



English Subject As An EMI Support Ecosystem: A Bibliometric Synthesis Of EAP, Academic Literacy, and Classroom Discourse Within EMI Studies (2015-2025)

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Abstract. English-medium instruction (EMI) has expanded rapidly as part of the internationalization of higher education, yet its effectiveness depends on sustained language support and classroom practices that enable meaningful academic participation. This study maps the research landscape of EMI and synthesizes the role of English subject as an EMI support ecosystem through three domains: EAP or academic language, academic literacy, and classroom discourse. Bibliographic data were retrieved from Scopus using the query TITLE-ABS-KEY (English-medium instruction for English subject), with limits on publication year, subject area (ARTS), document type (article), and language (English). The final dataset comprised 139 articles indexed in Scopus for 2015-2025. The analysis combined descriptive bibliometric indicators, citation-oriented reading, normalized author-keyword frequency, and keyword co-occurrence mapping using VOSviewer (density, network, and overlay visualizations). The results show sharp publication growth after 2021, peaking in 2025, with *International Journal of Bilingual Education and Bilingualism* and *System* as the leading publication venues. EMI appears as the central thematic node, while translanguaging emerges as a major and relatively recent hotspot. Related terms such as assessment, vocabulary, English proficiency, and classroom interaction indicate that pedagogical support is integral to EMI research. The synthesis suggests that English subject can function as a strategic support infrastructure by strengthening academic language, genre-based academic literacy, and interactional competence while accommodating multilingual scaffolding. These findings offer a bibliometric basis for designing more effective and equitable EMI support.

Keywords: Academic Language; Academic Literacy; Bibliometric Analysis; Classroom Discourse; English-Medium Instruction (Emi).

Abstrak. English-medium instruction (EMI) berkembang pesat sebagai bagian dari internasionalisasi pendidikan tinggi, namun efektivitasnya bergantung pada dukungan kebahasaan yang berkelanjutan dan praktik kelas yang memungkinkan partisipasi akademik yang bermakna. Studi ini memetakan lanskap riset EMI dan mensintesis peran mata kuliah Bahasa Inggris sebagai ekosistem pendukung EMI melalui tiga domain: EAP atau academic language, academic literacy, dan classroom discourse. Data bibliografis diambil dari Scopus menggunakan query TITLE-ABS-KEY (English-medium instruction for English subject), dengan batasan tahun terbit, subject area (ARTS), tipe dokumen (article), dan bahasa (English). Dataset akhir berjumlah 139 artikel yang terindeks Scopus untuk periode 2015-2025. Analisis menggabungkan indikator bibliometrik deskriptif, pembacaan berbasis sitasi, frekuensi kata kunci penulis yang telah dinormalisasi, serta pemetaan co-occurrence kata kunci menggunakan VOSviewer (visualisasi density, network, dan overlay). Hasil menunjukkan pertumbuhan publikasi yang tajam setelah 2021 dan memuncak pada 2025, dengan *International Journal of Bilingual Education and Bilingualism* serta *System* sebagai jurnal publikasi terkemuka. EMI muncul sebagai node tematik pusat, sementara translanguaging muncul sebagai hotspot utama yang relatif baru. Istilah terkait seperti assessment, vocabulary, English proficiency, dan classroom interaction menunjukkan bahwa dukungan pedagogis merupakan bagian integral dari riset EMI. Sintesis menunjukkan bahwa mata kuliah Bahasa Inggris dapat berfungsi sebagai infrastruktur pendukung strategis dengan memperkuat academic language, genre-based academic literacy, dan interactional competence sambil mengakomodasi multilingual scaffolding. Temuan ini menawarkan basis bibliometrik untuk mendesain dukungan EMI yang lebih efektif dan setara.

Kata kunci: Academic Language; Academic Literacy; Bibliometric Analysis

Classroom Discourse; English-Medium Instruction (Emi).

1. INTRODUCTION

English-medium instruction (EMI) has become a major strategy in the internationalization of higher education. Institutions adopt EMI to broaden access to global knowledge, increase academic mobility, and strengthen institutional competitiveness. In practice, however, EMI is not merely a matter of changing the language of instruction to English. It generates new demands on academic language, reshapes classroom interaction, and increases the need for pedagogical and institutional support. EMI also produces recurring tensions, including language proficiency gaps between lecturers and students, reduced classroom participation, and concerns about linguistic justice in multilingual settings. (Dearden & Macaro, 2016; Hu & Duan, 2019; Macaro, 2018; Sah & Li, 2022)

The Scopus corpus examined in this study, limited to English-language articles in the ARTS subject area, shows that EMI research intensified substantially after 2021. Within the dataset of 139 articles, publication output moved from a relatively stable early phase to a strong growth trajectory, reaching its peak in 2025. This pattern suggests that EMI is now treated as a mature field of inquiry. The discussion has also shifted from asking whether EMI is feasible to examining how EMI is implemented and what forms of support are necessary for meaningful learning. (Scopus (Elsevier), 2026)

Bibliometric mapping has helped earlier studies identify publication trends, core countries and authors, leading journals, and dominant themes in EMI research. Yet many such mappings remain broad and descriptive. The present study addresses that limitation by using English subject as an EMI support ecosystem as its interpretive lens. Rather than mapping EMI only as a broad topic, this article investigates how EAP or academic language, academic literacy or genre, and classroom discourse or interaction appear and relate to one another within the thematic structure of EMI studies. (Macaro, 2018; van Eck & Waltman, 2010)

This study therefore asks four research questions: (1) How did publication output and journal distribution develop in EMI studies in the ARTS corpus during 2015-2025? (2) Who are the main contributors in terms of countries, institutions, and authors? (3) Which themes form the EMI support ecosystem, especially across EAP, academic literacy, and classroom discourse? and (4) Which topics emerged as research frontiers, particularly translanguaging, and how do they relate to language support in EMI? By answering these questions, the study aims to contribute both to scholarly mapping and to the practical design of English subject support in EMI contexts.

2. LITERATURE REVIEW

One issue that frequently appears in EMI studies, yet is rarely positioned as a central analytical frame, is language support as an ecosystem. In many educational settings, support is not provided only through policy requirements such as language test thresholds. It also depends on curriculum design, classroom scaffolding, and the systematic preparation of students for academic participation. In this context, English subject, including English for Academic Purposes (EAP), academic writing, and academic literacy, can be viewed as a strategic support ecosystem rather than a stand-alone subject. (Macaro, 2018; Soruç et al., 2021)

Viewing English subject as an EMI support ecosystem makes it possible to connect three interrelated domains. The first is EAP or academic language support, which includes vocabulary, academic lexis, and discipline-relevant language needs. The second is academic literacy and genre, which includes academic writing, reading-to-write practices, and disciplinary literacy. The third is classroom discourse and interaction, which includes questioning, clarification, participation, and the negotiation of meaning. This perspective moves the discussion beyond policy toward the design of learning support. (Dafouz & Camacho-Miñano, 2016; Hu & Duan, 2019; Richards & Pun, 2023)

Recent EMI research also shows increasing attention to multilingual classroom realities. In the present corpus, translanguaging appears as one of the most visible hotspots. This indicates a shift away from an English-only logic toward a more dynamic view of classroom language use. From this perspective, translanguaging can serve as a pedagogical bridge through which learners access concepts, negotiate meaning, and sustain classroom participation. Its relationship with English subject is therefore important because support may be designed not only to improve English accuracy but also to strengthen academic meaning-making and interactional competence. (Sah & Li, 2022; Wang & Curdt-Christiansen, 2019).

3. METHOD

This study used Scopus as the bibliographic source because it offers broad multidisciplinary coverage and relatively consistent metadata for bibliometric analysis. The search query was TITLE-ABS-KEY (English-medium instruction for English subject) AND PUBYEAR > 2014 AND PUBYEAR < 2027 AND (LIMIT-TO (SUBJAREA, "ARTS") AND (LIMIT-TO (DOCTYPE, "ar") AND (LIMIT-TO (LANGUAGE, "English"). Although the query technically covers 2015-2026, the exported file used in this study records publications from 2015 to 2025 and contains 139 articles. (Scopus (Elsevier), 2026)

The inclusion criteria were as follows: the document had to be indexed in Scopus, classified as an article, written in English, categorized within the ARTS subject area, and published within the filtered year range. Non-article documents such as reviews, editorials, and conference papers were excluded. Records missing important metadata, especially author keywords, were retained for descriptive analysis but acknowledged as a limitation for thematic mapping.

Before analysis, the dataset was cleaned and normalized. Keyword variants referring to the same concept were merged; for example, English medium instruction, English-medium instruction, and EMI were standardized under a single EMI label. Similar normalization was applied to spelling variation such as internationalization and internationalisation. The consistency of major metadata fields, including year, source title, authors, affiliations, and citations, was checked to reduce aggregation errors. For country and institutional counts, a full-counting approach was used so that each article contributed to every country or institution listed in its affiliations. (Scopus (Elsevier), 2026; van Eck & Waltman, 2010)

The analysis consisted of three layers. First, descriptive performance analysis was conducted to identify annual publication output, productive journals, productive authors, and geographic distribution. Second, citation-based reading was used to identify influential works that shaped the field. Third, thematic analysis used normalized author keywords and keyword co-occurrence mapping in VOSviewer to identify clusters, hotspots, and emerging topics through density, network, and overlay visualizations. (van Eck & Waltman, 2010).

To operationalize the article's novelty, the thematic results were interpreted through the lens of English subject as an EMI support ecosystem. Keywords and clusters were grouped into three support domains: EAP or academic language support, academic literacy or genre, and classroom discourse or interaction. This step transformed the bibliometric output from a descriptive topic map into an interpretive synthesis focused on support pathways in EMI. The study is limited by its dependence on Scopus, its restriction to the ARTS subject area, and its reliance on author-provided keywords. (Hu & Duan, 2019; Macaro, 2018; Soruç et al., 2021)

4. RESULT AND DISCUSSION

Result

The dataset consists of 139 English-language journal articles recorded in Scopus for 2015-2025. Scopus Analyze shows that Arts and Humanities accounts for 49.3% of the subject-area distribution, followed by Social Sciences at 48.2%, Psychology at 2.1%, and Business, Management and Accounting at 0.4%.

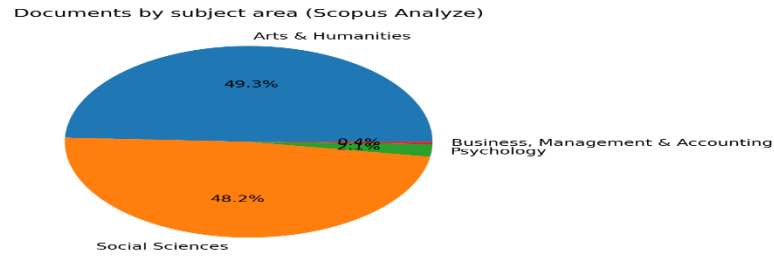


Figure 1. Documents by subject area (Scopus Analyze).

This profile confirms that EMI in this corpus is strongly rooted in language, discourse, and education-related scholarship while still maintaining limited connections with adjacent fields. (Scopus (Elsevier), 2026).

Annual scientific production increased slowly during 2015-2020 and accelerated after 2021. The yearly counts were 4 in 2015, 5 in 2016, 2 in 2017, 7 in 2018, 6 in 2019, 5 in 2020, 16 in 2021, 18 in 2022, 21 in 2023, 25 in 2024, and 30 in 2025. The steep rise after 2021 indicates that EMI research has entered a more intensive and mature stage.

Table 1. Annual scientific production (2015-2025)

Year	Documents
2015	4
2016	5
2017	2
2018	7
2019	6
2020	5
2021	16
2022	18
2023	21
2024	25
2025	30

This pattern suggests a shift from broad policy interest toward more specific pedagogical and classroom-level concerns. (Scopus (Elsevier), 2026)

The most productive sources were International Journal of Bilingual Education and Bilingualism and System, each with 11 articles. They were followed by International Journal of Applied Linguistics (United Kingdom), Language and Education, and Current Issues in Language Planning, each with 5 articles.

Table 2. Top productive journals (n = 139)

Source title	Documents
International Journal of Bilingual Education and Bilingualism	11
System	11
International Journal of Applied Linguistics (United Kingdom)	5
Language and Education	5
Current Issues in Language Planning	5
Studies in Second Language Learning and Teaching	4
ELT Journal	4
Journal of English-Medium Instruction	4
Journal of English as a Lingua Franca	4
RELC Journal	4
Applied Linguistics Review	4
Linguistics and Education	3
International Journal of TESOL Studies	3
International Journal of Multilingualism	3
TESOL Quarterly	3

These outlets show that the corpus is concentrated in bilingual and multilingual education, applied linguistics, and language policy. Such concentration is consistent with the current positioning of EMI as both a pedagogical and a language-policy issue. (Elsevier, 2025).

In terms of authorship, Macaro, E. was the most productive author with 7 articles, followed by Pun, J.K.H. with 5, and Phyak, P. and Curle, S. with 4 each.

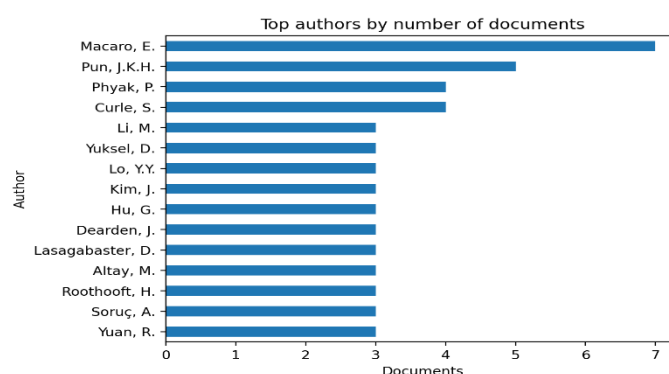


Figure 2. Top authors by number of documents.

By country or territory, Hong Kong ranked first with 30 articles, followed by the United Kingdom with 26 and Spain with 23. China, the United States, New Zealand, South Korea, Turkey, Taiwan, Sweden, Macao, Kazakhstan, Australia, Japan, and Oman also appeared in the top list.

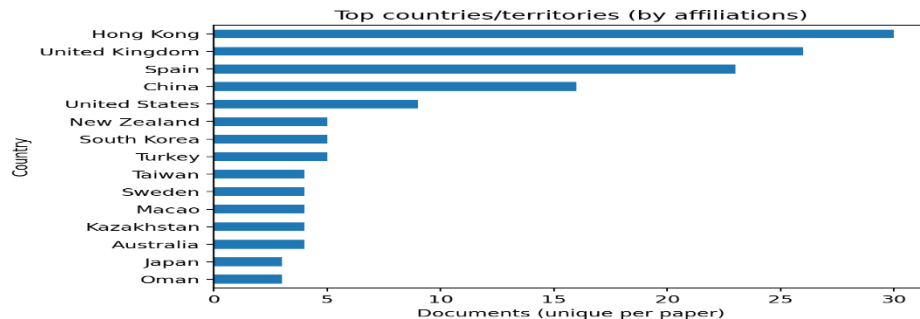


Figure 3. Top countries/territories by affiliations (unique per paper).

These patterns indicate that EMI knowledge production is concentrated in contexts with strong internationalization agendas and well-established applied linguistics traditions. Country counts were interpreted using a full-counting logic from the affiliation metadata so that each article could contribute to all countries represented in its co-authorship profile. (Scopus (Elsevier), 2026)

At the institutional level, the strongest contributors were The University of Hong Kong and the University of Oxford, each appearing in 9 articles, followed by the Chinese University of Hong Kong with 7 articles. The Hong Kong Polytechnic University and The Education University of Hong Kong each appeared in 5 articles, while City University of Hong Kong, Stockholm's university, Universidad del Pais Vasco, University of Bath, and Universitat Autònoma de Barcelona each appeared in 4 articles.

Table 3. Top institutions by productivity (full counting by affiliations)

Institution	Documents
The University of Hong Kong	9
University of Oxford	9
Chinese University of Hong Kong	7
The Hong Kong Polytechnic University	5
The Education University of Hong Kong	5
City University of Hong Kong	4
Stockholms universitet	4
Universidad del Pais Vasco	4
University of Bath	4
Universitat Autònoma de Barcelona	4

This pattern reinforces the concentration of EMI scholarship in institutions with strong bilingual education, applied linguistics, and internationalization agendas. Institutional counts also used full counting based on affiliations. (Scopus (Elsevier), 2026)

Citation-based reading further shows that the corpus is anchored by a small set of landmark works. Macaro et al. (2018) is the most influential document in the dataset with 1,177 citations, followed by Jiang et al. (2019) with 268, Dearden and Macaro (2016) with 205, Cenoz (2015) with 180, and O'Dowd (2018) with 167.

Table 4. Most cited documents within the corpus

First author	Year	Short title	Cited by
(Macaro, 2018)	2018	A systematic review of English medium instruction in higher education	1177
(Jiang et al., 2019)	2019	Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs	268
(Dearden & Macaro, 2016)	2016	Higher education teachers' attitudes towards English medium instruction: A three-country comparison	205
(Cenoz, 2015)	2015	Content-based instruction and content and language integrated learning: the same or different?	180
(O'Dowd, 2018)	2018	The training and accreditation of teachers for English medium instruction: an overview of practice in European universities	167
(Dafouz & Camacho-Miñano, 2016)	2016	Exploring the impact of English-medium instruction on university student academic achievement: The case of accounting	149
(Farrell, 2020)	2020	Professional development through reflective practice for English-medium instruction (EMI) teachers	115
(Richards & Pun, 2023)	2023	A Typology of English-Medium Instruction	108

These highly cited publications shaped later discussions on EMI policy, teacher readiness, student language needs, and multilingual classroom practices. Their prominence helps explain why the field has progressively shifted from adoption and policy debates toward pedagogical support, academic language, and translanguaging. (Cenoz, 2015; Dearden & Macaro, 2016; Jiang et al., 2019; Macaro, 2018; O'Dowd, 2018b)

Author keyword analysis places English-medium instruction as the dominant term, followed by higher education and translinguaging. Other recurrent terms include CLIL, multilingualism, internationalization, assessment, vocabulary, English proficiency, and classroom interaction. This composition suggests that EMI is no longer discussed only as a medium-of-instruction policy. It is increasingly linked to classroom support, language readiness, and learning participation. (Scopus (Elsevier), 2026)

The VOSviewer density map confirms EMI as the most intense hotspot, with translinguaging forming the second major hotspot. Medium-density terms surrounding EMI include assessment, vocabulary, English proficiency, and classroom interaction.

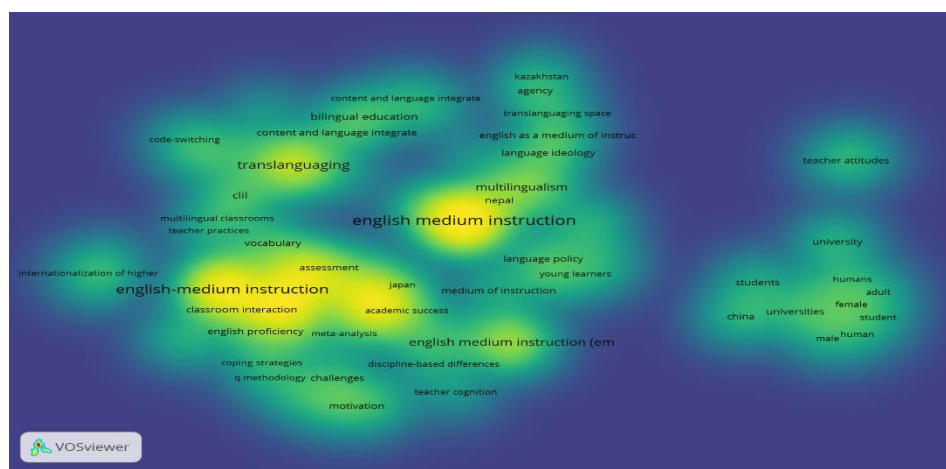


Figure 4. VOSviewer density visualization of keyword co-occurrence.

Together, these terms show that language support and pedagogical practice are integral components of the EMI architecture represented in the corpus. (van Eck & Waltman, 2010).

The network visualization positions EMI as the central node connecting several thematic clusters.

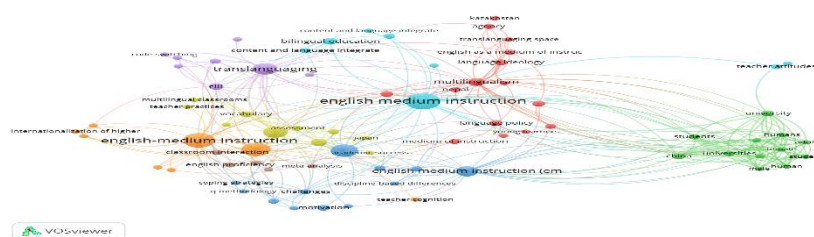


Figure 5. VOSviewer network visualization of keyword co-occurrence (clusters).

One cluster reflects the multilingual turn through translinguaging, code-switching, agency, translinguaging space, and language ideology. A second cluster reflects macro-level policy through language policy and medium of instruction. A third cluster captures classroom support through assessment, vocabulary, English proficiency, teacher practices, and classroom interaction. A fourth cluster connects EMI with learner outcomes and experiences through

academic success, motivation, and coping strategies. This structure indicates that EMI research is simultaneously concerned with macro-level policy, classroom practice, and student consequences. This article's specific novelty lies in converting broad EMI bibliometric patterns into an operational model of support, so that English subject or EAP is theorized as the internal pedagogical infrastructure of EMI rather than as a peripheral language supplement. (Richards & Pun, 2023; Sah & Li, 2022; van Eck & Waltman, 2010)

The overlay visualization suggests that multilingual themes, especially translinguaging and related concepts such as agency and ideology, are relatively newer than some established themes.

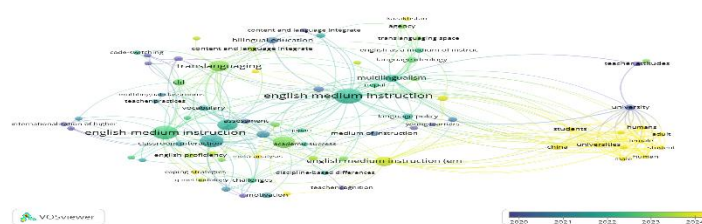


Figure 6. VOSviewer overlay visualization (average publication year).

This finding marks an important conceptual shift. EMI scholarship is moving from an English-only assumption toward a more realistic understanding of multilingual classrooms in which learners draw on multiple linguistic resources to access content and sustain participation. In this respect, the article extends earlier EMI mappings by translating bibliometric hotspots into a curriculum-facing framework that institutions can use to redesign English subject support for EMI implementation. (van Eck & Waltman, 2010; Wang & Curdt-Christiansen, 2019)

Discussion

Taken together, the results support the framing of English subject as an EMI support ecosystem. First, an EAP or academic language pathway is visible in the close relationship between EMI and terms such as English proficiency, vocabulary, and assessment. This pathway highlights the need to prepare students for discipline-related academic language demands. Second, an academic literacy pathway is implied by the emphasis on higher education, writing-related support, and disciplinary participation. Third, a classroom discourse pathway appears in the presence of classroom interaction and multilingual negotiation. This pattern shows that support must include interactional competence, not merely linguistic knowledge in isolation. (Dafouz & Camacho-Miñano, 2016; Hu & Duan, 2019; Soruç et al., 2021)

These findings have practical implications for curriculum design. English subject or EAP should not function merely as a preparatory language class detached from EMI. It should become a structured support infrastructure that develops academic vocabulary, genre awareness, reading-to-write practices, and interactional routines such as asking questions, clarifying, responding, and constructing academic stance. Because translanguaging appears as a recent frontier, support should also be flexible enough to accommodate multilingual scaffolding rather than insisting on a rigid English-only model. (Hu & Duan, 2019; Sah & Li, 2022; Soruç et al., 2021)

The findings also carry institutional implications. Effective EMI depends not only on student support but also on lecturer readiness, teacher development, and clear classroom language practices. Therefore, the support ecosystem should be understood as a coordinated institutional architecture involving English subject or EAP provision, pedagogical training for EMI lecturers, and quality-assurance mechanisms that promote equitable participation. (Dearden & Macaro, 2016; Farrell, 2020; O'Dowd, 2018b)

This study has several limitations. First, the dataset is restricted to Scopus-indexed English-language journal articles and therefore reflects Scopus coverage and indexing practices. Second, limiting the subject area to ARTS may exclude relevant EMI studies indexed under other subject areas. Third, keyword-based mapping relies on author-provided terms; despite normalization, terminological variation may influence the structure of the co-occurrence network. Finally, although the search query permits coverage up to 2026, the exported dataset used in this analysis records publications up to 2025.

Future research could (1) compare the support-ecosystem structure across different subject areas, (2) triangulate bibliometric mapping with systematic qualitative synthesis of classroom-interaction and EAP interventions, and (3) examine outcome-focused evidence linking specific support designs (academic language scaffolding, genre-based literacy tasks, and interactional training) to learning gains in EMI settings.

5. CONCLUSION

This bibliometric study mapped EMI research in the ARTS-indexed Scopus corpus (2015–2025) and reframed English subject as a strategic support ecosystem for EMI. The analysis shows rapid publication growth after 2021, a concentration of outputs in core applied linguistics venues, and a thematic structure centered on EMI that connects policy concerns with classroom-level support and learning outcomes.

The synthesis identifies three implementable support pathways through English subject or EAP: strengthening academic language resources, developing genre-based academic literacy, and building interactional competence to enable active participation in EMI classrooms. By positioning language support as core infrastructure rather than an optional add-on, the study offers a practical basis for curriculum alignment and institutional planning aimed at improving effectiveness and equity in EMI implementation.

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