

Education

Ph.D. in Applied Linguistics, University of Oxford, UK	2014-2019
M.Sc. in Applied Linguistics & Second Language Acquisition, University of Oxford, UK	2011-2012
B.Ed. (Hons) in English Language (First class), Education University of Hong Kong, Hong Kong	2007-2011
English teacher certification by Hong Kong Education Bureau	2011

Employment

Associate professor in Linguistics, Purdue University Fort Wayne	2025-present
Assistant Professor in Linguistics, Purdue University Fort Wayne	2019-2025
Consultant for effective early years bilingual education GREAT Early Years Trade Mission to China, UK International Department of Trade	2018-2019
Adjunct lecturer in Applied Linguistics, University of Oxford, UK	2016-2018
Secondary school English Language teacher & homeroom teacher St. Stephen's Girls' College, Hong Kong	2013-2014
Graduate Teaching Assistant of English for Academic Purposes City University of Hong Kong, Hong Kong	2012-2013
IELTS instructor (part-time), Lingnan University, Hong Kong	2013

Research Output

Peer reviewed journal articles, book chapters & reports

- **An, J.** (accepted). Integration of language in English medium instruction science classes: a focus on form analysis. *Language and Education*. [SSCI-indexed, JCR Q1, Impact factor=2.8] <https://doi.org/10.1080/09500782.2026.2671149>
- **An, J.** (2026). Incidental and planned focus on form in EMI science classes: possible role of teachers' past ESL/EFL teaching experience. *IRAL – International Review of Applied Linguistics in Language Teaching*. [SSCI-indexed, JCR Q1, Impact factor= 2.2] <https://doi.org/10.1515/iral-2025-0250>
- **An, J. & Childs, A.** (2023). Teacher questions, wait time, and student output in classroom interaction in EMI science classes: An interdisciplinary view. *Studies in Second Language Learning and Teaching*, 13(2), 471–493. [SSCI-indexed, JCR Q1, Impact factor=5.4] <https://doi.org/10.14746/sslt.38283>
- **An, J. & Macaro, E.** (2022). Exclusive use of the second language in English Medium Instruction science classrooms: the beliefs of students and their monolingual teachers. *Language Teaching Research*, 0(0). [SSCI-indexed, JCR Q1, Impact factor=5.3] <https://doi.org/10.1177/13621688221075786>
- **An, J. & Thomas, N.** (2021). Students' beliefs about the role of interaction for science learning and language learning in EMI science classes: Evidence from high schools in China. *Linguistics and Education*, Volume 65, 100972. [SSCI-indexed, JCR Q1, Impact factor=2.1] <https://doi.org/10.1016/j.linged.2021.100972>.
- **An, J., Macaro, E., Childs, A.** (2021). Classroom interaction in EMI high schools: Do teachers who are native speakers of English make a difference? *System*, 98 (June), 102482. [SSCI-indexed, JCR Q1, Impact factor = 5.6] <https://doi.org/10.1016/j.system.2021.102482>
- **An, J., Macaro, E., Childs, A.** (2021). Language focused episodes by monolingual teachers in English Medium Instruction science lessons. In Y. Y. Lo & A. M. Y. Lin (eds.), *Teaching, Learning and Scaffolding in CLIL Science Classrooms* (pp.17-42). The Netherlands: **John Benjamins**. [SPI Q1]
- **An, J., Macaro, E., Childs, A.** (2019). Language focused episodes by monolingual teachers in science English Medium Instruction lessons. *Journal of Immersion and Content-Based Language Education*, Special Issue

2019: Teaching, Learning and Scaffolding in CLIL (content language integrated learning) science classrooms 7 (2), 166-191. [SJR Q1, Impact factor= 1.0] <https://doi.org/10.1075/jicb.18019.an>

- **An, J.**, & Murphy, V. (2018). English as a Medium of Instruction in primary schools in South America: A review of the evidence. *A report commissioned by the Oxford University Press*. <https://doi.org/10.13140/RG.2.2.10257.89446>
- Macaro, E., Curle, S., Pun, **J.**, **An, J.**, Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching* 51 (1), 36-76. [JCR Q1, Impact factor=5.1] <https://doi.org/10.1017/s0261444817000350>

Work in progress

- **An, J.** Comparison of L1 medium instruction and L2 medium instruction classroom interaction: a case study of a university Psychology class in China.
- Teemant, A; **An, J.** Effectiveness of English as a New Language teacher training on classroom interaction strategies in elementary schools in Indiana: a multiple case study.

Conference presentations

- **An, J.** (2025). Focus on form: when and how in science classes. Paper presented at the 2025 **Indiana Teachers of English to Speakers of Other Languages (INTESOL) Annual conference**, Indianapolis, US, November 22, 2025.
- **An, J.** (2024). Attention to language in science classes. Paper presented at the 2024 **Indiana Teachers of English to Speakers of Other Languages (INTESOL) Annual conference**, Indianapolis, November 23, 2024.
- **An, J.** (2023). Teacher questioning strategies in English Medium Instruction science classes. Paper presented at the 2023 **Indiana Teachers of English to Speakers of Other Languages (INTESOL) Annual Conference**, Indianapolis, US, November 18, 2023.
- **An, J.**, Macaro, E., Childs, A. (2022). Classroom interaction in EMI high school classes: Do NS teachers of English make a difference? Paper presented at the 2022 **American Association of Applied Linguistics (AAAL) Annual Conference**, Pittsburgh, US, March 19-22, 2022.
- **An, J.** (2020). Student questions in English-only science classes: frequency, length, types, and the language difficulty. Paper accepted at the 2020 **American Association of Applied Linguistics (AAAL) Annual Conference**, Denver, US, 28-31 March, 2020. (Conference cancelled due to Covid-19)
- **An, J.** (2020). Problematizing the Global Spread of English Medium Instruction. Paper presented at the **UNESCO International Year of Indigenous Languages 2019: Perspectives Conference**, Fort Wayne, US, 30 Oct-2 Nov, 2019.
- **An, J.** (2019). Translation of monolingual teachers' beliefs into practice: a new EMI (English medium instruction) scenario in China. Paper presented at the 2019 **American Association of Applied Linguistics (AAAL) Annual Conference**, Atlanta, US, March 9-12, 2019.
- **An, J.** (2017). The opportunities of English learning in English Medium Instruction science classes in China. Paper presented at the **18th World Congress of Applied Linguistics (AILA)**, Rio de Janeiro, Brazil, July 23-28, 2017.
- **An, J.** (2016). Native English-speaking science teachers' beliefs and interaction with Chinese students: an interdisciplinary exploration. Paper presented at the Sixth International Conference on **Immersion and Dual Language Education: Connecting Research and Practice across Contexts**, Minneapolis, USA, October 20-22, 2016.
- **An, J.** (2016). Native English-speaking science teachers' beliefs and practice: an interdisciplinary perspective of the new EMI model in China. Paper presented at the **British Educational Research Association (BERA) Annual Conference**, University of Leeds, Leeds, UK. September 13-15, 2016.
- **An, J.** (2016). Language learning in English Medium Instruction science classes in China. Paper presented at the **European Second Language Association (EuroSLA) Annual Conference**, University of Jyväskylä, Jyväskylä, Finland. August 24-27, 2016.
- **An, J.** (2016). The rise of foreign secondary school curricula in China: what the teachers and students have to

say. Poster presented at **British Council Going Global 2016: Building nations and connecting cultures: education policy, economic development and engagement**, Cape Town, South Africa. May 3-5 2016.

- **An, J.** (2015). Monolingual English medium instruction science teachers' language awareness. Poster presented at the **British Association of Applied Linguistics (BAAL) Annual Conference**, Aston University, Birmingham, UK. September 3-5, 2015.

Funding

- Invited collaborator, Project 'Cultivating Equitable Learning Environments, Building Readiness, Advancing Teacher', the US Department of Education, \$2,999,077, 2022-2027;
- Principle Investigator, Summer Faculty Research Fund, Purdue University Fort Wayne, \$8,000, 2021 & 2023;
- Principle Investigator, Project 'Bilingual Education in South America', Oxford University Press, \$11,122, 2018;
- Departmental Final Year Fund, Department of Education, University of Oxford, 2018;
- The Antonian Fund, St Antony's College, University of Oxford, 2016

Editorial Review

Reviewer for:

Applied Linguistics; TESOL Quarterly; Language Teaching Research; System; International Journal of Bilingual Education and Bilingualism; Studies in Second Language Teaching and Learning; International Journal of Applied Linguistics; Applied Linguistics Review; International Journal of Multilingualism and Multicultural Development; RECL Journal; Language and Education; The Language Learning Journal; Journal of Language, Identity & Education; Bilingual Research Journal; 2019 American Association of Applied Linguistics Annual Conference