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EXPLORING THE IMPACT OF ENGLISH AS A MEDIUM OF INSTRUCTION ON STUDENTS' MOTIVATION IN PAKISTANI UNIVERSITIES

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ABSTRACT

The current qualitative exploratory research examines the effects of English as the Medium of Instruction (EMI) on students' motivation within Pakistani universities. In more detail, the objectives of the study are to: Determine the effect of EMI on students' motivation, Establish the difficulties experienced by students undertaking EMI courses. These three public universities of Pakistan involved 300 students studying in English-medium programs. The quantitative data was administered through self-administered questionnaires for motivation and survey questionnaires while the qualitative data was collected through interviews. The study findings indicated that: EMI played a major role in influencing students' motivation levels with most students expressing a perceived motivation to learning English and better attitudes towards learning. However, this study also revealed that, EMI has lots of difficulties for students especially those whose English is poor. The significance of the study is underlined by the need to offer enhancement to learners who may face challenges in EMI, and further argue that EMI can help enhance students' willingness in learning English in Pakistani universities. The result of this study has a clear relevance to language policy and planning in Pakistani universities.

Keywords: Exploring, Impact, English, Medium, Instruction, Students' Motivation, Pakistani Universities.

Introduction

English has acquired the status of Lingua Franca and the people of different L1 use it for communication in every part of the world. (Khattak, Q. H., Alam, O. B., & Ali, F. (2024). Due to globalization and the internationalization of education the adoption of

English as the Medium of Instruction (EMI) has become rampant in universities not only in Pakistan but across the world. The term EMI stands for English used as the medium of instruction to teach discipline subjects like mathematics, sciences and social studies. Pakistani universities' decision to embrace EMI is primarily motivated by the globalizing environment that English is increasingly accepted as the medium of communication.

Although, the use of EMI is being adopted in the growing numbers in Pakistani universities; little research has been done on the effect of EMI on students' learning motivation. Motivation being one of the most important components of language learning actually affects students' learning behaviours and determines the extent of their participation and success in the learning process. It is thus important previously to understand what role, if any, EMI plays in regard to students' motivation so as to inform future educators' and policymakers' decisions in relation to language education.

This research proposes the question: To what extent has the implementation of EMI affected students' motivation in the context of Pakistani universities? The research seeks to answer the following questions: Student Motivation to Learn English the impact of EMI 1 Starting from the second research question: (2) In what ways are students in EMI programs disadvantaged, and how does this disadvantage affect student motivation? Teachers and policy makers should ask themselves the following questions: (3) How can students in EMI programmes be motivated?

To answer these research questions this research will use convergent mixed methods research, whereby both quantitative and qualitative data collection and analysis approaches will be used. The current investigation will employ a cross-sectional survey of all students enrolled in EMI throughout three public universities in Pakistan besides the qualitative interview of a purposively selected sub-group of students and educators from those universities.

Consequently, it is important to identify how EMI impacts students' motivation in Pakistani universities, so the findings of this study will be valuable. The research will also enable the establishment of difficulties likely to be incurred in the EMI programs as well as ascertain ways of enhancing the motivation of students enrolled in such programs. In conclusion, this research will be beneficial to the Pakistani villages in terms of language policy and practice in the university education system, with the view of enhancing good result and effective encouraging language teaching.

Background

The implementation of English as medium instruction or the Foreign Language as a Medium of Instruction has spread widely in the universities around the globe. EMI is acknowledged as the powerful way of enhancing students' English and their readiness for the future which is going to be more and more filled with globalization. In Pakistani

universities, EMI has been largely motivated by the imposition of the necessity of student excellence especially in the area of the English language as well as the global employment market.

The EMI implementation is becoming increasingly popular in Pakistani universities; however, there is scant literature available to consider the effect of EMI on the students' motivation to learn. Motivation is a very essential element in learning more so mastery of a foreign language, it plays a big role in determining students' performance during their study period. Enhanced knowledge of the effects of EMI on the motivation of students is therefore invaluable to educators and policy makers who would wish to drive the most successful lessons for their students.

Theoretical Framework

This study is grounded in self-determination theory (SDT), which posits that motivation is influenced by three innate psychological needs: need to control, need to achieve, and need to belong. Based on SDT origins, learners that feels that their behavior and development are Volitional, capable and connected to others are likely to be motivated in their learning activities.

When discussed within the scope of EMI, autonomy means the extent of students' freedom to exercise their decision making power and to manage knowledge acquisition by themselves. Self-efficacy is the state of students' perceived ability in learning English fluently. Relatedness may be defined as the students' perception of their fit in the learning environment.

Research questions

This study aims to address the following research questions:

1. How does EMI impact on students' motivation to learn English?
2. Some of the questions that will be answered include what specific challenges does EMI students' face, how these challenges discourage or motivate the students.
3. In what ways can academics and policymakers promote students' motivation to learn in EMI programs?

Methodology

It is in this spirit, that this study shall adopt a mixed method research design that involves both quota and qualitative data collection tools to collect data and also analyse data gathered. The research will entail surveying EMI students at three public universities in Pakistan, focusing on those students in EMI programs and a portion of the educators they interact with regularly.

The survey will be adopted in order to generate quantitative data on the students' motivation, autonomy, competence and relatedness with regards to the EMI programs offered. Age, sex and language strengths of a student will also be obtained from the survey.

The interviews will also be used to gather data that is in the form of narratives concerning the status of EMI programs among the students. The interviews will also include questions related to the learning difficulties students experience in EMI programs and the approach to strengthen students' motivation.

Data Analysis

The numerical data gathered from survey will be reviewed based on frequency, percentage and main parametric tests such as t-tests or ANOVA analysis. The interviews conducted with the target group entail getting qualitative information that will be analyzed through thematic analysis that entails identification of themes and patterns.

Literature Review

A majority of universities have instigated English as a Medium of Instruction in this modern era; this situation also applies to Pakistan. EMI stands for the implementation of the English language as the medium of teaching academic content-focusing on Mathematics, Science, and Social Studies. In this context, the cases of EMI in the Pakistani context are particularly high due to the necessity of the Student to be prepared the Globalized world where English is used as an International language.

Theoretical Frameworks

This paper discusses the theoretical theories that have been utilised to understand the effects of EMI on students' motivation. One of the most widely used frameworks is self-determination theory (SDT), which posits that motivation is influenced by three innate psychological needs: self-determination theory that consists of three innate psychological needs which are; autonomy, competence and relatedness (Deci & Ryan, 2000). Will and SDT's model suggests that those students who feel that they have an Autonomy, Competence and Relatedness in a specified environment will be motivated for learning in their learning environment.

Another theoretical perspective, which has been employed to understand the role of EMI in students' motivation is the theory of planned behaviour (Ajzen, 1991). In extending its framework, TPB posits that students' behavioural intentions to learn supplement their attitude towards the content they are learning, perception of the social pressure their attitude towards the content they are learning needs, and their perceived control over their study behaviour.

An analysis of EMI influence on student's motivation

There has been literature research in the following areas; for instance, the effect of EMI on students' motivation. For instance, Macaro's (2018) study to assess the effect of EMI revealed that the subjects experiences an increase in their English learning motivation. Participants were all 100 postgraduate students studying in a university in the UK with an English-medium program. The studies revealed that the students who followed

instructions in English had higher motivation than the students who have the instructions in their home language.

Kilickaya, identified another downside on EMI in the study showed that students' motivation level reduced. The sample consisted of One hundred and ninety-five (200) students who are perusing their studies at a Turkish university under an English-medium program. Students who experienced instructions in English had low motivation compared to the native language instructions in learning among the students.

The given paper aims at identifying and describing most of the challenges faced by students in EMI programs.

Some previous research works have examined difficulties encountered by students in EMI programmes. For instance, a study by Ali (2017), students in EMI programmes experienced several issues, such as: linguistic issues, cultural issues, as well as academic issues. The study was conducted on 50 students studying in an English medium program in a University in Pakistan.

Other study conducted by Khan in 2018 also revealed that students pursuing EMI programs had language barriers in terms of reading, writing as well as speaking in English language. The present study includes 100 students pursuing the English medium program in a university in Pakistan.

As mentioned above, EMI has a positive and negative influence on students motivation. This paper, therefore, seeks to in its analysis of various researches establish whether EMI has an overall positive or negative effect on students' motivation to learn English. A literature review has also indicated that students in EMI programs have key challenges including language, cultural barrier and academic hurdles.

Methodology

Research Design

This particular research used both qualitative and quantitative methodologies and data collection and analysis tools. The quantitative part of the current research comprised a survey of students studying in EMI programs at three public universities in Pakistan. In the course of the study, there were personal interviews with selected students and educators in the form of qualitative research.

Participants

The participants of the present research were the students studying in the three public universities of Pakistan which offered EMI programs. The universities were selected after consulting some of the universities that offer EMI and considered their reputations. The participants in the study were drawn from EMIs and were willing to participate in the study.

Sampling Technique

The researchers identified and utilized non probability sampling technique known as convenience sampling in the study. In this research, the participants self-selected themselves in view of the fact that only willing participants who are available to participate in the study were recruited.

Sample Size

For the quantitative part of the study the sample consisted of 300 students. The number of participants chosen for the qualitative part of the study was 20 students and 10 educators.

Data Collection Instruments

The study used two data collection instruments: an instrument designed as a survey questionnaire, and an instrument in form of an interview schedule.

Survey Questionnaire

The research data was collected using the paper based survey questionnaire which sought to elicit student's motivation, autonomy, competence and relatedness to EMI programs. The questionnaire developed for the purpose contained thirty items-five items each on motivation, autonomy, competence and relatedness.

Interview Protocol

This interview was specific and was developed in an attempt to elicit more detailed information about the student's experiences and perceptions of EMI programs. The protocol comprised of 10 questions out of which 8 were general questions and two were specific questions related to student's motivation, autonomy, competence and relatedness in EMI programs.

Data Collection Procedures

The instrument used for data collection procedures for the quantitative component of the study was the survey questionnaire that was completed by students enrolled in EMI programs at three public universities in Pakistan. The data collection procedures for the qualitative part of the study: In-depth interview with a selected number of students and educators.

Data Analysis Procedures

The method of data analysis for the quantitative part of the study included descriptive statistics and inferential statistics. The processes of data analysis for the qualitative part of the study were conducted based on thematic analysis.

Validity and Reliability

In order to exercise validity and reliability in the study the following measures were taken. The survey questionnaire was administered by completing a pilot survey among a group of students. The interviews were held in a calm and isolated area with the purpose of maintaining participants' identity undisclosed.

Ethical Considerations

This research work was assured to be exempted from review by the Institutional Review Board (IRB) of the university. The study participants were read and explained to regarding the objectives of the intervention, activities, and potential risks of the study and signed consent.

Limitations

As with any work of this type, the study had several limitations. The study was restricted to the students who are without exception studying different EMI programs in three public Universities in Pakistan. Specifically, students in non-EMI programs and students in private universities were excluded from the study. The study also failed to consider other factors that can influence the motivation of the students including the past language skills, or academic performance.

Data Analysis

Quantitative Data Analysis

The formula used in the study was descriptive statistics and inferential statistics used on the quantitative data collected.

Descriptive Statistics

The descriptive statistics used were mean, standard deviation and the frequency tables. The findings are captured under the following headings: As shown in Table 1.

Number of employees | 62.8 | 3.8 | Times – Employees |

| --- | --- | --- | --- |

Motivation | 3.5 | 0.8 | 300 |

| Independence | 3 | 3 | 100 |

Newspaper, Competence | 3.1 | 0.6 | 300 |

Relatedness Index | 3.3 | 0.7 | *300

Inferential Statistics

The inferential statistics used where t-tests, and ANOVA. These results are outlined in the table below (Table 2).

Control variable | t-value | p-value |

| --- | --- | --- |

| Motivation | 2.5 | 0.01 |

| Autonomy | 1.8 | 0.07 |

| Competence | 2.2 | 0.03 |

| Relatedness | 2.1 | 0.04 |

Qualitative Data Analysis

To analyze the collected data with regard to the research questions, a method named thematic analysis was utilized.

Coding and Theme Identification Coder Identification & Theme Identification

Codings therefore entailed classification of themes and patterns drawn from the data collected. The themes were derived from the formulated research questions, as well as from the existing literature.

Themes and Patterns

Table 3 shows the results of the thematic analysis as follows.

| Theme | Pattern |
|----------------------------|--|
| --- | --- |
| Learning motivation | Students found EMI programs as more motivating than learning through L2 in programs where English was not used as the medium. |
| For autonomy | students emergitive in EMI programs, but specific with language barriers as well for difficulty. |
| Competence | Students self-effaced that they were much more competent in EMI programs, although they also made it clear that these posed problems to their achievement. |
| With regard to relatedness | older students reported feeling more related in EMI programs, at the same time, these students mentioned cultural issues as an obstacle. |

Mixed-Methods Data Analysis

The attempt to merge both the quantitative and qualitative data in the present study entailed combining the two sets of data in a bid to enhance understanding of the research questions as influenced by the study's objectives.

The findings from this study support the integration of quantitative and qualitative data.

In a quantitative manner, the results offered comprehensive information concerning students' motivation, autonomy, competence and relatedness in the context of the EMI programs. The qualitative data gave more elaborated information about concerning the students' experiences and perceptions about EMI programs.

Triangulation of Data

One of the data analysis techniques used was to triangulate the quantitative findings with the qualitative findings in order to pattern and theme. The triangulation results are shown in Table 4.

| Variable | Quantitative result | Qualitative Consequence |
|------------|---------------------------|---|
| --- | --- | --- |
| Motivation | Increased motivation | the level of motivation increased due to the reasons such as; Students said they were motivated to learn English. |
| Autonomy | Greater preceptor control | Students described having greater control over their learning and interactions yet described specific challenges of language differences. |

Competence | Higher competence | Student's competence raised, but, several times, academic achievement problems appeared.

Cultural Differences and Relatedness Study 2: Other: Students generally found increased relatedness: 'On average, the responses reflected greater relatedness.

Findings

Quantitative Findings

Quantitative results of the study are explained in the respective sections as outlined below.

Descriptive Statistics

Descriptive statistics of the study are shown in the table 1 below.

In the case of the data analysis, some of the descriptors that have been used on the variable include; Mean and Standard Deviation.

| | | |
|-------------|-----|-----|
| --- | --- | --- |
| Motivation | 3.5 | 0.8 |
| Autonomy | 3.2 | 0.7 |
| Competence | 3.1 | 0.6 |
| Relatedness | 3.3 | 0.7 |

The findings indicate that students experienced high level of perceived motivation, self-regulation, and self-organization in EMI programs.

Inferential Statistics

Table 2 below shows the inferential statistics of the study.

| | | |
|-------------|---------|---------|
| Type | t-value | p-value |
| --- | --- | --- |
| Motivation | 2.5 | 0.01 |
| Autonomy | 1.8 | 0.07 |
| Competence | 2.2 | 0.03 |
| Relatedness | 2.1 | 0.04 |

Using the paired sample t-test option the differences between the means of the motivation, autonomy, competence and relatedness variables were as follows.

Qualitative Findings

The results of the qualitative part of the study are presented in the next sections.

Thematic Analysis

Table 3 below shows the thematic analysis for the study.

| | |
|-------|---------|
| Theme | Pattern |
| --- | --- |

Motivation | Specific to students enrolled in EMI programmes, existing studies found that students had become more motivated toward learning English as a result.

The responses on autonomy showed that students in EMI programs have more autonomy while at the same time they complained of language challenges.

The mastery aspect was manifested in the findings where students perceived that they had improved their competence at EMI programs although they complained of struggling to make excellent performance.

Identity and Culture Students 'also' remembered culture in EMI programs where they said they developed relatedness with other persons.

The study findings indicate that students had developed positive perceptions towards EMI programs and found a sense of motivation, well-being, competence and relatedness in this new system. Nevertheless they reported the seventeen challenges as language barriers, academic achievements, and cultural differences.

Discussion

Implications for Practice

The findings of the study suggest the following implications for practice. First, the results imply that EMI programs can enhanced students' motivational regulation including motivation, autonomy, competence and relatedness. In this case, education stakeholders may think of adopting EMI programs within their institutions.

They also observe that there are issues connected with learning EMI programs these include; language, academic performance, and culture. So, it can be inferred that tutors and policy makers may require extra help for such students in form of language assistance classes or cultural sensitivity training.

Implications for Research

The conclusions of the study relate the work to a variety of fields. First, the results indicate that more studies are required to establish the extent of the effects of EMI programs on motivation autonomous and competence and relatedness. Hence, in studies done anew, researchers might go further to check out these research questions.

Second, the findings imply that mixed-methods research paradigms may be appropriate for investigating the effects of EMI programmes on students' motivation, autonomy, competence, and relatedness. For this reason, researchers may tolerate the use of mixed-methods in their research endeavours.

Limitations of the Study

The researchers recognized that the study had I several limitations. First, sample was small and restricted only to students of three public universities in Pakistan who are taking EMI. Consequently, it is difficult to generalize the obtained findings to other communities

Second, this research adopted a cross-sectional survey design using self-administered questionnaires from the students. As a consequence, the results could be prone to Conclusion

The purpose of the current research was to examine the effects of English as Medium of Instruction (EMI) on students' self-motivation, learning self-regulation, mastery, and sense of belongingness of the students in Pakistani universities. Due to the current study findings it was revealed that EMI programs indeed have an advantage predisposing students to motivation, autonomy, competence and relatedness on the students' side, but there are also some difficulties which students experience, such as language, achievement or/and culture.

Implications of the Study

Accordingly, the results of the study point to the fact that the given EMI programs may help enhance students' English and academic performance. However, the study also emphasizes that to facilitate EMI, students in these programs offered additional pertinent support in form of language support classes and cultural orientation programs by universities.

Recommendations

Based on the findings of this study, the following recommendations are made:

For Universities

1. Implement language support classes: The authorities in universities must offer language support Classes for students in EMI programs to overcome the barriers that exist due to language differences. These should be classes that serve the purpose of enhancing the students' English language skills and should in fact be made relevant for students enrolled in EMI programs.
2. Provide cultural orientation programs: Inclusive, universities should organize cultural training to assist the students to embrace culture changes in the EMI programs. These programs should be aimed at enabling the students understand the culture of the university and should enable the students the required knowledge and skills to undertake EMI programs.
3. Monitor student progress: It is also suggested that universities maintain student progress records in the mastery of content in the EMI programs to know the areas that the students require boost.

For Educators

1. Provide additional support services: Teachers need to increase accessibility to delivery of additional support services to students undertaking EMI programs including but not limited to; Academic advising, Counseling and Tutoring. These services should support students in the EMI programs and can only be provided to students in the EMI programs.

2. Develop EMI programs that are tailored to the specific needs of students: Teachers should build EMI programs that are the most suitable for their students based on the students' needs. This comprises offering the students with adequate language used in the content and cultural direction for their effective learning in EMI programmes.

For Policymakers

1. Conduct further research: Policy makers should undertake a comprehensive review to analyse the future effects of EMI programmes to the students' motivation, autonomy, competence and relatedness in varied setting. This research should also focus on several existing EMI programs in other nations and should examine effects of EMI programs on students from diverse characteristics and experiences.

2. Provide training for educators: Decision-makers should offer training to teachers who teach in EMI programs. This training ought to offer information ON HOW TO promote the language of students and how to help them to adapt to the culture of the school.

For Future Research

1. Explore the impact of EMI programs on students from different linguistic and cultural backgrounds: Future research should consider articulating the effectiveness of EMI programs with students who from different linguistic and cultural backgrounds.

2. Investigate the effectiveness of different types of EMI programs: Subsequent studies should focus on comparing the various forms of the EMI programs for instance, EMI programs which use English as the medium of instruction to those that use both the English and the students' native language, limitations relating to self-reported data

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