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# Editorial

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I am deeply honoured and proud to present the CLIL Journal Special Issue on English-Medium Instruction – EMI. There has been much published on this topic, so what drives us to continue exploring EMI? Let me start by making a brief reflection based on Macaro (2020). He says that our knowledge of, and the problems faced in EMI have been largely informed by and approached through applied linguistics. Yet, the EMI context is driven by goals that are somewhat removed from those of a language classroom, which centre on general, as opposed to specialised content-related, foreign language acquisition. In another context, pre-tertiary education, CLIL methodologies do address the language-content dichotomy, and teachers, to a greater or lesser extent, integrate these two dimensions of knowledge into an efficient and effective teaching-learning experience. Unlike the language or the pre-tertiary classroom, the main driver of university education (HE) is content and skills

teaching to (young) adult learners who have chosen a field of interest to take into their professional lives.

Within this HE reality, universities have charged us, as language experts, with supporting *English* disciplinary literacy skills development (as opposed to solely English-language competencies) in content teachers, and students. It's a tall order, and one in which we continue to devise and test means of understanding, supporting and motivating these main stakeholders. When Dafouz and Smit (2014, 2020) introduced the English-Medium Education in Multilingual University Settings (EMEMUS) and the ROAD-MAPPING frameworks, they made a call to take up new research perspectives to the EMI classroom beyond considerations of linguistic competence (see also Dafouz, 2018). Indeed, the EMEMUS and ROAD-MAPPING perspectives have brought into relief the fundamentally socio-historical-cultural affair that is EMI, or EME, to be more precise.

## References

Although ‘EMEMUS/EME’ has not quite taken over ‘EMI’ yet in our discourse, its sociocultural message, its ideology and paradigm clearly resonate through much of the work, past and present, conducted in the field of English-taught courses in HE. This is because education is a profoundly social activity. At the heart of it, the five insightful and enriching contributions presented in this special issue touch upon social identities and collaborations, beyond proposing solutions for the integration of content and language in EME.

Firstly, **Valcke, Giezyńska, Nagy and Eltayb** address the often neglected multicultural and multilingual diversity aspects in EMI. In this article the authors present The CLILMED Glocal Competence Profile for Medical Educators. They propose a set of evidence-based tools to raise diversity awareness in medical educators, with an expected knock-on effect in students, where today’s awareness and acceptance of diversity can be transformed into inclusive healthcare practices tomorrow.

Next, **Moncada-Comas** showcases instances of translanguaging practices by an engineering lecturer in a Spanish engineering faculty, and how this praxis allows this lecturer to clarify concepts, and to evoke different identities in the enactment of teaching content, classroom management and, importantly, the building of rapport with students.

Then, **Costa and Mastellotto** clearly point out the ‘English’ conundrum in Italian universities; the development of specialised English in students is a high-priority learning outcome, however, content teachers are unwilling to attend to any type of language focus. Through the positive results reported in this pilot study, the authors propose a tailored, genre-driven LSP/ESP adjunct course to EMI as an effective means to collaborate with content specialists and integrate content and language.

After that, **Kletzenbauer, Fürstenburg** and **Reitbauer**, turn to the Collaborative Action Research model as an initial content-language teacher collaboration framework. Through the presentation of qualitative data, they clearly take us through the steps leading to the Trust Model of Cross-Disciplinary Collaboration. This model provides a means to organise and integrate the different actors in language learning support in content classrooms.

Finally, yours truly interviews **Dr Javier Jiménez**, Associate Professor in Molecular Biology at UIC Barcelona. Through this interview he reflects on his past experience in EME, and offers valuable insights into the questions of what is language and what is teaching.

This Special Issue presents language experts as agents of social/educational change, and not as professionals that have a secondary role in the business of EMI.

I want to give a special heartfelt thanks to Borja Riquelme, CJ’s (outgoing) product manager for his hard work and professionalism, to the many anonymous reviewers who generously gave of their time and expertise, and of course, to the authors of the articles published here, who trusted us with their work. ■

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