

# Contributors

**Ikuya Aizawa** is an Assistant Professor in the School of English at Nottingham University. His research focuses on the role of English in higher education, language policy concerning EMI, and the effectiveness of EMI in relation to students' content and language outcomes.

**Annette Bradford**'s research centers on the internationalization of higher education and has a special focus on English-medium instruction (EMI) and the plurilingual university. Her co-edited (with Howard Brown) volume: *English-Medium Instruction in Japanese Higher Education: Policy, Challenges and Outcomes* (Multilingual Matters, 2018) highlights the impacts that EMI is having on university curricula and on the internationalization of higher education in Japan. As an education consultant, Annette holds positions as an Oxford EMI Associate and Institute of Contemporary Asian Studies Adjunct Fellow (Temple University Japan). She is a member of the board of the ICLHE (Integrating Content and Language in Higher Education) Association and founder of the ICLHE East Asia regional group. She previously held positions as an associate professor at Meiji University and as Council on Foreign Relations–Hitachi International Affairs Fellow in Japan. Annette received her doctorate in Education Administration and Policy Studies from The George Washington University (USA).

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**Fiona Dalziel** is Associate Professor of English Language and Translation at the Department of Linguistic and Literary Studies (DiSLL) of the University of Padova (Italy). Her research interests include the use of drama in language learning, EMI and translanguaging. While head of the

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**Louise Dearden** is currently an EAP Teaching Fellow at the University of Birmingham where she works on the Foundation and Preessional programmes. Prior to this, her career spans three decades in the field of language education and drama, working across a diverse range of educational contexts in Europe and the UK. Her varied experience has allowed her to explore how people learn and communicate at the intersection of language and the arts, and how creative pedagogies have the potential to open spaces for meaningful engagement in the classroom. Louise is a PhD student whose research was conducted at an adult education institute in the UK where she was teaching migrant learners. This is where she honed an interest in exploring the moral, ethical, social and political dimensions of language teaching and learning in an age of globalization and mass migration.

**Slobodanka Dimova** is a Professor of Multilingualism and Language Testing at the University of Copenhagen, Denmark. She is the Upcoming President of the European Association of Language Testing and Assessment (EALTA) and a member of the editorial board of the *Journal of English-Medium Instruction*. Her current research interests include policies and practices related to the internationalization and implementation of English-medium instruction (EMI) programmes at non-English-dominant universities, performance-based testing, and the use of technology in language testing and assessment. She has recently co-edited two volumes *EMI Classroom Communication: A Corpus-Based Approach*, together with Joyce Kling and Branka Drljača Margić (2023, Routledge) and *Local Language Testing: Practice across Contexts*, together with Xun Yan and April Ginther (2023, Springer).

**Alberto Fernández-Costales** is Associate Professor in TESOL at the University of Oviedo (Spain). Among others, his research interests include Content and Language Integrated Learning (CLIL), English-medium instruction (EMI), language attitudes, language teaching methodology, and didactic audiovisual translation. He has led several research projects on CLIL and EMI, and has published in well-known journals such as the *International Journal of Bilingual Education and Bilingualism*, *Language and Intercultural Communication* or *System*. He serves as an associate editor of two international journals: *Perspectives: Studies in Translation Theory and Practice* and *Porta Linguarum*.

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**Flor de Lis González-Mujico** is a researcher at the University of the Basque Country UPV/EHU, Spain. She has been awarded a Margarita Salas European Union–Next Generation EU, postdoctoral research fellowship at the UPV/EHU to examine the impact of perceived behaviour on digital competence, digital literacy, and academic results, across English-medium instruction and L1 undergraduate modules taught in the humanities, social sciences, and STEM disciplines. Her main fields of research include English-medium instruction (EMI), motivation and learning, and digital learning environments. To date, she has published in international journals and books, including *Researching Language Learning Motivation: A Concise Guide* (Bloomsbury, 2022), *Education and Information Technologies (Journal of Applied Psycholinguistics)* and *Complutense Journal of English Studies*.

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**Christian Jensen** is an Associate Professor of English. He has worked in the field of English-medium instruction (EMI) since 2007 – first at the Copenhagen Business School and since 2008 at the University of Copenhagen where he joined the newly opened Center for Internationalization and Parallel Language Use (and later the Department of English, Germanic and Romance Studies). Originally a phonetician by training, his interests in EMI have revolved around the perception of accent and features of pronunciation by students in higher education as well as the intelligibility of and attitudes towards foreign accented English in university settings. He has co-edited the volume *English-Medium Instruction in European Higher Education*, together with Slobodanka Dimova and Anna Kristina Hultgren (2015, De Gruyter).

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