators are adequately capacitated to handle the complexities of

EMI and ESP integration, with resultant improvement in student learning outcomes.

3. Student Support Services

Supporting students in adapting to EMI through ESP involves establishing comprehensive support services covering both their linguistic and academic needs. Language proficiency examinations are of great significance in identifying students' weaknesses and strengths in English language skills (Chang & Shih, 2019). Not only do these evaluations identify areas where students require more assistance, but they also guide the development of targeted interventions and individualized language learning plans that respond to personal needs. As such, this method guarantees support is matched to the individual needs of each student, thereby optimizing their opportunity for success. Besides, language support labs or facilities offer students valuable time and resources for interaction, including tutoring, language courses, and the use of multimedia resources designed for learning languages (Carless & Walker, 2006). Through these facilities, institutions cultivate a supportive environment in which students can improve both their linguistic proficiency and academic achievement in English Medium Instruction (EMI) settings. This access to additional resources, in turn, assists in filling language skill gaps, thereby promoting increased confidence and ability in academic writing.

Furthermore, orientation programs and workshops play a crucial role in acquainting students with the expectations and challenges of studying in an English Medium Instruction (EMI) context. The programs provide essential insights into academic writing conventions, utilization

of discipline-specific terminologies, and effective communication skills in English (Medium of Instruction Policy & Planning, 2020). Consequently, students are in a better position to deal with the intricacies of EMI, thus improving their overall academic experience. By equipping students with the necessary skills and knowledge, institutions can facilitate the transition to EMI with ESP and thereby promote academic achievement among diverse groups of students

4. Assessment and Feedback

EMI with ESP assessment practices are critical in both learner progress measurement and in ensuring achievement of learning outcomes. Tests need to be done to examine disciplinary knowledge acquisition as well as that of language ability (McNamara, 2000). This dual purpose allows instructors to gauge students' ability to use English to communicate effectively within their disciplines, along with their conceptual understanding of their disciplines. Nevertheless, issues may emerge when students are not able to cope with EMI because of their limited language proficiency and thus are unable to express their subject knowledge adequately. Additionally, the lack of assessors who are trained in both content and language assessment further exacerbates the situation. To resolve these concerns, a demand exists to offer specific training to evaluators on the convergence of content and language evaluation so that assessments are equitable and reflective of both student learning and language acquisition.

Furthermore, the provision of timely and constructive feedback to students plays a

significant role in fostering their linguistic growth and academic achievement. This feedback must be specific, actionable, and supportive, with a view to steering students towards improvement while confirming positive learning outcomes (Gibbs & Simpson, 2004). Nevertheless, difficulties commonly occur when students are not in a position to understand feedback completely because of language barriers or inadequate academic language proficiency. In these instances, instructors may provide more elaborate, guided feedback covering linguistic as well as content-based aspects, thereby ensuring learners receive the necessary support throughout their academic journey. In addition, including peer review and self-assessment tasks also serves to enhance the feedback process. By actively participating in these tasks, students are likely to gain a stronger sense of awareness regarding their academic development and become more invested in both their language learning and subject matter expertise. While beneficial, peer review and self-assessment may also pose some issues, for example, potential for bias or inadequacy in terms of relevant expertise to give feedback. To address these issues, it is important to offer students guidelines and training aimed at encouraging constructive feedback, thereby a fairer and more effective assessment process.

5. Institutional Policies and Support Systems

Institutional policies play an important role in shaping the implementation and sustainability of EMI with ESP in Algerian higher education. Specifically, policies that promote multilingualism alongside EMI

recognize the linguistic diversity of student bodies and promote inclusive education practices (Medium of Instruction Policy & Planning, 2020). These policies, as such, promote an inclusive climate in which the linguistic identities of students are not only recognized but also valued, which contributes to the overall academic life of the students. This measure, in addition to linguistic diversity commitment, allows all students a chance to succeed in an EMI environment.

Besides, it is necessary to allocate enough resources for ESP materials, faculty development programs, and student support services to guarantee the quality and effectiveness of EMI with ESP implementation (Flowerdew, 2005). By prioritizing these resources at the top, institutions can be assured that both students and faculty are adequately prepared to cope with the demands of EMI. Financial investments in infrastructure and education, thus, are an expression of the commitment of an institution to facilitating linguistic transitions and enhancing educational attainments, specifically under the rubric of globalization.

In addition, monitoring and evaluation systems are necessary to ascertain the effectiveness of EMI with ESP programs and areas of improvement. Regular reviews of program performance, students' achievement, and stakeholder feedback allow institutions to determine challenges and make informed decisions in changing their strategies. Such data-driven information, for example, helps in enhancing teaching approaches, learning materials, and modifying support services. With continued use of these research

results, Algerian universities are able to continuously align their strategies for EMI with ESP with their overall goals of education, towards institutional excellence and the sustainability of high-quality learning environments.

6. Sustainability and Continuous Improvement

The viability of English Medium Instruction (EMI) within the framework of English for Specific Purposes (ESP) requires ongoing evaluation, adjustment, and an unrelenting commitment to ongoing improvement. Specifically, periodic assessments of EMI programs are crucial for enabling educational institutions to measure their impact on student learning outcomes and identify areas for improvement (Richards & Farrell, 2005). Consequently, such evaluations offer reflective feedback on the efficacy of current practices, thereby keeping the programs relevant and attentive to the interests of the students and educators. Furthermore, stakeholders' involvement, including policymakers, administrators, faculty members, and students, is essential in soliciting varied viewpoints and promoting cooperative efforts in program development and innovation. By including feedback from these essential stakeholders, institutions can make programs align with the shared needs and expectations of the academic community.

Further, the development of a culture of ongoing improvement needs to create a setting in which feedback and self-reflection allow for organizational development (Gibbs, 2010). This can be done through implementing mechanisms for frequent feedback from faculty and students, utilizing such feedback as a

stimulus for transformation. In addition, by promoting experimentation with innovative pedagogical methods, integrating ongoing research developments, and actively addressing changing educational trends, Algerian universities can increase their ability to provide high-quality EMI with ESP education. Consequently, universities can not only remain ahead of educational adversity but also reinforce their long-term performance in equipping students to succeed in international academic and professional contexts.

Conclusion

In general, the effective implementation of English for Specific Purposes (ESP) in English Medium Instruction (EMI) models in Algerian higher education needs to be a synergistic and intentional process involving curriculum design, pedagogical innovation, faculty development, student support services, institutional policies, and a commitment to ongoing improvement. By aligning language teaching with subject content, Algerian universities can not only strengthen scholarly ability but also improve their competitive standing in the international market. Furthermore, fostering a positive educational climate that respects linguistic and academic diversity is essential in order to enable students to thrive in both academic and professional settings.

The integration of ESP in EMI settings offers numerous benefits, including the learning of crucial skills that are necessary for success in several fields. Nevertheless, for these benefits to be fully realized, it is imperative that institutions prioritize ongoing faculty development programs. This will enhance teaching practices and

foster a culture of academic excellence. Moreover, the establishment of customized support facilities is necessary for providing equitable access to resources and, consequently, promoting an inclusive and nurturing learning environment for EMI students. Institutional policies must also safeguard the long-term feasibility and scalability of ESP-EMI programs. Indeed, such policies are necessary for ensuring that the integration of language and content within these frameworks can be sustained and nurtured in the long term.

It is essential for Algerian universities to fully embrace these values, thereby creating an environment where both students and faculty are equipped to thrive. To achieve this goal, policy change is necessary to facilitate curricular synchronization, enhance the professionalization of faculty, and provide adequate resources to students. Moreover, future research must continue to evaluate the effectiveness of these integrative approaches, offering valuable insights that can guide the ongoing development of ESP-EMI in Algerian higher education. By combining these efforts, Algerian universities can empower students to succeed both academically and professionally within the globalized community.

References

- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Lawrence Erlbaum Associates.
- Belcher, D. D. (2009). What ESP is and can be: An introduction. In D. D. Belcher (Ed.), *English for specific purposes in theory and practice* (2nd ed., pp. 1–20). University of Michigan Press.
- Benesch, S. (1996). Needs analysis and curriculum development in ESP. In M. H. Long & J. C. Richards (Eds.), *Handbook of language teaching* (pp. 583–598). Wiley-Blackwell.
- Carless, D., & Walker, A. (2006). Effective language learning support for international and domestic students: A review of effective practice. *Quality Assurance Agency for Higher Education*.
- Chang, Y., & Shih, Y. (2019). Assessing language proficiency for EMI students: A review of current practices and recommendations for future research. *Journal of English-Medium Instruction*, 4(1), 20–35.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.
- Dimova, S. (2021). Certifying lecturers' English language skills for teaching in English-medium instruction programs in higher education. *ASp*, 79(1), 29–47. <https://doi.org/10.4000/asp.7056>
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multidisciplinary approach*. Cambridge University Press.
- Flowerdew, J. (2005). An integration of corpus-based and genre-based approaches to text analysis in EAP/ESP: Countering criticisms against corpus-based methodologies. *English for Specific Purposes*, 24(3), 321–332.
- Fullan, M. (2014). *Leading in a culture of change*. Jossey-Bass.
- Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1, 3–31.
- Gibbs, G. (2010). *Using assessment to support student learning*. Leeds Metropolitan University.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. Routledge.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge University Press.
- McNamara, T. (2000). *Language testing*. Oxford University Press.
- Medium of Instruction Policy & Planning. (2020). *Multilingualism and medium of instruction*. UNESCO.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.
- Yee, K., & Hargis, J. (2012). Indirect faculty development and the role of sociability. *Journal on Centers for Teaching and Learning*, 4, 61–78.