

## Editorial

This Special Issue of Higher Learning Research Communications (HLRC) is dedicated to research in *content language integrated learning* (CLIL) and *English-medium instruction* (EMI). As we make our way into the 21st century, higher education institutions are faced with multiple challenges as they try to prepare future professionals. Issues such as globalization and internationalization, technology, access to information, interculturality, and the like pose challenges for future generations. And, higher education institutions play a fundamental role in shaping how that future will look like.

In the face of multiculturalism and the communication barriers that are bound to happen, many countries and educational systems are incorporating English, not only as a means to facilitate contact among cultures, but as a means of instruction in itself. The groundwork laid down during the past decades by several researchers, such as David Marsh, has paved the way to promote multilingualism, not just by learning a language but also by using the second or foreign language as a content delivery method.

Most research in this area has focused on primary and secondary education; thus, the research regarding CLIL and EMI in tertiary education is limited at the moment. However, in recent years there has been a boom in English-taught programs in non-English speaking countries. This means the need for research in this area is bound to grow exponentially as faculty, students, and institutions, and even governments and the labor market, take on the challenges of English-mediated instruction. It is our hope that with this Special Issue, which features research from Japan and Spain, we can contribute meaningful research to the field.

*The Editors*