



Glocalizing English-Medium Education in Israel: A Case Study in Physical Education

Devora Hellerstein

The Levinsky-Wingate Academic College, Wingate Campus, Israel

Abstract

This study explores how English-Medium Education (EME) is enacted and negotiated within a plurilingual graduate program in Physical Education (PE) in Israel. Drawing on the English-Medium Education in Multilingual University Settings (EMEMUS) conceptual framework (Dafouz & Smit, 2020), it examines the perceived experiences of graduate students in the program. Using a mixed-methods case study design, data were collected from 47 questionnaire responses from 36 students across three theoretical PE courses. Quantitative data were analyzed descriptively, and qualitative data underwent content analysis. Findings showed that English functioned as the official medium of instruction and the *lingua franca*, while Hebrew and Arabic supported comprehension and inclusion. Teachers autonomously implemented adaptive pedagogical strategies, such as code-switching, translanguaging, rephrasing, multimodal modeling, and collaborative learning, creating an inclusive learning environment in the absence of institutional language policy. Students perceived their EM(P)E courses as more interactive and student-centered than other courses, and reported enhanced professional English proficiency, confidence, and a sense of belonging to an international academic community. The study demonstrates how EME, when localized through plurilingual and embodied practices, can foster disciplinary understanding and an intercultural professional identity, positioning EM(P)E as a glocal educational model.

Keywords: English-Medium Education (EME), English-Medium Instruction (EMI), Physical Education, plurilingualism, EMEMUS, internationalization, glocalization, higher education

Corresponding author: Devora Hellerstein, The Levinsky-Wingate Academic College, Israel.

Debbie.wincol@l-w.ac.il

This is an Open Access which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way.

Introduction

English-Medium Education (EME) has become a central strategy in the internationalization of higher education, enabling institutions to participate in global academic networks and attract linguistically diverse student populations (Buckner, 2018; de Wit, 2020; Bowles & Murphy, 2020). Yet, research increasingly demonstrates that effective EME is not a simple language shift of instruction (Dearden, 2014; Macaro, 2020). Rather, it is shaped by situated pedagogical practices, local language contexts, and the agency of teachers and students in multilingual classrooms (Ekoç, 2020; Valcke, 2020).

In many higher education contexts, EME is implemented in the absence of explicit institutional language policies or pedagogical guidance, placing responsibility for language management largely on individual teachers (Valcke & Wilkinson, 2017; Bowles & Murphy, 2020). This has prompted growing interest in how EME is enacted at the classroom level, particularly in settings where English functions as a *lingua franca* rather than a shared first language (Macaro & Han, 2020; Sun, 2023). From an applied linguistic perspective, such contexts raise critical questions concerning the role of plurilingual practices, the integration of content and language, and the conditions under which EME can support both disciplinary learning and inclusive participation (Macaro, 2020; Gülle, 2024).

To address these complexities, Dafouz and Smit (2020) conceptualized English-Medium Education in Multilingual University Settings (EMEMUS), emphasizing education *through* English rather than instruction *in* English. EMEMUS prioritizes the co-construction of knowledge, the legitimacy of mobilizing students' full linguistic repertoires, and the interaction between global academic norms and local linguistic and cultural realities within a glocal perspective (Dafouz & Smit, 2020). However, empirical research applying this framework remains limited in certain disciplines and national contexts.

This study contributes to EME research by examining how EMEMUS is enacted in a graduate Physical Education (PE) program in Israel, a multilingual society undergoing active higher-education internationalization (Council of Higher Education, 2025a). The study explores

students' perceptions of teaching practices, language use, and learning processes across three theoretical PE courses taught in English. By focusing on an under-researched discipline and context, the study offers insight into how EME operates in a glocal academic context.

Background

Internationalization of Higher Education

The internationalization of higher education has evolved significantly over the past several decades, accelerating in pace and impact due to globalization and the increasing interconnectedness of societies and economies (Buckner, 2018; de Wit, 2020). Higher education institutions (HEIs) worldwide have expanded their international collaborations across domains such as business, technology, media, and academia, with education emerging as central to these transnational partnerships (de Wit, 2020). The rise of internationalization in higher education has proven crucial for promoting mobility, knowledge transfer, and cooperation among institutions (Curaj et al., 2018).

The motivations for internationalizing higher education are typically categorized as educational (Sercu, 2023), social (Aktas et al., 2017), and economic (Benefo & Inkabi, 2024). Major policy initiatives such as the Bologna Process and the Erasmus+ program in Europe have been instrumental in expanding internationalization by promoting student and staff mobility (Coleman, 2006). The Erasmus+ program alone facilitated the mobility of approximately two million students between 2014 and 2020, with the stated aim of contributing to growth, jobs, social equity, and inclusion in line with broader EU strategies (European Commission, 2024). Yet, the implementation of internationalization programs remains uneven. Many countries and institutions lack cohesive policies or guidelines, resulting in diverse approaches and varying degrees of success (Valcke, 2020). Often, the responsibility for developing and sustaining international programs falls to individual institutions or even specific departments and program leaders, who must navigate the challenges of delivering content to linguistically and culturally diverse student bodies (Bowles & Murphy, 2020).

The need to deliver content courses in a common language to students with diverse linguistic backgrounds has generally led to the adoption of English as the *lingua franca*. As a result, many

programs have developed content courses taught in English, with proficiency variability in the language among both students and teachers, which can impact the effectiveness of teaching and learning. These programs have, for the most part, been developed in the absence of clear language instruction policies or guidelines, qualified teachers, or adequate institutional support (Dearden, 2014; Valcke & Wilkinson, 2017). Questions have also arisen regarding whether subject expertise and English proficiency alone are sufficient for effective instruction in multicultural, multilingual classrooms (Ekoç, 2020; Macaro & Han, 2020; Sun, 2023; Weinberg & Symon, 2017). Others have expressed concerns about assessment practices and the potential influence of language proficiency on academic performance (Gülle, 2024). Moreover, there is ongoing debate about the extent to which the quality of teaching and learning in such courses is affected by language challenges (Macaro, 2020).

The Process of Internationalization in Israel

Israel is a pluricultural and plurilingual country with a population of 10.18 million citizens. Hebrew is the official language, and Arabic holds a ‘special status’ with 21.1% of the Israeli population which includes Muslim Arabs, Christian Arabs, Druze and Bedouins (Central Bureau of Statistics, 2025). Additionally, over one million citizens (15%) immigrated to Israel from the Former Soviet Union and Russian is their L1. Other widely spoken languages among major immigrant communities include, among others, French and Amharic as their L1 (Dovrin & Admon, 2021).

In higher education, Hebrew is the dominant language of instruction, with the exception of several teacher education colleges that prepare educators for the Arab sector providing instruction in Arabic. English is a core subject in the Israeli education system and is required for admission to HEIs, as well as graduation (Council of Higher Education, 2025a).

In 2016, the CHE issued a report outlining its intention to develop a multi-year internationalization plan to substantially increase the number of international students (Klein et al., 2016). The CHE has since actively promoted and supported this objective through strategic multi-year plans (2017–2022; 2022–2026) (Council of Higher Education, 2025a, 2025b). As of 2019, it has mandated that all students accepted to a HEI who are placed at the fourth and highest

level according to the national psychometric exam are required to take one English language course and one content course taught in English. Students accepted at an exemption level are required to take two content courses taught in English. Through these actions, among others, Israel has joined global efforts to internationalize higher education.

In 2017, Israeli HEIs were offering 13 undergraduate and 65 graduate degree programs taught in English and tailored for international students (Lawrence et al., 2017). Since then, the number of programs and participating institutions has increased, offering not only full degree programs but also short-term options such as summer or semester-long programs. Despite the financial investment and the importance assigned to internationalization by the CHE, the absence of clear pedagogical guidelines or validated models has left institutions to navigate the process independently. As a result, programs are designed and implemented in diverse, and often uncoordinated, ways, creating a kind of “free-for-all market.” Similar patterns have been observed in other contexts (Acar & Zehir Topkaya, 2024), where teachers rely on trial-and-error approaches to develop or adapt their practices.

Pedagogical Approaches to Teaching Content Courses in English

Over the past five decades, research and practice in teaching disciplinary content to students from diverse linguistic backgrounds have expanded considerably, with a marked surge since the 2010s (Sánchez-Pérez & Manzano-Agugliaro, 2021). In higher education, this evolution has expanded from Content and Language Integrated Learning (CLIL) (Pérez Cañado, 2012), originally developed and widely implemented across Europe, to Integrating Content and Language in Higher Education (ICLHE) (Valcke & Wilkinson, 2017). In parallel, in the United States, the term English-Medium Instruction (EMI) emerged to describe similar practices (Macaro, 2020). Building on these traditions, Dafouz & Smit (2020) conceptualized the more recent English-Medium Education in Multilingual University Settings (EMEMUS), designed specifically to address the complexities of multilingual higher education contexts (Sánchez-Pérez & Manzano-Agugliaro, 2021).

A range of pedagogical approaches and empirical studies have informed these evolving practices. For instance, based on research conducted at a Canadian HEI, Van Viegen and Zappa-

Hollman (2020) proposed the implementation of plurilingual pedagogies that mobilize the diverse linguistic resources present in classrooms. Richards and Pun (2022) examined challenges faced by EMI teachers, primarily in Hong Kong, across disciplines and identified 25 issues and corresponding strategies, organized into five categories: teacher factors (e.g., English proficiency and self-efficacy), pedagogic factors (e.g., organization and presentation of content), linguistic factors (e.g., vocabulary and terminology), affective factors (e.g., classroom climate), and learner factors (e.g., students' English proficiency). They argue that professional development should move beyond a narrow focus on teachers' language proficiency to encompass comprehensive approaches to integrating content and language effectively. Such studies, often context-specific, collectively contribute to understanding these complex HEI settings.

Building on these insights, the EMEMUS approach underscores the reciprocal relationship between local and global forces in higher education. It represents a conceptual shift from EMI as *instruction*, focused on knowledge transmission, to EMEMUS as *education*, emphasizing the co-construction of knowledge by teachers and students in multilingual, internationalized contexts (Dafouz & Smit, 2020). The framework advances a 'glocal' perspective that connects local linguistic and cultural settings with global disciplinary literacies. To investigate these dynamics, Dafouz and Smit (2020) propose the ROAD-MAPPING framework, an analytical model designed to capture the multifaceted and interrelated dimensions shaping EMEMUS. The framework comprises six interrelated ROAD-MAPPING dimensions: (1) **R**oles of English in relation to other languages; (2) **A**cademic **D**isciplines; (3) **L**anguage **M**anagement; (4) **A**gents; (5) **P**ractices and **P**rocesses; and (6) **I**nternationalization and **G**lobalization.

Based on these foundations, the present study adopts ROAD-MAPPING (Dafouz & Smit, 2020) as its analytical framework to explore how EME is enacted and negotiated within the multilingual higher education context of a graduate program in physical education (PE) in Israel. The study examines how local and global dynamics interact in practice within this specific discipline, thereby contributing to the growing body of research on contextualized and inclusive models of EMI/EME. This study adopts the term EME as more appropriate when referring to the process under investigation, but retains EMI when referring to prior studies that use that terminology.

English-Mediated (Physical) Education

Research on EMI/EME and CLIL in Physical Education (PE) remains scarce compared with other disciplines. The few studies that exist have been conducted in primary or secondary school settings, where PE serves as a favorable environment for integrating language and content because its embodied and action-oriented nature facilitates comprehension through demonstration and participation rather than extended verbal explanation.

For instance, Ní Dhiorbháin and Murphy (2025) explored teaching Irish in primary-school PE, showing that integrating language and content fostered enjoyment and language development, particularly when language was pre-taught and reinforced through physical activity. Yet teachers found it challenging to balance the dual focus of content and language, highlighting the need for collaboration between content and language specialists and sustained professional development. Similarly, Salvador-García et al. (2019) examined PE lessons taught in English to secondary education Spanish-speaking students. Their findings counter concerns that EMI diminishes physical engagement, showing instead that language use can heighten attention, motivation, and participation.

In the UK, Forey and Cheung (2019) examined language used in the PE discipline. They argued that PE is not only about physical performance but also about learning the technical terms and reflective explanations that express theoretical knowledge in the subject. Their study showed that when teachers explicitly teach this disciplinary language, using a clear and structured approach to language, students' writing improved and teachers became more aware of how language helps shape understanding. This emphasizes the value of linking physical activity with conceptual and language learning in PE.

At the higher-education level, Paris et al. (2024) provide the only published research specifically addressing EMI/EME in PE that could be found at the time of this study. Their investigation, conducted in a French university, analyzed how students engaged in practical sport sessions (basketball and judo) delivered through English. The study focused mainly on students' embodied engagement, how they perceived and acted within physical activities conveyed through EMI, rather than on the linguistic and communicative processes of learning in the discipline.

These studies reveal that the little research in EM(P)E that exists has centered almost exclusively on school-based practical courses, emphasizing motivation, movement, and physical activity outcomes. There is a gap concerning higher education and theoretical courses in the PE discipline, where verbal interaction, conceptual understanding, and academic discourse are at the core. The present study addresses this gap by examining theoretical EM(P)E courses, focusing on how teachers and students negotiate language, communication, and disciplinary knowledge.

Study Aims

This study investigates the implementation of an EM(P)E program designed for a plurilingual group of graduate students in Israel. Drawing on the ROAD-MAPPING framework (Dafouz & Smit, 2020), it seeks to explore how teachers and students in the EMEMUS context negotiate language, content, and communication and how local and global dynamics shape these interactions. The following research questions guided the study:

1. How do students perceive their learning experiences within the EMEMUS context through the ROAD-MAPPING framework?
2. What teaching practices were identified in the program, and how were they perceived by the students?
3. What benefits and challenges did students experience in the program?

Methods

An exploratory study was conducted using a mixed-methods case study approach (Creswell, 2017). Exploratory research is well-suited for investigating underexplored phenomena, aiming to develop initial insights rather than test hypotheses. A mixed-methods design integrates qualitative data to understand participant perspectives and quantitative data to generalize findings and provide a comprehensive view of the phenomena examined. This approach allowed for a broader understanding of the program under investigation.

Participants and Program

In the context of Israel's higher education internationalization efforts, one of 21 teacher education colleges launched an EME program as part of its response to the Council for Higher Education (CHE) reform. Integrated within the Master's in Physical Education (MPE) program, this initiative adopted English as the *lingua franca* and included four courses and a practicum, amounting to 30 European Credit Transfer System (ECTS) credits. The courses were open to both local and international students for one semester under the Erasmus+ framework.

The program offered four courses over a 15-week semester. Three were delivered face-to-face: (1) Physical Activity in Disability (17 students), taught by a senior professor with extensive international lecturing experience; (2) Technology in Olympic and Paralympic Sport (22 students), taught by an instructor with 19 years of experience, including four years in an international program abroad; and (3) Biomechanical Aspects of Balance and Postural Control (32 students), taught by a lecturer with 12 years of experience, but teaching in English for the first time. An additional online course, Physical Adaptation in Athletes with Sports Injuries, was excluded from the present study.

A total of 36 graduate students from diverse linguistic and cultural backgrounds participated, registering for one (36 students), two (10 students), or all three (6 students) face-to-face courses. The group included two Erasmus+ exchange students (from the Czech Republic and Lithuania) and 34 local students whose L1s included Hebrew, Arabic, Russian, Amharic, French, and English. For most Hebrew L1 students, English functioned as their L2, whereas for others, Hebrew served as their L2 and English as their L3. International students were required to demonstrate a B2 level of English proficiency (CEFR), while local students were required to have achieved at least 75% in their English exemption course, equivalent to a B2 level.

Instrument

A questionnaire was developed for this study to examine students' perceptions of learning EME content courses. Its content validity was reviewed by faculty members and minor revisions were made following expert feedback to ensure clarity and relevance. The questionnaire was administered at the end of the semester to examine students' perceptions of the program. It

consisted of four sections: 1) Six demographic questions; 2) Ten 5-point Likert-type items assessing student perceptions of the course, including course satisfaction, self-rated English proficiency, comprehension of written and oral materials, and the perceived impact on their general and professional English skills; 3) Three open-ended questions asking students to describe teaching practices used by their teachers, assess their effectiveness, and describe in what way the EME courses differed from their other courses; 4) A final section allowed for any additional comments and feedback. (See Appendix for the questionnaire.)

Procedure

Before the semester began, a meeting was conducted with the teachers to address questions and concerns. Two teachers with previous experience teaching abroad expressed no concerns, while one, teaching in English for the first time, voiced apprehensions about lesson preparation and lecturing in English on a weekly basis. All were assured that support from the English for Academic Purposes (EAP) Department would be available if needed.

It was agreed that autonomy in teaching style would be maintained. The sole guidance offered was to remain attentive and sensitive to students' needs regarding language difficulties and to seek support if necessary. Also, teachers were recommended to determine the extent of code-switching and translanguaging use permitted in class. While there is debate among sociolinguistics and applied linguistics experts regarding the differences between the two concepts, for the purposes of this study, the term 'code-switching' refers to the spontaneous and momentary alternation between two or more languages within or across sentences. It reflects an unplanned, fluid shift in discourse (Park, 2013). In this sense, code-switching is treated as a communicative practice rather than a deliberate pedagogical strategy. 'Translanguaging', in contrast, is conceptualized here as a planned and pedagogically oriented approach that intentionally mobilizes multiple languages as resources for learning. Drawing on Cummins (2021) and Cenoz and Gorter (2022), translanguaging refers to an education strategy that encourages the purposeful integration of students' full linguistic repertoires in order to scaffold comprehension, promote metalinguistic awareness, and validate multilingual identities.

Glocalizing EME

At the semester's start, the author visited each course to welcome students, explain the program aims, describe the study, and invite participation. Students received written information on the study's purpose, confidentiality measures, and voluntary participation rights. Those who agreed signed informed consent forms. Students were also offered language support through the EAP Department. The study received the institution's Ethics Review Board approval prior to commencement.

Data Analysis

Quantitative data were analyzed using descriptive statistical methods. Means and standard deviations summarized continuous variables, and frequency analyses described closed-ended responses. Analyses were conducted in SPSS, with standard procedures for data cleaning and validation.

Data from open-ended responses underwent qualitative content analysis (Prasad, 2019). Coding identified themes related to teaching practices, their perceived effectiveness, and comparisons between EME courses to other courses, leading to the development of analytical categories.

Findings

Demographic data are first presented, followed by a presentation of the findings according to the ROAD-MAPPING dimensions.

Demographic Data

Table 1 presents the demographic characteristics of students across the three theoretical EM(P)E courses. A total of 47 questionnaire responses were received, with the possibility of multiple submissions by students enrolled in more than one course. Hebrew was the most frequently reported L1 (N = 32), followed by Arabic (N = 3), and a range of other first languages including Russian, Lithuanian, Czech, English, French, and Amharic. Seven responses reported English as an L3.

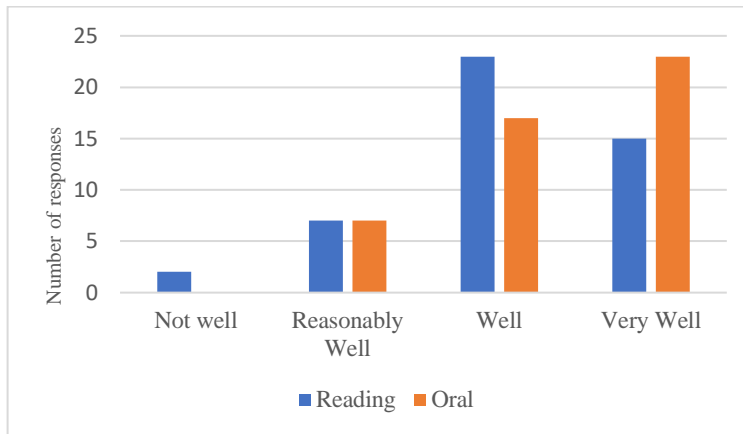
Table 1: Demographic Data of Participants Across EM(P)E Courses

Course	Number of Responses	Mean Age (Range)	Gender (M/F)	Year of Studies (1st/2nd)	L1 Distribution
Biomechanical Aspects of Balance and Postural Control	24	28.5 (24-43)	13/10	4/18	Hebrew = 17 Arabic=2 Russian=2 Lithuanian=1 Czech=1 English=1
Physical Activity in Disability	13	35 (27-57)	4/9	8/5	Hebrew=10 Arabic=1 Lithuanian=1 Czech=1
Technology in Olympic and Paralympic Sports	10	28.4 (24-43)	3/5	2/6	Hebrew=5 Hebrew and English=1 Lithuanian=1 Czech=1 French=1 Amharic=1
Total	47	30.6 (Ave)	20/24	14/29	Hebrew = 32 Hebrew and English = 1 Arabic = 3 Russian = 2 Czech = 3 Lithuanian = 3 English = 1 French = 1 Amharic = 1

Roles of English in Relation to Other Languages

Students' self-assessed English reception proficiency levels reflected a generally positive orientation toward learning their content courses in English. Nearly 85% indicated sufficient or strong oral comprehension, and 81.8% reported adequate reading comprehension (see Figure 1). However, only 59% rated their English as 'good' to 'excellent'. Most students perceived their production proficiency as sufficient for course success, yet many still expressed a desire to further improve.

Figure 1: Comprehension of Course Contents



Although over 80% reported high reception skills, 43.25% indicated some or definite interest in free tutoring lessons. That is, while most students believed their English proficiency was sufficient to manage courses in English, at the same time, many recognized a need to further improve their skills and expressed interest in receiving support to achieve this goal.

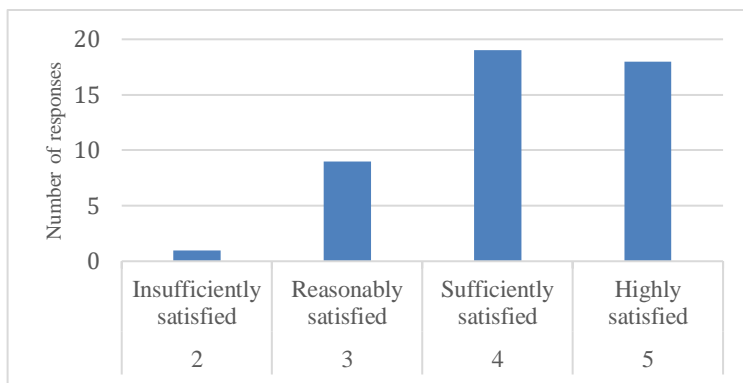
English served as the official medium of instruction and a *lingua franca* enabling communication among speakers of diverse first languages, while Hebrew functioned as a supportive resource for clarifying meaning and facilitating comprehension. At times, Arabic was also used as the language of interaction during group work among students who shared it as their L1.

When excluding the three responses indicating no Hebrew proficiency, 40% of students for whom Hebrew is their L1 or L2, indicated that they would have preferred to take the courses in Hebrew, 40% neither agreed nor disagreed, and 16% stated they would not have preferred this option. Among the latter, one student's L1 was English, another was French, and the others were Hebrew. Of the 17 responses indicating neutrality, two indicated Arabic as their L1, Hebrew as their L2, and English, their L3. The rest indicated Hebrew as their L1 and English their L2.

Academic Discipline

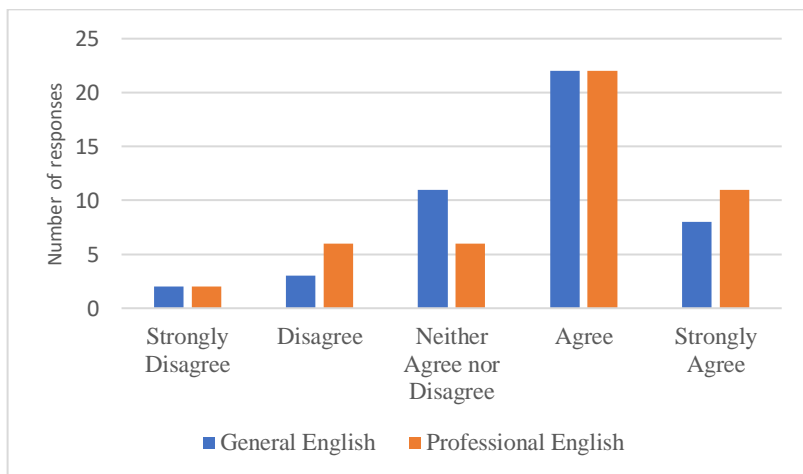
Satisfaction levels with theoretical EM(P)E courses were high: 78.7% of students reported being ‘highly’ or ‘sufficiently satisfied’ with their courses, while only 2.1% expressed low satisfaction (see Figure 2).

Figure 2: Course Satisfaction



When asked whether they believed their general and professional English had improved as a result of taking part in the program, 63.8% of students reported an improvement in their general English, while only 10.7% felt it had not. Perceptions of professional English improvement were even stronger, with 80.2% agreeing that their level had improved.

Figure 3: Perceived Improvement in English Level



Qualitative findings reveal that despite the theoretical nature of the courses, students valued the embodied and practice-based nature of PE, particularly in their biomechanics course which requires comprehension of physical movement. The discipline expert teachers, who were not from the field of language teaching and unfamiliar with language pedagogical theories, instinctively made adjustments in the classroom to cater to students' linguistic needs. This approach is explored in detail in the 'Practices and Processes' sub-section.

Language Management

At the institutional level, the college's internationalization strategy explicitly positioned English as the *lingua franca* of communication in the academic program, aligning with official CHE policies. However, while English was designated as the primary language of teaching and learning, there were no detailed institutional guidelines on how to address the coexistence of English and the diverse L1s in the classroom in learning and assessment processes. In the absence of specific institutional (macro) or administrative (meso) directives, language management was largely delegated to the classroom (micro) level, where teachers exercised considerable autonomy in determining linguistic strategies and conducting their courses in English.

Teachers' practices thus reflected a flexible form of bottom-up language management. They aimed to provide students with international exposure and the English language skills required to participate in the global professional arena of their PE discipline, while harnessing local languages and needs aimed at making content accessible and the classroom inclusive. In doing so, they prioritized students' comprehension of theoretical content, flexibly adapting their language use and drawing on additional linguistic resources, mainly Hebrew, to ensure understanding across diverse cultural and linguistic backgrounds.

At the same time, institutional efforts to provide top-down language management were limited. Although the college's Support Center offered tutoring sessions in English, participation was voluntary, and while many students expressed interest, none ultimately attended. This indicates that language support remained optional rather than systematically embedded in the program's structure. Consequently, while the existence of the Support Center reflected a formal,

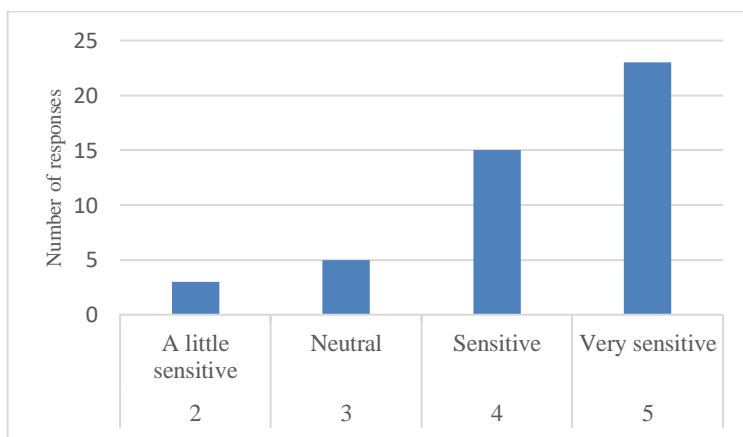
policy-level awareness of linguistic needs, the practical enactment of language management occurred primarily within classrooms through teachers' adaptive and inclusive practices.

Agents

Both teachers and students played active and interdependent roles in shaping communication interactions. The majority of students (81.8%) rated teachers as 'sensitive' or 'very sensitive' to their linguistic challenges (see Figure 4). Teachers were typically described as '*empathetic*', '*flexible*', and '*adaptive*,' without much difference between one teacher and another. That is, all were perceived to demonstrate awareness of students' varied language backgrounds and adjust instruction accordingly.

Students viewed themselves as co-participants in meaning-making rather than passive recipients of knowledge. Their open-ended responses referred to a sense of shared endeavor: "*The atmosphere is very unified because everyone, including the teacher, is outside their comfort zone.*" Such sentiments highlight reciprocal agency, where teachers' relational sensitivity and students' engagement mutually reinforced the co-construction of the teaching-learning process. Perceptions of teachers experimenting with more inclusive or collaborative teaching methods deepened this sense of co-agency, as students reported greater group work, interaction and engagement in their EM(P)E courses than in their other courses.

Figure 4: Perceived Teacher Sensitivity



This sense of shared agency was mirrored in students’ self-perceptions of achievement: 78.7% expressed ‘confidence’ or ‘strong confidence’ in their ability to complete their courses successfully (mean = 4.02 on a 5-point scale). These findings suggest that emotional support, collaboration, and mutual adaptation among teachers and students were key to sustaining participation and success in the setting.

Practices and Processes

Out of 47 questionnaire responses, 44 addressed the open question concerning teacher practices and their perceived effectiveness. Inductive content analysis revealed two analytical strata. The first concerns core pedagogical practices adopted by teachers in EM(P)E courses. These practices clustered into five specific practices, which together form three broader categories of instructional support. The second concerns classroom processes, reflecting how students perceived and interpreted these practices when comparing EM(P)E courses with other courses in their program (See Table 2).

Table 2: Overview of Pedagogical Practices and Classroom Processes

Strata	Category	Specific Practices
Core Pedagogical Practices	Language-mediated support	Code-switching, translanguaging, rephrasing
	Instructional scaffolding	Slow and clear speech; visual and technological aids
	Interaction-based practices	Group work; physical modeling
Classroom Processes	Perceived similarities and differences	Negative, neutral, and positive student experiences

Stratum 1: Core Pedagogical Practices**Language-Mediated Support: Code-switching, translanguaging, and rephrasing.**

Language-mediated practices were the most frequently mentioned, appearing in 75% (33) of student responses. Students reported that all three teachers ‘*switch to Hebrew*,’ alternating between languages to varying degrees, though the purpose and frequency differed.

Two teachers were described as code-switching spontaneously, typically when comprehension difficulties emerged or when confusion was sensed. These switches were perceived as brief and targeted, aimed at ensuring understanding of key concepts: *"After an explanation in English, if the subject is important or [teacher name] understood that the class didn't get it, she switches and explains again in Hebrew."* In contrast, the third teacher was perceived as translanguaging, using both Hebrew and English in a deliberate and pre-planned approach during lessons. As one student explained, *"The technique is to speak in Hebrew parallel to English."*

Hebrew was also used strategically by one of the teachers through bilingual auxiliary course materials she prepared to support comprehension of the lessons. In addition, during group work students could use any shared common language they preferred, but would report back to the class forum in English.

While most students perceived these practices as beneficial, one response highlighted an alternative strategy: *"She explains the same thing in a number of ways... These are very effective methods."* Rather than immediately reverting to code-switching or translanguaging, the teacher adopted an approach to facilitate comprehension by varying explanations in English.

Instructional Scaffolding: Speech delivery and visual and technological aids.

Instructional scaffolding practices were identified by a smaller yet meaningful proportion of students. Five responses (11%) emphasized the importance of slow and clear speech delivery, which students associated with improved comprehension and reduced cognitive load.

The use of visual and technological aids was highlighted in 32% (14) of responses. Students reported that PowerPoint presentations that included video clips and concrete visual examples facilitated understanding of disciplinary content delivered in English. One teacher provided bilingual PowerPoint slides developed in collaboration with the EAP Department, which students found particularly supportive.

Interaction-Based Practices: Collaborative work and physical modeling. Collaborative group work was identified as an effective pedagogical strategy by 18% (8) of respondents. Students described cooperative tasks, pair work, and group presentations as enhancing engagement and facilitating learning in an English-mediated environment.

In addition, students in the Biomechanics course highlighted the teacher's use of physical modeling, whereby abstract concepts were demonstrated through embodied examples involving students themselves: *"If illustrations or practical tests are needed, she uses students in class."* This practice, mentioned in 11% (5) of responses, was perceived as particularly effective as the contents of the course related to physical movement.

Stratum 2: Perceived Classroom Processes

When comparing EM(P)E courses with other courses in their program, 63% (28) of responses identified notable differences in classroom processes, 30% (13) perceived no difference, and 7% (3) did not respond.

No Perceived Differences. Students who perceived no substantial differences emphasized similarities in teaching format and materials, such as lectures, PowerPoint presentations, and the use of English-language academic articles, which they encountered in other courses as well.

Perceived Differences. Students who identified differences described them in negative, neutral, or positive terms, with responses distributed relatively evenly across these categories.

Negative experiences were primarily linked to increased cognitive load and the effort required to process disciplinary content in English. As one student noted, *"It's more difficult and tiring because of the need to focus on language comprehension."* Some students reported that the simultaneous use of English and Hebrew disrupted instructional flow: *"Sometimes it's hard to have*

both English and Hebrew – it breaks the sequence.” Others felt that linguistic accommodations slowed the pace of instruction and limited content depth.

A small number of responses expressed frustration with the amount of time allocated to student presentations, particularly in the largest course, suggesting a possible imbalance between teacher-led instruction and student-centered activities. As one student responded, *“Of course [there is a difference]! Despite the good presentation of the lessons, the professional level of the lesson declines because less material can be covered.”* These students expressed, as a result, a sense of missed opportunity to learn at greater depth from their expert teacher.

Neutral experiences were reported by students who found differences without clear evaluative judgment. These students noted a slower pace and greater emphasis on independent work and presentations, which they recognized as characteristic of their EM(P)E courses but did not necessarily view them as positive or negative.

Positive experiences emphasized engagement, cooperation, and personal growth. Many students highlighted improvements in English proficiency, as for example a student exclaimed, *“Amazing! I can properly understand the lessons,”* indicating the increase in self-confidence to use English in a real-life situation. Many students believed they gained knowledge in their discipline in the academic language of English, while others valued the interactive and collaborative nature of the courses. These students described a sense of shared responsibility and mutual support, particularly when working together in an unfamiliar linguistic environment. As one student remarked, *“There is more cooperation and discussion... We are all part of it.”* These experiences indicate that the EM(P)E courses fostered active participation, a sense of shared purpose, and the adoption of more interactive pedagogical approaches.

General Reflections. In response to an open invitation for additional comments, the majority of students expressed strong support for the EM(P)E courses and a desire for their expansion. As one student exclaimed, *“A genius idea. It's the course I enjoyed most!”* Students described the courses as enjoyable, challenging, and professionally valuable, noting increased confidence in engaging with academic literature and functioning in English-mediated professional contexts: *“It contributed to my ability to function professionally.”*

Glocalizing EME

Overall, despite reported challenges, the findings suggest that the EM(P)E courses promoted more student-centered, interactive, and task-based learning than comparable courses conducted in students' L1/L2. Students generally perceived the pedagogical practices as opportunities for academic, linguistic, and personal development.

Internationalization and Glocalization

Participation in EM(P)E strengthened students' sense of professional and academic identity. Students referred to feeling part of an 'international' community, as one student remarked: *"I watched us conducting a discussion in English and thought, wow – it feels like I'm in Harvard!"*

These experiences indicate that these courses enhanced not only linguistic competence but also academic self-image and confidence. Several students described the EM(P)E context as having an aura of prestige which they found motivating. Some students discerned behavioral change in themselves and in the classroom environment. One Israeli student wrote that in the EM(P)E courses the students are *"much more polite."* Israeli classroom discussions, as is general in Israeli discourse, are argumentative in nature and students are encouraged to engage in debate (Sela-Sheffy, 2004). To the external observer this kind of challenge to the authority of the teacher might be interpreted as disruptive, or even rude, but when the language of the course changed to English, students recognized that their behavior adapted to more 'international' polite discourse behavioral expectations, in accordance with the more 'distinguished' and international atmosphere of the course.

At the same time, one of the international students reported on the difference of studying an EM(P)E course in Israel where class discussion and debate was a new experience, in comparison to courses in her home country: *"I like myself much more in the classes here. I can express myself and there is room for students' opinions"*

Together, these accounts indicate how EM(P)E functioned as a glocal academic space in which international norms were negotiated locally, reshaping students' academic identities, participation styles, and sense of belonging.

Discussion

This study aimed to investigate the implementation of an EM(P)E program within a plurilingual higher education context in Israel. It interpreted the findings through the analytical lens of the ROAD-MAPPING framework (Dafouz & Smit, 2020) to better understand how teachers and students negotiated language, content, and communication. The analysis addresses the study's research questions examining students' perceptions of teacher practices, their learning process, and benefits and challenges, across the six ROAD-MAPPING dimensions. Overall, the findings illustrate how English functions as a flexible *lingua franca* that can be continuously negotiated alongside local languages, enabling access to disciplinary knowledge. The embodied and practice-based nature of physical education offers an opportunity that can allow teachers, often without formal language pedagogy training, to apply multimodal, student-centered, and collaborative approaches that support comprehension and foster discipline-specific professional identity. In the absence of explicit national or institutional EMEMUS policies, teachers who exercise and manage language bottom-up, can compensate for limited systematic support structures. Agency, shared by teachers and students, has the potential to create a co-constructed learning environment characterized by empathy, mutual support, and responsiveness to learner needs. Finally, EM(P)E offers an opportunity for internationalization and globalization, simultaneously cultivating a sense of global academic belonging and prestige while remaining embedded in local linguistic and cultural realities (See Table 2).

This finding reinforces the central role of teacher agency in EM(P)E contexts, particularly in the absence of practical institutional or national EMEMUS policies. Rather than operating within a clearly defined top-down framework, teachers in this study enacted language and pedagogy through situated decisions that responded to students' linguistic repertoires, disciplinary needs, and affective states. In this sense, EM(P)E functioned less as a predefined instructional model and more as a locally negotiated practice shaped by professional judgment and collaboration. Such bottom-up enactment aligns with internationalization-at-home perspectives, whereby global academic engagement is fostered through everyday classroom practices rooted in local linguistic and cultural realities. However, the reliance on individual creativity also raises questions regarding sustainability and equity, suggesting that without structural support, the realization of EM(P)E's potential remains uneven and dependent on teachers' personal capacities rather than on institutional design.

Table 2. Case Study according to the ROAD-MAPPING dimensions.

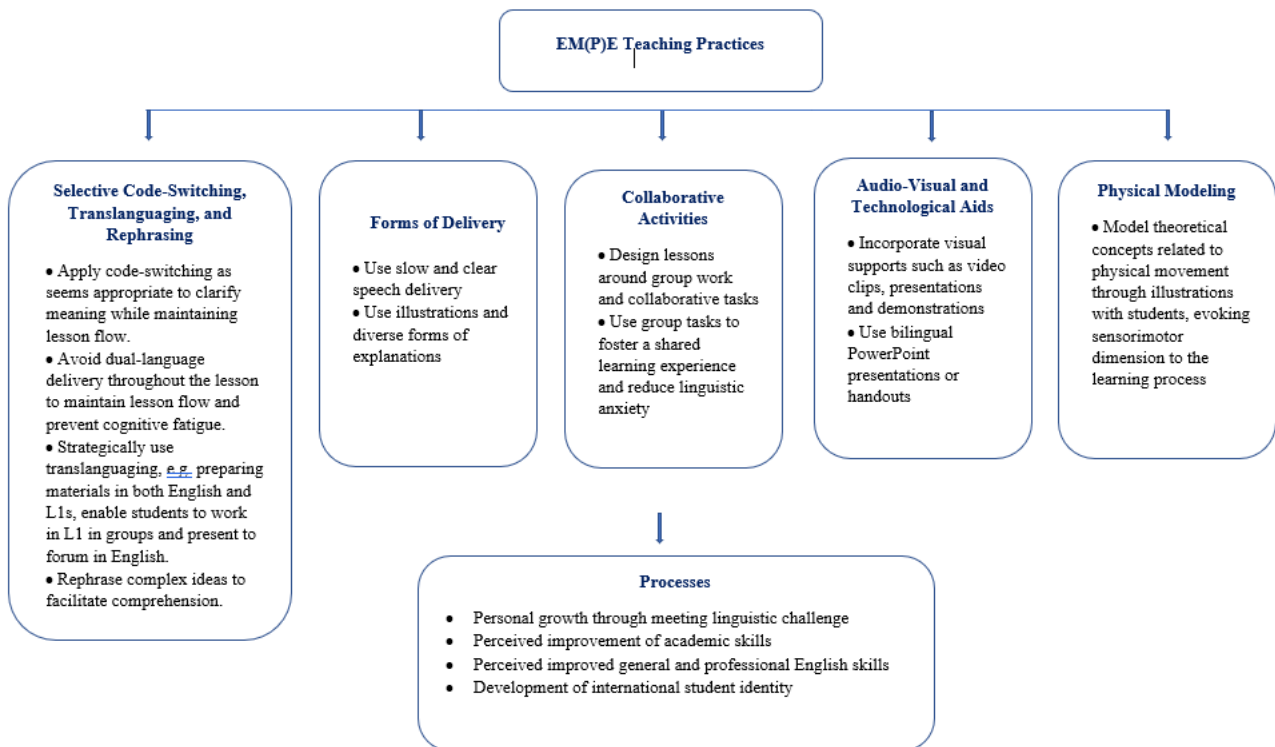
Dimension	Findings	Interpretation
1. Roles of English in relation to other languages	Teachers and students alternated flexibly between English and their plurilinguistic repertoires, mainly Hebrew.	English and local languages can be negotiated in the classroom, where English functions as <i>lingua franca</i> and main learning medium.
2. Academic Disciplines	The embodied, practice-based nature of PE, even in theoretical courses, facilitated comprehension through demonstrations, visuals, and physical enactment. Discipline experts intuitively adopted language pedagogy approaches such as student-centered, collaborative action-oriented approaches.	EM(P)E is facilitated by multimodal techniques, enabling students to build a discipline-specific terminology and discourse, instilling in students a sense of professional identity.
3. Language Management	In the absence of national or institutional EMEMUS policy, teachers exercised autonomy in language choice and teaching style. The EAP Department provided optional, not systematic, support.	Illustrates bottom-up language management typical of emerging EME contexts. Teachers enact policy in practice, compensating for absent top-down guidance.
4. Agents	A shared sense of challenge fostered collaboration and co-construction of the teaching-learning process.	Agency distributed across participants fosters a co-constructed learning environment characterized by empathy and mutual support.
5. Practices and Processes	Core strategies were intuitively applied by teachers without language pedagogy background or formal guidelines which emerged and were practiced in response to meeting the aim of supporting students' comprehension of the contents.	EM(P)E teaching emerged as an adaptive process responsive to student needs. Collaborative learning enhanced engagement and led to a sense of unity.
6. Internationalization and Glocalization	Participation in EM(P)E fostered global academic identity and a sense of prestige, yet remained rooted in local linguistic and cultural realities.	Demonstrates an intersection of internationalization at home and abroad: EM(P)E as a space where global and local converge into the 'glocal.'

The ROAD-MAPPING dimensions shed light on the role of each dimension separately, yet they interact with one another mutually and dynamically, influencing the pedagogical process in an integrative manner.

In the absence of macro- or meso-level guidelines for implementing the institutional policy of conducting the program in English as the *lingua franca*, bottom-up, micro-level **language management** was applied autonomically by teachers who determined the **roles of English and other languages** in their courses. While the role of English remained the core language of the teaching-learning process, teachers harnessed students' diverse L1s and L2s, most commonly Hebrew, for supporting and scaffolding student comprehension. This dynamic supports Dafouz and Smit's (2020) claim that EMEMUS settings depend on local negotiation between global and local linguistic repertoires, and align with Van Viegen and Zappa-Hollman's (2019) advocacy for plurilingual pedagogies.

To enact plurilingual **language management**, teachers adopted a number of pedagogical **practices and processes** (See Figure 6). They applied spontaneous selective 'code-switching' and strategically planned 'translanguaging' between English and Hebrew, as Hebrew was understood by the vast majority of the students. These were perceived as the most effective of the pedagogical practices, confirming previous findings that strategic use of students' diverse languages can support comprehension without undermining the goals of EMI (Acar & Zehir Topkaya, 2024). As in Gierlinger's (2015) typology of CLIL code-switching, the predominant purpose here was concept management, clarifying abstract or unfamiliar disciplinary concepts. These practices were perceived by students as highly effective, supporting findings showing that well-timed use of L1 can enhance content comprehension (Galante, 2020; Genc et al., 2023; Gülle, 2024). However, students emphasized that code-switching and translanguaging were most helpful when used sparingly and purposefully. Supplementary theoretical materials in both English and Hebrew, which students could cross-reference outside of the classroom was deemed particularly beneficial to their comprehension and enhanced professional terminology. However, frequent translation throughout the lesson was viewed as disruptive and negatively impacting lesson flow, a concern echoed by Lasagabaster (2013) and Simbolon (2017).

Figure 6. EM(P)E Practices and Processes



When communicating in English, other practices that were valued by students, were ‘rephrasing’ and ‘repetition’ as well as ‘slow and clear delivery’. The latter strategy has been documented in previous studies, but has often been presented as a drawback. Vinke et al. (1998) reported that Dutch lecturers' speech rates slowed by an average of 17% when teaching in English, as did Arkin & Osam (2015) and Costa & Zayas Martinez (2017) who similarly found that Turkish and Italian lecturers, respectively, required approximately 11-12% more time to deliver the same content in English. In contrast to these earlier studies, students in the present study consistently described it as an effective strategy that facilitated their comprehension. Although speech pace was not measured, student reflections across all three courses highlighted slow and clear speech as a key contributor to their understanding.

Moreover, given that these were graduate level courses, the primary objective was not the quantity of content covered but rather the depth of comprehension, the development of strategies for acquiring knowledge, and the ability to critically assess information. As Onwuegbuzie et al. (2001) argue, effective graduate study skills development requires the integration of cognitive,

metacognitive, motivational, perceptual, and environmental components. In this context, a slower, more deliberate instructional pace may have supported not only immediate content comprehension but also the broader development of these essential academic skills. Nonetheless, some students perceived a reduced breadth of content coverage as a limitation that also adversely affected the depth of learning. Pace of delivery and the depth that can be achieved in EME are therefore perceived differently by students, and teachers need to be aware of inter-individual differences, needs and preferences with a focus on the appropriate balance.

Many students identified ‘cooperative learning’, more than the English-language aspect itself, as one of the most distinctive and valuable features of their EM(P)E courses. Group-based tasks were perceived as especially beneficial for learning, with students frequently describing these courses as more engaging, making them more effective than their other courses. The enhanced classroom atmosphere resulting from this collaborative approach was repeatedly noted.

This aligns with findings by Costa & Zayas Martinez (2017), who observed that EMI courses, when compared with Italian-Mediated Instruction (IMI) courses taught by the same teachers, were significantly more interactive. They attributed this interactivity in part to the presence of international students more familiar with Anglophone teaching environments, where classroom dialogue is often emphasized. However, in the current study, the students were primarily Israeli and had not previously studied abroad, suggesting a different mechanism at play.

Several students reflected that their teachers may have intuitively adopted more collaborative teaching strategies in their EM(P)E courses because like their students, English was not their L1. This shared linguistic challenge appeared to foster a sense of mutual effort and solidarity – what one student described as a feeling of being “in the same boat.” As a result, teachers may have incorporated more group work to create a supportive environment and to reduce the linguistic burden on themselves. This observation is consistent with Gierlinger’s (2015) findings, which linked CLIL teachers’ awareness of their own language limitations to the emergence of a more “collaborative, interactive, and democratic learning climate” (p. 110). Additionally, group work may have served a practical function, allowing students with stronger English skills to support their peers, thereby facilitating comprehension.

While previous research (e.g., Weinberg & Symon, 2017) has advocated for cooperative learning models, such as the flipped classroom, as especially suitable for EME courses, particularly those taught by content specialists without pedagogical language training, the current study suggests that teachers might naturally shift toward more collaborative methods when teaching in another language. In fact, teachers intuitively adopted a student-centered action-oriented approach advocated by current language pedagogy theory (Germain-Rutherford, 2021; Piccardo & North, 2019) which appears to have enhanced the teaching-learning experience and the inclusiveness of EM(P)E courses.

This pedagogical approach interacts with the **agency** dimension of the ROAD-MAPPING framework as it is enacted by co-agency of the teachers and students in the co-construction of the teaching-learning process. The study findings highlight how teachers and students shared responsibility for communication and comprehension. Teachers' relational sensitivity, as reported by 82% of students, and students' own engagement, produced a mutual agency that sustained participation and emotional safety. Rather than passive recipients, students viewed themselves as partners. This perception encapsulates the EMEMUS view of education as co-construction, rather than instruction or transmission of knowledge (Dafouz & Smit, 2020). Teachers' responsiveness to linguistic diversity and students' cooperative orientation together formed a dynamic social relationship that supported learning, validating Richards and Pun's (2022) call to move beyond language proficiency as the sole indicator of EMI success. The finding also adds an emotional-relational layer to the ROAD-MAPPING construct of agency, demonstrating that empathy and flexibility can serve as pedagogical resources in plurilingual higher education. These findings suggest that the collaborative effort that is established may lead to a shift that occurs in the EM(P)E teaching-learning environment, which might not emerge in courses taught in students' L1 by the same teachers.

Teachers' use of 'audio-visuals', 'technological aids', and 'movement-based modeling' facilitated comprehension of theory through experiential learning. Within the ROAD-MAPPING framework, these findings illustrate how **academic discipline** can shape **practices and processes**, and interconnect with **co-agency**. Embodied learning in the PE discipline facilitates the use of a shared professional language as a direct mode of communication. Through such multimodal

engagement and embodied demonstration, teachers can convey complex theoretical concepts effectively.

This finding aligns with previous research showing that PE, though less commonly explored within EME, provides a particularly suitable context for integrating language and content. Its embodied and interactive nature promotes comprehension through participation and visual demonstration rather than extended verbal explanation. However, most existing studies have focused on school-based practical courses (Ní Dhiorbháin & Murphy, 2025; Salvador-García et al., 2019), with only one higher education study identified (Paris et al., 2023), which centered on practical PE courses.

Echoing Forey and Cheung's (2019) call to foreground disciplinary literacies through practical PE courses, the present study demonstrates how embodied demonstration can render theoretical terminology comprehensible. It extends this insight to higher education, showing that in this context, language and content integration occurred through multimodal and sensorimotor means within a plurilingual negotiation. These practices were not supplementary but central to the co-construction of disciplinary meaning in English.

This discipline-sensitive mediation reflects EMEMUS's "glocal" stance: global disciplinary literacies in PE, expressed in English, were grounded in local resources such as students' L1s, visual aids, and embodied demonstrations. Through this interaction of global and local modes of meaning-making, a glocal disciplinary identity emerged, illustrating the interaction between the **academic discipline** and the **internationalization and glocalization** dimensions. This interaction was also reflected in students' evolving discourse practices. Local students described English use as fostering a "*more polite*" and "*distinguished*" atmosphere, while an international student viewed Israel's debate-oriented classroom culture as empowering. These bidirectional adjustments exemplify the formation of a *glocal identity*, as global academic repertoires are appropriated and adapted within local participation frameworks. An additional benefit was the academic identity EM(P)E participation helped forge. In a study conducted by Costa and Mariotti (2017), one of the two participating teachers understood that she had assumed a different identity in the EMI course she was teaching in comparison to the courses she taught in Italian. She had attributed this

difference to her inability to express herself as fully as she could in her L1 of Italian. The current study found that students also recognized they had assumed a different identity in their EM(P)E courses; however, they did not attribute it to a difficulty in self-expression in English, but rather to the more international climate that emerged in the class as a result. The ivy-league prestige ascribed by students to the classroom climate suggests that EME not only impacts language and content learning but can also enhance students' perceptions of academic identity and belonging to a global academic community. Namely, EM(P)E led to a sentiment in class perceived by students as more distinguished, leading them to adapt local to seemingly more global behavior and providing them with greater self-efficacy in terms of their ability to participate in an international environment.

Limitations

This exploratory case study was conducted in a single higher education institution and focused on three theoretical courses within one academic discipline. The relatively small sample size and reliance on voluntary participation limit the generalizability of the findings. Although the mixed-methods design yielded valuable insights, the data were based primarily on self-reported measures, which are inherently subjective and may have been influenced by social desirability bias. In addition, teachers' practices were examined solely through students' perspectives, without triangulation through classroom observations or teacher interviews.

Furthermore, the findings reflect the practices of three specific teachers, each with distinct professional backgrounds and levels of experience. As such, the study does not capture what necessarily occurs in EM(P)E classrooms, but rather illustrates how particularly resourceful teachers, without formal training in language pedagogy, responded creatively and sensitively to the demands of this dynamic instructional context. The findings therefore should not be interpreted as representative of EM(P)E teaching across disciplines, but instead as illustrative of how EM(P)E may be enacted under certain conditions.

Future research would benefit from larger and more diverse samples, inclusion of multiple institutions and disciplines, and the use of additional data collection methods such as classroom observations and interviews with teachers and other stakeholders. Longitudinal and comparative

designs could further deepen understanding of how EM(P)E practices are negotiated across contexts and evolve over time.

Conclusions

The findings illustrate how EME, when localized within a plurilingual context, functions as a collaborative and glocal pedagogical process rather than as a top-down linguistic policy. In the absence of institutional guidelines, teachers exercised agency through adaptive and inclusive practices to mediate linguistic diversity and disciplinary complexity. Students, in turn, assumed active roles in co-constructing meaning, developing linguistic confidence, and forming internationalized academic identities. Together, these dynamics position EM(P)E as a relational practice that emerges through everyday pedagogical decision-making rather than through formal policy alone.

Building on these findings, several pedagogical and policy-oriented recommendations can be proposed for the implementation of EMEMUS. The results point to the need for more intentional and structured support for EME at both pedagogical and institutional levels. Pedagogically, teachers should be supported in adopting strategic and purposeful use of L1 and L2, with explicit attention to when and how practices such as code-switching and translanguaging can serve as legitimate pedagogical resources rather than *ad hoc* compensatory strategies. Discipline-sensitive EME training is particularly important in practice-based fields, where multimodal scaffolding can support the development of discipline-specific terminology, discourse, and professional identity. Institutionally, clear EME guidelines and the proactive integration of English language pedagogy support are needed, alongside professional development that addresses language planning at the course level. Also important is fostering teachers' awareness of EME as a co-constructed process, in which agency is distributed among participants and shaped by emotional and relational dimensions of teaching and learning. Embedding collaborative, multimodal, and plurilingual practices should therefore be approached strategically, rather than left to individual initiative. Finally, EME program design should intentionally integrate global academic perspectives with diverse L1 discourse practices, positioning EME as a glocal educational strategy rather than merely a change in the language of instruction.

Ultimately, the findings suggest that the success of EM(P)E does not hinge on the exclusive use of English, but on the quality of the pedagogical relationships and practices through which learning is mediated. When teachers are supported in making informed, context-sensitive decisions and students are positioned as legitimate contributors to meaning-making, EME can serve as a resource for inclusion, participation, and academic development rather than as a barrier. Framing EM(P)E in this way invites institutions to move beyond language as a compliance requirement in a local setting and to recognize EME as an educational practice that should be cultivated, supported, and sustained to foster glocal academic settings.

References

- Acar, S. C., & Zehir Topkaya, E. (2024). An Investigation into Instructional Methods and Techniques in an EMI Context in Turkish Higher Education: A Case Study. *Innovational Research in ELT*, 5(2), 2024. <https://orcid.org/0000-0001-5185-1807>
- Aktas, F., Pitts, K., Richards, J. C., & Silova, I. (2017). Institutionalizing Global Citizenship: A Critical Analysis of Higher Education Programs and Curricula. *Journal of Studies in International Education*, 21(1), 65–80. <https://doi.org/10.1177/1028315316669815>
- Arkin, E., & Osam, N. (2015). English-medium higher education: A case study in a Turkish university context. In S. Dimova, A. Hultgren, & C. Jensen (Eds.), *English-medium instruction in European higher education* (3rd ed., pp. 177–200). De Gruyter Mouton.
- Benefo, D., & Inkabi, S. E. (2024). Higher education on the global front. *World Journal of Advanced Research and Reviews*, 24(2), 1893–1901. <https://doi.org/10.30574/wjarr.2024.24.2.3549>
- Bowles, H., & Murphy, A. C. (2020). EMI and the Internationalization of Universities: An Overview. In H. Bowles & A. C. Murphy (Eds.), *English-Medium Instruction and the Internationalization of Universities* (pp. 1–26). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-47860-5_1
- Buckner, E. (2018). The Internationalization of Higher Education: National Interpretations of a Global Model. *Comparative Education Review*, 63, 315–336.

- Cenoz, J., & Gorter, D. (2022). Pedagogical translanguaging in content and language integrated learning. *Journal of Multilingual Theories and Practices*, 3(1), 7-26.
- Central Bureau of Statistics. (2025). *Population of Israel on the Eve of 2026*. www.cbs.gov.il
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1), 1–14. <https://doi.org/10.1017/S026144480600320X>
- Costa, F., & Zayas Martinez, F. (2017). Differences in content presentation and learning outcomes in English-medium instruction (EMI) vs. Italian-medium instruction (IMI) contexts. In J. Valcke & R. Wilkinson (Eds.), *Integrating Content and Language in Higher Education* (pp. 187–204). Peter Lang.
- Council of Higher Education. (2025a, April 24). *Internationalization and English Language Skills*. <https://che.org.il/en/internationalization-english-language-skills/>
- Council of Higher Education. (2025b, April 24). *Internationalization Strategy and Budget*. <https://che.org.il/en/strengthening-internationalism-higher-education/>
- Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Cummins, J. (2021). Translanguaging: A critical analysis of theoretical claims. *Pedagogical translanguaging: Theoretical, methodological and empirical perspectives*, 7-36.
- Curaj, A., Deca, L., & Pricopie, R. (2018). *European Higher Education Area Challenges for a New Decade*. Springer.
- Dafouz, E., & Smit, U. (2020). *ROAD-MAPPING English medium education in the internationalised university*. London: Palgrave Macmillan.
- de Wit, H. (2020). Internationalization of Higher Education: The Need for a More Ethical and Qualitative Approach. *Journal of International Students*, 10(1), i–iv.

- Dearden, J. (2014). *English as a medium of instruction-a growing global phenomenon*.
www.teachingenglish.org.uk
- Dovrin, N., & Admon, T. (2021). *Selected Data from the 2021 Social Survey on Languages*.
Central Bureau of Statistics. <https://www.cbs.gov.il/en/mediarelease/Pages/2022/Selected-Data-from-the-2021-Social-Survey%20on%20Languages.aspx>
- Ekoc, A. (2020). English Medium Instruction (EMI) from the perspectives of students at a technical university in Turkey. *Journal of Further and Higher Education*, 44(2), 231–243.
<https://doi.org/10.1080/0309877X.2018.1527025>
- European Commission. (2024). *Erasmus+ Annual Report 2023*. European Union.
- Forey, G., & Cheung, L. M. E. (2019). The benefits of explicit teaching of language for curriculum learning in the physical education classroom. *English for Specific Purposes*, 54, 91-109.
- Galante, A. (2020). Pedagogical translanguaging in a multilingual English program in Canada: Student and teacher perspectives of challenges. *System*, 92.
<https://doi.org/10.1016/j.system.2020.102274>
- Genc, E., Yuksel, D., & Curle, S. (2023). Lecturers' translanguaging practices in English-taught lectures in Turkey. *Journal of Multilingual Theories and Practices*, 4(1), 8–31.
<https://doi.org/10.1558/jmtp.23945>
- Germain-Rutherford, A. (2021). Action-oriented approaches. *Innovative language pedagogy report*, 91.
- Gierlinger, E. (2015). 'You can speak German, sir': On the complexity of teachers' L1 use in CLIL. *Language and Education*, 29(4), 347–368.
<https://doi.org/10.1080/09500782.2015.1023733>
- Gülle, T. (2024). English Medium Instruction in Higher Education: Global Trends, Challenges, and the Call for Multilingual Approaches. *English Studies at NBU*, 10(1), 73–94.
<https://doi.org/10.33919/esnbu.24.1.5>

- Klein, A., Ofir, M., & Efrat, S. (2016). *The Higher Education System in Israel*. Council of Higher Education.
- Lasagabaster, D. (2013). The use of the L1 in CLIL classes: The teachers' perspective. *Latin American Journal of Content and Language Integrated Learning*, 6(2), 1–21. <https://doi.org/10.5294/laclil.2013.6.2.1>
- Lawrence, C., Inbar-Lourie, O., & Weinberg, L. (2017). A handbook for English-medium instruction in institutions of higher education in Israel. *ECOSTAR, English as the Cornerstone of Sustainable Technology and Research*, 1-59.
- Macaro, E. (2020). Exploring the role of language in English medium instruction. *International Journal of Bilingual Education and Bilingualism*, 23(3), 263–276. <https://doi.org/10.1080/13670050.2019.1620678>
- Macaro, E., & Han, S. (2020). English medium instruction in China's higher education: Teachers' perspectives of competencies, certification and professional development. *Journal of Multilingual and Multicultural Development*, 41(3), 219–231. <https://doi.org/10.1080/01434632.2019.1611838>
- Ní Dhiorbháin, A., & Murphy, F. (2025). 'How much is Irish and how much is PE?' Successes and challenges of integrating language and content when teaching Physical Education through a minority language. *Journal of Immersion and Content-Based Language Education*.
- Onwuegbuzie, A. J., Slate, J. R., & Schwartz, R. A. (2001). Role of Study Skills in Graduate-Level Educational Research Courses. *Source: The Journal of Educational Research*, 94(4), 238–246. <https://doi.org/10.1080/00220670109598757>
- Paris, A. (2024). *Environnement EMI et expérience d'apprentissage à l'université: analyse de l'activité individuelle et collective d'étudiant. es de première année de Licence en Sciences et Techniques des Activités Physiques et Sportives* (Doctoral dissertation, Université de Bretagne occidentale-Brest).

- Park, M. S. (2013). Code-switching and translanguaging: Potential functions in multilingual classrooms.
- Pérez-Cañado, M. L. (2012). CLIL research in Europe: Past, present, and future. *International Journal of Bilingual Education and Bilingualism*, 15(3), 315-341.
- Piccardo, E., & North, B. (2019). *The action-oriented approach: A dynamic vision of language education* (Vol. 72). Multilingual Matters.
- Prasad, B. D. (2019). Qualitative Content Analysis: Why Is It Still a Path Less Taken? *Forum: Qualitative Social Research*, 20(3) 1-21. <http://www.qualitative-research.net/>
- Richards, J. C., & Pun, J. (2022). Teacher strategies in implementing English medium instruction. *ELT Journal*, 76(2), 227-237.
- Salvador-García, C., Chiva-Bartoll, O., & Capella-Peris, C. (2022). Bilingual physical education: the effects of CLIL on physical activity levels. *International Journal of Bilingual Education and Bilingualism*, 25(1), 156–165. <https://doi.org/10.1080/13670050.2019.1639131>
- Sánchez-Pérez, M. D. M., & Manzano-Agugliaro, F. (2021). Worldwide trends in bilingual education research: A half-century overview. *Education Sciences*, 11(11), 730.
- Sela-Sheffy, R., (2004). What makes one an Israeli? Negotiating identities in everyday representations of 'Israeliness,' *Nations and Nationalism*, 10(4), 479–497.
- Sercu, L. (2023). Internationalization at home as a factor affecting intercultural competence. A study among Belgian university students. *European Journal of Higher Education*, 13(4), 536–557. <https://doi.org/10.1080/21568235.2022.2094815>
- Simbolon, N. E. (2017). Partial English instruction in English-medium instruction (EMI) practice: Perspectives from lecturers in a University in Indonesia. In J. Valcke & R. Wikinson (Eds.), *Integrating Content and Language in Higher Education. Perspectives on Professional Practice* (pp. 167–186). Peter Lang.

- Sun, Y. (2023). The professionalization of English medium instruction lecturer: Content and certification. *Frontiers in Education*, 8, 1-10. <https://doi.org/10.3389/feduc.2023.1191267>
- Valcke, J. (2020). Beyond English-Medium Education: From Internationalization to Sustainable Education. In H. Bowles & A. C. Murphy (Eds.), *English-Medium Instruction and the Internationalization of Universities. International and Development Education* (pp. 259–279). Palgrave Macmillan.
- Valcke, J., & Wilkinson, R. (2017). Introduction. In J. Valcke & R. Wilkinson (Eds.), *Integrating Content and Language in Higher Education. Perspectives on Professional Practice* (pp. 15–24). Peter Lang.
- Van Viegen, S., & Zappa-Hollman, S. (2019). Plurilingual pedagogies at the post-secondary level: Possibilities for intentional engagement with students' diverse linguistic repertoires. *Language, Culture and Curriculum*, 33(2), 172-187.
- Vinke, A. A., Snippe, J., & Jochems, W. (1998). English-medium Content Courses in Non-English Higher Education: a study of lecturer experiences and teaching behaviours. *Teaching in Higher Education*, 3(3), 383–394. <https://doi.org/10.1080/1356215980030307>
- Weinberg, L., & Symon, M. (2017). Crossing borders: The challenges and benefits of a collaborative approach to course development involving content and language specialists in different countries. In J. Valcke & A. C. Murphy (Eds.), *Integrating content and language in higher education: Perspectives on professional practice* (pp. 135–150).

Appendix

International Graduate Program – Questionnaire

By filling this form, I give my informed consent to take part in this study.

- I understand that I am not obliged in any way to fill out the form.
- I understand that any personal details I provide in this study will remain confidential and only the researchers have access to the data.

A. Personal Details:

1. Age _____
2. Gender _____
3. Nationality _____
4. Native Language(s) _____
5. Other languages: _____
6. Year in M.P.E Program: 1st/2nd/3rd/Other: _____

B. English as language of Instruction.

Please answer the questions below according to the scale provided.

1. How would you rate your English at the start of the course?

Excellent	Good	Reasonable	Not Good	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is your overall satisfaction with the course?

Highly satisfied	Sufficiently satisfied	Reasonably satisfied	Insufficiently satisfied	Not satisfied at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How well do you understand the teacher when he/she speaks in English?

Very well	Well	Reasonably	Not well	Poorly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How well do you understand the reading materials in English?

Very well	Well	Reasonably	Not well	Poorly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. To what extent do you agree that your general English is improving because of the course?

Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. To what extent do you agree that your professional English is improving because of the course?

Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How much would have preferred taking this course in Hebrew if you could?

Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How sensitive is the teacher to the fact that English is not your native language?

Very sensitive	Sensitive	Neutral	A little sensitive	insensitive	Not applicab le
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How interested are you in English tutoring for comprehending the materials taught in the course?

Very	Somewhat	Not sure	Not very much	Not at all	Not applicab le
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. To what extent do you agree that you will succeed in the course?

Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Open-Ended Questions.

11. What practices does your teacher apply to cope with teaching in English to non-native English speakers?

12. How effective are these practices in your opinion?
13. How is learning in a class in English different from learning in your other classes?

D. Other Comments

Please provide any other comments or feedback about your experience learning in a content course in English?

Thank you for your cooperation ☺