

Affect regulation in the English Medium
Instruction (EMI) university classroom in
Germany. How do home and international
students' and lecturers' experiences differ?

Michelle Elizabeth-Ann Hunter

PhD

University of York

Education

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Abstract

The growth of higher education programmes taught through the medium of English is a global phenomenon that is unlikely to slow down in the immediate future (Dearden & Macaro, 2016). Amidst the activity to increase competitiveness through internationalisation in the global HE market, it becomes increasingly important to understand *all* aspects inherent in the learning process, not least of which are the affective experiences of the key stakeholders - the students and their lecturers. In Germany, English medium of instruction (EMI) programmes have seen an upward trajectory since the turn of the century with numbers of English-taught courses increasing significantly (Gonzalez, 2017). Yet policies to manage the implementation of EMI programmes remain vague and EMI stakeholders are expected to manage with little support.

Hitherto, a large body of research in the field of EMI has concentrated on the cognitive aspects related to academic achievement and language learning (Macaro, 2018). Affective dimensions have been neglected (Hopkyns & Gkonou, 2023). This study investigates the affective experiences of 11 German home students and 10 international students, and 5 home and 2 visiting lecturers on either full- or partial-EMI business bachelor programmes at a small state-run university of applied sciences. Taking a mixed methods approach and triangulating data collected from a questionnaire, lesson observations, stimulated recall, semi-structured interviews and focus groups, the study revealed that affect arising from EMI courses has little to do with the use of English. The study furthermore revealed that management of affect can be operated similarly to metacognitive learner strategies.

The insights gleaned from the German contextual study draw attention to the importance of affect in leveraging cognitive processing and maximising the learning, growth and personal development of those indelibly connected and engaged in EMI learning: the students and lecturers.

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Abbreviations & Translations

BE - Business English

CT - Complexity Theory

EAP - English for Academic Purposes

ELF - English as a Lingua Franca

ELFA - Academic English as a lingua franca

ELT - English Language Teaching

EMDP - English Medium Degree Programme

EMI - English Medium Instruction

ESP - English for Specific Purposes

ETP - English Taught Programme

I-PANAS-SF - International Short Form of the PANAS

LLTP - Language Learning and Teaching Psychology

PANAS - Positive and Negative Affect Schedule

SEN - Special Education Needs

SES - Socio-Economic Status

SLA - Second Language Acquisition

TIBS - The Truly International Business School (pseudonym for research site)

UAS - University of Applied Sciences (*Fachhochschulen/Hochschule für angewandte Wissenschaften*)

DAAD - Deutscher Akademischer Austauschdienst = German Academic Exchange Service

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Author's Declaration

I declare this thesis to be solely my own original work. It has not previously been submitted for any other degree, qualification or award. All sources are acknowledged as references. The pilot study was presented in a co-authored book chapter, the reference for which can be accessed via the following reference:

Hunter, M., & Lanvers, U. (2021). Affect in EMI at a German university. In R. Wilkinson & R. Gabriëls (Eds.), *The Englishization of Higher Education in Europe* (pp. 327–354). Amsterdam University Press. <https://library.oapen.org/handle/20.500.12657/51121>

1 Introduction

1.1 Learning experiences of EMI in HE: challenges and new directions

This thesis contributes to the field of English Medium Instruction (EMI) research by broadening the understanding of how it feels to teach and study through a language that is not native to those engaged in EMI. In conducting this research, I want to draw attention to the role that affect plays in higher education in non-Anglo-countries; not only for the students learning on a programme, but also for the lecturers.

My research context is German higher education where significant increases in the numbers of English-taught programmes (ETPs) have been seen over the past 20 years (Hunter & Lanvers, 2021). While the percentage of EMI offerings - synonymously known as ETPs, (Wächter & Maiworm, 2014b) - among all degree programmes remains relatively small, the trend continues upwards as Germany strives to grow its economic strength and stability (Dustmann et al., 2014), and re-establish its once prominent position in global academia (Ammon, 2004). The national drive to compete internationally can mean that the daily experiences of EMI learning and teaching get forgotten. Policy makers who focus on economic growth and national status prioritise outcomes and rankings over the impact on the stakeholders who are expected to implement internationalisation policies. This can translate at the university administrative level as reduced emphasis on, or even lack of awareness of, the pedagogical implications of a change to the language of instruction.

With the top-down impetus to establish internationalised ETPs, the lived experiences of those in the classrooms can be challenging. The intellectual and cognitive challenges around learning at university are generally recognised, but it is the affective aspect of learning, compounded by the additional cognitive load of operating through a second or foreign language (Reitbauer et al., 2018), that this thesis aims to address.

There are a number of useful investigations into what goes on “inside and between” (Arnold, 2011) students and teachers in the EL learning classroom (e.g., Dewaele, Witney, et al., 2018;

MacIntyre et al., 2016). The emerging field of Language Learning and Teaching Psychology (LLTP) encourages a dual focus on affect and cognition in language learning (Gkonou et al., 2015; Williams et al., 2016). LLTP Research has grown over the last decade, and attention has been given to the 'rollercoaster' of emotions experienced by the people engaged in language teaching and learning (e.g., Gkonou et al., 2020b).

As a teacher who has worked for more than 20 years in the field of English as a Foreign Language (EFL) learning, I have first-hand experience of what the evidence shows: paying attention to what is going on inside students emotionally helps free up their minds to get on with the business of learning (Gkonou & Mercer, 2018; Immordino-Yang, 2016). Successful classes occur when students are engaged, on-task, excited, curious and interactive (Hiver et al., 2020; Tight, 2020), both among themselves and directly with their teacher.

The challenges I witnessed from my university students and content teaching colleagues are echoed in the literature (Schmidt-Oorbeek, 2017; Soren, 2013). However, in contrast to the fields of EFL and LLTP, the study of student-teacher affective relationships in higher education is under-researched (Hagenauer & Volet, 2014; Karpouza & Emvalotis, 2019). Research specifically investigating affective strategies in the EMI classroom was found to be similarly scarce at the time of writing (Soruç & Griffiths, 2017).

The two key concepts under consideration in this dissertation are EMI and affect. As a precursor to the coming chapters, in which each is extensively explored, the following brief introductory definitions from the literature are presented. In chapter 2 affect will be further defined in terms of the EMI context and in relation to the study under investigation.

A definition of affect

Affect is an umbrella term for the emotions, moods, feelings, attitudes and behaviours a person experiences in response to something that happens to them or around them.

A definition of EMI

Within global discussions of EMI, the definition in Dearden (2014) is the most often cited and is used for this dissertation's purposes. It should, however, not be unquestionably accepted as definitive:

“The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English.” (Dearden, 2014, p. 2)

Concerning the emotional dimension of EMI in higher education institutions (HEIs), the purposes of this study are multifaceted. Firstly, I aim to ascertain what affective dimensions arise within an EMI setting as reported by learners and teachers themselves. Secondly, I want to understand what triggers these affective experiences and thirdly, what strategies are applied to regulate affective reactions to those triggers in the EMI classroom? The answers to these questions could offer valuable insights to those responsible for implementing and managing EMI programmes: the HEI leaders, policy-makers and programme developers. If they are made aware of what triggers affect among the EMI students and lecturers, this knowledge can help guide and shape future EMI programmes that better suit the needs of the students - and teaching staff. This in turn means current and future EMI participants can continue engaging in and furthering their educational development and flourishing. They can also benefit from raised awareness around affective dimensions, triggers and regulation strategies, which in turn could help reduce the cognitive load inherent in EMI higher education learning.

1.2 EMI - definitional disputes

In Rose et al. (2021), the “definitional conceptualisation of EMI” is discussed at length, with a view to clarifying the perspective taken by the authors. The authors argue in favour of separating international universities located in the Anglosphere from those in non-English speaking countries to help establish equivalency for the sake of comparative research (p.8). This is of course a rational and reasonable argument when it comes to measuring the causes and effects of EMI globally. From a practitioner perspective, when students are lectured

through the medium of English as a second or foreign language, they are de facto EMI students, irrespective of national language used outside the lecture halls. The specific methodological considerations required of EMI lecturers when teaching a multilingual, international student cohort become important. Thus, the call to include Anglo universities in a definition of EMI is supported by other academics (Baker & Hüttner, 2018).

In their systematic review of research studies into EMI in HE, Macaro et al. (2017) highlight the problematic nature of fixing a definition of EMI. An emphasis on the *language learning* element of a content learning provision would be more akin to a Content and Language Integrated Learning (CLIL) programme (K.M. Graham et al., 2018). CLIL programmes have been widespread throughout multilingual Europe since the 1940s (Eurydice, the information network on education in Europe, n.d.). Their main purpose is to provide foreign language instruction alongside subject teaching (Dalton-Puffer, 2011). Other bilingual forms of education, such as content-based instruction (CBI) and immersion, share much with CLIL but are more commonly used terms in North American contexts (Dalton-Puffer, 2011). Within Europe, the concept of English-taught programmes (ETPs) is a familiar term and widely used (e.g., Wächter & Maiworm, 2008; Sandström & Neghina, 2017). From the literature it is evident that ETP and EMI are used interchangeably (e.g., Dubow & Gundermann, 2017). As will be seen below, ETPs are also referred to as English Medium Degree Programmes (EMDP).

These definitional disputes and terminology differences serve to raise awareness of just how complex the phenomenon of EMI is. They also potentially detract from the focus of this research which is on the affective dimensions of EMI as experienced by academic staff and students at a small state-funded institution in southern Germany¹. Despite all the emphasis on content instruction, in reality EMI is often promoted as a method to improve and deepen English language (EL) skills.

¹ In line with ethical research practices, the HEI featured in this study has been pseudonymised.

1.3 The phenomenon of EMI in Germany

In Germany, the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst* DAAD) piloted the first German EMI programmes in 1996 (Earls, 2016b). It refers to English Medium Degree Programmes (EMDPs) (Earls, 2014), and provides clear criteria that need to be met before a programme qualifies as EMI under their remit: English is partially or fully the language of instruction, the curriculum is internationalised with integrated study periods abroad, the final qualification is internationally recognised and students are offered support services beyond their immediate studies (Earls, 2016b).

What EMI is *not* is a higher education version of CLIL. CLIL becomes relevant to this discussion as the precursor to EMI. It is also a significant factor behind many German school leavers being proficient enough in English to be able to competently - and, in many cases also very confidently - engage in EMI university learning (e.g., Lanvers, 2018).

EMI provision is proportionally found more often within private universities in Germany, at typically at postgraduate level (Wächter & Maiworm, 2014b); and among public HEIs, universities of applied sciences (UAS) are more likely to offer EMI programmes (Gürtler & Kronewald, 2015). The use of EMI has increased markedly since the Bologna Declaration objectives laid out in 1999 (*European Higher Education Area and Bologna Process*, n.d.) precipitated the move from traditional academic qualifications to the more internationally recognised 'bachelor' and 'masters' qualifications (Hunter & Lanvers, 2021). The focus of this dissertation is on the academic discipline which accounts for the largest percentage of EMI courses offered at German state-funded UASs: business and economics (Gürtler & Kronewald 2015, p.96).

The top-down push for a more universally standardised form of higher education qualification coincided with renewed focus on internationalisation of the HE sector. Internationalized universities in themselves are not a new phenomenon (Maringe, 2009). (Earls, 2014) observed that a main driver of HEIs moving towards implementing English medium degree programmes (EMDP) was internationalisation of the HE sector and that German HEIs have become increasingly attractive to mobile international students. At the same time, making the

bachelor and master degree programmes available for domestic students meant that their qualifications were transferable across borders. Where these qualifications have been achieved through EMI, graduates are well equipped to travel along the “path to better outcomes, such as better employment opportunities” (De Costa et al., 2016).

The transition to EMDPs and teaching through EMI needs to be understood in a context of political and societal levels. Politicians see EMI as one way to boost the socio-economic standing of their nation on the global stage (Doiz et al., 2013; Hazelkorn, 2015); many parents prefer that their children be educated to a level of EL proficiency that makes them competitive in global job markets (Lanvers, 2018); universities want to improve their international image among the world’s top ranked universities; young people themselves, who are attracted to American culture and the values of individualism and consumerism (Fluck, 2004), embark on their higher education with the expectations of being admitted to the international job market by way of an excellent command of the English language. Meanwhile, educators with a focus on growth, development and student flourishing through higher education are expected to adjust, adapt and rework their teaching language, materials and styles to the Anglo-American traditions and methods of educating their students (Boussebaa & Tienari, 2021). In HEI contexts, this can take place with minimum support for students and staff, no explicit language policies and little thought given to the implications and consequences of marketing EMI programmes (Earls, 2016c; Murata, 2018).

1.3.1 Global English and EMI

UK and USA HEIs are often accused of being primarily motivated by a neoliberalist desire to increase their own global competitiveness (e.g., Altbach, 2007; Hopkyns & Gkonou, 2023; Kirkpatrick, 2011). The hegemonic position of English continues to be criticised (Phillipson, 2000) while simultaneously being positioned as a ‘global’ language (Crystal, 2003). However, claims that there is a push to build “a global civil society” (UK/US Study group 2009, p.26 cited in (Kirkpatrick, 2011), by way of turning “talented international students into English speaking promulgators of the Anglo way” (Kirkpatrick, 2011) ignores any agency among those groups of people choosing to use English, often for their own pragmatic purposes.

The Englishization of HEIs is viewed negatively by some academics in various European countries resistant to English as the dominant academic lingua franca (Boussebaa & Brown, 2017). In Germany, the *Arbeitskreis Deutsch als Wissenschaftssprache* (ADAWIS, Association for Maintaining of the German Language in Academia), works towards maintaining and strengthening German as an academic language (ADAWIS, 2015). Irrespective of whether academics are supportive of or resistant to the Englishization of their sector, international HEIs are often seen as responsible for the dominance of English as the global lingua franca (Altbach, 2013; Cabral-Cardoso, 2020; Şahan & Sahan, 2023). The “takeover by neoliberal market values” that has been driving the higher education agenda over that last two decades (Lynch, 2006; Marginson 2011, p.1), is increasingly linked to internationalization of tertiary education, and concomitantly the field of EMI education (Şahan & Sahan, 2023). These ‘big’ issues provide a backdrop for the dissertation that will support my contention that it is this global context which precipitates affective reactions among EMI stakeholders whose emotional well-being and flourishing have, until now, been sidelined in discussions around the consequences of internationalising HE.

1.4 Pedagogical implications of internationalizing HEIs

Creating an education system to meet internationalised standards and criteria will inevitably have consequences. Wilkinson reported on the effects of internationalisation at Maastricht University in the Netherlands, a fully EMI institution since the mid-1980s (Wilkinson, 2012). He maintained that curriculum and course design must factor in whether an EMI offering is completely new, or a conversion from an existing L1 programme; whether they are in a culturally-dependent field (e.g., German law or history); and that consideration must be given to choices in light of course rationales and learning goals (Wilkinson, 2012).

In Germany, one of the most significant pedagogical changes was precipitated by the introduction of the three-cycle qualification system in response to the 1999 Bologna Declaration (Gürtler & Kronewald, 2015). The shift from traditional *Diplom* and *Magister* courses to Bachelor/Master study programmes did not require a switch from German to English medium instruction, but it did force a move towards the Anglo-American system of tertiary education (Happ et al., 2016). This new educational regime meant lecturers being

exposed to ‘foreign’ teaching methods which contrasted with traditional teacher-led approaches to teaching (Wilkesmann & Lauer, 2015). In the case of internationalised HEIs who want to attract the ‘best’ students and academics from around the world, the need to demonstrate the quality of teaching on offer became more important. This was recognised with the introduction of the ‘Quality Pact for Teaching’ in Germany supported by a 2 billion Euro investment (discussed further in Chapter 3). With multilingual, inter-culturally diverse student cohorts, agreeing on the ‘best’ teaching methods becomes extremely complex. If EMI classes are to be successful, the stakeholders at every level - not only students and lecturers, but also course leaders, department administrators, university management - need to understand the full implications of teaching and learning through a foreign language (Gkonou & Miller, 2023; Macaro et al., 2018). They need to be aware that both cognitive and affective factors are equally relevant in all aspects of higher education: structural, pedagogical, social, behavioural, attitudinal and motivational.

The primary stakeholders, who are the focus of this study, face important challenges. Students have made an investment in their education, in terms of money, time and, in the case of international students, separation from family and home cultures. Academic teaching staff face increased workloads (both physically and cognitively), additional linguistic pressures (to be more fluent, speak without an accent), and potential dilution of their content (Hunter & Lanvers, 2021). These burdens have affective implications in the form of ‘emotion labour’ - the tension arising between teacher agency and the institutional regulation (Benesch, 2018). The emotional strain of achieving the required learning and teaching outcomes under these conditions are further exacerbated by the neoliberal view of ‘homo economicus’, whose purpose is “determined by their economic status” (Lynch, 2006).

1.4.1 Englishization of German higher education

While European governments continue to resist complete marketisation and commodification of their “treasured national institutions” (Coleman, 2006), the competition for fee-paying international students among universities is undeniable (Doiz et al., 2011; ICEF Monitor, 2019). Closely linked to cross-border student recruitment is the demand for international academics to teach and conduct research. Multilingual academic publication has

been succeeded by English as the academic lingua franca (Coleman, 2006; Ammon, 2006b; Bolton & Kuteeva, 2012). Researchers needing to build their academic capital (Bourdieu 1998; Rowlands, 2018) and reputation are required to write in English (Earls, 2016d). With increasing movement of knowledge-seekers and knowledge-providers, there needs to be a common vehicle for communication. As so much academic material is increasingly available only in English (Bolton & Kuteeva, 2012), the necessity for English-taught courses, in certain disciplines at least, increases (Coleman, 2006; Werther et al., 2014).

The German government has a vested interest in nurturing global business relations which is reflected in its support of educational exchange and cooperation. This is demonstrated in the discourse of educational funding agencies that stress a significant role for English. Promotion of the lingua franca of global business is seen as key to the efforts towards internationalisation: “The degree programs should contribute to the internationalisation [of the curriculum] by offering courses in English” (DAAD 2002, p.5). This top-down push notwithstanding, the overall percentage of English-language programs in Germany is quite low at nearly 10% of all university programs (DAAD, 2019). By comparison, in countries such as the Netherlands and Denmark, the figure is about 15%. With respect to total numbers, however, Germany offered the highest number of such programs in non-English speaking Europe in 2002 (Maiworm & Wächter 2002, p.28). A more detailed and nuanced evaluation of EMI programmes in Germany is provided in the next chapter.

As will be discussed in Chapter 3, Germany has been the top EU destination for international students, and in the top 5 global destination choices for the last few years (ICEF monitor, 2021). Reasons given for Germany’s popularity were gathered in a survey of 4,339 international students in 2018 and reported in an online newspaper (Gardner, 2018). Top reasons were low fees or no fees (35.3%), with high-quality education and professional academic staff (29.3%), a large number of EL programmes to choose from, and a large number of international students already in the country (20.4%). Being able to visit and explore a beautiful country was another popular reason (15%).

Since 2018, however, the state of Baden-Württemberg implemented a fee structure for non-EU students (EMN/BAMF 2018, p.35). Those students who are not exempt - exchange or

double/joint degree programmes, for refugees, for students who are entitled to the federal training assistance programme (“BAFöG” - *Bundesausbildungsförderungsgesetz*) or for particularly gifted international students (MWK Baden-Württemberg, n.d.) - have- have to pay €1,500 per semester for a bachelor degree programme. The fee structure was implemented as a result of the states’ success in attracting international students and the increased administrative costs incurred due to significant rises in international student numbers have to be covered (MWK Baden-Württemberg 2017). In defence of its action, the state of Baden-Württemberg argued that “60% of the foreign students come from countries where tuition fees are comparable or considerably higher” (Hoffmeyer-Zlotnik & Grote, 2019). Nonetheless, there has been a significant reduction of non-EU international students at HEIs in the state since 2018 (Vortisch, 2023).

1.5 Research on EMI

Research in the field of EMI has been growing rapidly over the last decade (see recent systematic reviews e.g.: (Macaro et al., 2018; Richards & Pun, 2023). Much emphasis has been upon ascertaining a cost (financial, social and psychological) / benefit (improved EL skills and better employment chances) relationship between language learning and content learning (Macaro et al., 2018). Until now, that has remained an unresolved question with different studies contradicting each other (see discussions in Chapter 3). There is consensus, however, that research is not keeping up with the rapid expansion of EMI provision (McKinley & Galloway, 2022). This needs to be addressed in order to facilitate informed decisions around internationalisation education policy (Earls, 2016b; McKinley & Galloway, 2022). Recent work on student and teacher attitudes and beliefs (e.g., Briggs et al., 2018; Jensen & Thøgersen, 2011; Murata, 2018) towards EMI has also emerged. The literature pertaining to these aspects are further discussed in the literature review in chapter 3.

As EMI research discussion continues, Dafouz and Smit (2020) draw attention to the inherent complexity of English Medium Education (EME) in multilingual higher education institutions. They refer to the “unique constellations of ... global forces and locally relevant factors” (Dafouz & Smit, 2020) common to the situated nature of EME. Their approach calls for “diverse research agendas, pedagogical approaches and of different types of education”

(Dafouz & Smit 2020, p.3). The concept of EMEMUS (English Medium Education in Multilingual University Settings) encapsulates both the 'learning' and 'instruction' equally inherent in 'education' (ibid.); EMEMUS acknowledges that EMI is both a top-down as well as a bottom-up phenomenon occurring in a specific sociolinguistic setting, i.e. multilingual tertiary education (ibid.). Dafouz and Smit's acknowledgement of the EMI classroom complexity supports my own view, and the EMEMUS concept is helpful in describing individual circumstances such as the study context described in section 1.5.

1.5.1 Affect and emotion research in EMI

Many studies provide valuable insight into the emotional aspects of studying English as a foreign language (Dewaele, 2005; Gkonou et al., 2020b; Horwitz, 1996). Other studies focus specifically on affect in language learning (Arnold, 2020; Bown & White, 2010b; Griffiths & Soruç, 2020; Scovel, 1978). Affective language learning strategies have also been researched (Bielak & Mystkowska-Wiertelak, 2020; Oxford & Crookall, 1989; Oxford, 2013). Most recently, language learning and teaching psychology (LLTP) researchers, influenced by the field of positive psychology (Seligman, 2002), have contributed to the growing knowledge about emotions and affect experienced by language learners and teachers (Dewaele, Gkonou, et al., 2018; Gkonou & Mercer, 2018; Mercer & MacIntyre, 2014). As the field of EMI research becomes more established, attention is being given to emotional and affective aspects specific to the EMI stakeholders in higher educational contexts (Blaj-Ward, 2017; Miller, 2023).

1.5.2 EMI learner strategies research

Researching language learning strategies has proven as complex as the theories underlying them (Griffiths, 2015). There is a difference of opinion as to where the line is between a learning strategy and a regular learning activity; and arguments continue around whether learning strategies are cognitive, emotional or behavioural (Macaro 2006). These issues notwithstanding, EMI researchers are increasingly interested in learner strategies, going beyond successful *language* learning strategies to explore *content* learning strategies (Rivero-Menéndez et al., 2018). Wilkinson and Gabriels (2018) point to a dearth of empirical studies

looking into the effects of EMI on students' learning strategies. Macaro (2021) has also called for more research into exactly what strategies are used in EMI contexts, and with what consequences (see also Cohen & Griffiths 2015, p.417). There is some evidence of the adoption of effective learning strategies among successful EMI students (Hellekjær & Hellekjær, 2015), but the overall lack of EMI learner strategy research is surprising in light of the importance emotions (e.g., Dewaele and MacIntyre, 2014; Pekrun 2019) and affective self-regulation play in education (e.g., Griffiths, 2013; Oxford, 2011).

In a study investigating Turkish EMI contexts, strategies for managing emotional reactions “such as shyness, embarrassment, boredom, distraction” (Soruç & Griffiths 2017, p.9) were least mentioned by student participants. It is this lacuna at the intersection between EMI and affect that the current study aims to address. Until 2023, there had been a negligible focus on the affective experiences of those learning or teaching through EMI. The recent surge of emotion research in the field of language learning and teaching, including EMI underlines the relevance and importance of this topic (Hillman et al., 2023; Hopkyns & Gkonou, 2023; Şahan & Sahan, 2023). There are however, at the time of writing, no studies focused on the affective experiences of university students and teachers in a German EMI setting on undergraduate business degree programmes.

1.6 The study

The overarching research question underpinning this study can be described as follows:

How do home and international students and lecturers regulate affect on full- and partial-EMI undergraduate business degree programmes in Germany?

The overarching question can be addressed by exploring the following sub questions, according to participant group:

Student focused:

RQ.1 What affective dimensions do students experience in the EMI classroom?

RQ.2 What triggers an affective reaction among students?

RQ.3 What strategies do students employ to regulate (i) their own affective reactions and (ii) affect among their fellow students and/or lecturer in the EMI classroom?

RQ.4 In respect of 1-3, how differently do German home students and international students experience affect in the EMI classroom?

RQ.5 In respect of 1-3, how differently do (i) full-EMI and (ii) partial-EMI students experience affect in the EMI classroom?

Lecturer focused:

RQ.6 What affective dimensions do lecturers experience from delivering content in EMI?

RQ.7 What triggers an affective reaction among lecturers?

RQ.8 How do these dimensions differ between these 2 groups of lecturers? i) home lecturers and ii) international lecturers.

RQ.9 What strategies do lecturers employ to address the aspects i) they personally experience, and ii) they can see their students experiencing?

The HEI at the centre of this study is a small state-funded university of applied sciences located in southern Germany, in the state of Baden-Wurttemberg. Across all five schools, they typically have around 5,000 students enrolled on 47 study programmes, taught by 160 professors and 372 lecturers (all figures taken from the website in September 2023). In keeping with an outwardly international orientation, the university caters for those wanting to learn foreign languages, including German in the case of international students. Its in-house institute is responsible for providing language training and support covering nine foreign languages, plus German and English, through 80 different language courses and workshops each semester, with 1,500 participants per semester enrolled on the language courses (The Institute for Foreign Languages (IfFL), n.d.). The uptake figures for the different languages were not published separately.

The school within which the research was conducted consists of 60+ professors, 2,100+ students; there are four Bachelor degree programmes (plus two which are about to conclude), eight full-time and four part-time Master degree programmes (including International MBAs).

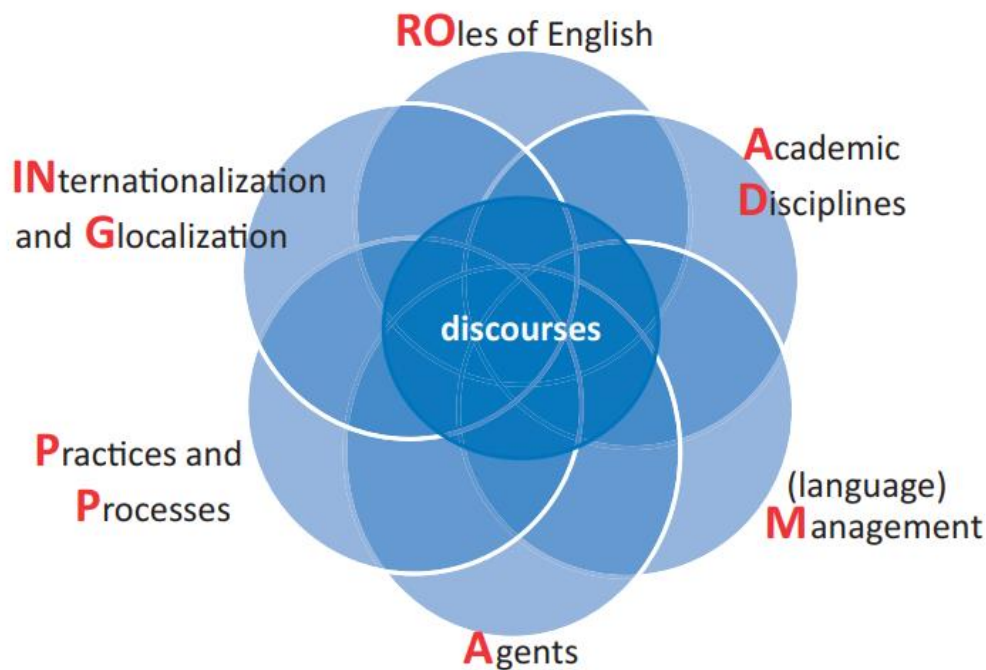
The school's web page claims 70+ nationalities are represented among the student community and international alumni network; it is also partnered with 120+ renowned universities from 40 countries and 5 continents. The school has accreditations with the American AACSB (Association to Advance Collegiate Schools of Business) and the German *Akkreditierungsrat* (Accreditation Council) and is consistently ranked among the top business schools in Germany. The 'truly international' business school (henceforth known as TIBS) presents itself as a multilingual university offering one programme entirely through EMI, and other degree programmes partially through EMI. As will be seen from the data, students sometimes feel their HEI is not truly international all of the time.

1.6.1 The study setting evaluated through the ROAD-MAPPING model

Dafouz and Smit (2014) conceived of the term English Medium Education in Multilingual University Settings (EMEMUS) in recognition of the "increasing internationalization in tertiary education" (Dafouz & Smit, 2014) and the concomitant requirement to deliver degree programmes through English. From theoretical foundations informed by sociolinguistics, ecolinguistics and language policy considerations, their ROAD-MAPPING model (which is not to be confused with a 'roadmap' to be followed), provides a convenient tool with which to evaluate and present the TIBS.

The framework, visually represented below in **Figure 1**, consists of six intersecting dimensions, which are "equally relevant, independent but interconnected and ... complex in themselves" (Dafouz & Smit, 2020). They are: "Roles of English (in relation to other languages), Academic Disciplines, (language) Management, Agents, Practices and Processes, and Internationalization and Glocalization" (Dafouz & Smit, 2014, p.7). The framework is used here to describe how the business school has implemented EMI and how far it conforms to the EMEMUS model. The ROAD-MAPPING framework revolves around 'discourses' common to each of the six components. Affect is not explicitly included in any dimension, but the following analysis of the TIBS is done through an affective lens, i.e., each component is seen as relevant to the stakeholders because of the affective implications for them.

Figure 1: Road-Mapping Framework for EMEMUS, according to Dafouz and Smit (2020, p.47)



1.6.1.1 The ROles of English at the business school

The primary language used by the majority of staff - academic and administrative - at the TIBS is German. Where there are non-German speakers present in meetings or social gatherings, most people are able to switch to English. Such a *de facto*, bottom-up recognition of English as a lingua franca represents an informal 'language policy' (Dafouz et al., 2016; Smit, 2018). At the time the study commenced in 2019, there was no official language policy with which institutional members had to comply. The main language-related criteria for a teaching role, formally stipulated in job postings, was the ability to speak English proficiently enough to deliver a coherent and comprehensible lecture. This will have been assessed by way of a demonstration of applicants' EL proficiency and provide evidence of experience abroad.

Students applying to embark on any of the business degree programmes follow clear regulations on language proficiency. German-only programmes require evidence of a relevant qualification obtained at a German-language institution (within or outside Germany). For

enrolment into English or English and German programmes, documentation proving CEFR Level B2 (or equivalent) is required.

BSc International Business (IB) programme applicants must be able to provide formal evidence of their EL level and demonstrate their spoken proficiency during interviews. This screening criteria favours students from the higher-level schools where EL teaching is prioritised, and who often also come from families with the means and motivation to have supported their children's EL immersion.

The BSc International Logistic Management (ILM) previously required applicants to pass an online EL proficiency test. Since the ILM has been "morphed into something else" (private exchange in discussion with the programme leader in 2020), proof of B2 level of proficiency is sufficient. Removing this entry barrier was to encourage more applications from those with lower EL proficiency. Currently, the goal is to gradually train students' EL skills, so they graduate with high proficiency, rather than expect them to arrive with it.

From extensive personal experience, I know English proficiency among newly enrolled students on the business engineering study programmes differs. The majority of native Germans arrive suitably proficient (average B2-C1); local students with minority backgrounds, often Turkish, lag behind (average A2-B1); international students vary depending on nationality, e.g. Indian nationals have had EMI throughout their schooling, French-speaking Cameroonians can barely speak any English. On the full-EMI, IB study programme, it is rare to meet a student with anything less than a C1 level of proficiency.

1.6.1.2 Academic Disciplines at the business school

The TIBS offers degree programmes in International Business Administration and in Industrial (Business) Engineering. Within these programmes, a number of different disciplines are taught that require differing disciplinary literacy, for example, economics, law, human resource management, finance and accounting. Airey (2012) maintains that disciplinary discourse can be more important than EMI, particularly in the case of maths. Being able to speak the 'language' of mathematics gave students access to learning other subjects. However, as reported in educational research literature (Bieg et al., 2014; Goetz et al., 2013),

maths consistently causes many students a high degree of angst. From personal experience of teaching at the TIBS, the most frequent year 1 resits among students on the business engineering programmes were for maths. The data from this study showed that many students complain of comprehension difficulties on the microeconomics course - another subject with a specific discipline discourse - which was exacerbated by EMI. On the partial-EMI programmes where the EMI courses are relatively few, there is heightened anxiety among most students around speaking and understanding English on any course. Insecurity around academic writing in English was reported by one lecturer as causing extreme anxiety and that tears were not uncommon. For the lecturer herself, the discourse of EAP caused her deep insecurity due to her lack of EL knowledge in that area.

1.6.1.3 (Language) Management at the business school

According to Dafouz and Smit (2014), language management measures can range from binding rules applicable in only one classroom to White Papers commissioned by the European Union. In the case of the TIBS, nothing official had been produced by 2019. At that point, there was no explicit guidance regarding EMI per se, but a [strategy](#) paper on 'International Curricula' was about to be published. The paper included EMI among several other elements in the management's definition of an international curriculum. The specific paragraph relating to English as a language of instruction was shared with me via email by the then dean of the TIBS:

"[The] Business School attracts a significant number of exchange students and degree-seeking students from all over the globe, which is a reason why it offers an extensive range of English-language modules and in some cases programmes entirely in English. The school recognises English as the lingua franca in the field of research and science as well as in international professional life and seeks to develop a good level of EL proficiency among students and faculty. Degree programmes document the language of instruction for all modules in their respective 'Curriculum and Syllabi Handbooks'. In the case of English being the language of instruction, all course materials including assessment are required to be in English. Each degree programme, depending on its orientation, defines the proportion of the curriculum offered in English. The percentage of modules taught in English is a key performance indicator

for international curricula at [the TIBS].” (Private email from the Dean of the business school, March 2019)

1.6.1.4 Agents at the business school

The key agents here are the lecturers and their students on the EMI courses. The students are predominantly German, many coming from Baden-Württemberg but some from around the country. International students should ideally take up “up to 50%” of study places on the EMI programmes; in reality the percentage is much lower. The majority of lecturers are also native Germans with professional backgrounds, employed as *Beamter* (civil servants) having passed the rigorous process of *Berufungsverfahren für Professur* (appointment to Professor).

The L1 English speaking professors tend to teach on the business English and communication courses. They are required to tailor content to the discipline, e.g., business communication, such that content as well as language can be assessed. This contrasts somewhat to Dafouz and Smit’s (2014) suggestion that language specialists have a focus on the pedagogy of language learning, while their disciplinary experts have embraced internationalisation, and the professional and academic development benefits it brings (p.11). Although no research data are available on this, anecdotal evidence suggests most colleagues, irrespective of language or disciplinary foci, are committed to giving their students as international an education as possible. The language specialists are uniquely positioned to support this process as trained ‘agents’.

As an example of a national level ‘agent’, the state’s change of policy regarding non-EU students’ fees in 2017 has seen a reduction of international students enrolling at the institution. It was not possible to ascertain figures from the TIBS, but in Baden-Württemberg there was a significant and negative impact on foreign student enrollments post 2017 (Vortisch, 2023). This is compared with the 11.3% increase in international students in Germany as a whole between academic years 2019/20 - 2022/23 (*Germany International Student Statistics, 2022*).

At the institutional level, business school management as ‘agents’ impact staff workload, for example, in pursuit of high stakes accreditation which requires staff to provide evidence of

their qualifications and contribute to the HEI's research culture. The variety, and at times conflicting nature of other 'agents' involved in the EMI experiences (Dafouz & Smit 2014, p.11), all contribute to the affective experiences of the primary stakeholders.

1.4.1.5 Practice and Processes at the business school

Taking a social constructivist perspective of co-constructed knowledge through classroom discourse (N. Mercer, 2013; Vygotsky, 2012), this fifth ROAD-MAPPING dimension encompasses the "teaching and learning activities that construct and are constructed by specific EMEMUS realities" (Dafouz & Smit, 2014), p.11). In particular, how social practices are culturally conceived in pursuit of knowledge creation are significant. The TIBS has long-standing partnerships with many international HEIs, in particular in Malaysia with whom they have an exchange programme. Every year a number of Malaysian students attend courses on the business engineering programmes with the intention of developing their German language skills while enjoying the intercultural exchange.

In accordance with the formal, often monologic lectures common in many European universities (Helm & Guarda, 2017), the lecturing style at TIBS tends towards a traditional, teacher-centred approach. More recently, colleagues have implemented flipped-classroom and project-based learning (PBL) which are more student-focused. Once or twice a year, student-focused intensive *Seminarwochen* (seminar weeks) are held which are interactive and geared towards business skills training. I have taught on several of these. The curriculum is monitored and updated through consultation with different 'agents' through the StuPro (*Studien-und Prüfungsordnung*, study and examination) process. Materials used for teaching are decided upon by each professor; much material comes directly from the English-speaking world due to the nature of topics such as economics and international business generally.

1.4.1.6 Internationalization and Glocalization at the business school

The TIBS operates pragmatically, always considering student employability, both internationally and nationally, as well as local industry requirements. There are conflicting priorities different types of students bring to the business school. Some home students are focused on an international future and expect to work beyond national boundaries; other

local students intend to find employment locally where English language skills bring added-value to their CVs but may not be an essential, daily requirement. The international students come with similarly differing expectations in terms of future employment overseas or in Germany, but they have the additional burden of becoming adequately fluent in German. Those motivated to enrol on a German EMI programme for linguistic and cultural as well as educational reasons, can avail themselves of services offered by the International Office (IO). Services and information are equally provided in both German and English.

1.7 Personal motivations

The purpose of higher education in the 21st century can be investigated from multiple perspectives: global versus local, socio-economic status, political stance or from a personal standpoint. My personal view is that higher education is about educating people so that they expand their knowledge and understanding, which then contributes to improving society for the benefit of all of us. Learning and knowledge attainment requires an investment of time, money and energy, and impacts each individual differently over the course of a period of study. Among a multitude of variables, two aspects stand out as being common to everyone engaged in higher education: cognition and affect. I see these as two sides of the same coin; the process of learning requires us to acknowledge and manage both equally. In the western, English-speaking world which dominates much academic activity, more value is placed on one than the other, which I believe is to the detriment of human flourishing.

As an educator, my motivation is to provide a holistic learning experience for students which encompasses their emotional as well as intellectual needs. As an academic, I enjoy the fulfilment of sharing and exchanging ideas, knowledge and experience with my peers. These are important to me and vital for my sense of self-determination. I am fully aware that many people do not have the privilege or luxury to study purely for self-actualisation and societal improvement purposes; I respect that others take a pragmatic view of higher education and how it will help further their career prospects. Irrespective of a person's motivation to pursue academic and intellectual paths, they bring their whole self to the table. Consequently, it behoves us as researchers to investigate the whole person, giving due attention to the affective as much as the cognitive.

1.8 Contribution of the thesis

The contribution provided by this dissertation to the field of EMI within higher education in Germany concerns the affective engagement inside and between students and their teachers. Not only does it give insight into how it feels to learn and teach through English in a German setting, but the participants also describe what triggers an affective response and how they then deal with that. There can be no deep learning - no interconnection of new and previous knowledge and experience (Friesen & Scott, 2013, cited in Archer-Kuhn et al., 2020) - without some form of emotional connection (Immordino-Yang, 2016). Although, learning through the medium of a foreign language requires *cognitive* processing, it is afforded through *affective* processing (Duncan & Barrett, 2007). Consequently, this study views affective and cognitive engagement in EMI as strongly interrelated. It is not easy to separate students' behaviours and affective reactions from those of their teacher (e.g., (Dewaele, 2020) as they are indelibly connected (Gkonou et al., 2016).

Thus, this thesis rests on the assumption that despite the impossibility of unpacking *all* affective factors playing a role in any one EMI class, it is essential for human well-being and flourishing that this attempt be made. The study is observational and explorative, investigating a small group of people with intimate knowledge and experience of teaching and learning in an EMI context. By so doing, it is hoped that the results presented and discussed here provide impetus for future research on a larger and further-reaching scale into how it feels to study and teach through a FL medium.

1.9 Organisation of the thesis

Chapter 2 begins with my epistemological and ontological perspectives, and how I conceive of the different approaches educators take towards teaching and learning. This serves as a precursor to the conceptual framework I developed as a way of visualising the key concepts - affect and EMI - under investigation here. The former is explored in depth by way of reviewing literature from different fields of research. This multidisciplinary is in keeping with current trends towards increased openness and sharing within the academy (Swanson, 2014). It also speaks to my own varied interests arising from two decades of Business English (BE) teaching

and learning, and of coaching for personal and professional development. The second key concept at the centre of the thesis - EMI - is explored in Chapter 3. While Germany is the location for the research project, the wider context of HEI in Europe informs the thesis. The themes explored in these two chapters are returned to in the analyses and discussions of the data in chapters 5 and 6.

Chapter 4 describes the methodological approach taken and the concomitant methods applied in the study. Details of the study participants, and how the data were managed and analysed is provided. Chapters 5 and 6 present results derived from the student and lecturer sets of data respectively and discuss the implications in light of the literature reviews. Exploration and evaluation of the data also consider differences between student and lecturer origins (German home or international), and programme type (full- or partial-EMI programmes).

Chapter 7 concludes with an overall discussion of how far the data have addressed the research questions, and how appropriate the methodology was in achieving the study aims. I highlight the contribution of this thesis to current EMI literature, the limitations, and finally what I see as possible avenues for further research.

2 Conceptual Frameworks and Affect

2.1 Introduction

The aim of this chapter is to explore what theories, models and frameworks provide useful lenses through which to investigate and understand affect in EMI. My epistemological approach to the study is supported by a visual representation of the concepts under scrutiny here. An overview of Complexity Theory (CT) in section 2.2 helps rationalise my decision to take a primarily qualitative approach to the study. Aspects around affect in relation to emotions and cognition, defining, experiencing and researching affect in the language learning and EMI contexts are discussed in sections 2.3-2.5. Following CT, Hiver's (2015) 4-phase model of affective disruptions and 'critical incidents' are evaluated in the context of observed EMI lectures.

Investigating affect within the context of EMEMUS in a globalised world through a sociolinguistic lens offers a view of the "the fluidity, complexity, and multifunctionality of English and other languages" (Dafouz & Smit 2014, p.4). Before moving on to the theoretical concepts which will collectively support discussions of the key data, I shall present the constructivist paradigmatic stance adopted throughout my research.

2.1.1 Epistemological approaches

In aspiring to "capture something that exists in the world" (Willig, 2012) by means of inquiry into people's affective experiences of EMI, I find myself ontologically situated between a social constructivist and a phenomenological epistemology. The socio-political context of EMI in HEIs contrasts with the phenomenological aspect of personal emotions which require space for individual expression of personal worldviews. In the latter case, it is my role to interpret and understand the phenomenon under investigation. As a social constructivist, I view knowledge as socially co-created between teacher and students who are actively engaged in experimentation and discussion in order to make sense of the world (Adams, 2006). This takes place in the contemporary context of ubiquitous social media usage with its

biases and ideologies (Bogert et al., 2021; Kitchin, 2017), which requires awareness around how far responses are influenced beyond a person's lived reality.

Higher education, I believe, is about "deep learning, critical thinking, independence and self-regulation" (Vermunt & Donche 2017, p.287), which ideally benefits society through subsequent knowledge-sharing. Following social constructivism there is an assumed tension between wanting to critically engage students with a plurality of viewpoints (Kember, 1997), and complex curriculum pressures of internationalised study programmes. In the current study, individual agency is viewed alongside the systemic aspects of "sociopolitical, institutional, cultural, personal, and interactional ecologies" (Mercer, 2021). An interpretivist paradigm (Tracy, 2013), accepts that participant reports are a valid representation of personal feelings, even if subconsciously influenced by other ecological factors. All these factors, to some extent, are seen as having an impact on the affective experiences of the EMI stakeholders. They are potentially triggers for an emotional response.

2.1.2 A philosophical approach toward inquiry

Deciding upon the most appropriate approach for investigating such a nebulous concept as affect has to be justifiable to the intended audience (Spencer et al., 2020) According to O'Leary (2004), my decision should be pertinent to the field of study and particular participants, and consistent with my own personal ontological and epistemological positions. Engaging in positivistic or post positivistic paradigms makes little sense when exploring such a deeply personal and individual concept. How people express their feelings and emotions in one short interview cannot be meaningfully quantified, verified, validated or generalised to any other situation. Rather, the aim is to capture

"something that exists in the world (namely, the participants' feelings, thoughts, and perceptions)" (Willig 2012, p.11). without judgement, so as to understand what people are experiencing through their own eyes (ibid.).

The knowledge and understanding created from the participants' self-reports, and between participant and researcher, is simultaneously subjective and interpretive. Communicating through a foreign or second language adds complexity to what is already a complex topic;

there has to be room for negotiation and interpretation of meaning. Even in one's native language, it can be difficult to accurately describe how or what one is feeling (M.B. Rosenberg, 2002). Considering the multifarious and complex factors, and subjectivity inherent in this study, a descriptive and interpretivist approach has been taken to collecting and analysing qualitative data.

2.1.3 Conceptualising affect in EMI

This section begins by describing the conceptual framework visualised in **Figure 2** and continues with an exploration of the beliefs and values I hold which further inform the design and execution of the study. My thoughts developed experientially and have been informed through extensive reading and reflection. My views are not anything more than approximations of factors and influences, and, as will be shown by CT discussed in 2.2, there is no complete model that captures *all* factors and influences.

Academic teaching staff, aware of the pedagogical imperatives of a higher education, and with a desire to do the best for their students may feel conflicted by top-down directives focused on teaching to the test. This can lead to feelings of dissatisfaction or frustration (e.g., Vican, Friedman, & Andreasen, 2020). Students who want to be engaged through good pedagogy that involves them in knowledge co-creation can feel dissatisfied and frustrated by a more instrumental approach to teaching (e.g., Ismailov, 2022). These tensions can be further heightened in the multinational, multilingual EMI context where participants have differing expectations of how teachers teach, and students learn (Earls, 2016).

Educators' approaches towards teaching and learning can be viewed along a continuum from teacher-centred / content-oriented to student-centred / learning-oriented (Kember, 1997; Tangney, 2014). Teachers' conceptions of teaching and learning is linked to how well students engage in the intellectual process of learning (Tangney, 2014). Ever since Freire's 'banking model' of education (Freire, 1968), there has been an awareness of the pedagogical importance of dialogic teaching. A Freirean approach engages in 'problem-solving' and consciousness raising among students, and creation of a dialogue between both parties (Maylor, 2012).

“The teacher is no longer merely the-one-who teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow...” (Freire 2008, pp.61-2).

More recently, and within the EMI context, Ismailov (2022) reported on a systematic review which concluded that student frustration arose more from “monologic non-interactive lecturing” than poor EL proficiency (p.4); students rated interactive classes more highly than EL competence (Studer, 2014 cited in Ismailov 2022, p. 4)

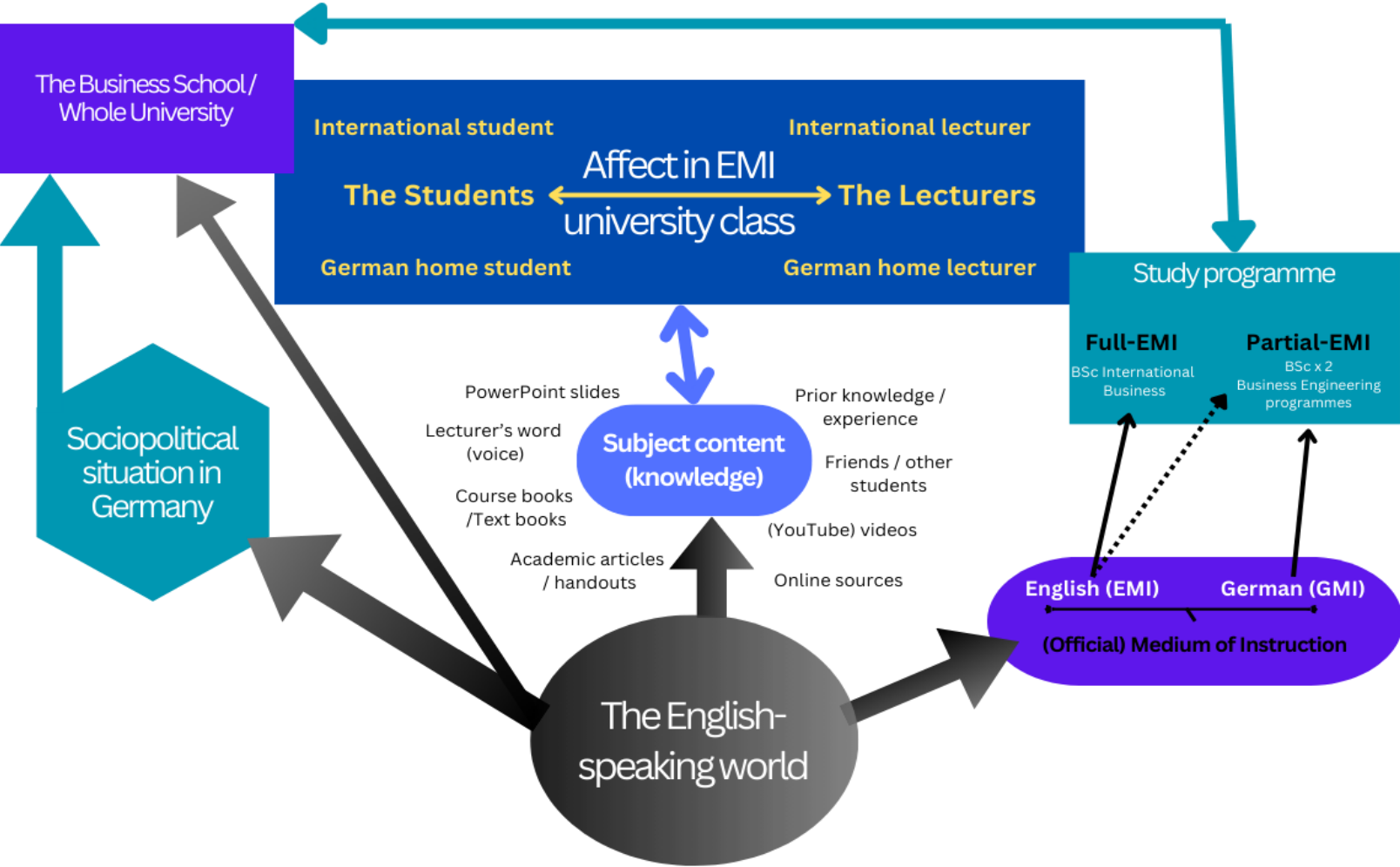
Teaching is inherently complex; it is a tangled and interconnected ecosystem (C. Watson, 2020) which is difficult to condense down to any “single-factor explanations of causality” (Hiver, 2022). The multiple variables and interrelationships of the actors involved is indicative of the complex nature of investigating affect in an EMI university. CT offers a lens through which to interrogate such a complex, interconnected and multi-layered phenomenon **Figure 2** presents the conceptual framework I have developed to provide a theoretical underpinning for this thesis; it blends concepts from CT with a social constructivist epistemology. How I conducted my research was very much informed by phenomenological epistemology.

Figure 2 describes the ‘variables’ - ‘analytical units’ in CT - which are primarily the student and lecturer participants (shown in yellow); they are situated within the ‘context’ of the EMI classroom (the blue rectangle). External environments - here, the business school / whole university (purple box) and study programme (turquoise box) - interact with the ‘units’ being analysed. Additional factors contributing to the context are the ‘knowledge’ (light blue box) - being transmitted by lecturers and received by students - and the medium of instruction (purple oval). Specific to this thesis, the study programmes are depicted in terms of which medium of instruction is used: the International Business programme (IB) is fully EMI, the other 3 Bachelors of Science in German (GMI) with some EMI. Beyond the scope of this thesis but very much underpinning the whole study, is the English-speaking world with all its complexities around issues such as linguistic hegemony (Kachru, 1994), imperialism (Phillipson, 2018), social (in-)justice (Hultgren, 2020), educational elitism (Bourdieu, 1998), native speakerism (Kiczkowiak, 2019), and diglossia and domain loss (Phillipson, 2006), to

name a few of the more controversial aspects of Englishization (Boussebaa & Brown, 2017; Lanvers & Hultgren, 2018).

As a major player in globalised business, and on the socio-political stage, Germany has embraced English as the language of economic prosperity and industrial development (Neeley, 2012). I have seen firsthand how diligently German firms strive towards proficiency in the international lingua franca of business, investing time and money in training staff to be able to converse with their customers, suppliers and business partners alike. Although Germany remains firmly a social democracy, evidence of the influence of American mass culture on German society has been seen for decades (e.g., Fluck, 2004). American pop culture aside, it is an attraction to entrepreneurialism, competitiveness and making profits, often closely linked to neoliberalism (Şahan & Sahan, 2023), which has also taken hold in areas of German society. This, I believe, is a significant factor behind the popularity of EMI programmes for German youth.

Figure 2: A Conceptual Framework to Describe the Phenomenon of Affect in EMI



2.2 Complexity Theory (CT)

According to CT, a 'complex system' is a "distinctive relational unit of analysis" that refers to a "phenomenologically real complex system situated in its context" (Hiver 2022, p.5). The individuals within this situated context are seen as having agency; they act intentionally in a way that impacts what and how something changes within the 'complex system' (ibid., p.6). The interactions between people communicating within the social setting of a university involve many diverse and complex factors to which humans have adapted according to requirements in different contexts. Since Larsen-Freeman began drawing attention to commonalities between the nonlinear nature of complex systems and the study of language (Larsen-Freeman, 1997), many SLA researchers and applied linguists have been developing her ideas and using a CT lens to explore language learning and development (e.g., Hiver & Al-hoorie, 2016; Kostoulas & Stelma, 2016; Sampson & Pinner, 2020).

This thesis adopts CT as a lens through which to understand the interplay between cognition and affect in the field of EMI. CT accepts the intertwined and interactive nature of emotion and cognition, it allows for the inseparability of affect and cognition (Oxford & Gkonou, 2020a). It can help EMI researchers further explore "the critical interplay between how we feel, act and think." (Arnold, 2021, p.3). CT can help dispel concerns about what is more important in a learning context, cognition or affect; it makes arguments about which precedes the other, thought or feeling, irrelevant. CT places primary significance on the connected nature of 'complex dynamic systems' which survive in ever changing external environments by making internal adjustments and developing accordingly (Morrison, 2006).

A teaching environment in an EMI university can be viewed as a 'complex dynamic system' from multiple, nested perspectives. From the macro-level where the institutional decision-makers enact national and regional education policies; from the programme (meso) level, where decisions are made about the what, how and why of degree programmes and courses; and from the micro-level of the actual lecture room. It is at the micro-level, on any given day, the 'complex dynamic system' under scrutiny in this study there will be a different constellation of domestic and international students, each bringing their personal fluctuating moods, emotions, feelings and attitudes.

CT assumes a complex interrelatedness between multiple component parts, on an individual (intrapersonal) level and on a group (interpersonal) level (e.g., Mercer, 2013). These parts - or 'organisms' - iteratively respond to their environment, recursively producing "dynamic and continuous change. ... producing new realities, new collectivities and new relations" (Morrison 2006, p.2). Each EMI lecture or seminar in which knowledge is exchanged, individual participants are required to adjust their understanding of content, realign perspectives or connect afresh with other pieces of knowledge. A disturbance during class interrupts the flow - a sudden loud sound, students chatting in the back, the lecturer making a language-based mistake that causes a reaction (ridicule, confusion, misunderstanding, or even offence). Beyond the formal learning spaces, group dynamics might shift and change depending on the inter-relationships between individuals and the wider cohort, faculty, university, social world beyond the institution, or each person's own family situation. Section 2.5.2 looks more closely at what might trigger a disruption to the 'complex dynamic system' in terms of a 'critical incident'.

The thesis itself adopts a CT perspective by considering the multiple angles and multiplicity of data gathered from students and lecturers - both home and international on either full- or partial-EMI programmes. A variety of methods have been applied to observe the phenomenon under investigation within the EMI setting.

2.3 Emotion, affect and cognition in language learning

The antecedents for how affect is perceived by applied linguistics and second language acquisition (SLA) researchers are established in the broad field of psychology, and more recently neuroscience. Taking an interdisciplinary perspective helps to unpack some of the complexity surrounding affect. .. Approaching a complex setting such as an EMI university lecture with the intention of identifying isolated 'emotional atoms' (J.A.Russell, 2003) that might help explain how it feels to study or teach through English as a foreign language would not capture the full picture. If emotions are regarded as subjective experiences in which "context plays a critical role" (Linnenbrink, 2006, p.309), the complexity extends beyond the boundaries of the lecture to include "sociopolitical, institutional, cultural, personal, and

interactional ecologies” (Mercer, 2021). Thus, I am focussing on the ‘umbrella’ term of affect as it allows for a broader exploration of the psychological and emotional dynamics of an EMI lecture.

Keeping in mind the three key aspects under investigation in this study - 1) what affective dimensions are experienced, 2) who or what triggers them, and 3) how is the resulting affect then regulated - this section begins with a multidisciplinary informed definition of affect. . The next sections return to the main area of exploration: language learning and use in higher education and briefly reviews the historical and current situations regarding affect and cognition in formal learning contexts, through the lens of second language acquisition (SLA), English language teaching (ELT), and language learning and teaching psychology (LLTP), a recently developing branch of SLA influenced by positive psychology (Mercer & Macintyre, 2014).

2.3.1 Defining affect

Affect is a difficult term to define, especially within the field of language learning (Bown & White, 2010b). In contrast, cognition has been broadly defined as a term that “refers to all processes by which ... sensory input is transformed, reduced, elaborated, stored, recovered, and used” (Neisser 1967, p. 4 cited in Duncan & Barrett, 2007). Shouse (2005) claims that affect should not be confused with feelings and emotions, citing Massumi (1987) who considered affect as being “prepersonal” - as existing outside of and before conscious self-awareness (Munezero et al., 2014; Shouse, 2005). Smith (2017) refers to ‘affect’ being the “somewhat awkward term” (Smith, 2017) used by psychologists to describe how people experience emotions. Arnold and Brown (1999) relate affect to “aspects of emotion, feeling, mood or attitude *which condition behaviour*” (Arnold and Brown 1999, p.1 cited in Arnold, 2011) (*Italics my own*). Hurd and Lewis ((2008) expand further on these aspects to include anxiety, tolerance of ambiguity and motivation.

Cognitive neuroscientist Barrett (2017) describes affect as a “basic sense of feeling, ranging from unpleasant to pleasant (valence), and from agitated to calm (arousal)” (Barrett 2017, p.36). This dichotomous explanation maps well with the broad research design of the project which included quantitative data being collected via an instrument measuring positive and

negative affect. The question items required participants to rate how pleasant or unpleasant their experiences were, and how calm or agitated they felt when learning through EMI. The qualitative data is similarly analysed against a framework of positive (pleasant / calm) and negative (unpleasant / agitated) variables.

From the field of language learning and teaching psychology (LLTP), Williams et al. (2016) frame affect as “an abstract concept and an umbrella term that covers emotions, feelings and moods ...[which] can vary in terms of their intensity, duration, identifiable cause, and whether they are more private or public in their expression” (Williams et al., 2016). Language learning strategy researcher, Oxford (2011; 2013; 2017) includes emotions, beliefs, attitudes and motivation under the affect umbrella. Fiedler and Beier (2014) categorise emotions and moods as *affective states* and define the term ‘affect’ as a “superordinate concept that covers all experientially nonneutral, hedonic or value-laden states or stimuli” (Fiedler & Beier, 2014).

Huitt and Cain (2005) define affect as the “emotional interpretation of perceptions, information, or knowledge” (Bown & White, 2010a). This reference to ‘emotion’ reflects one point of crossover between general psychology, educational psychology and SLA researchers where emotion is equated, by some, with affect (Bown & White, 2010a; Dörnyei, 2013; Linnenbrink, 2006). As will be seen below, such a conflation is disputed by others. Although, referring to emotion may be more accessible to many people than the less familiar term ‘affect’, this study will prioritise the latter and only occasionally refer to ‘emotion’ where essential.

Consequently, the definition of affect in EMI I will use for this dissertation is the following:

Affect in EMI describes emotional, attitudinal, and behavioural dimensions in EMI learner experiences either through external displays of (dis-)pleasure, calmness or agitation, or internal (invisible to outside observer) feelings during an EMI lecture.

2.3.2 Affect in language learning

There is little disagreement about the importance of affect in learning, and education (Immordino-Yang & Damasio, 2016; Pekrun & Linnenbrink-Garcia, 2014). The affective domain reflects what it means to be human, and it plays an integral role in shaping behaviours

that then impact learning and education (Fiedler & Beier, 2014; Hurd & Lewis, 2008). In the context of language learning, according to the British Council “Affective factors may be as important for successful language learning, if not more so, than ability to learn.” (British Council, 2008). Affective factors can have a positive or negative impact on learning. An educator who is aware of this fact is better equipped to recognise affective reactions and manage them in their classroom. The educator also needs to be self-aware as they are as prone to affective reactions as their learners.

Arnold (2021) refers to the relationship between affect and learning being “very central since if students do not fully control their means of expression - the language - they can feel less confident and do not learn well” (p. 4). Similarly, EMI teachers operating at lower levels of English proficiency, are likely to feel less confident and consequently not teach as well as they can in their L1 (Breeze & Guinda, 2022; Dearden, 2014).

2.3.3 Affect and cognition

Researchers in the fields of psychology (e.g., Gray, Braver & Raichle, 2002), general education (e.g., Immordino-Yang & Damasio, 2007) and SLA (e.g., Swain, 2013) agree that cognition and affect are closely interconnected. Emotion regulation researcher Gross (2015) maintains that “virtually all goal-directed behaviour can be construed as affect regulatory” (Gross 2015a), p. 4). An emotional reaction “consumes cognitive resources”, according to Pekrun (2006, p. 326), i.e. an emotionally distracted brain has less cognitive capacity for the task it has been set.

Neuroscientifically-informed education researchers refer to the overlap between cognition and emotion as *emotional thought*:

“Emotional thought can be conscious or unconscious, and is the means by which emotion-related bodily sensations come into our conscious awareness” (Immordino-Yang & Damasio, 2016).

Those cognitive aspects most commonly associated with education, “learning, attention, memory, decision-making, motivation and social functioning” (p.49) become indistinguishable when a teacher is deeply emotionally engaged in an inherently emotive

situation. Emotions are needed for a person to make sensible, life-affirming decisions; without the ability to tap into the emotion-arousing parts of the brain, logic and reason become compromised (ibid.).

SLA research has hitherto favoured a purely cognitive view of language learning that downplays “the role of affect in language acquisition” (Bown & White, 2010a). In exploring motivation theorising within SLA, Dörnyei and Ushioda (2013) chart the shift in focus on conscious cognitive processes which shape action and behaviour, to a recognition of the role affect (or emotions) play in motivating second language learners. It is time for affect to be equally considered so as to improve understanding of “intellectual functioning and development” (Dai and Sternberg 2004, p. 29 cited in Dörnyei, 2013).

As well as a healthy, engaged brain, Dewaele (2005) lists additional factors involved in how individuals learn in a foreign language classroom: situational, social, psychological, cognitive, neurobiological, cultural and ideological (Dewaele, 2005). Missing from this list is explicit mention of the affective factor, although it could be argued, based on the definitions above, that affect is intrinsic, a claim supported by Immordino-Yang and Damasio’s (2016) concept of emotional thought. In support of this argument, Bown and White (2010) make a direct link between social environments, cognitive appraisals and emotions. Echoing Mercer’s (2021) ecological perspective, they support Pekrun’s (2000) social cognitive theory of academic emotions² with the argument that emotions are derived from environmental, individual and social antecedents. While the cognitive element of emotion is determined by how an individual processes their cognitive, self-related, and situation-related appraisals (Bown & White, 2010a).

2.3.4 Researching Affect

Contentions around exactly what affect is and how it can be measured may account for why research into affect has been largely ignored in favour of cognitive explorations. Researching

² Pekrun’s (2000) social-cognitive theory of academic emotions emphasises environmental antecedents of emotions that relate to the self (individual) or the (social) situation. Individual antecedents of emotions include personality factors such as self-concept and sense of self-efficacy. Social antecedents comprise quality dimensions of instruction and feedback, and the level of support in interactions.

'affect' can be "fraught with challenges" (Pavlenko, 2013). Apart from physical manifestations of affect, such as flushed skin or agitated gestures, affect cannot be directly observed (Duncan & Barrett, 2007). While investigations into motivation may be intuitively salient for non-specialists and researchers alike (Dörnyei & Ushioda, 2013), trying to identify a cause-and-effect relationship between affective factors and linguistic achievement without a clearly defined theoretical foundation becomes untenable (Pavlenko, 2013). Considering the complex nature of EMI classroom interactions, reliance on "objective 'predictors' and linear models" (Pavlenko, 2013) is unlikely to achieve useful findings because of the reciprocal rather than unidirectional nature of the setting (ibid.).

In contrast to Pavlenko's objections around objectivity and linearity in relation to measuring affect, psychologists have attempted to measure affect by way of complex models. Such models provide useful insights for qualitative researchers, with their dimensions of emotional responses according to hedonic tone and how activated people report feeling (Russell & Carroll, 1999), or measures of positive affectivity (PA) versus negative affectivity (NA) (Watson et al., 1988). - I have leveraged this knowledge to help me understand and describe the survey results that will be presented in Chapter 5.

For example, in describing PANAS results, positive emotions can be measured on a scale of high levels of activation (or engagement), e.g., enthusiasm or excitement, versus low levels of activation (or disengagement). Low PA could be characterised by feeling lethargic or depressed (Cropanzano et al., 2003; Howardson & Behrend 2016, p.837). Negative emotions can be described in terms of high levels of activation, e.g., irritability, and low levels of activation, e.g., feeling calm.

Echoing Pavlenko's objections around measuring affect on a linear basis, fellow psychological researchers evaluating the circumplex models highlighted concerns about the bipolarity created by the axes. They called for more research to discover why "when real data are used the results can be a messy departure from the ideal presented" in the circumplex models (Cropanzano et al. 2003, p.848). This 'messiness' will be seen in the data presented in chapters 5 and 6 and which further highlights the complexity inherent in investigating affect within the EMI context.

2.4 Affective engagement in the (language) learning environment

Engagement in the language learning classroom is inherently about behavioural participation (Mercer & Dörnyei 2020a, p.3) which involves activities inside and outside the lecture halls. Participatory engagement is “considered crucial for achieving positive academic outcomes” (Fredicks, Blumfeld and Paris 2004, p. 60). Affective engagement speaks to “feelings of belongingness and relatedness” (Maguire, Egan, Hyland & Maguire 2017, p.344) and as such goes beyond only participating to emotional connecting and sense making (ibid.)

Affect plays a significant role in engagement (Burić et al., 2021; Frenzel, 2014); it is integral to human functioning and synonymous with flourishing. Flourishing requires well-being & self-actualization (Davis, 2020) which are achieved through satisfaction of 3 basic psychological needs (BPNs) - competence, autonomy and relatedness (Noels et al., 2019). Where any of the three BPNs are thwarted as a result of the learning conditions and contexts, additional emotional labour – energy expended on personal emotion management while adhering to institutional rules (Hochschild, 1983) - is required to compensate for damage done to psychological well-being which can reduce engagement in the learning activities (Ryan & Deci, 2017a). The importance and criticality of engagement in the learning process is also demonstrated in the discussion of affect-regulation strategies applied by (language) learners in section 2.7.

2.5 Affective disruptions and critical incidents in EMI classes

In order to identify an affective response in the EMI classroom, it is necessary to be aware of what might cause the response in the first place. Following Hiver (2015), this section considers what triggers an affective response among the learners and teachers and how far these can be considered a ‘critical incident’, e.g., an interaction with faculty or clash with institutional policy (Vianden, 2015). As an outside observer of classroom activities, it is impossible to objectively judge an affective response, but there could be reasonable assumptions made when an identifiable ‘critical incident’ is observed and an individual changes their demeanour or behaviour.

2.5.1 What constitutes a critical incident in an EMI setting?

According to researchers applying a critical incident technique (CIT) in their qualitative research projects, a critical incident is a “clearly demarcated scene” (Byrne, 2001) in which students and teachers have positive and negative encounters (Snijders et al. 2022, p. 1119) which are mutually meaningful for their relationships (Karpouza & Emvalotis, 2019). Karpouza and Emvalotis (2019) maintain that studies using CIT are useful for examining incidents resulting in changes in the teacher-student relationship - either positive change, leading to a deeper relationship, or negative change which undermines it (Karpouza & Emvalotis, 2019). This is in contrast to the approach taken by Gkonou and Miller (2020) who classified critical incidents as “events that mark a significant turning point” (p.131) in the lives of their study participants. The perspective taken here is at the micro-level in the context of EMI classroom teaching and learning, and is more aligned with Tripp’s (2012) view of the interpretative nature of a critical incident. He describes them as being a product of the observer’s judgement made significant by the subsequent meaning the observer attaches to the incident (p.8).

Where students described positive and negative incidents, there was an indication that they valued faculty showing *personal interest* in them (Snijders et al. 2022, p. 1123); there was a sense that they appreciated being treated fairly and as equals (Snijders et al. 2022, p. 1127). For instance, an incident such as a lecturer dismissing a student’s comment would damage their relationship; it could leave the student feeling angry and frustrated at not being taken seriously or being treated unfairly.. Evidence suggests that language teachers in particular demonstrate high levels of social and emotional intelligence (Gkonou & Mercer, 2017). Ideally, EMI lecturers would be similarly interested in their students as fellow human beings, and respect what a student has to contribute to the class discussion.

Snijders et al. (2022) identified *affective conflict* to indicate where students could feel angry, frustrated, irritated, or annoyed by something in the learning environment. The opposite term was *affective commitment* which indicated that students wanted to become emotionally attached so as to “feel they want to belong” and enjoy the relationship with their tutors (Snijders et al. 2022, p. 1127). A thwarted sense of belonging can leave students feeling lost and excluded. Such an affective disruption risks impacting a student’s study progress.

Teachers have a similar need for belonging within their classes, and beyond, among their peers (Gkonou & Mercer, 2018; Hopkyns & Gkonou, 2023).

Thus, it is useful to identify a critical incident in class - be it positively or negatively experienced - so that those involved can be interrogated about how that felt in the moment, how they adjusted to any possible disruption and what, if any, strategy helped them achieve a restored sense of equilibrium, or *relatedness* if that was of importance to the person under scrutiny.

2.5.2 What triggers an affective disturbance to (EMI) learning - a CT view

As discussed above, an affective disturbance is typically preceded by an encounter, event, or incident that is memorable or important to an individual (Gremier, 2004; Vianden, 2012 cited in Vianden 2015, p.290) and can be termed a 'critical incident'. According to CT, a host of variables (some predictable, some not, some observable, not some) might trigger a critical incident. One particular framework developed from a CT perspective is Hiver's (2015) 4 stage theoretical framework of self-organisation. Hiver describes how 'organisms' experiencing a disturbance triggered by a destabilising perturbation (p.216) attempt to self-organise and bring the system back into order. **Table 1** below presents an adaptation of Hiver's (2015) 4 phases of self (re-) organisation with examples from a hypothetical EMI lecture in which a student experiences a minor but 'critical incident' which triggers an affective response. From these examples, it is possible to see the relationship between a self-regulating behaviour and a 'critical incident'.

In responding to a **triggering** event, the ability to self-organise allows an organism to ensure its own survival, to sustain its own identity regardless of changes elsewhere in the system (L. Cohen et al., 2018). The phase referred to as **coupling** in Hiver's (2015) model, sees the system exchanging "information in ongoing feedback loops" (Hiver 2015, p.216) such that it can emerge from a state of chaos to one of coherence and structure again. Once a process of reconfiguration has been established, the system has reached the phase of **realignment**. With new patterns firmly consolidated and **stabilisation** achieved, the system is in a position to continue in its newly re-organised state.

This view of organic self-organisation mirrors the notion that learners organically develop ways of coping when, for example, there is a disturbance to their learning. Students - and their teachers - create and develop practical learning (or teaching) strategies for cognitive situations or affect-regulation strategies for affective situations. It is the latter type of strategies that are the focus of section 2.7.

Table 1: An Illustration of Hiver's (2015) 4-Phase Model Applied to EMI Classroom Scenario

Hiver's 4 phases	Affect in EMI study, possible examples
Triggering	A 'critical incident' during an EMI lecture, e.g. the lecturer makes an English language-related error - this disturbs a student who cannot make sense of the error and consequently has an affective response which blocks his cognitive responses.
Coupling	As the student reacts affectively (confusion, doubt, anxiety, annoyance), it initiates a (subconscious) meta-affective regulation response, e.g., sitting still and taking a deep-breath which calms them down; looking around and noticing other students look confused too, thus feeling reassured they are not the only one.
Realignment	Now in a calm state, the student can proactively decide on what to do next, e.g., raise their hand and ask the professor to repeat and explain the expression which they did not understand; check an online translation tool; make a note to check later; ask a friend.
Stabilisation	Having decided on how to deal with the <i>perturbation</i> which caused the affective response, the student can continue with listening to the lecture.

2.6 Self-Determination Theory for Pedagogical Engagement

As a “broad theory of human development and wellness, with strong implications for education” (Ryan & Deci, 2020), Self-determination theory (SDT) has contributed significantly to the understanding of human psychology over the last twenty years. With its emphasis on what people need in order to be intrinsically motivated, i.e., able to maintain and sustain an interest in a topic that becomes personally satisfying, and a belief in a person’s inherent desire to grow and belong, SDT provides a useful lens through which to explore affect in EMI. Specifically, the three basic psychological needs (BPNs) which SDT proposes that, when satisfied, “facilitate growth, integrity and well-being” (Ryan & Deci, 2017b) offer a practical construct for investigating the impact of affect on how engaged and motivated the key EMI stakeholders are. In light of how often educational policies and practices thwart supportive learning environments, SDT calls for a prioritisation of

students’ psychological growth and wellness and teachers’ thriving, over academic outcomes (Ryan & Deci 2020, p.2).

The engagement and motivation of both learners and teachers is multidimensional (Noels et al., 2019), encompassing cognitive and affective engagement. The former refers to how individuals plan and prepare for tasks - their “self-regulated learning strategies” (Zimmerman & Pons, 1986 cited in Noels et al., 2019); the latter refers to how positively or negatively a person experiences a learning activity (Noels et al., 2019). Two other dimensions of engagement cover behaviour (degrees of attention, effort and persistence), and agency - how agentically engaged and contributive individuals are in a particular activity or task (Reeve, 2012 cited in Noels et al., 2019).

SDT assumes that people are implicitly curious and growth-oriented with an intrinsic motivation to gain and then share knowledge (Ryan & Deci, 2017b); . The requirement for intrinsically motivated individuals to reach their full potential lies in the satisfaction of the three BPNs; where these needs are thwarted, motivation can be inhibited or blocked (ibid.). The three basic psychological needs that have been empirically validated over years of research (e.g., Noels et al., 2019) are the aforementioned competence, autonomy and relatedness. The following gives general definitions and explanations of the three BPNs according to SDT. The concepts of *self-efficacy* and *growth mindset* are included under the

BPN, competence, as they add depth and nuance for later data analysis. Similarly, In the case of the BPN, relatedness, this has been expanded to include the concepts of *pedagogical caring* and *psychological safety* as these are both highly relevant to a learning environment. All five concepts have been applied to the analytical framework used to code data collected during the course of this study. In the following, I discuss the meaning of these three needs.

2.6.1 Competence

Students who feel their BPN competence is satisfied are optimally challenged, can demonstrate effort, mastery and self-efficacy (Shelton & Strong, 2020); and they feel ownership of successful activities (Ryan & Deci, 2017). Feeling happy on-task, energised and experiencing a sense of enjoyment and pride while working translates into a sense of efficacy (Mercer & Dörnyei 2020, p. 31). EMI students demonstrate that their need for competence is met when talking with confidence about their language abilities as well as their overall competence to study. A high sense of self-efficacy is likely to manifest as positive affect; the reverse is true where they suffer self-doubt and a lack of self-efficacy. Negative affect arising from cognitive load causes learners to be unhappy and off-task, feeling de-energised, a lack of enjoyment and no sense of pride in their work (Sweller & Paas, 2017). A fixed mindset can cause a person to see no way of improving themselves, due to the belief that they are born with a fixed amount of abilities such as intelligence, and that these amounts cannot be changed (Mercer & Dörnyei, 2020).

A person who feels they are contributing effectively within their social environment and experiences an opportunity to express their capacities and talents which are supported and acknowledged by others has their need for competence met. Where “skills, understanding, or mastery” are prevented from developing, the competence need is not met (Ryan & Deci 2017b, p.86). .

2.6.1.1 Self-efficacy

In arguing that a willing engagement among learners relies on their feelings of being able to cope and having agency in achieving successful outcomes of their goals, Mercer and Dörnyei (2020, p.30) include Bandura’s (1997) Self-Efficacy Theory and Dweck’s (2006) Theory of Mindsets alongside SDT’s ‘need for competence’. All three are relevant learner-internal

factors that make up a *facilitative mindset* which is essential for managing challenges faced in the classroom (Mercer & Dörnyei, 2020b). The affective nature of 'learner-internal factors' make self-efficacy and growth mindset concepts reasonable inclusions alongside the BPN competence in the investigation of affect in the EMI classroom. The following briefly describes what is behind these two concepts.

A person who feels efficacious believes that they can "successfully complete a specific task in a specific context" (Bandura, 1997). Following Bandura (1977), Mercer and Dörnyei (2020, p.31) suggest four ways learners can increase self-efficacy:

(a) having experiences of success themselves; (b) getting positive, constructive and encouraging feedback from significant others; (c) observing others succeed who are similar in competences to themselves; and (d) evaluating their own emotional states and their responses to experiences (Mercer & Dörnyei, 2020b). Simply put, feeling happy on task, energised and experiencing "a sense of enjoyment and pride while working" is likely to mean a learner feels a sense of efficacy (Mercer & Dörnyei 2020b, p.3), which translates to the competence need being satisfied. Where learners feel "anxious, worried or embarrassed in class" (ibid.), their BPN competence has been frustrated.

2.6.1.2. Growth mindset

In essence, a growth mindset is found among individuals who believe that they can develop their talents "through hard work, good strategies, and input from others" (Dweck, 2016); they are more likely to step up when challenged while being prepared to learn from a mistake (Gouëdard, 2021). A person who believes their abilities cannot be changed, that their talents are innate, who avoids a challenge and seeks approval, has a fixed mindset (Dweck & Yeager, 2021; Dweck, 2016; Gouëdard, 2021). The former tend to think in terms of *learning* goals, while the latter tend towards setting themselves *performance* goals (Sahagun et al., 2021). According to research conducted over decades, "students' growth mindsets can be related to greater motivation and well-being, and more equitable academic outcomes" (Dweck & Yeager 2021, p.3)..

Students who have previously aspired more towards learning than performance goals at school are more likely to be better equipped to deal with the often stressful transition to

tertiary education. Students who applied a growth mindset to EL learning at school, are more likely to cope better on the EMI degree programme. Having chosen to be on an academically challenging EMI programme could be indicative of a developmental mindset - such student believe they can apply and continue to develop their linguistics skills in pursuit of future career goals.

2.6.2 Autonomy

When this BPN is satisfied, students act with volition, feeling actions are congruent with their own values, interests and beliefs; they have a sense of control, or ownership; their actions are reflectively self-endorsed (Shelton & Strong 2020). “When people are more autonomous, they exhibit greater engagement, vitality, and creativity in their life activities, relationships, and life projects.” (Deci & Ryan 2017a, p.85). Where a learning environment is supportive of their autonomous action, encourages experimentation, and provides choice, students feel autonomous. Negative impact on autonomy can be mitigated through meaningful explanations for why options are limited and by avoiding “the use of controlling language” (Deci & Ryan 2017a, p.96). It is the loss of control or ownership over what they are doing which thwarts students’ sense of autonomy, e.g., when the lecturer gives little opportunity for students to interact or discuss with each other. An unsupportive environment within an EMI context could be where participants’ poor English skills hampers autonomous learning, or where promises of an international experience are not kept.

Autonomy is met when a person feels in control of their actions, experiences congruence with their “own values, interests and beliefs” (Shelton-Strong, 2020), can claim ownership of their actions and then feel confident to stand by those actions. The opposite - *heteronomy* - is true when a person feels controlled by internal or external pressures (Ryan & Deci 2017b, p.86). For example, academic teaching staff who are not explicitly assessed for their EL skills can feel more autonomously treated by HEI leadership. They may, however, suffer a loss of autonomy when their EL skills are insufficient to deliver an EMI lecture without language support. .

2.6.3 Relatedness

Relatedness is about “having mutually caring relationships in one’s life” (Martela & Sheldon, 2019). When this BPN is satisfied, people feel socially connected to others; they have a sense of belonging and mattering to others (Ryan et al., 2019). They feel their basic need to be responded to, respected, and important to others is met (Ryan & Deci, 2017a). Having the opportunity to show benevolence towards others is also a factor (ibid., p.86). Included within this BPN are **pedagogical caring** and **psychological safety** which can be demonstrated by lecturers towards students, and also between students to each other, and even to some extent, as will be claimed later, students towards their lecturers. Where these conditions are left unmet, students’ need for relatedness - belonging, feeling pedagogically cared for and safe in their learning environment - is left unsatisfied.

A person who feels they belong, that they are socially connected, in close caring relationships with people who are reciprocally responsive and sensitive (Shelton-Strong, 2020), have their need for relatedness satisfied. There is an association with, for example, “experiences of interpersonal connection, trust, recognition, caring, and benevolence, among other facets.” (Ryan & Deci 2017a, p.87). All these aspects are as relevant to lecturers as they are to students; academic teaching staff need to feel they ‘belong’ to the department, on their programmes and within their academic discipline.

2.6.3.1 Pedagogical caring

Recognising the human need for belonging requires caring. Teachers demonstrate that they care about their students’ learning when they are able to “communicate an ethic of care in their classrooms” (Wentzel 1997, p.412). These ideas originate in school contexts, but the need for university teachers to build a pedagogically caring relationship with their students is no less important (Karpouza & Emvalomatis 2017). Indeed, considering the investment of time, energy and cost that (international) EMI students invest in their higher education, the relationships they have with their teachers can be seen as critical. Gkonou & Miller(2023) have shown that educators want to have harmonious, empathetic relationships with their students. Empirical evidence from the field of psychology further supports the importance of healthy, high-quality teacher-student relationships (Frenzel, 2014; Frenzel et al., 2020).

In terms of lecturers' general sense of feeling cared for, they rely primarily on their colleagues (Gkonou & Mercer, 2018). Within the classroom pedagogical care mostly takes the form of a demonstration that students care about 'the knowledge' but not so much about 'the knower' (Maton, 2000). To date, there is a lacuna of evidence of students actively contributing to their lecturer's sense of being cared for as fellow humans in the pedagogical setting. This lack is addressed by the current study, as will be seen in later chapters and discussed in chapter 7.

2.6.3.2 Psychological safety

Where teachers demonstrate empathy, students are more likely to feel psychologically safe in the learning environment (Mercer, 2019). The perception of a safe learning environment provides enough security for students to risk losing face and engage by asking questions, voicing developing ideas, and owning up to mistakes (Hood et al., 2016). Psychological safety is inhibited by authoritarian hierarchies in which status gaps are wide; it is strengthened where status gaps are narrow and "leaders maintain mutual support, acceptance and respect" (Edmondson et al., 2016). In the context of a university classroom where the lecturer is the *de facto* leader, psychological safety arises from how their actions are perceived by the students who consequently have no fear of negative repercussions (Edmondson, 2008; Lin et al., 2022).

As with a positive sense of autonomy afforded by a strong command of the English language, a lack of confidence and low self-efficacy around EMI teaching abilities can reduce a lecturer's degree of psychological safety (Woolfolk-Hoy, 2003; Wyatt, 2018). Fear of ridicule, of losing face in front of a class of students can destabilise a lecturer, leaving them vulnerable and prone to performing badly (Doiz & Lasagabaster, 2018; Lasagabaster, 2022). Feeling psychologically insecure can also result in a reduced sense of autonomy; having one's expertise undermined through a perceived inability to independently deliver knowledge because of low EMI self-efficacy will also impact a lecturer's sense of competence.

Direct and accurate observation of any affective reactions during an EMI lecture are inherently difficult. With knowledge and understanding that the three BPNs of self-determination need to be satisfied in order for humans to engage in the learning environment and achieve eudaimonic well-being (Jongbloed, 2018), it is possible to explore and interpret what is observed of, and self-reported by, participants.

2.7 Affective language learner strategies

In this section, I begin by positioning affective strategies within the wider learning strategy literature and continue with a discussion of emotion regulation. There has been much research into emotion regulation in the field of psychology (De Castella et al., 2013; Gross, 1998, 2015a) and emotion research within SLA and ELT fields (Dewaele, 2005; Simons & Smits, 2020; Swain, 2013) general learner strategies have been defined as such:

“Learning strategies are the purposeful actions and thoughts learners engage in for understanding, storing, and remembering new information and skills” (Weinstein & Mayer, 1986, cited in Chamot et al. 1992, p.3)

Griffiths (2015) takes the view that strategies are applied by students as “actions chosen by learners for the purpose of learning and regulating learning” (p.426). The key feature to note here is that of *purpose*; someone using a learning strategy does so purposefully and in order to achieve a predetermined goal or intention. Cohen (2018) refers to the “element of consciousness”, maintaining that is “what distinguishes strategies from processes that are not strategic” (A.D. Cohen 2018, p.31).

Contemporary reviews of language learning strategy research highlight concerns raised at the time around conceptualisation of the term and how robustly research was being carried out (e.g., Rose et al., 2018; Macaro, 2006). In response, Dörnyei (2005) suggested that the term ‘self-regulation’ is a better description for language learner strategic behaviour. In outlining his view of self-regulation within an academic learning context, he makes no explicit mention of affect:

“(it) is a multidimensional construct, including cognitive, metacognitive, motivational, behavioral, and environmental processes that learners can apply to enhance academic achievement.” (Dörnyei 2005, p.191)

However, drawing on previously reviewed literature, *motivation* and *behaviour* could be seen as proxies for affect (Busse & Walter, 2013; Dörnyei, 2003). In the context of affective strategies in an EMI setting, the notion that ‘self-regulation’ in response to affect-inducing situations requires both cognitive and affective processes supports the arguments above. Irrespective of the terminology, language learners / users call upon both cognitive and

affective resources to varying degrees in order to regulate affect so that learning can proceed. The question as to whether the construct under investigation here should be '(self) affect-regulation' or 'affective strategy' shall be returned to later in this chapter.

In the context of engaging and motivating EMI students, evidence suggests the additional cognitive load of learning through a FL can cause dis-engagement or de-motivation in class (e.g., Rivero-Menéndez et al., 2018). This has led to discussions around learning strategies expanding to include *active* learning strategies with the aim of actively engaging students in the learning process. A review of possible benefits gained from implementing *active engagement* strategies revolve around relationship-building and experiencing learning as a collaborative act. As will be discussed in the following sections, these benefits are similar to how affective strategies in language learning are intended to work:

“(1) building stronger connections between students, (2) increasing the students’ motivation and engagement, (3) improving effective student-lecturer interactions, and (4) giving lecturers insights into how well students grasp new concepts and progress in knowledge acquisition” (Gómez-Puig & Stoyanova 2022, p.3)

These active engagement strategies also serve as a reminder that learners are not operating in a one-way vacuum. There is, of course, direct teacher involvement, as evidenced by aspects (3) and (4). Much of the literature reviewed in this chapter focuses predominantly on students using language learner strategies - the implication being that it is only students who need to regulate affect in the learning context; this study is, however, also investigating EMI lecturers’ management of their own affect. In the case of EMI lecturers who use English as a second or foreign language, they are also ‘language learners / users’ implementing strategies to regulate their affect due to this situation.

Gross’s work on emotion regulation has informed much research into affect regulation. My discussion extends to how emotion regulation and metacognitive strategies combine to where ‘affect-regulation’ strategies are employed in pursuit of managing affect in the EMI context. This exploration is underpinned by research and concepts developed by Oxford (1990; 1999; 2013) and Oxford and Gkonou (2020) which are presented in more detail in chapter 4.

2.7.1 Observing affective learning strategies

In the EMI classroom where it is anticipated that affective strategies will be used, the researcher is faced with the challenge of how to recognise a purposefully applied affect-regulation strategy. Further to Gross's (2015b) view that emotions are consciously regulated, Oxford and Gkonou (2020) agree that reason and logic are employed (p.57). This holds true whether the goal is intrinsically motivated to regulate one's own emotions, or extrinsic to regulate someone else's emotions. This would require ascertaining the intention behind any observed behaviour or action during a lecture retrospectively from the observed party.

If, however, affective responses (i.e., emotion) occur momentarily **before** thought, then an affective *strategy* is likely to be less of a *purposeful* strategy and more a subconscious action or behaviour for regulating emotion. The question then becomes, in light of the previously established inseparability of affect and cognition, how to differentiate an unconscious, automatic emotional response from a purposeful, goal-oriented strategy for managing an emotional response. The ensuing discussion aims to address this perplexing question of how to distinguish between what *behaviours* are observed and what *internal processing* is actually taking place.

One type of strategy that does meet the requirement to be purposeful and goal-orientated is that of avoidance. In this case, a person may well be applying reason and logic, but from a highly negative emotional place with concomitant negative consequences. Where a learner's aim is to avoid a situation or a person who they believe will give rise to negative affect - feelings of anxiety or humiliation for example - they risk damaging their learning outcomes (Oxford 2017, p.71). Anxious about their language performance, EMI lecturers may also aim to avoid being confronted with the risk of humiliation by refusing to deliver their content in English (Murphy & Zuaro, 2021), or attending professional development courses for fear of being seen to 'fail' (Wilkesmann & Lauer, 2015). Or they may avoid the emotional labour involved in 'stepping up' and recommend colleagues they deem better suited, or less likely to refuse (Benesch, 2017). As to the likelihood of university lecturers refusing a position at an internationalised HEI because of having to teach through EMI, I have found no empirical evidence. Collectively, if employed, such avoidance strategies conform to the above

definitional elements of 'consciousness' and 'purpose', but with the goal of thwarting learning - or avoiding teaching.

In the moment of observation the best the researcher can do, based on context and prior knowledge or experience of typical behaviours among the participants, is to surmise what might be driving any observable actions in the EMI classroom. These observations can then be verified or refuted in, for example, an interview with individuals as soon after the event as possible. Depending on the degree of certainty and clarity with which the person then explains their behaviour or action in terms of purpose, consciousness and goal-orientation, it can be established that they were indeed applying affective strategies.

2.7.2 Meta strategies for regulating language learners' affect

Human beings are engaged in managing and controlling their behaviours at the 'meta level', often through the implementation of strategies, with the goal of achieving a particular outcome. In accordance with Gross's (2015) previously mentioned view that most goal-directed behaviour is regulated by affect (p.4), the case will be made here that what occurs at the (meta-) cognitive level is initiated at the (meta-) affect level.

Further to Dörnyei's (2005) view of self-regulation, Oxford (2017) notes that more recently, self-regulation (of cognition) - commonly referred to as 'metacognition' (p.70) - has come to include behaviour, emotion and motivation regulation (ibid.). At any given time in the learning context, metacognitive strategies can be called upon, for example: waning concentration can be addressed by the meta-level strategy, 'Paying Attention' (Oxford, 2013). Avoiding the misconception that metacognition is only about *cognitive* regulation, Oxford suggested the term 'metastrategies' which incorporates the metacognitive, meta-affective and metasocial aspects of strategic learning (Oxford, 2017). While each of the three groups of metastrategies have specific strategies to help learners with demands on cognition, affect or social-integrative contexts, eight overarching metastrategies serve to manage and control affect, cognition and sociocultural situations:

- Paying attention
- Planning
- Obtaining and using resources

- Organizing
- Implementing strategy use
- Monitoring
- Evaluating (Oxford, 2013)

These metastrategies become relevant when describing how EMI participants self-regulate their learning through affect regulatory behaviours (e.g., Hoops et al., 2016; Pintrich, 1995). As will be seen in later chapters addressing RQ. 3, affect-regulation or affective strategy use is mostly done at a meta-level.

Oxford's (2013; 2017) S²R Model describes the group of affective strategies, managed and controlled by the meta-affective strategies (listed above), as being intended to "help the learners create positive emotions and attitudes and stay motivated" (Oxford 2013, p.24). They can include strategies that 1.) activate "supportive emotions, beliefs and attitudes" or 2.) generate and maintain motivation. (ibid)

Oxford states that "that all strategies begin in the mind" (2017, p.182). This is a reasonable stance to take, especially when discussing cognitive strategies. However, if the argument that all mental (cognitive) processes are initiated by emotion (i.e., affect primacy according to Zajonc, 1984), and that cognition, within the educational context, is subsumed by emotion (Immordino-Yang & Damasio, 2016), the case could be made that the drive to use any learning strategy occurs at the affective level. Indeed, Gross (1998) claimed that "all behaviour is arguably affect regulatory in some broad sense" (p.287), and Oxford noted that learning strategies "can flow and shift during the course of a task" between cognitive, affective, motivational and social (2017, p.148). Perhaps the more accurate claim, therefore, would be that the *formulation* of a strategic *idea* occurs in the mind *in response to* an emotional impetus. The mind then takes over and actively - or purposefully - initiates a strategy that will achieve a desired outcome. That is to say, the person cognitively appraises an emotional reaction (weighs it up in their mind) and consequently chooses a strategy (based on previous experience) to regulate their affect, with a view to achieving a pre-defined goal.

Investigations of language learner anxiety found evidence of learners most frequently applying "positive thinking and preparation" strategies (Gkonou, 2018) as a way of managing negative affect arising from language learning anxiety. These ostensibly affective strategies

arise from a cognitive appraisal (e.g., failure to learn the new vocabulary will result in humiliation) and require a level of mental processing to operationalise the chosen strategy (e.g., how to organise oneself to maximise preparation effectiveness). Researchers from the field of general education have shown that cognitive appraisal used to target affective responses can help learners manage emotional reactions. This observation does however not preclude a neat emotion-cognition separation, but rather it suggests a continuum along which a person moves between cognition and affect and back again. Evidence suggests that the brain's affect circuitry serves equally as a feature of cognitive processing (Duncan & Barrett, 2007).

Having established the intrinsic intertwining between affective and cognitive processing and strategies, the following section presents evidence of what happens when affective strategies - or emotion-regulation behaviours - are consciously implemented, thus enabling more effective learner strategies to develop. As a precursor to this section, **Table 2** below provides some examples of language learner strategies designed to regulate affect triggered by a specific incident. These examples have been informed by an empirical investigation of the Managing Your Emotions for Language Learning (MYE) questionnaire (Bielak & Mystkowska-Wiertelak, 2020), and are further expanded on in section 2.7.3.

Table 2: How Language Learners Strategically Regulate Affect Arising from a Critical Incident

Critical Incident	Affective response	Strategy
Teacher question unclear	Anxiety from incomprehension	<i>Reassurance.</i> I'm probably not the only one who did not understand. I can ask the teacher to repeat the question.
Topic explanation repeated	Boredom	<i>Acceptance.</i> The lecturer needs to re-explain so my peers can catch up. I can try to refocus and maybe hear something I missed last time.
Group work with unknown peers	Insecurity about being accepted in the group	<i>Seeking help from peers.</i> Approach the new group with open-mind and perspective of I am here to learn, collaboratively.
Three papers due in one week	Stress	<i>Breathing.</i> Take a deep breath, close eyes and concentrate on controlling breath until signs of stress reduce.

2.7.3 Implementing Affective Language Learning Strategies

As pointed out above, one of the main challenges around researching affective learning strategies is observability. The nature of affect and the subsequent internal processing of how to regulate it occur covertly, inside a person's brain (Duncan & Barrett, 2007). Many learners may have consciously decided upon a specific strategy (Oxford, 2013), but when asked directly to describe the what and why behind a particular action or behaviour, learners find it difficult, ascribing a strategic action as "something I always do" (Amerstorfer, 2018, p.124). Strategy research to date provides some insight into what goes on in a language learning context.

Another aspect which contributes to the challenge of identifying when and how an affective strategy is being implemented is the multi-functional nature of strategies. As has been established, language learner strategies encompass the metacognitive, cognitive, affective and social. Cohen (2018) helpfully exemplifies how this may appear in the language classroom where a learner has implemented the strategy "interrupting a conversation in the TL" (target language) (p.33).

"At any split second, the function of this interruption may be metacognitive (you are monitoring your behavior and have determined it is necessary to be more engaged in a conversation), cognitive (you are searching for the language material to use in order to interrupt the conversation), social (you are checking whether it is socially appropriate for you to be interrupting the speakers), or affective (you are feeling left out and want to do something about it)." (A.D. Cohen, 2018)

In line with Oxford's (2017) assertion above regarding the ebb and flow of strategies, Cohen (2018) also contends that what may be perceived as functioning metacognitively may actually be serving one of the other functions and shifting "at a moment's notice" (p.34). The case for replacing the term 'affective strategy' for 'affect-regulation' becomes stronger.

2.7.4 Oxford & Gkonou (2020) meta-affective strategies taxonomy

In keeping with an interest in the development of the affective turn in language learning and use, a brief overview of what Oxford proposed in the early 1990s is initially presented here.

When other strategy researchers at that time were focused on non-affective categories, Hurd (2008) maintains that Oxford's (1990) SILL provided "the most comprehensive inventory of affective strategies" (Hurd, 2008). The following lists broad affective strategies covered by the SILL, with examples of tactics learners might apply to help regulate their affect. As Oxford's work continued, these strategies became more comprehensive and encompassing:

- Anxiety reduction, e.g., using deep breathing and relaxation techniques, music, or laughter
- Self-encouragement, e.g., positive self-talk, rewarding yourself
- Monitoring emotions, e.g., listening to your body, keeping a checklist, writing a diary, discussing how you feel with others

Informed by their previous research, reading and teaching experience, Oxford and Gkonou (2020) developed a taxonomy of seven affect-regulation strategy categories which form the foundation for their Managing Your Emotions (MYE) questionnaire (Gkonou & Oxford, 2016). The first four categories follow Gross's (2015a) five families of emotion regulation strategies. Gross's original categories are bracketed in blue, the first two being combined into a single group. Where Gross referred to 'reappraisal' as a way to effect cognitive change by focusing on the meaning or self-relevance of an emotion-eliciting situation (p. 9), Oxford and Gkonou adopt the term 'reframing cognitive appraisals' to effectively describe the same phenomenon: "modifying or 'reframing' a cognitive appraisal (previously noted as a mental weighing up) of an external or internal situation to change its emotional significance" (Oxford & Gkonou 2020, p.60).

The additional three categories Oxford and Gkonou include below (categories 5-7) were inspired by the work of Viktor Frankl (1985). The bullet-pointed strategy examples are what I have imagined as examples from an EMI setting which serves to contextualise the taxonomy for this research study:

1. Selecting or modifying a situation (1.Situation selection / 2.Situation modification)
 - Choosing to sit next to a diligent classmate who is friendly but will not chat during the lecture (selecting a situation associated with a pleasant emotion)

- Clearing up the workspace to help clear the mind (modifying / changing an external situation to reduce the emotional impact)
2. Focusing attention (3.Attention)
 - Thinking about the funny anecdote the guest lecturer told rather than dwelling on the difficult EL article (directing / redirecting attention to control emotions)
 3. Reframing cognitive appraisals (4.Appraisal)
 - Telling oneself that the upcoming presentation is an ideal opportunity to practise one's language skills and get some practical feedback (modifying / reframing thinking - cognitive appraisal - of either an internal or external situation so as to change its emotional significance).
 4. Influencing the response (5.Response)
 - Joining the international students club and participating in extracurricular activities (influencing how one responds emotionally to an experience, behaviour or physical disturbance)
 5. Helping someone by means of a deed or a creation
 - Re-explaining with pictures to a fellow student a term they had difficulty understanding during the EMI lecture (creative / proactive forms of helping others with the aim of fostering better feelings in both parties)
 6. Encountering another human being, loving that person and doing something for him or her
 - Inviting one's EL speaking best friend out for a thank you dinner (helping someone else because one feels deep affection for them)
 7. Experiencing something special (good, beautiful or kind) and valuing it
 - Finding a piece of EL poetry that inspires and moves (being appreciative and grateful of something, despite the circumstances)

In a study of language teachers' interpersonal learner-directed emotion-regulation strategies (ERS) students reported most frequently that their teachers used **cognitive change**

(reappraisal or reframing) strategies to regulate language learning emotions (Bielak & Mystkowska-Wiertelak, 2020). Second most often reported were **situation modification** strategies, in particular strategies around making activities easier or more interesting, use of humour, and creating a relaxed atmosphere. The least mentioned strategy group was **situation selection**. Overall, learners expressed the view that few teachers seldom offered emotion-regulation support, but where ERS were noted, they were deemed effective (Bielak & Mystkowska-Wiertelak, 2020).

It seems from this study that the students' perceptions differed notably from those of the teachers who expressed concern about students' emotional well-being. Teachers believed they worked hard to regulate learners' emotions and were mostly successful in their efforts. There is much evidence to support teachers' claims to be concerned for their students' learning (Frenzel et al., 2021), and that they go to extra lengths in managing student affect (Gkonou & Mercer, 2018). As was already mentioned, there is a "reciprocal relationship between teacher behaviour and student motivation" (Mystkowska-Wiertelak, 2020), but ascertaining how aware and appreciative students are of this fact is less researched.

This disconnect between classroom participants' perceptions of ERS use is important to note when conducting similar research in other contexts. It implies an interpersonal break at the affective level - one group of people is not picking up on the efforts of another. It also suggests that the teachers' efforts to regulate learner affect are not so effective - at least on a surface level. Although neuroscientists (e.g., Duncan & Barrett, 2007), and psychiatrists would argue that the individuals' brains would indeed be having an effect on each other to create "one synchronised and integrated mindweb" (Siegel, 2012).

The fact that students do not register the ERS efforts their teachers claim to be making serves as a reminder when relying on participants' interpretive, self-report data: one person's view of reality may not be another's. The 'truth' is highly subjective and down to the researcher to interpret based on what they have observed in the actual classroom.

2.8 Chapter Summary and methodological implications

This chapter provided a definition for affect in this EMI context. The affective turn in SLA, and research exploring affect in EL learning contexts in a higher education setting, was discussed.

The indelible link between affect and cognition was established. The difficulties of identifying a cause-and-effect relationship between learning through a foreign language and any dimensions of affect were acknowledged. Embracing the perspectives offered by CT, the affect in EMI researcher can be reassured that such complexity is normal and acceptable. Affective strategies were explored within the wider context of general learning strategies and emotion regulation with the result that the term (self) affect-regulation might be a better term to use in this context . An important factor to note is the difficulty of identifying when an affect strategy is actually being employed.

When researching affective strategies, there is a need to build in different data collection points that can be triangulated so that data can be more deeply investigated. For example, lecture observation and / or recording provides the researcher with an opportunity to compare what is reported against what actually happened. This is limited to the observer's interpretation of what they are seeing, but where individuals can also be asked about what they were thinking or feeling in the moment via a video clip, data veracity can be improved.

Interrogating people directly within their context about their experiences of affective factors using methodologies beyond the use of "experimental approaches with relatively artificial stimuli" (Pavlenko, 2013) is one way of gaining insights into affect. Pavlenko (2013) also called for a more principled theory of affect which goes beyond treating the concept as an individual characteristic (p.7) which has perhaps still not been realised by 2023. However, her objections to the "reductionist nature of the paradigm" (ibid.), and the over-focus on anxiety have been somewhat addressed by now. Studies into various affect-related areas, in part thanks to the acceptance of positive psychology paradigms, are much broader and more encompassing (Gabryś-Barker & Gałajda, 2016). This study aims to further add to the discussion by investigating affective strategies in the EMI context by means of triangulating data collection points and analytical frameworks.

3 Literature review: EMI in Northern Europe

3.1 Introduction

Having outlined my epistemological and ontological approaches, the previous chapter (Chapter 2) went on to explore and discuss the first of the two focal phenomena of this study. Taking a multidisciplinary perspective, the chapter defined affect for the purposes of researching the EMI context and provided clarity on the self-regulating nature of meta-affective strategies. The chapter drew on CT as a way of conceptualising affect within the complex setting of EMI. The three basic psychological needs of SDT were introduced as the theoretical framework utilised in the conception of possible affective dimensions and then to be identified in the course of data collection. The third theoretical framework introduced in the previous chapter provided a set of meta-affective strategies from which data collected can be analysed and evaluated. Collectively, the aspects covered in Chapter 2 help address the research questions posed in this thesis.

The current chapter moves to the second key phenomenon, EMI, and focuses on how it is the primary instrument used by HEIs around the world pursuing internationalisation policies (Kirkpatrick, 2011). Until recently, consequences of the widespread implementation of policies to move from the national language of instruction to English had been afforded little attention. Where the drivers behind introducing EMI are economic growth and prestige, resources and training for educators are often neglected (Dearden, 2014). Since the surge in EMI research being conducted since 2005 (Macaro, 2018), more interest in pedagogical and methodological implications of EMI has been shown (Doiz et al., 2012; O'Dowd, 2018). Training and professional development provisions are available for EMI educators, offering guidance and practical advice (see: Breeze & Guinda, 2022; Sánchez-Pérez, 2020).

By 2018, knowledge around language proficiency requirements for effective teaching and learning through EMI remained under-researched (Macaro et al., 2018). To my knowledge, there is still no definitive answer as to the level of EL proficiency EMI teachers need to adequately deliver their courses. What is clearer to glean from the literature is that, certainly in European HEIs, there is the expectation that experienced academics can simply transfer their content expertise into the EMI context (O'Dowd, 2018). This would seem

counterproductive where students are drawn to EMI universities with the promise of improving EL skills (Galloway & Rose, 2021). In yet another twist, much research reports that EMI content lecturers eschew any aspect of 'language teaching' in favour of solely focusing on disciplinary knowledge (Rose, McKinley, et al., 2020).

The implementation of EMI at internationalised universities is typically part of a wider strategy to attract students who are "very gifted, highly motivated, extremely flexible, dynamic and creative individuals" (Wilkinson & Gabriëls, 2017). Such students are also likely to be "the offspring of the dominant, higher classes" (Lueg & Lueg, 2015) and, particularly in the case of home students, more familiar with the norms of educational institutions. These higher socio-economic status (SES) people are able to leverage the resources at their disposal "to gain access to the most lucrative fields" (Duru-Bellat et al., 2008). Their family background provides access to quality schooling from an early age (Lucas, 2001) that fosters the ability to communicate well:

"Moreover, language is not simply an instrument of communication: it also provides, together with a richer or poorer vocabulary, a more or less complex system of categories, so that the capacity to decipher and manipulate complex structures, whether logical or aesthetic, depends partly on the complexity of the language transmitted by the family" (Bourdieu & Passeron 1990, p.73)

Recent debate around good communication skills levelling unequal educational fields in the UK points to the importance of being able to speak well and clearly (Machell, 2023). People with poor communication skills, or 'undesirable' accents are often relegated to lower SES domains in education and work (Donnelly et al., 2019). The students who enjoy such 'effectively maintained inequality' (Lucas, 2001) tend to have the confidence and "unconsciously bequeathed... competences and knowledge" (Lueg & Lueg, 2015) that enables them to display the traits valued by the neoliberal HEI. Among people in non-Anglo countries, the privileged students are also most likely to have had extensive and immersive training in English. Consequently, they are more likely to experience high positive affect and lower negative affect in an environment in which they feel competent, autonomous and legitimately part of their educational community (Pearce & Down, 2011). From a SDT perspective, these privileged people enjoy a strong sense of competence, autonomy and relatedness.

The implications for those students with higher levels of English proficiency and stronger communicative skills, is clear. As DeCosta, Park and Wee (2016) suggest, mastery of English is an economic resource; in keeping with the neoliberal view of economics, learning a language enhances one's human capital (De Costa et al., 2016). Germany's attraction as a European destination for many international students also raises the desirability of national HEIs for home students aspiring to achieve an internationally recognised degree. This increased international attractiveness is a significant factor in German HEIs regaining much lost ground and status in the highly competitive global HE market (Earls, 2014). The adoption of EMI on ever-increasing numbers of *auslandsorientiert* (internationally oriented) degree programmes (IDPs) has played a crucial role in this upsurge. In order for a university degree programme to qualify as *auslandsorientiert* in accordance with the DAAD, certain criteria need to be met:

1. Use English as partial or full language of instruction
2. Have an internationalised curriculum with integrated study periods abroad
3. Offer internationally recognised qualifications
4. Provide support services for students beyond the actual study activities
5. There should be a mix of 50/50 home and international students
6. Additional language learning courses are offered, especially DaF (*Deutsch als Fremdsprache* - German as a Foreign Language)

All points in the list appear to support the necessity for making "German universities more accessible to foreign students" in consideration of "the country's economic and political future" (Ammon, 2001, p.357). The sixth point provides a particular incentive for international students wanting to benefit both culturally and linguistically from a study abroad programme. Taken collectively, the IDP criteria reflect the strong motivation behind the German government's efforts towards a "brain gain instead of brain drain" at the turn of the century when, among other goals, the retention of international students post-graduation was stated (Earls, 2016). More recently, the rhetoric has shifted to a politically sensitive view that encourages mobile students to return home with their newly gained knowledge, creating a situation of "brain circulation" (Hoffmeyer-Zlotnik & Grote, 2019). Simultaneously, there has also been a move to make it easier for international postgraduate students to stay on longer

to find employment and work in Germany (Krannich & Hunger, 2022). Such policies support the OECD's positive assertion that "student mobility appears to shape future international scientific cooperation networks more deeply than either a common language or geographical or scientific proximity" (OECD 2018, p.219 cited in Hoffmeyer-Zlotnik & Grote 2019, p.65). Such internationalisation-at-home options increases the attractiveness of EMI programmes for home students keen to participate in a globalised labour market.

3.1.1 Organisation of this chapter

Section 3.2 discusses English - as a global language and as an academic lingua franca; the necessity of communicative competence in a higher education context which requires additional effort when English is not a person's mother tongue. The section continues with a discussion around the Englishization of academia generally, then how this translates to the EMI context and EL learning which is particularly relevant in light of how closely EMI is linked to EL skills development, despite the literature claiming this not to be the primary purpose of EMI. Finally, a review of the social inequities inherent within an EMI approach.

Section 3.3 moves to the European HE context and how EMI has been implemented in different EU countries, most notably the backlash being experienced by countries with the longest tradition of English use for teaching purposes versus the more recent upsurge in southern EU countries who want to leverage the advantages of internationalised HE. The relation between language education and EMI is reviewed before delving into what research tells us about the experiences of the EMI stakeholders.

Sections 3.4 and 3.5 narrow down to review the literature from and about the German context, beginning with considerations of the politico-ideological situation in Germany, then moving to the pedagogical evidence in support of EMI implementation in German HEIs. In light of the wider view of how HE stakeholders conceive of and experience EMI, the discussion focuses specifically on German lecturers and students, as well as what attracts so many international students to Germany, which currently is the top EU destination for foreign study. The section finishes by highlighting the lacuna of evidence pertaining to affect or affective strategies in relation to the German EMI context.

3.2 EMI in Higher Education

The most commonly cited definition of EMI (Dearden, 2014) was provided in the introduction chapter (Chapter 1), and some tensions around defining the term were briefly raised. In describing their typology of EMI (2021), Richards and Pun note that there are several definitions available (Richards & Pun, 2023). In an earlier article, Pecorari and Malmström (2018) present a table of definitions (see Pecorari & Malmström, 2018, p.498). From this list they extrapolate 4 distinct characteristics that are typically present in an EMI setting:

1. English is the language used for instructional purposes
2. English is not itself the subject being taught
3. Language development is not the primary intended outcome.
4. For most participants in the setting, English is a second language (L2) (Pecorari & Malmström 2018, p.499)

The four points serve to underpin discussions around EMI and complement Macaro et al.'s (2018) conception of “two products of EMI”: language improvement and content learning (p.38). Additionally, Shohamy's (2012) call to empirically examine the “cost and benefits of the use of EMI at HEIs” (Shohamy, 2012) is particularly relevant for the main stakeholders, students and lecturers at a modern HEI. The discussion is viewed in light of the tensions between the instrumental purpose of higher education - to get a good job (European Commission, 2012; Koris & Aav, 2019; Nilsson & Ripmeester, 2016), and the academic purpose of transformational knowledge acquisition and personal development (Ashwin, 2020; McKenna, 2021). Underpinning the whole chapter is a focus on affect – on the emotions experienced by stakeholders of an EMI learning environment.

Offering degree programmes at higher education institutions (HEIs) through the medium of English has seen a rapid increase globally over the last few decades (Coleman, 2006; Dearden & Macaro, 2016; Richards & Pun, 2023). This has been alongside the continued commodification of English pushed by neoliberal agendas (De Costa et al., 2022; Hopkyns & Gkonou, 2023). While it is deemed as an affordance by some, especially international students looking to work post-graduation in the host country (e.g., Lueg, 2018; Margic & Vodopija-

Krstanovic, 2018; Phuong & Nguyen, 2019), there are many who criticise the effectiveness of teaching academic content through a foreign language (e.g., Fenton-Smith et al., 2017; Shohamy, 2012).

Another issue that has caught researchers' attention in recent years is the social divide between those from higher socio-economic status (SES) backgrounds who have better access to internationalised HEIs, and those from lower SES backgrounds who are often excluded by virtue of their lack of social capital (Lueg & Lueg, 2015). The concept of social capital is explored in more detail later (3.2.2), when it will become clearer why high SES students might enjoy higher levels of BPN satisfaction than their low SES peers

3.2.1 Political contexts of HE and EMI

The commercialisation and internationalisation of HEIs have both strongly contributed to the growth of EMI in the sector (Doiz et al., 2013). Competition within global HE is fierce; everyone is competing for a place on the international university rankings league tables. Institutions have been “transformed into strategic knowledge-intensive corporations, engaged in positional competition, balanced fragily between their current and their preferred rank.” (Hazelkorn, 2011). It is to the Anglosphere universities dominating the top places that all other competing global HEIs look. Even where empirical evidence does not prove using more English results in higher ranking, (Hultgren, 2014) operating in English is seen as a definite advantage, particularly among research-intensive institutions (Mohrman et al. 2008, p.220). Such institutional implementation of Englishization among internationalising HEIs does not, however, “occur in a vacuum. It is part of larger political and economic changes centred around neoliberal principles of competition, measurability and accountability.” (Hultgren 2014, p.407)

Since the 1970s and the neoliberal push for “market expansion and individual choice making ... social groups and the inequalities between them” have been largely overlooked (Carpentier & Unterhalter 2011, p.14). Societies, through their governments, have created a consumer-oriented system of higher education driven by market forces and competitiveness whereby the student has become the fee-paying customer demanding a service that provides a return on their investment (Thomsen et al., 2021). In contrast to this perception, students seek “personalised, collaborative relationships with their university, rather than conventional or

superficial consumer transactions” (ibid. p.xx): clear evidence of the very human need for belonging, and a desire to identify with their education provider. Teaching and administrative staff have similar needs that their employer must strive to meet (Freeman et al., 2007; Hopkyns & Gkonou, 2023). As discussed in the previous chapter, where needs become thwarted, PA is reduced and NA increased. This translates into the potential for individuals who feel they are not ‘winning’, or are excluded from the desirable group, will struggle affectively and ultimately not flourish educationally.

3.2.2 Social inequities and EMI

Similar to Lucas’ (2001) notion of ‘effectively maintained inequality’, philosopher van Parijs uses the term ‘distributive *injustice*’ (Van Parijs, 2017) to describe the linguistic inequality caused by inadequate schooling and family backgrounds which leads to intellectually and linguistically underprepared students embarking on university programmes (Van Parijs, 2020). In the context of EMI education, it is most often low SES students with a lack of English language knowledge and skills who experience reduced educational opportunities. (e.g., Hammer et al., 2019; Lueg & Lueg, 2015). Research into stigmatisation encountered by low SES students about their perceived intellectual capabilities (e.g., Langhout et al., 2007; Croizet & Claire, 1998; Durante et al., 2017 cited in Park et al., 2023) can leave students suffering a form of “imposter syndrome”. Lower SES students may not see themselves as belonging in academia (Park et al., 2023), or having to work extra hard to compete with their peers (Pearce & Down, 2011). These factors contribute to feelings of low self-worth and intellectual inferiority which, naturally, impacts on students’ overall affective experiences of EMI study.

The Bourdieusian concept of ‘capital’ helps describe the tensions between students from higher SES backgrounds who have better access to internationalised HEIs, and those from lower SES backgrounds who are often excluded by virtue of their lack of *social capital* (Lueg & Lueg, 2015). Firstly, there is the unequal educational achievement attributed to social class difference rather than natural aptitude - similar to van Parijs’ distributive injustice and described in terms of *cultural capital* by Bourdieu (1986). This is then further raised when *economic capital* (typically derived from belonging to a higher social class), becomes

institutionalised in the form of educational qualifications. Higher *cultural capital* is in turn rewarded with higher *social capital* and stronger social ‘connections’, which can then be converted into increased *economic capital* and may eventually “be institutionalized in the form of a title of nobility” (Bourdieu, 1986).

Related to issues of social inequity exacerbated by lower EL proficiency that become barriers to accessing quality HE, there are wider societal issues around the perpetuation of linguistic hegemony and local languages domain erosion (e.g., Bunce et al., 2016; Phillipson, 2006b; Skutnabb-Kangas & Dunbar, 2010). The disadvantages and perceived dangers of EMI are being acknowledged by those universities in Nordic countries which have an established system of English medium education (EME) (Airey et al., 2015). How the Nordics, and other European countries, have dealt with social inequity in the EMI context is continued in the next section.

3.3 EMI in European HEIs

EMI in Europe is no less an unstoppable phenomenon (Macaro, 2019) than in the rest of the world. European HEIs are racing to keep up with the spread of internationalisation (Macaro et al., 2018), while simultaneously driving both national and institutional internationalisation policies (Hultgren et al., 2015). The Bologna Process (*The Bologna Process and European Higher Education Area (EHEA)*, n.d.) precipitated the second phase of the EU’s plurilingual education policy, intending to facilitate linguistic diversity among Europe’s young people through access to the Erasmus Programme. However, as Macaro (2018) pointed out, the levels of FL proficiency required for Erasmus programmes lie far below what is needed for any of the three cycles of HE (undergraduate, postgraduate, doctorate). Plurilingual diversity and the EU’s 2+1 policy notwithstanding, the FL employed to instruct university students across Europe is overwhelmingly English, which suits most students in non-Anglophone European countries for whom English is their second language anyway.

By 2010, a clear majority of European HEIs were following internationalisation policies with the primary goal of making themselves more widely attractive both domestically and externally (Earls, 2016a). EMI is an integral, and often poorly thought-through part of such policies (Dearden, 2014). It will be argued elsewhere in this thesis that an unconsidered rush to implement EMI policy impacts, to varying degrees, the affective experiences of students

and lecturers engaged in EMI learning. Ultimately, HEIs feel compelled by the competitive reach of neoliberal ideologies as evidenced in “supra-national policies ... [that] are contingent on instruments of measurement” (Macaro 2019, p.234).

Within Europe, there is a north-south divide when it comes to EL use and EMI implementation (Hultgren et al., 2015). Northern Europe has an established reputation for teaching through English: Dutch and Swedish institutions as early as the 1950s, Finnish, Hungarian and Norwegian by the 1980s (Coleman, 2006). Maastricht University’s first English-taught International Management degree programme in the mid-1980s (Wilkinson, 2012) precipitated the upsurge in the 1990s. The growth of English-taught programmes (ETPs) in the smaller Northern European countries has been facilitated by their widespread use of English. In contrast, Spain, Italy and France have traditionally poor foreign language learning abilities (Lasagabaster, 2021). Although, southern European countries, having seen the benefits of joining the internationalisation race, are catching up with their Central and Northern European neighbours (see quote below). What remains unclear is the emotional impact on EMI stakeholders in these countries, nor how PA or NA is impacting on learning outcomes and academic success.

An additional aspect of north-south divide can be seen in differences between the Nordic and Baltic states and Southern Europe around the proportions of EMI master’s programmes per 100,000 inhabitants. Hultgren et al. (2015) reported that in Iceland, Sweden, Denmark, Finland, Norway and Estonia there were between 9 and 3.7 MA programmes on offer in English per 100,000 inhabitants (p.3). Spain and Italy offered 0.8 and 0.6 MAs per 100,000 inhabitants, as calculated by Hultgren and colleagues in 2015. Germany’s figure was 0.9.

Taking all ETPs across Europe together Maiworm & Wachter’s study reported a trebling of offerings between 2007 and 2014: 2,389 to 8,089 programmes (Wächter & Maiworm, 2014a) “growth rates were highest in South West Europe (866%) and in the Baltic States (516%). While most South European countries are still at the bottom of the ranking list” (ibid., p.48)

A British Council report in 2021 found that among the EHEA and Ireland, growth levels were more than 40% in Ireland and Germany. With less than a 20% growth from 2017 to 2021 The Netherlands, France, Spain, and Turkey trailed behind (Agnew & Neghina, 2021).

“Unsurprisingly, the slowest growth rates came from the Nordics, where Swedish programmes only grew by 4%, and Denmark and Norway ultimately decreased the extent of their English-taught portfolios.” (ibid., p.17)

This last statistic points to the turning tide among the early-adopting countries. There has been much discussion at national levels about domain loss and preserving national linguistic identity (Hultgren et al., 2014). This suggests that the EMI participants in these countries have had enough of the additional emotion labour involved in operating through a second language.

3.3.1 Political contexts of EMI in European HEI

Review of the literature thus far has already outlined the political drivers behind and implications of EMI in HE. The EU’s proclaimed multilingualism and support for linguistic and cultural diversity (i.e., the EU’s 2+1 policy (Beacco, 2007)), is not much in evidence through laissez-faire approaches to language policy (Phillipson, 2008). English has become the default working language of the EU, and concomitantly the main second language offered in European HEIs. To be true to any multi- and plurilingual ideals, a clear language policy is needed to manage how individual languages are contained and how a variety of languages are afforded their place within an international communities (de Cillia & Busch, 2006).

Instead, there are the inevitable power imbalances between highly competent users of English, who enjoy a share of the prestige associated with English, and less proficient EL users. The Bologna process intended autonomy for universities, and respect for all European languages and cultures (Phillipson, 2008). However, since the prioritisation of a European Knowledge-Based Economy in the first decade of this century (see Krzyzanowski & Wodak, 2011), EU policy has favoured a ‘commodification of languages’. This term conceptualises and represents “a set of bounded, marketable communicative skills that can be advertised, bought and sold” (Climent-Ferrando, 2016). Multilingualism and European diversity seem to have been replaced by the all-too-familiar neoliberal, market-oriented competencies deemed a prerequisite for successful employment in the global economy. Those who do not have, or have not yet developed, such competencies can be left feeling inadequate and poorly equipped to compete in the wider marketplace.

The European Parliament's recognition of "the importance of valuing all languages for identity and social inclusion" (Climent-Ferrando, 2016), is superseded by the EU's more utilitarian focus on the economic value of languages, which many European governments have optimistically embraced. On the surface, national governments' investment in FL education is seen as promoting and enhancing relations with neighbouring trading partners (Hahm & Gazzola, 2022). However, of the eight essential life-long learning competencies proposed by the EU council (Council of the European Union 2018, p.7-8 the practical, utilitarian aspects of European commercial life stand out: mathematical competence and competence in science, technology and engineering; digital competence; entrepreneurship competence (ibid.). An optimist would say the EU is catering to a variety of political preferences through its *laissez faire* language policies. A pessimist might point to a lack of political will to give as much attention to transformational education as is given to the instrumental aims of HE in Europe (Ashwin, 2020).

3.4 EMI in German HEIs

3.4.1 National attitudes to English

Germany has a long and complex history with Britain and the English language. A hundred years ago, the German language held a prominent position alongside French and English in academic teaching and research (Coleman, 2006). However, post World War I, German scientists faced exclusion from international academic exchanges (Ammon, 2012). This led to a decline in the status of German among the global scientific communities, and a loss of socio-economic standing. This period marked an erosion of the nation's once "deep-rooted nationalism" (Gardt 2004, p.204).

After World War II, the disconnect between the German language and national identity grew, coinciding with an upsurge in the use of English. The 1990s, reunification and increasing global Englishization further emphasised this shift. Germany's talented young people were drawn to better quality higher education opportunities abroad, particularly in the United States (Fallon, 2012). Fears around this 'brain drain' led to the 'Excellence Initiative' which aimed to enhance German HEIs' global competitiveness (Fallon, 2012).

Despite this, German did not disappear as the national language. Unification marked the beginning of Germany's political recovery (Ammon, 2006a). By the early 2000s, in light of its economic dominance and large number of native-speakers, Germany was advocating for the use of German in EU business. However, pragmatism prevailed and Germany accepted the use of English as a way to maintain its stability and influence within the EU block (e.g., Franke, 2021)

Such pragmatism is evident in the commitment of German employers to improving the EL skills among their staff (Erling, 2002). They invest heavily in language training and business communication skills (Market Research Update (MRU), 2023), and support HEIs in providing IDPs to develop their future internationalised employees. Proficiency in the global lingua franca is seen as crucial for economic growth and stability in Germany (Hahm & Gazzola, 2022). The younger generation, benefitting from early FL education policies, and who continue with their EL education into upper secondary schools, tend to have the most secure levels of EL competence. They also tend to more often belong to higher SES families (Zander, 2021).

Concerns around the dominance of English as an academic lingua franca have been raised by many scientists in Germany. ADAWIS, established in 2007, aims to maintain and foster the use of German as an academic language (Hunter & Lanvers, 2021). Despite increasing numbers of EMI offerings, German remains the primary medium of instruction in the nations' HEIs (Earls 2016). Such pluralism is evident in the wide range of foreign language courses on offer (e.g., The Institute for Foreign Languages, n.d.). Many foreign students arrive with sufficient levels of German due to its widespread uptake as a FL (International Association of Language Centers (IALC), 2018). International EMI students also benefit from automatic inclusion in DaF (*Deutsch als Fremdsprache* - German as a foreign language) classes (Earls, 2013).

Between 1997 and 2003, foreign student enrollment in German universities increased more than 45% (Thimme 2004, p.13). By 2002, Germany had about 206,000 foreign students, making it the third most popular destination after the USA (ca. 583,000) and the UK (ca. 224,000) (ibid.). The 2021/22 academic year saw an 8% growth to ca. 350,000, driven largely

by Indian students (*ICEF Monitor*, , 2022). The Covid pandemic did not diminish German HE's appeal; online enrollments increased by 10% in 2020 compared to 2019 (*ICEF Monitor*, 2021).

3.5 Global English and EMI

The use of EMI in universities globally depends on students and lecturers being proficient in English (Björkman, 2013; Dearden, 2014; Gnutzmann & Intemann, 2008), ideally at a high (enough) level (Richards & Pun, 2023). However, there is no consensus on the necessary level of EL proficiency for effective knowledge acquisition in the EMI classroom (Rose, Curle, et al., 2020; Sahan et al., 2021). For so long, standard English, as spoken by so-called 'native-speakers' has been the benchmark for learners (Jenkins, 2011; Jenkins & Mauranen, 2019).

The appropriacy of general, standard English, even at native proficiency, for academic purposes is debatable. Bourdieu et al. (1994) argue that academic discourse is often "no one's mother tongue" (p.8). Lower SES 'native' students, less familiar with higher education norms, –may find academic language as challenging as the incoming internationals. English L2 speakers with high 'cultural capital' may fare better on an EMI programme than English L1 speakers with low 'cultural capital', a view supported by eminent philosopher van Parijjs (2021).

Since the 1990s, neoliberal economic policies made obtaining a high-paying, high-status, internationally-focused job the primary goal of higher education (Block & Khan, 2020; Şahan & Sahan, 2023), Many see enrolling on an EMI programme as the route to improving their EL skills and securing that 'good' job (Sahan & Şahan, 2021).

3.5.1 English for academic purposes

A lack of inclusivity due to a preoccupation with 'standard English' (i.e., 'native-like' English) has been acknowledged among the academic writing and English for academic purposes (EAP) communities (e.g., Jenkins, 2013; Kiczkowiak, 2019). Global Englishes researchers want to see recognition of multilingualism as the norm that "validates learners' linguistic repertoires and does not measure proficiency and competency with reference to native norms." (Rose, McKinley, et al. 2020, p.4). Such a move would reduce unnecessary emotion

labour and cognitive load for those in the internationalised, multilingual HE context, who need to communicate in a shared, common language.

A primary goal in EAP teaching is the production of coherent and cohesive communication (de Chazal, 2014). For newly enrolled students, native- and non-native-speakers of English alike, learning how to structure ideas and communicate meaning in a discipline-specific way is challenging. This involves mastering complex conventions, specialised terminology and argumentation procedures (Schmied, 2011). Academic register needs to be taught empathetically, especially to FL learners from a different education system. .

As previously noted, international students grew up in education systems very different to their EMI setting. They are likely to have been taught approaches to writing in their home countries that differ from the “Anglo-American” model (Kuteeva, 2018a) prevalent in the Anglosphere which is often adopted by EMI lecturers. If the EMI teachers’ approach reflects ‘English’ academic traditions, students learn a ‘writer responsible’ style (Hinds, 1987 cited in Soden, 2013). This is in contrast to, for example, South East Asian writing which “has been characterised as ‘reader responsible’” (ibid., p.43). Confucian cultural heritage (CCH) writers (Clark & Gieve, 2006) struggle to adapt to the explicit, analytical academic writing style demanded of them at Anglo-universities. Writing style issues are compounded by wider language and literacy deficiencies. A recent UK study showed that poorer levels of vocabulary knowledge (as a proxy for general language proficiency) predicted lower academic outcomes among Chinese students in comparison to home students (Trenkic & Warmington, 2019).

“English language and literacy measures accounted for over half of the variance in academic grades, with the strongest unique predictors being vocabulary, text-level skills (reading comprehension and ability to summarise a text in writing), speed of verbal processing, and spelling.” (p.361)

Issues around fairness and equity arise when such findings prove how disadvantaged international students in Anglo-universities can be. Not only must they learn a new academic procedures and writing, they must also contend with a lack of language with which to demonstrate their compliance with the standards expected of them during their studies.

Within Europe, there are also different “Continental” academic writing models which tend towards complex thinking, theoretical emphases, non-linear and discursive styles where digressions are permissible (Breeze 2012, p.26). The German academic style is impersonal to the very extreme as seen by use of nominalisation and passives which hides agency and opinion; at times, it may deliberately exclude lay readership (Lanvers, personal exchange). For example, a German humanities student would be expected to produce a philosophy paper that was “interpretative, hermeneutical and epistemological” (Rienecker & Jörgensen, 2003). In contrast, the Anglo-American mode of researching can be described as empirically based on real-world situations, adhering to a particular methodological approach in pursuit of a solution to an identified problem that requires a mode of writing that is systematic, and argumentatively clear, concise and impersonal in tone (ibid.).

International students from non-Anglophone countries, such as Malaysia or India, may have been educated through English but not trained in Western academic styles (Hanewald 2016). Malaysian students, for example, may have learned in English but experienced teaching more akin to CCH. Highly EL fluent learners arriving in the EMI classroom, might experience additional cognitive load where academic conventions clash. Highly literate L1 learners may feel a reduction to previously strong sense of competence by the switch to a FL. Both ESP / EAP teachers and EMI content teachers need to remember this and be open-minded (Kuteeva, 2018a).

3.5.2 Communicative competence and ELF

“When asked to comment on the concerns related to EMI at their institutions, ... The most commonly cited problem was the low levels of communicative competence” (O’Dowd, 2018).

Being able to deliver your message clearly and concisely is a challenge in any language, and native-English speakers are not automatically gifted with academic literacy and ability (Hyland, 2016). At university, communicative competence is the mark of an effective instructor; amongst the student body it is a goal to be aspired to. Among researchers wanting to publish their work, developing communicative competence in scientific writing takes time, for both native and non-native English speakers equally, before ‘expertise’ is reached (Römer, 2009).

Research supports the view that feeling unable to competently communicate academic ideas and argumentation in English, which is deemed essential for those wanting to progress in their careers, gives rise to high levels of NA. (Hanauer & Englander, 2011 cited in Hanauer et al., 2019). In contrast, there are researchers who find little substantive evidence to support the claim that multilingual scientists are discriminated against by journal editors (Hyland, 2016), and that the native/non-native dichotomy may be a 'red herring' (Hultgren, 2019), or that the distinction should be made instead between 'apprentice' and 'expert' scholar (Römer, 2009).

Research studies and differing academic perspectives notwithstanding, how individuals feel about operating in a second or foreign language when the professional stakes are so high needs to be acknowledged (Gkonou et al., 2020a). Feeling communicatively competent, knowing one can function autonomously in a multilingual environment, and being accepted by the social group all contribute to high levels of positive affect (Ryan & Deci, 2017a). Römer (2009) found that experience and expertise lead to levels of communicative performance that could be so described. Knowing one can expertly and competently communicate in turn ensures cognitive overload is kept to manageable levels (Roussel et al., 2017). Consequently, learning or teaching can continue for people whose L1 is not English but who operate in a system which privileges English. For those who come from a different culture where speaking out is less acceptable, willingness to communicate (WTC) is significantly reduced in EMI contexts. Even among nations whose children are predominantly educated through EL, as in Malaysia, communicative competence is significantly impeded by a cultural lack of WTC (Saidi, 2018).

3.5.3 EMI and English language learning

Evidence that learning via EMI improves EL proficiency remains unclear (K. M. Graham et al., 2018; Macaro, 2018). Research designed to test learners' improved language competence due to EMI study is inconclusive and contradictory. Macaro et al. (2018) ascribe this to the implementation of different research methodologies, and too little attention being paid to confounding variables (Macaro et al., 2018). From their systematic review of 83 HE studies, they counted seven that had "in some way measured the impact, via objective language tests,

that EMI programmes have had on English language learning or English language proficiency” (Macaro et al., 2018).

(Lei & Hu, 2014) found no statistically significant impact of EMI on EL proficiency among Chinese EMI students. (Rogier, 2012) found statistically significant IELTS score improvements among UAE university students over a 4-year period, for all four English-language skills.

(Dafouz et al., 2014) investigated the differences between EMI and L1 Spanish medium of instruction students on the same business degree course at a Spanish university; they found that both cohorts achieved similar results, implying the medium of instruction did not compromise content learning (Dafouz et al., 2014). Among Korean medical students attending EMI lectures, (Joe & Lee, 2013) found no effect on either their understanding of the lecture nor that their general English proficiency impacted their lecture comprehension. The Korean students did, however, claim to dislike the EMI lecture and professed it to be more difficult than their Korean-medium lectures, despite pre- and post-test results comparing EMI and KMI lectures showing no significant differences (Joe & Lee, 2013).

More recently, (Hendriks & van Meurs, 2022) investigated the role of non-native pronunciation in Dutch EMI classes. They found that, in line with other studies (Dafouz et al., 2014); (Vinke, 1995), the use of EMI instead of Dutch did not reduce students’ comprehension of the lecture, but that they had “more negative perceptions of their lecturer in terms of comprehensibility and attitudes to the lecturer” (Hendriks & van Meurs, 2022). The Dutch context is quite similar to the German HE context (Witte et al., 2008), and students in both countries express a negativity towards heavily accented English L2 users (Hendriks & van Meurs, 2022). Such a negative evaluation leads to an expert being dismissed as less competent (Davydova, 2015), or of fellow students from certain outer-circle countries (Kachru, 1986) as socio-linguistically inferior (Meer et al., 2021). Hendricks and Meurs (2022) suggest that “vicarious shame” may be responsible for Dutch speakers’ judgement of the heavily accented English of fellow Dutch speakers (p.8). This concurs with the concept of “an inferiority complex” over one’s own variety of English felt by speakers of other L1s who aspire to an idealised “standard” English. If this is the case with German EMI students, it makes little difference in reality when they have arbitrarily dismissed their teacher because they perceive them to be inferior by way of accented-English (Oorbeek, 2017).

Being less linguistically well-equipped to participate fully in their EMI courses adds to the overall burden of trying to succeed in a learning environment that tends to favour the more academically aware students (Bussolo et al., 2023; Müller & Schneider, 2013). Reduced linguistic competence also contributes to the social inequity between those with higher cultural and linguistic capital who tend to fare better than their less privileged counterparts (Lueg & Lueg, 2015). “EMI can lead to social inequalities and perpetuate divisiveness” (Macaro 2018, p.114). This view of the “deleterious effects” (ibid.) of EMI is frequently shared in much EMI literature (Hunter, 2022) but less often acknowledged by the institutions implementing an EMI policy (Earls, 2016c).

3.6 EMI stakeholders

This thesis focuses firmly on the EMI lecturers and students. Much research has already been done investigating the experiences, attitudes, beliefs and practices of key EMI stakeholders (Macaro et al., 2018). Students want the economic and social benefits of an international HE and are willing to put themselves through the challenges and inconveniences of studying through a second or FL (Gonzalez Ardeo, 2016), and in the case of international students, travel abroad. However, research suggests students achieve lower grades through the more demanding EMI route (Dimova, 2020). Academic staff agree to participate in EMI programmes and move between EME institutions in pursuit of professional and developmental benefits and career advancement (Briggs et al., 2018). But how is staff proficiency evaluated? There is a danger that a preoccupation with teacher EL proficiency levels means pedagogy is neglected and a training in EMI methods ignored (Macaro et al., 2020; O’Dowd, 2018). There are also student perceptions of how well EMI content teachers perform in lectures. Are they able to demonstrate ‘natural teaching’ – command native-like levels of linguistic competence, fluency and pronunciation – and do they pursue a monologic or dialogical approach to teaching (Student, 2014)? A recent systematic review of EMI studies revealed monologic, non-interactive instruction as the most significant cause of students’ instructional frustrations, more so than low EL proficiency (Ismailov et al., 2021; Ismailov, 2022)

3.6.1 EMI for international students

Language difficulties faced by many international students on arrival range in variety and degree depending on each person's background; there are countries with higher average EL proficiency rating than others (*EF EPI 2020*, n.d.). However, higher EL proficiency may afford little advantage in a non-Anglosphere country. Despite claims of an international, multilingual campus, the type of English - the dialect or accent - may be unfamiliar to the student (Klaassen, 2001). According to some German studies, one of the main reasons for coming to study in Germany was "a personal or family connection to Germany" (Earls, 2014). This presumably creates a more comfortable and less anxiety-inducing arrival for those joining family members. As will be seen in chapter 5, this was certainly the case for many of the participating international students in the current study. Although, for international students from CCH cultures for whom WTC is very low, even high EL proficiency does not reduce high anxiety levels among newly arrived students from, e.g., Malaysia (Saidi, 2018).

Many other students contend with feelings of isolation, disappointment and homesickness (Furnham, 2007; Hannigan, 2007; Hendrickson et al., 2011). Adjustments need to be made to both a new educational system, and a whole set of social norms and customs. Language difficulties and financial issues notwithstanding, some students may also have to contend with racial discrimination (Church 1982, cited in Furnham, 2007; Hannigan, 2007; Hendrickson et al., 2011). Despite study abroad challenges, the overall outcome tends to be more positive than negative, "so much so that some people prefer never to return home and continue living in their new country" (Furnham 2007, p.17). In such cases, this outcome benefits both the well-integrated, local language proficient foreign student and the host country, particularly in high demand sectors with labour shortages (Krannich & Hunger, 2022).

The notion of 'brain circulation' (Hoffmeyer-Zlotnik & Grote, 2019) was previously mentioned in the introduction chapter. With regard to countries whose students choose to study abroad, provision of scholarships obliging them to return upon graduation ensures a 'brain gain' (Krannich & Hunger, 2022). The collaborative provision of double-degree courses further encourages a 'brain circulation' between exchange students from partner HEIs who then receive a degree for both institutions. By 2017, German HEIs offered 681 such courses with 1,472 partner HEIs globally (Hoffmeyer-Zlotnik & Grote, 2019).

To support developing countries in attracting graduates to return home, the DAAD employs targeted initiatives (DAAD, 2014). However, over two thirds of HE career centres fail to maintain contact with international alumni or leverage the potential of providing “international students with better insights into the labour market” (SVR 205, p. 27 cited in Hoffmeyer-Zlotnik & Grote, 2019). While international students are encouraged and welcomed, they are forgotten about post-graduation. Despite this, Germany continues to attract international students in their hundreds of thousands every year.

In a 2023 DAAD commissioned report (Reifenberg & Phillips, 2023), 13,871 international students surveyed in the 2020/21 winter semester revealed that 76% chose Germany as their top study abroad choice (p.6). Of these students, 66% attended a traditional university, and 34% enrolled at universities of applied sciences. Only 5% were exchange students (students who return home to graduate); and just 35% were on English-only courses. In contrast, 51% of international students intent on graduating from programmes in Germany were taking exclusively English taught courses. Among international students 66% were enrolled on EMI master’s programmes, compared to 27% in bachelor’s programmes. , confirming the preference for higher-level degrees in English. Overall, 47% of international students pursued master’s degrees, 35% bachelor’s, and 12% doctorates. Economics and business studies were the most popular fields (15%) (Reifenberg & Phillips, 2023). To better accommodate these individuals, German-language requirements have been made more flexible, increasing the use of English (Hellmann & Pätzol 2005, p.22; Erling & Hilgendorf, 2006).

The larger uptake of EMI degrees at postgraduate levels is reflected in the greater number of EMI studies focused on master’s students (Sandström & Neghina, 2017) and is a reason why this study looks at bachelor programmes. The upward trend towards offering more EMI bachelor degrees necessitates more research into how students fare on such programmes. Acknowledging what students claim as an incentive for enrolling on German EMI courses necessitates more focus on affective aspects. For example, international students studying in Germany , were more attracted by positive study conditions and topics than a financial incentive (Reifenberg & Phillips, 2023):.

- Attractive range of courses and good conditions for study (91%)

- Chance to obtain internationally recognized degree (88%)
- Good job prospects after graduation (81%)
- Freedom from having to pay tuition fees in most states (79%)

Among the 56% of international students successfully enrolled at a German HEI in 2020/21, nearly twice as many master's as bachelor's students mentioned EMI as the reason for their choice (62% vs. 32% respectively). Other factors included:

- specific course content (58%),
- the good reputation of a higher education institution (53%),
- freedom from tuition fees (52%), and
- the availability of English-language study programmes (48%).

An earlier case study focused on EMI degree programmes at German HEIs found a “high degree of heterogeneity with only minor clusters discernible” (Earls, 2014) among the nationalities of international students. Chapter 5 reflects a similar situation with heterogeneous groups of international students on one programme, but a group from one country on another programme. What they had in common was the lack of mixing with German peers.

In contrast to the Reifenberg & Phillips (2023) report, the Earls' (2014) study concluded that international students were motivated to enrol on EMI programmes because they provided the opportunity to study in Germany without any German language proficiency. Low tuition fees and a desire to access the German labour market featured less prominently in the 2012/13 study.. Much more significant for the international students surveyed by Earls was “a strong association between English proficiency and career success” (Earls 2014, p.157). They felt their EL skills put them in a stronger position to gain better employment in the future.

According to the International Student Barometer (ISB) survey in in 2016, welcoming and inclusive HEIs give international students a good feeling, but integration with fellow German

students remained in need of attention (GATE-Germany, 2017). This has particular significance for issues around affect. Intercultural issues generally were noted as an area for improvement, in particular academic staff's lack of awareness around international students' difficulties to adapt (p.11). Further affective dimensions behind students' study choices included: wanting to develop myself (98%);, wanting to be recognised for my achievements (90%); wanting to be listened to (73%); and wanting to make a difference to the world (79%). Collectively, employment opportunities was the overall strongest motivator, but even the highest score in that category related to affect: a need to feel secure (92%) (p.44).

The importance of employability remained high in the 2018 survey, and a need for affective consideration was reflected in responses concerning the need for relatedness:

“making good contacts for the future” (good contacts), *“the social activities”* (organised events) (social activities), ... *“the surroundings outside the institution”* (good place to be) (GATE-Germany, 2019, n.p.).

These reports show the mixed experiences between international students from different countries. Reasons for coming to Germany might have changed over the years, but the desire to improve employability chances remains constant. The international students wanting to remain in Germany are keen to integrate, and are highly motivated to learn and improve German language skills. As was intended with the original EMDPs, using English as a medium of instruction is only one tool in an internationalised programme.

3.6.2 Attraction of EMI to home students

German students' desire to study on EMI programmes at internationalised HEIs involves an attraction to anything to do with American culture. For many younger people, mastering the language of the United States facilitates a closeness with the desired culture. In a study of German learners' perceptions of different Englishes, “mainstream American English is perceived as highly socially attractive” (Davydova 2015, p.89) by German university students. It was also found that the German students strongly identified with American English (AmE) which was their preferred form of English, although British English (BrE) was seen as higher status / more prestigious than AmE (p.97). Above all, these students did not want to be

identified with German English (GerE) which was negatively associated with “puristic public discourse” and too far removed from desirable “native-speaker norms” (ibid.).

Germans’ fascination with American popular culture is nothing new and has received criticism from “several generations of German cultural critics” (Fluck, 2004). In the Nordic context, Airey et al. (2015) noted in 1989 a shift “towards Anglo-American” among smaller countries “striving to create education programmes that sell within the whole market” (Teleman 1989, pp.18-19 cited by Airey et al., 2015). Ideological concerns around Anglo-Americanisms and globalisation through increasing dependence on the United States have been raised by e.g., the *Verein Deutsche Sprache* (German language club) (Gardt, 2004)., while younger people in HE are less concerned.(ref). This could be related to issues around identity, as suggested by Davydova’s (2015) findings, or wider changes in how the public perceives Anglicisms in their language since reunification (Gardt, 2004). The link between socio-culturally shaped identities and language use in educational settings (e.g., Gardner, 1985 cited in Busse 2017, p.567) becomes important when exploring the affective dimensions experienced by EMI students, as will be presented in chapter 5.

German students on EMI programmes displayed more limited patterns of language use than their international peers who tend to use languages beyond only German or English (Earls, 2016d). A significant factor in this was that German constituted an L3 or L4 for many overseas students and was frequently exercised outside their degree programmes (p.340). So, it is unsurprising that, following a principle of communicative parsimony, German and English are the languages home students chose as the least effortful forms of communication with their visiting peers (Earls,2016). The German students also preferred - quite understandably - to communicate among themselves “through the medium of German as it is viewed as more appropriate, comfortable and natural than utilising another language, including English.” (ibid., p.338).

Despite the EU council’s 1+2 target (European Commission, 2003), which encourages native-speaking Germans to learn English as their L2 and one other world language as their L3 (Earls, 2016a), many HEIs are inconsistent in leveraging plurilingual resources in EMI classrooms. This inconsistency reflects confusion over what such resources include or how to support students to utilise their multilingual knowledge during their studies (Göpferich et al., 2019).

International programmes often adopt a two-language approach, rather than embracing the inherent multilingualism in mixed nationality classrooms. This demonstrates how multilingualism in internationalised HEIs is largely theoretical and that the terms “internationalisation” and “multilingualism” are used euphemistically (Kuteeva et al., 2020; Saarinen, 2012)

German students often feel antipathy towards the use of “German English”, preferring native-speaker norms and cultures from Britain and the United States. Such attitudes can lead to “an inferiority complex” (Davydova, 2015), or a reduced sense of competence and self-efficacy. Where feelings of inferiority relate to one’s own foreign *accent* (FA), (Dewaele & McCloskey, 2015) findings could suggest a degree of neuroticism is involved (p.221). Northern European students with higher levels of EL proficiency tend to be biased against heavily accented English Ln speakers Oorbeek (2017) reported on Indonesian staff and students with a heavy accent being relegated to an ‘out-group’ status and their credibility challenged by mistrustful Dutch students In Sweden, Kuteeva (2020) found there to be tensions between different language groups in terms of “power relations, group dynamics, social integration, and learning” (p.296). These “language hierarchies” (Risager, 2012 cited in Kuteeva et al. 2020, p.380) position English on an equal footing with the national language, and most translanguaging occurred between English and Swedish, which effectively excluded any non-Swedish-speaking students (Kuteeva, 2020). As will be seen in chapter 6, the data in this German study mirrors these international studies around home students’ attitudes towards and relationships with their MT, L1 and other language-speakers.

3.6.3 Staff and EMI

The final group of EMI stakeholders is academic staff. This section overviews the situation in terms of challenges and opportunities, then moves to what support and training is offered for EMI teaching staff in the following section. Key challenges raised in the literature in relation to EMI staff are (i) EL proficiency, (ii) code switching, (iii) content learning through EMI, and in section 3.5.4 (iv) EMI methodology training. so Internationalisation of an HEIs impacts each lecturer’s freedom to act , as well as the quality and quantity of communicative interaction they enjoy in the classroom (Tange, 2010). These challenges are often underpinned by institutional language policy - or lack thereof.

Despite the potential affordances around career advancement and raised researcher status offered by EMI, I shall argue that the predominantly top-down approach to EMI leaves lecturers with little say in how it is implemented (Dearden, 2014). This has implications for EMI staff competence, autonomy and relatedness (Ryan & Deci, 2020).

Findings from a global study found that secondary school teachers were more likely to be required to prove a certain level of EL proficiency than their tertiary level colleagues (Briggs et al., 2018). Such explicit institutional language policies are seldom the case at HEIs (Werther et al., 2014), with one notable exception in Denmark (Kling & Stæhr, 2012). In the German context, views on lecturer EL proficiency are mixed. Earls (2014) reported students' perception of a faculty with insufficient levels of EL teaching competence (p.163). Another study found that over 50% of EMI lecturers rated their FL proficiency as "good" to "very good", the caveat being that self-evaluation is highly subjective and that academics may tend towards "higher expectations of proficiency" (Gürtler & Kronewald, 2015). Questions around subjectivity aside, at a European level, EMI programme directors were found to rate EMI staff EL proficiency highly (Wächter & Maiworm, 2014a), suggesting that EMI content teachers do enjoy high enough levels of EL proficiency.

Irrespective of a requirement to prove EL proficiency, Briggs and colleagues found that at neither level was adequate training provided in support of EL development (Briggs et al. 2018, p.673). This concurs with Dearden's (2014) global study that concluded there was a deficit in organisational pedagogical guidelines for effective EMI teaching, compounded by "no stated expectations of English language proficiency" (Dearden, 2014). With more resources provided for EMI staff training and development, not only could deficient language skills be addressed, but more importantly, methodological differences. The recent increased focus on the methodological shift required to move from L1 to EMI teaching has precipitated new avenues for research into how training interventions can support EMI staff (O'Dowd, 2018). This theme is returned to in section 3.5.4.

Perceptions around language use in the EMI classroom differ between student and lecturer groups, according to research (Klaassen, 2001; Vinke, 1995; Wilkinson, 2012). While lecturers claim to hold most of their classes in English, students report "a large degree of code-switching between English and German" (Earls, 2014). Findings in this study will later show

similar views. In the multilingual EME setting teachers need to adapt to “the multilingual repertoires of the students” (Jalkanen & Nikula 2020, p.132). This can lead to ‘translingual practices’ whereby “two or more languages, varieties or codes” are mixed for communicative purposes (Kuteeva et al., 2020). Reverting to the shared L1 or code-switching in a monolingual teaching situation is understandable and easily done in often an ad hoc or unconscious way (Macaro, 2018). However, it can nullify the intended international-at-home experience, as both parties favour the comfort of their own language over the benefits of multilingualism (Klaassen & De Graaff, 2001). Once the class consists of multilingual students, any code-switching, or translingual practice, needs to be carefully weighed against excluding those for whom the local language is unknown (Kuteeva et al., 2020). Exclusion due to code-switching can be acutely felt where students and faculty interact on a more social level during class, something which students reported occurred “quite regularly” (Earls, 2014).

How academic staff teach is critical irrespective of the medium of instruction. Engaging learners should be a fundamental pedagogical tenet (Archer-Kuhn et al., 2020). “Engaged pedagogy necessarily values student expression” and requires teachers to strive for “self actualization that promotes their own well-being” so that they can better empower their students (Hooks 1994, p. 15,20). The German Science Council had, in 1966, described the country's traditional HE system as rigid, with a stagnant curriculum that was irrelevant for the labour market, was incompatible with other HE systems, and whose study language requirement was too rigid (Wahl 2005, cited in Earls 2014, p. 168). Consequently, the Federal Government and *Länder* (German federal states) launched the ‘Quality Pact for Teaching’ programme, supported by c. 2 billion Euros grant money between 2011 and 2020, with the aim to improve tertiary-level teaching quality (Wilkesmann & Lauer, 2015).

Research into the affective implications for how EMI content is taught is still lacking. The efficacy of EMI learning in terms of academic achievement remains under-researched (but see Dafouz et al., 2014; Tatzl, 2011). My contention is that with a focus on understanding how it *feels* to teach and learn through EMI, academic achievement will be positively affected. How EMI lecturers engage with their students, and how far they embrace a student-led pedagogy, I believe, is what can make a difference to learning outcomes. To my knowledge, this area remains a lacuna within EMI research. But, as the following section will show, attention is

being turned to the training and development of EMI teachers. Once the new methodologies have been implemented, the impact in EMI classes can be investigated.

3.6.4 Support for EMI content teachers

Having addressed the concerns around staff EL proficiency levels, a requirement to pass language tests and the acceptability of code-switching and translanguaging (Ljosland, 2011), this section turns to how well supported German EMI lecturers are at their HEIs. To date, there has been little policy-based support for EMI lecturers (Göpferich et al., 2019) which implies little consideration has been given to any of the above-mentioned topics. That the German context is as complex as anywhere else in the world is clear (Earls, 2016c), and yet there remains minimal knowledge of the extent to which German HEIs have attempted to address any of the complexities involved in implementing internationalised degree programmes (Göpferich et al., 2019). This is not, however, unique to Germany; recognition for the importance of EMI teacher training and accreditation is low on a European-wide scale (O'Dowd, 2018).

The University of Freiburg in Breisgau, near the border with France, offers one example of how a language teaching centre can support EMI implementation. A certification training programme was developed to “certify the quality of language use in English-taught programmes” (Dubow & Gundermann, 2017). It focused on language and communication evaluation, with the aim of responding to the perception that the problems in the EMI classes were down to the lecturers’ language competencies. As has been noted previously, much EMI literature is concerned with teachers’ low proficiency levels (Dearden, 2014; Macaro et al., 2018). However, it soon became clear in Freiburg that participants had high levels of fluency, good command of grammar and extensive overseas experience (Dubow & Gundermann, 2017). Thus reinforcing that equal attention needs to be paid to teaching approaches and methods, not only language proficiency, in the EMI classroom (Cots, 2013; Helm & Guarda, 2017).

A change from one language of instruction to another can make a teacher feel “less flexible in conveying the contents of the lecture material, resulting in long monologues, a lack of rapport with students, humour and interaction” (Klaassen & De Graaff 2001, p.282). As will

be seen from data in Chapter 5, some students reported exactly this phenomenon in the case of one of their lecturers whose credibility and competence they rejected in the EMI class, but found him full of humour, liveliness and authenticity in his German medium class. However, more importantly where a lecturer already has high EL proficiency, is a methodological shift. Shifting pedagogical beliefs from instructor- to student-centred teaching requires raised awareness of how students experience the EMI content class. It would also require a willingness among the EMI lecturer to change ingrained habits and routines - to move beyond their comfort zones (Breeze & Guinda, 2022).

Breeze & Guinda (2022) contradict popular beliefs around university lecturing by citing Biber (2006) who found American university lecturers produced well organised, informative, interactive, personal and persuasive lectures. How far this applies to German university lecturers cannot, at this time, be verified. There is some evidence of post-Bologna Process changes to school teacher education aimed at a balance between theory and practice, and a shift towards learner outcomes and professional competencies (Happ et al., 2016). This suggests an awareness and willingness in the German education system generally towards a different approach to the more formal, monologic lecturing style.

One study found that at the University of Hamburg faculty were happy to see an increase in EMI for graduate programmes, and were ambivalent about using English instead of German (Gonzalez, 2017). Earls' (2016) multi-site study concluded that the majority of faculty members preferred German medium instruction. Irrespective of lecturers' instruction medium preferences, the demand for them to teach through EMI is increasing. It is somewhat inconsistent then, that so little support is provided for the academic staff:

“Some faculty complained that, within their program, they had a hard time receiving help regarding internationalization efforts because there was no one specifically hired to do this or because administration was not interested.” (Gonzalez 2017, p.59)

The lecturer recruitment process, with its prerequisite for proven EL proficiency and overseas experience, seems to be one way HEI management can eschew further training and development responsibilities (Göpferich et al., 2019). The general belief that academic staff come with the required linguistic skills ignores the other aspects inherent in an EMI approach: the need for didactic and methodological shifts in respect of the multilingual, multicultural

students being taught. This has been proven possible where participants on one particular EMI teacher training programme returned to their home contexts with “a better understanding of the needs of their students” and a changed pedagogical focus (Macaro et al. 2016, p.55). In the case of the Freiburg EMI certification programme, participants were assured of their EL proficiency, and were motivated “to reflect on and potentially adapt their use of language and communicative strategies” (Dubow & Gundermann 2017, p.475). For the language teaching centre, they were able to leverage their expertise in pursuit of further contributing to the university’s internationalisation efforts.

3.7 Affect and affective strategies in EMI

This final section of the chapter draws attention to the lacuna of research around the affective experiences of German EMI stakeholders. To date, studies have been conducted on neither affect in the German tertiary context, nor in relation to EMI programmes offered in Germany. There have been publications of research around lecturer affect, also referred to as emotions, in EMI from other countries, e.g., the UAE, (Hopkyns & Gkonou, 2023), Turkey (Turhan & Kirkgöz, 2018), The Netherlands (Vinke, 1995), or Croatia (Margic & Vodopija-Krstanovic, 2018), but the German context remains under researched. In their study of university-based teacher education, Happ and colleagues made passing mention of teachers’ strategic knowledge as a way of providing contextual flexibility in their practice (Happ et al., 2016). While not an affective strategy in itself, enabling oneself to act flexibly requires some degree of affect-regulation, perhaps.

Research into EMI students’ affective experiences has been conducted outside Germany. A Turkish study revealed differing emotional reactions to EMI among students (Şahan & Sahan, 2023). EL anxiety and avoidance were found to be important emotional challenges affecting Korean EMI students (Chun et al., 2017). The emotional dimensions of a Brazilian EMI student’s study abroad in the UK experience were narratively reported by Blaj-Ward (Blaj-Ward, 2017). As with German EMI teacher research, there is a lacuna of EMI student research in the German context. Concomitantly, there are no studies investigating what affective strategies teachers or students might be employing on EMI programmes at German HEIs.

This study contributes to knowledge about affect in EMI generally and in the German context specifically. The findings provide a point of discussion from which EMI programme leaders and lecturers can support the affective wellbeing of both academic staff and students.

3.8 Summary chapter 3

This chapter reviewed the global phenomenon of EMI in terms of socio-political and social equity themes. How European EMIs have implemented their ETPs and the changing trends were discussed. Attention turned to the German context and the geo-political situation that drives the internationalisation of EMI in the country. It is clear that EMI provisions are on an upward trajectory although German remains the predominant language of instruction overall. EMI is intended to offer home students an internationalisation-at-home experience so as to better equip them with the skills and competencies, particularly in terms of EL mastery, for the global marketplace. Talent is deterred from draining out of Germany to the more prestigious Anglosphere HEIs, as much for academic staff as students. The more German HEIs are seen as competitive against the top ranked world universities, the higher status and economic benefit Germany wins.

Such a strategy appears to be working. International students are attracted to Germany because of the high-quality education, high standards of living and future employability opportunities, all of which are facilitated by EMI. Although, many also cited learning or improving German as a strong motivator to study there. Their experiences abroad are not without challenges; when in the EMI classroom itself, feeling excluded by code-switching practices and home peers' reluctance to mix with them were significant. Understanding international students' affective experiences of studying in Germany remains under researched, to date. Most studies with the German HE context has investigated teacher and student emotions without focusing on student origins, for example, Frenzel et al., 2016.

Among EMI teaching staff, research findings are varied in terms of who experiences EMI as an affordance or a challenge. Levels of EL proficiency overall appear to be insufficient and language training ad hoc and sporadic. More critically, too little attention is given to methodological differences between L1 and EMI teaching. There are signs, however, that this

is beginning to change. What is changing at a slower pace is specific language policy development. Institutions typically take a non-consultative, top-down approach to implementing EMI programmes. The call among EMI researchers and practitioners is for a collaborative approach between ELT professionals, EAP experts and EMI content teachers who can then work with HEI administrators to produce policies that are more fit for purpose.

After an extensive review of the European EMI literature, it is clear that this study is very timely. There is a notable lacuna of affect in EMI research. Some studies have shed light on teacher and student experiences of, attitudes towards and anxieties around EMI, but till now, there has been no investigation of the affective dimensions experienced by each group. Nor is there knowledge of how the affective interrelationship *between* these groups of EMI stakeholders impacts the actual goals of EMI: improved EL communicative competence and content knowledge transfer.

The German context is particularly useful and relevant given the high societal stakes attached to EMI HE. EMI provision has been around for at least twenty years and has not yet reached its peak. Unlike in some Nordic countries where Englishization is experiencing a backlash and EMI may be waning, there is still plenty to learn from the EMI practices in Germany. This is an ideal time to address the long-standing lack of research into affect in EMI and Germany is the optimum context in which to do this. There is a societal demand for increased EL proficiency which can benefit the nation's geo-political and socio-economic positions. There is an historical affinity with the English language and British culture, while more recently, many young Germans are enamoured with North American culture and feel intrinsically motivated to speak in English.

Not all Germans are happy with the Englishization of their country and educational systems, especially those who would like to see German returned to its former scientific and academic status. Quite rightly so, there needs to be room for critical voices to be heard and balance maintained between what seems like the best method of achieving globalisation goals today, and preservation of national identity and pride into the future. I mention these aspects as they relate to peoples' affective experiences and how they manage them, which is the focus of this thesis. Where people feel frustrated and unheard, they create an environment

unwelcoming to new ideas and foreign visitors. A situation very much in evidence in our world currently.

For EMI in Germany to succeed well, I argue, consideration must be given to how educators and learners can flourish. Ideally, both parties feel their needs for competence, autonomy and relatedness more often satisfied than thwarted. One way to achieve this relies on strategic thinking about how to regulate affect. As was seen in Chapter 2, researching affective strategies has proved difficult which accounts for the lacuna around this theme. My solution here has been a multi-pronged approach to gathering and analysing data from both EMI students and lecturers. The findings presented in the following chapters serve to close the affect in EMI research gap and to offer recommendations for German HEIs who see the value in giving equal focus to affective as well as cognitive aspects to EMI learning.

4 Methodology

4.1 Introduction

This chapter begins with an explication of my position as researcher within the study. The project has been designed to maximise triangulation across the multiple methods and thus ensure *reliability* (Willig, 2012). This chapter offers an ‘audit trail’ - “evidential” material provided for the reader (Thomson, 2022) - by presenting the research design (4.3), sampling choices (4.4). The data collection section provides a rationale for my mixed methods approach and how each step prepared me for the analysis (4.6). The processes of analysis that I followed are described in terms of student and lecturer data, and according to the quantitative or qualitative approach (4.7). Ethical issues are considered (4.8) and closing the chapter with a brief summary and initial consideration of the limitations of the study (4.9).

An evaluation of my research was guided by the use of Tracy’s (2013) ‘Eight “big-tent” criteria for excellent qualitative research” (Tracy, 2013). I have adhered to being ‘sincere’ by way of “self-reflexivity about subjective values, biases, and inclinations of the researcher [and] transparency about the methods and challenges” (p.230). This study explores the affective dimensions of learning and teaching through the medium of English in an internationally-focused business faculty at a German university of Applied Science (UAS). As seen from the review of literature in the previous chapters, there is a lack of knowledge surrounding learning strategies developed to regulate affect in the EMI setting. There is also much controversy surrounding the affective experiences of EMI participants across European higher education. The overarching research question is consequently stated thus:

How do home and international students and lecturers regulate affect on full- and partial-EMI undergraduate business degree programmes in Germany?

It can be addressed by exploring the following sub questions, according to participant group:

Student focused:

1. What affective dimensions do students experience in the EMI classroom?
2. What triggers an affective reaction among students?

3. What strategies do students employ to regulate i) their own affective reactions and ii) affect among their fellow students and/or lecturer in the EMI classroom?
4. In respect of 1-3, how differently do German home students and international students experience affect in the EMI classroom?
5. In respect of 1-3, how differently do full-EMI and partial-EMI students experience affect in the EMI classroom?

Lecturer focused:

6. What affective dimensions do lecturers experience from delivering content in EMI?
7. What triggers an affective reaction among lecturers?
8. How do these dimensions differ between these 2 groups of lecturers? i) home lecturers and ii) international
9. What strategies do lecturers employ to address the aspects i) they personally experience, and ii) they can see their students experiencing?

As an ethical researcher, I have kept the participants - my “human subjects” (Tracy, 2013) - in the forefront of any research decisions, particularly in light of the implicitly personal nature of investigating affect. The previous chapters have also highlighted how EMI is an ever-growing phenomenon, and that affect is an integral part of learning and teaching making this a highly *worthy* topic for research: it is relevant, timely, significant and - certainly for me - very interesting (Tracy 2013, p. 230).

The instruments used to collect the data: an online questionnaire administered at the start of each observed lecture; a set of semi-structured interviews; lecture observations which provided contextual data and videoed interview prompts; stimulated recall interviews, which provided recordings for prompts to stimulate recall; and student focus group discussions. Each instrument is described in full detail in section 4.6. The two data analysis approaches that were employed for each group of participants are explicated in section 4.7.

4.2 My position in the study

I have direct, personal experience of the study site which allows me to contextualise what the participants say. My experience of teaching previous students on some of the same courses observed in the study, in my capacity as their business English tutor, affords me a deeper understanding of them as a group of people. This proximity to and familiarity with the participants supports my position of researcher-as-co-creator of knowledge. This in turn aligns with my teacher belief - my personal ontological view of education - that social (classroom) interactions create “shared meanings” (Sandstrom, Martin, & Fine, 2006) and therefore understandings about what is being learned. There is, of course, the risk of bias and misinterpretation but working as a reflexive researcher, and pragmatically triangulating the data, I have done what I can to mitigate this risk.

Further to making clear my position in this undertaking - to state my worldview (Creswell, 2009, p.6), I also aspire to the *sincerity* that Tracy (2013) calls upon for the “excellent qualitative” researcher (Tracy, 2013). As a teacher of business English (BE) with two-decades worth of experience, I cannot claim to be a completely objective educational researcher. My epistemological and ontological beliefs, developed over years of being a member of socially constructed groups in different learning environments, culminate in a constructivist worldview. Now, as the researcher observing a multi-faceted, socially constructed situation, I believe there is no **one** way of interpreting what is happening from a single perspective.

The university classroom invariably contains numerous, complex individuals, each with their own life histories, each with emotions fluctuating from moment-to-moment in response to triggers initiated by another in the room, or by their own mood. Such a mercurial environment makes a clear-cut interpretation of one aspect from a single lecture virtually impossible. While I have previously been an ‘insider’ at the HEI and knew the German lecturers from that time, it was more under the guise of an ‘outsider’ – a researcher with recording equipment – that I was present in the classroom, at least from most students’ perspective. An exception to this arose where I had interacted with some students prior to them becoming study participants. Six interviewees had attended a week-long seminar with me during the time of the study. In consideration of ethical issues around ‘acquaintance interviews’ (Mann, 2012), I contend that my prior interaction with these 6 students became a useful way to build

trust, rather than causing harm to either party. I was mindful of possible bias and careful about how I behaved towards and listened to these ‘acquaintance’ participants.

The need for my presence in the lecture room with recording equipment is explained in section 3.3.1. Suffice to say here, my role as researcher is an integral part of the investigation: it is through being present during the interaction and communication taking place within a group, that initial data can be collected. This is then described and interpreted by both researcher and participants until, eventually, valuable contributions can be made to expanding knowledge around the affective experiences of EMI participants.

Investigating a group of people who have been brought together for a common educational purpose, who each have their own sets of values, beliefs and life experiences which when combined create a unique group dynamic, requires a flexible, adaptive and sensitive approach (Mercer 2013, p.394). Recognising the interconnected, dynamic, “multiplicity of simultaneously interacting variables” (Radford, 2018, cited in Cohen et al. 2018, p.27), chimes with my own experience, and draws me to the ideas and views of Complexity Theory (CT). Indeed, as Amerstorfer (2020) points out teachers and educational researchers have known about the complexity of teaching for decades. Additionally, the complexity perspective on pedagogy, as suggested by Larsen-Freeman (2012) and Mercer (2013) ties in closely with humanistic principles of valuing individuality, taking care of human relationships, being sensitive to context, and valuing the quality of life for those in the classroom (Mercer 2013, p. 394). This view is reiterated by Pinner and Sampson (2020) who explicitly situate complexity thinking in terms of a humanising approach to practical, real world research (Pinner & Sampson, 2020).

4.3 Research design

As highlighted in **Table 3** below, there are multiple layers of investigation for this study, and two methodological approaches to gathering data. The primary methodology focuses on qualitative research methods. In order to maximise internal validity (Meijer et al., 2002) and to offer a “more comprehensive understanding of social phenomena” (Rose et al., 2019), data is triangulated across four different qualitative instruments and one quantitative tool. While this approach provides “illustrative and illuminating, accessible and easily disseminated”,

vivid and strongly realistic accounts (Wellington 2015, p. 174, cited in Cohen et al. 2018, p. 378), it is unrealistic to believe that the study would be directly replicable. The personal and variable nature of an individual's experience of different degrees and types of affect at any point in time also mean findings are likely to not be typical or generalizable (ibid.). A counterpoint to these weaknesses is that the research design could be replicated in other similar settings; and even the personal and individualistic nature of self-reported emotions can be used as an indicator for what other participants might be experiencing on similar EMI programmes.

Table 3: Design of Research Study by RQ, Instrument, Data, Participants and Analysis, with Additional Comments

Research Question	Instrument administered	Data	Home Participants		International Participants		Analysis	Comment
			Full-EMI	Part-EMI	Full-EMI	Part-EMI		
What affective dimensions do EMI students / lecturers experience?	Lecture observations (N=7)	Video recordings	2-65 (S) ^a 2 (L) ^b	2-25 (S) 2 (L)	0-15 (S) 1 (L)	0-8 (S) 1(L)		One German home lecturer was observed twice in a full-EMI class, and once in a partial-EMI lecture, thus the N=7 for lecture observations. She provided one set of survey answers for each type of programme.
	Online Survey (N=113)	Likert scale results - mean scores for groups	59 (S) 2 (L)	30 (S) 1 (L)	13 (S) 1 (L)	10 (S) 1 (L)	Quantitatively via SPSS / Excel	Usable responses after data cleaning: 70 full-EMI, 37 partial-EMI / 86 German home, 21 international students. Lecturer responses were too few for statistical analysis.
What triggers an affective reaction among EMI students / lecturers? AND What strategies do EMI students / lecturers employ to regulate their affective responses?	Stimulated recall (N=12)		7 (S) 2 (L)	3 (S) 1 (L)	1 (S) 1 (L)	1 (S) 1 (L)		
	Semi-structured interview (N=2)	Transcribed interviews	2 (S) 2 (L)	0 (S) 2 (L)	0 (S) 1 (L)	0 (S) 1 (L)	SDT's three basic psychological needs framework for deductive coding via NVivo, then CA. 3 levels of EMI practice framework for inductive coding via NVivo, with CA code frequency tables	Data from all three instruments contributed to addressing all RQs. Two home students participated in semi-structured interviews as they had not been present in any LOs but consented to participate in the study. Lack of participants reduced the number of focus groups and resulted in a mix home and international 'dyadic interview'.
	Focus groups (N=3) - no lecturers		1	0	3	5		
How differently do GS and IS / GT and IT experience affect?								Addressing these questions incorporated results from all data collection points and analysis.
How differently do full- and partial-EMI students experience affect?							Reflexive Thematic Analysis	

(S)^a = Students; (L)^b = Lecturers

4.4 Sampling

According to Cohen et al. (2018), the unique, idiographic and distinctive nature of the individuals being researched in a qualitative study negates the use of the term ‘sample’ (Cohen et al., 2018). They argue that the requirement for wider population representativeness and generalisability of findings arising from the group under investigation are irrelevant (ibid.). Purposive sampling was decided upon as the optimum choice for defining a sample, according to the research rationale: to ascertain the affective experiences of EMI participants and their subsequent affect-regulation strategy use.

Investigating affect experienced by individuals under the limited resources of this study requires careful consideration of sample size and logistical factors. Ultimately, a purposive sampling scheme revolves around discovering participants’ insider perspectives on the aforementioned dimensions (Collins, 2017) - to ‘sample for meaning’. Luborsky and Rubinstein (1995) highlight three sampling-for-meaning contexts:

1. participants are representatives of experiential types; the goal is the collection of “individuals from whom the nature of experience can be elicited through verbal descriptions and narratives”
2. participants are in a defined ongoing social process; the goal is understanding the individual’s experience of the setting as they progress through the process
3. participants are in a fixed social setting, as is the case in, for example, with social science research method of ‘participant observation’ (Luborsky & Rubinstein, 1995), p.8-9)

For this study, the *sampling for meaning* context, defined by the criteria below, focuses on individuals who can provide information-rich, personal insights through means of discussion and interpretation, such that saturation is more likely to be reached (Collins, 2017). The depth and richness of data needs to come from a balanced sized sample made up of individuals meeting the certain criteria in pursuit of the study aims. The purposive sampling scheme is defined by the following criteria and is further delineated in the subsequent section (5.5.1) detailing the participant profiles:

- Participants are teaching or studying on an undergraduate degree programme which provides at least 40% content lectures delivered through the medium of English;
- Participants use English as a second or foreign language (the exception being in the rare case of an English L1 international student);
- Participants are attending a German HEI which offers international degree programmes (IDP) according to the DAAD definition of IDP³

In light of experience gained from the pilot study, I decided that the first point of contact should be the professors. Without the cooperation of individual lecturers, it would not have been possible to gain access to any classes. The very first professor to give consent was the dean of the business school which allowed me to approach his colleagues in the department. Along with the dean's approval and support from the project's internal champion, a meeting with faculty staff was set up. I was invited to give a presentation on the current situation regarding EMI in higher education across Europe. The motivation for this event was twofold: to inform staff of the current status of EMI in European higher education, and to encourage participation in the study.

The flowchart depicted in **Figure 4** charts the procedure that was followed for the recruitment of lecturers and their students.

Going through the list of nearly 60 professors presented on the business school's homepage elicited at least 30 individuals who were identified as possible candidates for participation. Each also had a link to the business-focused social media platform, LinkedIn (LI). The following lists the criteria I used to identify possible faculty participants from their TIBS and LI profiles. According to the TIBS recruitment process, all appointed staff members must demonstrate their ability to lecture through English, so I took EL proficiency as a given. In addition, I looked for evidence of

- programmes taught on - only bachelor programmes, in accordance with the research design

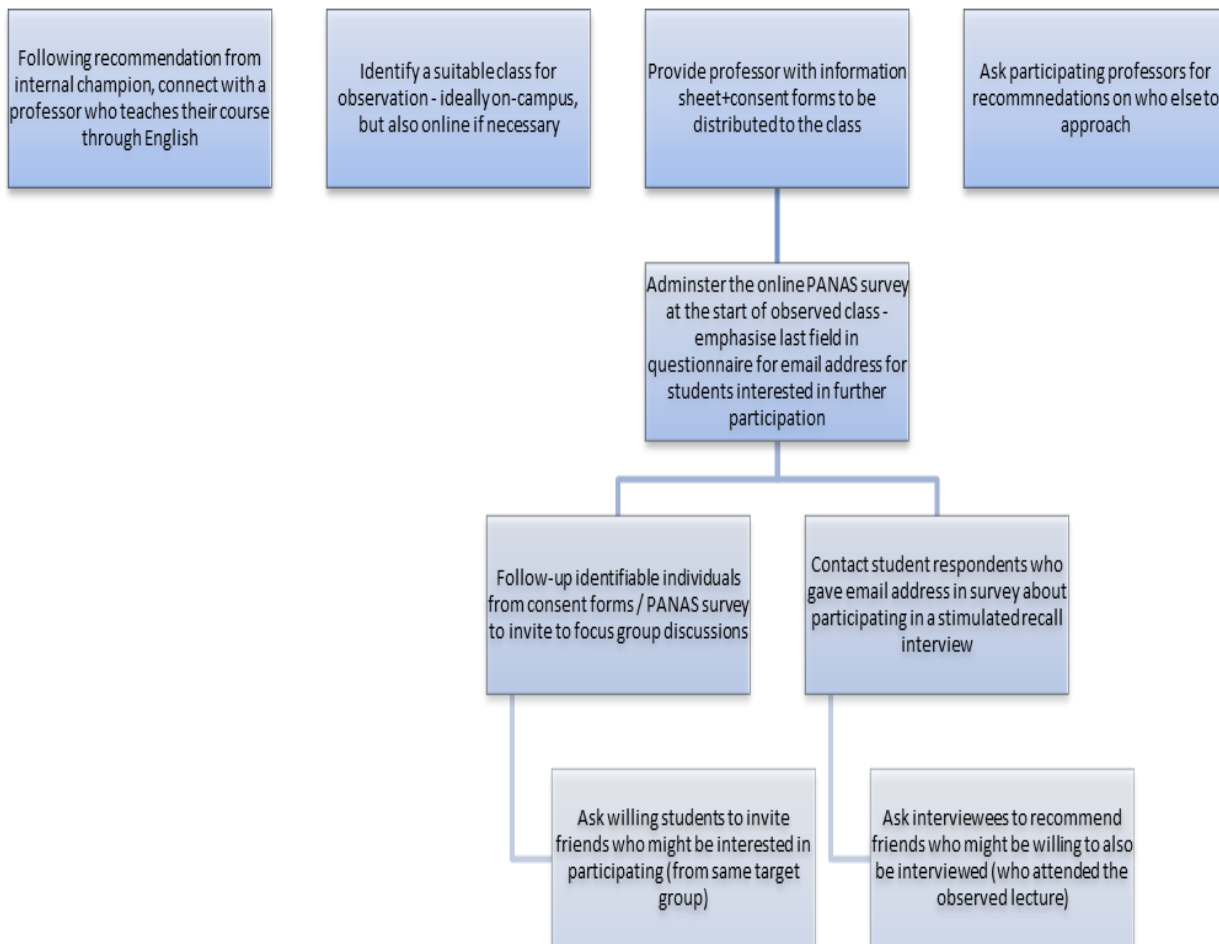
³ (IDPs) must meet the following criteria: use English as partial or full language of instruction, an internationalised curriculum with integrated study periods abroad, offer an internationally recognized qualification, and support services for students beyond the study area (Earls, 2014, p. 155).

- EMI courses - professors teaching on courses only in German were excluded
- publications in English - demonstrates credibility as published academic and willingness to write in academic English
- time spent abroad - demonstrates familiarity with other cultures

This process resulted in me directly contacting around 20 Professors through LI. My intention was to firstly reach out in the spirit of collegiality without initially mentioning the research project. By connecting over social media, I aimed to establish my credibility among the faculty so that when an invitation to participate went out, they would be open to engaging with me as a researcher. Gaining faculty trust and support was essential to the success of the project; through the lecturer I would be able to access the students.

A further aid to participant recruitment was an online survey, to be administered at the start of each lecture. As well as all the appropriate consent boxes (see [Appendix B](#)), I included an optional field which allowed for respondents to provide their email addresses as an indication of agreement to continued participation during the qualitative phases. Again, it was only through agreement with lecturers that this was possible. The instrument itself was an adaptation of the international, short-form of the positive and negative affect schedule (I-PANAS-SF) which is described in detail in section 4.6.1. This quantitative data collection instrument was intended to capture the groups' levels of positive and negative affect under three different circumstances. Additionally, it would serve to stimulate curiosity among respondents to participate further in the qualitative phase of the study. Information sheets and consent forms ([Appendix A](#)), distributed ahead of the observed lectures, also allowed for students to indicate whether they were open to being recruited to the qualitative parts of the study. Only where all the boxes in consent forms had been checked were students contacted. This was possible using the university's internal email system to which I had access.

Figure 4: Flowchart of Recruitment Process, from Professors to Students. (Both Full- and Partial-EMI Programmes)



4.4.1 Participant profiles

Students

1. Home students with German as their first language (GS)
2. International students (could also include native-English speakers) (IS)

Student cohorts

1. Those enrolled on a full-EMI undergraduate degree programme (FE)
2. Those enrolled on a partial-EMI undergraduate degree programme (PE)

Instructors who teach on the EMI undergraduate business degree programme

1. Home lecturers with German as their first language (GT)
2. International lecturers (could also include native-English speakers) (IT)

All participating students were enrolled on three different business undergraduate degree programmes⁴: BSc International Business (IB) [Full-EMI]; BSc International Logistics Management (ILM) [Partial-EMI]; BSc Production Management (PB) [Partial-EMI]. Each lecture was delivered through EMI by non-native English-speaking lecturers covering six different subjects. In order to maintain the anonymity of the participating lecturers, the lectures have been ascribed a number according to the order in which they were observed: 1 (IB); 5 (IB); 3 (IB); 2 (ILM); 6 (ILM); 4 (PB) (**Appendix N** provides a summary of which participants were enrolled on each programme and which observed lecture they attended).

⁴ Programme titles have been changed to preserve anonymity of the HEI

Table 4: Number of Participating Students and Lecturers by Each Data Collection Instrument, According to Full- or Partial-EMI Programmes, and German Home or International Students / Lecturers

	Full-EMI	Part-EMI	Full-EMI	Part-EMI
Instrument administered	How many events		Sample Size	
Lecture observations	4 ⁵	3	2-65	2-25
Online Questionnaire	3 classes	3 classes	59 GS ^a 13 IS ^b 2 GT ^c 1 IT ^d	30 GS 10 IS 1 GT 1 IT
<i>Evaluate results > select individuals to be approached for SRIs and FGDs, according to the consent boxes they checked in the questionnaire (or in written consent forms)</i>				
Stimulated recall	11	6	7 GS 1 IS 2 GT 1 IT	3 GS 1 IS 1 GT 1 IT
SSI	5	2	2 GS 2 GT 1 IT	1 GT 1 IT
Focus groups (homogenous - all ISs)	1	1	3 IS	5 IS
Focus group (mixed GHS/IS)	1	-	1 GS 1 IS	-

GS^a = German Home Student / IS^b = International Student
GT^c = German Home Lecturer / IT^d = International Lecturer

⁵ One class was observed twice, no questionnaire was administered the second time

Table 5: Descriptive Statistics of German Home and International Participants by Full- and Partial-EMI Programmes

	Full-EMI	Part-EMI	Full-EMI	Part-EMI
	German home participants		International participants	
Students				
Female	5	1	3 (France/Ecuador/Vietnam)	4 (Malaysia)
Male	3	2	1 (Ukraine)	2 (Malaysia)
Lecturers				
Female	2	1		
Male		1	1 (Spain)	1 (Indonesia)

4.5 Data collection

This study aimed to collect data on participants' affective experiences during EMI lectures. The data contains individuals' views and perceptions of the institutions, and actors about which they spoke emotionally, or which they indicated caused them an emotional (affective) response. The participant data includes information about the affective strategies students and lecturers use to regulate their emotional responses to what happens within the EMI setting. The data also contains the researchers interpretations of what she saw and heard both during observed lectures, as well as the interviews. The methods for collecting this data were mixed: 1 part quantitative 4 parts qualitative. The table below summarises how much data were collected from which type of participants.

Table 6: Summary of Qualitative Data Gathered by Data Collection Instrument, according to Full- and Partial-EMI Programmes

Instrument administered	Full-EMI	Part-EMI	Full-EMI	Part-EMI
	How many hours		How many pages of transcription	
Lecture observations (N=6)	6.7	4.7	12	8
Stimulated recall				
Students (N=7; 4)	4.1	2	56	36
Lecturers (N=3; 2)	1.8	1.3	25	16
SSI				
Students (N=2; 0)	1	-	16	-
Lecturers (N=3; 2)	1.5	1	24	20
Focus groups (only ISs)	1	1	15	18
Focus group (mixed GHS/IS)	.67	-	10	-
Total Hours / Pages	11.17	10	158	98
Total Research Hours /Pages	21.17 hours		256 pages	

4.5.1 Quantitative methods

To gain an insight into what affective dimensions EMI participants might experience (RQ.1), I decided that a survey would be an efficient and effective way of collecting this data. The questionnaire was created in Qualtrics and administered online at the start of each observed lecture. An exploration of the literature and past affect studies identified the Positive And Negative Affect Schedule (PANAS) (D. Watson et al., 1988). In consideration of the study sample, further investigation found the international, short form of the PANAS. The I-PANAS-SF was developed and validated by (Thompson, 2007) and used successfully in a number of other international settings (e.g., Crawford & Henry, 2004; Karim et al., 2011). The

requirement was for a questionnaire suitable for a mix of nationalities that would be short enough to maintain students' attention till the end without taking too much time from the lecture.

4.5.1.1 An adapted I-PANAS-SF online questionnaire

The original PANAS as developed by Watson, Clark and Tellegen in 1988 consists of 20-item self-report measures of positive and negative affect (Crawford & Henry, 2004). It is widely used in social sciences and psychology research across diverse fields for measuring 'state' (How do you feel *at the moment?*) and / or 'trait' (How do you feel *in general?*) affect (e.g., (Krohne et al., 1996), for its brevity and administrative ease (Crawford & Henry, 2004). While the PANAS has been validated by numerous researchers in English-speaking contexts, its usefulness in cross-cultural settings has been questioned (Thompson, 2007).

As a result, Thompson (2007) adapted and tested a shortened, 'internationalised' version of Watson et al.'s (1988) PANAS. The I-PANAS-SF (International PANAS Short Form) has been subsequently validated by a series of cross-cultural studies (Thompson 2007; Karim et al., 2011) which confirmed the reliability and validity of the I-PANAS-SF. A German version of the full PANAS, described as an adaptation of the "*verbreiteten angloamerikanischen Instruments*" [spread of Anglo-American instrument], compares well with established affect scales already available in the German-speaking world (Krohne et al., 1996). Krohne and colleagues conducted statistical tests on data collected for both state and trait affect. They confirmed that the German version of Watson et al.'s (1988) PANAS 20-item questionnaire gave as reliable and valid results as the English version.

In view of the findings and results from the various validation studies, the I-PANAS-SF was deemed suitable for this study. Based on the results returned from the online questionnaires, it was short enough to maintain participants' attention and increase completion rates; Krohne et al.'s (1996) validated German language version provided trustworthy translations for the English adjectives; by differentiating the lead-in questions ('How do you feel *at the moment?*' and 'How do you feel *in general?*'), both state and trait affect results were available to be followed up on in individual interviews. This all suggests that the goals Thompson (2007) set out to achieve with his I-PANAS-SF in terms of suitability for competent non-native English-

speakers, which encompass the essentials of the original PANAS without ambiguity were also met in the version used for this study.

In terms of exploring affect among those working in an EMI setting, previous studies suggest the PANAS is a useful instrument to investigate psychological well-being at work (E. Russell & Daniels, 2018). Educational researchers have applied the PANAS to gather data on students' self-assessed levels of emotional involvement in their learning experiences (Vesisenaho et al., 2019). Social psychologists interested in determining the salience of peoples' "most satisfying" life events, have employed the PANAS in conjunction with support from self-determination theory (Sheldon et al., 2001). Cognitive behavioural researchers, focused on emotion-regulation strategies among the general population, administered the PANAS to measure trait PA and NA under general conditions on a daily basis (Brockman et al., 2017). The study concluded that there is no one strategy solution for everyone and that we need to look at peoples' affective experiences within context and on an individualised basis (ibid, p.109). In all these cases, the PANAS was chosen for its reliability and validity to measure positive and negative affect, either for trait or state conditions.

Watson et al.'s (1988) original PANAS questionnaire lists possible time scales options:

Moment - you feel this way right now, at the present moment

Today or past few days - you have felt this way today / during the past few days

Week or past weeks or year - you have felt this way during the past week / past few weeks / past year

Generally - you generally feel this way, it is how you feel on average

The first two sets of item constructs in my survey each asked respondents to think across two different time scales - firstly in the moment and then generally. This was so I could see if there were differences in how respondents reported their 'state' versus 'trait' affect. In order to reduce response bias and minimise acquiescence (Sauro & Lewis, 2011), I aimed for contextual specificity so as to avoid any 'it depends' reactions. The prompt questions can be seen in **Table 5** below.

Appendices Bi and Bii contain respectively the lecturer and student questionnaires in which these item constructs can be seen (Q. 6 and Q. 7 in the lecturer version, Q.7 and Q.8 in the

student version). The third construct (Q.8 and Q.9 respectively) further specifies ten individual scenarios for respondents to rate. This final set of scales measured how individuals tend to feel about learning through EMI. Each statement followed the same order as the previous sets of scales and incorporated each of the PANAS items (emotion adjectives). This was to facilitate comparison between scales. **Figure 5** demonstrates how each scenario was adapted for the two different groups of respondents.

Watson et al. (1988) initially used a 5-point scale, additionally labelled with descriptors:

- 1 - very slightly or not at all
- 2 - a little
- 3 - moderately
- 4 - quite a bit
- 5 - extremely

Similar to feedback from Thompson's (2007) focus group respondents who wanted the 5th scale to correspond with the first, i.e.: "*a lot / often*" (Thompson, 2007), I amended the Likert scale in response to feedback given in the pre-pilot stage of this study (see section 4.7), who noted that 'not at all' needed to be separated from 'very slightly' to avoid uncertainty around a 'strong disagreement' or just a 'disagreement to some degree'. Consequently, I adjusted the scale to a 7-point scale: "extremely, a lot, quite a bit, moderately, a little, seldom, not at all". This decision mirrored Thompson's (2007) I-PANAS-SF who added the *never* and *always* to Watson et al.'s (1988) 5-point scale.

The English adjectives used as construct items are taken directly from Thompson's (2007) I-PANAS-SF. Based on feedback from a number of pilot study respondents who were confused about why they would feel 'ashamed' of their English-language skills, the synonym 'embarrassed' was substituted. In order to reduce the risk of invalidating that one item, the validated German version was left unchanged. The German words were taken from Janke and Glöckner-Rist's (2014) German PANAS, in order to negate insecurities over translations from English into German.

Figure 5: *Contextualised statements to prompt students and teachers to remember how they tend to feel in certain situations (following the PANAS items in the previous 2 scales)*

Student scale statements for Q.9	Lecturer scale statements for Q.8
How do you feel about learning through the Medium of English?	How do you feel about teaching through the medium of English?
Answer in terms of how well the statement describes YOU. There are no right or wrong answers.	Answer in terms of how well the statement describes YOU. There are no right or wrong answers.
1. It upsets me when I feel I'm being left behind in class because I don't understand everything that is being said.	1. It distresses me when I feel students don't understand everything I say.
2. I get irritated when others in class don't speak clear, correct English.	2. I get irritated when students don't speak clear, correct English.
3. I am interested in listening to what the instructor has to teach us through the medium of English.	3. I am interested to see how students react to what I am teaching.
4. I try to hide the fact that I haven't understood something explained in English in class.	4. I try to hide the fact that I haven't understood something someone has said in class.
5. Seeing others doing well in English inspires me to keep improving my own language skills.	5. Seeing students doing well using their English inspires me to keep improving my own language skills.
6. Thinking about going to my English-taught classes makes me feel nervous.	6. I feel nervous when I think about going to my classes taught through English.
7. I believe I can overcome any gaps in my language skills and achieve good grades.	7. I believe I can overcome any gaps in my language skills.
8. I enjoy engaging with the English language while learning at university.	8. I enjoy engaging with the English language during class.
9. I'm too afraid of making a language mistake that I hardly ever speak in front of the whole class.	9. I'm afraid of making language mistakes when teaching through English.
10. I enjoy using the English language actively.	10. I enjoy using the English language actively.

Potential for discrimination against non-German students were allayed by results from Thompson's (2007) and Karim et al.'s (2011) studies. In consideration of difficulties around multiple-language translations, the decision was kept to 2 languages in the item tables. The additional exhortation to respond quickly and trust ones' intuition was intended to reduce the risk of procrastination and over-thinking and taking up too much class time.

Data from the adapted I-PANAS-SF questionnaire were initially collated into an Excel spreadsheet for preliminary analysis. The average totals for positive affect (PA) and negative (NA) for each of the three sets of scales ('today', 'in general', and 'EMI situations') were used as a point of reference during the interviews. In total, 113 student responses were recorded, and after data cleaning 107 were analysed descriptively through IBM SPSS Statistics (Version 28.). Results are shown in Chapter 5. The lecturer data derived from the 3 observed German home lecturers and the 2 observed international lecturers. There were some differences in degrees of PA and NA between the home and international EMI lecturers. These are discussed in Chapter 6.

4.5.2 Qualitative methods

Collecting reliable qualitative data about emotions from people engaged in learning and education is inherently challenging (Frenzel, 2014). Relying on retrospective self-reports raises issues of possible distortion driven by a desire to please the researcher, or "fuelled by both self- and other-deception" (Frenzel 2014, p.510). People may recall only the most recent and vivid emotional situation; teachers in particular can be prone to a more positive attitude, avoiding negative emotions (Pekrun & Bühner, 2014).

To ensure the *credibility* of this qualitative research, I have aimed to include the elements Tracy (2013) lists under the fourth of her Eight "big tent" criteria:

- thinking description, concrete detail, explication of tacit (non-textual) knowledge, and showing rather than telling
- triangulation and crystallisation
- multivocality
- member reflections (Tracy, 2013)

The second element above - triangulation - is a key element in enhancing the *trustworthiness* and *internal validity* of qualitative research; it is a way of answering the “what is happening here?” question (Tracy, 2013). Reviewing a list of 5 types of triangulation, (Miles & Huberman 1994, cited in Meijer et al., 2002), the extent to which data can be triangulated becomes apparent. This study complies with four different forms of triangulation (specific to this study):

- by data source (collected from students and lecturers - home and international)
- by method (see the 4 methods listed below used in this study)
- by researcher - n/a
- by theory (self-determination theory, complexity theory)
- by data type (combination of quantitative and qualitative)

Following Smaling (1987, cited in Meijer et al. 2002, p.46), my initial attempts at triangulating the various data sources, methods and types were along intuitive lines. This is justified by my familiarity with the context, the type of students and with the colleagues at the university. In the interest of transparency and honesty, it is important to note the week-long seminar I held during the course of the research study and the additional students I was able to recruit. While willing and ‘friendly’ participants may arguably produce a degree of social desirability bias – presenting a constructed version of their reality to the researcher (Bergen & Labonté 2020) - I felt, based on previous experience, this potential would be mitigated by students’ desire to tell their stories. Thus, the requirement for quality researcher intuition in pursuit of analytical quality assurance is met.

4.5.2.1 Lecture observation

This particular method of ethnographic data collection allows for naturally occurring behaviours to be observed. Data is collected directly from a contextualised setting and interpreted by the researcher (Rose et al. 2019, p.92) who was also party to the experience. The presence of the researcher does of course give rise to the unavoidable Hawthorne Effect (Oswald et al., 2014), and indeed initial feelings of discomfort at being recorded were raised by students in the pilot interviews. In light of this, every effort was made to minimise the intrusiveness of recording equipment: a small webcam attached to a laptop was positioned

as unobtrusively as possible to capture the whole class; a small video camera and microphone were set up at the side of the room to record the lecturer. Smartphones were initially positioned around the room to record when students spoke. This was subsequently abandoned in favour of managing fewer devices and streamlining the process of choosing recall prompts for the SR interviews.

I observed the lectures as agreed with the respective professor and made recordings for later use as a stimulus for the stimulated recall interviews. They also provided an opportunity to gain some insight into group dynamics, to observe behaviours which gave rise to any ‘critical incidents’ and whether this then led to observable affect-regulation strategies. The lecture observation schedule (see [Appendix C](#)) was designed to prompt field note-taking about the general impressions of the class dynamics, as exemplified by the eight ‘initial observation questions’. The ‘During class’ prompts consisted of two tables containing notes relating to 1) the 10 PANAS items measured in the online survey (see section 4.6.1), and 2) a selection of affective learner strategies adapted from Oxford (1989). Finally, a note to watch out for “critical incidents” was included in case these could be observed. In line with a strategy perspective, the footnote in the observation schedule serves as a reminder of three strategies identified by Firth (1996) that language learners have been found to use in the case of “grammatical infelicities such as unidiomatic clause constructions along with prosodic and pronunciation variants (Firth 1996, p.242).”

Referring back to Hiver’s (2015) 4-phase model of self-organisation presented in Chapter 2, the hypothesis behind the ‘critical incident’ prompt questions was the following:

1. if a language-related error occurred, it might give rise to a communicative problem which would which elicit
2. an affective response in a person, such that
3. an affective strategy is deployed, allowing for the person to
4. overcome the disruption triggered by the language-related error and feel a degree of stabilisation so they can continue with following the lecture.

All these possible four phases can occur in a space of minutes, and probably subconsciously.

Any triggers precipitating a 'critical incident' and leading to an observable affective response were to be captured in the recording. This would then be used as a stimulus in an interview with the relevant participant, which is described in the next section. Observing a lecture in action simultaneously made live recording and note-taking possible, as well as providing the opportunity to identify potential student interviewees.

Prior to observing any lecture, a meeting was held with those professors who had given consent to participate in the study. The practicalities and logistics of the observation were discussed, general views on English as a teaching medium, as well as a general exploration of each professor's insights into the particular group of students in their class.

4.5.2.2 Stimulated recall interviews

Accessing people's thoughts about how they feel is a key aim of this study. Learning about EMI stakeholders' affective experiences requires a method that allows the investigation of cognitive processes (Lyle, 2003). Stimulated recall (SR) is one of a number of introspective methods and has long been a popular data collection tool among applied linguistics researchers (for a brief discussion, see Sanchez & Grimshaw, (2019)). It is not without its drawbacks; Mackey and Gass (2017) question the validity and reliability of self-reported data in relation to explaining participants' behaviour (Mackey & Gass, 2017). Conversely, they offer evidence from fellow researchers that supports the case that "verbal reports are reliable measures and ... do correspond with actual behaviour" (ibid.). This study is conducted within the qualitative paradigm and as such, each individual participants' voice and personal perspective takes precedence. The aim is not to ascertain the veracity of an individual's claims, but rather "to capture the quality and texture" (Willig, 2012) of their experiences and to "understand the implications and consequences of those experiences" (ibid). To support the researcher, it is recommended that a SR interview protocol be used. The one I designed is presented in **Appendix D**.

While it is important to consider risks around memory decay, selection and initiation of stimuli, individual's responsiveness to the type of stimulus and researcher bias (Lyle, 2003), SR has been a widely used tool across multiple disciplines (Huang 2014; Mackey and Gass 2017). The theory behind the technique is based on how thoughts occurring during an activity

are stored in long-term memory and can then be retrieved via “retrieval cues” available in short-term memory (Ericsson & Simon 1993, p.3). This becomes relevant when monitoring time elapsed between an event and the SR interview which should be as immediate as possible (e.g., Mackey & Gass, 2017). Sanchez and Grimshaw (2019) found a few cases where interviews had been held between one and two weeks late. A lengthy delay increases the risk of memory decay (Lyle 2003, p.875), and the likelihood that interviewees may reorganise their thoughts (ibid. p.872) and “say what they think the researcher wants them to say” (Gass & Mackey, 2000). Only one of my interviews went beyond the 7-day ideal limit, all the others were held within a few days of the lecture observation.

Recordings of the observed lectures were of 60-90 minutes long. From these recordings, I created short clips where, as far as possible, the prospective interviewee could be seen. I kept each clip to 30-90 seconds long. My intention was to make the interview as efficient as possible and keep to the promised length of time (45-60 minutes). Each participant was instructed to stop the recording on command when they noticed something relevant. Holding the recall interviews online, as circumstances at that time necessitated, reduced the autonomy of the participant in pausing the recording; as such, in most cases the clips ran to the end before anything was said. This lack of “learner-initiated replays” (Gass & Mackey, 2000) seems to not be uncommon.

Another factor of the online settings was that it allowed for participants to remain in the comfort of their own environment and avoid the inconvenience of travelling anywhere. Feeling comfortable and being in their home environment was another factor that offset the potential for bias arising from ‘acquaintance interviews’ and participants wanting to ‘please’ their former lecturer. For me, I was able to set up my recording equipment and share the video clips I had chosen as stimuli for each participant. The challenges arose with the sound quality of the recall prompt clips. This was less critical as the visual clues acted as a stimulus for people’s memories.

4.5.2.3 Semi structured interviews

The semi-structured interview was chosen over structured interview due to the qualitative nature of the study. The format felt a good fit to my own skills and interests (O’Leary 2007,

p.92); my background in coaching lends itself to the required “degree of flexibility and careful listening” (Rose et al. 2020, p.116) required of a semi-structured interview. With the main aim of eliciting as much rich information from interviewees as possible, I used a loosely predefined set of questions and prompts designed to facilitate scope for deeper reflection. **Appendices E (i) and (ii)** contain interview protocols for students and lecturers that were used to initiate interviews and guide a focused discussion.

In reality, it was a set of “technologically mediated interviews” (Tracy, 2013) that were held using a semi-structured interview format. The asynchronous, 2-person interviews were conducted over Zoom which enabled automatic transcription and recording directly to my password-protected device, allowing me to focus on the individual rather than on detailed notes. In contrast to in-person meetings, there was no need to arrange a mutually convenient time and place; meeting online allowed each party to remain in the comfort of their own home, and with no need to travel. The setting did not reduce the degree of engagement and willingness to share information. Nor did I experience a lack of non-verbal “rich cues” listed by Tracy (2013, p.165); I was able to glean from individuals how their facial expressions and tones of voice changed over the webcams during our discussions. This was something I had decided to not include in the data, despite being signs of affect, as I am not qualified to interpret what such changes might indicate.

The main disadvantage of using technologically mediated communication for the interviews was unreliable connectivity. There were occasions when we lost connection but this was not critical - asking the person to repeat what they said overcame the problem in most circumstances. On the whole, the “co-construction of meaning” (Tracy, 2013) was not greatly diminished.

4.5.2.4 Focus group discussions

Focus groups add another point for triangulation of data. They complement the other forms of qualitative data collected via interviews, observations and questionnaires (L. Cohen et al., 2018). Following the ‘rule of thumb’ approach that allows for non-standard procedures (Morgan, 2011) this study has developed a focus group method adapted to its specific context. **Appendices F (i-iii)** show the development of a focus group protocol from pilot to

main study. Each group comprised a degree of homogeneity, total numbers were smaller than typically deemed ideal, and the online setting required another level of adaptation of traditional in-person focus groups.

Despite a relaxation of Covid restrictions in Germany at the time of my data collection, there remained a reluctance for people to gather in person. We had become used to the convenience that working from home afforded, and as a consequence all the focus group discussions were held over Zoom. A traditional focus group is seen as a monitored, or guided, group of people who have been invited to talk about a given topic (K. Stewart & Williams, 2005). The aim is to “leverage the group dynamics” offered by bringing together a group of people who are part of a “larger social community” (Rose et al., 2019). Through the phenomenon of “group effect” (Carey, 1994 cited in Tracy, 2013) it becomes more likely that participants will provide insightful observations and disclosures (Tracy 2013, p.167). Which, despite the online setting, my participating focus group discussants did.

My intention had been to gather homogenous groups of international students on each of the types of EMI programmes, and then the same with home German students. Homogenous groups better reflect society “where people tend to move in clusters of similar ... people” (Rose et al. 2019, p.179), and safe spaces can be created for “marginalised populations” who can create “collective power” (ibid). These are particularly important considerations when talking about affective dimensions as each sub-group is likely to experience different triggers causing different emotions. Additionally, I wanted to close the “power gap” between myself and the focus group participants by asking one student in each group to be the trained moderator. Testing this idea during the pilot culminated in my decision to stay off camera and silent, offering prompt questions in the chat, rather than putting additional time- and work-load strain on any individual participants.

Being temporally co-present allowed for more intensive interactions (K. Stewart & Williams, 2005); the online setting did not impede the participants’ openness with each other. There was no pre-sharing of an “interview guide” ahead of the sessions (D.W. Stewart & Shamdasani, 2017), but all participants had completed the online questionnaire and consent form so they understood the focus and direction of the discussion (ibid.). The issue of “serial direct answering” (K. Stewart & Williams, 2005) arising from the researcher’s questions was

somewhat evident in FGD A with the Malaysian students. The group dynamic, however, and willingness to answer as honestly as possible outweighed the serial-ness of their answers.

Towards the end of the data collection, willing participants became difficult to recruit and I could not recruit enough German home students for a focus group discussion. My solution was to revise an idea from the pilot study phase: invite one international and one home student to discuss their affective EMI experiences. The pair were interested in what each had to say about their experiences at the business school and were privy to some personal insights about which they had previously been unaware. Irrespective of whether a conversation between two participants constitutes a small focus group or a dyadic interview (Morgan et al., 2016), data gleaned from the interaction was useful. Although I found mention of 2-participant focus groups in the literature (e.g., Cortini et al., 2019; D. Graham & Bryan, 2022), the general consensus is six to eight participants is optimal, while a range of between three to fourteen possible (Bloor et al., 2001).

4.6 Pilot Study

This section describes the development of the I-PANAS-SF adapted questionnaire. Each of the student and lecturer first drafts were checked for clarity and ease of completion with students and colleagues. The pilot study also aimed to test the qualitative methods of data collection. Due to the Covid 19 pandemic disruptions, I was unable to test all the qualitative instruments as initially intended. The focus group format required creative thinking around reluctant students and the online setting. The following describes how the questionnaire constructs evolved from the pilot stage to main study, and how data collected from pilot participants helped me refine the SDT analytical framework. **Appendix I** show the pilot study evolution to main study version of the SDT framework. The consolidated three BPNs coding framework is discussed in section 4.8.2.1. **Appendix J** provides a full description with notes indicating where changes were made.

Before pilot completion, lockdown forced everything online and I had only one opportunity to test out the practicalities of lecture observations and recording. Remaining concerns regarding technicalities around observing online lectures were addressed before embarking on the main study. A colleague at the target university allowed me to present my study during

two of his online lectures which helped refine student consent procedures. The decision was to contact professors first. They would disseminate the information sheet and consent forms to their classes ahead of the lecture, and then administer the online questionnaire. This was tested during three further online classes with my supportive colleague: two groups of full-EMI students and one group of partial-EMI students. In each, there were a mix of German home, German L2 home students and international students. This mirrored the sample I was aiming for in the main study. **Table 7** below summarises the numbers of questionnaire responses collected over the course of piloting the survey.

4.6.1 Pilot study participants

Pilot participants were recruited from a Bachelor of International Business programme at a state-funded university of applied sciences in the state of Baden-Württemberg where I was teaching at the time. The context closely resembled that of the main study sample. Faculty respondents for the pilot questionnaire (N=6) were all visiting EMI lecturers, two of whom were native speakers of English with extensive experience of teaching in Germany. Students participating in the survey (N=29) were from across all six semesters. For the qualitative instruments, I recruited both German home students (N=5) and international students (N=2). One of the home students was a native-speaker of English who had spent most of his schooling in Germany.

4.6.2 Pilot study procedures and analysis

With ethics approved by my university, and consent granted at the pilot site, I proceeded with the pilot study. This began with information being disseminated among potential participants along with consent forms for each individual. The following provides details of two pilots conducted at two separate HEIs but with very similar samples.

4.6.2.1 The Questionnaire

Feedback from two pre-pilot student testers, who had been recruited from one of my classes, informed the first test version of the online questionnaire. In the first test run, six of my students and three colleagues tested the student and lecturer versions of the survey. Three of the German students also helped to correct the German translation of the information

sheet. The questionnaire began with a construct eliciting PANAS responses by way of 5-point Likert scale and a second construct consisting of a set of scenarios based on the PANAS items. Expanding on the one-word PANAS items to create relatable scenarios had been suggested by the pre-pilot testers; each scenario was improved during each iteration until the final version used in the main study. In versions two and three, open-ended questions were included so that students could offer more detailed personal views on their experiences of EMI. **Table 7** below summarises the pilot versions and number of participants who responded - only the students had the option between German (DE) or English (EN) languages, lecturers were assumed capable of English only.

In the second pilot phase at the target site, I was able to achieve a high number of responses across the three groups (mentioned above). They were clustered according to programme type and status: full-EMI home (N=37) and international students (N=5), and partial-EMI home (N=18) and international student (N=1).

Table 7: *Number of Iterations of Pilot Study Questionnaire with Respondent Numbers for Students and Instructors*

Version	Test Site	Date	Student responses	Completed in EN or DE	Instructor responses
1	Pilot 1	May-June 2020	8	EN - 6 DE - 2	3
2 & 3		June 2020-March 2021	29	EN - 8 DE - 21	8
4	Pilot 2	March-Sept 2021	37 GS (full) 5 IS (full) 18 GS (part) 1 IS (part)	All in EN	1

4.6.2.2 Interviews

The pilot study also consisted of one stimulated recall student interview, four semi-structured interviews with home students, and two international students. I held three semi-structured interviews with lecturers.

The second pilot phase consisted of one lecturer SR interview, two dyadic interviews between students in lieu of recruiting sufficient numbers for focus group interviews. Three full-EMI students agreed to participate in SR interviews: two international students and one German home student.

4.6.2.3 Lecture observations

As mentioned above, I was able to observe and record one on-campus lecture before lockdown. Using my laptop camera and microphone resulted in students reporting feeling uncomfortable as they could see themselves being recorded. I utilised two other devices for audio recording around the room. There were over thirty students in class that day, I wanted to capture what anyone said. I did not, however, have a camera trained on the lecturer, although her voice was picked up on the laptop recording.

Another of the lecturers agreed to test out how I could do the same in the online setting. This proved less than ideal as the format was more workshop than lecture and students were in breakout rooms most of the time.

In the second phase, all LOs were done over Teams. Most students did not switch cameras on and the main screen consisted of the lecturer's PowerPoint slides.

4.6.2.3 Focus groups

Testing the face-to-face focus group method during the pilot study was not possible but I was able to pilot an online format during the second phase pilot. I had wanted to recruit enough students so that one individual could act as the moderator, thus reducing any influence or bias my presence might introduce. After attempting to recruit groups of 4-5, I was only able to meet with two pairs of students in a Zoom room. In each case, one had volunteered to act as 'trained moderator'; having explained the advantages of the role, I did not want to disappoint the volunteers. The result in both cases was more of a 'dyadic interview' (Morgan et al., 2016).

4.6.3 Changes implemented as a result of the pilot study

4.6.3.1 Changes to the questionnaire

Table 7 above describes the number of iterations I tested during the main and additional pilot phases. **Appendix H** presents details of changes over the four iterations and the final version used in the main study. The instructor survey was subjected to similar changes, apart from not providing a German translation or simplifying the introductory information. Changes to the student survey were made in consideration of maximising response rates and based on feedback around meaning of the content. For the student version, the information and consent sections were shortened; language became less formal and more concise in order to hold attention spans among students (Prensky, 2001). A link to the full information sheet was provided. As an additional reassurance, the suggested duration of the survey was reduced from 15-20 minutes to c. 6 minutes.

Qualtrics' option for different languages enabled me to provide a German translation of the survey and information sheet details. In version 1, German translations for each PANAS item were also provided. In version 4, only the English adjectives were included as students were only accessing the English version. By the main study, I had reinstated the German PANAS items and made the German translation available again so students on the partial-EMI programme might feel more comfortable using their L1.

The most significant change was to remove all open-ended questions and reduce the time and effort expected from participants. From the first two versions, qualitative responses provided interesting insights into the pilot study participants' attitudes towards EMI. It was decided that having only three Likert-scale constructs focused on affect in EMI better addressed the research questions. A short survey would also encourage full completion. The subsequent qualitative instruments would provide the rich data necessary for deeper investigation.

4.6.3.2 Changes to the qualitative methods

Between the on-campus lecture observation during the pre-lockdown phase of the pilot and the attempts at online lecture observation during covid restrictions, it was clear that the

former would be the better option. Being forced to interview pilot study participants online, however, taught me ways to manage the format which proved advantageous during the main study. Subsequently, all student interviews, and with only one exception, all lecturer interviews were successfully conducted over Zoom. To facilitate SR interviews, instead of letting a whole recording run as in the pilot, I edited lecture recordings in which the interviewee could be identified. This meant them being able to comment on any emotional aspects they might recall from that moment in the clip.

The three examples of focus group protocol notes in **Appendices F, i-iii** show how I changed my approach to this instrument as a result of the second phase pilot, i.e. not using a student facilitator but employing the chatbox to offer questions for the group to discuss in the Zoom room. I remained off-camera and muted and did not interrupt them at any point.

The semi-structured interview format did not need to change; the pilot afforded me a chance to practise and hone my interviewing skills.

4.6.4 Summary

The pre-pilot questionnaire testing was significant in shaping the wording of the online survey utilised in the main study. Pandemic restrictions notwithstanding, I was able to test out two methods for administering the survey. From the online part of the pilot, I was able to establish a procedure where the lecturers and students completed the questionnaire via a QR code link, directly on their devices. When it came to following the process in-person during the main study, I had separate links and QR codes prepared for sharing at the start of each observed lecture. This proved a successful solution in light of the high response rate and attrition from 113 to 107 usable participant responses.

My concerns around recording LOs and conducting effective SR interviews in an online setting were allayed with the loosening of Covid restrictions during the main study. What I learned from the pilot tests helped me be better prepared with edited and tailored recall prompts; I also learned how best to show the clips over Zoom. The only remaining challenge was with sound quality but as the stimuli were intended as visual prompts, this was manageable. Overall, the experience of working in Zoom proved highly beneficial, as further discussed below.

Refining the SDT analytical tool as a result of the pilot confirmed the value of this approach to identifying and measuring, through content analysis, affective dimensions experienced by participants. The format for collating data on an Excel spreadsheet I developed during the pilot became a useful way of creating an overview of the responses coded in NVivo.

4.7 Data analysis

Reiter (2017) states that a social science researcher produces reliable exploratory research by demonstrating transparency, honesty and strong self-reflexivity, having followed a set of guidelines (Reiter, 2017). The approach I have taken to analysing the two sets of data in this study - EMI students (Chapter 5) and EMI lecturers (Chapter 6) - strives to adhere to Reiter's summary of how to conduct exploratory research which achieves "great validity" while innovatively analysing reality (ibid.) Following Braun and Clarke (2020; 2021), this reality included my own subjectivity which I conceived of as an integral part of the research process rather than as 'bias' which could affect coding reliability. The intimately organic and unstructured process of developing themes from an interpretation of the data is often better managed by the lone researcher. In order to understand the reality for people sharing their affective EMI experiences, I chose to forgo bringing in a second-coder who was not as familiar with my research as me and rely upon my own reflexivity

I believe that investigating affect relies on an empathetic and pragmatic approach which allows for both a wide and deep analysis of a phenomenon. Taking a quantitative approach to analyse survey results allows for a broad view of EMI participants' affective experiences, informed by existing research (i.e., through the validated I-PANAS-SF instrument). A more in-depth qualitative analysis of both student and lecturer data allows for a richer, personally meaningful insight into their experiences. The combined processes and approaches of quantitative and qualitative analysis were non-linear and iterative.

The quantitative data were gathered through an online survey administered before each lecture started. Six lecturer versions were completed by five people (GT01 taught a class on both a full- and partial-EMI course) and the results used anecdotally to compare with each persons' interview data; 113 students accessed the online questionnaire and after incomplete entries were cleaned from the data, 108 responses were used for descriptive statistical

analyses. Using IBM SPSS Statistics (Version 28.) *t*-tests were conducted on the data to determine comparisons between German home and international students, and between full- and partial-EMI.

The qualitative data comprised a total of twenty-five student transcripts, and ten lecturer transcripts. Lesson observation data gathered from seven observed lectures were common to both groups of people. All interviews were, with one exception, conducted and recorded over Zoom. Zoom's automatic transcribing function was used although manual, word-for-word transcription was still necessary due to inaccuracies in the auto-transcribed versions. I fully transcribed entire interviews as part of the immersive process of becoming familiar with the data. Each participant was sent a copy for approval before the first coding phase began. Only one lecturer corrected one small detail changing international to home student.

Analysis of the qualitative data began with a Content Analysis (CA) approach by deductively coding according to the SDT-informed codebook. As patterns and themes began to emerge that did not relate directly to the pre-designed SDT analytical framework, I transitioned to using reflexive Thematic Analysis (RTA). As Cohen, Manion and Manion (2018) point out, it is not unusual for themes and interpretations to emerge inductively as an initially deductive content analysis progresses (p.684). The two approaches are complementary; they both adhere to the qualitative paradigm which is the primary approach for this study; in line with my mixed methods approach, CA can also serve as a quantitative analytical approach (Humble & Mozellius, 2022).

CA and TA both lend themselves to working inductively and / or deductively (ibid.). The dual-approach also helped allay my concerns around counting code frequencies, which as Joffe and Yardley (2004) point out does not necessarily reflect particular importance for any one code (Joffe & Yardley, 2004). The interpretative nature of analysing qualitative data risks a mis-interpretation of what a person meant; asking set questions in order to better measure and compare results risks neglecting other aspects; one person's verbosity may skew the frequency of a few codes. Consequently, any claim to representativeness from counting code frequencies in such a small sample is not possible. A systematic presentation of code frequencies does, however, provide an *indication* of how this particular group of people experience affect in their EMI lectures.

All data were initially subjected to a cycle of coding based on what I had done with, and learned from the pilot study conducted in the summer of 2020 (Hunter & Lanvers, 2021). This entailed using a set of *a priori* codes developed from the review of literature and the conceptual framework presented in chapter 2. In the second phase of coding, the framework was further developed according to the themes that emerged from the data. Some of the initial SDT codes became redundant as they were not reflected in the data. For example, the code “language proficiency is a sign of intelligence” as a negative aspect of the child code of growth mindset did not appear in the data. (**Appendix H** shows how the SDT coding framework evolved between the pilot and main studies).

While subjectivity and potential researcher bias can give rise to concerns about reliability (Mack, 2010; Rose et al., 2019), in a qualitative paradigm credibility becomes the mark of quality (Tracy 2018). Triangulating across different data collection methods, engagement with multiple theoretical perspectives, representation of the many participants’ voices combine to provide the “thick description” that brings credibility to the qualitative research study (Ponterotto, 2006).

The following sections describe how I conducted a multi-layered analysis of this mixed methods study, quantitatively through a combination of SPSS and Excel spreadsheets, and qualitatively through a combination of CA and reflexive TA.

4.7.1 Analysis of quantitative data

Preparation for the analysis of the I-PANAS-SF results was initially done manually via excel sheets where I could check the results and run preliminary calculations. The raw data was clustered by item (active, alert, embarrassed etc.) according to PA and NA - they had been mixed up in the questionnaire to keep respondents alert. The amount of data collected from student respondents was sufficient to make use of SPSS, commonly employed for statistical analysis of quantifiable data (Huang, 2015). Following Pallant, (2007), I ran the descriptive reports through IBM SPSS Statistics (Version 28.). (**Appendix M** shows the variable codes applied to the coded categories in SPSS)

In order to situate this survey data against previous German PANAS studies, the results were shown as independent **mean scores** of the statistical parameters attributed to the PANAS NA

and PA scores respectively (Krohne et al. 1996, p.142), i.e., summing the statistical parameters corresponding to the Likert scale scoring (1-7), and dividing by the number of items per NA and PA set (5 items each). **Appendix P** provides a comparison of means scores between the Krohne et al. (1996) study and those collected for EMI students in this study. The descriptive analyses presented in chapter 6 (student data analysis) show the mean scores for positive affect (PA) and negative (NA). As discussed in Chapter 2, higher ‘pleasant activation’ indicates a stronger degree of positive affect; a lower ‘pleasant activation’ could indicate lethargy or fatigue but not yet negative affect; high ‘unpleasant activation’ as denoted by a high NA score, would suggest stronger negative affect. Results gathered were for each of the three sets of scales answered in the questionnaire. The first two sets follow the I-PANAS-SF; the third set was an adapted version that aimed to capture a more nuanced response by providing scenarios for when an individual might experience heightened affect during an EMI lecture:

1. **“How are you feeling now before the start of class?** As I am about to begin this lecture, I feel...”. (Q.7 in the questionnaire) - hitherto referred to as **‘EMI today’**.
2. **“How would you describe yourself generally?** Thinking about yourself and how you normally feel at university, to what extent do you generally tend to feel...” (Q.8 in questionnaire) - hitherto referred to as **‘general’** PA or NA. ’
3. **“How do you feel about learning through EMI?** Answer in terms of how well the statement describes YOU. There are no right or wrong answers.” (Q.9 in questionnaire)

The aim of the questionnaire was to collect data that would indicate levels of PA and NA within the classes being observed during their EMI lectures. Being away from family and friends, having to deal with new cultures and social groups can cause, among other things, homesickness (Hendrickson et al., 2011). Being a student in one’s own country can be unsettling and affectively destabilising enough (Tight, 2020), particularly for those students coming from vocational pre-tertiary pathways offered in the German education system (Müller & Schneider, 2013). International students have both cultural and linguistic barriers to overcome which can be unsettling and lead to mental ill-health (Gomes, 2020). They may encounter institutional indifference or insensitivity to the cultural differences of their international students (Baker, 2016). Consequently, the expectation was that international

students would be more likely to experience lower PA and higher NA than their German counterparts who were living and studying in their own country.

4.7.2 Analysing the qualitative student data

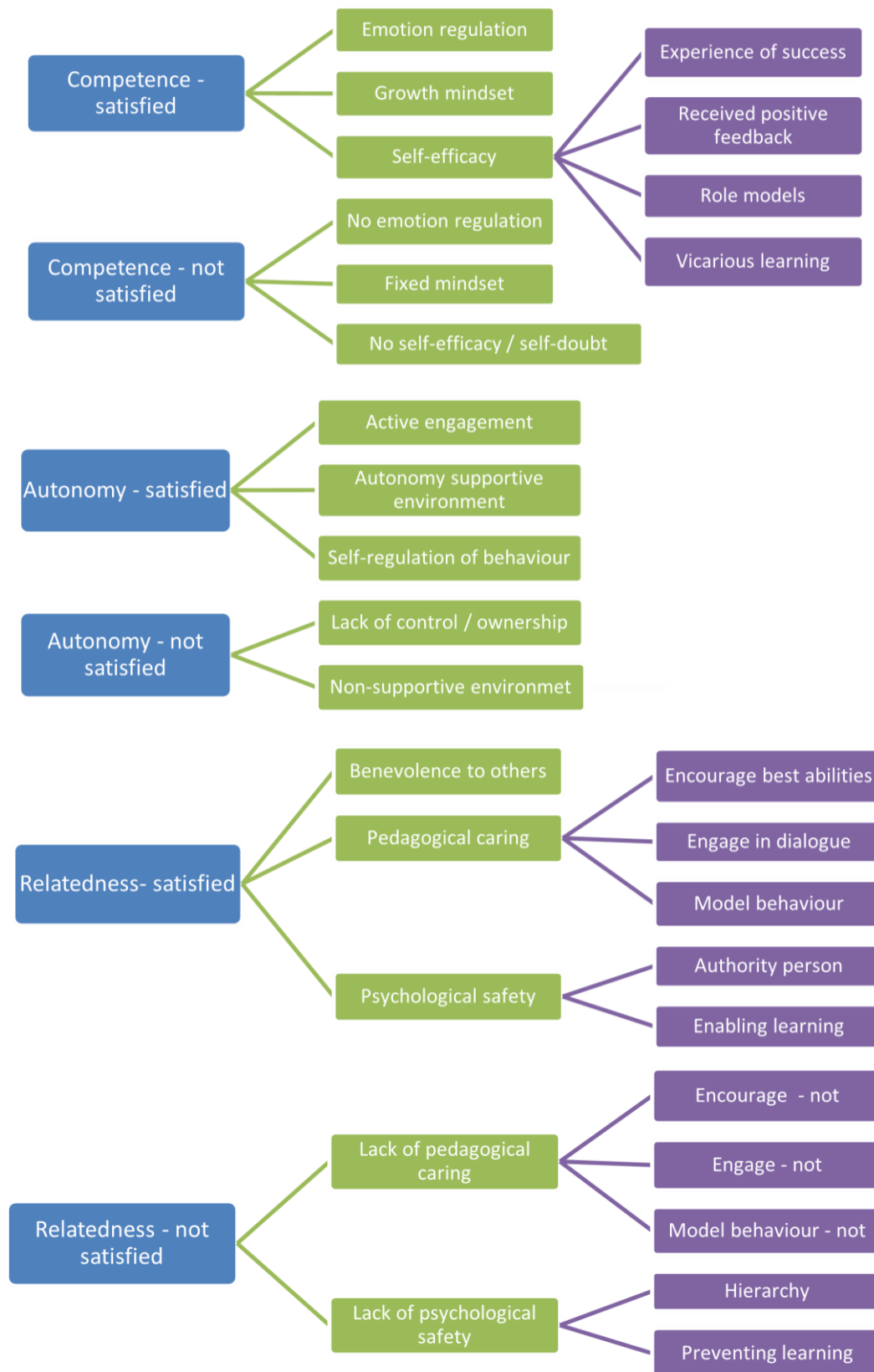
Student transcripts were coded *a priori*, in a first round using the SDT-informed framework developed during the pilot study (Hunter & Lanvers, 2021), to address RQs. 1 & 2, and Oxford and Gkonou's (2020) taxonomy of meta-affective strategies in language learning to address RQ.3. The primary-cycle of initial coding activities (Tracy, 2013) was consistent with 'directed content analysis' (Humble & Mozelius, 2022), and quickly evolved to follow a 'summative content analysis' process (Newby, 2010 cited in Cohen et al., 2018), whereby key words were "identified before and during data analysis" (Humble & Mozelius, 2022). Over a period of several months, the data were "read and digested, codes previously assigned [were] qualified, re-defined, merged with others, or abandoned altogether" (Eakin & Gladstone 2020, p.9). Consolidating the coding framework into an optimal system combining parsimony and accurate data representation allowed for a better fit with what was in the data. One consequence of this exercise was that not all codes applied to both groups of students and lecturers.

4.7.2.1 SDT's three basic psychological needs framework

Having established a set of codes following SDT during the pilot study, the finally consolidated three BPN-coding framework can be seen in **Appendix J. Figure 8** below visualises a coding hierarchy with the three Basic Psychological Needs of Competence, Autonomy and Relatedness at the 'parent' level. The 'child' level codes are presented in the green boxes, the 'sub-child' codes shown in the purple boxes.

The terminology used in the SDT literature referred to the BPNs being met / unmet, or satisfied / unsatisfied. Consequently, I have used 'satisfied' and 'not satisfied' for my codes here. The former was applied to data interpreted as indicating positive affect; 'not satisfied' indicates where the evidence was interpreted as negative affect. While such a stark dichotomy may be seen as a somewhat blunt tool, I decided for consistency with the NA / PA form taken with the quantitative data.

Figure 6: An Hierarchy of Codes: Parent, Child and Sub-Code Levels



4.7.2.2 Three Levels of EMI Practice framework

In order to address RQ.2 - what triggers an affective reaction among students and lecturers on an EMI programme? - a second analytical framework was developed to reflect the ecological aspect of the study (S. Mercer, 2021). Having not anticipated the wider triggers of affect in the EMI setting, the ecological factors inherent across the three levels of EMI practice emerged as a significant overarching theme which became essential to addressing RQ.2. Thus, I took the decision to create categories according to three levels of EMI practice: macro, meso and micro. From the data, it emerged that affective responses, as well as arising agentially, were also attributed to external circumstances, such as the HEI communicating predominantly in German, without consideration of non-German speaking people. The institutional level in which the business faculty is situated, is denoted by the term *macro*. This is not the national macro level as described in the literature. In the context of this study focused on affect within and between people, what occurs beyond the institution is not of direct interest but is factored into how the HEI and faculty implement policies which are influenced and driven by national policies. It is these influences and drivers to which the EMI stakeholders react.

Factors at the meso level were ascribed to each business degree programme and how the lectures are organised and implemented. For example, students enrolled on a formerly full-EMI programme were disappointed when it changed to mixed German-English medium halfway through. Finally, the micro level refers to the personal level of the classroom where individuals interact and impact each other. Affect arises from how people behave and their perceptions of other people's behaviours, actions, attitudes and - most pertinent to the EMI context - how they communicate with each other through English.

Table 8 presents the three levels of EMI practice as parent codes, with the specific areas discussed in the data denoted as child code and divided into PA or NA. The description for each guided the process of coding.

Table 8: *Three-Levels of EMI: Codes with Descriptions Divided by Negative (NA) and Positive Affect: Student Data.*

Parent	Child Codes (PA/NA)	Description of Code
MACRO	NA from business school	not international enough; students feel unsupported; changes to EMI classes; not fulfilling 'promises'
	PA from business school	there is a strong international experience ('spirit'): students feel supported; EMI is consistent; promises delivered upon
	NA from studying in Germany	language difficulties, bureaucratic problems, intercultural clashes, homesickness
	PA from studying in Germany	excitement from intercultural exchange, language learning opportunities, good education, European travel opportunities, improved job prospects
MESO	NA from Programme	unfulfilled promises, e.g.: how the programme was marketed did not materialise (e.g.: 50/50 home-to-international students)
	NA from lecture	negative affect arising from: activity in a lecture; from content; from poor use of EL / poor communication; physical feelings of discomfort, insecurity
	PA from Programme	happy with the programme meeting the students' expectations; the 'truly international' spirit is felt
	PA from lecture	LA arising from: activity in a lecture; from content; PA arising from good use of EL / constructive communication; physical well-being
MICRO	NA because of lecturers	negative comments arising from how lecturers behave, use of EL, engagement with students.
	NA from teaching style	negative comments specifically about teaching methods choices, degree of interaction & didactics
	NA from students	Student behaviour or attitude upsets other students
	PA because of lecturers	positive comments arising from how lecturers behave, use of EL, engagement with students.
	PA from teaching style	positive comments specifically about teaching methods choices, degree of interaction & didactics
	PA from students	Student behaviour or attitude encourages, pleases other students

4.7.2.3 Meta-affective Strategies Framework

A theory-informed framework was developed to analyse data to address RQ. 3 - what strategies do EMI students and lecturers employ to regulate their affective responses? It followed closely Oxford & Gkonou's (2020b) taxonomy for practical affective strategies for L2 learners' emotion regulation (pp.59-61), **Appendix L** presents the categories used here, with descriptions of each and example extracts from the data. The **Strategy to modify affect in another person** reflects the Frankl-inspired set of strategies in Oxford and Gkonou's taxonomy. These altruistic behavioural categories were felt to be too specific to include directly in my context, but I had seen evidence of other-regulation strategies during the pilot study: students consciously behaved in a certain way to compensate for what they felt was disrespectful behaviour among peers towards the EMI teacher. Some also wanted to affectively support their fellow students through consciously managing their behaviours, e.g., an L1 English speaker refrained from speaking up in class with the intention of giving space for L2 speakers to practise their EL skills and boost their confidence. Thus, the **Strategy to modify affect in another person** is included in my analytical framework.

The last category describing avoidance strategies could have been included in the **Selecting and Modifying the situation** categories; people adopt avoidance strategies to keep them emotionally safe from a perceived harm which requires proactively deciding for or against doing something or being somewhere. I decided to keep this category separate as the notion of avoidance strategies warrants particular attention. As discussed in Chapter 2, language learning anxiety - an emotion that people commonly want to avoid (e.g., Gregersen & Macintyre, 2014) - is an extensively researched area in the fields of SLA and ELT. There is much to be gained from understanding how far EMI students and lecturers adopt avoidance strategies in order to regulate their affect so they can continue with the task at hand.

4.7.3 Analysing the qualitative lecturer data

The lecturer data was analysed using the same codebook approach taken with the student data and was again led by my personal 'researcher interest' (V. Braun & Clarke, 2006, p. 84) and reading of the wider literature. As early exploration and interpretation of the data progressed, I decided to transition to a *reflexive* Thematic Analysis approach which

complemented CA while allowing a *beneath the surface* level analysis would enable me to see beyond *obvious evidence* (V. Braun & Clarke, 2022) to any *shared meaning patterns* (ibid.).

Braun and Clarke's (2006) six-phase guide to analysing qualitative data provided a framework to help manage a set of complex data (Maguire & Delahunt, 2017). How I implemented these 5 of these 6 phases is described below. The first 2 phases apply to the approach I took to both student and lecturer data. The 6th phase was the writing of the report.

Phase 1 - familiarisation with the data

My familiarisation with the data began with the interview recordings which I transcribed word-for-word. Immersion in the data continued with a second round of listening to the original recordings and making summary notes, per transcript, in NVivo. Similarly with field notes from lecture observations, I reviewed and reflected upon what I had written at the time.

Phase 2 - deductively generating initial codes

Initial codes were developed from the two analytical frameworks mentioned above. The codes chosen to interrogate RQs 1 & 2 were grouped according to the 3 basic psychological needs of SDT. Particular attention was given to 'self-efficacy' and 'growth mindset' under the parent code Competence; Relatedness was expanded to include child codes pedagogical caring and psychological safety, as they capture much related to affect (see **Appendix J** for the full version, with definitions of each):

1. Competence - a belief in one's abilities, i.e., self-efficacy; and in one's talent development possibilities, i.e., growth mindset
2. Autonomy - the belief that one can act with volition, congruent with own values, interests and beliefs
3. Relatedness - feeling socially connected, a sense of belonging
 - a. Feeling pedagogically cared for - knowing you matter
 - b. Feeling psychologically safe - knowing that the classroom is low risk, there will be no embarrassment or shame

The second theory-led analytical framework applied to address RQ.3 follows the meta-affective strategies taxonomy developed by Oxford and Gkonou (2020). The first 4 parent codes are taken directly from the taxonomy, the 5th code is a combination of the Frankl-inspired categories and reflect other-regulation (Gkonou & Miller, 2023; Greenberg, 2007) (see **Appendix L** for the full version, with definitions of each):

1. a) Selecting or b) modifying a situation
2. Focusing attention
3. Reframing cognitive appraisals
4. Influencing the response
5. Strategy to modify affect in another person

Finally, in order to analyse the lecture observation data - field notes and video footage - and provide a point of triangulation with the interview data, four codes were used, based on the concept of 'engaged learning' (Breeze & Guinda, 2022)

1. Interaction between the learner and the content
2. Interaction between the learners and the teacher
3. Interaction between learners
4. Interaction between learners and entities external to the course

Phase 3 - inductively emerging themes

As coding continued, themes began to emerge from the data. Mention of anything related to possible language or content learning strategies was noted under Autonomy. When it came to the meta-affective strategy framework the data was further analysed from an affective strategies perspective. Noticing where participants mentioned a desire to 'help others' confirmed for me the relevance of the Frankl-inspired strategies included in Oxford and Gkonou's (2020) taxonomy, and I grouped them under the theme of strategies for managing other peoples' affect. Another theme coming through the data was that of affect arising from actions taken at programme and institution level. This led to the broader theme of the students' affective experiences at differing levels which I have identified as the macro

(institutional), meso (programme / lecturer) and micro (individual interactions, i.e., between students-students, and lecturer-students).

Phase 4 - reviewing codes

As coding progressed, parent codes were further narrowed to child codes, and in some cases, to third tier (sub-)codes. The development from pilot study to main study codes can be seen in **Appendix H**, and the finally consolidated codes in **Figure 6** above.

Phase 5 - finalising themes

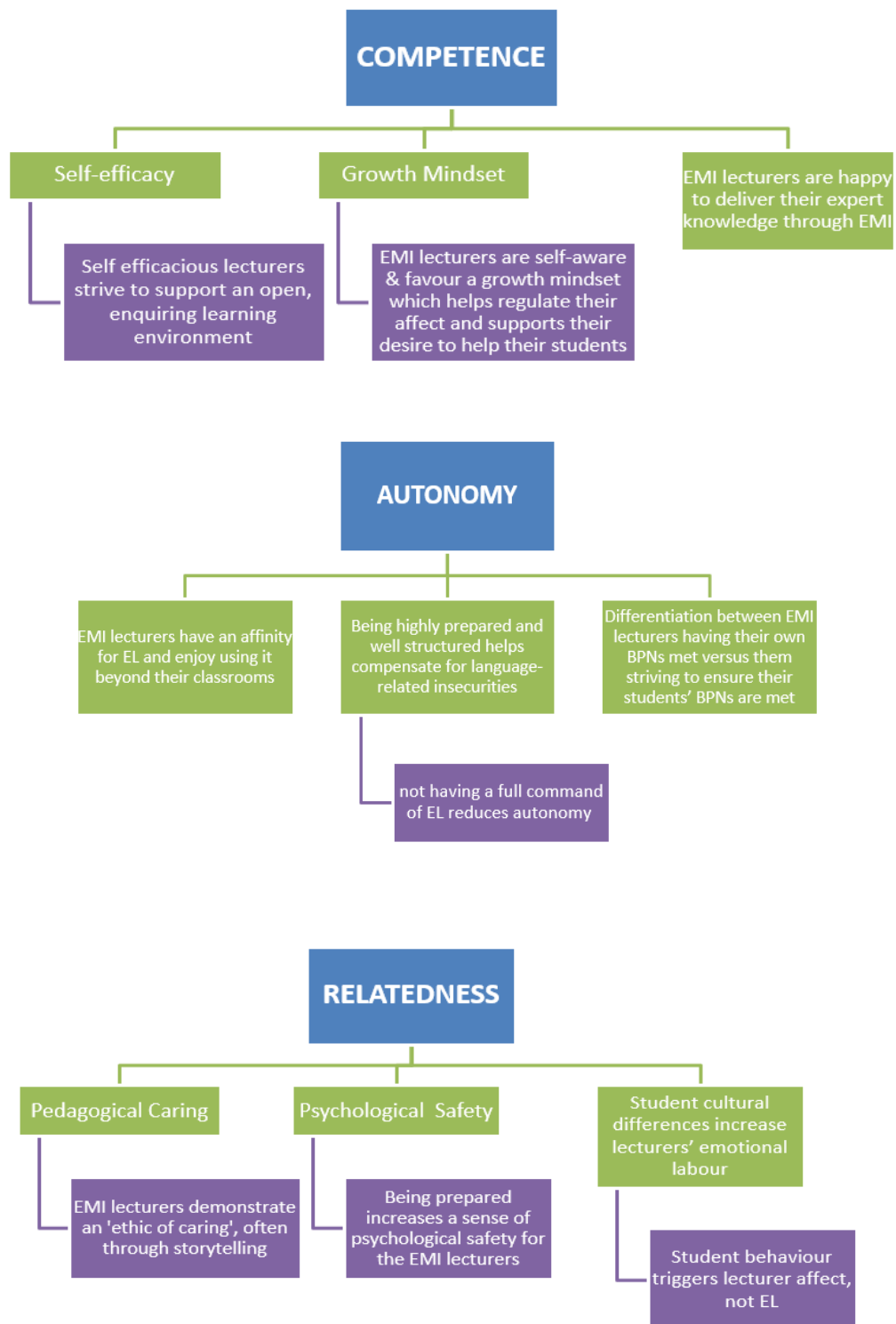
The annotations and notes I had made in the second and third rounds of engaging with the data were reviewed. From this “reflexive engagement with (the)...data” (V. Braun & Clarke, 2021), I identified the following themes:

- Implicit mention of feelings: feelings and / or emotions were predominantly mentioned implicitly and required interpretation by the researcher to be identified as such.
- Attitudes to EMI students - attitudes to home and international students were personal to each lecturer - a common experience was of a non-responsiveness among international students
- English language relevance - language is less a factor than cultural differences in mixed nationality EMI classes
- Affinity to English language - all lecturers have an affinity with the EL - most consume EL media outside the classroom and pursue extracurricular activities to improve their EL skills.
- EMI impact on content - conflicting comments regarding the level of interference EMI has on content learning
- Code-switching - where there are no internationals in a class, code-switching is acceptable; where there are internationals present, code-switching should be avoided

Reviewing all the themes - those deductively chosen as well as those which inductively emerged - helped condense the final sets of themes that I use in the lecturer analysis chapter.

They are visually presented in **Figure 7** which shows the general themes within which the discussion expands upon whether the needs have been met or thwarted, i.e., a positive or negative interpretation of the theme.

Figure 7: Themes Arising from the Lecturer Data under the Categories of Three BPNs



4.7.4 Analysing the lecture observations

Seven lectures were observed: 4 from the full-EMI, International Business (IB) programme and 3 from the partial-EMI business engineering programmes, International Logistics Management (ILM), Production Management (PB). **Table 9** below summarises the lectures - numbered in order of observation but not named in order to maintain the lecturer's anonymity - from each course observed, according to full- or partial-EMI programme, total number of students present and which lecturer taught the class.

Table 9: Lectures Observed According to Programme, Course, Student Numbers, Lecturer, Length of Class and Duration of Observation

Programme (IB=Full-EMI / ILM & PB= Partial-EMI)	Lecture	Number of students in class		Lecturer	Duration of class	Observati on time
		GHS	IS		mins	mins
IB	1a (1st observation)	9	1	GT01	180	90
IB	1b (2nd observation)	8	0	GT01	180	90
IB	3	50	15	GT02	180	90
IB	4	12	5	IT02	180	80
ILM	2	5	8	GT03	90	90
ILM	6	2	0	IT01	180	80
PB	5	16	2	GT01	90	90

All lectures took place in classrooms (as opposed to traditional lecture theatres), with students arranged in rows, sitting at tables, facing the lecturer. With the exception of LO3 which was more a workshop-style session held in an extra-large space, each lecturer remained

at the front of the room and used PowerPoint slides projected onto a screen to support delivery of their content. Based on how I interpreted what I saw, the lecturers employed a predominantly one-way, input style of teaching with intermittent use of questions to the students. Answers to any questions from the lecturer were, on the whole, given by the same small number of people each time; home students responded much more than their international peers.

The observation protocol which was initially designed based on the literature and aimed to note affective responses among participants (see **Appendix C**). This was superseded by the simpler, (Breeze & Guinda, 2022) framework for analysis which is bullet pointed below. It quickly became apparent after the first observation that, as has been mentioned in chapter 2, noticing how people affectively respond to an event in class is extremely subjective and requires expertise in reading body language that I do not possess.

The observation data were subsequently analysed using field notes and reviews of the observation videos (see **Appendix C (ii)**), then coded according to (Breeze & Guinda, 2022) four levels of engagement:

- Interaction between the learner and the content
- Interaction between the learners and the teacher
- Interaction between learners
- Interaction between learners and entities external to the course

Overall, there were few 'critical incidents' during any of the lectures observed. Occasionally, a misunderstanding arose around content which gave rise to an affective response from the lecturer. This may or may not have been outwardly observable but when addressed during the stimulated recall interviews, explored more deeply. For example, two similar incidents involving students asking content-related questions in one lecture elicited differing responses from the lecturer. One caused her to feel "shock" and, from how she described her response, remorse at having inadequately explained the methodology that was critical to the lecture. The other gave rise to feelings of annoyance and frustration with a student perceived to have not listened properly during the previous lecture.

4.6 Ethical considerations

This research was conducted in accordance with the University of York's ethical standards and guidelines, and following the principles covered by The European Code of Conduct for Research Integrity (ALLEA, 2017). Three versions of the information sheet and consent forms were created and distributed among the relevant people (see **Appendix A**).

Regarding my own conduct, I followed the ethics principles of:

- Reliability in ensuring the quality of research, reflected in the design, the methodology, the analysis and the use of resources.
- Honesty in developing, undertaking, reviewing, reporting and communicating research in a transparent, fair, full and unbiased way.
- Respect for colleagues, research participants, society, ecosystems, cultural heritage and the environment.
- Accountability for the research from idea to publication, for its management and organisation, for training, supervision and mentoring, and for its wider impacts. (ALLEA 2017, p. 4)

Ethical approval was granted by the Department of Education's ethics committee in June 2020.

At all times, the welfare of the study participants was kept at the forefront of every stage. The ethics of educational research are wide-ranging and multifarious (Cohen et al., 2018). In the case of this study, it was essential to gain informed consent from the university lecturers, their students and the dean of the business faculty. As none of the participants were under eighteen, the issues related to researching minors were not a factor. Time and workload pressures faced by potential participants were the primary considerations; in particular semester end where students face exams and assignment submissions was seen as a critical time to be avoided as far as possible. Asking people during stressful phases to set aside precious time to be interviewed about their affective experiences is somewhat counter-productive, as well as ethically questionable.

All these points were covered in an *Ethical Issues Audit Form for Research Students*, combined with a comprehensive *Data Management Plan (DMP)* and submitted, along with samples of all the paperwork to be used in the study, to the University of York ethics committee in April 2020. The ethics application was approved on May 5th, 2020. One amendment related to approval to collect data was made in October 2021. Due to the pandemic situation, the University of York implemented an embargo on any face-to-face data collection; only online activities were allowed in order to keep everyone safe. The situation in Germany being different by the time the main study began, it was necessary to provide reassurances via a university document that it was safe to conduct on-campus activities. Once this was verified, approval to go on-site for research purposes was given. All Covid-safety regulations were rigorously followed during the lecture observations and in the case where interviews were conducted on-campus.

The Participants' Information Sheet and consent form document (PCIS) were provided, either digitally or in hard copy to all potential participants. **Appendix A** contains three versions: for the Dean, for professors, and for students. The detailed information therein provides prospective participants with the information they need to make an informed decision about participating or not. Where people had not consented to all elements in the consent form, they were not contacted any further. Those who had indicated consent to full participation were contacted directly via university internal email⁶ inviting them to either an interview or to join a focus group discussion. In the case where individuals had also added their email to the questionnaire, it was possible to connect their survey results to the interview data. At no point was any information from any source shared with anyone else.

In light of the emotive nature of the study, it was important to me that no one felt obligated to share all their innermost fears and anxieties, or be left with any negative feelings due to linguistic misunderstanding or misinterpretation (e.g., Horwitz, 1996). I was aiming for a relaxed setting in which participants felt comfortable and unthreatened. In the cases of 'acquaintance interviews', this was more naturally established. Apart from one, all the

⁶ As a contract teacher at that time, I had access to university email. With the names on the consent forms, I could call up their university email addresses. In any group communications, all addressees were in blind copy.

interviews took place online which allowed for the comfort and security of being at home, and not being inconvenienced by having to travel anywhere. Less advantageous in the online setting was the difficulty of judging the 'mood' of the participants and seeing any physical manifestations of affect.

In keeping with the intention to do no harm or cause distress, I listened carefully and respectfully to the participants. I strived to faithfully record their words when transcribing the recordings and returned the completed transcriptions via email, asking for approval and verification of accuracy.

In accordance with the requirements of the University of York Ethics Committee and data protection regulations (GDPR), I ensured participants were notified of their right to withdraw from the study in the PCIS. I also repeated the key points about confidentiality and withdrawal rights at the start of each interview. It was important to reassure individuals that they remained in control of their data, but only till the point at which it was anonymised and no longer identifiable.

The PCIS also described how data would be stored on a password protected external hard drive. Once the research project is completed, the anonymised "raw data" will be securely stored for 10 years from the date of last requested access on the University of York's centrally managed filestore. This is in order to facilitate possible future replication studies. Digital data will subsequently be deleted, and any hardcopies of transcriptions destroyed" (PCIS, 2021). In the case of me giving presentations or publishing any part of my study, any data would only be used in an anonymous format.

4.7 Summary of chapter

In this chapter, I described a mixed methods approach to the research study. I have been guided by Tracy's (2013) eight "big tent" criteria for excellent qualitative research in an effort to produce a *worthy, sincere, credible* and *ethical* report that makes a *significant contribution* to the discipline of applied linguistics - specifically within the field of affect in EMI research. While the inclusion of the online survey with quantifiable results supports my claim of a mixed methods approach, this is primarily a story told through qualitative data. The voices of my

participants - students and lecturers from both Germany and abroad, and further divided between full- and partial-EMI programmes - have been recorded through various means.

Triangulation has been achieved through multi-method data collection exploring affect in EMI from different perspectives - quantifiably through survey, observation through the eyes of a researcher with insider knowledge of the context, individual participants' own stimulated recall, lecturers' personal views on their EMI teaching roles, and students' group discussion of their collective experiences (Meijer et al., 2002). I have engaged in 'triangulation by theory' (Miles & Huberman, 1994) as discussed in the previous two chapters which introduced CT and SDT, and I have borrowed from Oxford and Gkonou's (2020) meta-affective strategies taxonomy. These theories and frameworks combine to inform my own conceptualization of the study and to provide analytical tools through which to analyse the data.

The pilot study provided the context for the initial design of the subsequent SDT analytical framework to be created. The codes were tested and reviewed through a process of second coder coding for inter-rater reliability (Tracy, 2013). This proved the instruments to be suitable in general and minor modifications were made to ensure best exploitation of the multi-methods triangulation. Following Braun and Clarke (2021) the main study eschewed a neopositivist approach to "'objective' and 'unbiased' coding" (p.333) to follow a reflexive thematic analysis approach. Rather than conceptualising researcher subjectivity as 'bias' which threatens reliability and validity of subsequent analysis, here it is seen as being a situated and contextual resource essential to the uncovering meaning and knowledge (Braun & Clarke, 2020). Consequently, the data collected and analysed in the thesis have proven suitable, as well as reliable for the purposes of answering the research questions. Following Miles and Huberman's (Miles & Huberman, 1994) definition of 'internal validity', the thesis will show that the findings do make sense, are credible to EMI stakeholders and - to the best of my ability - present an "authentic portrait of what we are looking at" (p.278).

5 Data analysis - students

5.1 Introduction

This chapter presents results from student data regarding their affective experiences on different EMI programmes. Firstly, it explores the affective dimensions experienced by EMI students as reported quantitatively through the adapted I-PANAS-SF survey. The remaining chapter sections proceed with a qualitative analysis and discussion to address the research questions. This is done in two stages per section: firstly, presenting results according to a theory-led CA approach, then exploring the themes identified inductively from the data by way of RTA. The student samples from which the data were derived can be seen in the **Appendix N**.

Four overarching themes emerged from the data and are used to structure the chapter:

1. EMI students experience more PA than NA from studying through EMI (section 5.2)
2. German home students feel their three BPNs more satisfied than other EMI students (section 5.3)
 - a. Competence - supported by growth mindset and strong self-efficacy
 - b. Autonomy - EL proficiency increased a sense of autonomy
 - c. Relatedness - feeling pedagogically cared for was important to all EMI students
3. Affect triggered by systemic factors behind HEI's EMI programme implementation (section 5.4)
 - a. EMI students were happy with affordances provided by EMI in Germany
 - b. Traditional lecture-style teaching disengaged students
 - c. Peer attitudes to learning upset some students
4. Affect managed by metacognitive strategies (section 5.5)

Table 10 provides an overview of each data collection instrument utilised, the number of students interviewed at each data collection point, and whether they were on a full- or part-time programme. German home students and international students are denoted by the abbreviations GS and IS respectively. From section 5.3 onwards, in-text references made to the International Business full-EMI programme are denoted by the abbreviation IB, and to the business engineering partial-EMI programmes by the abbreviation, BEng.

Table 10: *Number of Students Interviewed via Each Data Collection Instrument, According to Full- or Partial-EMI Programmes, and German Home or International Students*

Instrument administered	Full-EMI	Part-EMI	Full-EMI	Part-EMI
	How many events		Sample Size	
Lecture observations	4	3	2-65	2-25
Online Questionnaire	3 classes	3 classes	59 GS ^a 13 IS ^b	30 GS 10 IS
<i>Evaluate results > select individuals to be approached for SRIs and FGDs, according to the consent boxes they checked in the questionnaire (or in written consent forms)</i>				
Stimulated recall	5	5	3 GS 2 IS	3 GS 2 IS
SSI	3		3 GS	-
Focus groups (homogenous)	-	2	3 IS	5 IS
Focus group (mixed)	1	-	1 GS 1 IS	-

GS^a = German home student

IS^b = International student

5.2 EMI students experience more PA than NA

This section seeks to answer the first research question: What affective dimensions do different groups of students, i) German home and international students, and ii) full- and partial-EMI programme students, experience in the EMI classroom in terms of positive (PA) and negative affect (NA). The same question is further explored through self-determination theory's 3 basic psychological needs (BPNs).

Results from the online adapted I-PANAS-SF survey (Thompson, 2007) are presented in terms of how positively or negatively the different groups of students reported feeling according to the three sets of scales from the questionnaire (see **Appendix B (ii)**). In order to establish their representativeness in comparison with a wider German adult population, data from Krohne et al. (1996) were used. **Table 11** presents PA and NA mean scores recorded in response to how respondents felt *generally*.

Table 11: Comparison of Data From Krohne et al. (1996), Showing Respondents' Mean PA and NA With Those of All EMI Students

ITEM	Krohne et al. "How do you generally feel?" (N=480)		EMI students "How do you feel generally, on-campus?" (N=108)	
	Mean	(SD)	Mean	(SD)
PA	3.38	(0.83)	4.54	(1.22)
NA	1.95	(0.88)	2.23	(1.32)

This comparison with Krohne et al.'s data shows that my EMI student participants scored 1.16 more PA and 0.28 more NA than the general population: they felt somewhat more positively compared to standard populations, a consideration to bear in mind for overall interpretation. **Appendix P** contains a full item-by-item version of this table for a more detailed view of reported similarities and differences between the two populations. Here, however, the difference between the EMI students' general PANAS and EMI related PANAS is of greater importance. This is reported next.

5.2.1 Affective dimensions in terms of NA and PA

The analysis presented in this section begins by examining the mean PA and NA scores from the student survey data, before moving onto analysing the qualitative data. In order to gauge the representativeness of the qualitative data collected from students who participated in interviews, **Table 12** below shows an average score for each interviewed participant from the German home student cohort for each set of survey scales. The average mean score from *all German students'* PANAS scores from the full- and partial-EMI programmes indicates some similarities, but also differences in affective experiences, between all surveyed students and interviewed students. **Table 13** reports similarly on the international student cohorts; data for IS04 and IS05 could not be identified in the online survey so their scores are not included. As a reminder, these were the questions students responded to in the online survey:

Q.7 **"How are you feeling now before the start of class?"** (EMI Today)

Q.8 **"How would you describe yourself generally?"** (General PA/NA on campus)

Q.9 **"How do you feel about learning through EMI?"**

In comparing the interviewees' average mean scores with those of the wider cohort, there are some clear differences, for example, comparing GS06 with the cohort mean, the PA scores are consistent but GS06 NA score (4.4) for EMI today (Q.7) is much higher than the cohort average (2.5). With partial-EMI GS09, the PA score (5.4) for general PA/NA (Q.8) is higher than the cohort mean (4.6) while all other scores are similar to the wider group. Analysing PA scores across all home students for Q.9 (which asked about learning through EMI via explicit scenarios), apart from GS06's PA score (5.0), all interviewed participants scored higher than the cohort mean (5.6 full-EMI and 5.2 partial-EMI home students). Only GS05 had a noticeably low NA score (1.4) for Q.9 compared to the cohort mean (2.9 full-EMI and 2.5 partial-EMI home students).

Analysing individual participant scores suggests that representativeness between all surveyed students and the smaller number of interviewed students cannot be proven.

Table 12: Interviewed German Home Students' PANAS Scores, Compared to Average Mean Scores from All German Home Students on the Full- and Partial-EMI programmes ^a

ID Code	full- /partial EMI	Q.7		Q.8		Q.9	
		PA	NA	PA	NA	PA	NA
GS01	full	5.0	1.4	6.2	2.6	6.0	3.0
GS04	full	4.6	1.6	6.0	1.2	7.0	2.4
GS05	full	2.8	1.2	5.2	1.4	6.4	1.4
GS06	full	3.4	4.4	4.4	2.8	5.0	3.4
GS08	full	3.8	1.2	4.6	1.6	6.8	3.2
GS11	full	4.4	2.0	3.8	3.2	6.0	2.6
<i>All GS</i>	<i>full</i>	<i>3.4</i>	<i>2.5</i>	<i>4.5</i>	<i>2.4</i>	<i>5.6</i>	<i>2.9</i>
GS09	partial	4.6	1.8	5.4	1.4	6.4	2.6
GS02	partial	4.2	3.8	4.2	1.8	6.4	2.6
GS03	partial	5.0	2.2	4.2	3.4	6.2	3.4
<i>All GS</i>	<i>partial</i>	<i>4.5</i>	<i>1.9</i>	<i>4.6</i>	<i>1.6</i>	<i>5.2</i>	<i>2.5</i>

^a means of raw data results were used for Tables 11, 12 & 13

These PANAS scores will be discussed in light of the qualitative data in chapter 7's concluding discussion. Suggestions as to why, for example, GS01 and GS04 scored consistently high PA and low NA in the survey and yet GS01 described her experiences on the IB study programme quite negatively, while GS04 had a much more positive attitude, will be provided.

Table 13: *Interviewed International Students' Profile PANAS Compared to Mean Scores from All International Students on the Full- and Partial-EMI programmes*

ID Code	full- /partial EMI	Q.7		Q.8		Q.9	
		PA	NA	PA	NA	PA	NA
IS01	partial	4.0	2.8	4.0	2.8	6.2	2.2
IS06	partial	5.0	1.6	5.2	2.0	6.4	2.8
IS07	partial	4.4	1.2	4.4	3.4	6.6	1.8
<i>All IS</i>	<i>partial</i>	<i>4.0</i>	<i>2.6</i>	<i>4.3</i>	<i>3.0</i>	<i>6.1</i>	<i>2.7</i>
IS08	full	3.8	1.0	4.6	2.2	6.0	3.0
IS09	full	1.8	1.0	1.6	2.6	5.8	1.0
<i>All IS</i>	<i>Full</i>	<i>4.8</i>	<i>1.9</i>	<i>5.0</i>	<i>2.5</i>	<i>5.7</i>	<i>2.5</i>

Similar to the German home students' scores for Q.9, the international students indicated they felt more PA than NA with regard to learning through EMI. This is not surprising in light of the international focus of the EMI programmes, as well as the 'truly international' spirit of the TIBS, which are designed to attract multilingual students.

As mentioned above, the PA difference between the general German population from 1996 and the EMI students in 2020/21 was somewhat small (3.38 vs. 4.54). Responses to the NA items between the Krohne et al.'s (1996) sample and the EMI German home students were closer (1.95 vs. 2.23). This could suggest a certain negativity bias which would need taking into account when analysing negative views expressed in the EMI setting.

5.2.1.1 Working hypotheses to be tested using PANAS results

Based upon my personal teaching experience with similar groups of students and extensive literature review, I expected the following:

1a: EMI PA today is higher for German home students than international students.

1b: EMI NA today is higher for German home students than international students.

2: EMI PA today is higher for students on a full-EMI programme than students on a partial-EMI programme.

To test hypotheses 1a and 1b, independent-samples *t* tests were performed on participants' mean scores for PA reported at the start of an EMI lecture (1a) and NA under the same conditions (1b), comparing German home students and international students. The question: Is there a significant difference in the mean PANAS scores for German home students and international students when thinking about learning through EMI 'today'?

5.2.1.2 Results - Hypotheses 1a & 1b

Two independent-sample *t* tests were conducted to compare the EMI PA and NA mean scores for German home students and international students who reported how they felt when about to start learning through EMI. Mean scores and standard deviations per group are presented in **Tables 14** and **15** below. In response to the **PA items**, the independent-sample *t* tests showed a significant difference in scores for international students ($M = 4.36$, $SD = 1.23$) and German home students ($M = 3.89$, $SD = .94$): $t(105) = 2.03$, $p = .05$ (2-tailed). In response to the **NA items**, the independent-sample *t* tests showed no significant difference in scores for international students ($M = 2.23$, $SD = 1.09$) and German home students ($M = 2.32$, $SD = 1.17$): $t(105) = -.329$, $p = .74$ (2-tailed) (See **Table 14** for *t*-test results).

Hypothesis 1a is proved by these results. When reporting on PA at the start of an EMI lecture (i.e., 'state' affect), the international students have a statistically significant higher level of positivity than their German home student counterparts. Both groups reported feeling similar levels of NA at the start of their EMI lecture, which were not statistically significant, thus disproving Hypothesis 1b.

Table 14: *T-Test Showing Mean Scores of PA and NA for EMI Today (Q.7) Between International and Home Students*

Q.7 from Survey: (How are you feeling now before the start of class?) 'EMI Today'	Home or International	N	Mean	Std. Dev.
	Mean PA EMI Today	IS	21	4.369
	GS	86	3.8674	.9408
Mean NA EMI Today	IS	21	2.2286	1.0941
	GS	86	2.3209	1.1687

Table 15: *Independent Samples Test Showing T-Test for Equality for PA and NA Mean Scores for EMI Today (Q.7) Between International and Home Students (Equal Variances Assumed)*

	Levene's Test for Equality of Variances		t-Test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	Lower	Upper
Mean PA EMI Today	1.109	.295	2.027	105	.045	.49446	.24394	.01078	.97815
Mean NA EMI Today	.028	.867	-.329	105	.743	-.0936	.2811	-.6422	.45750

5.2.1.3 Results - hypothesis 2

To test hypothesis 2 (Full-EMI programme students experience a higher PA than partial-EMI programme students *when learning through EMI*) an independent-samples *t* test was performed on participants' mean scores for PA and NA reported when learning through EMI, comparing students on the full-EMI programme with those on the partial-EMI programmes. Results are presented in **Tables 16** and **17** below. In response to the **PA items**, the

independent-sample *t* tests showed a significant difference in scores for full-EMI students ($M = 3.65$, $SD = .983$) and partial-EMI students ($M = 4.55$, $SD = .806$); $t(105) = -4.76$, $p = .000$ (2-tailed). In response to the **NA items**, the independent-sample *t* tests showed a significant difference in scores for full-EMI students ($M = 2.52$, $SD = 1.19$) and partial-EMI students ($M = 1.99$, $SD = .953$): $t(105) = 2.73$, $p = .007$ (2-tailed).

Table 16: *T-Test Showing Mean Scores of PA and NA for EMI Today (Q.7) Between Full- and Partial-EMI Students*

Q.7 from Survey: (How are you feeling now before the start of class?) 'EMI Today'	Full- or Partial-EMI Students	N	Mean	Std. Dev.
Mean PA EMI Today	Full	70	3.654	0.98329
	Part	37	4.551	0.80610
Mean NA EMI Today	Full	70	2.517	1.19297
	Part	37	1.897	0.95292

Hypothesis 2 is disproved by these results. Students enrolled on the full-EMI programme have significantly lower PA than their classmates on the partial-EMI programme when reporting on how they feel about EMI today ($p = .000$ (2-tailed)). They also report feeling significantly more negative than their partial-EMI classmates ($p = .007$ (2-tailed)).

Appendix R provides all scores per PA and NA item for both Q.7 and Q.8, and between German home and international students, and between full- and partial-EMI students.

Tests for normality conducted on the 'today' and 'general' PANA results showed an interesting anomaly which could be further investigated in another study. The tests were run according to home and international students, and full- and partial-EMI students. All tests of the PA data were normally distributed; all tests of normality for the NA data were not.

Appendix Q shows the tables and graphs produced by SPSS. The relatively small sample size could be a factor behind these results; they could also be an indication of respondents' negativity bias. As to the direction of bias - too negative or too positive about negative aspects - there is no way of knowing from the raw data.

Table 17: *Independent Samples Test Showing T-Test for Equality for PA and NA Mean Scores for EMI Today Between Full-EMI and Partial-EMI Students (Equal Variances Assumed)*

	Levene's Test for Equality of Variances		t-Test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	Lower	Upper
Mean PA EMI Today	2.4357	0.1216	-4.764	105	0.0000	-0.8971	0.1883	-1.2704	-0.523
Mean NA EMI Today	4.6748	0.0329	2.731	105	0.0074	0.6198	0.2269	0.1699	1.0698

5.3 Three Basic Psychological Needs (BPNs)

As presented in chapter 4, the SDT analytical framework was used to analyse the data according to the three basic psychological needs (BPNs): competence, autonomy, and relatedness. Results of the content analysis are presented in **Table 18** below. **Appendix J** presents this table with code descriptions. Limitations around frequency tables and code counting notwithstanding, the results provide an insight into possible general tendencies among the sample groups.

Looking at **Table 18**, the frequency with which all student groups mentioned something related to **competence** (185 satisfied; 99 not satisfied) suggests that all students experienced a high sense of competence. Fewest mentions related to **autonomy** were noted across all groups (52 satisfied; 38 not satisfied); the BPN **relatedness** elicited nearly as many counts as competence (136 satisfied; 135 not satisfied). GHS from both full- (65) and partial-EMI (31) programmes felt their need for relatedness much better met than the international students from both sets of programmes (22 and 19 respectively).

No instances of unsatisfied self-efficacy were found which suggests most students felt a high sense of competence in regard to the EMI setting. Similarly, there was little evidence of any lack of psychological safety suggesting EMI students do not feel their learning is being prevented, nor are they negatively preoccupied. While German home students did express some issues with authority figures, international students did not.

Table 18: Code Frequencies of Student Data In Relation to the three BPNs of SDT (Satisfied / not satisfied)

three BPNs (Satisfied)⁷					
Parent code	Child Code / Sub-code	ISs full-EMI (N=4)	ISs part-EMI (N=6)	GSs full-EMI (N=8)	GSs part-EMI (N=3)
Competence		6	9	14	9
	Emotion regulation	10	8	19	6
	Growth mindset	12	12	13	14
	Self-efficacy	2	4	3	2
	Experience of success	1	7	13	6
	Receive positive feedback	0	0	1	0
	Role models	3	3	2	1
	Vicarious learning	1	0	2	2
Total for Competence satisfied		35	43	67	40
Autonomy		2	5	3	6
	Active engagement	1	1	8	5
	Autonomy- Supportive Environment	0	6	7	0

⁷ Codes that did not feature in the student data: no experience of success / no positive feedback / role models lacking / no vicarious learning / preventing learning / negative preoccupation

Self-regulation of behaviour	0	4	3	1
Total for Autonomy satisfied	3	16	21	12
Relatedness	11	2	13	5
Benevolence to others	1	5	9	4
Pedagogical Caring	4	3	7	10
Encourage best abilities	0	0	7	1
Engage in dialogue	3	0	9	0
Model behaviour	0	6	6	1
Psychological Safety	2	3	5	6
Authority person behaviour	0	0	7	3
Enabling learning	0	0	2	1
Total for Relatedness satisfied	21	19	65	31
Competence-lacking	3	0	4	2
No emotion regulation	13	8	29	4
Fixed mindset	4	6	3	1
Non self-efficacy / self-doubt	5	8	7	2
Totals for Competence not satisfied	25	22	43	9
Autonomy - lacking	0	1	3	0
Loss of control-ownership	3	4	9	4
Non-supportive environment	2	0	12	0
No self-regulation of behaviour	0	0	0	0

Totals for Autonomy not satisfied	5	5	24	4
Relatedness - lacking	20	12	13	7
Lack of Pedagogical Caring	10	1	8	4
Not Encouraged best abilities	0	0	1	1
Not Engaged in dialogue	10	0	12	2
Model behaviour	0	0	5	2
Lack of Psychological Safety	5	2	2	4
Authority person behaviour	3	6	0	0
Totals for Relatedness not satisfied	48	21	46	20
Total interview minutes per group (stimulated recall and semi-structured combined)	106	93	206	120

N.B., Child codes in bold are presented individually in qualitative analysis in sections 5.2.2.1 - 5.2.2.

In the following I expand on each of the codes with sample citations and explanations, per student group.

5.3.1 Competence and self-efficacy

5.3.1.1 German home students on full- and partial-EMI programmes

EL proficiency is exceptionally high among IB students as evidenced from the fact that they are enrolled in the IB programme in the first place. I recall that applicants have to prove their EL proficiency serves as a selection criterion, which might explain that the data collected in this study suggests that in this students overall felt secure in their EL competencies:

“... in our group it's quite hard to find people who actually say that they're not that proficient yet in the language” (GS07).

Contributing to this high level of EL proficiency was the propensity for IB students to have spent extensive periods of time abroad, often in English-speaking countries. Many expressed

how much they valued these experiences as ways of deepening their EL skills and of gaining intercultural competencies. This became invaluable during overseas internships, an integral part of the IB programme, an asset also recognised by professors who would relax English-only rules for more advanced students:

“when they're coming back from the international semester and I'm like so, OK, they have been abroad, they know how it feels. They are adults now, so I try to treat them like that.” (GT02)

Consequently, German home students in this study do not find being on an EMI programme as uncomfortable as many peers in other countries have reported feeling (Macaro et al., 2018). IB students across semesters reported that “it is very normal for me” (GS07), that “it was nothing new for me, because I already had so much English before” (GS10), or “I think it is totally normal for me. So, I don't even realise it” (GS04). Later semester BEng students who had enrolled when their programme had more EMI courses than currently, echoed their IB peers about using English to study: “it seems normal” (GS02). Comments from earlier semester students, however, suggested a lower level of confidence in using English to study: “I wouldn't say that I feel insecure to ask questions in English,... I would feel more confident in German, maybe.” (GS09) This lower language-related efficacy contrasted with fairly high self-efficacy when talking about participating in the EMI class generally, which may be a sign of a ‘good’ student who knows how to apply learning strategies well (Griffiths, 2015):

“I have already thought of that answer, so I was really sure that it was right. And I made the answer make sense and in my, in my head so that's the way I said it. And as before I felt confident and I felt good in the situation” (GS09)

Students able to rely on their well-established learning strategies (Vermunt & Donche, 2017) know how to be mentally prepared ahead of a lecture; this contributes to an overall sense of competence born of positive self-efficacy beliefs. Being aware of what is necessary in order to succeed in the study programme increases enjoyment and pride:

“...overall, I do enjoy it. It takes some effort, but I think I really do enjoy it because you get out of your bubble ... out of your comfort zones as well” (GS05)

However, for students lacking a sense of competence, it is likely they will struggle more and suffer higher levels of NA as a consequence (Park et al., 2023). Although none of the students in this study fell into such a category, there was acknowledgement that some students can encounter difficulties in the first year of undergraduate studies with the transition from secondary to tertiary education. Described as particularly challenging was the requirement for students to be self-reliant and study autonomously, something that international students from Asian cultures also faced, as described by one of the home lecturers:

“Our students when they join us in the first semester, they are not used to it either. And many of them drop out because they never really accommodate to the new university learning environment. So, they cannot cope with it.” (GT03)

Students themselves reported on peers who found studying through English extremely difficult, on both EMI programme types. Not having had access to these students, it is not possible to verify to what extent their three BPNs went unmet. This limitation is discussed further in the next chapter.

All German home students, irrespective of programme type or semester, expressed a liking for and enjoyment of the English language. Examples given included watching movies or television series in the original version; the pleasure gained from such leisure activities carried over into EMI lectures:

“this semester it’s the only class in English. But I really liked it so I’m, I’m a huge fan of English, I like English. And I think it’s a nice language,” (GS09)

For students with longer-term exposure to English who felt quite comfortable in EMI lectures - “it’s not really something special ... more like just a part of the way that our information is taught.” (GS03) - English was less of a novelty factor. For these students, it was the opportunity to experience a culturally different style of teaching as afforded by the international element of the programme that was appreciated. Students implied they were happy and on-task in such situations, feeling energised by the experience:

“we have international transport logistics ... with a teacher from Indonesia, and she is actually in Indonesia teaching the class, and her teaching style is just completely different from the

way that some of our German instructors are working so that's something I really appreciate that this program has shown me.” (GS03)

No mention was made about learning content through EMI not being possible. As business students with an eye on their future employability, much importance was placed on communicative competence, i.e., being able to speak good English for work purposes. This was underscored by a positivity towards language learning; the broader a students’ technical business-related vocabulary, the more confident about their prospects they felt. This links to the emphasis on the ‘E’ in EMI and why HEIs promote their EMI offerings as a way of continuing to learn English, despite the reluctance amid applied linguists to position EMI as a language learning tool above that as a method of instruction. One BEng student expressed an appreciation for learning “things in English **as well**” - presumably as well as learning content in German. In order for competence to be fully satisfied, BEng students tended to prefer speaking up in class in their own language, although there was a concession that new content also caused hesitancy in lectures:

“I think most of the hesitancy was because of the content, but I guess if it would be in German, I would feel more confident to ask the question, because like, as you know English is not my mother tongue. So, I'm more secure in German, definitely” (GS09)

Any such hesitancy was not mentioned by IB German home students. These students saw EMI studies as a good level of challenge. “Looking forward to” their semester abroad was mentioned as an opportunity to be immersed in English and a different culture, the mental stimulation from which also provided levels of enjoyment. The overall sense was one of a growth mindset among all participating IB students; they could see the development potential from studying on the international programme through EMI could bring them, despite already being highly fluent EL users:

“But I definitely get more excited about talking English, especially if it's with non-Germans, because then you really get to improve your English, I think. ... it's a lot more fun, and also a lot more challenging to speak in a different language and I think it - even though we talk a lot in English - it always puts you out of your comfort zone a little bit.” (GS05)

Regarding more difficult courses on the IB programme being easier if delivered in German, there was less agreement. Some expressed a preference for English even here:

“... it wouldn't, like, make a difference, because I feel quite confident in English.” The fact that “our whole study programme is in English, I think I feel much more comfortable having classes in English because I do not have the German business vocabulary.” (GS06)

IB students' high self-efficacy was not only in relation to EL use but also in relation to their studies generally. Those students who worked hard and believed in their own capabilities expected their fellow students to work as diligently. This student expressed her high standards and expectations of herself and her group members:

“[I] ensure it in a kind of way, what kind of grade you get when you're working with me in a group. And I expect that when you're getting this grade then you're doing your work.” (GS01)

While this particular student described her work ethic as being community-minded and wanting to work with strong teams to the benefit of all involved, there was evidence of a competitive attitude among IB students, which according to Dweck (2006), can be included as a tendency towards a fixed mindset. The fact of being enrolled on a reputable EMI business degree programme that puts students ahead of non-EMI peers elsewhere, contributes to this competitiveness and creates added pressure on the EMI students who feel they are required to be:

“...kind of more special than the others. And I think to study in English is like - I think a way better opportunity to show your skills and that it is not an easy thing to study” (GS07)

For some, studying with multilingual peers could be a source of increased competitiveness, especially if the visiting students are native-English speakers. For others with more of a growth mindset, studying alongside multilinguals can be inspiring and rewarding:

“It sometimes also puts a little pressure on you I think because you see all these amazing people who have, as I said, studied in two languages, or maybe even in three and it's really amazing.” (GS05)

In contrast to the highly efficacious IB students with occasional tendencies towards fixed mindset characteristics, data from the BEng students suggested a growth mindset was highly

prevalent among this group. Many comments reflected the view that it is possible to develop one's potential and that each person can make a difference to their own development. Enrolling on an EMI programme was seen as the way to facilitate such personal growth. In particular, and as already noted above, learning new words and business terms, irrespective of which language, was acknowledged as important to both overall knowledge attainment, and personal growth and achievement, which the business engineering programmes offered increasingly over the duration of the course:

“Of course there are some difficulties sometimes. But I think mostly it's because of the topic and the content, because there are words you just don't know then you have to look them up or ask Professor what, what did they mean. But I think it's a good. It's a good way to learn more stuff and I'm looking forward to it definitely” (GS09).

German home students displayed a high sense of self-efficacy by being happy to switch to English without equivocation. This was often insisted on out of a sense of fairness when international students were included in the group:

“if we have a person whose German is not as good as her or his English then we definitely do it in English so that it's fair for everyone.” (GS05)

The fairness point is returned to in section 5.3.3 as part of the need for relatedness.

Among the BEng students, the need to feel self-efficacy in an EMI learning context was met through previous success studying in English. Similar to their IB peers, it was not unusual for BEng students to have spent a year, for example, in the United States “after finishing my regular school life” (GS02). Many students at the TIBS have been exposed to English throughout secondary school, ensuring that “it's not really... something special” (GS03) by the time they reach university. Experiencing high self-efficacy in the EMI setting meets the requirements for competence satisfaction, as expressed by feeling comfortable using English in the EMI classroom:

“For me it is much more easier to express myself in English so that's probably also a reason why I actually like going to this class in contrast to some other classes that we have in German.” (GS03).

How far this applies to all those on the partial-EMI programmes cannot be judged as precisely those who might feel inefficacious did not agree to participate in the study. Hearing predominantly from students happy with EMI studies is a limitation further discussed in the final chapter. Despite a possible bias towards favourable attitudes to EMI, there was some evidence of negative self-efficacy. While relative minimal among the BEng students, expressions of insecurity did arise around writing in English, which were reiterated by the academic writing lecturer (GT04) who confirmed that German students on the partial-EMI programmes encountered significant difficulties with writing in English:

“so, they even are doing worse than anything I expected. ... writing in English for them is typing in a German sentence or a German paper, and just translate this word by word.” (GT04)

As discussed in chapter 3, difficulties around academic skills generally, and writing in particular, are not unusual, even among native-speakers. Learning how to navigate the unfamiliar genres required in different academic disciplines is necessary for all new students, and as will be seen in chapter 6, for the non-specialist lecturers required to teach these skills.

Tiredness was the only other factor that could be seen as contributing to the need for competence being unmet. This was a recurring theme across all datasets:

“It felt a bit sleepy. I think even though I tried to participate a lot - I remember a lot of moments where I felt myself drifting away mentally, and not really knowing what was going on.” (GS03)

Summary of Competence: German home students

German students on the IB programme expressed high levels of competence and self-efficacy both in terms of content and EL. A belief in potential for development was offset by signs of insecurities around the pressures inherent in a business degree programme. A tendency towards competitiveness and arrogance (a description used by students and lecturers on the IB programme alike) could indicate a fixed mindset attitude, or perhaps low interest in others. Among the partial-EMI programme students, there was some insecurity in the EMI lecture based on lower EL self-efficacy. The later semester students with study abroad experience felt more self-efficacious in the EMI lectures. These students also indicated a preference for EMI over GMI courses.

5.3.1.2 International Students on full- and partial-EMI programmes

International students reported differing degrees of competence satisfied in relation to being in Germany. Negative affect due to homesickness is more a factor connected to a sense of relatedness (Furnham, 2007; Hannigan, 2007). However, there were some international students who reported feeling less efficacious as a result of being outside of their home country:

“And it's a fact that in France we are less good in English than the other country, and I discovered that here. And er, I was a bit shocked about it” (IS02)

The fact that this student was enrolled on the IB programme suggests she was probably a top student at home. To be confronted with evidence to the contrary would certainly trigger NA.

Conversely, other internationals leveraged their previous exposure to English to enrol specifically on the IB programme. Having spent their whole education already studying through EMI in Malaysia, the BEng international students felt a sense of competence from their EL skills being proficient enough to learn through EMI in Germany. Some of the international IB students described similar educational experiences as well as previous study-abroad situations. In this case, a strong sense of self-efficacy drove the decision to enrol at an HEI in Germany:

“I had quite a lot, quite a lot of English experience during my bachelor studies, is one year in United States, my bilingual master English. English language study programme was an obvious choice for me. This was one of the reasons why I choose this particular school, and this particular program.” (IS08)

Generally speaking, international students expressed a high level of competence and emotion regulation when it came to studying through EMI. The opposite became true when a lecture was perceived as being delivered only one-way. This was similar to some of their home peers' comments about the lack of dialogic classes:

“I would also like to have more discussions, more conversations instead of just having like the professor talking the whole class.” (IS10)

Use of the German language in EMI contexts - both in class and on-campus generally - was frequently mentioned as causing NA. Code-switching during lectures disturbed the international students' sense of competence. Both IB and BEng international students talked about feeling left out when this happened; having to rely on other resources to translate difficult vocabulary or understand unfamiliar concepts caused additional cognitive load. Some of the Malaysian students described feeling jealousy that their German peers could have terms explained in German when they felt unsure:

IS04: Sometimes I feel jealous ...

multiple: yeah!

IS04:because we need to struggle to find a word - to find a word in the internet, dictionary online, whichever.

IS03: Yeah.

IS04: And so that you can you can answer the questions. Yeah, next time Yeah. Whereas for the Germans, they can just...

IS03: ... they can understand it anyway.

IS04: ... yeah you can you can explain to me in German.

For the IB students, their wish was more simply “that Germans would stick to English and not switch back to German when they are speaking amongst themselves” (IS08). Or that the use of ‘Germanised’ English be avoided as it disturbed them and led to feeling inefficacious when unable to grasp the German-style English that was clear to their local peers. Not understanding important information could seriously impact being able to complete an exam:

“It could be like really a struggle, and we were actually worried about exams because what if we don't understand this (German-style English) correctly” (IS09)

The Malaysian students described a complex relationship between their own EL proficiency, the disadvantage they felt among L1 German speakers in a German context, and how their sense of competence fluctuated between the two languages in the multilingual EMI setting. Above was the example of jealousy and additional load in code-switching situations. In other

cases, they talked about feeling motivated to continue with their German studies, a prerequisite of their exchange programme.

They also talked of the ease with which they dealt with EMI classes and were happy to have no need of dictionaries where their German peers might:

“We don't really face any problems when it comes to studying new subjects at an international level, as long as it is in English. Like we don't really need to go through our dictionaries, and like 'Oh what does this word mean? How is this in Malay?' or whatever like that” (IS07)

This confidence and familiarity meant that language use is “one problem crossed off” (IS07)

Other international students, particularly short-term exchange students on the IB programme, did not enjoy such self-efficacy. Feelings of unhappiness around an inability to successfully complete study tasks were compounded either by poor EL proficiency or a lack of German language skills. As both are often required of international students on German EMI programmes, this can impact the BPN competence.

That this was less of an issue for the BEng students is probably due to the partial-EMI nature of their programme, and requirement for them to learn German. This was not the case in the full-EMI programme but being located within a small German city, even the IB international students cannot completely avoid engaging in the local language. This tension speaks to what was seen in the literature around international students' dissatisfaction with additional language support provided by HEIs (GATE-Germany, 2019).

Due to the fact of their previously mentioned long-term EMI education contributing to their need for competence being satisfied more than not, the Malaysian students felt they had the potential to impress their German lecturers by “using the terms that maybe they, they would not know maybe. Yeah, maybe they will be proud of us.” (IS04). More than instilling pride in the German lecturers, they were also looking forward to a good level of mutual communication arising from their linguistic competence:

“I guess the best part is that, erm, both parties, me and the lecturer, er can relay the messages. And we can communicate well.” (IS06)

Intercultural differences accounted more for NA in EMI classes than language difficulties. However, in the case of the Malaysian students, they felt PA from being in the situation to experience a culturally different style of teaching. They appreciated exposure to the intercultural differences and the resulting competence development, especially in terms of business language skills and professionalism in which they felt their German peers to be already advanced:

“I like it more here, rather than Malaysian style because there's, like in Germany, they, they really productive, ... and you communicate more with them, you tend to understand more... At the same time, it boosts your confidence, you know in studying and answering, questioning everything, communicating things, especially like - unlike in Malaysia like ... you can't really disagree or give your own opinion” (IS03)

Once again, there is a contradiction and complexity in the Malaysian students' data. Having been impressed by and happy with the cultural advances afforded them by the EMI programme, they experienced a high degree of pressure from the expectation of their German lecturers that they participate in class discussions. The different learning style and teaching norms, so familiar to the German home students who might suffer from EL insecurities, became a source of anxiety for the EL fluent visiting foreign students. :

“The pressure is so high. ... in our home country, they don't really like to ask deep questions, or ask you to explain the concept in your own contexts. Yeah, but here they would like to hear how you think about it first before explaining it. And it doesn't stop at one person, they will, like choose randomly two or three people to share their, their own understanding.” (IS06)

Being called upon to offer an opinion led to feelings of unhappiness and insecurity which then led to self-doubt and reduced self-efficacy. This was compounded by their German peers and lecturers' use of English which is perceived as different from the English they have grown up with throughout the education system at home:

“I will start to be nervous when other people understand the words, but I don't understand the words then I will feel like, **is this my language?**” (IS01)

The challenge for the Malaysian students in a German EMI context arises predominantly from the “transition of environment of how they teach it, how they use it, how they express it.” (IS07)

For both groups of international students their sense of competence is strengthened by strong growth mindsets. There was an appreciation of English itself as a positive enabler for their current studies and future lives. Their overall attitude towards lifelong learning and multilingualism was prevalent in the data:

“And, like, being able to study English also, like, help me. Because there's, like, a common language in the world so I can, like, go live somewhere else to continue my study in English,” (IS09)

In contrast to LO2 and GT03's comments about the Malaysian students being quiet and passive, their focus group discussion was a lively, interactive demonstration of their positivity and growth mindset in relation to the German EMI study programme:

“I think that by coming here and studying subjects in English, you can actually get, um, get to see how English is used at an international level. Like professionally, especially in a business setting. And I think we can slowly get used to using that kind of style of English, to make our self look more formal, or professional, for working - and you know, our internship in the future.” (IS07)

Summary of Competence: International students

On the full-EMI programme, in contrast to the German students, the international students had much less to say about the BPN competence (internationals: 35 satisfied, 25 unsatisfied versus Germans: 67 satisfied, 43 unsatisfied). When it came to feeling a sense of competence, the international students reported being similarly competent and self-efficacious with regard to their EL proficiency as their German peers. Their lack of self-efficacy revolved around being less capable of using *German*; in some cases, this could be interpreted as a fixed mindset - or at least an unwillingness to engage with the local language.

On the partial-EMI programme, the frequencies of competence satisfied between international and German students were similar (43 and 40 respectively). The difference

between the same groups for competence *not* satisfied were wide (22 and 9 respectively). That the BEng international students felt as competent with regard to EL knowledge in comparison with their German peers is supported by the interview data. The high level of unsatisfied competence derived from code frequencies as more to do with content and teaching methods.

5.3.2 Sense of autonomy

5.3.2.1 German Home Students on full- and partial-EMI programmes

German home IB students are intimately familiar with the German education system which increases their sense of autonomy in the EMI classroom; they do not have to contend with an unfamiliar teaching style. Certainly students who have come through the German *Gymnasium* track have learned to be more autonomous than those from the other two tracks (Lanvers, 2018); they tended to find it “easy to be on the same page because you know what the prof requires.” (GS04):

“[Y]ou can see, like, of course people who have grown up in the German system they just think in the German structures” (GS04).

Irrespective of secondary school medium of instruction, there was a sense of familiarity and confidence with the teaching style in the EMI lectures. Some students acknowledged that difficulties *can* arise from content previously learned at school in German when “now you have to connect it with new vocabulary in English” (GS06), but generally where a high degree of EL competence and self-efficacy is experienced, there is a strong sense of autonomy. Using English then becomes the “normal” language of learning and any L1 domain loss is simply accepted:

“as our whole study programme is in English, I think I feel much more comfortable having classes in English because I do not have the German business vocabulary.”

Closely linked to EL competence is that of intercultural awareness and competence, something IB students appreciate being trained and prepared for during their studies so that once in (international) employment, they will be able to operate more autonomously:

“you will have to learn to communicate with, like, other students from other countries, other cultures and other religions and I think that is such a big - making such a big difference. Like, if you want to work, you have so many opportunities and you learn so many stuff from other people” (GS07)

For the German home BEng students, classroom interaction and routines added to a sense of autonomy. There were small things but within a context where rules have to be complied with in order to meet degree programme requirements, feeling free to choose, for example, where to sit in class, or when to allow concentration to drift a little, can increase student agency and autonomy. Being denied a say in how content is delivered, as in the case of one example an EL recording used during a German medium lecture, reduced students’ sense of autonomy: they had no control over the choice of medium:

“[W]e had mathematics in German, but our teacher, he filmed all the content and all the things we were talking about ... on English because the semester or two semesters above ... had the class in English. So that's why we **had** to watch these videos in English.” (GS09)

The fact of EMI making EL resources widely available, should not mean these resources are used ipso facto in courses not designated as EMI.

Summary of Autonomy: German home students

Overall, both full- and partial-EMI German students felt autonomous during EMI lectures.

Tables 17 shows the frequencies for autonomy satisfied (21 and 12 respectively) and not satisfied (24 and 4 respectively). The high frequency of unmet autonomy for IB German students was accounted for by one individual who talked a lot about their dissatisfaction with how the business school actions reduce students’ ability to learn more autonomously. This is further explored in section 5.3.

Exposure to English beyond university helped create this positive sense of autonomy in class.

In comparison to their international peers, they were also advantaged by intimate familiarity with the German education system and German lecturers’ typical teaching style (see also section 5.3.4), as well as having had English lessons throughout much of their prior schooling.

Reduced autonomy was experienced particularly by IB programme students where they perceived their lecturers' poor English as creating barriers to accessing the knowledge required for learning. For the partial-EMI programme German students, the only mention indicating a loss of autonomy revolved around the tension during a GMI class in which EMI material was used.

5.3.2.2 International Students on full- and partial-EMI programmes

There was little direct evidence of a sense of autonomy among either group of the international EMI students. Both IB and BEng students indicated their need for autonomy was satisfied in more relation to their choice of study destination than choices around learning. Most had consciously and willingly decided to enrol at a German university, either because of previous positive experiences, or due to family situations and positive economic prospects:

“I have my sister, living in Germany ... some familiar person and some support in a new country which is really, really important. And, yeah, also, I had a belief that since Germany is one of the leading economies in European Union, it would make sense to learn some business in this country.” (IS08)

The Malaysian students in particular talked about how coming to study abroad had “*been my childhood dream*” (IS07) and a desire to learn the German language and culture was a driver behind the autonomous decision to enrol on the EMI degree programme for most of them. Although this came with its own challenges, as mentioned previously, the BEng students were happy with how the EMI lectures were delivered. As a group used to teacher-led education, the need for autonomy was perhaps less than with their peers:

“*In Malaysia we are used to like the teachers give and then we just receive*” (IS04)

The environment in Germany that they encountered was supportive and so they felt they could relax into the process of learning - the opportunity of doing so through EMI made the difference to them:

“*the classes that when they speak English, er, yeah, I understand it. And I actually enjoy the classes, rather than German class.*” (IS06)

The security English brings reduced anxiety:

“but then like after maybe hearing them speak English, then it's not much of a nervous experience anymore” (IS03)

Being able to regulate their own behaviour, particularly in situations of high anxiety, allowed for the need to be autonomous to be met. On occasion, a student might feel “a bit lost” but would be able to “just bring the slide and try my best to go back to the class.” (IS02). This was not usually a language-related problem but rather new topics causing individuals to get “lost” during class.

Summary of Autonomy: International Students

Neither full- nor partial-EMI international students talked much about feeling autonomous during EMI lectures. **Table 18** shows the frequencies for autonomy satisfied (3 and 16 respectively) and not satisfied (4 and 5 respectively). In the case of the IB international students, most mentions relating to a sense of autonomy could be more accurately termed agency; they reported the degrees to which they had agency in deciding on where they enrolled to do their studies.

All the partial-EMI students were from Malaysia and their self-reported cultural tendencies towards passivity and non-participation in class may account for the relatively few mentions around the BPN autonomy. Similar to the IB international students, however, they also talked about the agency they exercised in deciding to come to Germany. Their strong EL skills gave them a certain level of autonomy during EMI lectures by way of few language-related issues.

5.3.3 Sense of relatedness

5.3.3.1 German home students on full- and partial-EMI programmes

The German home students strongly identified with their business school and its ‘international spirit’. Social media activity around events clearly shows how strongly students and academic staff identify with their HEI. Students who had had to wait for the return to campus in their 3rd semester confirmed the positive experience, and enthused that “it was amazing to feel this spirit coming through” (IS07). This positivity and strong sense of relatedness was described by a 5th semester student as being very evident in the first three *Grundstudium* (base studies) semester:

“... that's what I really felt, like, this truly international feeling when, when you get, like, when you get pampered.” (GS01).

The same person however, described that pedagogical caring wanes “when you get older and continue studying, no one cares about you” (GS01).

More usual among IB students were comments congruent with a sense of belonging and feeling socially connected to fellow students, both in-class during group activities and outside class. This was particularly important in the EMI situation where non-judgemental friends could be relied upon to help clarify details missed due to any language misunderstandings. When the cognitive load was getting high, having a collaborator to provide support was important:

“... if you have to do new work, which you are not used to that before, it's really beneficial working in pairs, because now you have two brains, which can work on the same problem. And if you make a mistake the other might correct it” (GS06)

Friendships among the German home BEng students fulfilled the need to feel socially connected. Helping each other balance workloads by taking notes on behalf of friends absent from lectures contributed to strong bonds and feelings of belonging. Benevolence towards fellow students went beyond immediate friendship groups. Awareness of the classroom environment and making space for others became an act of benevolence as exemplified by one very tall student who aimed to sit at the back and not block others in class. This tendency contrasts with what was observed in the IB German home students' more 'competitive' attitudes towards each other. Although some German IB students were happy to work with and help fellow international students as this example extract suggests:

“[I]n front of us there were French girls sitting and we later got into talking to them because they were very confused with the tasks and didn't know how to start”(GS04)

Another student focused on the lecturer's experience of how classroom space is used:

“I always feel bad that people tend to just be in the back when [the lecturer] is always at the front. So, I try to use that space a bit more.” (GS03)

Appreciating the opportunity to demonstrate benevolence was evidenced by comments showing awareness of and concern for others, in particular for the international students who face difficulties while studying in a German university.

Conflating low EL fluency with intelligence was not often referred to in the literature, but as seen in the previous section, a student's own sense of competence can be reduced by low self-efficacy around EL proficiency (Soruç et al., 2022). More relevant was a sense of fairness among multilingual groups; IB students did not want to exclude any non-German speakers from group discussions; it was felt to be rude to continue in German. Switching to English was done with the intention of creating a sense of belonging and meeting the need for relatedness among everyone in the group, irrespective of their L1:

“So, if I notice that someone doesn't switch to English immediately or when an English-speaking person is present. I'm always trying to say okay, please let's go back to English, Yeah, so one person doesn't feel excluded.” (GS05)

As mentioned in relation to the need for competence being thwarted above, international students experienced a sense of reduced belonging whenever code-switching to German occurred. Even fellow German IB students who wanted to practise their EL skills felt disappointed when too little English was spoken. This was more about the need for language competence than relatedness perhaps, but it touches on the need from pedagogical caring, in the form of adherence to an agreed community language, between fellow students going unmet:

“In my whole studies, especially in this semester, I'm only having teams where mostly Germans are in there. We are talking in German so 80%, let's say 75% of my study time I'm talking in German, and not in English” (GS01).

This difficulty to get some German students to move beyond linguistic boundaries and engage completely in the EMI ethos suggests a contradiction with previous comments around high levels of EL self-efficacy. The students who have embraced EMI fully feel their sense of belonging is unmet by peers whose unmet sense of EL competence reduces their commitment to an EMI learning community.

In terms of **pedagogical caring** as evidenced by lecturers' actions and behaviours, IB German students were happy to acknowledge when lecturers made themselves available, and responsive to students' queries. In particular, there was recognition and appreciation for lecturers with a friendly, humorous manner, or "outgoing and engaging way with us students ... his friendly style of teaching" (GS11).

In the case of the responsive, helpful lecturer it is likely he would have behaved this way in both English and German medium contexts; indeed, such an example was mentioned by GT03 who maintained the medium did not impact the instruction of her expert content (see section 6.4). However, German IB students talked about some of the lecturers not having as positive a demeanour as, for example, IT02 referred to in the quote above. Such outgoing, engaging and friendly behaviours tend to be valued in Anglo-countries with a Western humanist tradition of learning (Kinuthia, 2023). Indeed, IT02 claimed to have an Anglo-teaching style. This is also a point mentioned in the next chapter.

Students noticed when lecturers actively demonstrated caring for their students by continuously striving to share their knowledge in engaging ways, and by showing a genuine love for their job. Again, IT02 made a strong impression on another IB German student:

"he's smiling and the way he talks about the topic, like we can tell that he's, he has a lot of knowledge and he tries to simplify it for us, and use real life examples also" (GS08)

This demonstration of pedagogical caring from their lecturer encouraged higher levels of attendance and motivation among students - even keeping tired students awake:

"[lecturer] is really motivated when he comes in class. I think that's how he's - his motivation spreads to us. We also more motivated and awake, like we don't not fall asleep in [lecturer]'s class usually" (GS08).

The importance of dialogic and interactive lectures has been raised already; where there is an engagement in dialogue, a two-way conversation that is mutually beneficial and respectful, pedagogical caring is transmitted (Freeman et al., 2007). The IB German students expressed how important this was to them and noted when it was felt to be missing. As will be seen in analysis of the lecturer data, student participation was not experienced as interactive and dialogic from their perspective. The veracity of this view is confirmed by the students who

wanted to show caring towards their lecturers when fellow student responses were not forthcoming. It also points to pedagogical caring being a two-way phenomenon:

“I sometimes feel for the professors of non-participating [students]. So, I always try to participate, especially if I like the professor, like, if I see that the professor's motivated. In some other classes I wouldn't do that.” (GS08)

Pedagogical caring was also noted as occurring between students, particularly during group work, when two or more heads put together could overcome hurdles encountered in the EMI class. Where this worked successfully, IB students talked of feeling happy. The opposite was true where an unmet need for pedagogical caring manifested in terms of EMI lecturers being perceived as having poor EL skills or a particularly heavy accent. This could be compounded where a caring student felt their international peers might be disadvantaged by the lecturers' insufficient English. Similarly, poor interpersonal skills and a tendency for teaching to the test was perceived as a lack of pedagogical caring. This has less to do with EL skills but is perhaps an example of entrenched beliefs about prioritising assessments and grades in pursuit of higher ranking in a league-table focused educational system (Hazelkorn, 2015). Where students feel lecturers are going through the motions of pushing groups through a degree programme with little engagement in actual learning, the students themselves can become disengaged:

“... because of the fact that we only have in most subjects a final exam at the end of the semester and no participation grade, Professors don't need to engage with our students as much, or work on interpersonal ... relations or activities like that.” (GS11)

The German home students on the BEng programmes felt their need for pedagogical caring met by lecturers who told stories as a way to engage and interact with students. The value in this method did not go unnoticed and the learning intention behind it is explained by GT01 in the next chapter. Another example of pedagogical caring noticed by BEng students was when their lecturer signposted what was coming next in the class, particularly when it was nearing the end of the lecture and attention was waning:

“well then you have a nicer, a better overview what we will be doing in the rest of the lesson. I think that's a good thing to catch the attention again.” (GS09)

Being well-structured, prepared and signposting what is coming next is experienced as reassuring for EMI students according to the literature (Breeze & Guinda, 2022). This came out in the student data as being reassuring, of satisfying their need for relatedness, when TIBS lecturers actively demonstrated their awareness of the EMI students. A way of encouraging lecturers to keep behaving in encouraging ways, as mentioned above, was to demonstrate pedagogical caring towards the lecturer. One student explained she did this deliberately by actively participating in EMI classes because she knew how it felt from the other side when “when no one's talking and everything's dark [in the Zoom room] and it's just nice knowing that there's someone communicating with you” (GS03)

When this participation goes unacknowledged by the lecturer, however, the need for relatedness goes unmet. For example, in the case of a student with her hand up and ignored by the lecturer during LO2:

“It feels a bit, not sad, but it's a weird feeling. I can't really find a word to describe it. It's like I want to participate but I can't now apparently, and I don't know what to do with that.” She did however concede “it's a bit strange even though I can understand why he did it.” (GS03)

Her understanding is further evidence of her caring towards the lecturer; she expressed empathy for his behaviour while acknowledging the sad feeling within herself.

Similar to pedagogical caring, the lecturers again were significant in creating a sense of **psychological safety** among students by way of their behaviours and communicative competencies. One lecturer in particular left students with a “feeling of confidence for the exam” through the point-awarding games he played in class: “because you know that if you work throughout the semester you already have a – erm, like, you already have that amount of bonus points” (GS11). Conversely, the same pedagogical approach upset other students where any good feeling about the exam became cancelled out by stress induced from confusing and overwhelming workshop activities.

Where professors and lecturers - people in authority - demonstrated a good command of English and who were able to communicate well, students felt their need for psychological safety met; students expressed an appreciation for their lecturers' fluent and clearly

competent use of English. Equally important was to see the lecturer making an effort to include the international students, which provided a vicarious feeling of psychological safety:

“My professor who is teaching business communication is, like, very friendly towards them [international students] and he's, like, always trying then, to kinda, like, explain himself in a more easier way.” (GS07)

Conversely, if a professor was seen as struggling with their EMI content delivery, there was some degree of sympathy, but for psychological safety was negatively impacted by concerns about language barriers impacting learning:

“sometimes I have the feeling that these professors, they know the exact thing they want to say in English, or they know the exact thing in German and they had - they want to say it in English, but due to the language barrier, they sometimes only provide half of the information, or they mix up information, which then results in difficulties learning for the class.” (GS06)

Overall, this was not a significant factor within the data collected during this study; all the participating lecturers were highly proficient in English and students interviewed about the lecturers observed did not complain about the lecturers' language skills. Any mention made of lecturers' poor English skills was anecdotal.

German BEng students experienced the need for psychological safety both met and not met by lecturer actions. In the case of one EMI lecturer - “He was also one, in my opinion, if not *the best professor who taught in the English language*” (GS02) - students felt very secure in his classes. Another time, there was a feeling of anxiety from the prospect of increased complexity and difficulty foretold by the EMI lecturer. As previously mentioned, fellow students who were able to clarify points during a lecture added to a sense of psychological safety. However, students themselves sometimes created their own levels of psychological insecurity and anxiety when rushing and getting stressed:

“I was a bit in a hurry. When I came to that class. So, I was still not really in the mindset of I am in the class right now. I still need to get my stuff ready and prepared.” (GS03)

Summary of Relatedness: German home students

Table 18 shows the highest code frequency among German students on the IB programme for relatedness being met (65). Those on the partial-EMI programmes reported half as often for the same parent code (31). Similar frequencies can be seen between both home and international IB students (46 and 48 respectively) and home and international partial-EMI programme students (20 and 21 respectively). This suggests that the IB students feel less relatedness satisfaction than those on the partial-EMI programmes. In particular, not feeling engaged in dialogue was frequently noted (12 for German, 10 for international students on IB). Closely followed by a lack of pedagogical caring (8 and 10 respectively). The high count of 20 among international students on the IB programme reflects their feelings of exclusion from German-only extracurricular activities beyond the EMI lectures themselves. This theme is revisited in section 5.4.

From discussion arising from reflexive TA, it is clear that satisfying the need for relatedness in the EMI context is important for German home students. Most aspects contributing to this revolve around building friendships and community with fellow students from similar backgrounds; international students are not as well integrated into German student groups as they would like. Connection with their EMI lecturers can be strengthened through high EL proficiency and strong interpersonal skills applied in engaging ways. Where EL skills are judged as poor, connection during lectures is damaged. Other factors around satisfying relatedness are tangentially related to EMI and language and could equally apply to HE learning generally.

5.3.3.2 International Students on full- and partial-EMI programmes

The international students on the IB programme expressed a lesser degree of relatedness satisfaction than their German home peers. The impact of Covid lockdowns may have been partially responsible, as one student commented “[when I came there, I spent one lovely week on campus](#)” (IS08), but then had to spend the rest of the academic year online. Once Covid restrictions were lifted, the intercultural and social affordances provided by the opportunity of studying abroad, created a means to meet the need for relatedness:

“[it's really interesting because I can discover, like, other culture or something. Like, I know that I, especially in parties, I speak with everybody, like Americans, Spanish or German. I with](#)

a lot of people and it's really interesting to see - to speak with them and see a - to discover other culture or something like that. And erm, it's more easy in parties because it's not formal, so it's easy. It's cool to see other people and other country. It's cool.” (IS02)

Unsurprisingly, feelings of social connection were more readily achieved outside the classrooms. Among international students, there remained a lack of connection with local German students within social circles. Even when a “balance of both international and German socialising” was found, the consensus among both full- and partial-EMI international students was of feeling closer to other international students, “or the German that are, have ... another nationality” (GS09).

The lack of a sense of belonging to the business school community is further analysed in section 5.3, but is also relevant here in the context of satisfying the BPNs. The following extract reiterates the importance of connection across all facets of EMI studies for international students:

“Well, I'd say for me the two crucial points is integration and socialisation; without that, I mean yeah I could study by my own. But the overall value of business school, and being on campus, it's this student life. And I'm not talking about parties here but some [academic] activities, ... So, with people who are studying there, like, really make some contacts. Yeah, stay in touch afterwards.” (IS08)

A further area in which international students reported a low sense of relatedness satisfaction was around inclusion in extracurricular events on campus. As is raised in section 5.3, the dominant use of German in many of these events prohibited the non-German speaking internationals from participating.

The international students on the partial-EMI programme reported much less frequently on having their need for relatedness met; they talked more in terms of this basic psychological need remaining unsatisfied. Having at first needed time to adjust to the German way of speaking English in class, the Malaysian students found themselves getting “used to what they [German students] talk in, what, what's the meaning” (IS05). But again, as with the international students on the IB programme, these students found “we socialise better with

other international students ... students from other countries but not Germany, like, not a lot” (IS03).

Where they were able to satisfy the need for relatedness was in their benevolent attitude towards their German peers:

“Germans are still humans and I mean all humans struggle to be bilingual or even knowing so many languages” (IS07)

There was empathy for how their German classmates might struggle to communicate outside their own language:

“they get stuck in their language ... I myself, I also have the same experience like, sometimes I think in this language, and sometimes I think in another language like, and sometimes it's tough when, when some, someone asked me like [a question]” (IS05)

Much more discussed was how their need for belonging and a sense of connection with the German students was not met.

“...for the German people, I think I expect them to approach more to us, like, er sometimes it's hard to took the first step in either side, like not always us to go first, yeah” (IS05)

This sentiment was reiterated in the blunt claim: “I find that the Germans also will not approach you first.” (IS04)

How the Malaysians dealt with their unsuccessful connection with the German home students are further analysed in section 5.3. This extract gives a clue to why they think they are left to themselves:

“I guess I could say from our side we need to be a little more confident in our English. In terms of, like, getting our message relayed or like, wanting to answer the question our lecturers ask, knowing that we don't answer, or we have an idea or answer, but we are too shy or too nervous to answer the question and we just let the opportunity slide way towards others.” (IS06)

This extract of two Malaysian students talking about the frustration of being unable to break through the wall underlines how they feel responsible for the problem of not finding friends among the local population:

IS07: When it comes to acquaintances, yeah I know a few but just they're like it's just that level, so frustrating to, like, be...

IS05: ...to break the wall ...

IS07: yeah, to break the wall. Maybe it's just me - it's a me problem

Among international students on the IB programme there were few mentions of feeling pedagogically cared for. They were in agreement that “our professors speak really well English, so it's pretty understandable, especially face to face” (IS10). They appreciated when professors declined to defer to German students’ request to switch to German:

“[H]e said that “Let's just keep it fair” and because this is an international English programme, he won't explain that in German. So, to be fair to us and I think that's a really great way to, like, to make it fair for everyone because we have to translate it by ourselves” (IS09).

There were many more instances where international students reported feeling a lack of pedagogical caring which predominantly focused on code-switching in class or university procedures; complaints about specific individuals were not so prevalent. In contrast to the previous comment lauding one specific lecturer, there was the more general complaint about “Germans”:

“I wish that Germans would stick to English and not switch back to German when they are speaking amongst themselves” (IS08)

It was seen as a matter of respecting the multilingual situation in the mixed nationality lectures:

“Like I will wish that all the people committed to speaking English, at least in class, and that of course they keep this commitment as a way of respecting everyone” (IS10)

The additional cognitive load of having to understand technical vocabulary without being able to rely on the quick explanation of their German-speaking professor was noted in terms of feeling uncared for pedagogically:

“I feel like somehow ... we'd also have, like, a lot of English word that we don't understand during study, but the professor will be able to explain that in German, but we need time to, like, Google translate the translation into, like, our own language. And normally I don't think professor really take that into account when they teaching” (IS09)

In contrast to their German peers who felt some lecturers' poor EL skills created a barrier to learning, international students felt a barrier around a lack of interactive discussion and dialogue due to lecturers' teaching style reduced the overall learning experience:

“that I am missing some discussions. Real discussions. Because usually we, during classes, we have a brief exchange of opinion. But we also don't bring that much controversial topic” (IS10)

Again, this is reiterated in the next section focused on what triggers affect among EMI students, namely lecturer teaching style. The lack of an opportunity to engage in conversation and discussion with lecturers and peers concerned international students and impacted their need for relatedness and reduced the feeling of pedagogical caring.

A further indication of a perceived lack of pedagogical caring experienced by international students was also mentioned in relation to general communications from the university itself:

“That's actually the problem because whenever uni sends you an email, the absolute majority of them are in German so, there is no like - there is a language barrier for me.” (IS08)

This point is revisited in section 5.4.3.1 where international students express how the EMI practices by the university trigger their affect.

Some lecturers were reported as satisfying international students' need for pedagogical caring in terms of either delivery style:

“I would say that [lecturer] is very interesting because because he, the way he teach us is like, he really wants us to understand everything with the tone he use in class and his body language that makes the class - is very interesting.” (IS01)

or due to the awareness of the need to manage group dynamics lecturers demonstrated:

“But then the lecturers always try to mix us up. Yeah, I think that's a good thing because it's hard for us to approach like to a German's groups like will they accept us? Or what? But if the lecturer is the one who picking us to the Germans' group is easier because it's fixed.” (IS05)

Where relatedness needs were clearly met was in relation to how the Germans' use of English provided an aspirational model for the Malaysian students:

“They talk like Americans in a way. I'm like, ... Oh wow! Okay, I would like to learn like that too, I guess. That's, like, very cool.” (IS07)

The perception of an accent-free English made a deep impression on the visiting students:

“Honestly I was surprised as well, I guess I think they are very well versed in English and at a point - like some of them don't even have that German accent when they talk to me.” (IS07)

The issue around not mixing with German home students in class can also be seen as a lack of pedagogical caring by the Germans for their Malaysian peers:

“So, it's quite hard to fit in actually because like you have to find something in common, and then you need to rely on them maybe to be open and to help you more. Because, at the same time our German also is not that good. So, it's quite tight to fit in actually better.” (IS03)

Psychological safety among international students on the IB programme came from when “internationals tend to stick together” (IS08). This was ascribed to sharing the same problems and challenges, and a recognition that “we require another flexibility, and like empathy or something, and cultural awareness for sure” (IS10).

As with their German peers, international students felt their need for psychological safety was not met when they were unable to understand the lecturers - be it language use, accent, instruction or style of teaching. In cases where a German guest lecturer delivered EMI content accompanied by German-language slides, this caused insecurity among those internationals without sufficient German knowledge:

“one time we - there was a man who came ... and it was horrible for me because he has his slides in- all the words in German. So, this course was, ugh, it was really long because I understand nothing” (IS02).

Another cause for feelings of insecurity related to confusion or a lack of comprehension around instructions in the EMI lecture:

“Sometimes instruction is not completely clear.... Then everyone is going around, "Hey, what are we doing?" (IS08)

Psychological safety was achieved when communication flowed, when students felt there was mutual understanding: “so far so good they can understand me, and I can understand them, yeah.” (IS04)

When the students experienced a particular teaching method, telling stories for example, or “the way he teach us is, like he really wants us to understand everything with the tone he use in class and his body language that makes the class is very interesting”, they experienced positive affect and sense of security:

“That feeling makes me want to hear more in the class and come every week to the class like, never absent from the class. Yeah. The feeling is erm, is this good” (IS01)

Most of the time, however, there was much evidence of anxiety and feeling nervous about whether they would understand or be understood:

“I would say nervous is quite fit. Yes, um for the first time you don't know the people, so like you don't know maybe they do speak English or maybe they can't speak English. So, like, it's pretty nervous, like, you have to rely on your German a bit.” (IS03)

There was concern around how they spoke English would cause offence:

“... I'm afraid of it. Er, if I use this tone will they be, like, angry, if I use a friendly tone.... Multiple Ss: Yeah, yeah... [laughter] will they be, like, feeling like cringe?” (IS04)

Summary of Relatedness: International Students

Feeling a sense of belonging and community was important to all students on all programmes, and reflecting on the total frequency of codes related to the BPN being satisfied (138) compared to not satisfied (129), EMI students feel a sense of belonging at the TIBS.

5.4 Student affective responses at three-levels of EMI practice.

Having analysed student data for evidence of affective dimensions through an SDT lens, this section focuses on addressing RQ.2 by means of the three-levels of EMI practice taxonomy described in Chapter 4. The two-part working hypothesis as to what might be triggering students' affective responses is as follows:

(i) Language-related issues will cause affective reactions in EMI students, and (ii) international students will experience these more than home students .

As was seen above in the analysis of the need for relatedness satisfaction, there were mentions of how lecturers' and fellow students' behaviours gave rise to affect among the participants. This is what the three-levels of EMI taxonomy was developed to explore, and in particular to see how far the 'E' in EMI was seen as a significant trigger for affect. In consideration of the macro and meso levels described in previous chapters, the findings here will indicate that wider institutional factors seem to be giving rise to affective experiences among EMI students.

For the purposes of this analysis, the three levels of national or regional (macro), institutional (meso) and classroom (micro) have been adapted to reflect the specific phenomenon under investigation as reported by the sample students. Macro is equated here with the institutional level which includes the business school; it is evaluated in terms of the broader perspective of EME, and students' perceptions of the TIBS implementation of its internationalisation policies are explored. Meso corresponds to each study programme, how they are organised and delivered. Micro captures the personal interactions in the lecture itself, between students and between students and lecturers. For consistency, the NA / PA dichotomy is used to differentiate when students spoke negatively or positively about something in relation to one of the three levels.

Table 19 presents a content analysis according to the three levels. **Appendix K** provides a more detailed version of the table with a description of codes and sample extracts from the

student data.

Table 19: *Frequency of Codes According to Macro-, Meso- and Micro-Level Categories by International and German Home Students, and by Partial- and Full-EMI Programmes*

NA/PA codes	International Students		German home Students	
	Partial (n=6)	Full (n=4)	Partial (n=3)	Full (n=8)
MACRO				
NA from business school	0	12	0	17
PA from business school	1	9	0	19
NA from studying in Germany	5	7	n/a	n/a
PA from studying in Germany	10	12	n/a	n/a
MESO				
NA from Programme	0	10	8	12
NA from lecture	14	12	10	29
PA from Programme	4	3	6	17
PA from lecture	11	9	3	17
MICRO				
NA because of lecturers	1	9	1	20
NA from teaching style	6	10	4	15
NA from students	11	12	5	21
PA because of lecturers	3	5	5	18
PA from teaching style	6	1	8	13
PA from students	15	13	2	19
Total minutes of interview	93	106	120	206
Total words of transcribed data	10110	9100	15500	33720

As **Table 19** shows, the German home students (N=11) provided most data across all 3 levels. They spoke most positively *and* most negatively about their EMI experiences at the TIBS. At the macro-level, all students on the full-EMI programme (both home and international) (N=12) expressed more NA than PA:

“I'm mainly very content with the program I guess” (GS03)

“I don't like the lectures. I don't find my goal, or - no I don't like these course, so I'm not really motivate to work” (IS02)

Students on the partial-EMI programmes commented less about the business school itself, and the international students did not mention the TIBS at all. How it feels to study in Germany was only applicable to the international students, and overall, more positivity than negativity was indicated when discussing enrollment at a German HEI:

“And here in Germany, we, we can only [sic] speak English, which is the language that we are very comfortable in” (IS05).

At the meso-level, students were broadly more negative than positive across all groups. The German home students on the IB programme were slightly more positive (17) than negative (12) about courses on their programme:

“this class definitely supports all the things because we have to do group work in English and... depending on your team you might do it in German ... or you might do it in English when you have English speaking team members” (GS05)

The international students on the partial-EMI programme did not mention anything negative (0) and talked minimally positively (4) about the programme on which they were enrolled. They had been in the country only a couple of months, so did not have much experience from which to draw, but were very appreciative of what the German programme afforded them:

“I think our ... double-degree programme is already different in terms of its concept and the branch, ... you don't hear that often in our country. So, I think it's quite different. And the opportunity we're taking here is like one in a million” (IS04)

At the micro-level, the focus was on how students talked about the lecturers and their teaching styles, and their fellow students. More was said about the latter, although German home students on the IB programme also spoke nearly as much about their lecturers (38) as about fellow students (40). Positive comments (18) were similarly prevalent as negative (20). When it came to specifics of teaching style, international students on the partial-EMI programmes were equally positive (6) and negative (6); on the full-EMI programme, international students were more negative (10) and less positive (1), while their home peers were only slightly less positive (13) than negative (15) about teaching style. German home students on the partial-EMI programmes were twice as positive (8) about teaching style than negative (4). With reference to peers, partial-EMI German home students had the least to say; partial-EMI international students spoke more about their peers, and generally more positively than negatively. On the full-EMI programme, both home and international students were similarly positive and negative about their peers.

The next section continues with a more in-depth analysis and discussion of the interview data, taking a reflexive thematic approach where the three levels of EMI practice denote broad themes.

5.4.1 German home students: the full-EMI (IB) programme

This section presents data according to the macro-, meso- and micro-levels of EMI practice from the perspective of first German home students on each programme type (5.4.1 - 5.4.2), and then from the international students on each programme type (5.4.3 - 5.4.4).

5.4.1.1 Macro level affective responses

Talking about the business school generally, most students appreciated the international mix of people on-campus afforded by the school's commitment to being 'truly international'. The opportunities for multilingual practice were provided by exchange students from countries such as Russia, Spain or France. These incoming students brought a strong multilingual sense with them into the German context, which was positively commented upon:

“exchange students coming to Germany ... have their native language ... and they might study in your native language at home but then they challenge themselves to study English here.” (GS05)

Those who had enrolled at the start of the pandemic had not felt the school’s promised ‘spirit’ due to online learning. They were able to experience the excitement and novelty their predecessors had enjoyed when in the 3rd semester there was a return to campus:

“It was amazing to feel this spirit coming through in, like, the 3rd semester.” (GS07).

The more advanced students tended towards a more cynical view of the international ‘spirit’ and care given to TIBS students as they progressed through their programme. This was ascribed to a requirement to “deep dive into details and facts” (GS01) the nearer they got to the end of the degree. This was accompanied by a relaxation of English-only rules in EMI classes, in preference for getting the content across quickly, which often meant explaining in German.

Further evidence of inconsistent international ‘spirit’ was reported among home students who felt disappointment when some extracurricular events excluded their non-German speaking counterparts because they were not held in English:

“[L]ast semester, most of [a regular event] was done in German, which I think in an international school is not good and not fair. Because no wonder no internationals come to those, like, activities.” (GS08)

5.4.1.2 Meso level affective responses

Having an entire study programme delivered through EMI was seen as necessitating strong communication skills in order to successfully communicate with different types of people; this was predominantly seen positively. Students talked about the lectures being more interesting when held in English, in comparison to what they had experienced in their German medium school classes, sometimes without being able to articulate why:

“Marketing in English is more interesting than in German. And also, I would say business law was more interesting in English than German. I don't know why, maybe because of the language, or I don't know why but it's more interesting.” (GS10)

The previously discussed NA around the use of German at the TIBS was exacerbated by the lack of internationals on the IB programme. A feeling of not being exposed to enough English led to much frustration and disappointment among German home students as expressed in a previous extract from GT01 in 5.3.3.1, and repeated to me during a break in LO1a by a student keen to let me know how he felt.

In both cases, the students' exasperation was evident in their demeanour and tone of voice. They demonstrated a 'high unpleasant activation' (see **Figure 3** in Chapter 2) with regard to the reduced EL opportunities during her studies.

Other examples of frustration reported by German IB students related to difficulties with understanding different accents among the mixed nationalities in a lecture. As EMI programmes aim to attract students from foreign countries, home students have to contend with multilingual difficulties and inconveniences. Indeed, concerns were tempered by an awareness that not everyone is afforded access to quality German education which teaches English to high proficiency levels, and that patience is required around all the different Englishes spoken in a multilingual setting.

5.4.1.3 Micro level affective responses

When students felt their lecturers' English to be clear and understandable, i.e., how accent-free the lecturer's English was perceived to be, they spoke positively and indicated a strong level of PA. Other positive characteristics attributed to a lecturer - smiling, demonstrating knowledge and making concepts simpler to understand - instilled confidence and satisfaction in their students:

"And it's just how he represents himself, ... Like we can tell it, (he) is a prof because he loves being a prof." (GS08).

The same lecturer was described as having a unique teaching style which greatly impressed many of the IB students, leaving them feeling motivated and engaged in the topic. He was described as being *"way more communicative with us. ... which was different from the teaching style of all other professors"*. The effect of this style, according to one IB student, was positively encouraging: *"he gives you the feeling that through working and participating*

in class you also - you're actively learning and studying right throughout the semester, throughout the lecture" (GS10)

Working in groups with amenable peers was appreciated by students as an opportunity to benefit from mutual support:

"It was nice to be, like, in a partner exercise and not, like, those who are alone, because every time I was stuck, N kind of got a new idea. And when she was stuck, I could help her. That felt good. Very supportive." (GS04)

Leading to NA, some EMI lecturers were perceived as unempathetic or unwilling to engage in dialogue during class which caused students to become disengaged and withdrawn. Other causes of NA arising from lecturer behaviour were directly related to poor EL skills. There were very high expectations expressed among IB students that EMI lecturers should be capable of communicating in English at a level higher than the students. Concerns were raised about whether students were receiving correct information:

"I have the feeling that these professors, they know the exact thing they want to say in English, or they know the exact thing in German, and they want to say it in English, but due to the language barrier, they sometimes only provide half of the information, or they mix up information." (GS06)

This reflects the literature which reports on students' dismissal of a lecturer's expertise when they speak with a heavy accent (Oorbeek, 2017). Discounting their professors' expertise was less an issue in this context, but there were concerns about the impact on assessment outcomes if content had not been accurately transmitted due to language errors:

"he might pronounce something wrong or use the wrong, grammar, which made it difficult to understand" which "results in difficulties learning for the class and in the end, grading the class" (GS06)

As previously mentioned, students' use of German in the EMI class caused annoyance for some peers, both home and international; a further cause of NA was a perceived lack of commitment to classes based on low turnout in EMI lectures, which seemed to be a general problem on the programme. Compounding the annoyance caused by peers' behaviours was

the reluctance to mix beyond their own groups of fellow German students, particularly in light of them all having enrolled on an international business programme:

“German people sticking with German people, and German people are talking German” (GS01)

If home students neglected to revert to English when a non-German speaker joined their group, this was perceived as a lack of ‘fairness’ or ‘politeness’ towards their foreign comrades. Although a drop in efficiency was accepted as a worthwhile compromise to work with internationals by some students, others expressed annoyance around culturally different study habits, and concerns relating to pronunciation. Issues with not understanding heavily accented English lead to some students feeling they risked missing something the lecturer pronounced as being important:

“Sometimes, when international students say something and the teacher just says, „Yeah. Correct!“ Sometimes you don't understand what the students said ... some international students have more of an accent and some much less.” (GS08)

How widespread an issue this is warrants further investigation. As discussed in chapter 3, an international degree programme with aspirations to attract a multilingual audience needs to have teaching staff trained for an EMEMUS context (Breeze & Guinda, 2022; Sánchez-Pérez, 2020).

5.4.2 German home students: the partial-EMI programmes

The German home students on the business engineering programmes had few EMI classes throughout the three years but the study participants spoke appreciatively of those courses which were delivered in English, recognising the benefit of EL development for their futures.

5.4.2.1 Macro level affective responses

The EL skills improvement opportunity was a motivating factor for BEng German home students:

“... as an industrial engineer, you have to talk with international clients and international companies, and then the working language is English so you should definitely be able to speak English in at a certain level at least to communicate” (GS09)

That the TIBS restructured some of the business engineering programmes to follow a staggered introduction of more EMI classes each semester was appreciated as a preparation for the semester abroad:

“then we have the fifth semester ... we go abroad. And after that I think every lecture, except one is an English. ” (GS09)

This was seen positively and anticipated with pleasure.

In contrast, changes in policy regarding when and how to introduce EMI classes to the business engineering programme caused disappointment to other students who had specifically enrolled for the EL instruction throughout the programme:

“I'm sad that they changed it because they basically changed every single thing that made me want to do this program ... it's a completely different program that just isn't what I was looking for.” (GS03)

In view of how few BEng students agreed to participate in the study, the assumption is that for the majority, these changes were probably welcomed. As was reported by study participants themselves, some of their BEng peers prefer to learn through German and struggle significantly in the EMI classes:

“I know that a lot of people who have troubles with English in some classes, because they have ... a much easier time expressing themselves in German. ... where you're already unsure what you want to answer and then you have to express yourself [in] the language that you're not really super comfortable with - that was also part of why the participation rate isn't that high in some of these classes” (GS03)

This was also similarly cited by IB home students who had seen classmates dropping out because of the EMI component to the programme:

“A lot of students quit, like everyone who's not into the English way of learning is leaving the university, probably after the second or third semester” (GS06).

5.4.2.2 Meso level affective responses

The international elements of the BEng programmes left students feeling positive and excited about future opportunities, both work and study related. In particular, the chance to spend time abroad for which the EMI lectures prepared them well; the chance to improve EL skills provided by the programme was valued:

“...it definitely helps to, like, get to know the language again if you had some break. And in the first semester, and then, yes, this semester, we build up on this basis. And then I think next semester we will have English again, as a lesson.” (GS09)

This extract, in line with the literature, highlights the EL learning focus of many EMI students.

Students reported that some of their peers did not like the EMI element of the BEng programmes because they felt more comfortable with learning through their native language. With so few, or indeed no international students in an EMI class, it is often easier for the lecturer to comply with such requests than to stick to the ‘rule’ of English-only.

“... a lot of students always actively asked the teachers if they could, if they could teach in German or if they could explain something again ... there was like a lot of, a lot of people here that just felt, I think uncomfortable, or probably also didn't understand everything, and that was definitely similar for me as well.” (GS02)

A reluctance towards EMI classes among the German home students enrolled on the BEng programmes is in stark contrast to the highly self-efficacious - at times arrogant attitude - seen among the IB students. This is likely indicative of the school level attended, whether there were intensive and extensive EL classes, or bi-lingually taught subjects, as well as how much access students had to Anglo-countries where their EL skills could be honed via immersion.

5.4.2.3 Micro level affective responses

BEng students described in some cases feeling inspired when hearing other students with better EL skills contribute in class. Listening to and learning from the international students

was welcomed for being interesting and different, especially when an answer is supplied not only correctly, but also in fluent English:

“... when he, I think he gave a really good answer a few seconds before - she said, ‘I'm happy that nobody could answer this question’, and then he answered it. I was impressed by that. I wouldn't have been able to say it like he said it.” (GS09)

In terms of lecturers' impact on students' affect, two lecturers from the study stood out as being exceptional. They were commended for humour, storytelling and going an extra mile to engage their students. The German home teacher was consistently and frequently hailed as “doing a great job” by both home and international students, and his EL skills were recognised for being highly proficient. Of all the lecturer data analysed, his interviews made most mention of intentionally wanting to engage students in their EMI learning.

“First of all, [he] always does a great job with interacting because his classes, in my opinion one of the best that I've ever had - that I have attended my first semester second semester, now this semester.” (GS02)

The previous claim regarding a need for belonging and dialogic interaction is further supported by results suggesting a negative view of the teaching style experienced by some German EMI students. In some cases, students reported that classes would be “just 90 minutes someone talking straight and then I really feel okay I'm starting to sleep.” (GS02). The issue with L1 interference and code-switching during EMI lectures is also applicable at this micro-level of EMI practice. While there was an understanding why a class attended by German students would be easier in their own language, there was also annoyance that what had been scheduled as an EMI lecture would be switched to German.

Summary of three levels: German home students on full- and partial-EMI programmes

Those home students who were more invested in the TIBS and involved in extracurricular activities talked most about their experiences and the affective impacts on them. They tended to be more critical of macro- and meso-level EMI practices, but conceded that overall, the programmes delivered what was needed. Students nearing the end of their degrees see the benefits, both EL skills and content knowledge development, although one student

complained her EL had worsened over time. This was due to the lack of consistent and rigorous maintenance of EL usage in class which was a common disappointment among students who had enrolled because of a desire to study through EMI.

5.4.3 International students: The Full-EMI (IB) Programme

5.4.3.1 Macro level affective responses

For international students, the fact of the IB programme being offered through EMI was significantly important and afforded them the opportunity to study abroad in a reputable, affordable educational system in a country with post-graduation prospects:

“This was one of the reasons why I chose this particular school, and this particular program. ... I was considering Germany specifically. I also looked at France and the Netherlands and all what is the cost of studies. But I was looking at English programs.” (IS08)

Similar to the German home students’ pleasure at the international mix of cultures offered at the TIBS, the international students were also very appreciative. With so many different nationalities represented by people living in the local area, being able to socialise together outside the studies helped compensate for difficulties encountered during EMI lectures:

“... especially in parties I speak with everybody, like Americans, Spanish or German. ... it's really interesting to see - to speak with them and see a - to discover other culture ... And erm, it's more easy in parties because it's not formal, so it's easy.” (IS02)

Some international students who had specifically enrolled on an EMI study programme because of the TIBS’ claim of being ‘truly international’ and operating in English, were disappointed and frustrated when German became a barrier to fully accessing all that was on offer across the whole campus. This extract corroborates the view of GS08 above, in respect of monolingual events organised by the TIBS:

“And even though [the TIBS] is saying it's truly international, there's no like integration events - not enough social integration events and absolute majority of things Hochschule does, it's in German which is also an entry barrier - or participation barrier - for anyone whose German is not that.” (IS08)

Where students had had other international experiences, the TIBS, by way of being located in a small German city, was not favourably compared. Perhaps as a result of the state's introduction non-EU student fees, which reduced numbers of international students meant fewer people created a large enough mass to make navigating the system easier:

"I have so much better experience when I in another country then I'm in here in Germany, and it's more likely about - also about the city, also about like how many international we have, like, there's so many, like, entry barrier for us to really integrate into the German culture." (IS09)

The perceived level of integration difficulties tended to result in the international students "sticking together", thus compounding issues around segregation of national groups as identified in the literature (Kuteeva, 2020).

5.4.3.2 Meso level affective responses

For some international students whose English is not so strong at the start of the study programme, they feel satisfied when they notice an improvement in their language skills over time. Not needing to use translation tools when engaged in communicative tasks is evidence for this. For other international students who chose the programme specifically because their EL was felt to be strong enough, the EMI lecture can be reassuring and familiar:

"I mean, for me, [EMI lecture] feels totally fine. The only time I am remembering that we're still in Germany during these lectures is when the prof has to explain something to German students." (IS08)

Again, the issue of home students reverting to German on the IB programme and wider campus caused upset for international students. There was disappointment that the internationals' lack of German knowledge was too often forgotten by their German hosts - or simply ignored:

"...even though they say the programme is in English, students prefer to speak German and not English." (IS02)

5.4.3.3 Micro level affective responses

On the whole, the international students were happy with the level of English spoken by their lecturers, perceiving them to speak “perfect standard English”. There was, however, acknowledgment across the whole programme that lecturer performance differed, but this did not seem to raise a particularly positive or negative response. In contrast, when it came to their German peers, international students varied in the views regarding their fellow German home students, only occasionally expressing satisfaction with friendship groups beyond international circles; the best connections were made with other internationals, irrespective of their country of origin:

“I think I have the balance of both international and German socialising but I think if we, if we talk about, like, close, like, the closeness, I will say I'm close more with international people.” (IS09)

Taking a diplomatic stance, international students gently criticised some EMI lecturers’ abilities to teach through English by way of comparing levels of “sophisticated English” among their professors. For some, when it came to teaching styles, however, there was a degree of dissatisfaction over feeling they were not getting the quality educational experience they had paid for:

“I don't really like the way Professor teach here, because most of the time I spend all the time, like, reading alone, most, most likely, so I don't know how to improve the teaching skill; maybe more interaction, maybe more practical examples, or some, some, something like that. That would be great and make, like, my time here really, like, valuable.” (IS09)

Once again, the recurring theme of German Students’ preference for speaking German gave rise to NA among international students at the micro-level.

“it's really challenging because you will feel completely left out because somehow during the discussion, they will just immediately switch to German and you just left there and just wondering what what are they saying” (IS08)

5.4.4 International students: the partial-EMI programmes

The international students providing their affective perspectives of the partial-EMI programmes all came from Malaysia and were enrolled on the same business engineering double-degree programme. Learning German was an integral part of the exchange programme, but it was the fact of the EMI element that was their primary motivation for coming to Germany.

5.4.4.1 Macro level affective responses

These partial-EMI international students reported similarly to their IB peers on the affordance offered by EMI programmes in Germany, in particular that they graduate with a recognised degree in both their home country and in Germany. Additionally, they have proof of German language proficiency and intercultural experience. Many of the Malaysian students expressed how a long-held dream was fulfilled by way of studying in Germany:

“... it's always been my dream to study overseas, So I often looked like to many countries, like which is the possible, ... what can they offer on their education, and it happens to be that Germany is one of the top education from all over the world” (IS03)

Conversely, one source of NA reported by the Malaysian students was the fact of having to learn and study in German. As this is an inherent part of the DAAD-approved international programmes offered at German HEIs, it is a significant factor with regard to affect in EMI. International students on such programmes have the double strain of managing a foreign and second language simultaneously while being very far from home. This strain of having moved from the other side of the world and becoming familiar with the university procedures and routines was evidenced in an incoherent explanation of how one Malaysian student felt on the day of the LO:

“I was feeling a bit anxious because, so fast we need to like - isn't really fast but like first, the ? man, I think this is the third week. Yeah, I am arriving in Germany and I need to think about internship; and I think internship is kind of big thing, So at first I am thinking like, oh my god is - I was anxious at the moment - like nervous, doing - like need to plan really plan to write CV, cover letter.” (IS01)

5.4.4.2 Meso level affective responses

As previously mentioned at the macro-level, the design of their study programme was felt to be significantly positive by the Malaysian students. The uniqueness of such a double-degree programme was seen as special in their context. That they were able to attend lectures held in English added to their overall levels of PA and counteracted any NA from the German medium classes they are required to attend:

“The classes that when they speak English, er, yeah, I understand it. And I actually enjoy the classes, rather than German class.” (IS06)

With reference to **Figure 3** in Chapter 2 again, this student demonstrated ‘high pleasant activation’ in regard to the EMI class; there was a sense of pride at being able to utilise strong EL skills and a sense of competence satisfied at being able to understand the content.

The general consensus among the Malaysian students was that the standard of English in their EMI lectures was very high, both from German students and the lecturers. These points are further discussed in the micro-level section.

Where the international students experienced NA due to the lecture content related to business vocabulary which was unfamiliar to them:

“...sometimes the words are too hard for me to understand because of, yeah, some that are not so commonly used in daily life.” (IS05)

5.4.4.3 Micro level affective responses

The Malaysian students were contending with a significant change in teaching style which they termed as ‘interesting’. They reported finding the lecturers’ openness towards student input refreshing, and appreciated the confidence boost from being able to communicate freely. This had also been included as a sign of competence satisfied previously. In terms of how a particular lecturer makes the students feel, the Malaysian students reiterated what has been reported regarding the popular German home lecturer above:

“[He] is very interesting because he, the way he teach us is like, he really wants us to understand everything with the tone he use in class and his body language that makes the class is very interesting.” (IS01)

With regard to lecturer actions generally, the BEng students felt pleased when integrated into home student groups by the lecturer, rather than having to organise themselves and risk rejection by their German peers:

“...that's a good thing because it's hard for us to approach, like, to a German's groups like will they accept us? Or what? But if the lecturer is the one who picking us to the Germans' group is easier because it's fixed.” (IS05)

The German home students very much impressed the EMI international students with their strong command of English. Despite contradictions in the next section regarding their counterparts' accent and German-style English, the Malaysian students expressed admiration for the English they heard in class. This was partly attributed to similarities between English and German:

“I think that the English is very, very good. Yeah, at least better than me, I think, because sometimes for German, they use same words like English, so they know English better than me. I think for the scale of 10, I think I'm in the level maybe six, seven, and they are 8, 9.” (IS04)

Feeling insecure with their lecturers' English seemed to be less about L1 interference and more about culturally different ways of communicating. The Malaysian students struggled to understand what was being asked of them by some German lecturers - this issue applied to the German home students also:

“...they tend to talk more in circles, I think before approaching the main point. They like to take all of the parts around this subject first before going straight to the point. And telling what it really means, because I think they want to touch all of the subjects ... in that one particular subject. I have a hard time understanding what he - what is his question.” (IS07)

Summary of three levels: international students on full- and partial-EMI programmes

While both German home and international students generally felt more PA with regard to their studies at the TIBS, there was also NA around the inconsistent use of English across campus. This was particularly in view of how their international study programmes were marketed by the TIBS.

Many aspects covered at the meso-level of EMI practices can also be applicable to the micro-level, due to the interpersonal nature of how the EMI programmes are designed and implemented. Overall, all EMI students are more satisfied than not with their study programmes. Points of dissatisfaction arise over the lack of language use monitoring at the programme level. In the case of BEng German home students, they have recourse to German medium when they feel it too uncomfortable being taught through EMI. As was seen from what upset the international students, this code-switching was a major cause for concern.

5.5 Strategies for regulating affect

This section analyses the student data to address RQ.3 about what strategies home and international students on full- or partial-EMI programmes employ during an EMI lecture. In lieu of a working hypothesis due to the novelty of this investigation, an assumption was made that students would be most occupied with how to manage their own affect. As will be seen from the data, there were also examples of students employing other-regulation strategies during EMI lectures, this is denoted in my taxonomy as: **Strategy to modify affect in other person.**

An initial CA of the data is followed by a discussion of themes that emerged inductively from the data. Analysis and discussion are structured according to the German home and international students groups, per affect regulation strategy type. **Appendix L** presents all strategies with a description. Most affect regulation strategies were not recognised as such by the students themselves. Apart from when explicitly asked to describe actions and behaviours engaged in to regulate affect, the strategies have been inferred by the researcher in accordance with the taxonomy and from the literature reviewed earlier.

Table 20: *Meta-Affective Strategies: Code Frequency Count According to Student Origin and EMI Programme Type*

Master strategy	Full-EMI (N=12) Part-EMI (N=9)	German Home (N=11)	International (N=10)	Total strategy group counts
Selecting the situation	Full-EMI	9	6	21
	Partial-EMI	1	5	
Modifying the situation	Full-EMI	4	0	10
	Partial-EMI	6	0	
Focusing attention	Full-EMI	2	1	11
	Partial-EMI	7	1	
Reframing cognitive appraisals	Full-EMI	7	6	32
	Partial-EMI	5	14	
Influencing response	Full-EMI	10	14	40
	Partial-EMI	6	10	
Strategy to modify affect in other person	Full-EMI	6	0	12
	Partial-EMI	5	1	
Avoidance strategy	Full-EMI	1	1	8
	Partial-EMI	2	4	
Total strategies		71	63	134
Full-EMI		39	28	67
Partial-EMI		32	35	67

Table 20 presents a frequency count of codes broken down according to the four student groups. International students accounted for slightly fewer total strategies identified in the data (63) compared to the German home students (71). Most frequent were strategies for influencing “experiential, behavioural, or physiological aspects of emotional responding” (40), followed by reframing cognitive appraisal (32). Although significantly fewer in total, other-regulation was the third highest frequency count with 12 mentions.

One way of coping with NA from either EMI insecurity or challenges arising from high expectations was *self-talk*, either by way of (re-)focusing attention or by re-evaluating a situation or emotions arising there from. Frequency code counts in **Table 20** show that among all EMI students, ‘influencing a response’ (40) accounted for nearly the same levels as ‘focusing attention’ and ‘reframing cognitive appraisal’ combined (43).

Similar to the Bielak and Mystkowska-Wiertelak’s (2020) Polish study with 43.2% references to cognitive change strategies and only <0.5% to situation selection, the EMI students’ reframing (cognitive change) strategies (32; 23.9%) were more frequently mentioned than situation selection strategies (21; 15.7%). However, the EMI results show that focusing attention (11; 8.2%) was much less favoured by the EMI students than the Polish language learners (338; 13.3%). While the methodological differences between these two studies makes deeper comparison moot, it was interesting to note that in both cases, pre-defined strategies, i.e., established in theoretical taxonomies, were not mentioned in the interviews.

The analysis continues with an exploration of the EMI student data in order to address RQ.3 regarding affect-regulation strategy use and incorporates discussion around common themes which emerged. It begins with analysing the German home student data, then moves on to the international student data.

5.5.1 German students

German home students on the partial-EMI programmes experienced higher levels of insecurity in EMI lectures, whereas those on the IB programme found workload and group projects challenging. This group of students also tended towards high self-expectations and perfectionism.

Selecting or modifying a situation: call upon others to help adjust affect

Affective strategies for selecting or modifying an emotive situation often involved approaching other people or choosing to be around others as a way of improving the EMI situation. Calling upon support staff when struggling with exam pressure compounded by Covid restrictions helped alleviate stress:

“it was like, the best help and advice ... I saw, like, their experience... a 10-minute call and I immediately felt, like, so relieved” (GS07).

Proactively mixing with multilingual students was felt to be of intercultural benefit and worth the extra time it might take during group tasks:

“I tried on purpose to be in a group with international students, erm, cause I always felt that also the personal exchange, and the intercultural exchange is just - was so much more valuable than whether you are faster or not.” (GS04)

Selecting courses based on the professor delivering them was mentioned as a way to further deepen the intercultural experience of the IB programme:

“We have two classes; we have one with the German and one with the Spanish professor, and even without knowing which one was better, I felt happier that I would be in a group with the Spanish one. Because ... that extent of internationality, I found it to be more interesting to have an international teacher.” (GS11)

Reframing: communication and agency are key to managing affect in EMI

The fact of studying through EMI could be the cause for affective dissonance among university students. For many German students, however, they were able to reframe any possible negative appraisal in the EMI context by acknowledging how much EL experience and training they have:

“Coming from A level and if you really learned English in school and - yeah tried to basically watch English in movies and stuff, it will be easy for you. That's why I think it's not a problem.” (GS07)

As students aiming to embark on careers in the business world, they are keenly aware of the importance of communicative competence. Those intent on international employment, communicating well in English is uppermost in their minds.

“this need of communication and what doors it can open - that's something that keeps me going.” (GS04)

Knowing that others before them have succeeded in their business engineering studies serves as encouragement for students. Those who use such a mental note for themselves tend towards being optimistic, with a future orientation which fits with a growth mindset. Later semester students who can reflect upon how much they have changed over the course of their studies have a point of reference with which to reappraise any cognitive or affective dissonance.

In the case of the IB students, they chose to enrol on the full-EMI international programme because of a desire to be exposed to English. There was also the awareness of the expectations inherent in higher education studies:

“a lot of our learning actually revolves around being able to learn complicated new theories, which then helps us in our future as well. So, I'm generally not worried about this.” (GS06)

Influencing the response: mindfulness, intention and breathing is key to managing affect

The most commonly mentioned strategies for managing affect were those that influence behavioural or physiological aspects to emotional responses. Getting out in the fresh air, moving and being physical was most often mentioned. These were also the instances where intention was noticeable - students proactively decided to reduce NA:

“Basically, with actions. So, either by doing breathing exercises, or going for a walk outside, or -um, yeah - moving around. Because I realise in those situations thinking, or like changing my way to think, so that I would calm down, is not that effective because I'm already having too many thoughts.” (GS04)

Mindfully and proactively participating was another way in which to manage aspects of emotional responding, either in the moment or as a way of preventing NA from arising. What

was not clear from the data was the degree to which these behaviours were intended to boost PA:

“I'm participating, trying to write down a lot of the things that she actually says on the slides that I have on my laptop. But I'm still working on trying to figure out how to not get distracted.” (GS03)

One example where the intention was on increasing PA was seen where students balanced focused time with ‘down’ time which was acknowledged as being valuable for staying engaged in EMI lectures:

“I try to be more mindful that I also kind of meditate ... I'll just try to be here right now, participate in the moment and then do my best to make the most out of the lecture.” (GS02)

Other-regulation: active participation as a way to encourage the lecturer and fellow students

One particular theme arising from the data - which had also been initially seen in the pilot study - was students intentionally behaving in ways to demonstrate their active engagement in the lecture, especially when the rest of the class was clearly disengaged. These students wanted to regulate their teacher's affect through their own behaviour:

“One thing I do very consciously is sit in the front. Because I always feel bad that people tend to just be in the back when Mr T. is always at the front. So I try to use that space a bit more.” (GS03)

In some cases, the intention was to also motivate their fellow students while creating a more demonstrably engaged group in recognition of the lecturer's efforts:

“I try to participate, not only to get the conversation flowing but also to get people also motivated to say things because oftentimes I just guess the answer even if I have no idea.” (GS03)

Among IB German students, a similar awareness around non-participating classmates caused them to act demonstratively to signal that at least someone was paying attention in that moment. In one case, the student admitted to doing this only where she felt the professor warranted her support:

“I only kind of raise my hand because I think [Professor] was waiting for someone to raise his hand. That's why I did that. I sometimes feel that for the professors of non-participating. So, I always try to participate, especially if I like the professor. Like if I see that the professor's motivated, like in some other classes I wouldn't do that.” (GS08)

Subconsciously mimicking – or mirroring - the lecturer’s behaviour was mentioned as a way of showing empathy, for example laughing when the professor laughed, or choosing to sit at the front of the room, to compensate for classmates clustered towards the back.

Using space mindfully was mentioned by one particularly tall student who did not want to block other students’ view. As previously mentioned in the context of relatedness, German students intentionally switched to English when international students joined study groups:

“if I notice that someone doesn't switch to English immediately or when an English-speaking person is present. I'm always trying to say okay, please let's go back to English, Yeah, so one person doesn't feel excluded.” (GS05)

Avoidance strategies: intentional or unintentional means of conserving energy

From comments during some SRIs, students were noticing behaviours that had remained previously unacknowledged, or that differed from what they usually did. For example, one partial-EMI German student noted how she was listening “but not really taking it in actively, just letting it go in one ear and out the other” (GS03). This fits the definition of avoidance strategy but without being explicitly intentional. One of her classmates from the same lecture admitted to feeling out of sorts that day which resulted in him staying quiet and not getting involved in the discussion, which contradicted what he usually did. Again, another form of avoidance strategy as a way of conserving his energies, perhaps.

A more expected form of avoidance was to stay quiet in the EMI lecture rather than risk losing face by giving an incorrect answer. For partial-EMI students, this was more due to feeling unsure about content, but could be additionally about language:

“I think most of the hesitancy was because of the content, but I guess it would be in German, and I would feel more confident to ask the question, because like, as you know English is not my mother tongue.” (GS09)

5.5.2 international students

Interpreting communicative breakdowns: It's not them, it's us.

Feeling responsible for communication failures with their German peers or lecturers caused an affective disturbance among the Malaysian students. Even where they found the Germans' use of English disturbing, for example, "*they don't get to the point*", such a criticism was immediately reframed to shift the 'blame':

"I think they have pretty good English, yeah. And I could understand them, but sometimes it's hard, because they don't get to the point; like, we don't get the point." (IS06)

Shyness was unique to the Malaysians, the IB students did not suffer from this feeling. It was suggested as a reason for breakdowns of communication between the Malaysian contingent and the home students, a characteristic which needed to be remedied by better fitting in, "*to know those people and to communicate with them*" (IS03). This was discussed as being difficult in itself as making friends was proving difficult; instead of German friends, they referred to "acquaintances":

IS07: ..., yeah I know a few but just they're like it's just that level, so frustrating to, like, be...

IS05: ...to break the wall ...

IS07: yeah, to break the wall. Maybe it's just me - it's a me problem, so...

The exchange here suggests the Malaysian students taking responsibility for the lack of connection with their German counterparts. However, at a later point, another person made the exact opposite statement:

"I think, for example, like the German student, they should approach more because I think they, they can use English better than us and they can speak German. So that's not a bad thing. They just maybe shy." (IS04)

This degree of empathy for their German peers was not evident among the IB students who did not feel responsible for managing communicative situations in class. They did, however, talk similarly about feeling more comfortable with other international students who were

naturally more welcoming than groups of German home students, a theme reiterated in the wider literature (Kuteeva et al., 2020).

No matter how bad it gets, remember this is a dream come true.

The 'dream' of coming to Germany was repeated by all the Malaysian focus group participants. Reminding themselves of the reasons for coming to Germany helped reduce NA when they experienced difficulties. There was joy at being in Germany, and gratitude for the uniqueness of their programme, the chance to improve German language skills, and how everything was organised:

"I think our programme ... is already different in terms of its concept and the branch,... you don't hear that often in our country. So, I think it's quite different. And the opportunity we're taking here is like one in a million, I would say. It's kind of special." (IS07)

Where NA arose due to difficulties with communicative styles confronting them in their EMI lectures - "I have a hard time understanding what ... is his question" (IS07) - and accent - "The accent is different and it's hard to understand sometimes" (IS04) - such critical appraisals were immediately followed by concessions. For example, that "it just takes time to get used to how they talk" and that "It's just a matter of understanding how they talk it so it's a matter of cultural, is that - it's a cultural thing that our not, **it's not as if it's our opinion, er, my opinion.**" The last utterance (in bold) suggests that the speaker does not want to be accused of having a low opinion of his German hosts; it is simply a matter of the Malaysians becoming acculturated.

IB students also talked about the strong motivation behind their decision to study in Germany, but not in terms of a lifelong dream. Nor did they use this as a reminder if they felt frustrated or annoyed by German L1 interference in the use of English.

Adaptation will make learning easier

The Malaysian students felt a requirement to adapt to the cultural norms of their German setting. As the 'visitors', they needed to change. Despite their high proficiency in the English language, there was an awareness that German-English is different and needed adapting to. This requirement extended also to the German lecturers' style of teaching:

“for me in my side, **I need to adapt for the lecturer's style** here. It takes time, and yeah I think it's - it would be good after sometimes.” (IS05)

Again, there is a contrast between the Malaysian and IB international students exemplified by this modifying comment: with patience over time, it will get better. The IB students tended towards expecting the Germans to at least meet them in the middle when it came to adapting to find a mutually acceptable English usage.

Keeping a low profile

In order to manage anxiety triggering events during a lecture, writing down notes was described as a way of influencing this NA response. Feeling anxious about understanding a task correctly was exacerbated by the avoidance strategy of not speaking up in class and the action of writing down notes was reassuring:

“...write it down then, I will know what to do then my anxious will lower down a little bit. Because, because it is in the class I can't do anything. And I don't like the feeling anxious or nervous. So just write down.” (IS01)

On the whole, IB students did not avoid speaking up in class, they enjoyed higher levels of confidence. If they chose not to address the lecturer, they had no qualms about asking the person next to them, irrespective of nationality.

When international students got ‘lost’ in class, one way of regulating their affective response, when note-taking was not possible or helpful, was to sit and listen:

“I just listen and that's it. ... Especially when I don't understand, or something like, I lose my focus easily. But I don't have er - a feeling at this moment. I was just here and listen.” (IS02)

This example came from the only IB student describing such behaviour, but among the Malaysian students this passive sitting quietly during class was often seen - and commented upon by their lecturers.

Affect regulation through fresh air and exercise

When asked directly, students listed the common proactive strategies that most people use to regulate their affect: going for a walk, napping, eating well, eating comfort food, taking

deep breaths, and talking with friends. This was seen as a way of converting emotions into actions:

“I'll say, good or bad, let's turn it into something. For the last, I don't know, month, I'm trying to get out from my room as much as possible” (IS08)

This extract sums up much of what was said among all participants when asked directly about strategies for regulating affect:

“Maybe I will go for a short asleep. Or eat something - snacks, junk food or these chips - potato chips. And also listen to music because I think these 3 things seems like very (unintelligible) time, but it helps being like regulate feelings - to regulate my feelings” (IS01)

Summary of Affect-regulation strategies

The IB international students reported using more influencing responses strategies (14) than reframing cognitive appraisal (6), while their partial-EMI peers reported the opposite (10, 14 respectively). These were the sets of strategies most commonly mentioned in the data with situation selection second most frequently mentioned: IB international students 6 counts, partial-EMI 5 counts. Neither talked in terms of modifying their situations, and only 1 mention was made about other regulation strategies. The partial-EMI Malaysian students used more strategies overall than their IB counterparts, 35 and 28 counts respectively. Identifying examples of modifying a situation were difficult to discern in the case of the Malaysian students due to the hypothetical nature of the focus group discussions: one person talked about they *maybe would* use English to communicate with German speakers because “my German is not that good” and as a way to “prevent the awkward situation” (IS05). In another case, the student admitted to a tendency “to run away from [German students]” (IS06) because they found it too “scary and nervous” working in a group with German students; they deliberately selected situations that avoided any requirement to communicate with their German peers. Shorten move to summary of section

This strategy of selecting situations with other internationals was prevalent among all international students, particularly socially:

IS07: For some reason, like we socialise better with other international students.... (Multiple utterances of agreement - Yeah. Yeah.)

IS04: ... but not with Germans

IS07: ...students from other countries but not Germany like not a lot.

The IB students talked similarly but less in terms of this being an intentional strategy for avoiding German peers, more because that is how things evolved.

The Malaysian students talked more about avoidance strategies than the IB students as a way of regulating anxiety, for example by not volunteering any answers in class:

“I really afraid that my answer is, look, childish, like, immature so instead of giving a wrong answer so I **just don't answer**. Yeah” (IS01)

It was among the Malaysian students in particular that a number of interesting themes emerged from the data which help explain how they reframed cognitive appraisals in relation to their German study experiences. Sometimes, these themes were also common among the IB international students.

5.6 Summary of student data analyses and discussion

Over 113 students enrolled on 3 different business degree programmes at a German HEI participated in this study investigating their affective experiences of learning through EMI. Data were collected via five different instruments, one quantitative (the online questionnaire) and four qualitative (lecture observation, stimulated recall, semi-structured interviews, and focus groups). Results from the questionnaire were descriptively analysed and showed that on average, the EMI student sample were comparable with a group of Germans from the general population (Krohne et al. 1996). The EMI study participants experienced both slightly higher PA and NA than the general adult population.

When comparing German home and international students' state affect (Q.7, EMI 'today'), the latter were slightly more positive and just as negative as the latter, but this was not statistically significant. Comparing full- and partial-EMI student groups, the results were statistically significant. Students enrolled on the full-EMI programme reported higher PA and

NA than their peers on the partial-EMI programmes. Considering the tests of normality showed only a normal distribution for the PA results, doubt could be cast on the reliability of the significantly higher NA results among the full-EMI. However, in light of the qualitative data, there is evidence that the IB students were indeed more positive *and* more negative than their BEng counterparts. My sense is that the perceived higher stakes of the prestigious IB study programme intensifies the affective experiences of those enrolled on it who have predominantly come from high achieving *Gymnasium* secondary schools.

This chapter focused primarily on qualitative data collected from two types of EMI programmes, and looked at differences between German home (N=8 full-EMI programme; N=3 partial-EMI programme) and international students (N=4 full-EMI; N=6 partial) on each type of programme. Two analytical frameworks were applied for data analysis. Firstly, the three basic psychological needs - competence, autonomy, relatedness as proposed by SDT (Ryan & Deci, 2017b) - with a focus on self-efficacy and mindset (as sub categories of competence), and pedagogical caring and psychological safety (as sub categories of relatedness), provided a deductively determined set of codes. The frequency of these codes across the 3 competences and separated according to needs had been met or unmet, addressed RQ.1 which asked what affective dimensions they experienced in the EMI setting. With the exception of two cases, all basic psychological needs were more often satisfied than unsatisfied across all students. However, both full- and partial-EMI international students felt their need for relatedness more often unmet than met. The reasons for this revolved around a lack of integration with their German home peers, something that was noted in Ismailov et al.'s (2021) systematic review which pointed to a lack of EMI participants' interactions with each other

Additional themes emerged during the BPN analysis which precipitated the development of the three-levels of EMI practice framework. Engaging with the data from this perspective showed how external ecologies at macro, meso and micro levels triggered students' affect. Thus RQ.2 could be better addressed. It was becoming apparent that the TIBS's EMI practices, which align with a neoliberal agenda similar to that noted by Lynch (2006) and Marginson (2011) and discussed in Chapter 3, often trigger NA among the very people upon whom they rely for their ongoing existence. This causes a tension for many students who see EMI programmes as the route to better jobs (Sahan & Şahan, 2021) but which can simultaneously

leave them feeling they are merely part of a “superficial consumer” transaction (Thomsen et al., 2021).

The meta-affective strategies analysis confirmed what was found in the literature that affective strategies are given the least conscious attention by learners (Soruç & Griffiths, 2017). The easier to identify **influencing a response** category of strategies elicited unsurprising behaviours and habits such as exercising, deep breathing, meditation. Most mention was made around how students **reframe cognitive appraisals**. The partial-EMI Malaysian students expressed their diplomatically phrased criticisms of their German hosts by reframing their negative experiences in the EMI setting. Despite high self-efficacy around EL usage and EMI learning, they felt deep anxiety in relation to the German teaching style. These particular traits are commonly reported in the literature, for example, (Hanwewald, 2016; Wong, 2005) On the whole, however, they were happy with their decisions to enrol at the German business school.

Of all student groups, the German IB home students resorted to strategies for **selecting the situation**. This conforms to the impression of highly competent, self-efficacious people who are likely to know what they do and do not want. This attitude reflects that discussed in relation to high SES background students who often also enjoy high social and cultural capital (Lueg & Lueg, 2015). The impact of cultural capital on EMI student aspirations to succeed was reported by Lasagabaster (2016). Results presented in **Table 19**, indicate that this group was most strategically active - or at least they talked most about how they regulate their affect. They, and their peers on the partial-EMI programmes, were also most likely to aim to **modify affect in others**. Why international students would be less other-focused could be due to their preoccupation with the additional factors of being away from home; homesickness was noted as fairly common among these students (e.g., Hendrickson et al., 2011). This may also have accounted for more **avoidance strategies** among their group than their German counterparts.

The self-selecting nature of participating EMI students across all programmes who were mostly positive about EMI, suggests a skewed overall picture of the situation. Without access to those students who struggle with or who do not learn well through EMI, it is hard to fully address the RQs central to this study. The lack of negativity towards EMI was in stark contrast to the wider literature which reported students’ attitudes as more critical of aspects around

EMI (e.g., Wether et al., 2014; Bukve, 2018). In particular, evaluating affective triggers across the three levels of EMI practice with exemplary EMI participants gives a limited perspective. Two main triggers of student affect emerged from the data: firstly, the inconsistent use of English in class and on campus. Secondly, the lack of dialogic teaching and interactive learning. To a lesser extent, international students also reported feeling a sense of belonging unmet. The lack of interactivity in class extended to social groups outside class, and the issue of Germans preferring - quite understandably - to speak in their L1, compounded difficulties in getting home and international students to mix, this was a phenomenon reported by Earls (2016) in his 3-site comparative case study.

German students chose to enrol at the 'truly international' TIBS based on the belief they would experience internationality at home. They arrived with excitement and anticipation, which was, for some, fulfilled by encounters with peers from other countries, speaking multiple languages. International students chose Germany because of the quality education and future employability potential, and to fulfil long-held dreams. These aspects have also been widely reported in the literature pertaining to internationalised German HEIs' attractiveness both domestically and internationally, e.g., Göpferich et al., 2019; Kaulisch & Huisman, 2007. They decided on the TIBS because of the EMI option, expecting to be able to access everything the HEI offered by way of the global lingua franca. On the whole, their dreams and expectations were mostly met, but somewhat dampened by the lack of what should be an essential component to an EMI programme - that everyone abides by the agreement to operate in English. A refusal to stick completely to the international lingua franca on EMI programmes was noted elsewhere through discussions around code-switching and translanguaging, e.g., Ljosland (2011); Wilkinson & Gabriels (2017).

As a counterpoint, the concept of EMEMUS proposes that by leveraging the potential of many languages in one place, issues around predominant L1 usage, which effectively excludes international students reliant on English, could be lessened. Kuteeva (2020) pointed out the exclusionary nature of translanguaging when used as a mechanism for enforcing the 'elite' language in a multinational group. If different languages were equally valued and, where appropriate, spoken, would this trigger more PA among EMI students? Evidence from my data suggests that those with experiences abroad and who already speak more than 2+1

languages, do indeed feel more PA than NA in a multilingual environment. There is an increasing interest around researching the benefits of multilingualism in language learning, e.g., Melo-Pfeifer & Chik (2022).

The second key trigger to student affect requires potentially difficult conversations with EMI lecturers. Students picked up on professors with poor EL skills which triggered anxiety around exam results, as well as frustration when comprehensibility was compromised due to heavily accented English. Consistent with the literature (Oorbeek, 2017), IB students in particular were dismissive of content lecturers who did not speak in a clear, non-accented English. To their credit, some of the aforementioned more internationally experienced, multilingual IB students acknowledged the unfairness of their intolerance towards their German professors.

6 Data analysis - Lecturers

6.1 Introduction

This chapter begins with a brief recap of who the participating lecturers were, the research questions that have been addressed and an overview of affective experiences generally experienced by the EMI lecturers. The main sections present and discuss findings from the data collected, firstly from the PANAS online questionnaire, and secondly from the qualitative instruments: pre-observation semi-structured interviews, post-observation stimulated recall interviews, and field notes from the observed lectures. The chapter is structured according to the research questions and concludes with a summary of what the data suggests were the affective experiences of the EMI lecturers, and what differences were reported according to origin and type of EMI programme.

Table 21 presents a summary of who the participating lecturers were, and data collection instruments administered with each.

Table 21: *Lecturers by Interview Type and Local vs. International Status*
(GT= German Home Lecturer; IT = International Lecturer)

	Semi-struct. Interview (SSI)	Stim.Recall Interview (SRI)
German Home Lecturer, Full-EMI ⁸	GT01, GT02	GT01, GT02,
German Home Lecturer, Partial-EMI	GT04 ⁹	GT03 ¹⁰
International Lecturer, Full-EMI	IT02	IT02
International Lecturer, Partial-EMI	IT01 ³	IT01

⁸ All full-EMI lecturers taught on the International business (IB) programme.

⁹ GT04 was interviewed in relation to the Production Management (PB), but no lecture was observed

¹⁰ GT03 & IT01 were observed teaching students on the International Logistics Management (ILM)

I recall the research questions presented in Chapter 4 to be addressed in this analysis.

RQ.6 What affective dimensions do lecturers experience on an EMI programme?

RQ.7 What triggers an affective reaction among EMI lecturers?

RQ.8 How do these dimensions differ between i) home and ii) international lecturers?

RQ.9 What strategies do EMI lecturers employ to address the aspects i) they personally experience, and ii) they can see their students experiencing?

Having provided a general overview here of affective dimensions experienced by EMI lecturers according to my interpretations of the data (6.1.1), section 6.2 begins with an analysis of what I observed in the lectures and how far affective dimensions could be identified. RQ.6 is directly addressed in section 6.3 through an interrogation of the quantitative data in order to determine how positively or negatively participants experienced the EMI context. Then attention turns to analysing the qualitative data by way of the three BPNs of SDT (6.4).

In consideration of RQ.7 and RQ.8, section 6.5 discusses evidence of how German home and international lecturers' affective experiences differ in terms of PA and NA, and the three BPNs. EMI lecturers' affective strategies relating to their own affect regulation (6.5.1) and other affect regulation (6.5.2) are the focus of section 6.6, the results of which shed light on RQ.9. The final, closing section (6.6) summarises the findings and conclusions from the analyses presented and discussed in the chapter.

6.1.2 Affective dimensions generally experienced by EMI lecturers

Data collected from EMI lecturers indicate a general lack of explicit consciousness about affective dimensions. As noted under **Table 24**, there were a number of zero count codes where no mention was made of certain elements of the three BPNs. Neither were there specific mentions of how staff felt in an EMI lecture, or about teaching through EMI. The focus for staff was on content and how best to teach students who may have differing levels of EL proficiency. There was a tendency among the lecturers to respond to questions about how they "felt" with a description of what they "did", or usually "do", as part of their role. When

asked directly about their attitudes towards using the EL to teach, all were positive about delivering their own expert content in English. Most expressed an intrinsic liking for the language and a belief in the value it brings as a global lingua franca:

“I think we all should be fluent and the benefit is just enhancing knowledge, ... I feel - Kosmopolitischer! More cosmopolitan, maybe, maybe that's it, yeah. If you say, 'well, no matter where I am, if there's someone speaking English, I will survive'” (GT04)

Some expressed a preference for teaching in EMI than their native tongue, most often because of their own EMI educational background:

“I only know the English terms and I'm struggling with the German. So, I don't want to teach my economics classes in German.” (GT02)

The online questionnaire adapted from the I-PANAS-SF (Thompson, 2007) provides a list of possible affective descriptors. These did not emerge significantly in the data. It was not possible to extrapolate from the PA and NA results and draw any general conclusions from the lecturer data as a whole.

Identifying explicit self-regulation strategies among these EMI lecturers required my interpretation of what was reported by participants and what I observed. In lieu of an indication of strategy awareness, I felt there was a subconscious affective dimension to lecturers' behaviour. They relied upon automatic metacognitive strategies to regulate affect. This will be further explored in chapter 7. Conversely, there were examples of conscious, goal-oriented strategies applied to support their learners' affect-regulation:

“the reason why I'm asking [this question in class] is to tie it back to their personal experience, because of course, once you have something connected to personal experience you have had, then of course your learning experience will be so much more relevant to what your experience in real life” (GT01)

The following section provides my perspective on the observed EMI lectures. This provides context for the in-depth analysis of the lecturer data which begins with section 6.3.

6.2 Affective dimensions observed in lectures

Data collected from the lecture observations was primarily in the form of field notes and the recordings made for use in the subsequent stimulated recall interviews. A total of seven lectures were observed: 4 full-EMI, and 3 partial-EMI programmes. Analysis of the coded field notes and *ex post facto* reviews of the observation videos was done according to (Breeze & Guinda, 2022) four levels of engagement (see Chapter 4, section 4.3.1):

- Interaction between the learner and the content
- Interaction between the learners and the teacher
- Interaction between learners
- Interaction between learners and entities external to the course

Table 22 below includes screenshots of each lecture in order to give a visual representation of how the rooms were arranged. With the exception of LO 6 where there were only 2 students who chose to sit adjacent to each other, all students sat in rows, at tables, facing the lecturer. All lectures observed in the winter semester 2020 were subject to covid restrictions and everyone had to wear masks. This reduced the observability of facial expressions. Nonetheless, it appears that most students were attentive and quiet most of the time. The exception was LO 3 which was a workshop session rather than a typical lecture. Students were encouraged - indeed, expected - to form small groups and discuss according to the task instructions. LO 4 also included a small group discussion task which the lecturer labelled a 'workshop' task. These were two examples of specifically interactive events. The majority of the observations were dominated by teacher talk.

Appendix C (ii) provides an additional summary of the LOs with field notes.

Table 22: 7 Lecture Observations Analysed According to Breeze and Guinda's (2021) Four Levels of Engagement.

Lecture Observation Pseudonym	Full- / Partial-EMI course	No. of Students present	Levels of Engagement			
			Interaction between learner and content	Interaction between learners and teacher	Interaction between learners	Interaction bet. learners & entities external to course
(Researcher summary)						
1a (A class half full)	Full	10	Students seemed attentive and interested; some questions were asked that mostly indicated understanding;	Despite feeling ill, the lecturer was highly engaged and animated. She frequently asked questions to the group but did not always wait for the student to complete their response before jumping in with her own counter-comment or correction. Students - usually the same few - asked their own questions and answered the lecturer's. In one particular instance, a student gave a response to a question based on her personal experience; the lecturer disagreed and made a comment about "millennials".	Only during the break did students interact with each other - in German. During the break, one student approached me "off the record" to share his consternation at how few international students were present in his classes. He felt this reduced the opportunities for speaking - and therefore practising and improving - the German students' EL skills.	Masked lecture - all complied



1b

(More interactive?)

Full

8

Similar to the first observed lecture for this subject.

Despite inviting me to observe a less one-way, input-heavy lecture, there was little evidence of increased interaction in this session.

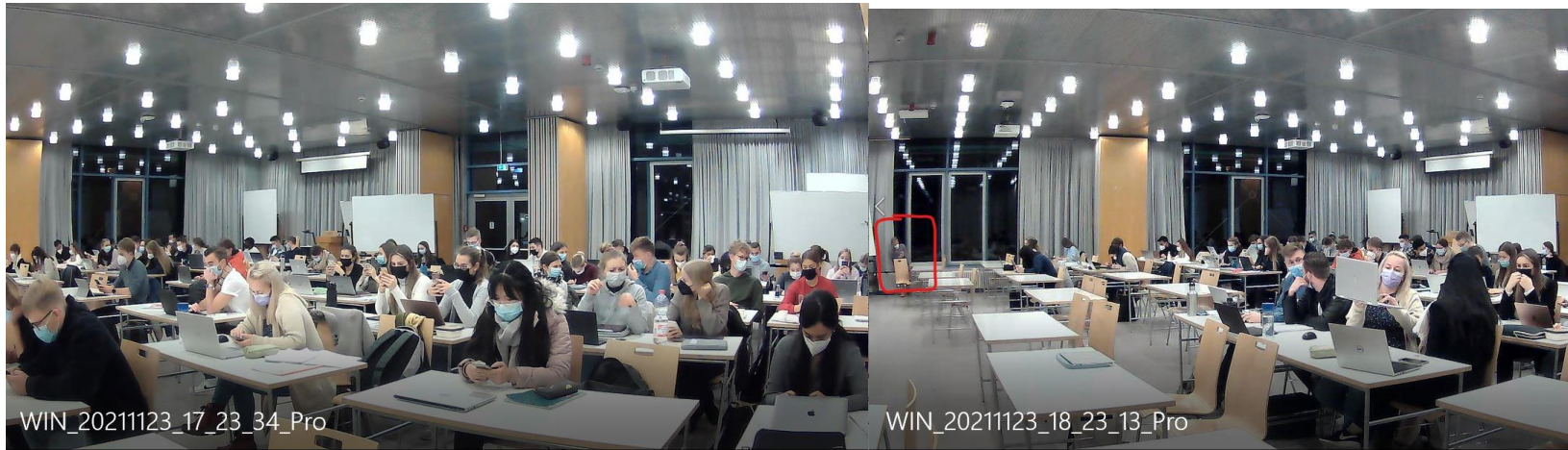
Masked lecture - most complied



<p>2 (largest contingent international students)</p>	<p>Part 13</p>	<p>Students did not seem overly engaged in lecture content, but were attentive, all sitting forward and listening (politely). There were some questions forthcoming which suggested a degree of content-engagement.</p>	<p>Lecturer attempted to engage students with humour and anecdotes; some questions were responded to; only 1 international student volunteered any contribution; one German home student supplied most input.</p>	<p>Two friends on back row spoke to each other a couple of times - late arriving student needed help to catch up.</p>	<p>Only 1 student with mask</p>
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<p>3 (More a workshop than lecture)</p>	<p>Full 65</p>	<p>Some degree of confusion around task instructions at beginning; insecurity over research tools, SPSS and R. Articles that had previously been read were discussed further although some students were unsure about the purpose of the task.</p>	<p>During input and instructions, students attentive; during activities, lecturer preoccupied on phone, sitting away from students (she was communicating with her colleague who was teaching from home via Zoom); practice task split between 2 lecturers, some confusion at first, but most students got some support.</p>	<p>Very interactive between students during their small group and pair tasks. Not always on task during group activities; laughter among groups</p>	<p>Masked lecture - all complied</p>
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<p>4</p> <p>(First in-person since lockdown)</p>	<p>Full 17</p>	<p>Warm-up 'content' gamified: students participated in economics-related games which seemed to engage most students. Some students appeared unsure about later content.</p>	<p>Lecturer created rapport with students, used humour and gamification; he made a point of welcoming each as they entered the room and used their names; most students responded positively; a couple of mildly disruptive students were frequently addressed by name; one student attended online and the lecturer made sure to include her. During the group task, the lecturer moved around the room offering support, which he adjusted when talking to the back row disruptors.</p>	<p>There seemed to be a positive dynamic among the group. Home and international students interacted well, only one group of internationals were not mixed with home students. Group at the back of the room were joking around a lot during tasks.</p>	<p>No masks</p>
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5
(Mostly silent
students)

Part 18 All students sat with an air of attentiveness.

Interaction between students was virtually non-existent during the lecture. Towards the end, noise levels among students rose



6	Part 2	Lecturer praised students for their successful engagement with homework assignment and was very pleased with their interaction during the observed lecture.	Lecturer was animated, used anecdotes and personal examples to explain content material. Students seemed subdued and slow to respond, but they did provide some input and appeared to pay close attention throughout	There was very little interaction between the 2 students.	Masked lecture - all complied
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6.3 Lecturer Affective dimensions in Terms of NA and PA

This section firstly reports on quantitative results from the adapted I-PANAS-SF survey that was completed by 5 out of the 6 participating lecturers prior to the start of their observed lectures. GT04's EMI lecture was ultimately held in German, so this excluded her from completing the online survey. Her interview comments are included in the qualitative analysis in section 6.4 which addresses RQ.1 through an SDT lens. Each lecturer's PANAS scores are analysed in more depth in section 6.5 which takes an individual differences approach to how the home and international participants experience affect in the EMI setting at the TIBS.

Mean results for the PA and NA scores per question are shown in **Table 23** for each EMI lecturer who participated. GT01 completed the survey twice, once in the IB lecture and again when teaching on a BEng course. The differing scores suggest that she felt more PA with regard to the BEng course than the IB course - whether this was subject, or students related cannot be surmised.

The questionnaire results showed a marked difference in PA scores between questions 6 and 7. Lower PA scores regarding their feelings *at the start of a lecture* (Q.6) contrast with a higher level of positivity *when at work on campus* (Q.7). **Table 23** shows that all colleagues, with the exception of GT02 (4.8), reported feeling similarly positive about their teaching through EMI (5, 5.2, 5.5, 5.2, 5), but that their NA scores vary considerably from a high degree of NA for IT02 (4.2) to low NA scored by both full-EMI lecturers. This is particularly noticeable in light of IT02's self-reported positive attitude and love of teaching, especially through I:

"I love it, you know, I love this thing. That's why I do it" (IT02)

Table 23: Mean PA / NA Scores from Three Questions Answered by Each EMI Lecturer

Survey Question Number	Description	PA ^a / NA ^b	Full-EMI			Partial-EMI		
			GT01	GT02	IT02	GT01	GT03	IT01
Q.6	“How are you feeling now before the start of class?”	PA	4.6	3.2	4.4	5	3.4	5
		NA	1.8	1.2	1.4	1	1.4	1.2
Q.7	“How would you describe yourself generally?”	PA	6	4.8	5.2	5.4	4.4	5.6
		NA	1.6	1.2	2.8	1.4	1.4	1.6
Q.8	“How do you feel about teaching through EMI?”	PA	5	4.8	5.2	5.8	5.2	5
		NA	1.8	1.6	4.2	2.4	3.8	3.4

^aPA: (alert, inspired, determined, attentive, active) / ^bNA: (upset, irritable, embarrassed, nervous, afraid)

The same lecturer also scored highest for NA (2.8) in relation to his general state while on campus (Q.7), where all his colleagues scored between 1.2 and 1.6. This could be an indication of a reduced sense of self-efficacy on a foreign campus where he does not speak the local language, which consequently added to lowered PA at the start of his first on-campus lecture since the start of the pandemic (4.4 - lower than the other two PA scores he recorded). In the case of his fellow international visiting lecturer who experienced similar levels of NA (1.8) to the German home lecturers while on campus, the implication would be of feeling adequately comfortable in the foreign environment. However, according to IT01 in a private conversation, his lack of German kept him from using the university canteen for meals or going to the local bakery for a sandwich. Evenings were spent often alone in his temporary

accommodation. His stay in Germany meant three months away from home and no respite into his native language:

“Here, when I lost the words, I cannot use Bahasa Indonesian. And I couldn't use German...” (IT01)

However, the other international lecturer reported how much he enjoyed being in Germany and teaching his students. When asked how he felt about his native-speaker level of English in a German HEI, he acknowledged how privileged he was and that students “love it”.

“So, maybe it gives me a kind of ...extra strength, and when I'm comparing myself with others, it's like a plus. ...[he felt] welcomed ... that makes me feel a bit more, you know, privileged and that's it.” (IT02)

6.4 Lecturer Affective dimensions in terms of SDT's 3BPNs

This and following sections provide a qualitative analysis and discussion of the interview data. These data were collected via semi-structured interviews (N=5) prior to the observed lectures (N=7), and stimulated recall interviews (N=5) conducted within a maximum of 5 days post lecture.

As with the student data, the teacher data were analysed and coded according to self-determination theory's three BPNs (Ryan & Deci, 2017b). The full list of codes with descriptions can be found in the **Appendix J**. **Table 24** presents the frequency with which all EMI lecturers mentioned something related to **competence** (101 satisfied; 50 not satisfied).

Table 24: *Code Frequencies of Lecturer Data In Relation to the three BPNs of SDT (Satisfied / not satisfied)*

Three BPNs (Satisfied)

Parent code	Child Code / Sub-code ¹¹	GTs full-EMI (N=2)	GTs part-EMI (N=2)	ITs (N=2)
Competence		10	10	2
	Emotion regulation	8	5	8
	Growth mindset	4	5	3
	Self-efficacy	9	5	2
	Experience of success	6	1	4
	Receive positive feedback	4	0	15
Total for Competence satisfied		41	26	34
Autonomy		2	3	5
	Active engagement	4	11	11
	Autonomy-Supportive Environment	3	0	1
	Self-regulation of behaviour	11	10	7
Total for Autonomy satisfied		20	24	24
Relatedness		9	1	3
	Benevolence to others	1	1	3
	Pedagogical Caring	8	3	4
	ENCOURAGE best abilities	3	3	2
	ENGAGE in dialogue	4	5	16
	MODEL behaviour	2	0	1
	Psychological Safety	0	1	3
	Authority person behaviour	1	0	0
	Enabling learning	14	0	12

¹¹ Codes that did not feature in the lecturer data: no experience of success / no positive feedback / role models lacking / no vicarious learning / authority person behaviour / preventing learning / negative preoccupation

Total for Relatedness satisfied	42	14	44
Competence-lacking	6	4	4
No emotion regulation	9	8	4
Fixed mindset	1	0	0
Non-self-efficacy / self-doubt	6	6	2
Totals for Competence not satisfied	22	18	10
Autonomy - lacking	2	5	0
Loss of control-ownership	2	5	14
Non-supportive environment	3	1	0
No self-regulation of behaviour	0	0	0
Totals for Autonomy not satisfied	7	11	14
Relatedness - lacking	2	8	5
Lack of Pedagogical Caring	10	4	3
NOT ENCOURAGED best abilities	0	0	0
NOT ENGAGED in dialogue	7	9	2
MODEL behaviour	0	0	1
Lack of Psychological Safety	5	5	4
Totals for Relatedness not satisfied	24	26	15
Total interview minutes per group (stimulated recall and semi-structured combined)	112	100	99

This data suggests that overall staff experienced twice as much competence met than not met. Those teaching on the IB programme felt more competent (41 satisfied; 22 not satisfied) than their partial-EMI programme colleagues (26 satisfied; 18 not satisfied). The visiting international colleagues reported a level of competence satisfaction halfway between the German home lecturers (34) but unsatisfied competence to a much lesser degree (10).

With the fewest number of codes (only 4 for each PA and NA category), a sense of **autonomy** elicited quite a lot of response across all three groups of lecturers: 68 satisfied, 32 not satisfied. There was an even distribution of autonomy satisfied (20, 24, 24 respectively) but twice as many international lecturer responses indicated autonomy not met (14) as for their full-EMI German colleagues (7). Being a visiting professor, not on the full-time permanent staff who enjoy an autonomy-supportive environment at the TIBS, may account for this difference.

The BPN **relatedness** produced similarly high counts for satisfaction among full-EMI German and international lectures (42 and 44 respectively). Their partial-EMI colleagues talked significantly less about feeling a sense of relatedness satisfied (14). Code frequency for relatedness *not* being satisfied among both sets of German lecturers was higher (24 and 26 for each full- and partial-EMI German groups). International lecturers felt an unmet sense of relatedness less prevalently (15).

While this initial CA cannot provide a definitive picture of the lecturers' affective experiences of the EMI setting, the code frequencies provide an indication of where people feel their BPNs of competence, autonomy and relatedness are, or are not, being satisfied. Subsequent analysis takes a reflexive TA approach and looks more deeply into what the lecturers reported under themes arising from the BPN data coding process.

The themes identified from the coded data give insight into the 6 EMI lecturers' affective experiences at the target institution. The themes listed below are categorised according to the need for competence, autonomy and relatedness. Each is then expanded upon in the relevant sub-section, with evidence from what individual lecturers reported. How far these personal perspectives can be generalised are returned to in the discussion chapter.

Themes related to a need for Competence:

- Self-efficacious lecturers strive to support an open, enquiring learning environment
- EMI lecturers know their boundaries when it comes to language-specific aspects of teaching their material / efficacy in content versus lack of efficacy in EL vocabulary knowledge
- EMI lecturers are happy to deliver their expert knowledge through EMI because they have access to material and resources in English (in original version)

Themes related to a need for Autonomy:

- Feeling in control of what's going on in class influences EMI lecturers' sense of autonomy satisfaction
- Having a strong command of EL impacts a sense of autonomy

Themes related to a need for Relatedness:

- Lecturer affect is triggered more by student behaviour than by English
- Pedagogical caring manifests through lecturers' 'ethic of caring' in class, often through the use of storytelling
- Being prepared increases a sense of psychological safety for the EMI lecturers

As the latter becomes more relevant under the topic of affect regulation strategies, the third relatedness point is only briefly mentioned in this section.

6.4.1 Comments regarding competence

EMI lecturers often expressed that their needs for competence were met. All indicated high levels of self-efficacy in terms of their content expertise. Those teaching on the full-EMI programme indicated high degrees of growth mindset, with the partial-EMI programme and international lecturers less so. Three themes were identified in the data pertaining to lecturers' need for competence satisfaction, i) lecturers were happy to deliver their expert knowledge through EMI, ii) Self efficacious lecturers strived to support an open, enquiring learning environment, and iii) EMI lecturers were self-aware and favoured a growth mindset which helps regulate their affect

Lecturers were happy to deliver their expert knowledge through EMI

Both of the full-EMI lecturers (GT01 and GT02) have plenty of presentation and public speaking experience, and lecturing. They did not report experiencing any specifically strong affect arising from having to teach through English.

In response to being asked directly for an emotional description for how it feels to do their job through English GT02 said, "It's hard for me to say that's an emotion, it's just kind of - in the sense that I'm doing that now for, I don't know, I've been in [the HEI] for 9 years now, so you get used to it, so it's less an emotional thing."

Receiving positive feedback during a lesson was reassuring in that it demonstrated the lesson objectives had been met and the lecturer had done a good job:

"I also was so relieved that they get it, because it tells me I have done the previous lesson good, because they have gotten this quite complex concept that is not so easy, in my opinion, to, to understand." (GT01)

Self-efficacy regarding the EL was expressed in terms of general usage:

"I think I do have a quite good vocabulary. Also, in the sense of you know what alternatives and synonyms, and sayings." (GT01)

This was a factor in their preference for teaching through EMI:

"So, I am a trained micro economist. All the jobs I had in the UK or my PhD time in the US, I was talking about microeconomics [in English]" (GT02).

GT03 taught on both full- and partial-EMI programmes and had developed over the years a strong sense of self-efficacy in terms of teaching generally and in EMI specifically. GT04 had also taught at the business school for nearly 2 decades but predominantly on the partial-EMI programmes. She was nonetheless highly confident about her specialist content subjects:

"I'm doing a good job talking about the content, because there, I'm really - well, it's my job, and I think I'm really good in doing marketing". (GT04)

Additionally, to her expert area, there was a high degree of excitement for a new theme she was developing which was by no means diminished by delivering the course in EMI:

“I mean, doing marketing in English - I'm having, or I'm going to have in about two or three semesters, a class on - how is it called? - sustainable consumption. And this is in English, but this is okay because I wrote a couple of articles on sustainable consumption in English and this is really like my, my language or my vocabulary and there we are back on the content”

Both international lecturers (IT01 and IT02) have a wealth of industry experience and university teaching upon which to call in the German EMI setting. Here, IT01 refers to a specific element from one of his regular lectures that he delivers to both pre-service and in-service learners:

“I did this scene, this script for several classes before, including to bachelor student, master student, sometimes also training in employees' training and so on.” (IT01)

Using English as the medium of instruction was not a significant barrier for either, indeed one of the international lecturers had themselves studied through English:

“So, I can't even think of teaching finance and economics in another language” (IT02)

Self-efficacious lecturers strived to support an open, enquiring learning environment which engages students; non-communicative students make it difficult.

Based upon the CA results above, it emerged that the EMI lecturers from different backgrounds share similarly high levels of self-efficacy in relation to their teaching roles. Having observed them in their lectures, and from the CA analysis, it was clear to see they worked self-efficaciously. Consequently, the following analysis takes as given that the claim of self-efficacy in the thematic statement is true.

The Full-EMI German home lecturers (GT01 and GT02) shared a belief that interactive sessions are important:

“a lot of my other classes, and much more based on, for example, students' case studies where I will send them off with like a little task to discuss amongst themselves for like 20 minutes, and then we regroup and bring the information back together again” (GT01)

This contradicted what I observed during three LOs delivered by GT01 (LO1a, 1b, 4), but without seeing more of her teaching, I cannot judge the veracity of her claim of usually being more interactive in her classes.

There were interactive tasks during the workshop-style session (LO3), in which students were encouraged to be dialogic and explorative:

“I do a lot of peer instruction and then they have a very short question, and they have to answer and then have to discuss the answers and so on. ... and I go round in the classroom, ... [to] understand what people are talking about.” (GT02)

A lecturers’ sense of competence can be impacted where students’ refusal to participate means the lecturer cannot get on with their job:

“In online classes when I put them into breakout rooms, I tell them when you're done, come back; they don't do that. So, they would just stay in the breakout room forever.” (GT02)

This point is returned to in section 6.4.3 where poor student behaviour is associated with the lecturers’ need for relatedness being thwarted.

A similar complaint was also made by partial-EMI colleagues in relation to international students, albeit more for reasons of intercultural teaching differences. As professional educators, there is an awareness of the importance of interactive pedagogy, but this becomes challenging in the face of such student behaviour:

“Although they're always telling you that's how we want to have the classes, the feedback - at least I feel I'm getting - is that ideally, you just stand in front of the class, you just drop content, and they just stare and look at you and don't have to do anything. So at least that's what [in] the short run they prefer. Although we all know it's not the best thing in the long run.” (GT02)

An alternative interpretation of this claim is that the lecturer is trying to regulate feelings of disassociation by legitimising what she dislikes about her teaching practice by saying “this is what the students want”.

The issue of non-participation was also connected to the possibility of language difficulties, albeit seldomly; overall comments on language interfering with teaching and learning were low. This was a rare example where GT02 concedes that language might have an impact on student responsiveness:

“[I] feels that students might participate more if they wouldn't have to think about the language that much.” (GT02)

The importance of engaging a classroom of students was important to the partial-EMI German home lecturers, and seen as beneficial for all in the room:

“This engagement makes the entire class so much more enjoyable for everybody. I would hope it's more enjoyable and more enlightening to other students as well even if they don't engage themselves, since they have fellow students discussing, asking questions.” (GT03)

The EMI context with international students mixed with German home students created a dilemma for some lecturers. While the quieter international students may be engaged and paying attention in the lecture, their reticence to communicate caused problems. LO2 was a case in point, as expressed by GT03:

“You see them [the Malaysian students] watching you, so they're not dreaming, they're watching you, waiting for the correct answer to note down. So, the intention - so they are attentive - many of them at least are attentive - so they have their pens ready, now tell me what to note down”

Based on his experience, GT03 felt it was easier to engage the international students in a mixed nationality class when the ratio of home to international students was higher. This he accepted as being due to the home students knowing what is expected of them, “they just speak up. And they also provide opposite views and they start a discussion” (GT03). When there were too few German students, they resisted being relied upon by the majority passive international students to interact with the lecturer. Although, as reported in the student data previously, the fact of home students' familiarity with German teaching styles and expectations does put internationals at a disadvantage.

In the context of the BEng programme lecturers, there was acknowledgement of the role language plays in the EMI classrooms. Generally speaking, the international students from Malaysia “are used to studying in English” and that “many of them have the ability to think critically and ... some of them have the willingness and those are the ones that really contribute so much to the class.”

From such comments, teaching the international students was deemed easier by way of their superior EL skills, but more difficult to engage because of cultural learning norms and teaching styles.

Among the international staff, reference to disruptive students was made by IT01 but only in his home context. IT02 admitted to feeling disturbed by students who interrupted his class and who did not listen.

EMI lecturers were self-aware and favour a growth mindset which helps regulate their affect and supports their desire to help their students

The following extract exemplifies the impression I was given by all participating EMI lecturers, and which is indicated by the relatively high count for the self-regulation of emotion code in **Table 23**. The staff are aware of their imperfections and continue to strive to do their best nonetheless:

“I mean nobody's perfect, ... And because I know that, ... I'm so eager to give information that sometimes I miss to give the bigger picture ... It's not, you know, bad intent on my part, it's just the way I work. And that's why I knew in this moment, I had misjudged, ... overestimated what they already knew, and understood about the usage of this methodology. And then I knew, oops, I have to go back now and re-explain this.” (GT01)

This also provides an example of affective self-regulation in response to a ‘critical incident’ as outlined in section 2.5.2: a student asked a revealing question, GT01’s emotions were triggered, she acknowledged her misjudgement, forgave herself, then promptly acted to rectify the problem. Section 6.6 analyses lecturers’ meta-affective strategies and will show this as an example of **reframing cognitive appraisal**.

An affinity with language learning also added to an empathy towards EMI students, as demonstrated by an openness towards cultural connectivity. There was also a sense that such an affinity strengthened their own affective attitude towards operating in a foreign language:

“I think it's so neat to understand that language development is so much tied to develop of a country, of people, of history, of roots, of culture. And to kind of have this connection, or be able to kind of make this connection not only for your own language but for a second language as well, I find it very interesting” (GT01)

GT04 demonstrated a high self-efficacy in terms of her language capabilities. Despite feeling less proficient than some of her colleagues who had “spent time in the US”, she was willing to step up: “somebody has to do the job. I said, well okay I have the heart to doing it, and I'm really willing to improve my English”.

This sentiment was reiterated and reinforced her growth mindset in terms of her own ongoing language development. She further demonstrated her commitment to language improvement by way of a meta-affective strategy: she purposefully encourages the English-speaking student so that she can take notes and improve her own skills:

“I'm always really happy if I do have a native speaker, because I can adopt a lot from him or from her. And I agree, it's really like adopting it, taking a note and using it next time so I get better and better” (GT04)

IT01 expressed lower self-efficacy in terms of EL use than his fellow international lecturer. This, however, did not present as a fixed mindset. Despite his self-doubts and worries about being unable to “find the word during the class”, his long experience of teaching meant he felt it as a “small worry” and that he “just still telling the topic but them using words that I know”.

6.4.2 Comments regarding autonomy

Three themes emerged from the data that related to EMI lecturers experiencing a sense of autonomy either satisfied or thwarted, two of which are discussed here: (i) Feeling in control of what's going on in class influences EMI lecturers' sense of autonomy satisfaction, and (ii) Having a strong command of EL impacts a sense of autonomy. As mentioned above, the third

emergent theme around preparedness providing psychological safety also applies to affective strategies, so will be returned to in section 6.6.

Feeling in control of what's going on in class influences EMI lecturers' sense of autonomy satisfaction

Due to the generally 'autonomy-supportive environment' at the TIBS, the local, full-time teaching staff indicated high levels of agency and freedom to act according to their own values, interests and beliefs. GT01 expressed her confidence and agency thus:

"Sometimes I bring in guest speakers. ... for an expert in the field that teaches one hour, who doesn't get any compensation for doing so, I find it too much to ask to translate the slides for 2 or 3 people. And then I will, you know, weigh out the benefits versus the downfalls, and have them bring German slides." (GT01)

The international student who experienced this exact situation was left frustrated and feeling excluded by the use of German slides. The rationale for this lecturer's autonomous decision-making was clear, and helped her reconcile the dilemma she felt between meeting EMI students' EL expectations and visiting colleagues' time and compensation restrictions. According to the theoretical framework (see **Appendix J**), autonomy satisfied lecturers feel their volitional actions are in accordance with their own beliefs and values. Being caught between opposing sets of needs which thwart any sense of congruence with their beliefs and values would suggest the need for autonomy being unmet.

Ultimately, she maintained that she would side with the German-speaking colleague again, "even though it causes a little bit of negative backlash". This is something that she was able to live with, a statement which strongly suggests a self-regulation of behaviour commensurate with her need for autonomy being met.

In another example of 'self-regulated behaviour', GT02 spoke about concentrating primarily on the IB programme so that she would not have to go against her personal preference for teaching only in English:

"I only know the English terms and I'm struggling with the German. So, I don't want to teach my economics classes in German." (GT02)

For the visiting lecturers with less overall course responsibility, they demonstrated high levels of engagement and looked for creative ways of imparting the content knowledge to their students. Meeting their need for autonomy was described, for example, in choosing what anecdotes to share in class, or how many 'games' to use during a warm-up phase:

"I always try to - um - give examples from my own experiences as well. ... I give examples from when I work in the aircraft company, for example" (IT01)

Where staff were more engaged, and exhibited greater vitality and creativity, a sense of autonomy met was evident. This was observed in two of the lectures (LO2 and LO5) in which the lecturers were demonstrably active, moving around the room, roleplaying scenarios to exemplify a point and maintaining high energy levels throughout.

"Trying to do a showman to motivate them. So, I was a little bit, let's say less academic, more funny." (IT02)

Having a strong command of EL impacts a sense of autonomy

The same lecturers had more to say about their need for autonomy going unmet, specifically under the code for 'loss of control / ownership'. In the case of IT01 who felt his EL proficiency was less strong, being unable to think efficiently and explain his subject fluently in English was a significant preoccupation for him:

"I have to think about the content, but then at the same time - because I have to use English - I have to think the right words to tell about that content. ... it is not so about feelings, but it is about thinking, about I have to do 2 times - 2 kinds of thinking." (IT01)

Although he framed this as a cognitive issue, the fact that he talked so much about the impact of having to think in English, about missing words, about being unable to express his humorous self, it was clearly also an affective issue. Indeed, he was the only participant who mentioned what is often reported in EMI literature about non-native English speaker teachers struggling to be their authentic selves, for example, through the use of humour (Thøgersen & Airey, 2011):

“In English, and then also for German students, I cannot really find good jokes. That is -er- one big challenge for me. To use jokes in this English class -er- teaching international students.” (IT01)

A reduced command over the medium of instruction impacts both a sense of competence and a sense of autonomy where the EMI lecturer feels linguistically inhibited and reliant upon other means to help with content delivery, for example a native-speaking student or Google translate. As was discussed in comments regarding competence above, GT04 was happy to have native-speaking students in her class from whom she could “adopt a lot” and take notes for use next time. The fact that she felt obliged to teach a course outside her area of expertise resulted in a sense of ‘heteronomy’ - she was alienated by her colleagues who refused to teach the course:

“I know my colleague says, 'I would never do it, never, never, ever', and he spent a lot of time in the US. And I was like, 'Yes but, somebody has to do it, yes?' So, if nobody says, 'Well, I will', / do this - but I think it's kind of a bit unfair, actually.” (GT04)

In contrast, the visiting lecturer with high self-efficacy around the use of English, felt able to operate completely autonomously through EMI. His challenge was to slow down and control his speech - to self-regulate his behaviour - so that students could follow him:

“I have to be aware that I'm not in Seattle, you know, so I have to slow down. I have to speak slower, at a slower pace.... Like, I'm not controlling the subject but I'm controlling my speed.” (IT02)

The theme of regulating behaviour in class by way of thorough preparation beforehand begins to touch on the topic of strategies. Preparedness emerged from the data within different contexts. Often it was mentioned as a way to regulate potential anxiety due to teaching through EMI and was included under autonomy child code, ‘loss of control’, most notably in the case of IT01:

“The preparation is quite more than I used to prepare when I teach back home. The contents, the concepts, I know that because I teach that already for a long time. But to tell that concept in English, I have to prepare.” (IT01)

In contrast, GT04 talked about her preparation routines in a context of making herself feel more “comfortable” and was therefore coded under ‘psychological safety’. That the topic of preparedness emerged in different ways and could be seen from different affective perspectives strengthens the case for framing it beyond a cognitive teaching strategy and arguing for it to also belong to meta-affective strategies.

6.4.3 Comments regarding a sense of relatedness

The code frequencies presented in **Table 23** show that a sense of relatedness elicited most mentions in the lecturer data, 100 for relatedness satisfied, 65 for unsatisfied. Unsurprisingly, it is the lecturers’ sense of belonging to their student groups that is uppermost in their minds. Where pedagogical caring and psychological safety are relevant, it was usually in terms of how they reported demonstrating these behaviours towards students. Having identified evidence of students’ strategies for helping to regulate lecturers’ affect, I was also keen to understand how lecturers felt cared for by their students, and conversely, if there were situations that made them feel psychologically unsafe.

The data is now analysed and discussed under the category relatedness through the themes (i) lecturer affect is triggered more by student behaviour than by English, and (ii) pedagogical caring manifests through lecturers’ ‘ethic of caring’ (Wentzel, 1997) in class.

Lecturer affect is triggered more by student behaviour than by English language

In cases where the need for relatedness was not met, lecturers reported feeling disturbed by non-communicative students who refused to interact or engage during lectures. Only in the case of one lecturer was the English language itself a trigger to an affective response and this was previously discussed in section 6.4.1 in comments regarding a sense of competence.

Students’ apparent lack of engagement triggered affective responses among the IB lecturers, especially when compared to students who had been interactive and positively engaged in a previous semester. In the case of one specific cohort, GT02 was highly animated:

“They are just not interactive AT ALL! It's just you're there and you're kind of - Please do something! Whatever! Even leave the room, get a heart attack, whatever but do something! They are just sitting there; they don't do anything so ...”

Which was in stark contrast to the previous year's cohort whom she had found to be "great" and "academically strong". While the colleague's frustration was understandable, when the students' perspective is considered, it seemed incongruous. Student GS07 from the 'non-interactive' cohort talked about how she and her peers were burned out and disillusioned from two semesters studying online. Equally, the professor may also have been suffering from pandemic fatigue which could account for her strong reaction in this case. I experienced some of the same students on a week-long intensive course and found them to be engaged, interested and highly active. I was also less tired from having had fewer online teaching hours than GT02, and was able to enjoy building good rapport with the group over the whole week, culminating in high PA for all involved.

Another way student behaviour triggered lecturers' affect was being caught off guard by a student question. An example of this was previously mentioned, where shock at a misunderstanding the lecturer had caused precipitated a re-organisation of her 'system' (see 2.5.2). In another instance a student was asking "basically, one-by-one the questions that we had two classes earlier". This caused shock *and* annoyance because the questions were:

"aiming towards very basic stuff we had covered at least once if not twice before that I was a little bit annoyed, ... I spent so much time on this topic already. And now she's, you know, dragging me back to this very basic concept." (GT01)

The lecturers had empathy for why students might have been less forthcoming, for example tiredness (a common theme in the student data), and were willing to provide an excuse for the behaviour previously blamed for causing feelings of frustration:

"[I]t might be just them being tired, them just wanting to sit here ... passively" Which the lecturer put down to "They already had a long day, they had long days before, they are getting tired" (GT02) She felt, however, the passivity among home students had nothing to do with them not understanding what they had to do.

In the case of some of the international students, and the short-term exchange students in particular, language issues hindering understanding *were* recognised as being problematic, "because we're just losing them, um, cause they don't understand what they have to do." (GT02). As the tone of this statement suggests, there is no blame ascribed to the students

here. International students being unable to follow task instructions due to poor language skills is down to admissions policies of the HEI (Daller & Phelan, 2013)

GT03 expressed his affective response to international student low engagement in terms of being less fun - with the caveat that "I'm not saying that this class is not fun at all." And then continuing to describe "sometimes it can be frustrating, ... annoying maybe,... you know that ... The input-output relation in that class is a bit more unfavourable for me as a lecturer, than it is in other classes."

IT02 reported no change in his mood due to language, "Usually, I'm very happy in the class." What triggered him was "when I see, like, the extreme irresponsibility from a student or two, they distract the whole class. And that would be, you know - but it barely happens and if it happens, I make it clear that - to everyone that it shouldn't happen again."

The situation was similar for IT01 in his home context, but less so during EMI lectures in Germany. After LO6, he had only positive things to say about his two students:

"I am very lucky that they are really positive, really responsive and actively participate... kind of giving me also confidence ... quite relax feeling, and most of the time happy, that I have these good students willing to help me also, not just sitting there quietly and so on." (IT01)

The lecturer experiences a feeling of belonging in the small group, a sense that what he brings to the class matters to the students. This was also an example of how students show pedagogical caring towards their professors.

Pedagogical caring manifests through lecturers' 'ethic of caring' in class, often through the use of storytelling

As observed above, lecturers showed awareness of and sympathy towards language-related issues faced by their students:

"Students have a harder time wrapping their heads around the deeper concepts behind what I'm teaching, ... it would be easier for them if some of the vocabulary was in German, so they had an easier time catching on to the concepts, because they would not have the additional complex vocabulary that they would have to translate in their heads in order to get the concepts." (GT01)

One way in which lecturers can deal with such language related issues, particularly where a topic is more “in itself language-oriented”, is to resort to storytelling as a way of transporting important information and concepts:

“I think it is then more easy also to kind of explain yourself - the vocabulary - through context” (GT01)

Storytelling was popular among most EMI lecturers. Both international staff talked specifically about such ways of connecting with and engaging students. They strived to help with conceptual understanding through the use of sharing personal anecdotes, for example:

“Of course, I do that also sometimes, giving examples that are written in the books, but I myself, -er- feel that if I tell my own experiences, it can be much smoother than if I had to share the examples from the book.” (IT01).

Also, through enacting stories by way of spontaneous roleplay, a standard teaching strategy and a behaviour which demonstrates pedagogical caring:

“[I]t is something I do very frequently. Yes. This kind of role play, or a humorous sentence, yes. ...I hope it makes the point clear that I'm trying to make.” (GT03)

The frequency of codes related to ‘benevolence to others’ (5) and ‘pedagogical caring’ (51) shown in **Table 23** evidences how much EMI lecturers cared about their students. In the case of international students, awareness of cultural differences was high:

“For the internationals, for them it's the first semester with us, so it's the new learning style, this self-reliance, also this self-confidence. Some of them, in my view, lack this self-confidence because they've never been expected to work on their self-confidence it's a just a different role they take as a student and we expect our students to be much more outspoken, self-confident, self-assured, and our Malaysian students, they aren't. So - and for me personally it's a constant struggle - do you want to push them, do you want to show them 'Hey friends! Guys, this is what we expect, do so'. Or am I just stressing them out?” (GT03)

Use of the expression “friends” was frequently used by this lecturer; it suggested a certain informal and friendly attitude towards the students. The professor was seen as just that by students interviewed after the observed lecture; other students also mentioned this lecturer

with warmth, positivity and respect. He was a role model for pedagogically caring EMI lecturers, and other members of staff demonstrated similarly student-focused characteristics; pedagogical caring was evident in how much lecturers wanted to engage their students to “make the class today lively” (IT01). Where there is an engaged class, it “makes the entire class more enjoyable” (GT03). Issues around code-switching, something they could do with the German home students easily, was avoided in mixed classes as much as possible, “because it’s unfair for the non-German native speakers” (GT02).

6.4.4 Summary of Affective Dimensions

Determining what affective dimensions were experienced proved difficult to ascertain from observing lectures. From the PANAS results shown in **Table 22**, most EMI lecturers started their classes feeling high PA and low NA (Q.6), which reflected their self-reported affective traits (Q.7). This suggests a group of people who enjoy their jobs and engage with teaching in an overall positive manner. When it came to the specific EMI scenarios (Q.8), the PA scores were similar to both the state and trait scores, suggesting that the lecturers were genuinely happy to teach through EMI. The somewhat higher NA scores for IT02, GT01 and GT03 who were highly competent EL users, suggests a certain level of self-doubt or insecurity in relation to EMI teaching. This is supported by code frequency counts in **Table 23** for ‘competence lacking’.

Despite any possible self-doubts suggested by the PANAS results for Q.8, from the seven lectures I observed I felt the level of fluency demonstrated by all EMI lecturers probably contributed to the high PA and low NA scores. Being in command of the medium of instruction satisfied staff needs for both competence and autonomy. The student data supports this assumption regarding those lecturers participating in the study:

“[I]n this class [LO 3] I don't realise that she's a German native-speaker, or I don't really think about it. It feels very natural and it feels good.” (GS04)

By analysing the qualitative data through the three BPNs proposed by SDT, it was possible to see that EMI lecturers enjoyed a strong sense of competence satisfied in relation to their areas of expertise. Among the home staff, there was also a strong sense of autonomy due to professional freedoms afforded them by the TIBS. Autonomy was experienced as thwarted

where EL skills were felt to be lacking and lecturers had to rely on other resources to support their EMI content delivery. Feeling a sense of relatedness satisfied was closely connected to student behaviours and how far staff could act in accordance with their beliefs and values. Passive, non-responsive, or disruptive students disturbed any sense of being pedagogically cared for. However, being pedagogically caring was clearly evident among lecturers towards their students.

Finally, this analysis showed a crossover between competence and autonomy; it became apparent that in order to operate autonomously in terms of language use in the EMI classroom, lecturers need to feel a sense of competence through a command of English. In order to compensate for EL insecurities, the strategy of being highly prepared and well-structured helped reduce in-class language-related anxieties. Section 6.6 focuses on the theme of strategies and how cognitive teaching strategies - such as preparedness - can also serve to regulate affect.

6.5 Differences among German and International lecturers in experiencing affect in EMI

Results from the adapted I-PANAS-SF questionnaire presented in section 6.3 above indicated there were differences in affective experiences among the EMI lecturer groups. Similarly, the 3 BPN framework code frequencies derived from the qualitative data suggest German home and international, and full- and partial-EMI lecturers experience the EMI setting differently. There are also a number of commonalities experienced by the colleagues. This section begins with an analysis of the individual PANAS scores from two of the three questionnaire constructs, for each individual participating lecturer. The pursuant discussion further expands on differences between the individuals according to their status (German or international) and programme type (full- or partial-EMI).

Table 25 below gives a fine-grained view of how each survey respondent felt at the start of the observed EMI lecture. **Table 26** does the same for responses to question 7 (“How would you describe yourself generally?”). Here it is possible to see what led to the international lecturer's higher average NA score in relation to being on campus generally: IT02 scored relatively high for upset (3), nervous (4) and afraid (3) when generally working on campus.

This directly contradicts what he said in interviews. It is also interesting to note the score of 2 for alert in contrast to 6 for all other items.

Both tables show that the PA items are scored high, with a couple of exceptions which are discussed below, indicating high pleasure activation. The NA items tend to score low, indicating low unpleasant activation. Again, there is an exception with IT02, who in response to Q.7 (Table 24), scored midway between high and low unpleasant activation. The anomaly seen in both responses to both sets of questions for IT02 with low alert (1 and 2 respectively) versus high active scores (7 and 6 respectively) merit further exploration. In lieu of access to the person himself, the discussion is based on my interpretation of the data.

Table 25: *Participating Lecturers' Scores per Positive & Negative Item from the PANAS-Adapted Survey, In Response to Questionnaire Construct 6.*

How are you feeling before the start of the class?						
Likert Scale: 1 (not at all) to 7 (extremely)						
PA / NA Items	Full-EMI			Partial-EMI		
	GT01	GT02	IT02	GT01	GT03	IT01
alert	3	4	1	5	2	4
inspired	5	3	6	5	4	5
determined	5	4	4	5	4	5
attentive	5	2	4	5	4	6
active	5	3	7	5	3	5
PA Mean score	4.6	3.2	4.4	5	3.4	5
upset	2	1	1	1	1	1
irritable	3	2	1	1	1	1
embarrassed	1	1	1	1	1	1
nervous	2	1	3	1	2	2
afraid	1	1	2	1	2	1
NA mean score	1.8	1.2	1.6	1	1.4	1.2

NB: GT = German home lecturers / IT = International lecturers

Table 26: *Participating Lecturers' Scores per Positive & Negative Item from the PANAS-Adapted Survey, In Response to Questionnaire Construct 7.*

How would you describe yourself generally (on-campus)?						
Likert Scale: 1 (not at all) to 7 (extremely)						
PA / NA Items	Full-EMI			Partial-EMI		
	GT01	GT02	IT02	GT01	GT03	IT01
alert	6	5	2	5	4	5
inspired	6	4	6	5	3	6
determined	6	5	6	6	5	5
attentive	6	5	6	5	5	6
active	6	5	6	6	5	6
PA mean score	6	4.8	5.2	5.4	4.4	5.6
upset	2	1	3	2	1	2
irritable	3	2	2	2	2	2
embarrassed	1	1	2	1	1	1
nervous	1	1	4	1	1	2
afraid	1	1	3	1	1	1
NA mean score	1.6	1.2	2.8	1.4	1.4	1.6

Table 27 presents item and PA / NA mean scores in response to Question 8 of the adapted I-PANAS-SF questionnaire which asked respondents to rate how they felt about *teaching through EMI*. The average scores for each lecturer indicate that German home lecturers' full-EMI teaching experiences were less positive (4.8, 5 vs. 5.5, 5.2) but also much less negative than their colleagues (1.6, 1.8 vs. 2.4, 3.8).

Table 27: *Participating Lecturers’ Scores per Positive & Negative Item from the PANAS-Adapted Survey, In Response to Questionnaire Construct 8.*

How do you feel about teaching through EMI?						
Likert Scale: 1 (not at all) to 7 (extremely)						
PA / NA Items	Full-EMI			Partial-EMI		
	GT01	GT02	IT02	GT01	GT03	IT01
alert	6	6	4	7	5	6
inspired	4	6	5	3	4	6
determined	5	3	5	6	5	2
attentive	5	6	6	6	6	5
active	5	3	6	7	6	6
PA mean score	5	4.8	5.2	5.8	5.2	5
upset	2	3	4	2	5	5
irritable	3	1	4	2	3	3
embarrassed	1	1	4	2	6	4
nervous	1	1	4	1	1	2
afraid	2	2	5	5	4	3
NA mean score	1.8	1.6	4.2	2.4	3.8	3.4

The contrast between individual visiting lecturers’ scores regarding how they feel about *teaching through EMI* are shown because the NA scores for each were surprising in light of the qualitative data (discussed in detail in section 6.3). On one hand, IT02 reported feeling more comfortable teaching through English than any other of the languages they speak - “[the thing is I studied in English so I can't even think of teaching finance and economics in another language](#)”

On the other hand, he expressed a high degree of emotional labour in terms of controlling his speed of delivery. The additional effort of having to moderate his speech could account for the NA score being higher than the colleague IT01 whose self-reported EL proficiency was

lower. The following extract was also discussed in relation to feeling a sense of autonomy through being able to fluently use English to teach:

“I have to control myself. ... there's a feeling of not - Let's say I'm not 100% doing the things that I usually do on a daily basis in the United States when I was living there, all my life. So, this feeling is like, Okay, ...I have to speak slower, at a slower pace.” (IT02)

As will be seen in the next section, this also an example of an other-regulating strategy - he is purposefully adjusting his speed with the goal of making it easier for the EMI students to follow the lecture, to reduce any possible NA. As some students reported in the previous chapter, however, the effort to slow down was less successful as they were left feeling overwhelmed by the rapid content delivery.

Taking the above analysis and discussion from the previous sections together to address RQ. 8, I conclude that, in terms of feeling positive about teaching through EMI, there are no significant differences between home and international lecturers. Even in the case of the two colleagues, one from each group, who felt less competent using the EL, they expressed pleasure at teaching their expert content through EMI. The exceptional example of GT04 suggested that NA arises when a lecturer feels pressured into teaching a course outside their area of expertise. This concurs with the wider EMI literature and is, unsurprising.

The qualitative data indicated awareness among most colleagues of the importance of engaging students, but that actually doing so was found to be difficult. The most successful example of engaged students was seen in the case of IT02. He maintained that his Anglosphere education and training influenced his teaching practice. However, due to the small sample size, providing a categorical answer to RQ.8 is not possible.

6.6 Emotion regulation strategies among EMI staff

The overall low frequency count of strategy codes in **Table 28** is indicative of how little evidence was found in the data regarding affective strategies. The table presents a breakdown across home and international lecturers and full- and partial-EMI programmes. It is immediately apparent that the international EMI lecturers used more other-regulating strategies (19), than the German home lecturers (13). The next highest frequency count was

for the influencing responses strategies (19 in total), closely followed by reframing cognitive appraisal strategies (14 in total). Only 3 instances of focusing attention strategy use was found in the full-EMI international lecturer, and 2 for avoidance strategies in the partial-EMI home lecturer data. Further qualitative exploration is presented in sections 6.6.1 and 6.6.2 under the broad categories of affect self-regulation and other-regulation strategies respectively.

As this analysis shows, there is little difference between those lecturers on the full- and those on the partial-EMI programmes. This could be due to staff crossover between programme types, as seen with GT01, suggesting that teaching an EMI course is experienced similarly irrespective of full- or partial-EMI programme. Another consideration is the small sample size in this study. Identifying meaningful differences would require larger samples.

Table 28: *Frequency Count Of Affective Strategy Codes According To German Home And International Lecturers, And By Full- And Partial-EMI Programmes*

Master strategy	Full-EMI (N=3) Part-EMI (N=3)	German Home (N=4)	International (N=2)
Selecting the situation	Full-EMI	0	1
	Partial-EMI	1	2
Modifying the situation	Full-EMI	4	0
	Partial-EMI	2	2
Focusing attention	Full-EMI	0	3
	Partial-EMI	0	0
Reframing cognitive appraisals	Full-EMI	5	1
	Partial-EMI	4	4
Influencing response	Full-EMI	6	1

	Partial-EMI	6	6
Strategy to modify affect in other person	Full-EMI	8	13
	Partial-EMI	5	6
Avoidance strategy	Full-EMI	0	0
	Partial-EMI	2	0
Total counts	Full-EMI	23	29
	Partial-EMI	20	20

6.6.1 German home lecturers self-regulate affect

German home lecturers gave little indication of applying affect-regulation strategies for selecting / modifying the EMI situation. One lecturer spoke about keeping the written part of her course in English but that she would resort to teaching through German as this would be easier for herself and the monolingual group of German students.

Some examples of ways in which lecturers regulated their NA was the application of typical teaching tactics, for example to influence student behaviour. GT02's mention of her silence tactic for quieting a noisy group stood out for its perceived uniqueness among colleagues. She described how, when noise levels rose in rooms around her, she would be the only professor to use silence. It was, for her, the best way to manage her own rising NA:

"I simply in the first let's say, one, two or three classes when the students start to talk, I stopped talking. And I do that, really, maybe a bit too much in the first weeks, but then they are quiet in the class" (GT02)

Were a lecturer had concerns about feeling uncomfortable if a teaching goal was not achieved, they purposefully modified the situation so as to re-engage students' drifting attention, thus return returning themselves to a state of ease:

“So, if they don't engage, I need to make sure I always have something that I can contribute. Then I feel comfortable, I feel reassured, and if the level of engagement is not as high as I would hope it to be, then I can still continue” (GT03)

While this may be standard pedagogical practice, according to the data, it was not so commonly practised by teaching staff at the TIBS. Thus, it is considered a purposeful, goal-oriented strategy employed by this lecturer in order to regulate his own affect as well as that of his students.

Strategies to “influence experiential, behavioural, or physiological aspects of emotional responding” were mentioned a total of 12 times in the German home lecturer data. Reported actions differed between benefiting from collegial support when dealing with challenging students:

“it helps to talk to colleagues about it. And not feeling alone with your problems. I think that's probably the best strategy I have.” (GT02)

and not allowing oneself to be interrupted halfway through a thought:

“So, I wanted to finish my line of thought and ask her to step in . And I do that several times actually. I've done this again today.” (GT03)

The theme of preparation, previously mentioned in relation to both autonomy and psychological safety, was also used to regulate affect. Being organised, well-structured and fully prepared for EMI lectures, for example in the case of a larger number of very quiet international students:

“I try to structure this class in a bit more detail than I would do with other classes.” (GT03)

The home lecturer with the least amount of EL experience talked often about language learning strategies she relied upon to reduce her L2 anxieties during EMI lectures. Reading “private books in English” as well as subject books was a way of enhancing vocabulary knowledge, while constant note-taking enabled her to see gaps in the knowledge she wants to bring into the EMI classroom:

“It's not to improve the content, or to get a more actual content. I mean, reading a marketing book, I will add extra content but -but the thing is, I need the vocabulary and expressions and I need how to teach it” (GT04)

She employed classic language learning strategies as a means to regulate affect she anticipated from teaching an EMI class.

Self-talk and calling upon prior experience was very evident in the German home lecturer data, and predominantly used strategically to reframe cognitive perceptions of the EMI setting. Not being influenced by negative feedback or complaints from students was helped by being “thick skinned” and calling upon such a mindset is a helpful self-regulating strategy:

“I do believe that this is something that equips me well for the job. Because I'm not letting my motivation, and my - erm, yeah, my passion being influenced - I don't let it be influenced by receiving comments here and there.” (GT01)

The fact that she spoke in this way demonstrates how her self-talk helps her to maintain emotional balance. Another example of a reframing strategy was described in terms of the lecturer making the best out of a situation he did not find ideal, but by laying out his compromise, he felt reassured that he could proceed:

“.. ‘you do the listening guys, I do the talking, that's not exactly what I would prefer but if it's got to be, I can do 90 minutes of talking and I know what I want to share with you’. And that basically provides me with that reassurance - OK, I will handle that situation. I will not get stressed out. I can handle that” (GT03)

This was something he described as having to do in EMI classes with the passive Malaysian double-degree students. Listening to him, it was apparent how much emotional labour he employed in maintaining his professional composure under such circumstances. He rationalised that, as he knew from years of experience, this is simply a cultural trait, not personal.

6.6.2 International lecturers regulate their own affect

IT01 talked about creating a more natural-feeling environment for himself through a situation selection strategy which involved sharing personal anecdotes and giving real examples from his own experiences. This habit developed from his wider teaching practice, helped regulate EMI-situational affect, as described here in relation to his classes at the TIBS:

“So that's one of my strategies to always to share one or 2 examples from my own experience.” (IT01)

More specific to the EMI context, his strategies to modify the emotional impact of a situation involved changing tact when losing track or getting stuck over a word:

“I just still telling the topic but then using words that I know, this other words that I planned to use initially, something like that” (IT01)

In the case of IT02, he appreciated being able to ensure a pleasant emotion in class by way of reading research and newspapers in English. This contributed to feeling well prepared and happy by providing “backup [for] my argument”.

IT01 took the “nobody is perfect” approach to his teaching role, and the view that

“We always have the situation that something didn't work.... So, I just said, 'OK, maybe from the 100 classes I had, 2 or 3 didn't go well. That's acceptable'. I say to myself, that's acceptable” (IT01).

IT02 also believed that things will not always work in one's favour and it is not possible to make all students happy:

“I will say it like a singer cannot make everyone happy, you know. (Yeah). So, so in case like - I mean I tried my best to reach out to everyone. This happens in a big sample will always have outliers” (IT02)

Similar to the home lecturers, preparation featured strongly among strategies for influencing a response among the international lecturers. IT01 spoke often about his reliance on thorough preparation as a way of reducing or controlling his L2 anxiety:

“do the preparation every time. DO the preparation every time, then I make the worry lesser and lesser.” (IT01)

IT02 also mentioned preparation, but more as a means of regulating student affect rather than his own:

“I really prepare a lot of games. Like math games and stuff” (IT02)

Although he also talked about the satisfaction he gained from researching and finding the games he would introduce in his classes.

6.6.3 German home lecturers regulate students' affect

Common among all EMI lecturers was the use of stories, anecdotes and ‘roleplays’ as a way of engaging students and connecting them to the course content at an affective level. The full-EMI German home lecturers talked more (8) often about how they do this than their colleagues on the partial-EMI programmes (5), but not as often as the international lecturers (13 and 6 respectively):

“I come up with examples that make it more vivid to explain. So, I usually then know, OK I have not really transported what I wanted to say in the sense of the words, but now I have to come up with some sort of, you know, example, even better if it relates to their life, that I can use now to transport what I'm trying to say.” (GT01)

GT04 used motivation strategies to encourage partial-EMI students to persevere with their EMI studies despite feeling high levels of NA; such encouragement was done in German:

“We have a lot of meetings outside the scheduled classroom time. ... I think I do a good job and motivate them, ja like 'well this is your first try, and it's a question of practising, and just go that way and then we go like it's like a project, so you got to schedule your time' ... and so depending on if I have males or females, they start crying, and so it's more like... actually like coaching them.” (GT04)

GT03 consciously observed student affect while managing his own needs. His strategy was to verbally acknowledge when students wanted to contribute in class but needed to wait for him to complete his thought first:

“you somehow manage all the hands that are up in the air. So typically - this is what I typically do is I ask the students, 'OK I'll get back to you. So, I've noticed your hand but be patient'” (GT03)

Another way of managing student behaviour and, by association, affect was to let the class know that they are ‘seen’ and valued as individuals. In another example of a teaching strategy being used to other-regulate affect, GT02 described how she keeps a list, with photographs, so she can address each student personally by name:

“I know their names. I take notes, and that's a bit more like in school but it normally helps to regulate what they are doing. And some students actually told me that they behave differently because they know that I know who they are.” (GT02)

Although the admission that it is “a bit more like school” suggests that the intention behind the strategy is more about *behaviour* regulation of students, and affect regulation for herself.

6.6.4 International lecturers regulate students’ affect

Of all the EMI lecturers, IT02 resorted most often to strategies to regulate student affect in the EMI classroom. This he did consciously with the very clear goal of motivating students and ensuring content learning, often by way of humour and gamification:

“Trying to do a showman to motivate them. ... less academic, more funny so we start the thing and ... I randomly have chosen a game, which was kind of like English-wise jerky, but it was very easy and then the shock on their face how easy it was but they didn't know it, it kind of like stimulates the entire class and then we can start with the class” (IT02)

Falling back on games when students appeared to losing focus was a continuation of this strategy of other-regulation:

“...if I see them very disconnected then I would pull out a game” (IT02).

His international colleague relied more on storytelling than gamification as a strategy to regulate EMI student affect, and did so consciously in a goal-oriented way:

“give my examples and always every time I ask them to find examples, to share experience or -er- just look for thing - or look for other examples. That is one strategy always, to make the students engaged - involved in the class” (IT01)

He emphasised the importance of a dialogic approach, encouraging students to share their own stories and experiences in class. Giving attention to students was also important to IT02 which he did by way of moving around the room during workshop activities, as he observed of himself during the SRI:

“I was like moving around the groups and then giving them all the attention, they wanted” (IT02)

He consciously adjusted his ‘character’ according to what he perceived different groups of people needed, based on his knowledge of them. This was a tailored-strategy for student affect regulation:

“I changed character because I know them. ... this group need a different kind of attention, and other group they wanted more attention, of being serious. And these guys they wanted me to be smiling. ... I really was prepared for that. You know, from four months ago, because I know them. So, it was like my in my, in my head, switching characters, that's it.” (IT02)

6.6.5 Summary of EMI lecturers’ affective regulation strategies

There was little evidence of strategy use for selecting or modifying situations among any of the participants. Most people relied upon self-talk strategies in order to regulate affect in connection to EMI teaching. There was only one mention of using exercise - “Go for a swim” (GT02) - as an influence response strategy.

Many of the self-regulation strategies, as I have defined them in the meta-affective strategies taxonomy, were also generic teaching strategies or occasionally language learning strategies. My argument is that they are being employed as a means to regulate a person’s affect which has been - or is anticipated to be - triggered by teaching in an EMI context. In particular, the emphasis placed on preparation for EMI classes in order to manage the potential for language-related anxiety is indicative of affective self-regulation.

All EMI lecturers were aware of students' fluctuating affect during EMI lectures and consciously applied goal-oriented other-regulation strategies in an effort to support the students in their learning. Most favoured were strategies around sharing - their stories and experiences, or themselves. The data suggested that international lecturers used more other-regulation strategies than their home colleagues.

6.7 Chapter summary

The chapter presented findings from both quantitative and qualitative EMI lecturer data. A descriptive analysis of survey results showed overall higher levels of PA than NA which was substantiated by interview data. However, some discrepancies were noted between PANA scores and self-reported data, for example, IT02 held that his mood seldom changed from feeling happy yet his NA score for state affect was the highest among all colleagues (2.8), and even higher in response to teaching through EMI (4.2). Among home staff, GT03 was the most experienced EMI lecturer who elicited the most praise from students, and yet his NA score for EMI teaching was also high (3.8) compared to the others. Even IT01 who self-reported his difficulties and insecurities with EL usage felt slightly less negative in response to Q.8 (3.4).

My overall observation of lecturers was a predominantly teacher-led style. Screenshots of lectures in **Table 22**, as well as student comments from Chapter 5 support this. Students' had claimed to want more dialogic, interactive classes, but what I observed concurred with lecturers' views that student groups are most often passive and unresponsive unless directly addressed. This behaviour caused much dissatisfaction for lecturers; their need for a sense of relatedness by way of connection with engaged students was often thwarted. This was seldom due to language barriers, and in the case of international students, more likely to be caused by intercultural differences.

Where staff tended to uniformly label students as passive or unresponsive, this was perhaps a coping mechanism for dealing with their high NA. Having heard from students criticised by a frustrated lecturer, it became apparent the group was suffering a lack of autonomy and no sense of belonging to their study programme. The fact that a lecturer who demonstrated pedagogical caring in other ways, was so negative about one entire cohort without finding out why, suggested a degree of burnout and disillusionment within the lecturer too. This was

certainly nothing to do with teaching through English, but likely to be more about workload pressures and demands from the TIBS, and possibly a personal drive to be a 'good' professor.

Identifying specific affective dimensions was not realistic, especially for situations where masks had to be worn. At a superficial level, and despite their passivity, students were mostly attentive and engaged for most of the time. As could be expected, energies and focus waned towards the end of the lecture or near a break, but lecturers maintained high levels of energy and focus throughout my observations. This was ascribed to staff being generally positive about their roles and wanting the best for their students.

From the CA analysis presented in **Table 24**, it was evident that all three BPNs were satisfied more than not. However, eliciting evidence specifically about how the EMI lecturers *felt* was challenging. There were instances where several codes recorded zero counts; they were all instances where a need would not have been met, indicating that participants seldom acknowledged, for example, where they lacked self-efficacy

Taking a reflexive TA approach to further interrogate the qualitative data allowed for a thematic exploration under the broad categories of the three BPNs. EMI lecturers demonstrated high degrees of self-efficacy in their EMI content classes when teaching their expert subjects; this was observable in the LOs. When talking about their teaching roles, they expressed growth mindset attitudes towards EMI learning. Pedagogical caring and a desire to create psychological safety were evidenced in the data. Disruptive or passive, non-participatory student behaviours were the primary triggers for any NA experienced by EMI lecturers. Strategies for self-regulation revolved around automatic metacognitive behaviours for managing and organising themselves in preparation for EMI lectures; being thoroughly prepared was most commonly mentioned as a strategy for regulating affect. Actively applying means for student affect-regulation was more consciously done; EMI lecturers described how they supported EMI students to learn new and technical concepts that can be difficult in an L1 and more so in an L2.

With relatively few participants per grouping - home versus international and full- versus partial-EMI, a more nuanced evaluation of individual data provided evidence of individual differences. The implications of this are discussed in chapter 7 and also in light of limitations and further research recommendations later in the thesis.

7 Discussion and conclusions

7.1 Introduction

In this final chapter, I conclude with a synthesis of the key findings derived from the study and consider how they might be applied in the German EMI setting. Most importantly, I outline the theoretical and empirical contributions this study makes to the fields of EMI, and understanding around affective strategies. My reflection of how new knowledge emerging from the study informs and adds to current literature is presented. The research process provided some useful insights into how affect can be investigated and measured following a mixed methods paradigm. I reflect upon the study limitations and consider what future researchers might focus on and how my research design could be improved upon. The final concluding remarks pertain to how I intend to take what I have learned from engaging in this research study into future affect in EMI areas.

7.2 Key Findings and their applications

7.2.1 Affective dimensions of EMI programmes

Listing emotion adjectives in the online survey was intended as a lexical support, but they occurred rarely in the qualitative data. Most participants found it difficult to describe how they felt, as anticipated based on how Rosenberg (2002) explained most peoples' struggles with expressing emotions. The fact of using their L2 did not appear to be significant. . Students did mention feeling enjoyment, contentment, satisfaction and appreciation for being able to study on the EMI programmes. Anxiety was seldomly and indirectly referred to by German home students, mostly in connection with content than language. Among international students, anxiety was stronger and more about being in a foreign country than using English. Contending with a different culture, and in particular, the different learning and teaching styles of the German education system caused high NA.

EMI lecturers predominantly mentioned positive affective dimensions. They all liked the EL and embraced teaching through EMI. All three IB lecturers, preferred to teach through English than their native language; they had a strong sense of competence satisfied from

teaching their expertise through EMI. This was unsurprising in light of their overseas education and / or longevity as EMI lecturers. The exception was with GT04 on the partial-EMI programme who felt pushed to teach an EMI course. Being outside her area of expertise, she suffered acute insecurity and low competence satisfaction. Teaching her own expert subject through EMI would have caused minimal discomfort. However, having stepped so far out of her comfort zone, she appreciated the EL developmental benefits having to teach an EMI academic skills course afforded her.

7.2.2 Triggers of affect

EMI brings additional complexity to the challenge of researching affect in EMEMUS contexts (Baker & Hüttner, 2018). Any number of variables could trigger positive or negative affect at any moment in an EMI lecture. Following CT, the inseparable nature of affect and cognition (Oxford & Gkonou, 2020a) reduces pressure to pinpoint any particular variables and makes looking for a cause and effect between affect and EMI incongruous. Nevertheless, based on the wider EMI literature indicating students and lecturers encounter linguistic challenges through interactions with each other (Hultgren et al., 2014; Soruç & Griffiths, 2017), I had expected to see examples of language-related 'critical incidents' in the data. What emerged, however, was the ecological extent to which affect was triggered which is further discussed in section Overall, the student data indicated high levels of satisfaction with the HEI and choice of study programme which is congruent with my own experiences of teaching at the TIBS. However, there were examples of NA, particularly among the later semester German home students who had become somewhat cynical over the three years of their undergraduate studies.

According to some students, the business school did not always live up to its claim of being 'truly international'. Being situated in a small city in a semi-rural area, was largely to blame. One TIBS professor mentioned privately to me that the 'small town' feel was a deterrent to international academics. This was born out by the ratio of non-German to German full-time faculty which was, in 2019, 5:51. Three of the 5 non-German professors were native-English speakers.

Meso-level triggers included unbalanced ratios of home-to-international student in classes.

For those purposefully choosing the international-at-home study programme, it became particularly disappointing. As highlighted in Chapter 5, international students experienced NA due to inconsistent EL usage across campus and repeated code-switching in classes. This issue also arose at the micro-level. Students talked about how lecturers and / or lecturing styles, as well as fellow student behaviour affected them. This point is returned to in section 7.3.2.

Student behaviour was often reported as an affective trigger among lecturers. The Malaysian students' very different cultural backgrounds were taken into consideration but, on the whole quiet, passive students who did not respond to questions in class left the lecturers feeling despondent. Where German home students displayed similar reticence in class, it was deemed they were tired or bored. Seldom was language acknowledged as causing difficult student behaviour. Where it was seen, the EMI lecturers had empathy and tried to help. Indeed, most of the time it was clear that lecturers felt that language was less often causing problems for students than understanding new content. The exception was with GT04 and the English academic writing classes in which both lecturer and students struggled with EL proficiency issues. As this lecture went ahead in German, it was not included in the study. It would, of course, have been the ideal setting in which to monitor and investigate the impact of EL on affect in an EMI class.

7.2.3 Strategies to regulate affect

Apart from descriptions of behaviours to 'influence experiential, behavioural, or physiological aspects of emotional responding', such as deep breathing and exercise or meeting with friends, there was not much evidence of intentional, goal-oriented affective strategies. I relied on my interpretation of what was said to infer when behaviours and actions could be categorised as affect regulation. This was seen in relation to metacognitive strategies for focusing attention, for example in the case of EMI lecturers who thoroughly prepared their classes, or students who write information down, as ways of managing language related anxieties.

Most affective strategies were aimed at the self, but among a few German home students, there was evidence of intentionally wanting to regulate other people's affect. For example, students talked about demonstrating attention and actively participating in quiet, non-

responsive classes so as to make the lecturer feel better. As would be expected of educators, the EMI lecturers relied upon many 'other regulation' strategies some of which can also be categorised as general teaching strategies. The international lecturers engaged in more affect-regulation strategies to manage the students' affect and learning than their German colleagues. IT02 used by far the most of these strategies although did not talk in terms of them being 'strategies' but instead referred to the psychological aspects behind his chosen methods for engaging students.

Engaging students in the EMI classroom is one of the main drivers behind affect research, yet only GT03 frequently referred to actively wanting to engage his students in learning. His methods - or strategies - entailed an emotional connection with students through roleplay, humour and personal anecdotes, something most EMI lecturers talked about doing. They were observed doing so on a number of occasions during the LOs. Students did not appear to overtly react in the moment, but a number of interviewed students did comment on how effective such teaching methods were.

7.2.3.1 The overall value of affective strategies in a learning environment

Proactively aiming to regulate learners' affect involves going beyond delivering content. Facts and information presented in a direct, monologic, non-engaging way has been proven to be demotivating for students (e.g., Studer, 2014; O'Dowd, 2018). The depth of learning is dependent on the level of interest, motivation and engagement among the students (Mercer & Dörnyei, 2020). Factoring in consideration of both cognition and affect will increase the likelihood of higher student engagement (Reeve, 2012). Awareness and implementation of affective strategies will contribute to creating a more positive learning environment by way of conscious behaviours and actions at the meta-affective and metacognitive levels. Lecturers who can leverage their social and emotional intelligences will respond sensitively and with encouragement where students express doubt or lack of understanding (Gkonou & Mercer, 2017). Students who know that consciously reappraising a situation which has caused them heightened affective valence will be better equipped to regulate their emotions and continue with the business of learning.

Acknowledging the critical role of affect in an EMI learning environment is recognising the fundamental human need to belong, feel pedagogically cared for and psychologically safe which in turn results in a stronger sense of autonomy, competence and self-efficacy (Ryan & Deci, 2017; Ryan et al., 2019). Engaging in affect-regulatory strategies is evidence of this acknowledgement and recognition. However, meta-affective strategies tend to be automatically and subconsciously employed to manage and control emotions (Oxford, 2013; 2017). Training learners (or at least raising their awareness) to consciously practise affective strategies would make the learning process more enjoyable and effective. The same, of course, is true of lecturers who could benefit from being more mindful and affect-aware educators.

7.2.4 Application of findings

To address issues around exclusion felt by international students, and disappointment among German home students around the lack of opportunities to consistently practise their EL skills, the TIBS would need to seek agreement among all stakeholders about an official language policy. How this could be measured would require commitment across the board. Ensuring the promised 50-50 ratio of home to international students on the IB programme requires a state-level solution regarding non-EU student fees. Based on these findings, there could be significant affective impact if such efforts were made.

At the micro level of interpersonal interactions during lectures, a change in pedagogy and didactics could improve student satisfaction. However, this would need to be complemented by consideration at the meso level where course planning and scheduling are done. Students - and some lecturers - struggle with fatigue due to the pace at which they have to study. Paying attention for 90 minutes without a break is hard on anyone, especially towards the end of a long day. The requirement that a certain amount of content must be covered often results in no time for dialogue. As GT01 noted when expressing her concern about leaving me with a poor impression of her class, she was maybe overdoing things and might need to reduce the content.

Teacher-led approaches to EMI lecturing are common in HEIs around Europe (Cots, 2013; Dafouz et al., 2007). A dialogic, student-centred approach gives space for students to feel

included in the process of their learning (Wilkinson, 2012). Examples from ELT support the claim where learners co-create knowledge through dialogue, their learning deepens (Fernández Dobao, 2012). However, the results from this study suggest that such a methodological approach is not always taken in EMI lectures. If it was, all three BPNs would be satisfied through active participation: students' sense of competence and self-efficacy grows as their knowledge and understanding deepens. There are examples of project-based courses at TIBS in which students engage in deep learning. Students seemed to engage well with such activities which further supports taking more of an interactive, dialogic learning approach. How to balance such classes with the requirement to hold lectures needs consideration and investment in CPD offerings for academic teaching staff. In the case of my own experience of developing and delivering an “English for Professors” course resulted in recognition that the need for didactic training was greater than EL training. Where there is passion for and commitment to a subject, as in the case of GT04 and her sustainable consumption course, and adequate support and resources provided by the HEI, lecturers can teach engaging, interactive EMI classes.

Findings around affect regulation strategies were, as seen in previous studies (e.g., Soruç & Griffiths, 2017), limited. The most interesting, but tentative finding pertained to student use of other-regulation affective strategies as a way to support lecturers – this had first emerged in the pilot study and was found to a small degree in the main study also. Whether such an observation could – or should – form part of a ‘best practices’ guide for EMI stakeholders, I am unsure. Would the formalisation of such a personal and altruistic effort be counterproductive? The main takeaway from researching affective regulation strategies is that by placing more emphasis on their potential in the first place, EMI participants can become more aware that regulating affect is worth their effort. The efficacy of teaching learner strategies may be contentious (A.D. Cohen & Macaro, 2013; Griffiths, 2013), but targeted training could be a way of more widely encouraging EMI stakeholders to proactively regulate their affect so that their minds are freer to focus on teaching or learning.

7.3 Contribution to current EMI literature

To date, the phenomenon of affect has been under researched by applied linguists and educational psychologists. Despite the recent affective turn in SLA (Pavlenko, 2013), more attention has been given to investigating cognition in language learning and use (Borg, 2003; O'Malley et al., 1985). Emotional aspects, such as anxiety have been widely explored (Gkonou et al., 2017; Simons & Smits, 2020), and more recently interest in the emotional rollercoaster of EL learning and teaching has surged (Dewaele, 2020; Gkonou et al., 2020b). Some ELT literature considers both teachers and students together (e.g., Dewaele & Dewaele, 2020; Simons & Smits, 2020), but much of the higher education literature generally and EMI literature specifically, has focused on researching either lecturers or students. This study has taken an innovative approach by exploring affect in the higher education EMI context by investigating the inside and between both lecturers and students through an SDT lens, with support also from CT. More specifically, I have focused on the situation in Germany, taking a unique approach by asking how differently German home students and lecturers experience affect in EMI from their international counterparts. A further differentiation was explored by asking if those on full-EMI programmes had a different perspective to those on a partial-EMI programme. This multi-way division of EMI participants has, as far as I can ascertain, not been researched to date.

The ensuing sections elaborate further on the study's key findings that link to earlier research mentioned in the literature reviewed in Chapters 2 and 3.

7.3.1 EMI pedagogy requires targeted training

An increasingly prevalent theme in the EMI literature is the need for EMI content lecturers to be better supported in transition from L1 teaching approaches to the EMI context. Since Dearden (2013) reported on this professional development deficit in EMI policy and practice globally, there has been a gradual raising of awareness and discussion that even highly competent university lecturers would benefit from a different methodological approach in the EMI classroom (Doiz et al., 2012; O'Dowd, 2018). The main shift in teaching would require moving from teacher-centred / content-oriented to student-centred / learning-oriented (Kember, 1997; Tangney, 2014). Such an approach is commonly found among ELT and ESP

practitioners who favour communicative language teaching (CLT). Much current debate revolves around how ESP practitioners could support their EMI content colleagues (e.g., Kamaşak et al., 2020; Richards & Pun, 2022). Examples of such collaborative cases are gradually being published (Macaro et al., 2016; Wingate & Hakim, 2021), and most recently a study by Galloway, Sahan & McKinley (2024) shows the need for subject-specific language support for EMI students and ESP-informed training for EMI lecturers.

I know from personal experience that many TIBS lecturers have embraced a student-centred, learning-oriented approach to teaching EMI courses. However, reflecting previous studies (e.g., Ismailov et al., 2021; Studer, 2014), students in this study reported a tendency among their (German) lecturers towards more traditional, monologic lecturing style. Issues around inflexible didactic skills could be related to the switch from L1 to EMI (Klaassen & De Graaff, 2001; Kuteeva & Airey, 2014), as described by TIBS students of one German lecturer whose L1 classes were remarkably more engaging than his EMI class. Other studies contradict this idea and contend that a change in language does not change delivery style (Helm & Guarda, 2017; Dafouz et al., 2007), as was reported by GT03 who can be equally engaged (and according to the students, engaging) irrespective of his language use.

Due to the small sample and short-time span of the current study, it is not fair to categorise all TIBS lecturers as always following a monologic, non-interactive lecture style. Students did report, however, a theme commonly found elsewhere in the literature covering both German and EU-generally tertiary educational traditions. The logical conclusion would be that there is a need for didactic training and EMI-methodological specific training if HEIs want their students to enjoy a more satisfying and engaging level of education. As one international student commented, feeling more included and engaged in the EMI lectures would make her time at the TIBS more valuable.

7.3.2 EMI students are affectively triggered by lecturing style

The issue around students' perception of how the German EMI lecturers teach was one of the main causes of NA across all groups of students in this study. Awareness of this issue was raised by the German Science Council in 1966 and revisited through the 'Quality Pact Teaching' programme funded between 2011-2022 (Wilkesmann & Lauer, 2015). As discussed

above, lecturers' poor communicative-didactic skills (Studer, 2014) were often cited by study participants. In contrast to other studies which raised concerns around lecturers' EL competence, fluency or pronunciation (e.g., Oorbeek, 2017; Jensen & Thogersen, 2020) most students were less concerned with EMI lecturers' EL proficiency per se. The exceptions were where they mentioned professors outside the scope of the study. What stood out as more important, and which concurred with findings in Studer's (2014) study, was students wanted a more positive learning experience.

For the Malaysian business engineering students lectures in the German context triggered NA for different reasons. They felt extreme pressure from a lecturing style they found to be too interactive; the expectation to speak up in class and share personal opinions was highly stressful for them. This was supported by Saidi's (2018) doctoral research into Malaysian students' low WTC. Relating students' behaviour to SDT, Saidi makes a point which reflects the students in this study, that they felt a thwarted sense of autonomy due to feeling forced or pressured into contributing in class. There is a major discrepancy in views here between the full-EMI students (both home and international) who reported a desire for more dialogic interaction in their classes and the reluctant partial-EMI international students from Malaysia.

7.3.3 Critical incidents viewed through a CT-lens

The finding that EL proficiency was less of a disturbance in this context could account for the research design limitation whereby 'critical incidents' (CI) related to EL interference in EMI lectures were seldom observable. Karpouz & Emvalotis (2019) maintained that critical incident technique (CIT) provides a useful method of examining changes in teacher-student relationships caused by a "clearly demarcated scene" (Byrne, 2001, p.538). While I did not adopt this approach, it helped clarify the concept of CI and highlighted the challenges around observing them explicitly in a live lecture. Where I did identify a CI interaction between student and lecturer, I witnessed what the literature noted: showing personal interest in the student was highly appreciated (e.g., Snijders et al., 2022). Evidence from students demonstrated 'affective commitment' or 'affective conflict' as conceived of by Snijders et al. (2022), where feelings of being seen by the lecturer boosted a sense of belonging on the course. Other students mentioned briefly feeling excluded by lecturer responses to their

attempts to contribute in class, although the ‘affective conflict’ was short-lived and not as strongly described as anger.

These particular examples of student responses to a lecturer-responsible CI also demonstrated how Hiver’s (2015) CT-informed 4-phase framework could apply to the study. In each case the student was ‘triggered’ by something the lecturer said, ‘coupling’ occurred as the student processed “information in ongoing feedback loops” (Hiver 2015, p.216) based on prior experience, which resulted in them reappraising their response in the ‘realignment’ phase, resulting in achieving ‘stabilisation’. By this point – which happened only minutes after the CI triggering effect – the student was able to refocus and continue with the lecture.

The question arising from these examples is how can such an insight be operationalised? Is there scope for explicit training to incorporate knowledge of the 4 phases of self-re-organization into learning strategy education, or should the framework remain as a researcher analysis tool? Does the 4-phase approach represent an automatic self-regulatory process that requires no formal training? Training EMI lecturers to become aware and to check student reactions for signs they are / are not moving through the 4-phases would improve content learning which might be impeded by ‘affective conflict’.

7.3.4 A disconnect between EMI stakeholders

Affective issues arise where there is tension between what each perceives the other is doing in class: some are disturbed by code-switching where English is the designated medium of instruction; others need the security of their own language when grappling with a new and difficult concept. Multilingualism and increased tolerance for translanguaging is prevalent in recent EMI, SLA and applied linguistics literature (Kuteeva et al., 2020; Pun & Curle, 2021; THE DOUGLAS FIR GROUP, 2016). Multilingual students with an international background, enjoy the dynamics of multilingualism which increases their sense of competence and autonomy (Ryan & Deci, 2017a). However, in the case of students who feel more comfortable in their L1 (Klaassen & De Graaf, 2001), the benefits of a multilingual approach can be negated by too much code-switching or translanguaging (Kuteeva et al., 2020). The dominance of German students in the EMI programmes led to much code-switching and translanguaging in evidence in the current study and which is a common theme in the wider literature (e.g., Earls, 2014).

The specific case of Baden-Württemberg's introduction of fees for non-EU students (EMN/BAMF 2018, p.35) as outlined in Chapter 3 is largely responsible for the significant drop in international student enrolment and subsequent lack of international experience in EMI classes at the TIBS.

Despite the EU stated MT+2 language policy (European Commission, 2003), for HEIs intent on establishing an internationalised status among the global HE sector, use of English is the priority (Hultgren, 2020). This raises a macro-level disconnect between stated commitment to multilingualism and diversity and with effect at the micro-level. Where language 'agreements' (there is seldom an official language policy, according to Earls (2014) are not kept, the disconnect between those reverting to their L1 and those wanting to exercise their EL skills, or who can only use English in the German context, deepens. The principle of 'communicative parsimony' is said to account for local students' preference to stick to German or English only (Earls, 2016), and there was evidence of this among study participants. However, reports of bias against speakers of heavily accented English (e.g., Dewaele & McCloskey, 2015) were not obvious in this study. Mention was made by some about lecturers with heavy accents which were found disturbing. Also not possible to detect over a short period of time was clear evidence of the language hierarchies Kuteeva (2020) identified in the Swedish context.

A lack of awareness around EMI generally and multilingualism and translanguaging specifically (Göpferich et al., 2019; Hellekjær, 2010), has hitherto meant little attention has been given to affect in EMI (Miller, 2023) and the same can be said for the situation at the TIBS. If EMI and multilingualism were more openly discussed, and there was less of an 'inferiority complex' around sharing teaching practice with a 'native-speaker', I may have spoken to many more TIBS professors as part of the study.

7.3.5 Macro level triggers of affect at micro level

While the literature refers to 'macro' as a national or supra-national level (e.g., McKinley & Galloway, 2022; Kirkgöz & Karakaş, 2022), the term was used here to capture EMI practice at the 'macro' university level. In accordance with the literature, meso referred to programme level within the TIBS faculty and micro covered the personal, in-class level. Borrowing from

this 3-levels of EMI practice framework (Aizwa & Rose, 2019; McKinley & Galloway, 2022), allowed for an analysis of the data in terms of what was interpreted as triggering affect among the study participants. Following De Costa et al.'s (2016) view that mastery of English is a neoliberal economic resource, my contention here is that much NA experienced in the EMI classroom is due to national macro-level policies that prioritize the neoliberal agenda. As internationalised HEIs strive harder to compete in the competitive global HE market as was discussed in section 3.3, so too has the TIBS joined the ranks of internationally accredited business schools. Increased competition increases top-down pressure on staff to meet measurable targets. Students competing for places on the best (EMI) programmes have, understandably, higher expectations which are dashed when felt to go unmet. In essence, it is a systemically biased backdrop to EMI programmes that triggers affective reactions to many of the people involved in internationalised HE. This was summed up by one German home student who recognised the damaging effect of overly competitiveness in society:

“You need to be amazing. If you're not in the top 10% you're a loser. That's what people feel - that's why we are in the situation now in our economy like we are because we have ignorant people on the top that are saying my answer is the correct one.” (GS01)

7.3.6 Distributive injustice of EMI

Issues of social injustice related to EMI are increasingly highlighted in the literature (e.g.; Wilkinson & Gabriels, 2017; van Parijs, 2017; Lueg & Lueg, 2015). The academic success of individuals from high SES backgrounds is well-documented (Bourdieu, 1986; Langhout et al., 2007; Park et al., 2023). For example, many international business degree students have an academic advantage from the German gymnasium system, which tends to be attended by higher SES students (Lanvers, 2018). These students, fluent in English thanks to extra-curricular activities in Anglophone countries, experience minimal affective disturbance from EMI.

In contrast, students on the less prestigious business engineering programmes are not required to start their programme as proficient English users. Although I had limited access to these students, my many years' experience and comments from study participants suggested higher EL anxiety and lower WTC. This is not uncommon in EMI contexts according to much literature (e.g., Gkonou et al., 2020; Al Zumor, 2019; Şahan & Sahan, 2023). One

professor on these programmes, least experienced in EL usage and EMI teaching, reported high degrees of insecurity due to low EL self-efficacy. However, her two colleagues felt highly secure teaching through EMI. No definitive conclusion can be drawn about a correlation between professors' EL proficiency programme type, but it may be worth investigating the discrepancies between students on different programmes and their preparedness for EMI.

7.3.7 Positive affect from EMI

According to the literature, most of the positive aspects afforded by EMI in HE are transactional and instrumental, e.g., Gröbinger (2017) lists 11 advantages to be found in “a globalized and increasingly interconnected world” (p.2). Less explored are the positive personal and affective dimensions to EMI. Improving EL skills is a significant motivation for many students, including many of the TIBS students in this study who expressed high degrees of self-efficacy and competence with regard to their EL skills. Closely aligned to language learning are intercultural benefits. This was another aspect of EMI that was linked to PA among study participants. Most students, and to a lesser extent, lecturers, valued the opportunity for intercultural exchange, despite the challenges around culturally different learning and teaching styles. This finding contrasts with the focus of many EU-based EMI studies which tend to report the negative aspects of interculturality in EMI settings, e.g., Kuteeva, 2018b and Werther et al., 2014.

Despite conflicting empirical results around the efficacy of EL development through EMI, e.g., as reported by Graham et al., 2018 and Macaro, 2018, internationalised HEIs continue to leverage the promise of EL learning to attract more EMI enrolments. For many German students who have been through the *gymnasium* track, they are well-equipped to continue their higher education through EMI (Lanvers, 2018). Consequently, as was seen in this study, the use of English can be enjoyed rather than suffered. Even where dissatisfaction due to code-switching in class arose most students expressed a deep affinity with and enjoyment of the language itself. FL enjoyment has been researched within the context of language learning (e.g., Dewaele et al., 2018) and teaching (e.g., Macintyre et al., 2016), but not yet specifically in the EMI context. Data from this study suggests scope for further investigation into teacher and student enjoyment in the EMI classroom which is due to EL use but also to uncover other factors influencing PA.

7.7 Limitations and future research

The call among EMI researchers for more empirical research to be conducted into the effects of EMI on stakeholders is met by this study. This study adds to the growing collection of single case reports (Macaro et al., 2018; McKinley & Galloway, 2022).

Limitations arise from the self-selecting nature and small sampling sizes. The narrow variety of individuals was made up of more privileged students from higher SES backgrounds; too few people from immigrant families were included. I only spoke to professors less concerned about being judged by a native English speaker. I did not hear from policy-makers who decide on how EMI programmes are implemented.

Those who did agree to participate were people with a deep interest in and personal affinity with English. With the exception of only one international student and one home lecturer, all commanded an exceptionally high degree of EL proficiency. Participating students tended towards the more academically minded, with some interested in postgraduate studies and research. Views from the less studious, less linguistically capable students from lower SES backgrounds were absent from the sample. Occasional mention of peers who met such criteria alerted me to the fact of their absence and the concomitant missing pieces in my study. Consequently, the affective experiences of EMI students and lecturers is, therefore, quite specific and narrow. From my insider-perspective, I know that there are many other types of students and lecturers who would provide invaluable contributions to the affective exploration in EMI.

Adapting the I-PANAS-SF proved useful for gathering quantitative data and providing a sense of state and trait affect among the sample groups. However, I feel future studies could focus specifically on the third set of scales to elicit more nuanced results. The scenarios allowed respondents to better contextualise their emotions. Responses could be further explored directly with participants willing to be interviewed. Discussing each survey answer in depth would make cross-comparative measurement more practical. A methodological limitation of my study related to the relaxed format of the interviews; inconsistent reference to the same sets of questions made group comparisons difficult. Although, I would still opt for a rapport-building atmosphere in interviews about affect.

The other methodological limitation arose from not having adequate recording equipment which reduced the quality of the recall prompts. Also, conducting every interview over Zoom, while convenient, did not allow for all SRI procedures to be adhered to, for example, giving control of the pause button to the participant. Future researchers investigating affect in EMI settings by way of introspective methods should aim for small groups working on specific tasks that could be measured over time.

Future affect in EMI researchers could explore more deeply where enjoyment from EMI studying or teaching arises. This would off-set the predominance of research into the instrumental and challenging aspects that currently abound. For policy-makers, this could stimulate alternative ways of promoting the benefits of EMI study.

Another area for future affect in EMI research arises from the experience of GT04 around gender differences in relation to willingness to teach through EMI on the business engineering programmes. Having been the only female TIBS professor in 2004, she is now one of 12 female colleagues from a staff of 55 in 2022. Any 'unwanted' jobs that needed doing within her business engineering programme, she would most often step up and do them, including teaching the EAP course even though male colleagues had more EL experience than her. Gender inequality has a long history of being researched, but not in terms of the affective impacts in an EMI setting of a gender divide among academic teaching staff. Future research could expand on the SDT framework I developed for this study to investigate how far the requirement to teach through EMI impacts competence, autonomy and relatedness among male and female professors. Results could inform recruitment policy and workload allocations within EMEMUS settings. They would also add to the growing knowledge around the affective turn in the field of EMI.

7.8 Concluding Remarks

In subscribing to the ontological view that reality is socially constructed and that consequently, knowledge and meaning are derived from social interactions and co-constructed meanings (Spencer et al., 2020), the findings from this explorative study must be seen not as 'the truth', but rather as 'a truth'. As a fellow co-constructor of the knowledge

and meaning created with those who participated, I, as the researcher, have had as much of an influence on the outcomes as they have.

This study's findings offer new insights in relation to affect and affective strategies in an EMI context. They could also provide themes for further research in more general higher education settings, and particularly in Anglosphere HE where international students dominate the lecture halls. Academics have been investigating language learner emotions for quite some time (e.g., Dewaele, 2005). Research into L2 learner anxiety (Gkonou, 2018), L2 motivation (Dörnyei & Ushioda, 2013) and affect in SLA and LLTP (Gkonou et al., 2020b), contribute to the call to attend to our emotions in a richly differentiated way (Gross, 1998).

Relying on survey results gave only an indication of the affective dimensions experienced by the study participants, as the inconsistency of affective descriptors emerging across quantitative and qualitative data suggests. Results from independent-sample *t* tests showed some quantitatively significant differences in PA between German home and international students, and full- and partial-EMI groups. However, doubts were cast over the reliability of the NA results (see **Appendix Q**). The combination of discrepancies led me to conclude that applying cognitive methods to researching affect and affective processing is not the best approach (e.g., Pavlenko, 2012). By following up with qualitative methods, I was able to hear directly from EMI participants about their affective experiences of an EME, multilingual setting. The stories and insights shared have, as intended, added depth and richness to the data.

According to my review of the literature, it is only really since 2023 that affect in the EMI setting has been receiving concerted attention (e.g., Miller, 2023). What I have gleaned from more contemporary literature and from my own research participants, is that there is an instrumental and pragmatic approach to EMI learning. The business students, irrespective of their nationality and background, strive towards specific employment goals. Their lecturers have a similar desire to see their students succeed with their future aspirations. Along the way, for many, acknowledgement and recognition of the affective is forgotten among the pressures and focus on the cognitive aspects of learning. It is not an either / or situation, but rather that both aspects need due attention.

Appendix A (i) - Information Sheet and Consent form for the TIBS Dean



Emotional reactions in English Medium Instruction Classes

Strategies used to deal with positive and negative emotions in an undergraduate business degree course at a German university when content is delivered in English

Purpose of the study

The study concerns the experiences of participants engaged in university programmes taught through the medium of English in non-English speaking countries. This phenomenon is increasingly encountered by both students and teaching staff across Germany as Higher Education Institutions compete to improve their global ranking positions, and attract the best talent from around the world. In consideration of possible affective-cognitive overloads arising from learning in a foreign language, the study specifically aims to identify what strategies help to leverage positive emotions and overcome negative emotions when English is the medium of instruction in university business degree classes. It is envisaged such data will help inform future policy decisions relating to international study programmes, particularly in terms of how to further support teaching staff and students.

The researcher

The researcher is a PhD student at the University of York and current adjunct teacher (*Lehrbeauftragte*) at ESB.

What does participation mean for students and instructors?

- A short (max 5 mins) online questionnaire asking about emotions related to EMI study, to be completed by students and instructor at the start of a lecture or seminar.
- Observation of lectures / seminars where content is delivered in English. **Maximum 2 observations per participating lecturer's session.**
- For instructors:
 - Pre-observation interview for between 45 and 60 minutes. A record of the interview (notes/recording) will be made with a pseudonym attached in order to facilitate triangulation of data.
 - Post-observation "stimulated recall" interview about their classroom experiences. The interview should be conducted within a week of the recorded lesson, last between 45-60 minutes. A record of the interview (notes/recording) will be made; a pseudonym will be attached.
- For students:
 - Stimulated recall interview as soon after observed lecture / seminar as possible, to last 45-60 minutes. Interview to be recorded; data anonymised; review and amendment of transcription possible as required.
 - Focus group meetings (4-5 students), moderated by a pre-trained volunteer student; participants to be anonymised; discussion to be recorded; transcription available for review and amendment by participants as required.

Participation is voluntary

Participation in any part of the study is optional. For those agreeing to take part, they will be given a copy of an information sheet and asked to sign a consent form. Withdrawal of participation without a reason is possible on request.

Anonymity and confidentiality

The data provided (notes or audio recordings of interviews and / or focus group discussions) will be stored by code number. Any identifying information will be stored separately from the data.

Opportunity to comment on a written record of interviews / focus group discussions will be provided, within a two week timeframe, when changes can be made. Freedom to withdraw from the study at any time during data collection is guaranteed. After data collection (observations, focus groups and interviews), and following comments on interview transcripts, data will be anonymised so it will not be possible to withdraw data after this point.

Storing and using your data

Data will be stored on a password protected external hard drive. The data that is collected (notes / audio & video recordings) may be used in an *anonymous* format in different ways (presentations, reports and online publications). Anonymised raw data will be securely stored for 10 years from the date of last requested access on the University of York's centrally managed filestore, in order to facilitate possible future replication studies.

Questions or concerns

If you have any questions about this information sheet or concerns about how data is being processed, please contact [Dr. Ursula Lanvers](#), or the [Chair of Ethics Committee](#). If you are still dissatisfied, please contact the [University's Data Protection Officer](#).

Please keep this information sheet for your own records. Thank you for taking the time to read this information.

Information about the General Data Protection Regulation (GDPR):

https://www.york.ac.uk/education/research/gdpr_information/

The University has access to cloud storage provided by Google which means that data can be located at any of Google's globally spread data centres. The University has data protection compliant arrangements in place with this provider. For further information see,

<https://www.york.ac.uk/it-services/google/policy/privacy/>

Your rights in relation to your data

Under the GDPR, participants have a general right of access to their data, a right to rectification, erasure, restriction, objection or portability. They also have a right to withdrawal. Please note, not all rights apply where data is processed purely for research purposes. For information see, <https://www.york.ac.uk/records-management/dp/individualsrights/>

Right to complain

If anyone is unhappy with the way in which their personal data has been handled, they have a right to complain to the Information Commissioner's Office. For information on reporting a concern to the Information Commissioner's Office, see www.ico.org.uk/concerns

Contact people:

Researcher – Michelle Hunter via email: meh560@york.ac.uk

Supervisor – Dr. Ursula Lanvers via email: ursula.lanvers@york.ac.uk

Consent Form: Emotional reactions in English Medium Instruction Classes

Strategies used to deal with positive and negative emotions in an undergraduate business degree course at a German university when content is delivered in English

Please ✓ each box, sign and return to the researcher if you agree to allow the project to take place in the ways described above.
Please feel free to ask questions before you decide to take part

I confirm that I have read and understood the information given to me about Emotional reactions in English Medium Instruction classes and I understand what is involved.

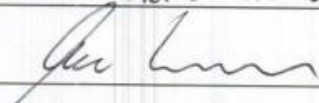
I understand that participation in this study is voluntary and independent of participants' work or studies.

I understand that participants' data will not be identifiable and the data may be used in publications, presentations and online.

I consent to the researcher – Michelle Hunter – conducting her study at ESB as laid out in the information sheet above.

I confirm that I have read the information about GDPR.

Name: PROF. DR. CHRISTOPH BINDER

Signature: 

Date: 06.10.2021

 **ESB BUSINESS SCHOOL**
REUTLINGEN UNIVERSITY

Prof. Dr. Christoph Binder
Dekan ESB Business School
Hochschule Reutlingen
Alteburgstraße 150
72762 Reutlingen

Thank you for reading this document. Please return this signed consent form to the researcher and

Appendix A (ii) - Information and Consent Form for Professors



Emotional reactions in English Medium Instruction Classes

Strategies used to deal with positive and negative emotions in an undergraduate business degree course at a German university when content is delivered in English

Dear Colleague,

My name is Michelle Hunter. I am carrying out research into how students and their instructors deal with affect¹ experienced while learning through English when none of the participants are native-English speakers. I would like to invite you to take part in this project which will be conducted during the winter semester 2021-22.

Before agreeing to take part, please read this information carefully and let me know if anything is unclear or you would like further information.

For information about General Data Protection Regulation (GDPR) please follow the link:
https://www.york.ac.uk/education/research/gdpr_information/

Purpose of the study

The study aims to identify what affective dimensions are experienced in an EMI learning situation, and what strategies help to leverage positive emotions and overcome negative emotions when English is the medium of instruction in university business degree classes.

The researcher

The researcher is a PhD student at the University of York and current adjunct teacher (Lehrbeauftragte) at ESB.

What does participation mean for you?

- Completion of a short online questionnaire at the start of class, asking about your general mood, and feelings regarding teaching through English.
- Observation of lectures or seminars where content is delivered in English and in which the students have agreed to participate. **Maximum 2 observations per participating instructor.**
- Being interviewed before a class observation for between 45 and 60 minutes. It will take place at a time and place convenient to you. A record of the interview (notes/recording) will be made with a pseudonym attached in order to facilitate triangulation of data. You may see and comment on the record as you wish.
- Being interviewed about what happened during an observed class, specifically looking at your reactions and behaviours relating to communicative interactions, (e.g.: if a misunderstanding arose which caused an emotional response). The "recall" interview will be conducted within a week of the recorded lesson, last between 45-60 minutes, at a time and place convenient for you. A record of the interview (notes/recording) will be made; a pseudonym will be attached. You may see and comment on this record if you wish.

Participation is voluntary

Participation in any part of the study is optional. If you do decide to take part, you will be given a copy of this information sheet for your records and will be asked to sign a consent form. If you change your mind at any point during any stage of the study, you will be able to withdraw your participation without having to provide a reason. If you want to stop taking part, please inform the researcher. Unless otherwise preferred, interviews will take place virtually.

Anonymity and confidentiality

Confidentiality will be maintained throughout the study, with the exception of information disclosed which the researcher feels morally or legally bound to pass on to relevant external bodies. The data that you provide (notes or audio recordings of the "recall" interview and / or pre-observation meeting) will be stored by code number. Any information that identifies you will be stored separately from the data.

You will be given the opportunity to comment on a written record of your interview(s). You will have three weeks to respond or make changes to this. You are free to withdraw from the study at any time during data collection. After data collection (observations and interviews), and following your comments on your interview transcripts, data will be anonymised so it will not be possible to withdraw your data after this point.

Storing and using your data

Data will be stored on a password protected external hard drive. The data that is collected (notes / audio & video recordings) may be used in an *anonymous* format in different ways (presentations, reports and online publications). Anonymised raw data will be securely stored in order to facilitate possible future replication studies.

Questions or concerns

If you have any questions about this participant information sheet or concerns about how your data is being processed, please contact Ursula Lanvers by email (ursula.lanvers@york.ac.uk), or the Chair of Ethics Committee via email (education-research-admin@york.ac.uk). If you are still dissatisfied, please contact the University's Data Protection Officer at dataprotection@york.ac.uk

Please keep this information sheet for your own records. Thank you for taking the time to read this information.

GDPR Information as above.

Consent Form: Emotional reactions in English Medium Instruction Classes

Strategies used to deal with positive and negative emotions in an undergraduate business degree course at a German university when content is delivered in English

Please ✓ each box as appropriate, sign and return to the researcher if you agree to take part.
Please feel free to ask questions before you decide to take part

I confirm that I have read and understood the information given to me about Emotional reactions in English Medium Instruction classes and I understand what taking part will involve.

I understand that participation in this study is voluntary and independent of my job.

I understand that my data will not be identifiable and the data may be used in publications, presentations and online.

I consent to being observed in my English taught lectures / seminars.

I consent to being interviewed prior to a lecture / seminar observation.

I consent to audio and video recordings being made during interviews, and lecture / seminar observations.

I consent to being interviewed about my reactions observed during lectures / seminars.

I consent to be surveyed in class via a 5 min online questionnaire, regarding my feelings about teaching through English.

I confirm that I have read the information about GDPR.

Name: _____

Signature: _____

Date: _____

Thank you for reading this document. Please return this signed consent form to the researcher.

Appendix A (iii) - Information Sheet and Consent Form for Students



Emotional reactions in English Medium Instruction Classes

Strategies used to deal with positive and negative emotions in an undergraduate business degree course at a German university when content is delivered in English

Dear Student,

My name is Michelle Hunter. I am carrying out research into how students and teachers deal with emotions, moods and feelings experienced while learning through English when none of the participants are native-English speakers. I would like to invite you to take part in this project which will take place during the Winter Semester 2021-22.

Before agreeing to take part, please read this information carefully and let me know if anything is unclear or you would like further information.

For information about General Data Protection Regulation (GDPR) please follow the link:
https://www.york.ac.uk/education/research/gdpr_information/

Purpose of the study

The study aims to identify what emotions are experienced in an EMI learning situation, and what strategies help to leverage positive emotions and overcome negative emotions when English is the medium of instruction in university business degree classes.

The researcher

The researcher is a PhD student at the University of York and an adjunct teacher (Lehrbeauftragte) at ESB.

What does participation mean for you?

Participating in any or all of the following:

- Completion of a short online questionnaire at the start of class, asking about your general mood, and feelings regarding learning through English.
- Being observed during lectures / seminars where content is delivered in English. **Maximum 2 observations.**
- Taking part in a focus group with 3-4 other students, lasting between 45-60 minutes. It will take place at a time and place convenient to members of the group. Each participant will choose a pseudonym. A record of the discussion (notes/recording) will be made with your pseudonym attached so that each group member may see and comment on the record as they wish.
- Being interviewed about what happened during an observed class, specifically looking at your reactions and behaviours relating to communicative interactions, (e.g.: if a misunderstanding arose which caused an emotional response). The "stimulated recall" interview will be conducted within a week of the recorded lecture/seminar, last between 45-60 minutes, at a time and place convenient for you. A record of the interview (notes/recording) will be made; a pseudonym will be attached. You may see and comment on this record if you wish.

Participation is voluntary and independent of your studies

Participation in any part of the study is optional. It has no bearing on your grades. If you do decide to take part, you will be given a copy of this information sheet for your records and will be asked to sign a consent form. If you change your mind at any point during any stage of the study, you will be able to withdraw your participation without having to provide a reason. If you want to stop taking part, please inform the researcher.

Anonymity and confidentiality

The data that you provide (notes or audio recordings of the "stimulate recall" interview and / or focus group meetings) will be stored by code number. Any information that identifies you will be stored separately from the data.

You will be given the opportunity to comment on a written record of your interview / focus group discussion. You will have three weeks to respond or make changes to this. You are free to withdraw from the study at any time during data collection. After data collection (observation, focus groups and interviews), and following your comments on your interview transcript, data will be anonymised so it will not be possible to withdraw your data after this point.

Storing and using your data

Data will be stored on a password protected external hard drive. The data that is collected (notes / audio & video recordings) may be used in an *anonymous* format in different ways (presentations, reports and online publications). Anonymised raw data will be securely stored in order to facilitate possible future replication studies.

Questions or concerns

If you have any questions about this participant information sheet or concerns about how your data is being processed, please contact Ursula Lanvers by email (ursula.lanvers@york.ac.uk), or the Chair of Ethics Committee via email education-research-admin@york.ac.uk. If you are still dissatisfied, please contact the University's Data Protection Officer at dataprotection@york.ac.uk

Please keep this information sheet for your own records. Thank you for taking the time to read this information.

Consent Form: Emotional reactions in English Medium Instruction Classes

Strategies used to deal with positive and negative emotions in an undergraduate business degree course at a German university when content is delivered in English

Please ✓ each box as appropriate, sign and return to the researcher if you agree to take part.
Please feel free to ask questions before you decide to take part

I confirm that I have read and understood the information given to me about Emotional reactions in English Medium Instruction classes and I understand what taking part will involve.

I understand that participation in this study is voluntary and independent of my studies.

I understand that my data will not be identifiable and the data may be used in publications, presentations and online.

I consent to being observed in my English taught lectures / seminars.

I consent to audio and video recordings being made during my interviews, focus group meetings and lecture / seminar observations.

I consent to being interviewed about my reactions during observed lectures / seminars.

I consent to participating in a focus group meeting.

I consent to be surveyed in class via a 5 min online questionnaire, regarding my feelings about studying through English.

I confirm that I have read the information about GDPR.

Name: _____

Signature: _____

Date: _____

Thank you for reading this document. Please return this signed consent form to the researcher.

Appendix B (i) - *Online Questionnaire for Lecturers*

Q1 Welcome to this English Medium Instruction (EMI) research study!

This questionnaire is part of the *Affect in EMI* study looking at strategies you use to help deal with any affect (emotions, moods, feelings) you experience during your English medium lectures or seminars. It is **not** about learning English as a second language.

This part of the study aims to find out which positive and negative emotions you personally experience in an EMI setting, and what you think about EMI being used in a German university.

It should take you around 5 minutes to complete. Your participation is voluntary and anonymous. You have the right to withdraw at any point.

The Principal Investigator of this study can be contacted at:
Michelle Hunter - meh560@york.ac.uk

Q2 INFORMATION SHEET SUMMARY

The following is a summary of the full version which can be downloaded and kept as a record: [DOWNLOAD IT HERE.](#)
For information about General Data Protection Regulation (GDPR) please follow the link:
https://www.york.ac.uk/education/research/gdpr_information/

Purpose of the wider study

To investigate the affective experiences of participants engaged in undergrad degree programmes taught through English in Germany, and to identify what strategies help to leverage positive emotions and overcome negative emotions.

Purpose of this survey

To ascertain your levels of positive and negative affect during classes you deliver in English, and how you feel about EMI in German Higher Education institutions. This data will be triangulated with qualitative data collected in the wider research project.

Participation is voluntary and independent of your teaching role

If you decide to complete this questionnaire, please download the full version of the information sheet. In case you have not already given consent, you will be asked to check the boxes below. If you change your mind at any point feel free to withdraw by emailing the researcher (meh560@york.ac.uk); no questions asked.

Anonymity and confidentiality

Confidentiality and anonymity will be maintained throughout the study. If you give an email address at the end of the survey, the researcher will contact you about possible inclusion in the wider qualitative study,.

Storing and using your data

The data collected from this survey will be anonymised, encrypted and stored on a password protected external hard drive; it may be used in an anonymous format in different ways (presentations, reports and online publications). Anonymous raw data will be securely stored for 10 years from the date of last requested access on the University of York's centrally managed filestore.

Questions or concerns

Any questions about the participant information sheet or about how your data is being processed, please contact Michelle Hunter by email (meh560@york.ac.uk), or the Chair of Ethics Committee via email to education-research-admin@york.ac.uk. If you are still dissatisfied, please contact the University's Data Protection Officer at dataprotection@york.ac.uk

Contact people:

Researcher – Michelle Hunter via email: meh560@york.ac.uk

Supervisor – Dr. Ursula Lanvers via email: ursula.lanvers@york.ac.uk

Q3 Consent to taking part in this questionnaire

- I have already completed a consent form which included all the points below (no need to check the other boxes)
- I confirm that I have read and understood the information given to me about Emotional reactions in English Medium Instruction classes and I understand what taking part will involve.
- I understand that participation in this study is voluntary and independent of my performance.
- I confirm that I have read the information about GDPR.
- I consent to being surveyed via questionnaire regarding my affective state during English language content delivery
- I agree to being contacted by the researcher about further participating in the wider research study.

Q4 Which statement best describes you?

- I am an international lecturer teaching in English. My first language is:

- I am a home lecturer, German is my first language
- I am a non-native German home lecturer. My first language is:

- Other _____

Q5 Which gender do you identify with?

- female
- male
- non-binary / third gender
- prefer not to say

Q6 How would you describe yourself today?

Aim to respond quickly - trust your intuition!

As I am about to begin this lecture / seminar today, I feel:

	Not at all	1	2	3	4	5	Extremely
upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
embarrassed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inspired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
determined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 How would you describe yourself generally when at work?

Aim to respond quickly - trust your intuition!

Thinking about yourself and how you normally feel at work, to what extent do you generally tend to feel:

	Not at all	1	2	3	4	5	Extremely
upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
embarrassed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inspired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
determined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 How do you feel about teaching through the medium of English?

Answer in terms of how well the statement describes YOU. There are no right or wrong answers.

	Not at all	1	2	3	4	5	Extremely
1. It distresses me when I feel students don't understand everything I say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I get irritated when students don't speak clear, correct English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am interested to see how students react to what I am teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I try to hide the fact that I haven't understood something that someone has said in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Seeing students doing well using their English inspires me to keep improving my own language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel nervous when I think about going to my classes taught through English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I believe I can overcome any gaps in my language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I enjoy engaging with the English language during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I'm afraid of making language mistakes when teaching through English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I enjoy using the English language actively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9 I agree to being interviewed further and this is my email address with which the researcher may contact me:

(I can change my mind and withdraw at any point until data has been anonymised):

Appendix B (ii) - Online Questionnaire for Students

Q1 Welcome to this English Medium Instruction (EMI) research study!

This questionnaire aims to find out what positive and negative emotions you experience when being taught course content through English.

It should take you around 5 minutes to complete.

Your participation is voluntary.

You can stop at any point.

The contact person for any questions about the study and/or questionnaire is:

Michelle Hunter - meh560@york.ac.uk

Q2 INFORMATION SHEET SUMMARY

As an ethical researcher, I have to share this information about my project. Please ask if there is anything you don't understand, or if you want more details, contact the researcher directly: [Michelle Hunter](#)

PLEASE KEEP THE FULL VERSION OF THIS INFO FOR YOUR RECORDS.

[YOU CAN DOWNLOAD IT HERE.](#)

[Click here for information about General Data Protection Regulation \(GDPR\)](#)

Purpose of the main study

To find out how you feel about being taught through English, and what strategies help you to increase positive emotions and reduce negative emotions you might experience in this context.

What are you being asked to do here?

Complete this questionnaire about your positive or negative feelings relating to being taught through English.

Participation is voluntary and nothing to do with your studies

You do not have to participate, and there is no impact on your grades. If you change your mind at any point feel free to stop and no data will be collected.

Anonymity and confidentiality

Confidentiality will be maintained throughout. You will be asked at the end of the survey if the researcher can email you about participating in the qualitative part of the study.

Storing and using your data

Data will be anonymised, encrypted and stored on a password protected laptop, then subsequently kept for min. 10 years on the University of York's centrally managed filestore. The data that is collected from this survey may be used in an anonymous format in different ways (presentations, reports and online publications).

Questions or concerns

If you have any questions about this participant information or concerns about ethics or data protection, please contact [Michelle Hunter](#), or the [Chair of Ethics Committee](#). If you are still dissatisfied, please contact the [University's Data Protection Officer](#).

Remember to keep the [full version information sheet](#) for your own records.

Thank you for taking the time to read this information.

Contact people:

Researcher – Michelle Hunter via email: meh560@york.ac.uk

Supervisor – Dr. Ursula Lanvers via email: ursula.lanvers@york.ac.uk

Q3 Please give your consent to participate in this survey

- I have completed this survey once before and am willing to provide answers again today (please continue)
- I have completed this survey once before and do not want to do so again (ignore the rest of the survey)
- I confirm that I have read and understood the information above and I understand what taking part will involve.
- I understand that participation in this study is voluntary and independent of my studies.
- I confirm that I have read the information about GDPR.
- I consent to being surveyed via this questionnaire regarding my positive and negative feelings about studying through English

Q4 Which statement best describes you?

- I am a German student and my mother-tongue is German
 - I am a German student and my mother-tongue is NOT German
 - I am an international student studying temporarily at this university (e.g., only 1 semester)
 - I am in international student enrolled on this 3-year programme
 - Other (including if you're a native-English speaker)
-

Q5 Which gender do you identify with?

- Female
- Male
- Non-binary/third gender
- Prefer not to say

Q6 Which semester are you currently in?

- Semester 1
- Semester 2
- Semester 3
- Semester 4
- Semester 5
- Semester 6
- Semester 7

Q7 How would you describe yourself today?
 Aim to respond quickly - trust your intuition!

As I am about to begin this lecture / seminar, I feel:

	Not at all	1	2	3	4	5	Extremely
upset / verärgert	0	0	0	0	0	0	0
irritable / gereizt	0	0	0	0	0	0	0
alert / wach	0	0	0	0	0	0	0
embarrassed / beschämt	0	0	0	0	0	0	0
inspired / angregt	0	0	0	0	0	0	0
nervous / nervös	0	0	0	0	0	0	0
determined / entschlossen	0	0	0	0	0	0	0
attentive / aufmerksam	0	0	0	0	0	0	0
afraid / ängstlich	0	0	0	0	0	0	0
active / aktiv	0	0	0	0	0	0	0

Q8 How would you describe yourself generally?
 Aim to respond quickly - trust your intuition!

Thinking about yourself and how you normally feel at university, to what extent do you generally tend to feel:

	Not at all	1	2	3	4	5	Extremely
upset / verärgert	0	0	0	0	0	0	0
irritable / gereizt	0	0	0	0	0	0	0
alert / wach	0	0	0	0	0	0	0
embarrassed / beschämt	0	0	0	0	0	0	0
inspired / angregt	0	0	0	0	0	0	0
nervous / nervös	0	0	0	0	0	0	0
determined / entschlossen	0	0	0	0	0	0	0
attentive / aufmerksam	0	0	0	0	0	0	0
afraid / ängstlich	0	0	0	0	0	0	0
active / aktiv	0	0	0	0	0	0	0

Q9

How do you feel about learning through the Medium of English?

Answer in terms of how well the statement describes YOU. There are no right or wrong answers.

	Not at all	1	2	3	4	5	Extremel y
1. It upsets me when I feel I'm being left behind in class because I don't understand everything that is being said.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I get irritated when others in class don't speak clear, correct English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am interested in listening to what the instructor has to teach us through the medium of English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I try to hide the fact that I haven't understood something explained in English in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Seeing others doing well in English inspires me to keep improving my own language skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Thinking about going to my English-taught classes makes me feel nervous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I believe I can overcome any gaps in my language skills and achieve good grades.

8. I enjoy engaging with the English language while learning at university.

9. I'm too afraid of making a language mistake that I hardly ever speak in front of the whole class.

10. I enjoy using the English language actively.

Q10 I am interested in participating in the qualitative part of the research study (1-to-1 interview and / or focus group discussion). This is my email address for contact (I can change my mind and withdraw at any point until data has been anonymised):

Appendix C (i) - Lecture Observation: A Schedule

How do students demonstrate affect? What learning strategies do they use

Initial observations

- 1) How is the room set up? (Classroom, tables in rows; lecture hall; pc lab)
- 2) How do students position themselves (in groups, pairs, individually; how much space between? Facing forward or away from the instructor?)
- 3) How punctually do students arrive / leave?
- 4) Do all students attend? (based on total class enrolments, how many attend?)
- 5) Does the teacher start on time?
- 6) How are the acoustics / visuals in the room?
- 7) How is the overall environment – too hot, too cold?
- 8) What mood does the instructor appear to be in? (based on PANAS scale – if they completed the questionnaire and added their name, does today's mood reflect their result?)

During class

Affective / Cognitive difficulties (adapted from Soruç & Griffiths, 2017 and Thompson 2007[i])

Are any of the following observed at three time points during the lecture?

PANAS Adjective	Possible manifestation of affect	Start of session (first 10-15 mins)	Main part of session	Closing of session (last 5-10 mins)
active	Proactively participating, hands up often, volunteering to take on tasks			
upset	Voice intonation (high-pitched, whining? Inaudible, mumbling?); tears			
hostile / bored	(Passive-) aggressive body language, tone of voice, language use; refusal to engage or respond			
inspired	Excited to offer thoughts in response to question, new idea; creative suggestions			
ashamed	Not speaking due to poor language proficiency (can only judge this with prior knowledge)			
alert	Forward leaning, attentive to T & fellow Ss, quick to respond			
nervous / shy	Agitated body language; inward focused BL, 'hiding' from T and/or group.			
determined	Concentrated and focused on task; repeated attempts to find a correct answer			
attentive	Clear signs of proactive listening			
afraid	Reluctance to contribute (for fear of making a mistake, saying something incorrectly); avoiding inter-group interaction			

Affective Learning Strategies (adapted from Oxford 1989)

Affective Strategy	Evidence of strategy use	Start of session (first 10-15 mins)	Main part of session	Closing of session (last 5-10 mins)
Relax when feeling afraid (of using English) (#39)	Deep breath, shoulders down, pause before speaking			
Attempt to speak despite fear of mistakes (#40)	(Based on prior observation of language insecurity) – active participation, hands up, volunteering contributions			
Self-reward on evidence of having done well (#41)	Smile, break on concentration to confer with friend, eat something			
Take opportunities to use language in varied ways (#30)	Participate in roleplays, demonstrations to group, write on whiteboard, volunteer to present			
Take note of errors and self-correct next time (#31)	(Based on prior observation of frequent errors) direct / indirect ref to known errors; deliberate self-correction			
Pay close attention to English spoken language (#32)	Focused body language, proactive listening, demonstrable interest			
Ask about ways to improve learning (#33)	Questions directly to T and / or fellow Ss on how to do better			
Consult teacher / peers about progress in learning (#38)	Questions directly to T and / or fellow Ss on what improvements they can see in S's learning			

“Critical incidents”? (to be used as point of discussion with Stimulated Recall interviewees)

For example: Misunderstanding or breakdown of communication between instructor and student(s) / between students (negative). Success encounter, praise or recognition for an individual (positive)

- What was the cause of the misunderstanding? (Language-based)
- How did individuals respond / react strategically? (Let-it-pass strategy; make-it-normal strategy; other repair (Firth 1996 in Björkman 2010[ii]))
- How did individuals respond / react affectively? (ref: list in table above)

[i] Decision to go with I-PANAS- SF: international focus, validated by Thompson, 2007 and for cross-cultural purposes by Karim et al. 2011 – more manageable to use shorter list in classroom observation. Need to identify these traits – I’m not an expert, have to rely on my interpretation of what I see then translate to the appropriate adjective.

Will use 20 item PANAS test for pilot study quant instrument to see how that goes – with the option to use I PANAS in main study if it proves too complex, open to misinterpretation.

[ii] Björkman 2010, page 951:

After Firth, 1996: “despite the occurrence of grammatical infelicities such as unidiomatic clause constructions along with prosodic and pronunciation variants (Firth, 1996).”

Let-it-pass strategy: speakers let an unclear word or utterance pass. They chose to avoid a potentially problematic situation and prioritised building a common ground before they asked for any clarification.

Make-it-normal strategy: the hearer treats the speaker’s non-standard usage as normal. The hearer focuses on the content instead and produces reformulations of the other’s opaque usage.

Other repair: focusing on the form and not the message the speaker wants to convey in the conversation, as in most conversations outside language classrooms.

Appendix C (ii) - Lecture Observation: Summary from Field Notes according to Lecture, Lecturer and Student Cohort

Lecture	Lecturer	Student Cohort	Summary from Field Notes
1a & 1b	GT01	IB, Sem.3 & 4 GS & IS	This course was observed on two separate occasions in response to the lecturer's comment that the first observation was a non-typical example of how she prefers to lecture. These lectures were part of the IB (full-EMI) programme. Students attending were predominantly German home students in either their 3rd or 4th semester. On both occasions, there was one break halfway through. Students remained seated throughout the lecture, becoming animated only during the break. At the time of this observation, some Covid rules were still in place. Some students kept their masks on.
2	GT03	ILM, Sems.4, 5,6,7 GS & IS	The largest contingent of international students. The lecture was held at 3.30pm in the winter semester. Neither lecturer nor students were wearing masks. The observation covered the entire 90-minute class. There were no breaks. Eight international students attended and 4 German home students. All, including the lecturer, completed the online survey before the start of the lecture.
3	GT02	IB, Sem. 3 GS & IS	More a workshop than a lecture. The largest class observed. All students on the IB programme must attend this course in 3rd semester in preparation for researching and writing their bachelor thesis. It is usually facilitated by two lecturers. On the day of the observation, the second lecturer was ill but attended via online. The in-class lecturer was observing covid rules and kept her mask on the whole time. The students did not wear masks once seated.
4	GT01	SPB, Sem.2 GS & IS	The mostly silent lecture. This lecture was delivered by GT01 on the SPB programme. Little interaction was observed. Only 3 students spoke. It lasted 90 minutes with no break.
5	IS02	IB, Sem.3 GS & IS	The first in-person lecture since the pandemic. This lecture was the earliest class observed, starting at 8am in the summer semester. It was the first in-person session, all previous classes having been held online. There was nearly a full contingent of students present in the room, with one international student attending via Zoom. The first half of the lecture was delivered with a mixed teaching approach: warm-up 'games', content input, and pair work. It ran for over 1.5 hours. After the break, there was a session for student presentations for a further 70 minutes. This was not observed.
6	IS01	ILM, Sem.7 GS	Lecture with only two students. This class was attended by 2 5th semester German home students. Due to camera failure, there is no recording of the students, only the lecturer. This was a 3-hour lecture held in the afternoon during the winter semester. The observation was of the first half only.

Appendix D - stimulated recall interview protocol

How do students demonstrate affect? What learning strategies do they use?

Interviewee pseudonym: [R_1ogLL \(IntT02\)](#) Date & time of SR interview: [01.06.22 @ 11am](#)

Date & time of lesson observation: [27.05.22 @ 8am](#) Time elapsed since lesson observation: [4](#)

Set-up Protocol (after Rose et al. 2020, p.55)

1. Ensure good recording of stimulus – edited to show relevant section
2. Confirm meeting with interviewee to be held ideally within 48 hours of observed lesson
3. Organise a quiet room with appropriate equipment
4. Watch video recording to check appropriacy of selected recall sections

Interview Protocol

1. Explain ethical issues and how recording of the SR interview will be used (as anonymous data for the study)
2. Explain the protocol
3. Initiate recall with the following contextual cues:
 1. *“We are going to watch some segments from the lecture / class [xyz] from [day]. Do you remember what the main topics of that lecture were?”*
 2. *“Do you remember where you were sitting and how you were feeling when you arrived at the start?”*
4. Explain to the interviewee that the first segment will be shown without interruption, e.g.: *“I am going to play the segment once, and I just want you to listen and recall the lecture.”*
5. After viewing the segment, probe the interviewee about what they have just watched: *“What were you doing there? What was happening?”*
6. Play the segment a second time, instruct the interviewee to pause the recording to explain their behaviour, thoughts or feelings, e.g.: *“We are going to play back the same segment, and feel free to stop the recording at any time to tell me anything you were thinking, feeling or doing. You can stop to tell me anything you remember about what you were thinking or feeling at that point.”*
7. Repeat protocol for two other strong stimuli.

Field notes

What was the “critical incident” observed during the interviewee’s lesson that will used to activate the interviewee’s recall?

PANAS Results (where available):

Before class					Pos Ave	Before class					Neg Ave
4	3	3	4	4	3.6	0	0	0	3	1	0.8
Generally at uni					Pos Ave	Generally at uni					Neg Ave
4	3	5	5	4	3	5	5	4	3	5	5
Feelings about EMI					Pos Ave	Feelings about EMI					Neg Ave
5	6	5	6	5	6	5	6	5	6	5	6

Appendix E (i) - Semi-Structured Interview (Students)

How do students demonstrate affect? What affective strategies do they use?

Interviewee pseudonym: _____ Date & time of interview: _____

Consent form signed and returned

International teacher

German teacher

Non-German local teacher

Semester of observed class

Female / Male

Set-up Protocol (after Rose et al. 2020, p.55)

1. Prepare interview questions & create schedule
2. Confirm meeting with interviewee
3. Organise a quiet room with appropriate equipment

Interview Protocol

1. Explain ethical issues, confidentiality and how recording of the interview will be used (as anonymous data for the study)
2. Each participant chose their own pseudonym.
3. Explain the protocol – set of key questions to be addressed, but also free to talk around the subject.
4. As pilot testers: what did they think of the questions? Any too leading? Confusing? Irritating? Felt irrelevant?

Field notes

How congruent was the interviewee with what they said? How much L1 interference was there? Was I able to remain neutral?

Questions

1. What is your first language (mother-tongue)
 2. How long have you been using English as a foreign or second language?
 3. What semester are you currently studying on?
 4. How many classes do you study in English only? (number / percentage)
-
- How do you feel about learning through English?
 - How do you feel beforehand, when you know you've got a lecture that's going to be delivered in English?
 - How do you feel generally, during a lecture delivered in English?
 - How do these feelings, emotions or moods manifest in your behaviour and / or physical reactions?
 - What tends to cause your emotions, moods or feelings to change during the lecture that's being delivered in English?
 - How is this different to when you have a lecture in your own language?
 - What things do you do if the emotions, moods or feelings arising in the EMI lectures affect your learning and studying?
 - How is this different to when you have a lecture in your own language?
-

Appendix E (ii) - Semi-Structured Interview (Lecturers)

How do teachers demonstrate affect? What teaching strategies do they use?

Interviewee pseudonym: IntT02 Date & time of interview: 21.3.22 @ 10am

Consent form signed and returned

International teacher

German teacher

Non-German local teacher

Semester of observed class

Female / Male

Set-up Protocol (after Rose et al. 2020, p.55)

1. Prepare interview questions & create schedule
2. Confirm meeting with interviewee
3. Organise a quiet room with appropriate equipment

Interview Protocol

1. Explain ethical issues, confidentiality and how recording of the interview will be used (as anonymous data for the study)
2. Each participant chose their own pseudonym.
3. Explain the protocol – set of key questions to be addressed, but also free to talk around the subject.
4. As pilot testers: what did they think of the questions? Any too leading? Confusing? Irritating? Felt irrelevant?

Field notes

How congruent was the interviewee with what they said? How much L1 interference was there? Was I able to remain neutral?

Questions

1. What is your first language (mother-tongue)
2. How long have you been using English as a foreign or second language?
3. What semester are you currently teaching?
4. How many classes do you teach in English only? (number / percentage)

Flexible Questions:

- How do you feel about teaching your subject through English? (Do you also teach it in German / your own language?)
- How do you feel beforehand, when you know you've got a lecture that's going to be delivered in English?
- How do you feel generally, during a lecture delivered in English?
- How do these feelings, emotions or moods manifest in your behaviour and / or physical reactions?
- What tends to cause your emotions, moods or feelings to change during the lecture that's being delivered in English?
- How is this different to when you have a lecture in your own language?
- What things do you do if the emotions, moods or feelings arising in the EMI lectures affect your learning and studying?
- How is this different to when you have a lecture in your own language?

Appendix F (i) - Focus group: pre meeting notes for peer-facilitator (Pilot Study)

Technical & logistical information:

- Remind participants that everyone will be anonymous in the data – no-one will know who said what about whom ;-)
- The researcher is in the background monitoring the recording equipment, acting as technical support.
- The auto-transcribe is switched on – copies can be made available on request.
- Recording is to the researcher's password-protected laptop (not to the "cloud").

Facilitator notes:

- Balance the conversation, watch out for dominating characters, quiet individuals
- Foster a relaxed, positive atmosphere
- Encourage mutual respect
- Try to stay relatively neutral, in order to permit disagreement
- Keep the conversation on track

Checklist before starting (researcher will be present to support as necessary)

1. Have a minimum of 3 people turned up? If 2 or fewer are present:
 - a. message / Call missing invitees to check if they intend to arrive within the next 5 mins.,
 - b. if not carry on anyway!
2. Does everyone have what they need to be comfortable for the next hour? (e.g.: drink, snacks, empty bladder)
3. All phones switched to silent and stowed away to avoid distraction – all doors, windows closed to reduce noise disturbance (for the recording)
4. Check with MH if recording equipment is working – do a sound check – is everyone ideally positioned for the recording equipment to pick up their voices?
5. Do you have your copy of the questions and a way to make personal notes for follow-up spontaneous questions (MH will be listening in and making synchronous notes too)

Questions to start the conversation

1. General thoughts about studying through English

- How do you feel generally about German universities offering programmes through the medium of English?
- What benefits do you expect to gain from studying through English?

2. In lectures (online)

- How confident are you overall that you can gain the knowledge you need through English?
- What does it feel like in lectures when new and complex material is delivered through English?
 - What tends to make you feel positive during class?
 - What tends to make you feel negative during class?
- What kinds of things do you do to help you with any emotion / feelings / moods that arise during a lecture?
- What kinds of things do your instructors do that help you feel better when you experience any emotions / feelings / moods during a lecture in English?

3. Closing questions

- What else would you like to say about the subject of studying through English?

Appendix F (ii) - Focus group: Checklist and Questions (Main Study)

Pre meeting notes for facilitator

Hallmarks of an effective FG facilitator

- Emphasise the value of participant's contribution
- Balance the conversation, watch out for dominating characters, quiet individuals
- Foster a relaxed, positive atmosphere
- Encourage mutual respect
- Try to stay relatively neutral, in order to permit disagreement
- Keep the conversation on track

Checklist before starting (researcher will be present to support as necessary)

1. Have a minimum of 2 people turned up? (N.B., <https://www.methodspace.com/blog/are-we-too-limited-on-group-size-what-about-2-or-3-person-mini-groups>)
2. Does everyone have what they need to be comfortable for the next hour? (e.g.: drink, snacks, empty bladder)
3. All phones switched to silent and stowed away to avoid distraction – all doors, windows closed to reduce noise disturbance (for the recording)
4. Has everyone present signed the consent form? Are there any additional questions?
5. Check all recording equipment is working – do a sound check – is everyone ideally positioned for the recording equipment to pick up their voices?
6. Do you have your copy of the questions and a way to make personal notes for follow-up spontaneous questions (researcher will be listening in and making synchronous notes too)

Questions to start the conversation

What made you decide to come to Germany to study?

What benefits do you expect to gain from studying through English?

Can you describe generally, how it feels to be in an English medium lecture in a foreign country?

What does it feel like in lectures when new and difficult material is delivered through English?

What kind of things do you do that help you regulate your emotions when faced with-- complex content and ideas being delivered through English?

What kind of things do your instructors do to help you better understand complex content and ideas being delivered through English?

How well do you feel you have integrated into university life here in Germany?

How well supported by ESB do you feel?

What else would you like to say about the subject of studying through English?

How much do you socialise with other students? And German students?

Appendix F (iii) - Focus group: Chatbox questions used for focus group

(Example from Malaysian students' discussion)

11:19:35 From Michelle Hunter : What benefits do you expect to gain from studying through English?

11:28:52 From Michelle Hunter : Can you describe generally, how it feels to be in an English medium lecture in Germany?

11:34:08 From Michelle Hunter : What do you think about the level of English language proficiency of your fellow German students?

11:40:57 From Michelle Hunter : What emotions do you experience during team tasks with mixed nationality groups?

11:46:02 From Michelle Hunter : How much do you socialise with other / German students?

11:51:49 From Michelle Hunter : What does it feel like in class where the lecturing style is so different to your home context?

11:57:04 From Michelle Hunter : How does it feel when the German lecturer explains something in German? where they're supposed to stay in English

12:00:18 From Michelle Hunter : What's the best thing about following this course of study: coming to Germany and learning through English?

12:04:01 From Michelle Hunter : What needs improving?

Appendix G - Master Spreadsheet of Data Collection Progress

Professors

MAIN STUDY -																			
COHORT	Programme/semester	Course (L= live / V=virtual)	GT/ GL2T / IntT	ID Code / Pseudonym	recruitment presentation	contacted re: participation	pre-observation interview agreed	signed consent received	pre-observation interview held (x mins)	recording transcribed	Transcription sent off & returned	Lecture (L) Seminar (S) observed	PANAS Questionnaire during class	results collated	SRInt agreed on	SR Int held	recording transcribed	Transcripti on sent for participant to check	Approval given
IOLM 7th semester	Supply Chain Controlling (Tues 15:30 L - 5-118)		GT03	R_2ASE	13.10.21	start of semester	n/a	2.11.21	n/a	n/a	y	(L) 2.11 @ 3.30pm	y	y	31.10.21	4.11.21 @ 3.30pm	y (10.11)	y	y
IB 5th Semester	Marketing Comms (Tues.9.45) L - 5-120		GT01	R_85KV	n/a	14.10.21	14.10 (meet to discuss 25.10)	2.11.21	25.10 for 30 mins (Zoom transcript)	y (8.11.)	y	(L) 2.11 @ 9.45am	y	y	2.11.21	8.11 @ 12.10pm			
IOLB7	Adv Innovation Mgmt. (Wed.1:45) L-16-103		IntT01	R_UnAR	by email 20.10.21	26.10 (meet on 2.11)	26.10 (meet on 29.10)	2.11.21 (email)	2.11 for 40 mins	y (9.11)	y	(L) 01.12 @ 1.45pm	y	y	y	03.12 @11am			
IB 6th Semester	Reseach Methods (Tues. 17:15) L - 17-U15-18		GT02	R_vdzj	13.10.21	via colleague	emailed 4.11.21	4.11.21	29.10 for 45 mins	y (7.11)	y	(L) 23.11 @ 5:15pm	y	y	y	29.11 @10:15am	y	y	y
IWI	Problem solving and academic writing (Tues. 3.30-5) hybrid		GT04			11.11 Zoom call to check suitability of KS - no EMI classes this semester, but lots to say about teaching through EMI Apt for interview agreed 13.12	emailed 25.10 @ 9am	13.12.21				SoSe 21 (March-July)							
IB PM	Finance course Presentations		IntT IntT02			emailed 8.11	emailed 10.11	emailed 10.11	18.11.21			8.12? - postponed till SoSe22							

Students on IB Programme (mixed lectures)

semester	Gender	Participant				SRInt Participant contacted	PANAS Questionnaire during class	results collated	contacted re: further participation	SR Interviews				FGD meetings					
		GS / GL2S / IntS	ID Code / pseudonym	date of consent	Lesson observed					SR Int held	recording transcribed	Transcripti on sent for	Approval given	FG moderat or	FGD appt email	FGD held	recording transcribed	Transcripti on sent for	Approval given
5	F	GS	R_27FE	2.11.21	2.11.21	y	2.11.21	y	emailed 3.11.21										
5	F	GS	R_250P	2.11.21	2.11.21	y	2.11.21	y	emailed 3.11.21										
5	F	GS	R_30oj	2.11.21	2.11.21	y	2.11.21	y	emailed 3.11.21										
5	F	GS	R_2fHt	2.11.21	2.11.21	y	2.11.21	y	emailed 3.11.21										
5	M			2.11.21	2.11.21	y	?		emailed 3.11.21										
5	F			2.11.21	2.11.21	y	?		emailed 3.11.21										
5	F			2.11.21	2.11.21	y	?		emailed 3.11.21										
5	F	GS01	Anna	2.11.21	2.11.21	y	?	n/a	emailed 3.11.21	5.11.21 @ 8am	y (11.11)	y (11.11)	11.11						
	F	IntS02	Susan		23.11.21	y	?	n/a	emailed 24.11.21	25.11?	y	y (30.11)	30.11						
5	F	GS05	R_uy1c	23.11.21	23.11.21	y	23.11.21	y	emailed 24.11.21	29.11 @ 11am									
5	F	GS04	R_2uDQ	23.11.21	23.11.21	y	23.11.21	y	emailed 24.11.21	27.11 @11am	y	y (30.11)	30.11						
5	M	GS06	R_bDVq	23.11.21	23.11.21	y	23.11.21	y	emailed 24.11.21	30.11. @ 11.15am									

Students on One Business Engineering Programme

7	F	IntS	R_ePsh	2.11.21	2.11.21	y	2.11.21	y	emailed 3.11.21										
5	F	IntS01	R_3CU7	2.11.21	2.11.21	y	2.11.21	y		22.11 @11am	y	y	25.11						
5	F	IntS	R_1n7N	2.11.21	2.11.21	y	2.11.21	y	emailed 3.11.21 / 11.11 / 17.11.21					17.11	25.11				
		IntS03	Shelby	2.11.21	2.11.21	y	?	?											
		IntS04	Tom	2.11.21	2.11.21	y	?	?		25.11 ?				17.11	25.11		y	7.12.21	y
		IntS05	Thomas	2.11.21	2.11.21	y	?	?						17.11	25.11				
7	M	GS02	R_1GFJY	2.11.21	2.11.21	y	?	?	emailed 3.11.21	5.11.21 @ 9.30am	y (17.11)	y (17.11)	18.11						
5	F	GS03	R_RmZD	2.11.21	2.11.21	n	?	?	emailed 3.11.21	5.11.21 @ 2pm	y (19.11)	y (19.11)							
7	F			2.11.21	2.11.21														
		IntS		2.11.21	2.11.21				emailed 11.11.21 / 17.11.21										
		IntS		2.11.21	2.11.21														
			Kelly	2.11.21	2.11.21				emailed 11.11.21 / 17.11.21					17.11	25.11				
		IntS06		2.11.21	2.11.21												y	7.12.21	y
		IntS07	Hid	2.11.21	2.11.21														

Appendix H - Pilot Study: changes per version on the EMI student survey

	May-June 2020	June 2020	June 2020- March 2021	March - Sept 2021 (2nd pilot)	Main Study
Suggested duration for completion	15-20 mins	15-20 mins	5-10 mins	5-6 mins	around 5 mins
Number of introduction words	574	593	623	494	393
Q.1	How do you feel during a class where content is being delivered through English?	How do you feel during a class where content is being delivered through English?	How would you describe yourself generally? On an average day at the university, I generally tend to feel:	How would you describe yourself today? Aim to respond quickly - trust your intuition! As I am about to begin this lecture, I feel:	How would you describe yourself today? Aim to respond quickly - trust your intuition! As I am about to begin this lecture / seminar, I feel:
	PANA = EN / DE (5 scale Likert + does not apply)	PANA = EN only (5 scale Likert only)	PANA = EN only (7 scale Likert)	PANA = EN only (6 scale Likert)	PANA = EN / DE (7 scale likert)
	No numbers, only text:	No numbers, only text:			
	Not at all / A little / Moderately / Quite a bit / Very much / Does not apply to me	Not at all / A little / Moderately / Quite a bit / Very much	Never 1 2 3 4 5 Always	Not at all 1 2 3 4 extremely	Not at all 1 2 3 4 5 Extremely
Q.2	What things do you do to help manage your emotions that arise from having to learn through English?	How do you feel about studying through the Medium of English?	How would you describe yourself in relation to learning through English? <i>Aim to respond quickly - trust your intuition! Learning via the medium of English makes me feel:</i>	How would you describe yourself generally? <i>Aim to respond quickly - trust your intuition! Thinking about yourself and how you normally feel at university, to what extent do you generally feel:</i>	How would you describe yourself generally? <i>Aim to respond quickly - trust your intuition! Thinking about yourself and how you normally feel at university, to what extent do you generally tend to feel</i>
	10 Scenarios (5 scale Likert)	10 different Scenarios (5 scale Likert)	PANA = EN only (7 scale Likert)	PANA = EN only (6 scale Likert)	PANA = EN / DE (7 scale likert)
	Never or almost never true of me / Usually not true of	Never or almost never true of me / Usually not true of	Never 1 2 3 4 5 Always	Not at all 1 2 3 4 extremely	Not at all 1 2 3 4 5 Extremely

	<p>me / Somewhat true of me / Usually true of me / Always, or almost always true of me</p>	<p>me / Somewhat true of me / Usually true of me / Always, or almost always true of me</p> <p>What do you think about English being used as the medium of instruction in German Higher Education institutions?</p>	<p>How do you feel about learning through the Medium of English? Answer in terms of how well the statement describes YOU. There are no right or wrong answers. Work as quickly as you can without being careless, clicking in the appropriate column. 10 Scenarios following the PANA items (7 scale Likert)</p> <p>Never 1 2 3 4 5 Always</p>	<p>How do you feel about learning through the Medium of English? Answer in terms of how well the statement describes YOU. There are no right or wrong answers.</p> <p>Same 10 Scenarios following the PANA items (6 scale Likert)</p> <p>Never 1 2 3 4 5 Always</p>	<p>How do you feel about learning through the Medium of English? Answer in terms of how well the statement describes YOU. There are no right or wrong answers.</p> <p>Same 10 Scenarios following the PANA items (7 scale Likert)</p> <p>Not at all 1 2 3 4 5 Extremely</p>
<p>Q.3</p>					
<p>Q.4</p>		<p>What else do you think or feel about your experience of studying through the medium of English?</p>	<p>What do you generally think about English being used as the medium of instruction in German Higher Education institutions?</p>		
<p>Q.5</p>			<p>What else do you think or feel about your own experience of learning through the medium of English?</p>		

Appendix I - SDT Codebook (Pilot - Main Study): -

Development of analytical frameworks: SDT codes from pilot study 2020-21 (grey) to main study review of codes during initial coding (in blue), 2022/23

COMPETENCE	positive	sense of competence (self-efficacy)	Positive self-efficacy: Beliefs re: own language proficiency, feeling fluent & proud	Belief in ability to express self in Eng; confident about using English freely and flexibly	
			Positive self-efficacy as a student	belief in learner skills, confident in our abilities & experience. Self-awareness of own strengths	
			Can learn content via English	Expressly able to learn new content through English	
			Beliefs about Global English= important	English is an important global language; it is necessary for international communications; it dominates many countries.	
			Previous exposure to English	Mention of extensive English language learning at school (e.g.: bi-lingual classes); travel abroad & immersion in English language. Used for work.	
			Enjoys English Language (EL)	Consumes EL media for leisure as well as study; expresses a 'love' of the language	
	negative		Negative self-efficacy: beliefs re lack of ability to Self-express in English	Belief that they lack ability to self-express in English; belief that S doesn't have adequate language skills to learn required content knowledge through EMI	
			Negative self-efficacy as a student	lack of confidence in abilities & experience. Self-awareness of own weaknesses	
			Cannot learn through German (International students only)	International Students are not able to turn to German for learning purposes	
			Content can't be learned via EMI	Belief that content cannot be adequately learned through EMI	
			Lack of previous exposure to English	Feeling that they are missing necessary skills due to a lack of enough early / previous exposure to English	
			positive	Growth mindset (v. Fixed mindset)	Good level of challenge
	Awareness of growth trajectory				Recognition of future benefits and ambitious for personal growth and development
Recognition of differences between school & uni learning	Recognition of differences bet school & uni learning may give rise to initial learning difficulties during transition period				

		Growth mindset (v. Fixed mindset)	Non perfectionist mindset	Able to live with less than perfect language skills and / or content knowledge competence
			Belief in little difference between GMI and EMI	Belief that most content can be learn equally in either language with little disruption to learning
			Passion for studies / HEI	Expressions of deep interest in and passion for their own area of study / being part of the ESB
			GRATITUDE	Expression of gratitude at having the opportunity to learn and exercise a FLad
	negative		Inadequate level of challenge	Feels underchallenged and therefore disengaged
			Competition	Drive to be better than others, to prove oneself the most proficient and able (so boosting sense of self-esteem)
			Belief that language can be a barrier	Language creates some kind of barrier, at a certain level in most cases, especially in terms of technical vocabulary
			Lang proficiency = sign of intelligence	Equating high language proficiency with intelligence; the better English level, the cleverer the student or teacher
AUTONOMY	positive	a sense of autonomy (internal v. external locus of control)	Clear difference between language v. content problem	Self-awareness & acceptance of learner responsibility for ensuring content is learned, despite language issues
			Intrinsic interest (both in content and English)	driven by intrinsic motivation to learn more and improve English language skills
			Strategies for content learning	Reference to actions that help with understanding of content and knowledge gain
			Communication & English learning strategies	Any mention of actions that deal with lang-related issues; lack of vocabulary excludes from discipline discourse / communities of practice
			1) Self-regulating affective strategies 2) Student-regulating affective strategies	Affective strategies are those that “serve to regulate emotions, attitude and motivation” (Richards Q Renandya, 2002, p. 121). Reference of Ss / Ts doing something to help with affect
	negative		Strategic aim for perfection	Strategies that support drive for perfection (that is not necessarily healthy)
			Second generation immigrant students disadvantaged (Lecturer applicable only)	Mention of immigrant origin German home students - usually in context of being disadvantaged in comparison with native-speaking German home students (i.e.: who grew up in fully mother tongue German families)

			NNEST poor language skills cause disengagement	Poor language skills and hard to understand accents disrupt Ss sense of autonomy - can't follow therefore can't learn: disillusionment = disengagement
			English reduces value of native language(s)	Reduced choice for own language; overriding dominance of English negatively experienced
RELATEDNESS	positive	Feeling cared for as individuals (experiencing pedagogical care)	EMI teacher - German = 'good'	German native teacher uses 'good' pedagogical methods to teach content, strong English, no pronunciation impediments, clear communication
			EMI teacher - International = 'good'	International (NNEST) teacher uses 'good' pedagogical methods to teach content, strong English, no pronunciation impediments, clear communication
			EMI teacher - NES = 'good'	Native English-speaker teacher uses 'good' pedagogical methods to teach content, strong English, no pronunciation impediments, clear communication
			Good group dynamics	Most members of the group work collaboratively and constructively to create positive, learning environment; friendly and respectful towards each other; no interruption (as modelled by Teacher)
	negative		EMI teacher - German = 'bad'	Lack of pedagogical skills; poor communication skills; weak classroom management
			EMI teacher - International = 'bad'	Lack of pedagogical skills; poor communication skills; weak classroom management
			EMI teacher - NES = daunting	NNEST may speak too fast, use too many colloquialisms, use culture-specific humour, be impatient
			Bad group dynamics	Disharmony among group; lack of respect and impatience towards each other (as modelled by teacher); undue pressure to perform with 'perfect' English
	positive	Psychological safety	Awareness of others' affect; showing empathy	Demonstrates an awareness of how others may be feeling, shows empathy towards fellow students / teacher
			PA from engagement: enthusiasm, focus, flow, motivation	Feeling excited at the thought of using English / having an EMI class Sense of accomplishment, achievement, happiness at receiving positive feedback; motivated to keep learning
			PA from physical comfort & security	Feeling comfortable in the class
			PA from teacher / student action: encouragement, use of humour, empathy, code-switching	Teacher offers positive encouragement, constructive positively phrased feedback; use of humour to lighten mood; signs of empathy with students; applies code-switching in response to comprehension issues causing learning blocks

		PA from Institutional action	The international experience ('spirit'), feeling supported, promised format delivered
	negative	Avoidance of errors / face-saving strategies	A desire to avoid mistakes that cause embarrassment; attempts to save-face by not participating for fear of making a mistake
		NA from cognitive overload: boredom, nervousness, distraction, frustration, anxiety	Language anxiety relates to apprehension about communicating, a fear of negative evaluation by others, and test anxiety (MacIntyre & Gregerson, 2012: 105) Allows other things to distract from the discomfort of not understanding what's going on in the lesson. Feeling angry and frustrated with self, peers, teacher due to an inability to understand content through EMI Feeling a sense of shame or embarrassment at being unable to keep up or to participate.
		NA due to peers' behaviour	Where colleagues are unhelpful, non-participating or refusing to use EL in EMI Classes, or other behaviours giving rise to NA
		NA from Institutional action	Not international enough, unsupported, change in promised format
		NA generally: Fear of ridicule, shame, shyness, envy	Switched off by the lesson and becoming bored and disengaged Feeling jealous or envious of others' abilities to follow the lesson in English and being able to participate confidently and competently in English; simply envious that others demonstrate a higher proficiency.
		NA from teacher / student action: interruption, impatience, ridicule, critical feedback	Individuals are not given the opportunity to speak without interruption; language skills and / or content knowledge disparaged; learning is disrupted; feedback is overly critical and non-constructive

Appendix J - Three Basic Psychological Needs Framework, revised from SDT Codebook

Parent Code	(Previously positive or negative)	Child Code	(Sub-)Code	Description	Previous Codes
COMPETENCE	satisfied			The experience of interacting with one's environment, being optimally challenged, demonstrating effort, mastery and self-efficacy, (Shelton & Strong, 2020) to feel ownership of a successful activity (Ryan & Deci, 2017)	<i>(see Self-efficacy field)</i>
		Emotion Regulation		If learners are happy on task, feel energised and experience a sense of enjoyment and pride while working, they are likely to translate this into a sense of efficacy (Mercer & Dörnyei 2020, p. 31). Enjoyment of EL for itself	<i>Positive self-efficacy as a student / Good level of challenge / Recognition of differences between school & uni learning</i>
		Growth Mindset		The view that everyone can develop their potential further and 'grow' their intelligences or change their personal traits (i.e. the 'growth mindset') (Mercer & Dörnyei, 2020) – people believe they can make a difference to their own developmental progress	<i>Can learn content via English / Awareness of growth trajectory / Non perfectionist mindset / Beliefs about Global English=important</i>
		Self-efficacy		"An individual's beliefs about whether they feel that they can successfully complete a specific task in a specific context (Bandura 1997)"; feeling happy on task, energised & enjoying & feeling pride while working (Mercer & Dörnyei, 2020)	<i>Positive self-efficacy: Beliefs re: own language proficiency, feeling fluent & proud / Belief in little difference between GMI and EMI</i>
			Experience of success	Increase self-efficacy = (a) having experiences of success themselves; success in using EL well, being fluent and feeling proud; previous experience gives increased SEB with EL	<i>Previous exposure to English / Passion for studies / HEI</i>
			Receive positive feedback	Inc. SEB = b) getting positive, constructive and encouraging feedback from significant others; to experience 'progressive feedback' that is relevant, achievable, fuels subsequent efforts (Mercer & Dörnyei, 2020)	<i>Enjoys English Language (EL) / GRATITUDE</i>
			Role models	To have role models - see / visualise ppl similar to me performing successfully = increase to my SEBs (Mercer & Dörnyei, 2020)	
			Vicarious learning	To learn vicariously = learning indirectly from others = strengthens belief that something is doable. (Mercer & Dörnyei, 2020)	
COMPETENCE	unsatisfied			As above - unmet	<i>Negative self-efficacy: beliefs re lack of ability to Self-express in English / Inadequate level of challenge</i>

		No emotion regulation		Learners are unhappy and off-task, feel de-energised and experience a lack of enjoyment and pride while working, they are likely to translate this into a sense of non-efficacy (many extracts taken over from NA from cognitive load)	<i>Negative self-efficacy as a student</i>
		Fixed mindset		A person cannot see a way of improving themselves - they believe their skills and knowledge are fixed and can't change (Ppl believe a person is born with fixed amounts of abilities such as intelligence, and that these amounts cannot be changed (Mercer & Dörnyei, 2020)	<i>Cannot learn through German (International students only) / Competition / Lang proficiency = sign of intelligence</i>
		Lack of efficacy / self-doubt		People do not feel any sense of self-efficacy; they are beset with self-doubt	<i>Content can't be learned via EMI / Lack of previous exposure to English / Belief that language can be a barrier</i>
		Feeling tired			
AUTONOMY	satisfied			Acting with volition, feeling actions are congruent with own values, interests and beliefs; having a sense of control, or ownership; actions reflectively self-endorsed (Shelton & Strong 2020)	<i>Clear difference between language v. content problem</i>
		Active engagement		"When people are more autonomous, they exhibit greater engagement, vitality, and creativity in their life activities, relationships, and life projects." (Deci & Ryan, 2017 p.85) / autonomous or controlled motivation = determines quality of ppl's engagement, performance, well-being (p.86)	<i>Intrinsic interest (both in content and English)</i>
		Autonomy supportive environment		"Autonomy-supportive environments are ones in which the perspectives of individuals in that environment are acknowledged, individuals are encouraged to experiment and are provided choice where possible, when choice is not possible, meaningful rationales are provided, and the use of controlling language and contingencies is minimised" (Deci & Ryan 2017, p.96)	
		Self-regulation of behaviour		How far is behaviour volitional & fully self-endorsed? Actions that people fully "stand behind," that are experienced as congruent expressions of the self, and that do not involve one part of the personality dominating others, are autonomous actions." (Ryan & Deci, 2017, p.97)	<i>Communication & English learning strategies / Strategies for content learning</i>
					1) <i>Self-regulating affective strategies</i> 2) <i>Student-regulating affective strategies</i>
AUTONOMY	unsatisfied			No autonomy when "people feel that the source for the initiation and regulation of their actions is external to the self—for example, when they merely comply with forces that are pressuring them—then heteronomy or alienation is in evidence" (Deci & Ryan 2017, p.97)	<i>Strategic aim for perfection</i>

		Loss of control / ownership		when person feels they have no control or ownership over what they are doing, e.g.: T talks at class with little to no interaction = Sts have no connection to what's being learned; feeling tired	<i>Belief that second generation immigrant students disadvantaged</i>
		Non-supportive environment		Where a person does not feel the environment supports their need for autonomy, e.g.: T with poor EL skills creates situation where learning is hampered: ESB doesn't live up to its promises	<i>NNEST poor language skills cause disengagement / English reduces value of native language(s)</i>
RELATEDNESS	satisfied			feeling socially connected to others; sense of belonging & mattering to others (Ryan et al, 2019); a basic need to feel responded to, respected, and important to others (Deci & Ryan, 2017)	<i>EMI teacher - German = 'good / EMI teacher - International = 'good / EMI teacher - NES = 'good / Good group dynamics</i>
		Benevolence to others		having the opportunity to be benevolent towards others (p.86)	
		Pedagogical caring		demonstrate an ethic of caring by communicating with others; conveying to fellow learners & teacher that their learning / teaching matters to you via demonstration of effort in class (following Mercer, 2019)	<i>Awareness of others' affect; showing empathy</i>
			ENCOURAGE best abilities	students feel encouraged by T (and fellow students) to do the best they can, given their abilities.	<i>PA from engagement: enthusiasm, focus, flow, motivation</i>
			ENGAGE in dialogue	students engaged in / with / by T (and fellow Stds) to participate in dialogues that lead to mutual understanding and perspective taking	<i>PA from physical comfort & security</i>
			MODEL behaviour	students model caring behaviour to their teachers & fellow students, OR experience increased relatedness through Ts (or Sts) modelling positive behaviour	<i>PA from teacher / student action: encouragement, use of humour, empathy, code-switching</i>
		Psychological safety		feeling empathised with, and feeling safe due to Ts actions / behaviours; if you don't feel safe to speak, you won't engage (Mercer, 2019)	
			Authority person behaviour	psychological safety is greater when leaders actively reduce status gaps between themselves and lower-level personnel (Nembhard & Edmondson, 2006), and when leaders maintain mutual support, acceptance, and respect (Singer et al., 2015)." (Edmondson et al, 2016, p.70) - Sts feel 'safe' with their Ts due to demonstrated positive, caring & professional behaviour	<i>PA from Institutional action</i>

			Enabling learning (incl. storytelling)	especially important for enabling learning and change in contexts characterised by high stakes, complexity, and essential human interactions" (Edmondson et al, 2016 p.65)	
RELATEDNESS	unsatisfied			Ppl not working together to create a sense of community (many extracts coming over from NA from St behaviour)	<i>EMI teacher - German = 'bad' / NA from Institutional action</i>
		Lack of pedagogical caring		Where ppl do not demonstrate caring in class - student feels uncared for, pedagogically	<i>EMI teacher - International = 'bad' / NA due to peers' behaviour</i>
			ENCOURAGE - not	students don't feel encouraged by teachers or fellow students to do the best they can given their abilities	<i>EMI teacher - NES = daunting</i>
			ENGAGE-not	students don't feel engaged in dialogues that lead to mutual understanding and perspective taking with teachers or fellow students. ACCENTS disturb need for relatedness, ppl feel disengaged by a hard to understand accent	<i>Bad group dynamics</i>
			MODEL behaviour-not	students don't experience caring behaviour modelled by their teachers or fellow students Poor EL is perceived as not modelling good EL usage & thwarts satisfaction of BPN relatedness	
				Can't feel secure with learning situation due to e.g.: T's poor EL skills which impacts learning and / or assessment	<i>NA from cognitive overload: boredom, nervousness, distraction, frustration, anxiety</i>
				Lack of PySa = perceived threats to self when there's a risk of embarrassment or exposure of vulnerabilities (Edmondson et al, 2016)	<i>Avoidance of errors / face-saving strategies / NA from teacher / student action: interruption, impatience, ridicule, critical feedback</i>
				"Prior research suggests that hierarchy, the degree of authority, and respect afforded to individuals based on their position in a social system, inhibits psychological safety (e.g., Nembhard & Edmondson, 2006)" (Edmondson et al, 2016, p.69)	
				Preventing learning and change in contexts characterised by high stakes, complexity, and essential human interactions" (adapted from Edmondson et al, 2016 p.65)	
				Preoccupation with image, status or achievement; need to avoid being rejected, feel insignificant, or disconnected (Deci & Ryan, 2017)	

Appendix K - Three-Levels of EMI Practice: Code Descriptions & Students Extracts According to Macro-, Meso- and Micro-Level Categories

NA/PA codes	Code Description
MACRO	not international enough; students feel unsupported; changes to EMI classes; not fulfilling 'promises'
NA from business school	
PA from business school	there is a strong international experience ('spirit'): students feel supported; EMI is consistent; promises delivered upon
NA from studying in Germany	language difficulties, bureaucratic problems, intercultural clashes, homesickness
PA from studying in Germany	excitement from intercultural exchange, language learning opportunities, good education, European travel opportunities, improved job prospects
NA from Programme	unfulfilled promises, e.g.: how the programme was marketed did not materialise (e.g.: 50/50 home-to-international students)
NA from lecture	negative affect arising from: activity in a lecture; from content; from poor use of EL / poor communication; physical feelings of discomfort, insecurity
PA from Programme	happy with the programme meeting the students' expectations; the 'truly international' spirit is felt
PA from lecture	LA arising from: activity in a lecture; from content; PA arising from good use of EL / constructive communication; physical well-being
NA because of lecturers	negative comments arising from how lecturers behave, use of EL, engagement with students.
NA from teaching style	negative comments specifically about teaching methods choices, degree of interaction & didactics
NA from students	Student behaviour or attitude upsets other students
PA because of lecturers	positive comments arising from how lecturers behave, use of EL, engagement with students.
PA from teaching style	positive comments specifically about teaching methods choices, degree of interaction & didactics
PA from students	Student behaviour or attitude encourages, pleases other students

Appendix L- Meta-Affective Strategies: Descriptions & Examples from Student & Lecturer Perspectives

Meta-Affective Strategies with Description and Examples from EMI Student and Lecturer Perspectives. Adapted From (Oxford & Gkonou, 2020b)

Master strategy	Description	Examples from Student perspective	Examples from lecturer perspective
Selecting the situation	Strategies for selecting a situation associated with pleasant rather than unpleasant emotions,	Selecting a class where the teacher is known to give good grades; avoiding an annoying fellow student	Choosing classes with the 'best' students, or content in which you feel most efficacious
Modifying the situation	Strategies for modifying the emotional impact of a situation,	Proactively changing thinking to reduce NA and boost PA; listening to music; clearing up one's work / study space; double-checking notes.	Empathise with tired students and understand their perspective in order to reduce your own NA; relax rules in class to make your own life easier.
Focusing attention	Strategies in this category require directing or redirecting attention to control emotions.	Using distractions to reduce L2 anxiety; thinking about interesting / positive aspects of L2 learning; relaxing, living in the moment.	Being thoroughly prepared, having a clearly structured class; having something to look forward to after the course / class
Reframing cognitive appraisals	Strategies in this category involve modifying or 'reframing' a cognitive appraisal of an external or internal situation to change its emotional significance.	Telling self that an upcoming presentation is a learning experience, not a threat; telling self that L2 learning is not as difficult as past experiences; acknowledging improvements over time.	Telling yourself that you will learn something or improve a set of skills by agreeing to teach the class you would prefer not to; acknowledging personal fallibility.
Influencing response	Strategies in this category influence experiential, behavioural, or physiological aspects of emotional responding.	Using meditation, deep breathing, or mild exercise to reduce anxiety. Telling myself to take it easy. Going out with friends. Relaxing with music. Taking a short break if I am feeling overly tense.	Buying yourself a special gift to acknowledge a job well done; taking a walk at lunch time; talking to colleagues to share and alleviate problems at work; nurture healthy relationships at home.
Strategy to modify affect in other person	Extrinsic regulation with intention of influencing someone else's affect - Strategies to alleviate NA or create / boost PA in another person	Listening attentively to the person speaking (while others are not); using body language to show respect and interest; behave positively and speak optimistically to lift another person's mood.	Creating an engaging presentation that supports the lecture content; providing supplementary materials to help students struggling in class; empathising with students; give plenty of 'think time' in class
Avoidance strategy	Strategies to reduce anxiety / avoid anxiety-inducing situations	Not speak up in class; avoid attending difficult classes; take a sick day when an exam is scheduled	Not attending meetings where you might be asked to take on a class you don't want

Appendix M - Variable Coding in SPSS

Separation of Student Data in SPSS by Category and Variable Code ID Number

Categories for Coded Analysis					
Variable code	Programme type	Student status	Gender	Semester	Likert scale
1	Full-EMI	International	Female	-	Not at all
2	Partial-EMI	German home	Male	2	1
3		-	-	-	2
4		German L2 home	Non-binary	-	3
5			Prefer not to say	-	4
6				3	5
7				-	Extremely
8				5	
9				6	
10				7	

Labelling in SPSS was organised as follows; variable code refers to the number which identified the item under each category (e.g., variable code 2 denoted “partial-EMI” in category “Programme type” or “male” in category “gender”)

Appendix N - Student Participants: ID Codes & Demographics

Interviewed German Home Students' Profile

ID Code	Gender	Semester	Prog	Lecture	First (Second) Language	and Years learning English
GS01	F	6	IB	1	German	c.16
GS02	M	7	ILM	2	German	c.15
GS03	F	5	ILM	2	German (English)	c.11
GS04	F	5	IB	3	German	c.14
GS05	F	5	IB	3	German	c.14
GS06	F	5	IB	3	German	c.14
GS07	F	3	IB	5	German (Croatian)	c.11
GS08	F	3	IB	5	German (Polish)	c.11
GS09	M	2	PB	4	German	c.9
GS10	M	3	IB	5	German (Turkish)	c.10
GS11	M	3	IB	5	German	c.11

Interviewed International Students' Profile

(1* Malaysian exchange students' first term at ESB; completed 2 years at home university)

ID Code	Gender	Semester	Prog	Lecture	First Language	Years speaking English
IS01	F	1*	ILM	2	Malay	c.15
IS02	F	3	IB	3	French	-
IS03	M	1*	ILM	2	Malay	c.15
IS04	M	1*	ILM	2	Malay	c.15
IS05	M	1*	ILM	2	Malay	c.15
IS06	F	1*	ILM	2	Malay	c.15
IS07	F	1*	ILM	2	Malay	c.15
IS08	M	3	IB	5	Ukrainian	c.12
IS09	F	3	IB	5	Vietnamese	c.12
IS10	F	3	IB	5	Spanish	c.10

Appendix P - Krohne et al (1996) comparison with EMI study

Comparison of data from Krohne et al. (1996), showing respondents' mean scores per item from the PANAS for 2-time conditions.

ITEM	Krohne et al. "How do you generally feel?" (N=480)		EMI students "How do you feel generally?" (N=108)		German Home Students "How do you feel generally?" (N=80)	
	Mean	SD	Mean	SD	Mean	SD
alert	3.32	0.81	4.34	1.156	4.40	1.54
inspired	3.15	0.85	4.26	1.377	4.23	1.34
determined	3.38	0.94	4.66	1.307	4.61	1.36
attentive	3.54	0.79	4.85	1.137	4.81	1.10
active	3.49	0.78	4.60	1.135	4.66	1.14
upset	1.90	0.82	2.33	1.453	2.28	1.27
irritable	2.14	0.90	2.41	1.485	2.25	1.31
ashamed*	1.50	0.74	1.83	1.096	1.70	1.00
nervous	2.28	1.02	2.56	1.389	2.46	1.37
afraid	1.92	0.91	2.04	1.168	1.93	1.12

* The original item adjective *ashamed* was changed for the EMI PANAS questionnaire in light of feedback in the pilot study. This word was not deemed appropriate for the target sample of students and *embarrassed* was used as an alternative.

Appendix Q - Tests of Normality (IBM SPSS Statistics, V.28)

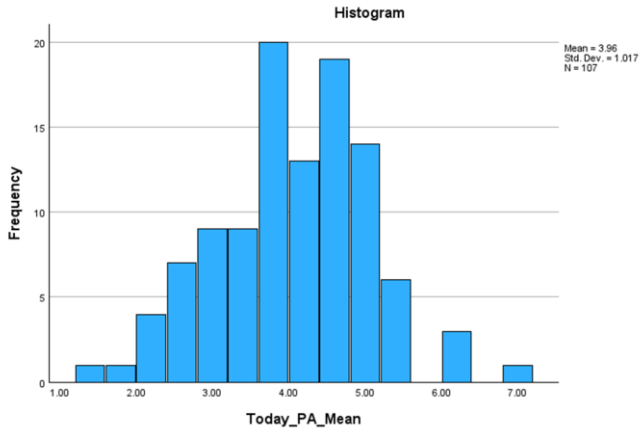
i) PANA Today, Full- versus Partial-EMI students

Mean PA and NA TODAY

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Today_PA_Mean	.074	107	.178	.987	107	.365
Today_NA_Mean	.155	107	<.001	.903	107	<.001

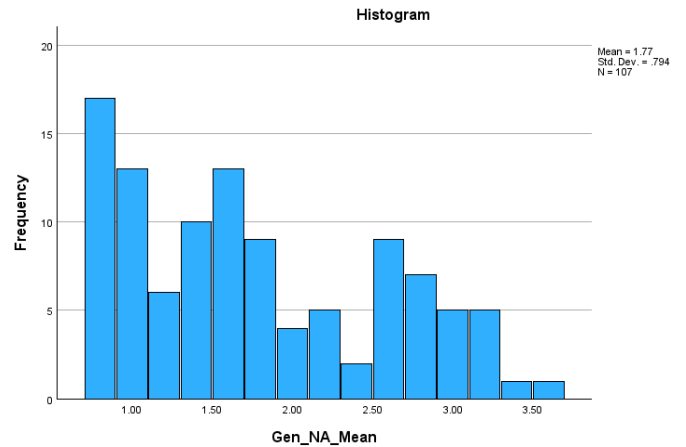
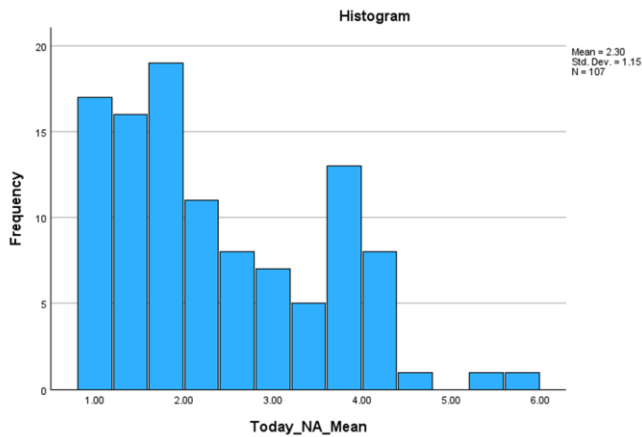
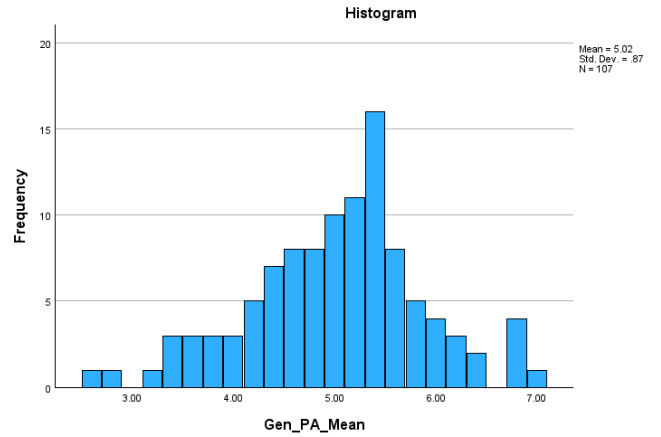
a. Lilliefors Significance Correction



Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Gen_PA_Mean	.090	107	.034	.983	107	.175
Gen_NA_Mean	.137	107	<.001	.917	107	<.001

a. Lilliefors Significance Correction



Mean PA and NA GENERALLY

ii) PANA Generally, German home versus International students

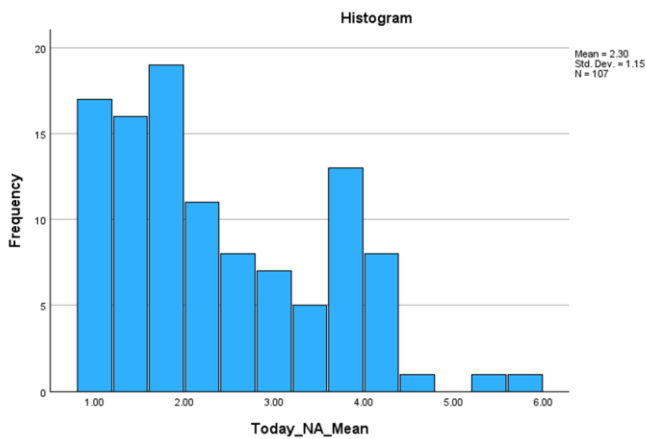
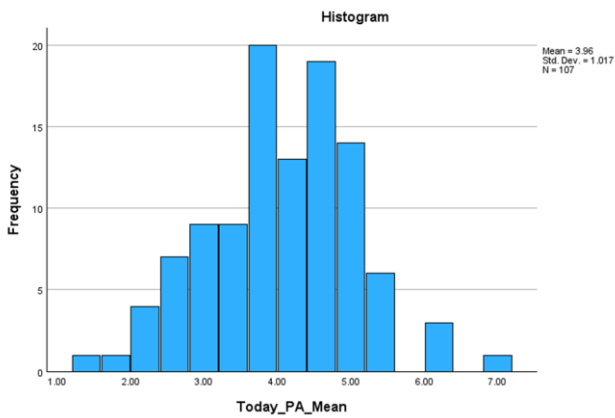
Mean PA and NA GENERALLY

Mean PA and NA TODAY

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Today_PA_Mean	.074	107	.178	.987	107	.365
Today_NA_Mean	.155	107	<.001	.903	107	<.001

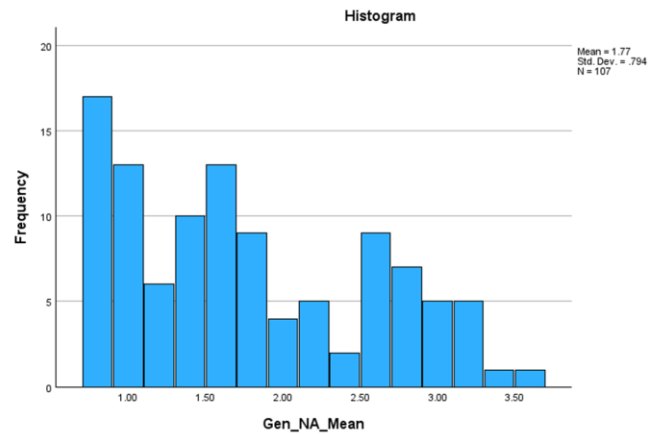
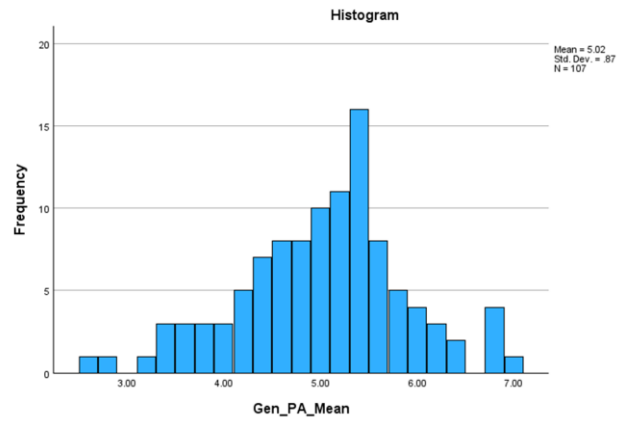
a. Lilliefors Significance Correction



Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Gen_PA_Mean	.090	107	.034	.983	107	.175
Gen_NA_Mean	.137	107	<.001	.917	107	<.001

a. Lilliefors Significance Correction



Appendix R - Group Statistics Summary: Mean PANA TODAY by individual item, German vs International students

	Home or international	Statistic	Bias	Std. Error	
Q7_alert_today	International student	N	21		
		Mean	3.95	-.02	.34
		Std. Deviation	1.564	-.052	.225
		Std. Error Mean	.341		
	German home student	N	86		
		Mean	3.97	.00	.12
		Std. Deviation	1.183	-.017	.100
		Std. Error Mean	.128		
Q7_inspired_today	International student	N	21		
		Mean	4.33	.00	.41
		Std. Deviation	1.798	-.051	.271
		Std. Error Mean	.392		
	German home student	N	86		
		Mean	3.42	.00	.15
		Std. Deviation	1.341	-.017	.085
		Std. Error Mean	.145		
Q7_determined_today	International student	N	21		
		Mean	4.62	.00	.28
		Std. Deviation	1.203	-.036	.205
		Std. Error Mean	.263		
	German home student	N	86		
		Mean	3.83	-.01	.15
		Std. Deviation	1.330	-.017	.103
		Std. Error Mean	.143		
Q7_attentive_today	International student	N	21		
		Mean	4.67	.01	.33
		Std. Deviation	1.494	-.062	.280
		Std. Error Mean	.326		
	German home student	N	86		
		Mean	4.13	.00	.12
		Std. Deviation	1.135	-.013	.096
		Std. Error Mean	.122		
Q7_active_today	International student	N	21		
		Mean	4.24	.00	.30
		Std. Deviation	1.338	-.054	.260
		Std. Error Mean	.292		
	German home student	N	86		
		Mean	4.00	-.01	.13
		Std. Deviation	1.188	-.017	.094
		Std. Error Mean	.128		
Q7_upset_today	International student	N	21		
		Mean	1.95	-.03	.32
		Std. Deviation	1.532	-.076	.272
		Std. Error Mean	.334		
	German home student	N	86		
		Mean	2.53	.00	.16
		Std. Deviation	1.493	-.010	.081
		Std. Error Mean	.161		
Q7_irritable_today	International student	N	21		
		Mean	2.19	-.03	.33
		Std. Deviation	1.504	-.070	.232
		Std. Error Mean	.328		
	German home student	N	86		
		Mean	2.67	.00	.16
		Std. Deviation	1.553	-.011	.083
		Std. Error Mean	.167		
Q7_embarrassed_today	International student	N	21		
		Mean	1.86	-.01	.26
		Std. Deviation	1.195	-.061	.234
		Std. Error Mean	.261		
	German home student	N	86		
		Mean	1.73	.00	.13
		Std. Deviation	1.231	-.023	.152
		Std. Error Mean	.133		
Q7_nervous_today	International student	N	21		
		Mean	2.86	-.01	.38
		Std. Deviation	1.711	-.044	.167
		Std. Error Mean	.373		
	German home student	N	86		
		Mean	2.65	.00	.16
		Std. Deviation	1.517	-.009	.101
		Std. Error Mean	.164		
Q7_afraid_today	International student	N	21		
		Mean	2.29	-.01	.34
		Std. Deviation	1.586	-.051	.181
		Std. Error Mean	.346		
	German home student	N	86		
		Mean	2.01	.00	.14
		Std. Deviation	1.342	-.018	.156
		Std. Error Mean	.145		

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Group Statistics Summary: Mean PA and NA GENERALLY scores by individual item, Full- versus Partial-EMI Student

	Full (1)/ Part (2) EMI programme	Statistic	Bias	Std. Error							
Q8_alert_generally	Full-EMI	N	70			Q8_upset_generally	Full-EMI	N	70		
		Mean	4.24	.00	.14			Mean	2.73	.00	.18
		Std. Deviation	1.122	-.015	.122			Std. Deviation	1.512	-.014	.129
		Std. Error Mean	.134					Std. Error Mean	.181		
	Partial-EMI	N	37				Partial-EMI	N	37		
		Mean	4.49	.01	.20			Mean	1.57	.00	.15
		Std. Deviation	1.216	-.044	.201			Std. Deviation	.959	-.037	.169
		Std. Error Mean	.200					Std. Error Mean	.158		
Q8_inspired_generally	Full-EMI	N	70			Q8_irritable_generally	Full-EMI	N	70		
		Mean	4.31	.01	.15			Mean	2.73	.00	.18
		Std. Deviation	1.222	-.020	.110			Std. Deviation	1.503	-.012	.129
		Std. Error Mean	.146					Std. Error Mean	.180		
	Partial-EMI	N	37				Partial-EMI	N	37		
		Mean	4.24	.01	.25			Mean	1.81	.00	.21
		Std. Deviation	1.623	-.027	.175			Std. Deviation	1.288	-.024	.179
		Std. Error Mean	.267					Std. Error Mean	.212		
Q8_determined_generally	Full-EMI	N	70			Q8_embarrassed_generally	Full-EMI	N	70		
		Mean	4.51	.00	.17			Mean	1.91	.00	.13
		Std. Deviation	1.349	-.020	.109			Std. Deviation	1.126	-.013	.102
		Std. Error Mean	.161					Std. Error Mean	.135		
	Partial-EMI	N	37				Partial-EMI	N	37		
		Mean	4.95	.00	.20			Mean	1.65	.01	.17
		Std. Deviation	1.177	-.028	.187			Std. Deviation	1.033	-.021	.136
		Std. Error Mean	.194					Std. Error Mean	.170		
Q8_attentive_generally	Full-EMI	N	70			Q8_nervous_generally	Full-EMI	N	70		
		Mean	4.74	.00	.14			Mean	2.73	.00	.16
		Std. Deviation	1.151	-.022	.131			Std. Deviation	1.318	-.013	.090
		Std. Error Mean	.138					Std. Error Mean	.158		
	Partial-EMI	N	37				Partial-EMI	N	37		
		Mean	5.16	.01	.16			Mean	2.30	.01	.25
		Std. Deviation	1.014	-.021	.107			Std. Deviation	1.488	-.028	.157
		Std. Error Mean	.167					Std. Error Mean	.245		
Q8_active_generally	Full-EMI	N	70			Q8_afraid_generally	Full-EMI	N	70		
		Mean	4.54	.00	.14			Mean	2.20	.00	.14
		Std. Deviation	1.125	-.018	.136			Std. Deviation	1.199	-.006	.104
		Std. Error Mean	.134					Std. Error Mean	.143		
	Partial-EMI	N	37				Partial-EMI	N	37		
		Mean	4.70	.00	.19			Mean	1.76	.01	.18
		Std. Deviation	1.175	-.029	.175			Std. Deviation	1.065	-.016	.101
		Std. Error Mean	.193					Std. Error Mean	.175		

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

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