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Students' perspectives on English as a Medium of Instruction (EMI) in the case of an Interpersonal Communication course in English

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English has become an international means of communication (Phuong and Nguyen, 2019; Drożdżał-Szelest and Szczuka-Dorna, 2013; Gallagher et al., 2012). Thus, it is gaining its popularity worldwide as means of instruction in higher education all over the world. Although English as a Medium of Instruction (EMI) has grown exponentially in recent years, a number of perceived needs and challenges still remain unaddressed. This current presentation starts with a brief description of EMI methodology. Then, it discusses results of a study, the main objective of which was to find answers to the following research questions: (1) How do the learners perceive the EMI course? and (2) What are the challenges faced by the students in the EMI classes? The participants of the research project described in the current presentation were three groups of international students attending an Interpersonal Communication (IC) course in English at one of technical universities in Poland.

Biographical note(s) of the author(s)

Edyta Olejarczuk obtained her Ph.D. in linguistics from the School of English of Adam Mickiewicz University, Poznań, Poland. She is a lecturer in the Center of Languages and Communication of Poznan University of Technology (Poznań, Poland). Her interests include individual learner differences in foreign language learning and teaching as well as soft skills training. She has authored several articles in edited volumes and journals. She acted as an assistant to the editor of the Studies in Second Language Learning and Teaching journal.

Recommendation (for student section)

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