

Contents

Contributors	vii
Introduction – The Impact of Affective Variables on EMI Programmes: A Close Examination <i>David Lasagabaster, Alberto Fernández-Costales and Flor de Lis González-Mujico</i>	xiii
Part 1: The Impact of Affective Factors on Identity and Wellbeing	
1 Japanese Women Professors Traversing Internationalized Classroom Worlds: A Scary and Challenging, yet Fun and Necessary Adventure <i>Annette Bradford</i>	3
2 Attitudes Towards Learning in English: A Language Portrait View from South African Students <i>Susan Coetzee-Van Rooy</i>	24
3 Probing EMI Teachers' Psychological Experiences in Chinese Higher Education: A Mixed Methods Approach <i>Rui (Eric) Yuan, Xuyan Qiu and Tiefu Zhang</i>	49
4 Affect in Teacher–Student Relationships: Towards Ethical Encounters in Adult Language Education <i>Louise Dearden and Maggie Kubanyiova</i>	70
Part 2: The Impact of Affective Factors on Academic Results	
5 L2 Proficiency and Affective Factors as Predictors of Content Knowledge Attainment: A Comparative Study of Learners from Japan and South Korea <i>Gene Thompson, Victoria Kim, Sihan Zhou and Ikuya Aizawa</i>	97

6	The Affective Dimension of Perceived Digital Competence and its Impact on Cross-Disciplinary Academic Outcomes in EMI Education <i>Flor de Lis González-Mujico and Alberto Fernández-Costales</i>	119
7	Why Study in English? Teachers' and Students' Perceptions of EMI Policy and Motivations at Turkish Universities <i>Kari Sahan</i>	141
Part 3: The Impact of Affective Factors on Classroom Practices and Perceptions		
8	Emotional Responses to Multiple Language Use in EMI: An Exploration of Student Attitudes on Two Italian Degree Programmes <i>Fiona Dalziel and Marta Guarda</i>	163
9	University Students' Beliefs about the Impact of EMI on Classroom Interaction <i>Iratxe Serna-Bermejo and David Lasagabaster</i>	185
10	EMI Students' Perceptions of Lecturers' English Competences for Teaching <i>Slobodanka Dimova and Christian Jensen</i>	206
11	'It's Difficult, but I Don't Care': Relationships Between Learner Characteristics and Self-Perceived Language Challenges among EMI Students in China <i>Wenyun Jia, Xuehua Fu and Jack Pun</i>	224
	Epilogue <i>Ernesto Macaro</i>	251
	Index	260