

**USING ENGLISH AS A MEDIUM OF INSTRUCTION  
IN HIGHER EDUCATION IN VIETNAM:  
A CASE STUDY OF A PHYSICS DEGREE PROGRAM**

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A thesis submitted in partial fulfilment of the requirements of the degree of  
Master of Research

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**April, 2017**



## **STATEMENT OF CANDIDATE**

This thesis has not been submitted for a higher degree at any other university or institution.

To the best of my knowledge and belief, the thesis contains no material previously published or written by another author except where due reference is made.

An approval for the research has been obtained from the Macquarie University Ethics Committee. The protocol number is 5201600838.

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Date: 21<sup>st</sup> April, 2017

## **ACKNOWLEDGEMENTS**

I would like to express my deepest thanks to Dr. Stephen H. Moore, my supervisor at Macquarie University, whose extensive expertise and continuous guidance are behind the completion of my study. His patient and encouraging approach has inspired me not only throughout my MRes year but also in my pathway as a novice researcher.

To the Vietnamese Government and Macquarie University, I am thankful for being granted a great opportunity to pursue my research degree with the most favorable conditions.

I would also like to send my sincere thanks to the Dean who gave me permission to carry out my study at the faculty of Physics of a prestigious university in central Vietnam. I was also fortunate to have the cooperation and enthusiasm from the teacher and student participants throughout my data collecting processes at the institution.

I am truly thankful to my family and friends whose support has filled my days in Sydney with warmth and strength. At the end, I would like to express my gratitude to my husband and son. Without their love and understanding, I could not have accomplished my study away from home.

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## **ABSTRACT**

In response to globalization as well as regionalization, the government of Vietnam has officially adopted English-medium instruction (EMI) at selected universities since 2014. This study examines an EMI degree program – which was among the pilot programs of EMI at that time – in a Physics Department at a university in Vietnam. Using questionnaires, interviews and classroom observation, it investigates teachers' and students' perceptions of the program's practicality, including how these perceptions are reflected in their teaching and learning practices, as well as factors influencing their teaching and learning processes. The preliminary results indicate that despite the fact that the current EMI program has been operating for more than ten years, there is still room for improvement in its teaching and learning processes.



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# CHAPTER 1 INTRODUCTION

This chapter gives an overview of the MRes thesis. First, the background and rationale will be presented, including reference to relevant EMI studies in many parts of the world. Then, the research questions will be stated. Lastly, the structure of the thesis will be set out chapter by chapter.

## 1.1 Background and rationale

It has been argued that the choice of language as the medium of instruction is among the most crucial decisions for policy makers (Tollefson & Tsui, 2004). Together with the continuing development as well as globalization of English as a foreign language over recent decades, there has been a growing trend to use English as a medium of instruction (EMI) at universities in countries where English is not the mother tongue (Coleman, 2006; Dearden, 2014; Graddol, 2006). From the latest survey of its kind, the number of EMI courses being taught at universities in non-Anglophone countries worldwide is around 8000 (Mitchell, 2016), which clearly illustrates this growing phenomenon in higher education (HE) the world over (Doiz, Lasagabaster, & Sierra, 2013; Humphreys, 2017; Mahboob, 2016).

The benefits of using EMI in higher education are numerous. First, EMI serves as a driving force for English to be globalized (Brumfit, 2004; Gardt & Hüppauf, 2004; Mahboob, 2016; Montgomery, 2004). These authors argue that EMI in higher education cannot be separated from globalization in terms of global academic exchange, advancement of knowledge, career advancement and mobility. Second, EMI has been considered as a strategy for higher education institutions (HEIs) to internationalize (Kirkpatrick, 2011). This is reflected through the continuous movement of students in many countries, especially those in East and Southeast Asia, to pursue their higher education (HE) programs overseas with EMI. Another benefit of the increase of EMI in HEIs is to attract high-fee paying international students and, therefore, provide the EMI institutions with economic profit (Doiz, Lasagabaster, & Sierra, 2011; Kirkpatrick, 2011; Shohamy, 2013; Wächter & Maiworm, 2008).

However, for most teachers and students whose mother tongue is not English, an EMI context may cause significant challenges for them (Kim & Sohn, 2009). Indeed, various studies have noted learners' English proficiency and teachers' teaching methods as two main challenges in EMI programs (Dearden, 2014; Eisemon, 1992; Hamid, Nguyen, & Baldauf, 2013; Humphreys, 2017; Le, 2012; Lee & Hong, 2015; Vu & Burns, 2014; Walkinshaw, Fenton-Smith, & Humphreys, 2017). Therefore, an overall national policy for EMI should take these

challenges into consideration prior to the implementation of EMI in HE. This will help teachers and students prepare for such a change and challenge (Byun et al., 2011).

In Vietnam, the introduction of EMI has received a great deal of attention and has gradually blossomed in certain universities throughout the country. In 2004, the government of Vietnam officially assigned leading HEIs to design and pilot advanced programs with English as the medium of instruction (MOET, 2008). The belief behind supporting these programs was that in order to improve ELT quality in universities, the most effective way is to turn universities into a bilingual environment in which mother tongue is the means of general communication and instructional medium of social science subjects and English is the instructional medium of science and technology (Hoang, 2008).

At the university research site of the current study in Central Vietnam, EMI has been used in various colleges and departments across the whole university. This implementation of EMI has shown to be fruitful in some ways but challenging in many others. This reality motivates the researcher, who is also a teacher at this university, to investigate the implementation of EMI at the institution, an EFL environment. The goal is to discover teachers' and students' attitudes towards the use of EMI together with their perceptions of benefits and challenges in order to seek ways to improve the programs. The Department of Physics was chosen as a case study since it has been running an EMI program in parallel to a Vietnamese program for over 10 years.

## **1.2 Research questions**

Given the above background and rationale, the present research aims to answer the following research questions:

- a.** What are the teachers' perceptions about the practicality of using English as a medium of instruction at their college?
- b.** What are the students' perceptions about the practicality of using English as a medium of instruction at their college?
- c.** To what extent are these perceptions reflected in their practice of teaching through EMI?
- d.** To what extent are these perceptions reflected in their practice of learning through EMI?
- e.** What are the factors that influence EMI teaching in terms of strategies, challenges and satisfying aspects?
- f.** What are the factors that influence EMI learning in terms of strategies, challenges and satisfying aspects?

### **1.3 Structure of the thesis**

This thesis is divided into five chapters. The current chapter has given a brief background and rationale for the study as well as the thesis structure. Chapter 2 defines key concepts and provides a review of the relevant EMI literature. Chapter 3 describes the methodology of the study, followed by Chapter 4 which presents and discusses the results of the data analysis. Chapter 5 concludes the study, and gives consideration to its limitations and suggestions for future research.

## **CHAPTER 2 LITERATURE REVIEW**

### **2.1 Introduction**

This chapter reviews the literature, identifies key issues, and discusses controversial viewpoints of various researchers regarding EMI implementation worldwide. Following the thematic organization of fundamental aspects in EMI teaching and learning, the background and current practice of EMI in Vietnam will be presented on the basis of relevant existing studies in each section. This overview of the current studies aims to prepare a theoretical foundation as well as a realistic context for the processes of investigating and analyzing data on Vietnamese EMI teaching-learning practices in this study.

### **2.2 Terms and definitions**

Different researchers hold different views of how to define the term English-Medium Instruction in the abundant number of EMI studies worldwide. Authors in the most recent EMI studies (see, for example, Airey, 2016; British Council, 2013; Madhavan, 2016; Vu & Burns, 2014; Walkinshaw, Fenton-Smith, & Humphreys, 2017) have been careful when providing their definition of EMI. Although much has been known about EMI, its definition remains ill-defined and full agreement has not been reached yet (Airey, 2016; Walkinshaw et al., 2017). These scholars' views echo what Vu and Burns' (2014) comment that "defining EMI from the language teaching literature is not a straightforward task" (p. 3) since its meaning keeps evolving (British Council, 2013). Nonetheless, in an attempt to define EMI, Dearden (2014) characterized EMI as the adoption of the English language when teaching academic subjects in countries or jurisdictions where the majority of the population does not have English as their first language. This definition suggests a more comprehensive understanding of EMI compared to the description of EMI which was articulated a decade ago, when EMI could simply mean the lectures that use English instead of mother tongue (Kang & Park, 2004). In the Vietnamese context, Le (2012) admits that the term EMI is vague, and it can be interpreted with consideration given to different aspects. To be more specific, EMI can refer to teaching all subjects in the curriculum in English including, in the case of Vietnam, mathematics, physics, chemistry, biology, physical education, military education, Communism, Marxism and Ho Chi Minh Thought (Le, 2012). Also, EMI may mean only professional subjects are taught in English while others are taught in Vietnamese. In another interpretation of the term, also from Le (2012), teachers give lectures in English while students use Vietnamese to communicate with their classmates or lecturers and for their assignments. Le's interpretations contribute to the wealth of ways to define the mushrooming

phenomenon of EMI teaching and also give us more insights into the extent of English being used in the teaching-learning activities in Vietnam. My way of defining EMI programs in Vietnam includes the premise that not all subjects in EMI programs are covered in English, and the extent to which lecturers and students interact with each other in English is bounded in their specific academic context within the classrooms. Subjects that are “politically sensitive” (Nunan, 2003, p. 596), which relate to Communist ideology, as Le mentioned above, have to be taught using textbooks written in Vietnamese and tested in Vietnamese, as happens in China, the close neighbor of Vietnam (Nunan, 2003).

Studies from various parts of the world have made use of a variety of the meanings of the term EMI, for example, ‘teaching through English’ or ‘English-taught programs’ (Hadisantosa, Johnstone, To, Sonthida, & Wonkey, 2010; Wächter & Maiworm, 2014). All those terms need to be distinguished from Content and Language Integrated Learning (CLIL) (Ljosland, 2010). In the European context, the term CLIL was adopted in 1996 as a generic ‘umbrella’ term when mentioning diverse methodologies which lead to dual-focused education in which both topic and language of instruction are taken into consideration (Marsh, 2006). Dearden (2004) highlighted the conceptual separation between EMI and CLIL that EMI has no specific contextual origin while CLIL is contextually situated. Another difference regarding their curricular objectives is that CLIL stresses both content and language as suggested in its title while EMI’s objective does not (necessarily) cover those at the same time. Furthermore, unlike EMI, CLIL does not specify English as the language being used (Dearden & Macaro, 2016) and it can apply to any language different from the learners’ first language (Francomacaro, 2011).

### **2.3 Motivation for introducing EMI**

The adoption of EMI in various parts of the world originates from distinctive historical, political, economic and educational contexts. In Europe, the increasing approval of EMI policy at tertiary level has been attributed to the effort of creating a ‘borderless and democratic European Higher Education Area’, which is also a response to ‘the international marketization of higher education’ (Coleman, 2006, p. 3). This is also the ultimate goal of the Bologna Process, initiated in 1999, which was designed to harmonize HE across Europe in order to provide mutual recognition of qualifications and enhance mobility among students and graduates as well as enable European HEIs to attract more international students (Costa & Coleman, 2013; Wächter & Maiworm, 2014; Kirkpatrick, 2014). Through a large-scale study on EMI programs in Europe, three explicit reasons for EMI implementation were concluded: to attract international students, to make domestic students fit for the global market, and to sharpen the institution’s profile (Wächter & Maiworm, 2008). The first reason seems to be of

more concern, as it was stressed that by offering a variety of EMI programs, universities are more likely to attract more international students and therefore provide the institutions with economic profit (Doiz, Lasagabaster, & Sierra, 2011). Consequently, attracting international students can be seen as a financial motivation for many cases of adopting EMI, especially in Europe. However, the initial impetus for European universities to create more EMI courses was for the students to participate in exchange programs for higher education (Ammon & McConnell, 2002; Maiworm & Wächter, 2002; Marsh & Laitinen, 2005; OECD, 2005). This ‘student-centered’ impulse has subsequently frequently been ‘overtaken by a desire to share in the lucrative European and global markets in university students’ (Coleman, 2006, p. 5).

In other parts of the world, particularly in Asian countries, the EMI context is markedly different since Asia is a major source of international students travelling to western countries for HE (Howe, 2009; Kirkpatrick, 2011). Consequently, institutions in those Asian countries may expect two types of loss: one is hard currency and the other is brain drain (Kirkpatrick, 2011). In order to minimize this growing loss, many countries have taken the initiative in setting up EMI education hubs, Malaysia is one such case. This country has achieved early success in attracting fee-paying students and also providing an alternative for the domestic students (Gill, 2004). For countries where EMI education has been established, their motivation for the insistence on EMI, as in the contexts of Hong Kong and Singapore, is the desire to rise in international ranking scales (Kirkpatrick, 2014a).

In Vietnam, increasing numbers of EMI programs have been offered to meet the excessive demand for high-quality education (Le, 2011; Tran, Marginson, & Nguyen, 2014). With its entry into the World Trade Organization in 2006, there has been growing demands on the future workforce who are sufficiently qualified in academic knowledge and English language proficiency to boost Vietnam’s fast-growing economy (Le, 2012; Pham, 2014). At the institutional level, the development of EMI education can help attract students from other countries and establish a good foundation for local students to pursue HE overseas (Dearden, 2014). Concerning the economic benefit, the operation of EMI programs in Vietnam can also be regarded as a mechanism for generating higher fees (Nguyen, Hamid, & Moni, 2016). In other words, EMI operation entails new sources of revenue for the program suppliers (Wilkinson, 2013) and this remains one of the strongest motivations for EMI in Vietnam.

## **2.4 EMI development**

### **2.4.1 EMI in Europe**

The largest group of countries to have developed EMI programs can be found in Europe, with some exceptions in the more southern European countries (Wächter & Maiworm, 2014).



Although the use of English medium in European HE grew rapidly in the 1990s following the Bologna Process, early EMI programs were provided in Netherlands and Sweden since the 1950s (Coleman, 2006). A number of programs have been launched by the European Commission to foster the internationalization among HEIs in Europe ever since. In 1987, the Erasmus program was established to encourage student exchanges among European universities (Dafouz, Camacho, & Urquia, 2014). Then, in 1999, the Bologna Process (Costa & Coleman, 2013; Kirkpatrick, 2014b; Wächter & Maiworm, 2014), which aimed to harmonize higher education across Europe, strengthen mobility among students and enable European higher education institutions to attract more international students, has brought about significant growth of English-medium teaching in European universities. According to the latest survey of Maiworm and Wächter (2014), there were 8,089 English-taught programs (ETPs) in almost 1,600 higher educational institutions in 28 mainland European countries. One can have a better sense of how remarkable this number of ETPs is when noticing that the records of previous surveys over the similar population showed just 2,389 programs in 2007 and 725 in 2001 (Maiworm & Wächter, 2002; Wächter & Maiworm, 2008; Wächter & Maiworm, 2014). It is interesting to note that the leading countries with the highest offerings of ETPs are the Netherlands (1,078 programs), Germany (1,030 programs) and Sweden (882 programs) (Wächter & Maiworm, 2014).

From the previous studies, EMI was found to be strongest in north European countries. In many parts of Europe, EMI still raises a number of concerns such as threatening the national identity but overall, one cannot deny its fast growth in this continent. Studies on EMI in Europe are numerous in quantity and varied in their researched topics which contribute a rather comprehensive understanding of the EMI development in the whole area.

#### **2.4.2 EMI in Asia**

A number of Asian countries, being influenced by the EMI trends first seen in Europe, agreed at the 2012 Asia Pacific Economic Cooperation (APEC) summit to investigate ways of facilitating staff and student mobility across the region. This initial decision has given further impetus to the establishment of EMI courses in the region (Kirkpatrick, 2014a). It was also significant to note that the ASEAN Charter, signed in 2009, has given a privileged status to English since it was the exclusive official working language of the organization. However, there have been some variations in the employment of EMI among Asian countries. For example, South-Asian and South-East Asian countries (such as India, Singapore, Malaysia and Hong Kong), which were formerly colonized by English-speaking countries, have had longer experience in EMI teaching. On the other hand, in other Asian countries, namely

China, Japan, Korea, Vietnam, EMI has only recently gained popularity (Altbach, 2004; Byun et al., 2011).

One typical example of EMI programs in Asian universities is the case of Korean HEIs. EMI has found fertile ground at Korean universities in recent years and it is viewed as a primary instrument for innovation in terms of internationalization and as a means for Korean universities to reach higher ranks in the education market at the same time (Byun et al., 2011). Since the mid-2000s, the number of EMI programs has risen considerably with 9,000 EMI courses among 410,000 courses offered by Korean universities in 2006, accounting for roughly 2.2% of the total (Byun et al., 2011, p. 432). The country is aiming for a higher percentage of EMI programs in the coming years. Similarly, it is reported from most studies on EMI in China that the number of EMI programs is increasing and universities are aiming for more courses to be taught bilingually (Hu et al., 2014; Kirkpatrick, 2014a) although this country is seen as a 'new comer to higher education EMI' (Hu et al., 2014, p. 22).

In a more controversial scenario, Hong Kong has experienced systematic changes in the medium of instruction. According to Morrison and Lui (2000), in the 1970s and early 1980s, English possessed a higher status than Chinese as both the British administration and legislature were solely conducted in English. It was also reported that in this period, 70% of schools adopted the mother tongue (i. e. Cantonese) as the MOI (medium of instruction) while 30% used English (*Education Commission Report No. 4*, 1990). Since the return of Hong Kong to China in 1997, the debate on MOI in institutions continues to be intensely controversial (Morrison & Lui, 2000). As stated by the Department of Education in 1997, the number of secondary schools using English as the MOI would drop by half, to fewer than 100 (just about 20% of the total). However, secondary schools in Hong Kong have been given more flexibility in adopting EMI models based on the students' needs as well as the qualifications of their teaching staff since 2009 (Lo & Lo, 2014). Besides that, in tertiary education, six out of eight government-funded universities are EMI institutions with almost all subjects are taught in English (Dearden, 2015). Results from a meta-analysis study of 24 studies related to Hong Kong secondary schools show that EMI students have better performance over their CMI (Chinese-medium instruction) peers regarding English proficiency. As the study reveals, in core subjects such as science, geography and history, those EMI students slightly lagged behind while in mathematics, no difference in academic achievement was found between EMI and CMI students in those studies (Lo & Lo, 2014; Tsou & Kao, 2017). At this stage, more attention has been given to everyday contexts at EMI HEIs in Hong Kong where policies are interpreted and negotiated to add to our understanding of the reasons why a number of EMI academic staff report the tension and struggle they find

in EMI implementation (Trent, 2017). From those latest studies, one can observe EMI regaining its position over the years of changing and fine-tuning in its educational policy.

This case of Hong Kong is not the only example of EMI being in a ‘state of flux’ rather than only expansion (Dearden, 2014, p. 4). Similarly, one can witness this changing situation when observing the operation of EMI programs at Cambodia’s Institute of Foreign Languages over the past 20 years. A recent study of Moore (2017) discloses that there have been more Khmer-medium courses offered now than in the original degree program as a result of curriculum revisions throughout those years.

It was revealed through previous studies that EMI has been taken up seriously in Asia. However, as each country in this continent has a different history of language policy as well as strategies in the educational system, the results in EMI teaching-learning varied greatly.

In Vietnam, the introduction of EMI has received a great deal of attention and has gradually blossomed in certain universities throughout the country. The Government of Vietnam is devoted to developing English language skills on a long-term strategic basis. In 2004, the Prime Minister’s approval of the Ministry of Education and Training (MOET)’s Project titled ‘Teaching and Learning Foreign Languages in the National Education System, Period 2008-2020’ strongly supported this commitment (Hadisantosa et al., 2010). Following this decision, leading HEIs were assigned to design and pilot advanced programs in which EMI is employed in such natural disciplines as mathematics, physics, chemistry, etc. (MOET, 2008). However, it should be noted that the adoption of EMI in higher education in Vietnam can be dated back to 1992 when the first EMI program was established (Nguyen, Walkinshaw, & Pham, 2017). The key feature in the operation and development of EMI programs in Vietnam lies in the varying forms of cooperation with overseas institutions, of which there are two main types. The first type is foreign programs, which rely on cooperation agreements with overseas universities with the intention of getting Vietnamese students exposed to the knowledge, practices and other educational standards of the cooperating institutions from overseas. The second type is called domestic programs where syllabus, content and assessments are also drawn from overseas programs but are somehow modified to fit in the structure and the objectives of the national framework of higher education (MOET, 2014; Nguyen et al., 2017).

## **2.5 Challenges in EMI adoption**

### **2.5.1 EMI teachers’ need for development in English proficiency and EMI teaching methodology**

From an abundance of studies on EMI worldwide, one can detect that even though institutions have adopted EMI with clear and good motives, there is a fair chance of these EMI programs

facing various challenges throughout their operation. Since EMI is usually found in countries where English is not used as the first language, the lack of ability to teach in additional languages is among the central challenges that many developing countries are facing (Eisemon, 1992). These include English language ability and EMI teaching methodology, both of which have been discussed in a number of existing studies (for example, Dearden, 2014; Hamid, Nguyen, & Baldauf, 2013; Le, 2012; Probyn, 2001; Vu & Burns, 2014; Walkinshaw et al., 2017). At a macro-level, not all EMI program operators consider that delivering EMI lessons requires not only expertise in the content but also the ability to effectively teach through the medium of English (Walkinshaw et al., 2017), and these two aspects have been taken for granted in some EMI programs. This deficiency can be traced back to the lack of comprehensive guidelines on how to teach through the English language (Dearden, 2014). In addition, limited training, resources or funding are also influential factors regarding the staff's lack of EMI teaching ability (Dearden, 2014; Hamid et al., 2013; Vu & Burns, 2014).

### **2.5.2 EMI students' need for development in English proficiency**

Students' English ability is crucial in determining the outcome of EMI programs (Strykers & Leaver, 1997; Swain & Johnson, 1997), but unfortunately, there has been scarcely any study mentioning satisfaction with EMI students' English proficiency, even in the case of EMI programs taught in an English-speaking country to international students (Humphreys, 2017). Furthermore, there is a lack of empirical research on the actual English proficiency of the students; a vast number of studies on this feature draw only from the perceptions of teachers and learners or self-reported surveys (Cañado, 2012). Specific figures for this deficiency can be found in a study on EMI programs in Korea. It is noted that less than 30 percent of EMI students reported understanding over 80 percent of EMI lessons (Cho & Hwang, 2013; Lee & Hong, 2015). Also, Korean students' deficiency in English ability is chosen as the principal reason for their difficulties in EMI lessons (Cho & Hwang, 2013; Hwang, 2013). The situation does not seem to improve in the context of Australian EMI education since relatively few international students meet the language requirement for entering Australian universities via standardized proficiency tests (Oliver, Vanderford, & Grote, 2012). In a report to the Australian Department of Immigration and Citizenship, the conclusion was that a number of international students must enter the programs with English levels lower than the published guidelines. The excuse given was pathway programs' lack of a required formal test before the students can be admitted to the programs (Birrell, Hawthorne, & Richardson, 2006; Humphreys, 2017).

Among the few studies on Vietnamese EMI programs to date, the authors shared the view that Vietnamese students' English proficiency is poor, and a number of them can hardly communicate through English (Le, 2012; Nguyen et al., 2017; Vu & Burns, 2014). It was also observed that many Vietnamese HEIs tend to require low English proficiency from students. In one study, the students are required to score only 500 in the TOEIC test (lower than 4.5 in the IELTS test, which indicates features of limited users of English and thus not adequate to follow EMI programs) (Nguyen et al., 2017). From another study, the emerging issue is the students' diverse language abilities which 'required more effort and resources from content lecturers who had to spend time adapting teaching materials and activities' (Vu & Burns, 2014, p. 21).

### **2.5.3 EMI policies**

The overview of EMI contexts may not be comprehensive unless the matter of policy is taken into consideration since this is where all EMI decisions originate. In Cambodia, no official policy on EMI courses has been issued. Thus, institutions are granted more freedom in their EMI teaching-learning processes (Moore, 2017). By contrast, in a number of other countries including Malaysia, Philippines, Malaysia and Vietnam, the implementation of EMI can be seen as a top-down policy (Gill, 2006). In Malaysia, for example, where the introduction of EMI was considered sudden and consequently, doubts have arrived regarding the success of EMI implementation with the lack of clear instructions (Gill, 2006; Zaaba et al., 2011).

From the existing literature, it is implied that reforms mandated at macro-level are not likely to become effective policy or practice for individual institutions (Ali, 2013; Hu et al., 2014). In Vietnam, the top-down policy reform as well as the National Foreign Language Project 2020 requires great efforts from universities to adapt to the new rhythm of teaching and learning. In a recent study on EMI in Vietnam, Vu and Burns (2014) investigate the implementation of an EMI program, supported by a Western university, in a Vietnamese public university. The researchers provide a critical discussion about the fact that the EMI program is imported from overseas universities, and when it is adopted into the Vietnamese classrooms, the lack of basic resources leads to unanticipated pressures on the lecturers to modify their teaching content and practices. This is consistent with the discussion of another study conducted in Vietnam. Le (2012) stresses that imported materials which are written for English native speaking students with a certain level of language complexity will cause difficulties for local students and the matter of whether or not one should simplify the materials was still left unanswered.

In this overview of related studies, EMI policy is located within the ‘challenges’ section because of the above-mentioned difficulties it may entail. It is, therefore, suggested that the success of an EMI policy is largely dependent on bottom up efforts with due regard paid to various aspects such as access, personnel, resources, methods and materials, curriculum and evaluation (Kaplan & Baldauf, 2005).

#### **2.5.4 Concerns about social inequality**

Besides challenges with academic aspects, the implementation of EMI has triggered controversial opinions on inequality in different societies (Le, 2012), and this ongoing debate has consequently placed considerable pressure on the growth of EMI. To illustrate this, one study from Tanzania notes that EMI has considerable effects on the distribution of power and resources. At the same time, this teaching approach restricts opportunities of most people who fail to use English in their acquisition of professional knowledge. This portion of the population will then remain either poor farmers or untrained workers (Neke, 2005). In India, EMI is argued to benefit learners from wealthy families who have used English as their second language and disadvantage those who come from a different background (Annamalai, 2004).

#### **2.6 Gap in previous studies**

Much of the existing literature on EMI focuses on the surface aspects of the phenomenon, gathering data in terms of numbers of EMI courses, reasons for the implementation of EMI as well as EMI policies behind each program. Meanwhile, adequate attention has not been paid to what really happens in the classrooms or EMI teachers’ and students’ strategies while participating in a specific program. Additionally, very little research has been conducted on an individual EMI program to give us a more thorough and deep understanding. It is undeniable that EMI teachers and students have countless stories to tell about their experience, and how they tackle and reflect on those challenges will almost certainly lead us to even more meaningful understandings for implications regarding EMI course development.

It is for the above reasons that this research was undertaken, and the site of this study, a prestigious university located in the center of Vietnam, was chosen. Since EMI programs first began in Vietnam, this university has been chosen among the top ten institutions throughout the country to participate in the national EMI project. After running for two years, MOET’s report on the Advanced Program (2008) recorded that the Advanced Physics Program of this university, one of the two Advanced Programs in Central Vietnam at that time, was ranked in third place nationally. This EMI physics program has been supported by an American university in terms of lecturers, curriculum and teaching-learning materials. However, no

studies have been conducted to find out how practical it is as a leading Advanced Program in Central Vietnam. In light of previous studies (i.e. Maple & Norrington, 2006; Watanabe & Okawa, 2008), practicality in this case means the extent to which the EMI program is operating with effectiveness and satisfaction in the specified context. Also, this practicality can change according to the objectives and expectations of the participants. Therefore, studying on the practicality of an EMI program like this means looking closely into the teachers' and students' beliefs, expectations, practices as well as satisfactory factors throughout their teaching and learning. The current research, accordingly, aims to fill in some of these gaps in the developing EMI environment at this prestigious public university in Central Vietnam.

## **2.7 Context of the study**

Vietnam belongs to the so-called Expanding Circle of English usage in the diagram proposed by Kachru (1990). In this conception, the Inner Circle represents the historical spread of English with demographic factors, including USA, UK, Canada, Australia and New Zealand. The Outer Circle reflects the spread of English through political influence, including countries where English is used as a second language, namely, Singapore, Malaysia, Philippines, etc. The Expanding Circle represents the spread of language through economic and cultural influence with countries where English is a foreign language, namely, Thailand, Vietnam, Indonesia, Japan and so on (Denham, 1992; Kachru, 1990). In Vietnam, although there are 55 distinct ethnic groups throughout the country, 90% of the national population is of Kinh ethnicity and Vietnamese has been chosen as the official language to be used in schools and other educational institutions since 1945 (Goh & Bang, 2004; Vang, 2004; Wright, 2002), especially when the Education Law (MOET, 2005) came into effect in 2005 (Le, 2012). The Vietnamese education system includes 12 years of schooling and is divided into three stages: elementary school (grades 1-5), junior high school (grades 6-9) and senior high school (grades 10-12). It is compulsory for all pupils in Grades 10-12 and those in selected junior high schools in central cities to study a foreign language. It is also important to know that a pass in the foreign language is compulsory for Grade 12 students to graduate from high school. The main foreign language taught in Vietnamese schools has switched from French and Russian to English following the policy of *doi moi* or economic renovation since 1986 (Denham, 1992; Goh & Bang, 2004). At tertiary level, non-major students of English are supposed to have 200 hours of English in four years. Besides that, English majors are required to attend at least 1,200 hours of English before taking other courses like English and American literature, British and American culture, as well as linguistics in their last two years at university (Ton & Pham, 2010). According to various surveys conducted at different times in the country, 90

percent of university students expressed their preference to learn English as a foreign language (Bautista & Gonzalez, 2008; Canh, 2007; Do, 1996). The ‘National Foreign Language 2020 Project’ of the Vietnamese Ministry of Education and Training (MOET) in September 2008 has led to a number of changes in English language education. These include the earlier introduction of English to pupils, the increase in English language teaching time, the changes of current English textbooks and especially, the offer of EMI programs along with further training for English language teachers throughout the country (Dang, Nguyen, & Le, 2013). The steps taken by MOET have reflected the government’s response to the growing need for foreign language proficiency. The expansion in EMI programs has brought about more hope for a future labor force with sufficient competence in professional knowledge and foreign language proficiency, yet it has also created more challenges for the educational system to deal adequately with higher demands from the learners as well as the society as a whole.

## **2.8 Research questions**

- a.** What are the teachers’ perceptions about the practicality of using English as a medium of instruction at their college?
- b.** What are the students’ perceptions about the practicality of using English as a medium of instruction at their college?
- c.** To what extent are these perceptions reflected in their practice of teaching through EMI?
- d.** To what extent are these perceptions reflected in their practice of learning through EMI?
- e.** What are the factors that influence EMI teaching in terms of strategies, challenges and satisfying aspects?
- f.** What are the factors that influence EMI learning in terms of strategies, challenges and satisfying aspects?

In order to address the above research questions, the research approach employed in this study will be presented in the next chapter.



## **CHAPTER 3 METHODOLOGY**

### **3.1 Introduction**

This chapter will introduce and explain the methodology employed in this study. First, the research site will be specified with a focus on the EMI context of the institution as well as the current physics program. Next, the research approach will be described with due consideration given to the highlighted features of a case study in relation to the restrictions of the current context. Then, detailed information about the student and lecturer participants will be presented followed by a description of the data sources and data collection instruments. The chapter will end with the procedures for data collection and data analysis.

### **3.2 Research site**

The current case study was carried out at one of the biggest universities in central Vietnam. The EMI program of advanced physics at this university has operated for more than 10 years and is among the longest enduring EMI programs in the country. Students in this program pursue a four-year bachelor's degree in advanced physics, one of the four EMI programs offered within this University. Each year, about 30 new students are enrolled after a competitive procedure to get selected for this program. To help students prepare for the EMI lessons, 450 periods (50 minutes each) of intensive English are offered in the first year as a foundation course<sup>1</sup> for the program. In terms of lecturers, both Vietnamese teachers who have studied overseas and foreign teachers from a university in the USA participate in this EMI program, giving their students great exposure to the English language through EMI lessons and offering a lot of challenges at the same time. Given the paucity of research on EMI programs in Vietnam, with the latest study of Nguyen, Walkinshaw and Pham (2017), exploring this site and its EMI staff and the students can bring about a more comprehensive understanding of EMI in Vietnamese HEIs, and show how EMI programs are currently operating in the country.

### **3.3 Research approach**

The research questions in Section 2.8 were addressed through a case study, which is also the framework of this study. At the same time, this is a qualitative inquiry that looks into teachers' and students' perceptions and practices throughout their teaching-learning processes. According to Patton (1985, p. 1), qualitative research "is an effort to understand situations in their uniqueness as part of a particular context and the interactions there". A second characteristic of qualitative research is that the researcher is the primary instrument for

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<sup>1</sup>The foundation course is taught by "English language teachers", some of whom participated in this study.

data collection and data analysis. Also, the product of a qualitative inquiry is richly descriptive. In particular, words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon (Merriam, 2002). This study takes those characteristics as core principles for the data to be collected and analyzed, and from which conclusions will be developed.

Case studies have often been referred to as a method (Yin, 2009). However, a number of other researchers believe that case study can be better described as an approach (Bassey, 2007), a strategy or a multidisciplinary research tradition (Casanave, 2015; Creswell, 2013; Simons, 2009; Wynsberge & Khan, 2007). Case studies are normally characterized as part of a qualitative research tradition (Casanave, 2015). According to Gall, Gall and Borg (2003), case studies are “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (p. 436) and also “the most widely used approach to qualitative research in education” (p. 433). Studies of individuals and their attributes, knowledge, development and performance have always been a very important element of applied linguistics research (Gall et al., 2003) and case studies are a relevant approach since they require the researcher’s interest in an in-depth investigation of the particular within its real-life context rather than something more general. Case studies usually require the use of multiple sources of evidence for the sake of reliability (Casanave, 2015; Johnson, 1994). This study adopts Bassey’s (2007) view of case study as an approach with sufficient features to depict a specific context of study.

Bassey (2007) suggests that an educational case study is an empirical enquiry which is:

- carried out with a clear boundary of time and space
- focused on the features of a certain educational activity or program, etc.
- located primarily in its natural context and has an ethical respect for individuals
- aimed to inform outsiders with the opinions and decisions of participants or different stake-holders

Concerning the trustworthiness of a case study, some researchers (Casanave, 2015; Lincoln & Guba, 1985, 2002; Maxwell, 2013) stress the duration of the project, or their long-term involvement in the field as indicators of trust (i.e. longer projects or longer periods in the field imply greater trust). Becker and Geer (1957) believe that continuous observations and interviews, together with the persistent presence of the researcher in the studied setting, can help rule out deceptive assumptions. However, in the present case study, the whole study must be completed within nine months allowing only one month for data collection. Therefore, the researcher only had relatively few chances to interact with the participants.

This study looks closely at what really happens in an EMI physics classroom, together with teachers' and students' reflections on their own teaching-learning processes, especially the EMI teachers' beliefs that underlie their teaching. Richardson (1996, p. 103) defines beliefs as 'psychologically held understandings, premises, or propositions about the world that are felt to be true' while Borg (2001) refers to the term 'teachers' beliefs' as critical propositions which are held consciously or unconsciously by the teachers. Those propositions can be accepted as true while accepting that other teachers may hold different beliefs regarding the same issue. The issue of beliefs underpinning the decision-making processes (e.g. planning and decision-making) has gained more and more attention since around the mid-1980s (Borg, 2015) and other studies (Eisenhart et al., 1988; Phipps & Borg, 2009; Richardson, 1996; Thompson, 1992) have suggested that teachers' beliefs about teaching and learning:

- may bear positive or negative influences from teachers' own experiences as learners;
- act as a filter through which new information and experience are interpreted by the teachers;
- may outweigh the influence of teacher training in determining what teachers do in the classroom;
- influence the way teachers react to educational change

It is, therefore, very important to have clearer insight into teachers' beliefs underlying their lessons before one can properly understand the current situation of this EMI physics program in Vietnam.

### **3.4 Participants**

In order to address the research questions set out in Chapter 2, four different groups of participants were involved in the current study at the EMI physics program, namely local EMI teachers, foreign EMI teachers, English language teachers and EMI students (who were a cohort from one class). Table 3.1 summarizes the number and type of participants in the current study.

Table 3.1 – Planned and actual number of participants by subgroup

Participants	Number of participants	
	<i>Planned</i>	<i>Actual</i>
Local EMI teachers	8	5
Foreign EMI teachers	5	2
English language teachers	2	2
EMI students	15-30	20

### 3.4.1 Teacher participants

As can be seen from Table 3.1, there are some differences in the number of the planned and actual participants in the current study. The reason lies in the fact that the data collecting time was rather close to the New Year's holiday, when a lot of the teachers had finished their classes and all of the foreign teachers had returned home for the vacation. However, the data collecting schedule could not be any sooner or later due to the time constraints of the study (only nine months for the whole project to be carried out). Among the nine teacher participants, only two of them are female, and together with the age range from 32 to 62, their years of EMI teaching experience also varied a great deal. As shown in Figure 3.1, 56 percent of the teacher participants have more than ten years in EMI teaching, which suggests considerable strengths in the lecturers' amount of experience accumulated throughout the years in this EMI program.

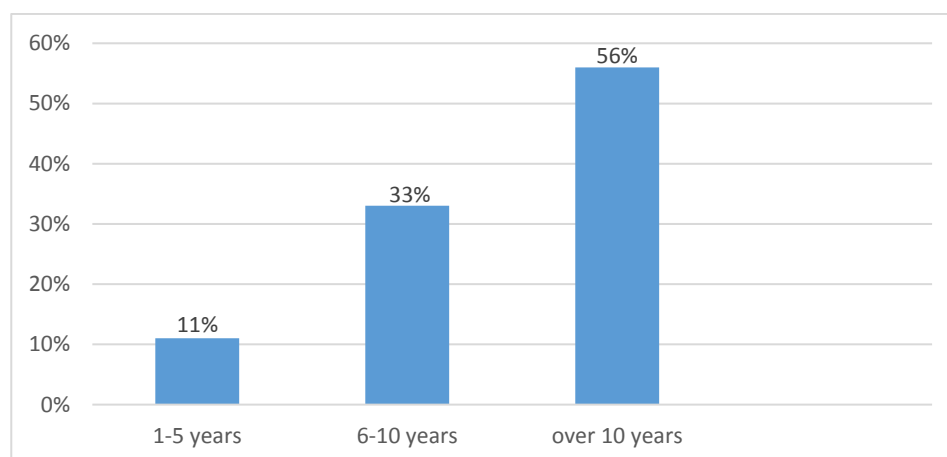


Figure 3.1 – Teachers' years of EMI teaching experience (N=9)

Among the nine teacher participants, seven of them are content teachers (5 local and 2 foreign) and two are English language teachers in the foundation course of English taught in the first year of the EMI program. The local EMI teachers are based in the Department of Physics or the Department of Mathematics and the English language teachers are from the

Department of English for Specific Purposes at this local university. The two foreign teachers come from a partner university in the USA. Two out of the five local EMI teacher participants spent at least two years in an English-speaking country, two did their post-graduate EMI courses in a non-English-speaking country (i.e. Japan and Hong Kong) and one has trained for a few months for EMI teaching at the EMI program's partner university in the USA. Regarding the English language teachers, neither of them has been trained overseas and both have been teaching in this EMI program for more than ten years.

### 3.4.2 Student participants

The student participants of this study include 20 second-year EMI students from the same class. There were 4 males and 16 females in the class, with the years of learning English as a foreign language ranging from 6 to 12. This means the EMI students in this physics program received different English language education. Some might start learning English from Grade 3 in primary school (at the age of eight), Grade 6 in secondary school (at the age of 11), or Grade 10 in high school (at the age of 15). None of these students had any EMI learning experience prior to entering this program.

### 3.5 Instruments

In this study, a combination of three different data collection instruments was used to provide information on different aspects of the EMI physics program, as illustrated in Figure 3.2. The differential use of questionnaires, interviews and class observations will be further explained in the following sections, together with the reasons why there should be triangulation (Gliner, 1994) of data sources and methods in the current study.

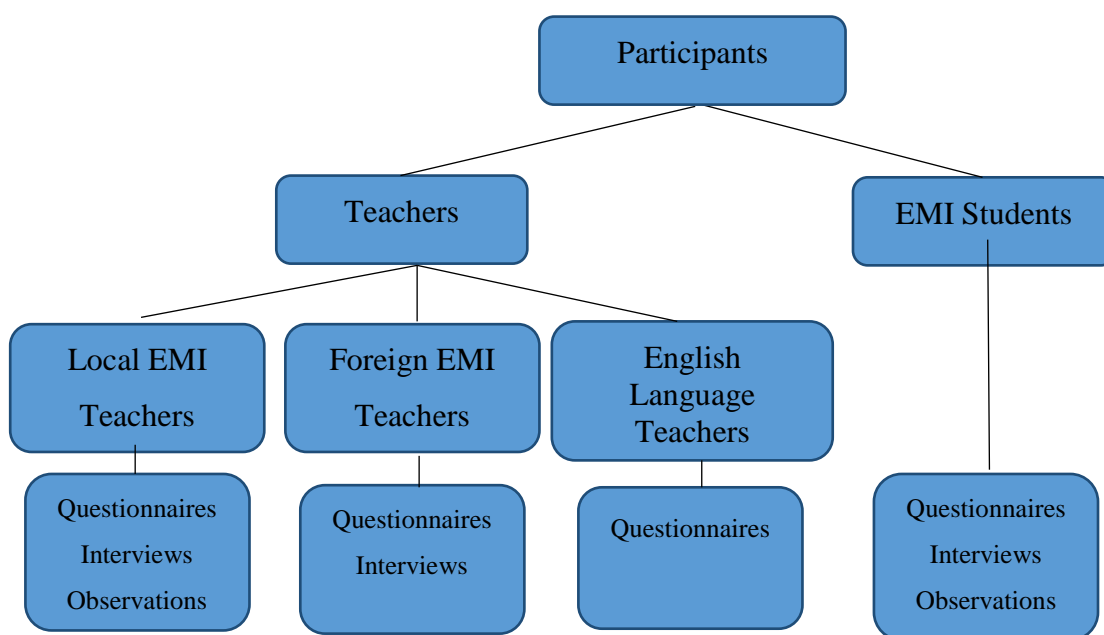


Figure 3.2 – Research instruments used for different groups of participants

### **3.5.1 Questionnaires**

The current case study aims to investigate the teachers' and learners' perceptions and practice of EMI teaching and learning. Questionnaires are commonly used in gathering this sort of data (Dörnyei, 2003). Questionnaires are highly efficient for gathering a wide range of data through close-ended questions and those requiring the respondents to rank the options. In other words, one can collect a huge volume of information in less than one hour by carrying out a questionnaire survey to a group of participants (Dörnyei, 2003). Many of the items in the questionnaire used in the current study have been validated in various other studies on EMI (see, for example, Costa & Coleman, 2013; Mahboob, 2016; Tatzl, 2011a, etc.). Another important reason for making use of questionnaires is that the participants can remain anonymous, and respondents can therefore be more truthful when knowing that their responses are treated anonymously (Patten, 2016). As the current study bases most of its conclusions and implications on what has been stated by the participants, being able to collect truthful data adds more reliability to the results of the project.

Different sets of questionnaires (with a translated Vietnamese version available when needed) were given to local EMI teachers, teachers of English in the foundation course, foreign EMI teachers and EMI students (see Appendix 3). Each questionnaire had its focus on different aspects of the EMI program of Advanced Physics: the teachers' and students' perceptions of the practicality and suitability of the EMI program; their teaching-learning practices; as well as the challenges they faced when participating in the program.

### **3.5.2 Interviews**

Besides the data gathering via questionnaires, this study also aimed to elicit teachers' as well as learners' voices regarding their difficulties and teaching or learning strategies. These voices should be shared in an interactive atmosphere so that the researcher could have opportunities to ask for further information or clarification regarding certain details. Therefore, twelve narrative interviews (Chase, 2003) were conducted with seven teachers (five local and two foreign teachers) and five students (see Appendix 4) using the mother tongue (Vietnamese) to help the interviewees express their opinions in their clearest way. Those interviewees were the ones who opted in at the end of the questionnaires which were delivered to them one week before. Interviewing can be viewed simply as a process of directing a conversation with the purpose to collect information (Angrosino, 2007). According to Mishler (1986), regular methods of sociological interviewing have the tendency to restrain respondent's stories. If we are mindful of the fact that people communicate meaning through narration, in-depth interviews should then become occasions in which we ask for narratives about some certain life experience that is of strong and increasing interest to the interviewees (Chase, 2003). This

study made use of both semi- and un-structured questions to elicit stories from teachers and students. As suggested by Fowler (1993), the same questions were addressed to all participants in the same order and manner to ensure the reliability of the procedure. Then, the challenges they faced, their efforts and ways to overcome the difficulties were displayed naturally through their stories as a consequence. Each interview lasted approximately ten minutes and was conducted straight after the lessons with about four questions focusing on additional information and further details on what happened in the observed classes or what they claimed in the questionnaire.

### **3.5.3 Class observations**

Three class observations were made of one student cohort to provide an overall and more factual view of the teaching-learning situation of this EMI program. They were undertaken after data from the questionnaires had been gathered. These observed classes were taught by one local EMI teacher in three consecutive days in the week of data collection. The importance of observation in social research has long been acknowledged. It is defined as a ‘non-judgmental description of classroom events that can be analyzed and given interpretation’ (Gebhard & Oprandy, 1999, p. 35) or the act of perceiving the activities as well as interrelationships of people in the field setting with the researcher’s five senses. With this research instrument, researchers are given the chance to collect comprehensive information on various aspects of a lesson, namely types of language, activities, interactions, instructions and, most importantly, at close range (Mackey & Gass, 2015). Another advantage of conducting classroom observations is that observational data represent a firsthand encounter with the situation rather than a secondhand account gained through an interview (Angrosino, 2007; Merriam, 2002). However, it is also stressed that observers should learn to focus since that which we do not ‘see’ is almost always greater than things that we do (Angrosino, 2007), so it is the job of the observers to attempt to take into account features of the lessons that go beyond what the five senses can absorb. Furthermore, it is claimed that data collected from classroom observations only represent snapshots over limited periods of time and researchers also need to ensure that their presence is not disruptive and does not lead to the participants acting or behaving in ways that may affect the ‘real’ or ‘natural’ view of the classroom activities (Harbon & Shen, 2015). In order for the current study to minimize those shortcomings of class observations, the researcher conducted three consecutive observations of the same class in one week (three periods of 50 minutes each) to help both teachers and students familiarize themselves with the researcher’s presence in the classroom. More importantly, participants were clearly informed of the purpose of this study, so they had less hesitancy towards being observed in their lessons.

According to Harbon and Shen (2015), researchers can choose to include participant observation or non-participant observation in their research design. In this study, non-participant observations were carried out so that the researcher could totally concentrate on what happened in the classroom. In other words, the researcher was present but did not participate in the classroom activities. Therefore, more time was given to note taking and controlling recording devices in the classroom (Harbon & Shen, 2015).

#### **3.5.4 Rationale for triangulation**

A triangulated approach (Gliner, 1994) including the use of questionnaires, interviews and classroom observations was adopted to provide qualitative data for the research. In social science research, the concept of triangulation refers to a process in which a researcher wants to increase the study's credibility by showing that its independent measures complement each other (Hussein, 2015; Miles & Huberman, 1994). Alternatively, triangulation can mean comparing many sources of evidence so that the accuracy of information or phenomena can be determined and different perspectives can be generated to bring about a fuller and more informative picture of what is going on (Bush, 2007; Torrance, 2012). This approach has been described as a method of highest priority in determining internal validity (i.e. credibility) in qualitative research (Gliner, 1994) and can reduce the risk of chance associations as well as systematic biases, thus allowing a better assessment of the explanations or comments that one develops (Bickman & Rog, 2008). Furthermore, it has been noted that triangulation has vital strengths and encourages productive research with unique outcomes (Jick, 1979). There are five types of triangulation (Denzin, 1978; Kimchi, Polivka, & Stevenson, 1991; Miles & Huberman, 1994):

- Triangulation by data source (gathering data from different people, at different times, or from different places);
- Triangulation by method (interviews, questionnaires, observations, etc.);
- Triangulation by researcher (having different observers, interviewers, or data analysts, etc. in the same study);
- Triangulation by theory (using different theories to explain the results);
- Triangulation by data type (e.g., combining quantitative and qualitative data)

Although triangulation is possible and an effective way to take advantage of both qualitative and quantitative methods (Hussein, 2015), researchers should make use of certain types of triangulation based on the purpose of their study. In this project, triangulation by source and method is adopted and the term multi-method triangulation (Kopinak, 1999), which means the



data can be gathered through more than one instrument, can be employed when dealing with data from such instruments as questionnaires, interviews and class observations.

### **3.5.5 Structure of questionnaires, interviews and class observations**

#### **3.5.5.1 Questionnaires**

In this study, four sets of questionnaires were created for the four groups of participants (as noted in Section 3.4) and this helped the researcher to gather an extensive range of information from the teacher as well as student participants. Those four sets of questionnaires were mostly similar in terms of structure and areas of focus; however, there were some differences in the questions' details to suit the targeted respondents. Each set of questionnaires consists of four sections. The first one asked about the respondents' general background information such as age, gender, years of EMI teaching experience/years of English learning up to the present time. The second part included statements requiring the respondents to choose to which extent they agreed with the items in a six-point Likert scale (1=strongly disagree, 2=disagree, 3=tend to disagree, 4=tend to agree, 5=agree, 6=strongly agree). In this part of the questionnaires, an even number of options were offered (instead of the more commonly-used five-point response alternatives) to avoid the case that certain respondents might make a 'fake' choice by choosing the middle option (such as 'neither agree nor disagree' or 'not decided') (Dörnyei, 2003).

The third section of the questionnaire asked the participants to rank the options regarding challenges in their EMI teaching-learning practices from the most difficult (number 1) to the least difficult (number 10). The last part of each questionnaire made space for some yes/no or multiple-choice questions, each followed by some space for the respondents' further explanations or comments. The content of the questionnaires was partly extracted or modified from previous studies (for example, Alenezi, 2010; Francomacaro, 2011; Hellekjaer, 2010; Y. Kırkgöz, 2005; Wong, 2010) to make the questionnaires more relevant to the Vietnamese context of EMI teaching and learning. For instance, the third part of the current study's questionnaire was developed from one question in Francomacaro's (2011) questionnaire for EMI lecturers. The original question was:

*Have you ever faced any problem in ...?*

- |   |               |
|---|---------------|
| • <i>Asking questions in class</i>                              | <i>Yes/No</i> |
| • <i>Answering student questions</i>                            | <i>Yes/No</i> |
| • <i>Involving students in discussion and critical thinking</i> | <i>Yes/No</i> |
| • <i>Evaluating students</i>                                    | <i>Yes/No</i> |
| • <i>Finding and organizing materials for your course</i>       | <i>Yes/No</i> |

This question, when included in the current questionnaires, was adapted with a few more items added. These include students' low level of English, students' low level of academic knowledge, or differences in habits and cultures, since they were among the most predictable difficulties in EMI context in Vietnamese HEIs. Also, the form of the question was changed from Yes/No options to ranking (from the most to the least challenging, numbering 1 to 10) because the researcher wanted to identify the most challenging factors that the students/teacher were facing.

#### **3.5.5.2 Interviews**

In this study, a number of interviews were held in order to collect supportive information regarding teachers' and students' views towards the EMI program. Those interviews had their focus on the participants' difficulties as well as their teaching/learning strategies. The issue of participants' difficulties was partly mentioned in the questionnaires; however, the interviews supplied the researcher with more justifications and details regarding this crucial aspect of the study. Besides that, another main part of the interviews directed the informants' attention to their own teaching/learning strategies. Each group of participants was interviewed using a different list of questions and there were only four main questions in each interview, with some adoption from previous studies (namely Groleau, Young, & Kirmayer, 2006; Hellekjaer, 2010; Wong, 2010). However, as the interviews proceeded, further questions were raised on an ad hoc basis by the interviewer to elicit more comprehensive answers from the participants.

#### **3.5.5.3 Class observations**

A class observation protocol (See Appendix 5), which was partly developed from Francomacaro's (2011) study, was used in the observed lessons to help the researcher capture what happened in the classroom. To assist this process, the protocol was divided into five main parts. The first part included the basic facts of the class and the teachers such as time, date, title of the lesson and some basic information about the teacher. The next part was about certain features of the lesson (for example, how it was structured, whether there were a lot of examples, how the teacher began/ended the lesson, etc.). Next there was a focus on the teacher, with details on the language used, how s/he interacted with the learners, the extent to which the mother tongue was used, etc. The next focus was on the students to see how they reacted to the teachers' questions, how they interacted with each other, or any difficulties they might have. The last part of the protocol was about teaching facilities and visual aids used in the lesson.

### 3.6 Data collection procedure

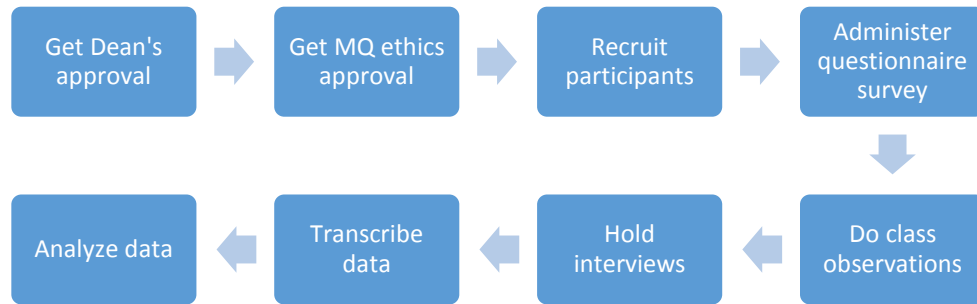


Figure 3.3 – Summary of data collecting procedure

Figure 3.3 summarizes the steps in the data collection procedure chronologically. The initial step in the data collecting process was to contact the ‘gate keeper’, which was the Dean of the Department of Physics at the chosen university. The Dean was contacted via email and then permission was granted for the researcher to conduct the case study in the EMI physics program. Soon after that, the instruments for data collecting were designed, including detailed items the questionnaires, interviews and class observations. Then, an ethics application was submitted and approved by the Human Research Ethics Committee of Macquarie University (see Appendix 1). The recruitment for participants was then conducted by the researcher at the research site in Vietnam, using an advertisement for expressions of interest by potential participants (see Appendix 6). Participants either contacted the researcher directly to indicate their wish to participate or they could inform the Department’s secretary<sup>1</sup> of their willingness and then the secretary would pass the message to the researcher. In this way, the questionnaires were delivered and received through the Department’s meeting room, having the secretary as an agent. At the end of the questionnaires, there was a request for the participants to signal whether they were also willing to have class observations and be interviewed.

At the time of recruitment, there were only two local teachers who were still teaching their EMI lessons in two different classes. Unfortunately, one of those teachers was not willing to have his classes observed. For this reason, the researcher could only make three class observations instead of six as originally planned. As noted earlier, there were no foreign teachers on the campus at the time of the year that the data were collected. Therefore, the questionnaires and interview questions were sent via email to those who were happy to participate. The researcher attempted to recruit more than five teachers who had taught in the current EMI program, however, only two of them replied and agreed to participate.

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<sup>1</sup> At this University, each Department has its own meeting room, with one secretary working full time to process the documents and assist the Dean when necessary.

Regarding the interviews, most of them were conducted right after the class observations or when the teachers (whose classes were not observed) had just finished their classes. At those times, their impressions of the lesson was still rather fresh and they would be more motivated to share. Five students were interviewed at different times as were the teachers. The interviews were audio-recorded to keep an accurate record of what was said since audio recording remains the most valuable adjunct to the interviewing process and to the subsequent recall and analysis of the data afterwards (Angrosino, 2007; Schensul, Schensul, & LeCompte, 1999). As most of the interviews were conducted in Vietnamese (except two interviews with the foreign teachers, both in written mode), the interview data had to be translated into English after transcribing. Both steps were performed by the researcher and then samples of the translated versions were certified as accurate by an authorized translation company (see Appendix 8) to provide assurance that all of the researcher-translation was accurate. Then, the interview data was analyzed manually to provide additional information for the whole study, especially for the teachers and students to clarify their views as well as practices in the EMI classroom.

### **3.7 Data analysis**

According to Coffey and Atkinson (1996), it is crucial in qualitative research that data analysis takes place simultaneously with data collection to allow researchers to make adjustments along the process. Waiting until all data are collected, one can lose the opportunity to gather more valid and reliable data (Merriam, 2002). Therefore, the collected data of this study were analyzed as soon as they were gathered, especially those from the questionnaires. Analyzing the information received from the survey gave the researcher more ideas of what to focus on during the class observations as well as subsequent interviews.

As the sample of this study was relatively small, the data were coded and analyzed manually, rather than through any computer software programs. Responses from the questionnaires were analyzed using percentage and illustrated in charts and tables while answers from the interviews were categorized into different themes.

### **3.8 Conclusion**

This chapter has presented and discussed key features regarding the methodology of the current study. Details on the research site, research approach, participants, data collecting instruments as well as procedures in data collecting and analysis were explained in relation to the particular context of the study. In the next chapter, the results of the collected data will be presented.

## **CHAPTER 4 RESULTS AND DISCUSSION**

### **4.1 Introduction**

This study aims to investigate teachers' and students' perceptions and practices of EMI teaching and learning in a physics degree program for undergraduates at a Vietnamese university. For this purpose, the data of this study were gathered from different groups of stakeholders, namely local EMI teachers, foreign EMI teachers, English language teachers and EMI students to enable the researcher to have access to different points of view of the people directly involved in this EMI program. The data were collected via questionnaires, one-on-one semi-structured interviews and classroom observations. A thematic analysis of data collected from these four groups of participants will be presented in this chapter in six sections according to the study's six research questions, each followed by some discussion in light of existing literature. Implications for EMI teaching and learning will consequently be put forward at the end of this chapter.

In Section 4.2, the teachers' perceptions of the practicality of using English as a medium of instruction at their college will be discussed, with special attention given to the EMI teachers' and students' English proficiency when participating in this EMI program. Section 4.3 will look at the EMI students' perceptions of the practicality of using English in their program. Sections 4.4 and 4.5 will give more descriptions of the EMI teaching and learning practices of current EMI teachers and students in the program. Finally, sections 4.6 and 4.7 will consider influential factors impacting current EMI teaching and learning.

### **4.2 Teachers' perceptions of the practicality of using EMI at their college**

This section of the study presents and discusses the data collected from three groups of teachers in the EMI program, namely local EMI teachers (Group 1), foreign EMI teachers (Group 2) and English language teachers<sup>1</sup> (Group 3). Different questionnaires (see Appendixes 3, 4, 5 and 6) were specifically designed for each teacher group with a different focus and specific question items.

#### **4.2.1 Teachers' profiles**

Table 4.1 provides an overview of the teacher participants in this study, gained from their questionnaire responses. In the first part of each questionnaire, a few questions relating to the teachers' personal details were asked. Concerning the teachers' age, answers from the three teacher groups showed that all of the teachers were above 32 years of age, and two out of five

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<sup>1</sup>Teachers in Group 3 are in charge of the foundation course of English, which is taught in the first year of this EMI physics program together with other content subjects.

teachers in Group 1 were in their early 60s. Also, these nine teachers had at least five years of teaching experience in this EMI program. Of special note, five out of nine teachers have been teaching at this program since its beginning, i.e. for 11 years. It is also important to note that about 80% of those teachers have spent a few years (from two to four years) overseas for higher education and their English proficiency is one of the requirements to be a lecturer in this EMI program besides having the necessary expertise in their academic major.

Table 4.1 – Participating teachers’ background information

	<b>Group 1</b> <b>(local EMI teachers)</b>	<b>Group 2</b> <b>(foreign EMI teachers)</b>	<b>Group 3</b> <b>(English language teachers)</b>
<i>Number of teachers</i>	5	2	2
<i>Age range</i>	32 - 62	49 - 55	47 - 50
<i>Years of teaching experience at the current EMI program</i>	5 - 11	8 - 10	11
<i>Home institution</i>	A university in central Vietnam – department of Physics	A university in the USA	A university in central Vietnam – department of English for Specific Purposes
<i>First language</i>	Vietnamese	English	Vietnamese

From the information gathered about the teacher participants in terms of teaching experience and English proficiency, it can be assumed that the teachers of this EMI degree program have been very carefully selected and many of them have accumulated considerable teaching experience throughout the years.

## **4.2.2 Teachers’ perceptions of the EMI physics program**

### **4.2.2.1 Students’ English proficiency**

In the second part of the questionnaire, the teachers were asked to express their opinions on the practicality of the current EMI program. As presented in Figure 4.1, all of the teachers in Group 2 and 3 were relatively cautious regarding the suitability of students’ level of English for the EMI program. However, most teachers (80%) in Group 1 (local EMI teachers) found their students’ level of English suitable for the EMI program.

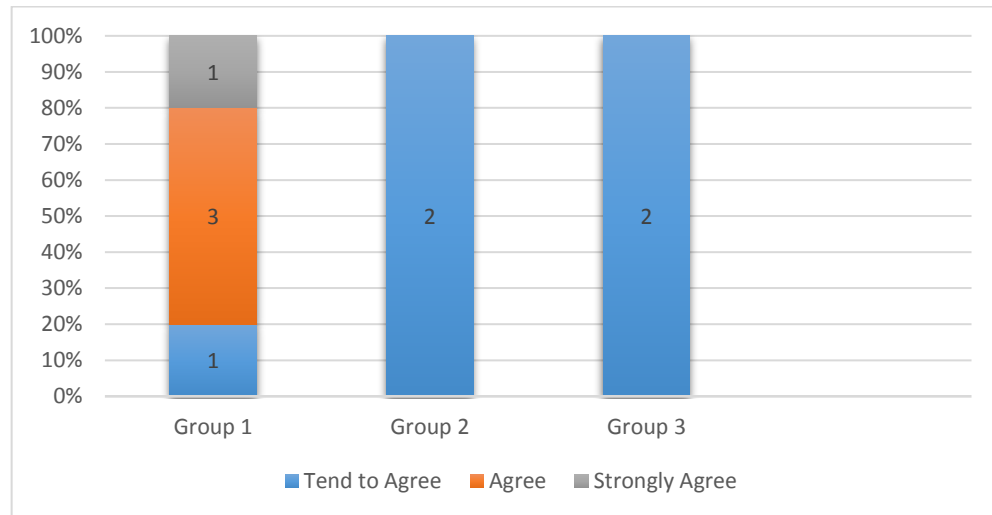


Figure 4.1 – Teachers’ view of the suitability of the students’ level of English competence for the current EMI program (N1=5, N2=2, N3=2)

The difference in opinions across the three groups is understandable because compared to teachers of the English language and EMI teachers from overseas, local EMI teachers might be more familiar with and therefore tolerant of the low English level of a few students in their classes. From the teachers’ responses in the first part of the questionnaire dealing with their personal educational background, approximately 80% of the local EMI teachers spent at least two years in an English-speaking country for their post-graduate programs, which means these teachers themselves also had to work out how to learn their knowledge through English at that time. Therefore, when acting as a teacher in this EMI program, they may tend to encourage and appreciate their students’ efforts rather than expect too much progress from the students. On the other hand, teachers in Groups 2 and 3 have higher expectations for their students’ level of English.

#### 4.2.2.2 EMI teachers’ English proficiency

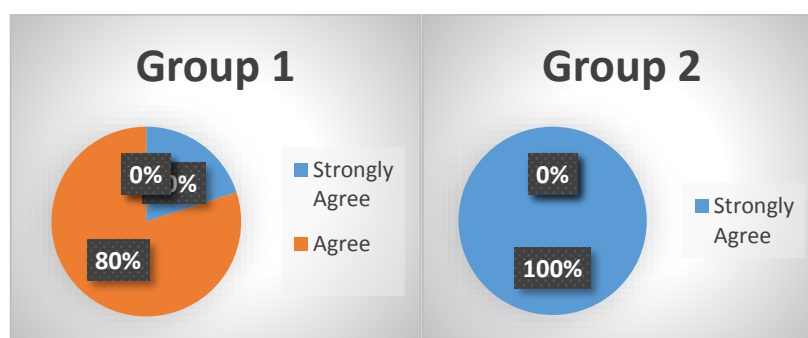


Figure 4.2 – Teachers’ opinions on whether they feel comfortable using English as the medium of instruction in the current EMI program

As shown in Figure 4.2, four out of five (80%) local EMI teachers in Group 1 responded that they were quite comfortable to use English as a medium of instruction while only one of the five chose “strongly agree”. It is not surprising that all of the foreign EMI teachers in Group 2 felt very comfortable to teach in English, given it is their native language. In another study on EMI programs in Vietnam, Vu and Burns (2014) state that a majority of senior lecturers were originally trained in languages other than English (i.e. Russian, French, Vietnamese) whereas young lecturers with better proficiency in English have not reached a relatively high level of the discipline expertise. This is also the case for the current study, therefore, the number of lecturers who were able to teach in this EMI program comprises just one small part of the physics department at this college. In the current EMI program’s situation, EMI teachers who have not studied in English-speaking countries (which comprises roughly 20% of the local EMI teachers in this program) took turns to visit the partner university of this EMI program for a few months to be exposed to a real EMI teaching-learning environment before teaching in this current EMI program. This is one of the positive moves to compensate for the inadequacy of English proficiency as well as EMI teaching methods for a number of Vietnamese teachers in this EMI program.

In sum, regarding the teachers’ perceptions about the practicality of using English as a medium of instruction in the present program (Research Question 1), positive views were expressed on the basis of the teachers’ tolerance towards the EMI students’ level of English competence, which is also the most highlighted issue.

### **4.3 Students’ perceptions of the practicality of using EMI at their college**

The following section presents and discusses data collected from EMI learners’ responses to the questions regarding the perceived significance of this EMI program, how they feel when having English as the medium of instruction, the extent to which they can follow the EMI lessons, and how they feel about the foundation course of English at the preparation stage of the EMI program.

#### **4.3.1 Students’ perception of the significance of following the EMI physics program**

In the first part of the interviews, the students were asked about why they thought the EMI program was significant to them. In responding, all of the participants expressed absolute confidence in the advantages they can gain when graduating from this program:

*Well, the thing I like best when learning in this program is that I can have more chance to get a good job after graduation because the companies throughout our*



*country are usually in favor of job applicants with good English proficiency. (Student 1 - S1)*

*It is hard to follow, but I believe that the Bachelor degree of Advanced Physics Major will give me higher chance to be employed in good companies. (S2)*

*From the previous students of this program who have graduated, I have more confidence in the future career path. (S4)*

In the Vietnamese job market, university graduates with certified proficiency in English are more sought after by employers. As noted in Le's (2007) study, they have an "unquestionable asset" (p. 172) when seeking a well-paid job, especially in foreign companies (Vu & Burns, 2014).

Another aspect that made the EMI program so appealing to most of its learners is a more feasible vision for their higher education study in overseas institutions:

*When learning in this program with our curriculum and many teachers from overseas, we have a good foundation and will find it easier to study abroad after graduation. (S2)*

*I can be exposed to the learning and teaching styles of a developed country (the USA), therefore, I have more confidence and I am better prepared for overseas study in the future, if possible. (S3)*

*We have a chance to learn in a more dynamic environment. We also adopt the curriculum and textbooks from a prestigious overseas university so I think we will have more confidence if we choose to study further in overseas countries. (S5)*

For students who wish to pursue higher education, few if any other programs in Vietnam can better equip them with overseas-standard teaching and learning experiences than an EMI program like the present one.

#### **4.3.2 Students' perceptions of using English as a medium of instruction**

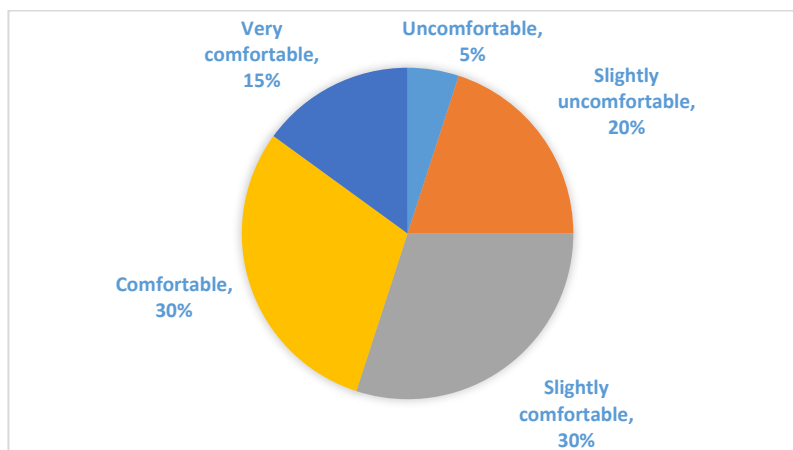


Figure 4.3 – Students’ opinion of having English as the medium of instruction (N=20)

Figure 4.3 summarizes students’ responses to the question of how comfortable they feel when having English as their medium of instruction. It is clear from the figure that students’ opinions vary a great deal, which may suggest that they have different proficiency levels in English. According to the data, only 15 percent of the students reported that they found it very comfortable while 25 percent of them gave a negative response to this question: 5% chose ‘uncomfortable’ and 20% chose ‘slightly uncomfortable’. From these results, it seems obvious, if problematic, that the current EMI students have different levels of English, and consequently they may have different levels of understanding their daily lessons.

The issue of language proficiency among EMI learners can be identified in many other EMI programs worldwide (i.e. Hellekjaer, 2010; Räisänen, 2008; Shaw et al., 2008). The students of the current EMI physics program are not exposed to the English language in their everyday life, therefore, how well these EMI students perform in their lessons mostly depends on their own efforts to acquire the language, and also on how they are facilitated through the English foundation course in their first semesters.

#### **4.3.3 Students’ perceptions of the foundation course of English in the current EMI program**

At the beginning of each EMI program, first-year students must complete 30 credits (450 periods of 50 minutes each) of general English (the four English macro skills, vocabulary and grammar, English for physics) along with other subjects in their major. Table 4.2 summarizes the students’ responses to the question about the significance of this foundation course of English in their curriculum.

Table 4.2 – Students’ opinion on the significance of the foundation course in the current EMI program (N=20)

	Number of students	%
<i>6 = very significant</i>	1	5
<i>5 = significant</i>	5	25
<i>4 = slightly significant</i>	7	35
<i>3 = slightly insignificant</i>	5	25
<i>2 = insignificant</i>	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

It can be seen from the table that only a limited number of students in the survey (six out of 20) were satisfied with what they were offered in the foundation course of English while a larger number of them (70%) still harbored doubts about the significance of this English course. From this response, it is clear that the foundation course has not met the majority of students’ expectations.

In response to an interview question relating to their opinion about the English foundation course, EMI students shared the following views:

*The lessons in those English courses were mainly about general English and the four skills. But when we start the EMI lessons, I think what I learned from the foundation course is barely adequate for the demand of the EMI program. (S2)*

[Question: Did you have lessons about English skills or group discussions during the foundation course of English you attended in the first semesters of the program?]

*Well, we had quite a lot of them actually, but they were mostly in General English and did not really focus on necessary tasks we have to fulfill in my EMI lessons such as assignment writing, joining a debate, giving presentations, raising voice in EMI classes and so on. (S4)*

The conventional foundation course of the current EMI program normally lacks focusing on specific English areas that are especially required in EMI programs where students are exposed to foreign teaching methods like in this one, namely English for discussions, presentations, assignments, classroom participation, etc. In the literature to date, a number of EMI programs (Jackson, 2005; Kırkgöz, 2009; Mahboob, 2016) can be found to equip their first and even second and fourth year students with English language support in both general English or English for Specific Purposes (i.e. Business English, English for Physics, etc.).

However, little attention has been paid to the exact content of those foundation courses of English to figure out how much each skill is practiced, or how much the students are exposed to the above-mentioned areas in the English language. Therefore, needs analysis in such a scenario (Gollin-Kies, Hall, & Moore, 2015) should be of great significance to determine the amount and type of language to be included in the foundation courses.

It can be clearly seen that the answer to the students' perceptions about the practicality of using English as a medium of instruction in the present program (Research Question 2) is a mixed view. While the vast majority of the student participants expressed strong extrinsic motivations to follow this EMI physics program, a very modest number of them (15%) showed absolute confidence in their English ability. Therefore, the teachers' worries and fears mentioned in Section 4.2 regarding the students' English levels are realized when more than 50 percent of the student participants reported to lack confidence in their use of English throughout the program. Therefore, it can be inferred that the students' view towards the practicality of this program was not totally based on their daily experiences and practices of EMI teaching-learning but also on their anticipated post-graduation path. Their EMI learning process might be challenging for the time being, but, thanks to the teachers' facilitation throughout the EMI lessons, they seem positive knowing that they can make progress in this program. In tackling this language challenge, the foundation course of English should be more effective in equipping EMI students with adequate English language requirements, preferably following the undertaking of a rigorous needs analysis.

#### **4.4 The EMI teaching practice of current EMI teachers in the physics program**

This section will present and discuss the findings of the data gathered from both teacher and learner participants through classroom observations and interviews. Three observations were carried out, each lasting for the lesson duration of 50 minutes, with the same lecturer and students. Three aspects of the lessons were observed: (1) teacher's use of the English language, (2) teacher-student interaction and (3) teacher's use of the mother tongue (Vietnamese). Additionally, data from interviews which were conducted after the observed lessons provided further clarification for what actually took place throughout the lessons.

##### **4.4.1 Teacher's use of the English language**

In all the observed lessons the vocabulary and structures used were reasonably simple. Some examples of the typical language used in the observed physics lessons are as follows:

*And now, we come back to the old, the original formula of [...] (from Lesson 1 – LI)*

*In this case, we can write that [...] is derived by [...], therefore, we have the following remarks: We know that if [...] then we can substitute this into [...]. Of course we can expand this fraction and then we apply [...] as part of [...]. (L1)*

*So, this is the formula you should remember because in certain cases we can apply this to solve important problems. (L2)*

*It seems that this inference is more appropriate than the previous one [...] (L2)*

*Of course the process here is correct, but this is more complicated than using the other formula so it is still not good [...]. Therefore, be careful when you choose which formula to use. (L2)*

*If this fraction can be written as [...] plus the assumption that [...], then [...] is equal to [...] (L3)*

From the interviews, the following is what local and foreign EMI teachers shared about their use of English:

*I try to speak English with moderate speed and clear pronunciation so that they can learn the correct things from the beginning. (LET1)*

*I always make sure that my speed is not too fast and my pronunciation, especially the key terms, is exact and clear enough. I have to check in the dictionary sometimes. Another thing I usually keep in mind is to deliver the lesson with simple language so that their understanding of the knowledge is not affected by the English language. (LET3 – whose classes were observed)*

*In my classes, I always write down key information on the board so that the students don't get it wrong. Further explanation or more examples can be given if the students are still confused about the problem. (LET3)*

In Probyn's (2009) study focusing on the EMI classrooms of different subjects, all of the EMI teacher participants shared that they modify their English to accommodate the understanding of their students. In other words, they use simpler vocabulary, slower speaking speed, use more repetition and allow longer wait times for the students' answers.

#### 4.4.2 Teacher-student interaction

In the observed classes, the teacher was fairly cautious about soliciting answers. On average, there were about three questions asked by the teacher in each lesson, and most of them were in the form of yes/no or true/false questions so that the students could answer without much hesitation and without risking confusion in a long answer. Below are a few examples of the teacher's questions raised in the observed classes:

After explaining one new concept, the teacher asked: "Do you understand? Or do you have any questions about this?"

After a few students came to the board to write down their answers for the problem raised, the teacher pointed at some sections on the board and asked the whole class: "Is this correct or not?" or "Do you agree with this answer?"

It is noteworthy that in each of the observed classes, the students were never asked to have any discussion with their classmates. In the interviews with local EMI teachers, this is what they said on this subject:

*I think I want to involve the students more into my lessons. [...], what I mean here is that many students never get themselves involved in discussions or raise their voices to interact in my classes. The reasons may come from themselves or myself: they may be too passive and shy, or my lessons are not exciting enough to get them involved, (LET1)*

*As we have teachers from both local and overseas universities, activities are always changing in the lessons, from traditional to more communicative. At the beginning, the students were not willing to participate into class activities but gradually, with the encouragement of teachers, they are finding their ways to join. (LET1)*

*I always keep a friendly atmosphere in my class and encourage them to say what they think for my questions. If they give the wrong answer, I still acknowledge their effort and give more explanation. (LET2)*

*I often make questions to them so that they have chances to speak English in class. Then, when they are more used to speaking in class, I make them discuss or have debates to develop their critical thinking as well as spoken English. (LET1)*

From the above comments, both the teachers and the students were conscious of the irresistible shift in the teaching-learning method, from the traditional teacher-centered to the communicative approach. Therefore, the teacher acted as an agent to give the students

encouragement even though the teacher might still be confused about how best to manage those interactive activities.

From the opinion of LET1 regarding the reasons why a number of students were rarely engaged in discussions, doubts may arise over both the teacher's and the students' readiness for in-class discussions. Therefore, the issue of equipping EMI teachers with adequate teaching methods, including how to handle in-class activities, appears to be of increasing importance.

#### **4.4.3 Teachers' use of the mother tongue (Vietnamese)**

From what was observed in the classes, the teacher hardly ever used the mother tongue at any stage of the lessons. Only in the third observed class, when the teacher was explaining the functions of a new formula, was the students' confusion noticed and then the teacher explained the issues again. However, it did not help much and the students still struggled. Then, the teacher had no other way but explained that particular content in Vietnamese.

In the interviews with the local content teachers, they shared the following thoughts:

*At the beginning of some classes, when the students keep being confused about the math problem or some complex definitions, I may need the help of our mother tongue so that they can understand to the fullest. However, as I continue, I can make my way through those definitions by using selective language and drawing figures on the board or giving more examples. Gradually, I get rid of using mother tongue in my classes. (LET2)*

*Occasionally, for the first- or second-year students, I switch to mother tongue when they are still confused about the key terms. (LET3)*

From what these teachers stated, they appear keenly aware that the mother tongue should be avoided, especially when the students have entered the later years of their EMI program. As the students were visibly relieved after hearing the explanation in Vietnamese, questions may arise on whether code-switching should be considered as one possible solution for facilitating students' understanding of the lessons in the current EMI program.

Occasional use of the mother tongue in EMI teaching, or code-switching, has been discussed in existing studies with different views. Some teachers refer to code-switching as an act of deficiency (Wei, 2000) while a number of others (Ferguson, 2009; Probyn, 2009; Wei & Martin, 2009) mention it as a teaching strategy to be employed to invite students' participation, scaffold their responses, emphasize points, or just for classroom management purposes (Probyn, 2009).

In sum, answers to the question regarding the extent to which the teachers' perceptions (as mentioned in Section 4.2) are reflected in their practice of EMI teaching (Research Question 3) are rather predictable in comparison with other studies on EMI programs in Vietnam (see, for example, Nguyen et al., 2016, 2017; Vu & Burns, 2014). In the observed classes, what the teacher did was in accordance with what was reported in the survey and the interview data. To be more specific, he based his class activities on the students' ability, putting no stress on discussion tasks, and acting as a provider of knowledge most of the time with a suitable pace of lesson delivery and occasional questions to check students' understanding. If all of the EMI lessons in this program were conducted in this way, the teacher-student and student-student communication strategies should be reevaluated and revised because (1) the teacher needs a closer understanding of the students' knowledge acquisition process, (i.e. not as reported by one teacher: "I can't always tell if they are having difficulties or not. The reason is they usually keep silent and just follow what I say."); and (2) the students should play a more active role in their own learning process, and not just receiving and accepting knowledge from the teacher without any critical consideration.

In terms of the English language used by the teachers, the extent to which speaking speed should be adjusted and English vocabulary as well as structures should be simplified needs to be carefully controlled. The reason for this is mentioned in Hiep's (2007) article where the author wonders if Vietnamese learners can really be engaged in genuine communicative environments when they only receive simplified English language in the classrooms. Also, in open-ended questions from the survey, some students noted that they preferred learning with foreign teachers because "they [foreign teachers] have more creative and interactive activities" (S16); and "they have better ways for us to interact with the teacher and with each other in the class" (S12). Thus, there might be some visible gaps between the teaching methodology of the local teachers and those from overseas that might consequently create different effects on the learners. Once again, consideration should be given regarding how to bridge this gap so that the students can be exposed to useful communicative activities as much as possible.

#### **4.5 The EMI learning practice of current EMI learners in the physics program**

This section presents and discusses qualitative data obtained from class observations and interviews with EMI students/teachers in the current physics program. Three themes were investigated: (1) students' use of the English language, (2) student-teacher interaction and (3) students' use of the mother tongue.



#### 4.5.1 Students' use of the English language

Through the class observations, it was revealed that students of the current EMI program were relatively reserved and reticent to speak English in class. These are some teacher comments from the interviews:

*I can tell that most of them are facing difficulties in their English speaking skill, because whenever I ask for their ideas, many of them either look down to their notebooks or refuse to speak when I call them. Sometimes, I can't tell if they can't speak English or they are too shy to speak, as they just keep silent. (LET2)*

*I tried to have opportunities to have conversation, but it was ineffective. (FT1)*

*To be honest, I can't always tell if they are having difficulties or not. The reason is they usually keep silent and just follow what I say. When they cannot follow, I notice that they often talk to each other softly or exchange looks or remain silent when I ask questions like "Can you follow me?" or "Do you understand?" (LET3)*

It seems not surprising that the EMI teachers of this program usually find it difficult to get their students to speak in class. As we have seen earlier, when it came to asking questions, the first thing to notice was the students' attitude: feeling shy to speak and reluctant to express their opinions. The following comments are what the EMI learners expressed through their interviews:

*Oh, I can understand what they say, but as I haven't used English to speak in classes so far, I get so nervous when being asked and I can't find proper ways to answer their questions. (S1)*

[Question: Can you tell me about something you would like to do better while studying in this EMI course?]

*I want to have better comprehension in my lessons, and more interaction with the teachers. In order to do so, I will need to make progress in my listening and speaking skills. (S2)*

[Follow-up question: Do you mean that the teachers don't give you enough chance to have interactions in class, or that you don't know how to interact with your teachers?]

*Oh, they often ask us questions, but our problem is that we don't know how to respond properly and also we are too shy to raise our voices in class. As a result,*

*most students remain silent after the teachers' questions and just a few of us who have confidence in spoken English can answer them. (S2)*

*I and my classmates can easily lose our track in group discussions because we didn't usually have discussions in high schools. And, to be honest, we aren't really interested in group discussions. (S3)*

*Since the foundation course of English was quite general, when it comes to specific situations like this, we have to solve it ourselves, or ask the teachers (if they are willing to talk). (S4)*

As noted above, these students had very little exposure to classroom situations with speaking tasks in English when they were at high school, and their local EMI teachers were also aware of this fact. That might be the reason why these teachers tend to limit the activities that require too much talking from the students (i.e., questions with “Why”, “How” or those requiring a lot of explanation). In previous studies on EMI, similar findings can be identified in a study of Hong Kong EMI classrooms. The authors mention that EMI teachers have more tendency to ask “cognitively undemanding, closed questions” that usually elicit short and simple answers from their EMI students (Ng, Tsui, & Marton, 2001, p. 298).

The ways these EMI students react when being asked in the classroom might be taken as typical of the students in Vietnam in particular and East Asia more broadly, where Holliday (2013) identifies some traits to be “in contrast with Western students such as dependent, collectivist, passive, undemocratic, [...], uncritical and so forth” (p. 20). Therefore, the issue of getting students willingly involved in speaking activities is not only English proficiency-related but also attitude-led.

#### **4.5.2 Student-teacher interaction**

It was revealed during the class observations that the teacher-student interaction was quite limited in the classroom's activities. Just a few ‘active’ students who sat at the front tables were actually involved in the ‘question-answer’ activities. However, it is worth noting that a few attempts were made by the EMI teacher to have conversations with the students during the breaks. The teacher, being aware of the students' confusion at times during the lessons, occasionally approached the students in a more casual way to join their informal conversations during the breaks. The teacher might then mention some details in the previous lesson in case the students were still concerned about those issues. The EMI students provided the following views:

*[...], and we [the EMI teachers and students] also talk about daily activities in our breaks. That helps us get closer to the teachers, and feel more comfortable when speaking to them. (S1)*

*If I can't follow the teacher, I can ask my friends or the teacher for more explanation (if they have time) in the breaks. (S2)*

In the Vietnamese tradition, breaks between the lessons can be really significant for the student-teacher relationship. If the teachers are friendly enough, both the students and the teachers themselves can benefit from the conversations because the students can easily share their concerns during the lessons if they feel less distanced from their teachers.

#### **4.5.3 Students' use of the mother tongue**

During the class observations, while the EMI teacher rarely made use of the mother tongue, the EMI students seemed to code-switch more regularly in various stages of the lessons.

It was noticed that whenever the students needed to exchange ideas with their classmates during the lectures, they tended to use Vietnamese rather than English, as shown in the following interview responses:

*It even gets harder when the discussions are supposed to be in English. After struggling, we sometimes switch to our mother tongue. I know it's not good but that helps us at least understand each other in discussions. (S3)*

*I think only one third of my class can discuss in English. The rest usually either remain silent or discuss in Vietnamese instead. Sometimes I feel weird to talk to my friends in English in the class because we are quite new to the EMI teaching and learning methods. (S4)*

In the breaks, when the students had casual talks among themselves and even with their local EMI teacher, the mother tongue was mostly used, as one student stated:

*To be honest, we mostly use our mother tongue when asking the teachers about some details of the lesson in the breaks. We find it really hard to express our thoughts in English. We use more English during the lessons. (S1)*

The evidence suggests that when the students had dialogues with each other and with their teachers outside the class hours (i.e., in the breaks, after classes, etc.), they preferred the mother tongue to English because that would make them more comfortable to share their thoughts, or even ask for more explanations from the teachers.

All in all, this section has revealed more significant insights into the practice of EMI learning in this program (Research Question 4). The learners' strong motivations to follow this EMI program did not seem to be translated into proper learning practices. It has been identified that EMI learners have been struggling with their English language, especially during in-class communication. Only when the reasons behind their reserved attitude in speaking activities (see Section 4.5.1) are identified can there be suitable measures to support them. Therefore, if communicative EMI classrooms are to be possible, it is of equal importance to change the learners' and teachers' attitude towards communicative classrooms as well as equip them with adequate interactive skills to cope with those activities. Also, the students' preference in using their mother tongue in classroom interactions is recognized and therefore requires more strategic guidance on how best to use it to facilitate the students' understanding in this EMI program. The claim that English-only policy fails to guarantee sufficient understanding of lessons for the majority of students (70%) (Hoang, Jang, & Yang, 2010) may be true, but it may also be the case that strategic use of L1 within EMI is the most workable model for assuring quality in EMI programs throughout Vietnam.

#### **4.6 Influential factors in the current EMI program's teaching**

This section presents and discusses the data gathered from questionnaires and interviews with the teachers, focusing on various factors influencing the teaching practices in the EMI program such as challenges, teaching strategies and satisfying aspects.

##### **4.6.1 Challenges in teaching**

The teachers were asked to rank their teaching difficulties from one (the most difficult) to ten (the least difficult). The responses varied from one teacher to another although some striking similarities could be identified. Below are the highlighted challenges that these teachers claimed to face, namely (1) students' low level of English, (2) involving students in discussion and critical thinking, (3) students' low level of academic knowledge and (4) differences in habits and culture.

###### **4.6.1.1 Students' low level of English**

The EMI students' level of English is the most challenging issue perceived by 100% of the participating teachers in the survey, and through the open-ended questions in the questionnaires as well as the interviews, they shared more details about this situation:

*Yeah, a few of them show an excellent English level while the rest are of much lower levels. Generally, it is quite challenging for me most of the time, you know, to teach so that even the students with lowest level of English can follow the lesson. (LET1)*

*I'd say most of them are of average level for reading and listening, but speaking and writing skills can be below average. Just a few students (roughly 20% of the class members) show good ability of English in all skills. (LET2)*

*Because most of the students have limited English proficiency, I have to use simple words and speak slowly. Sometimes I feel sorry for the students with excellent English as they may feel bored. (LET2)*

The issue is not only about the majority of students' low level of English but also about the vast difference in English proficiency within a class. The reason for the inequality in the students' English proficiency could be derived from the diversity in their educational as well as socio-economic backgrounds (Vu & Burns, 2014). Furthermore, due to the lack of funding and the need to attract more students, the screening test in English proficiency was recently abolished after running for more than 5 years. This resulted in those EMI students enrolling in this program without any specific language requirement. The learners' English proficiency is, consequently, still very much a live issue of this program.

#### 4.6.1.2 Other challenges

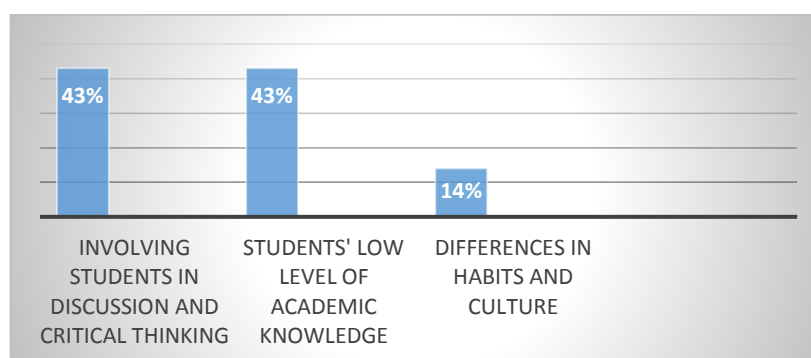


Figure 4.4 – Further challenges in EMI teaching perceived by teachers

Apart from the students' low level of English – the most challenging factor influencing EMI teaching – other difficulties were also addressed, as shown in Figure 4.4. These involve students in discussion and critical thinking, students' low level of academic knowledge and differences in habits and culture. All of these factors were ranked number two in the list of

challenges with the figures of 43%, 43% and 14% respectively (this 14% represents 100% of the two FETs).

The challenge of involving students in discussion and critical thinking has been discussed in Sections 4.4.2 and 4.5.2 about the teacher-student interactions. In the tradition of most Asian countries, books and teachers are symbols of knowledge and wisdom (Song, 1995). Therefore, students would rather maintain harmony and refrain from debates and conflicts with each other (Chiu, 2009; Shaw, 1999).

Fourteen percent of the teachers mentioned ‘differences in habits and culture’ as their second biggest challenge. It is not surprising that these minority opinions all came from EMI teachers from overseas who experienced the “astounding amount of difficulties” between the Eastern and Western ways of learning and thinking, as one foreign teacher shared in the interview. Another foreign teacher added:

*I tried to have opportunities to have conversation, but it was ineffective. [...] In general, the study habit of the students were problematic. (FT2)*

The students’ level of academic knowledge was another obstacle in the teaching practice of those teachers, chosen by 45 percent of the teachers as number two in the list of challenges. In the interviews, some teachers stated:

*Poor math knowledge also was an issue. I spent extra time for math and previous physics subjects they ought to know. (FT1)*

*Yeah, I do notice that many students have gaps in their academic knowledge, mostly in physics and math. It is sometimes annoying and time-consuming to explain some basic things again. (LET3)*

From what the teachers disclosed, some students’ academic knowledge was not considered adequate for the current EMI program. At the same time, in the interviews with the students, when asked about the content knowledge, the students noted:

*When I make comparison of the content, I have the feeling that the knowledge to be covered in Vietnamese textbooks are a bit larger than that of the USA. So, the content knowledge is not what we really worry about. (S3)*

*I think the amount of content knowledge is sometimes less demanding than the content of the Vietnamese parallel Physics degree. So, I am fine with it. (S5)*

According to what was reported by both the EMI teachers and students, there is some mismatch in their views of the students’ academic knowledge. While the teachers tend to

expect a higher degree of expertise from their students, the learners themselves appeared fairly content with their academic knowledge. More significantly, the students failed to notice their teachers', particularly foreign teachers', expectation and the teachers failed to adequately communicate their views to the learners.

#### **4.6.2 Teaching strategies**

From their interview data, the teachers in the current EMI program expressed positive views towards 'reflective teaching'. They also have various ways to reflect on their teaching, for example:

*After the first lessons in one class, I usually notice their facial expressions, their questions, and even their silence. They all give me signals for help, or for more clarifications. (LET2)*

*I spend some time to think about the lessons I have taught in the breaks, or on the way to the parking, or when I have more time at night. Then, new ideas may come, or I can read some materials or ask my colleagues to have some improvements or changes. (LET3)*

The last question in the interviews with the teacher participants was about their teaching strategies in their teaching. Two teachers shared their opinions:

*Teaching in EMI classes requires more time for the content knowledge to be delivered because it is taught in English, my foreign language. Therefore, I always make sure that I can manage to help my students master the key points in class. [...] I try to integrate teaching content knowledge with developing students' learning skills through group-working and giving opinions. (LET1)*

*At the beginning of the lesson, I review main points of the previous one then lead in. I always write important things on the board for the students to follow easily and precisely. It is really important to make sure that the students can understand the lesson, so I usually ask questions and invite some of them to the board to do some exercises. And before ending the lesson, a quick summary of the lesson is given to emphasize the key points. (LET3)*

From what they revealed, those EMI teachers were very conscious of the pace and ways of delivering the lessons to ensure the students' comprehension of the new knowledge. As mentioned elsewhere in this study, discussions were scarcely held presumably due to the students' reluctance to participate. Therefore, EMI teachers who are concerned about their

teaching quality should pay particular attention to adopting a more interactive approach in their teaching, which was exactly what the following teacher shared in their interview:

*I have been teaching for many years so far, and I can realize that my teaching methods always keep changing, especially since started teaching in this Advanced Physics program. The fact that my students are also taught by foreign teachers has pushed me to adopt a much more interactive teaching approach*

In another response, another teacher remarked:

*I'm not ambitious to deliver all the content that is mentioned in the textbook. Within the allotted time, I want to teach the important knowledge thoroughly with examples and I always give time for students to practise in class. The other minor knowledge, I can ask them to read carefully before or after class and I will explain more if required by the students. (LET2)*

Regarding the amount of content knowledge in an EMI lesson, the teaching strategy of this teacher highlighted the importance of the in-depth understanding of the key subject matter in each lesson through practicing and further explanation if necessary. However, one may argue that stressing certain points of the lesson may lead to the undesirable consequence of sacrificing other features of the lessons. An example can be drawn in Kym and Kym's (2014) statement that the ultimate aim of an EMI program is the students' ability to gain in terms of both content and language through the lectures, not sacrificing one aspect for the other. In the case of the current EMI program, one suggestion could be developing collaboration between English language teachers and their content-area colleagues to "enhance the integration of ESL/EAL (English as a Second/Additional language) students into the mainstream classroom and to develop more language-conscious approaches to teaching" (Davison, 2006, p. 455).

#### **4.6.3 Satisfying aspects**

Throughout the study, the teachers did not show much confidence in the EMI teaching-learning practices, especially through what was shared about the challenges. Nevertheless, there was clear consensus in their perceptions of the significance of this EMI program. From the survey, 100 percent of the teacher participants chose "totally agree" in response to the question "I think it is beneficial for me to teach Physics through English", which strongly expressed their contentment in what they gained through the EMI program. From what the teachers stated in the interviews: "*The fact that my students are also taught by foreign teachers has pushed me to adopt a much more interactive teaching approach*" (LET3), or "*Sometimes, the local teachers are present in the classroom as teaching assistants for the*



*foreign teachers, especially in the first-year classes. Those are great opportunities to learn from the foreign teachers' teaching approaches, reflecting on your own teaching and then make it better"* (LET5), the teachers themselves were making their own positive changes in their teaching practices, and those indicate without doubt satisfying aspects in the EMI program.

On the whole, the question regarding influential factors in the current EMI teaching program (Research Question 5) has been answered through this section in three main ways. Firstly, in terms of challenges in teaching, the students' low level of English is of the greatest concern to all teacher participants while differences in habits and culture are emphasized as one major aspect affecting the teaching quality of the foreign teachers. Recommendations can be integrating some distinctive features of habits and culture into the foundation course of English or in the orientation sections of each EMI program. The second group of influential factors in EMI teaching is reflective teaching which has been naturally adopted and maintained to guide the teachers in bettering their EMI teaching. Also in this group is the teachers' arrangement of which aspects of the lessons to focus more on. As discussed elsewhere in this study regarding the limited English proficiency of these EMI students, it might be worthwhile for EMI teachers to pay more attention to some language details in the lessons, such as key words' pronunciation or explanation, so that the learners' confusion in language can be reduced. Last but not least, the teachers' sense of satisfaction in their professional development was considered to be an intrinsic force for the teachers to have better teaching practices in this EMI program.

#### **4.7 Influential factors in current EMI learning**

This section provides and discusses information gathered from questionnaires and interviews where participants commented on a number of challenges they encountered during their EMI learning. Also, learning strategies are mentioned, including the students' explanations for their strategic choices.

##### **4.7.1 Challenges in learning**

In one part of the questionnaire, the students were asked to rank the challenges in EMI learning from their point of view. In the list of eight challenges, the three items that received the most attention from the students or elicited needs for measuring are further discussed in the following section. These are students' entry English level, volume of knowledge taught and participating in class discussion.

###### **4.7.1.1 Students' entry English level and the volume of knowledge taught**

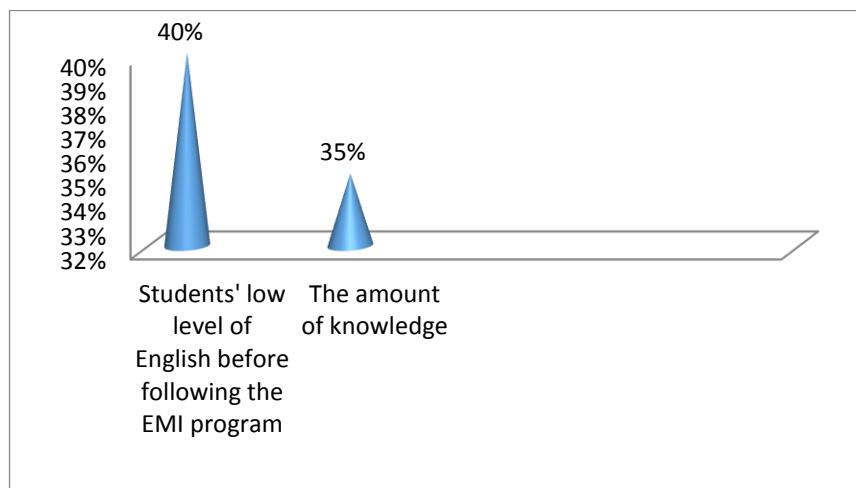


Figure 4.5 – The most important challenges in EMI learning perceived by students

As Figure 4.5 shows, 40 percent of the participating students admitted that their English proficiency was the biggest challenge when coming to this EMI program and 35 percent of them perceived ‘the amount of knowledge’ as the most challenging aspect of their learning. Additionally, when the students were asked in the interviews whether they had more difficulties with their language ability or content knowledge, all of the interviewees perceived English language proficiency as their weaker aspect:

*I have more difficulties with foreign language proficiency actually. (S1)*

*Well, I’m fine with understanding the lessons in class, but to have good interactions with the teachers is another story. Actually, I’m a bit scared to open my mouth when the teachers ask for opinions. I think I need more practice with my English speaking skill. (S3)*

*Well, definitely the English language. Like many of my classmates, the speaking skill is my problem. (S4)*

From what the students disclosed, the English language proficiency was widely recognized as the bigger concern over the academic discipline knowledge. To be even more specific, many of them mentioned speaking skills as their biggest concern. When clarifying this worry, one student added:

*If it is the language problem, I can look it up in my dictionary and highlight it to memorize more easily. (S2)*

From what was stated by S2, one can have the impression that their concept of English language proficiency was rather simplistic. S2 even associated ‘language problem’ closely

with its available solution in the dictionary. They did not perceive that not all language problems relate to vocabulary and the macro skills. S2 and S5, however, moved slightly further in their conception of English proficiency to mention lesson understanding:

*I have some difficulties in understanding the lessons because my English is not as good as I wish, even the foundation course of English cannot help much. (S2)*

*I think it [the aspect I have more difficulty with] is mainly the language ability. And it is not about vocabulary and grammar, it is about the overall understanding of the language. I think sometimes I have difficulties in getting what the author means although I don't find any new words. (S5)*

It can be implied from these students' opinions that the issue of discourse understanding was another common anxiety among those EMI students. Taken as a whole, the students' unsophisticated understanding of the way the English language works may easily result in their uncertainty about exactly why they failed to understand English in the classroom.

#### **4.7.1.2 Participating in class discussions**

As was discussed in Sections 4.4.2 and 4.5.2, the student participants were somewhat unwilling to engage in discussing activities, while the teacher might be insecure when organizing such activities. This feature was predictable to be among the most challenging for the current students since they were not sufficiently guided on how to handle discussions. However, what stood out in this survey was the students' attitude towards classroom discussions with 45 percent of the students ranking this class activity at number eight, which is of the least difficulty. This indicates the indifferent view of the EMI learners towards interactive activities, especially discussions: regardless of how deficient they were in joining discussions, many of them did not have the urge to improve this skill.

#### **4.7.2 Learning strategies**

The learning strategies were mentioned at the end of the interviews when all the learners' concerns had been taken into account. They reported that learning in this EMI program meant they had to make greater effort compared to following the Vietnamese-instructed physics program. One student stated:

*At home, I read textbook to prepare for the new content, especially notice new terms and definitions. I often use dictionary at this stage.*

*In class, I listen carefully and take notes of what the teachers say. It is important to highlight things I get confused and read about it further at home. (S1)*

These students were mostly conscious of the high demands of the EMI program, especially in terms of the English language. Therefore, they tended to prepare before each lesson to help them avoid vocabulary and content confusion during the lesson, thus they could understand the lessons more easily and thoroughly. One study also mentions this feature of the EMI students in a Korean setting: some parts of the lesson are learned at home in advance so that the learners' insufficiency in English proficiency can be minimized and students can increase their satisfaction throughout the in-class lessons (Kim, 2017; Kym & Kym, 2014; Lee, 2014). This approach of prior learning, or flipped learning, was naturally used by the learners in the current EMI program and needs to be encouraged with more specific guidelines from the lecturers so that their time spent in the class can be worthwhile.

In another response, assistance in the English proficiency was mentioned:

*I go to a language center in this city from 5.30pm to 7.00pm three times a week to have communicative English lessons with both foreign and local teachers. Those classes have helped me so much to overcome my shyness and catch up with my friends in the class. (S2)*

Quite a number of students in this EMI program spent some time after class to have additional English lessons since it was clear to them that English was the key to their success in this EMI program.

#### **4.7.3 Satisfying aspects**

Besides the various challenges the students had to face throughout their EMI program, a number of satisfying features were also reported:

*The pressure of this high-demanding program makes me try harder day by day to meet the requirements of the program, so I can discover myself more. (S3)*

*I'm lucky to study in this program because learning in this environment makes me feel so inspired. Especially, I'm eager to have lessons from foreign teachers. They have effective teaching methods together with simple language. Also, I can learn a lot about their culture. It's so interesting! (S4)*

The pressure of learning in this EMI program and the varied experiences, most of which came from foreign features of the course, were sources of inspiration for those EMI students to study hard.

To conclude this section, the results for the question regarding influential factors in the current EMI learning (Research Question 6) have elicited further directions for EMI teaching

and learning. Students' English ability remains the major challenge in their EMI learning, and the students' satisfaction with some aspects of the program are positive, if predictable. Still, the finding concerning students' superficial understanding of English proficiency casts light on the students' (and probably also the teachers') existing thoughts about different aspects of the English language to focus their efforts on. Therefore, the foundation course of English should do more to help to bridge between general English and English for physics so that the students' awareness of their English ability can go beyond simply vocabulary and the four macro skills. Apart from that, the surprising result in this section must be the students' ignorance towards class discussions while it was assumed that this activity, being identified as their weak point in EMI learning, would receive most students' attention. It can be inferred that class discussion is the outstanding feature of this EMI program that needs not only attention but also intention for improvement. Regarding learning strategies, there is a possibility for flipped learning<sup>1</sup> to take place so that the class hours can be more substantial. Last but not least, the students' efforts to improve their English proficiency by attending communicative English lessons after class gives another hint about the inadequacy of English language facilitation in this EMI program.

#### **4.8 Conclusion**

This chapter has presented and examined the key findings in relation to the six research questions set out in Chapter Two. Post-graduate pathways and professional development were among the highlighted satisfying aspects noted by the learners and teachers in this EMI physics program. Even though the students' English proficiency is no longer a novel topic, it remains a burning issue for the sustainable development of this EMI physics program, especially in the absence of a screening test of English ability to be enrolled in this program. What to take special note of here was the English foundation courses' responsibility to guide the students to a fuller understanding of what comprises good English language proficiency. Also of crucial importance were the questions on the extent to which EMI teachers should adjust their spoken English, the way code-switching should be usefully employed and how best to support the EMI students' English ability through the foundation course. Those were key areas which might well be overlooked in the lecturers' daily academic activities but have had immediate impacts on the quality of the students' EMI learning experiences.

Apart from those issues, a few distinctive points were also made in terms of the students' and teachers' practices in their learning and teaching in regard to previous studies in the field of

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<sup>1</sup>In 'flipped learning', students are supposed to study the lecture materials before classes so that in-class hours will be spent for learning activities such as open discussion, collaborative and group activities (see Choi et al., 2015; Kim, Kim, Khera, & Getman, 2014).

EMI. One could notice the mismatch between the presumably high frequencies of communicative activities in EMI lessons and the reluctance of students and sometimes even the teachers in these interactive practices. At the same time, measures are needed to narrow the gap between the local and foreign EMI teachers' teaching approaches so that students receive more uniform experience regardless of who is teaching them on the program. On the basis of the above-mentioned points as well as other major issues discussed in this chapter, recommendations have been put forward for the improved operation of the current EMI physics program in particular and, to some extent, EMI teaching-learning in Vietnam more generally.

## **CHAPTER 5 CONCLUSION**

### **5.1 Introduction**

This chapter concludes the thesis. It summarizes the key findings of the research, and notes related pedagogical implications for EMI practitioners. Limitations of the study and suggestions for future research are also presented.

### **5.2 Summary of key findings**

The main aims of this study were to investigate (1) the perceptions of teachers and students towards the practicality of the current EMI physics program; (2) the teaching-learning practices of the participants; and (3) different factors influencing EMI teaching and learning in the current EMI program. The study was carried out at a university in central Vietnam with a longstanding EMI physics degree program. A qualitative approach was employed with a triangulation of data collecting instruments (questionnaires, interviews and class observations) and sources (EMI teachers, students and English language teachers). This enabled conclusions to be drawn from a combination of what was reported and witnessed through the survey, the interviews and especially the class observations.

(1) Regarding the participants' perceptions of the practicality of the current EMI program, the results have shown that initially, both teachers and students expressed positive views towards the significance of the EMI program for their current as well as future teaching-learning pathways. Though issues such as students' low English proficiency and inadequate support from the English foundation course remain unresolved, the program's participants do make progress since the teachers have been conscious of what they can and should do to facilitate their students' learning.

(2) Findings relating to the teaching-learning practices comprise two aspects: teaching-learning approaches and English language use. The first finding to note is the lack of enthusiasm from the students for communicative activities as well as the partial ignorance of some EMI teachers in setting those activities. While the reserved attitude of the EMI students towards interactive tasks in classroom can be traced back to the traditional traits of Asian students, there is still room for improvement if proper training is carried out, preferably during the foundation English course. Concerning the EMI teachers' methodology, the emerging implication is to provide teachers with more comprehensive guidelines and training on EMI teaching approaches and develop collaboration between English language teachers and content teachers for enhancement in EMI teaching methods.

(3) In terms of English language proficiency, most EMI teachers' strategic use of grading their English through adjusting their speed of speaking, using simplified English vocabulary and structures were evidenced. Also, the preference for using the mother tongue in classroom interactions was recognized among a number of students. Therefore, it would be significant for the EMI program's organizers to come up with consistent guidelines on how the English language as well as the mother tongue can best be shared to assist the students' understanding without interfering with the overall standard of this EMI program.

(4) Findings related to influential factors in the current EMI teaching and learning confirm what has been reported in previous studies regarding students' low level of English or the teachers overlooking some language detail in their EMI lessons. What stands out is the students' shallow understanding of what makes good English proficiency and their unawareness of the value of discussion activities, which is also their weakness in the learning practice activities. Once again, there is an implication for the English foundation course to give learners a fuller view of different aspects of the English language and based on that, they can practice to improve their English proficiency. Of equal importance are the teachers' positive views towards reflective teaching and how this natural and regular practice has helped them adapt to meet their learners' needs. Above all, the driving force for the EMI teachers in this program is their high aspiration for greater professional competence. At the same time, the students are motivated to move forward in their learning by the satisfaction gained from the foreign aspects of the program as well as the promising post-graduate pathways.

### **5.3 Limitations**

Some limitations of this study can be identified and they can be suggestions for further research in this field. The main limitation is typical of case study research in general – the small sample size of participants. Also, due to the short data collection period, there is a relative lack of depth of ethnographic data for this study. However, the modest number of teacher and student participants has been sufficient to address the current EMI physics program's teaching-learning practices together with their perceptions towards this program as a case study example.

In terms of participants, originally, the researcher planned to obtain participation from five foreign teachers but only two eventually participated in the study. Thus, the collected data lacks the balance in opinions from local and foreign EMI teachers.

Another limitation is that the data gathered in this study were mostly self-reported and therefore subjective. For example, regarding the English ability of the learners, what was



stated by the teachers and learners was accepted as true without any reliable external proof of their real English proficiency (e.g., formal proficiency test scores).

Finally, the time constraints of this study meant that observations of foreign teachers were not possible, and the study therefore lacks comparisons between the teaching practices of local and foreign EMI teachers.

#### **5.4 Future research**

Future research could explore the variations in the teaching-learning practices of foreign and local teachers and different effects they have on the learners. This could result in more practical guidelines on how to bridge the gaps between teachers from different backgrounds participating in an EMI program.

Another recommendation is for future studies to have specific ways to measure the students' English proficiency before/during/upon graduating from an EMI program so that course outcomes can be better understood in terms of benchmark proficiency scores.

Finally, it would be of value if future studies could take some aspect(s) of the current study (i.e., EMI teachers and learners' perceptions towards the program's practicality, their challenges during the teaching-learning processes, their teaching/learning strategies in the EMI program, etc.) and have it/them investigated on a larger scale at one site or across multiple sites. It would also be interesting to investigate the challenges EMI students from various backgrounds are facing when studying in English-speaking contexts such as Australia. This could enable EMI providers to better understand the students' actual needs, based on which they could design and implement more efficient EMI programs.

#### **5.5 Chapter conclusion**

This chapter has outlined the key findings of the current case study, including pedagogical implications. It has also provided brief discussions on the study's limitations and suggestions for future research.

#### **5.6 Thesis conclusion**

The study of different aspects of EMI teaching and learning in Vietnam has received very little attention to date, with only a modest number of relevant research studies undertaken. Therefore, this case study set out to add more insights into the understanding of this phenomenon, focusing on the context of an EMI physics degree program at a university in central Vietnam. The findings corroborate some results reported in previous studies but also identify some distinctive points that need further consideration in EMI contexts generally. Though the program's participants do make progress since the teachers have been more

conscious of what they can and should do to facilitate their students' learning, the practicality of the current EMI program in the long run is yet to be concluded, given the fact that issues such as students' low English proficiency, the need for more detailed EMI teaching-learning guidelines and inadequate support from the English foundation course remain unresolved. Since the current EMI program has been established for over 10 years, it is timely for teachers' and students' opinions to be sought and for suitable measures to be considered, from which any appropriate actions can be decided and taken. It is hoped that as a result, future EMI classes in this program can promote the teachers' and learners' abilities to the fullest.

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## APPENDICES

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## Appendix 1: Ethics approval

RE: HS Ethics Application - Approved  
(5201600838) (Con/Met)



Inbox x



**FHS Ethics** <fhs.ethics@mq.edu.au>  
to Stephen, me

12/8/16 ☆



Dear Dr Moore,

Re: "Using English as a medium of instruction in higher education in Vietnam: a case study of a Physics degree program" (5201600838)

Thank you very much for your response. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and approval has been granted, effective 8<sup>th</sup> December 2016. This email constitutes ethical approval only.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

<https://www.nhmrc.gov.au/book/national-statement-ethical-conduct-human-research>

The following personnel are authorised to conduct this research:

Dr Stephen Moore  
Ms Thi Tu Liem Truong

Please note the following standard requirements of approval:

1. The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).
2. Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 8th December 2017  
Progress Report 2 Due: 8th December 2018  
Progress Report 3 Due: 8th December 2019  
Progress Report 4 Due: 8th December 2020  
Final Report Due: 8th December 2021

NB. If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

[http://www.research.mq.edu.au/current\\_research\\_staff/human\\_research\\_ethics/resources](http://www.research.mq.edu.au/current_research_staff/human_research_ethics/resources)

3. If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report and submit a new application for the project. (The five year limit on renewal of approvals allows the Sub-Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).

4. All amendments to the project must be reviewed and approved by the Sub-Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

[http://www.research.mq.edu.au/current\\_research\\_staff/human\\_research\\_ethics/managing\\_approved\\_research\\_projects](http://www.research.mq.edu.au/current_research_staff/human_research_ethics/managing_approved_research_projects)

5. Please notify the Sub-Committee immediately in the event of any adverse effects on participants or of any unforeseen events that affect the continued ethical acceptability of the project.

If you will be applying for or have applied for internal or external funding for the above project it is your responsibility to provide the Macquarie University's Research Grants Management Assistant with a copy of this email as soon as possible. Internal and External funding agencies will not be informed that you have approval for your project and funds will not be released until the Research Grants Management Assistant has received a copy of this email.

If you need to provide a hard copy letter of approval to an external organisation as evidence that you have approval, please do not hesitate to contact the Ethics Secretariat at the address below.

Please retain a copy of this email as this is your official notification of ethics approval.

Yours sincerely,

Dr Anthony Miller  
Chair  
Faculty of Human Sciences  
Human Research Ethics Sub-Committee

---

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##### **Ethics Forms and Templates**

[http://www.research.mq.edu.au/current\\_research\\_staff/human\\_research\\_ethics/resources](http://www.research.mq.edu.au/current_research_staff/human_research_ethics/resources)

**The Faculty of Human Sciences acknowledges the traditional custodians of the Macquarie University Land, the Wattamattageal clan of the Darug nation, whose cultures and customs have nurtured and continue to nurture this land since the Dreamtime. We pay our respects to Elders past, present and future.**

## Appendix 2: Consent forms (Teachers/Students)

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Faculty of Human Sciences  
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Phone: +61 (0)2 9850 8742  
Email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)



Chief Investigator's / Supervisor's Name & Title: Dr. Stephen H Moore

### Participant Information and Consent Form

(For lecturers)

Name of Project: **Using English as a Medium of Instruction in Higher Education in Vietnam: A Case Study of a Physics Degree Program**

You are invited to participate in a study of using English as a medium of instruction at Hue University, Vietnam. The purpose of the study is investigating how English-medium instructed (EMI) programs (in other words, programs that use English as the only language in the lessons) currently operate, the challenges that EMI teachers and students are facing and their strategies to overcome these difficulties.

The study is being conducted by Ms. Thi Tu Liem Truong (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) to meet the requirements of the MRes degree under the supervision of Dr. Stephen H Moore (email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)) of the Linguistics Department in the Faculty of Human Sciences, Macquarie University, Australia.

If you decide to participate, you will be asked to complete a questionnaire whose purpose is to collect data about your awareness of the EMI program titled Advanced Physics at the Faculty of Physics at College of Education – Hue University, the challenges you face as well as your teaching and learning strategies to do well in the program. The questionnaire will take about ten minutes to complete. The questionnaire is anonymous unless you also agree to be interviewed.

At the end of the questionnaire you can indicate your willingness to participate in an interview with the researcher. The interview would last about 30 minutes and would be audio-recorded to ensure an accurate record of what was said. You would be invited to read a subsequent transcription of the interview to ensure that you are happy for it to be included as data for this project.

Your class may also be observed by the researcher you agree to participate in class observation. If you do not wish to participate in such observation, please indicate here by ticking the relevant box:

- I wish to participate in any class observation ☐
- I do NOT wish to participate in any class observation ☐

Any information or personal details gathered in the course of the study are confidential. No individual will be identified in any publication of the results. Quotes from your responses to the questionnaire or in the interview will be used in the thesis or resulting publications but they will always be de-identified and participants will be given pseudonyms. Only the researcher and her supervisor will have access to the data. A summary of the results of the study will be made available to you on request if you contact Thi Tu Liem Truong at the email given above.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without any consequence.

---

I, *(participant's name)* have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name: \_\_\_\_\_

(Block letters)

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Investigator's Name: \_\_\_\_\_

(Block letters)

Investigator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact Dr. Minh Duc Truong, Dean of Department of Physics, College of Education – Hue University, Vietnam (telephone (+84) 912056566; email: [tmduc2009@gmail.com](mailto:tmduc2009@gmail.com)) or the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email [ethics@mq.edu.au](mailto:ethics@mq.edu.au)). Any complaint you make will be treated in confidentiality and investigated, and you will be informed of the outcome.

**(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)**



Phân khoa Ngôn ngữ học  
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Email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)



Người hướng dẫn – họ tên và chức danh: Tiến sĩ Stephen H Moore

### **Bản thông tin và xác nhận đồng thuận**

**(dành cho giảng viên)**

**Tên đề tài: Việc sử dụng tiếng Anh như là ngôn ngữ để truyền đạt trong trường đại học ở Việt Nam:  
Nghiên cứu trường hợp của chương trình cử nhân Vật lý**

Quý thầy/cô được mời tham gia nghiên cứu về việc sử dụng tiếng Anh như là ngôn ngữ để truyền đạt trong trường đại học ở Việt Nam. Mục đích của nghiên cứu này là tìm hiểu tình hình dạy và học ở các chương trình dạy bằng tiếng Anh (nói cách khác, là những chương trình mà trong đó tiếng Anh là ngôn ngữ duy nhất được sử dụng trong lớp học), những khó khăn mà giáo viên và sinh viên gặp phải và cách mà họ đã khắc phục những thử thách đó để làm tốt nhiệm vụ dạy-học của mình.

Người thực hiện đề tài này là cô Trương Thị Từ Liêm (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) dưới sự hướng dẫn của Tiến sĩ Stephen H Moore (email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)), phân khoa Ngôn ngữ học của khoa Khoa học nhân văn – Đại học Macquarie, Úc.

Nếu đồng ý tham gia và nghiên cứu này, quý thầy/cô sẽ được yêu cầu trả lời một bảng hỏi. Mục đích của bảng hỏi này là để thu thập thông tin về nhận thức của bạn về việc dạy và học ở chương trình Vật lý tiên tiến – chương trình sử dụng tiếng Anh làm ngôn ngữ truyền đạt, tại khoa Vật lý, trường Đại học Sư phạm, Đại học Huế; những khó khăn mà quý thầy/cô đã và đang gặp phải cũng như những cách mà quý thầy/cô đã áp dụng để hoàn thành tốt công tác giảng dạy trong chương trình này. Thời gian để quý thầy/cô trả lời bảng hỏi này là khoảng mười phút. Bảng hỏi này sẽ được giấu tên trừ khi quý thầy/cô đồng ý tham gia tiếp vào một buổi phỏng vấn sau đó.

Vào phần cuối của bảng hỏi, quý thầy/cô sẽ cho biết là mình có sẵn sàng để tham gia vào buổi phỏng vấn với người thực hiện đề tài hay không. Buổi phỏng vấn sẽ diễn ra trong vòng 30 phút và sẽ được ghi âm để đảm bảo những thông tin quý thầy cô cung cấp sẽ được sử dụng một cách chính xác. Sau đó, quý thầy/cô sẽ được mời đọc bản ghi chép của buổi phỏng vấn để chắc chắn là mình hài lòng về nội dung sẽ được sử dụng như là dữ liệu của đề tài nghiên cứu này.

Người thực hiện đề tài có thể sẽ tham gia dự giờ lớp học của quý thầy/cô nếu được quý thầy/cô đồng ý. Xin vui lòng chọn (✓) ô phù hợp để cho biết là quý thầy/cô có mong muốn tham gia vào buổi dự giờ đó hay không:

- Tôi đồng ý tham gia vào các buổi dự giờ ☐
- Tôi KHÔNG đồng ý tham gia vào các buổi dự giờ ☐

Bất cứ thông tin cá nhân thu thập được sẽ được đảm bảo bí mật tuyệt đối. Trong các ấn phẩm có liên quan tới nghiên cứu này, các cá nhân đều không được nhận diện. Các trích dẫn trong các câu trả lời trong bảng hỏi hoặc trong buổi phỏng vấn có thể được sử dụng trong luận văn hoặc các ấn phẩm có liên quan nhưng sẽ được để khuyết danh hoặc được thay bằng tên giả. Chỉ có tác giả và người hướng dẫn được quyền sử dụng dữ liệu. Nếu quý thầy/cô muốn có thông tin tóm tắt về kết quả nghiên cứu, xin vui lòng liên hệ cô Trương Thị Từ Liêm theo địa chỉ email đã cung cấp ở trên.

Sự tham gia của quý thầy/cô là hoàn toàn tự nguyện: quý thầy/cô không bắt buộc phải tham gia và nếu có tham gia, quý thầy/cô có thể rút khỏi nghiên cứu này bất cứ khi nào mà không cần giải thích nguyên nhân hay phải chịu bất kỳ hậu quả nào.

Tôi, (tên người tham gia) \_\_\_\_\_ đã đọc và hiểu những thông tin ở trên và tất cả những câu hỏi của tôi đều được trả lời thỏa đáng. Tôi đồng ý tham gia vào nghiên cứu này và hiểu rằng tôi có thể rút khỏi nghiên cứu này bất cứ khi nào tôi muốn. Tôi đã giữ một bản của tài liệu này.

Tên người tham gia: \_\_\_\_\_

(Chữ viết hoa)

Chữ ký người tham gia: \_\_\_\_\_ Ngày: \_\_\_\_\_

(Chữ viết hoa)

Chữ ký người thực hiện nghiên cứu: \_\_\_\_\_ Ngày: \_\_\_\_\_

Tiêu chuẩn đạo đức của nghiên cứu này đã được Hội đồng thẩm định các nghiên cứu về con người trường Đại học Macquarie chấp thuận. Nếu quý thầy/cô có bất kỳ thắc mắc hay lưu tâm gì về mặt đạo đức khi tham gia nghiên cứu này xin vui lòng liên lạc Tiến sĩ Trương Minh Đức, trưởng khoa Vật lý, trường Đại học Sư Phạm, Đại học Huế, Việt Nam (số điện thoại +84 912056566, email: [tmduc2009@gmail.com](mailto:tmduc2009@gmail.com)) hoặc với Hội đồng (theo số điện thoại: +61298507854 hoặc địa chỉ email: [ethics@mq.edu.au](mailto:ethics@mq.edu.au)). Mọi bản khoản của quý thầy/cô sẽ được lưu ý riêng tư và quý thầy/cô sẽ nhận được phúc đáp về những bản khoản của mình.

(BẢN LƯU CỦA NGƯỜI THỰC HIỆN / HOẶC NGƯỜI THAM GIA NGHIÊN CỨU)

Department of Linguistics

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Chief Investigator's / Supervisor's Name & Title: Dr. Stephen H Moore

## **Participant Information and Consent Form**

**(For students)**

**Name of Project: Using English as a Medium of Instruction in Higher Education in Vietnam: A Case Study of a Physics Degree Program**

You are invited to participate in a study of using English as a medium of instruction at Hue University, Vietnam. The purpose of the study is investigating how English-medium instructed (EMI) programs (in other words, programs that use English as the only language in the lessons) currently operate, the challenges that EMI teachers and students are facing and their strategies to overcome these difficulties.

The study is being conducted by Ms. Thi Tu Liem Truong (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) to meet the requirements of the MRes degree under the supervision of Dr. Stephen H Moore (email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)) of the Linguistics Department in the Faculty of Human Sciences, Macquarie University, Australia.

If you decide to participate, you will be asked to complete a questionnaire whose purpose is to collect data about your awareness of the EMI program titled Advanced Physics at the Faculty of Physics at College of Education – Hue University, the challenges you face as well as your teaching and learning strategies to do well in the program. The questionnaire will take about ten minutes to complete. The questionnaire is anonymous unless you also agree to be interviewed.

At the end of the questionnaire you can indicate your willingness to participate in an interview with the researcher. The interview would last about 30 minutes and would be audio-recorded to ensure an accurate record of what was said. You would be invited to read a subsequent transcription of the interview to ensure that you are happy for it to be included as data for this project.

Your class may also be observed by the researcher if your teacher agrees to participate in class observation. If you do not wish to participate in such observation, please indicate here by ticking the relevant box:

- I wish to participate in any class observation ☐
- I do NOT wish to participate in any class observation ☐

Any information or personal details gathered in the course of the study are confidential. No individual will be identified in any publication of the results. Quotes from your responses to the questionnaire or in the interview will be used in the thesis or resulting publications but they will always be de-identified and participants will be given pseudonyms. Only the researcher and her supervisor will have access to the data. A summary of the results of the study will be made available to you on request if you contact Thi Tu Liem Truong at the email given above.

Participation in this study is entirely voluntary: you are not obliged to participate and if you decide to participate, you are free to withdraw at any time without having to give a reason and without any consequence.

---

I, (*participant's name*) have read and understand the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this research, knowing that I can withdraw from further participation in the research at any time without consequence. I have been given a copy of this form to keep.

Participant's Name: \_\_\_\_\_

(Block letters)

Participant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Investigator's Name: \_\_\_\_\_

(Block letters)

Investigator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The ethical aspects of this study have been approved by the Macquarie University Human Research Ethics Committee. If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact Dr. Minh Duc Truong, Dean of Department of Physics, College of Education – Hue University, Vietnam (telephone (+84) 912056566; email: [tmduc2009@gmail.com](mailto:tmduc2009@gmail.com)) or the Committee through the Director, Research Ethics & Integrity (telephone (02) 9850 7854; email [ethics@mq.edu.au](mailto:ethics@mq.edu.au)). Any complaint you make will be treated in confidentiality and investigated, and you will be informed of the outcome.

**(INVESTIGATOR'S [OR PARTICIPANT'S] COPY)**

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Khoa Khoa học nhân văn  
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Email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)



Người hướng dẫn – họ tên và chức danh: Tiến sĩ Stephen H Moore

### **Bản thông tin và xác nhận đồng thuận**

**(dành cho sinh viên)**

#### ***Tên đề tài:* Việc sử dụng tiếng Anh như là ngôn ngữ để truyền đạt trong trường đại học ở Việt Nam: Nghiên cứu trường hợp của chương trình cử nhân Vật lý**

Bạn được mời tham gia nghiên cứu về việc sử dụng tiếng Anh như là ngôn ngữ để truyền đạt trong trường đại học ở Việt Nam. Mục đích của nghiên cứu này là tìm hiểu tình hình dạy và học ở các chương trình dạy bằng tiếng Anh (nói cách khác, là những chương trình mà trong đó tiếng Anh là ngôn ngữ duy nhất được sử dụng trong lớp học), những khó khăn mà giáo viên và sinh viên gặp phải và cách mà họ đã khắc phục những thử thách đó để làm tốt nhiệm vụ dạy-học của mình.

Người thực hiện đề tài này là cô Trương Thị Từ Liêm (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) dưới sự hướng dẫn của Tiến sĩ Stephen H Moore (email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)), phân khoa Ngôn ngữ học của khoa Khoa học nhân văn – Đại học Macquarie, Úc.

Nếu đồng ý tham gia và nghiên cứu này, bạn sẽ được yêu cầu trả lời một bảng hỏi. Mục đích của bảng hỏi này là để thu thập thông tin về nhận thức của bạn về việc dạy và học ở chương trình Vật lý tiên tiến – chương trình sử dụng tiếng Anh làm ngôn ngữ truyền đạt, tại khoa Vật lý, trường Đại học Sư phạm, Đại học Huế; những khó khăn bạn đã và đang gặp phải cũng như những cách mà bạn đã áp dụng để học tốt trong chương trình này. Thời gian để các bạn trả lời bảng hỏi này là khoảng mười phút. Bảng hỏi này sẽ được giấu tên trừ khi bạn đồng ý tham gia tiếp vào một buổi phỏng vấn sau đó.

Vào phần cuối của bảng hỏi, bạn sẽ cho biết là mình có sẵn sàng để tham gia vào buổi phỏng vấn với người thực hiện đề tài hay không. Buổi phỏng vấn sẽ diễn ra trong vòng 30 phút và sẽ được ghi âm để đảm bảo những thông tin bạn cung cấp sẽ được sử dụng một cách chính xác. Sau đó, bạn sẽ được mời đọc bảng ghi chép của buổi phỏng vấn để chắc chắn là bạn hài lòng về nội dung sẽ được sử dụng như là dữ liệu của đề tài nghiên cứu này.

Người thực hiện đề tài có thể sẽ tham gia dự giờ lớp học của bạn nếu giáo viên của bạn đồng ý. Bạn vui lòng chọn (✓) ô phù hợp để cho biết là bạn có mong muốn tham gia vào buổi dự giờ đó hay không:

- Em muốn tham gia vào các buổi dự giờ ☐

- Em KHÔNG muốn tham gia vào các buổi dự giờ ☐

Bất cứ thông tin cá nhân thu thập được sẽ được đảm bảo bí mật tuyệt đối. Trong các ấn phẩm có liên quan tới nghiên cứu này, các cá nhân đều không được nhận diện. Các trích dẫn trong các câu trả lời trong bảng hỏi hoặc trong buổi phỏng vấn có thể được sử dụng trong luận văn hoặc các ấn phẩm có liên quan nhưng sẽ được để khuyết danh hoặc được thay bằng tên giả. Chỉ có tác giả và người hướng dẫn được quyền sử dụng dữ liệu. Nếu các bạn muốn có thông tin tóm tắt về kết quả nghiên cứu, xin vui lòng liên hệ cô Trương Thị Từ Liêm theo địa chỉ email đã cung cấp ở trên.

Sự tham gia của các bạn là hoàn toàn tự nguyện: các bạn không bắt buộc phải tham gia và nếu có tham gia, các bạn có thể rút khỏi nghiên cứu này bất cứ khi nào mà không cần giải thích nguyên nhân hay phải chịu bất kỳ hậu quả nào.

Tôi, (tên người tham gia) \_\_\_\_\_ đã đọc và hiểu những thông tin ở trên và tất cả những câu hỏi của tôi đều được trả lời thỏa đáng. Tôi đồng ý tham gia vào nghiên cứu này và hiểu rằng tôi có thể rút khỏi nghiên cứu này bất cứ khi nào tôi muốn. Tôi đã giữ một bản của tài liệu này.

Tên người tham gia: \_\_\_\_\_

(Chữ viết hoa)

Chữ ký người tham gia: \_\_\_\_\_ Ngày: \_\_\_\_\_

(Chữ viết hoa)

Chữ ký người thực hiện nghiên cứu: \_\_\_\_\_ Ngày: \_\_\_\_\_

Tiêu chuẩn đạo đức của nghiên cứu này đã được Hội đồng thẩm định các nghiên cứu về con người trường Đại học Macquarie chấp thuận. Nếu các bạn có bất kỳ thắc mắc hay lưu tâm gì về mặt đạo đức khi tham gia nghiên cứu này xin vui lòng liên lạc Tiến sĩ Trương Minh Đức, trưởng khoa Vật lý, trường Đại học Sur Pham, Đại học Huế, Việt Nam (số điện thoại +84 912056566, email: [tmduc2009@gmail.com](mailto:tmduc2009@gmail.com)) hoặc với Hội đồng (theo số điện thoại: +61298507854 hoặc địa chỉ email: [ethics@mq.edu.au](mailto:ethics@mq.edu.au)). Mọi bản khoản của các bạn sẽ được lưu ý riêng tư và các bạn sẽ nhận được phúc đáp về những bản khoản của mình.

(BẢN LƯU CỦA NGƯỜI THỰC HIỆN / HOẶC NGƯỜI THAM GIA NGHIÊN CỨU)



**Part 2: Teachers' perceptions and practice of using English as the medium of instruction when teaching in the Advanced Physics program**

Read each statement and choose (by circling) the response (1, 2, 3, 4, 5 or 6) that most closely reflects your own opinion.

	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
1. I think it is beneficial for me to teach Physics through English.	1	2	3	4	5	6
2. I think attending English-taught programs like this is advantageous for students.	1	2	3	4	5	6
3. I think using English as a medium of instruction in this program is suitable for the students' level of English competence.	1	2	3	4	5	6
4. I think I can pass the knowledge to students more effectively using English than Vietnamese	1	2	3	4	5	6
5. I think students attending this English-taught course achieve as good a level of knowledge in the subject as the students following the Vietnamese-taught courses of Physics at my University.	1	2	3	4	5	6
6. I feel comfortable when using English to teach Physics in this program.	1	2	3	4	5	6
7. I usually give students different tasks to do during the lessons.	1	2	3	4	5	6
8. Students are always encouraged to raise questions during the lessons.	1	2	3	4	5	6
9. Students have a lot of opportunities to exchange ideas with each other and with the teacher in my classes.	1	2	3	4	5	6
10. I am a reflective teacher and I always try to find better ways to help my students overcome their difficulties to master the knowledge in the degree program.	1	2	3	4	5	6



**Part 3: Opinion on the challenges faced by the teachers in the Advanced Physics program and their teaching strategies to face such difficulties**

11. Below are listed some challenges that EMI teachers may face during their teaching practices. Please rate the following items in order of difficulty. For example, use 1 for the most difficult for you, 2 for the next most difficult and continue until 10 which is the least difficult for you.

\_\_\_\_ Students' low level of English  
 \_\_\_\_ Students' low level of academic knowledge  
 \_\_\_\_ Reading and mastering the content of the lessons before classes  
 \_\_\_\_ Preparing different tasks for students to do in each lesson  
 \_\_\_\_ Explaining certain terms in English  
 \_\_\_\_ Answering students' questions during the lessons  
 \_\_\_\_ Adapting the lesson plans based on the curriculum of the University of Virginia  
 \_\_\_\_ Involving students in discussion and critical thinking  
 \_\_\_\_ Finding and organising materials for my course  
 \_\_\_\_ Evaluating students  
 \_\_\_\_ Other: (please specify) .....

*Further explanations (if any):*  
 .....  
 .....

12. Is your way of teaching different when you use English or Vietnamese as a medium of instruction?

☐ Yes   ☐ No

13. If you answered 'Yes', what changes or adaptations have you done to your course in English with respect to the one you teach in Vietnamese?

.....  
 .....  
 .....

14. Do you need any assistance in English language and/or teaching methods in order to teach Physics through English effectively?

☐ Yes   ☐ No

15. If you answered 'Yes', who do you seek help from and how are you assisted?

.....

.....

.....

16. Do you have any further comments to add?

- .....
- .....
- .....
- Please tick (✓) *the relevant box to indicate whether you agree to participate in an interview or not:*    ☐ *I agree*            ☐ *I do not agree*

**THANK YOU FOR YOUR PARTICIPATION!**

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Xin cảm ơn quý thầy/cô đã dành thời gian trả lời những câu hỏi trong bảng hỏi sau đây. Sự tham gia của quý thầy/cô sẽ giúp chúng tôi hiểu thêm về quá trình dạy-học sử dụng tiếng Anh làm ngôn ngữ truyền đạt (hay nói cách khác, tiếng Anh là ngôn ngữ duy nhất được sử dụng trong lớp học) ở chương trình Vật lý tiên tiến.

## BẢNG HỎI CHO GIÁO VIÊN TRONG NƯỚC DẠY CÁC MÔN CHUYÊN NGÀNH

- 1.** Tuổi:.....
- 2.** Giới tính:                      Nam:    ☐                      Nữ:    ☐
- 3.** Số năm kinh nghiệm giảng dạy chuyên ngành bằng tiếng Việt:.....
- 4.** Số năm kinh nghiệm giảng dạy chuyên ngành bằng tiếng Anh:.....
- 5.** Quý thầy/cô đã từng học ở nước ngoài trước khi dạy chương trình VLTT hay chưa?  
☐ Có         ☐ Không

.....

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- .....

**Phần 2: Quan niệm và thực tiễn của giáo viên trong việc sử dụng tiếng Anh làm ngôn ngữ truyền đạt khi dạy các lớp trong chương trình VLTT**

Vui lòng đọc kỹ các nhận định dưới đây và chọn (bằng cách khoanh tròn) câu trả lời (1, 2, 3, 4, 5, 6) miêu tả chính xác nhất quan điểm của mình.

	Hoàn toàn không đồng ý	Không đồng ý	Hơi không đồng ý	Hơi đồng ý	Đồng ý	Hoàn toàn đồng ý
1. Tôi nghĩ việc dạy chuyên ngành bằng tiếng Anh là rất có ích đối với bản thân tôi.	1	2	3	4	5	6
2. Tôi nghĩ tham gia các chương trình sử dụng hoàn toàn tiếng Anh như thế này là rất có lợi đối với sinh viên.	1	2	3	4	5	6
3. Tôi nghĩ sử dụng tiếng Anh làm ngôn ngữ truyền đạt trong chương trình này là phù hợp với năng lực tiếng Anh của sinh viên.	1	2	3	4	5	6
4. Tôi nghĩ tôi có thể truyền đạt kiến thức cho sinh viên một cách hiệu quả hơn khi dùng tiếng Anh thay cho tiếng Việt.	1	2	3	4	5	6
5. Tôi nghĩ sinh viên tham gia chương trình này cũng lĩnh hội được lượng kiến thức chuyên ngành tương đương với các em học theo chương trình tương đương bằng tiếng Việt.	1	2	3	4	5	6
6. Tôi cảm thấy thoải mái khi sử dụng tiếng Anh để dạy các môn chuyên ngành trong chương trình này.	1	2	3	4	5	6
7. Tôi thường cho sinh viên làm các dạng bài tập (tasks) khác nhau trong suốt buổi học.	1	2	3	4	5	6
8. Tôi luôn động viên sinh viên đặt câu hỏi trong suốt buổi học.	1	2	3	4	5	6
9. Sinh viên có nhiều cơ hội để trao đổi ý kiến với nhau và với giáo viên trong các buổi học với tôi.	1	2	3	4	5	6
10. Tôi là một giáo viên dạy học có chiêm nghiệm (reflective teacher) và tôi luôn tìm cách tốt hơn để giúp sinh viên vượt qua các trở ngại để nắm vững kiến thức trong chương trình này.	1	2	3	4	5	6

**Phần 3: Ý kiến về những khó khăn mà giảng viên trong chương trình VLTT thường gặp phải và những cách mà quý thầy/cô đã áp dụng để làm tốt công tác giảng dạy của mình**

11. Dưới đây là một vài khó khăn mà các giáo viên dạy chuyên ngành bằng tiếng Anh thường gặp phải trong suốt quá trình giảng dạy. Quý thầy/cô vui lòng đánh số cho những ý dưới đây theo trình tự giảm dần về mức độ khó khăn. Ví dụ, số 1 sẽ là việc khó khăn nhất, số 2 sẽ là việc khó khăn thứ nhì, và cứ thế đến số 10 sẽ là việc ít khó khăn nhất đối với quý thầy/cô.

\_\_\_\_ Trình độ tiếng Anh của sinh viên

\_\_\_\_ Kiến thức chuyên môn của sinh viên

\_\_\_\_ Việc đọc và nắm vững nội dung bài giảng trước khi lên lớp

\_\_\_\_ Chuẩn bị các dạng bài tập (tasks) khác nhau để sinh viên làm trong lớp

\_\_\_\_ Giải thích một vài từ/cụm từ bằng tiếng Anh

\_\_\_\_ Giải đáp các câu hỏi của sinh viên trong suốt buổi học

\_\_\_\_ Điều chỉnh giáo án dựa trên chương trình học của trường ĐH Virginia

\_\_\_\_ Lôi cuốn sinh viên tham gia thảo luận và hướng các em tới tư duy phản biện (critical thinking)

\_\_\_\_ Tìm kiếm và thiết kế tài liệu cho môn học

\_\_\_\_ Đánh giá sinh viên

\_\_\_\_ Ý kiến khác: (vui lòng ghi rõ)

.....  
 .....  
 ....

*Giải thích thêm (nếu có):*

.....  
 .....

12. Phương pháp dạy của quý thầy/cô khi dạy bằng tiếng Anh có khác so với khi dạy bằng tiếng Việt hay không?

☐ Có ☐ Không

13. Nếu câu trả lời là 'Có', thì xin quý thầy/cô nêu rõ mình đã có những thay đổi / điều chỉnh nào so với lúc dạy các môn này bằng tiếng Việt?

.....  
 .....  
 .....

14. Quý thầy/cô có cần sự giúp đỡ nào về ngôn ngữ (tiếng Anh) và/hoặc phương pháp giảng dạy để việc dạy chuyên ngành bằng tiếng Anh được hiệu quả hơn?

☐ Có ☐ Không

15. Nếu câu trả lời là ‘Có’, vậy quý thầy cô thường nhờ ai / phương tiện nào giúp đỡ, và bằng cách nào?

.....

.....

.....

16. Quý thầy/cô có ý kiến nào cần bổ sung không?

.....

.....

.....

- Quý thầy/cô vui lòng chọn (✓) vào ô tương ứng về việc tham gia phỏng vấn sau này:  
☐ Đồng ý                      ☐ Không đồng ý

**CHÂN THÀNH CẢM ƠN SỰ HỢP TÁC CỦA QUÝ THẦY/CÔ!**

**USING ENGLISH AS A MEDIUM OF INSTRUCTION  
IN HIGHER EDUCATION IN VIETNAM:  
A CASE STUDY OF A PHYSICS DEGREE PROGRAM**

Thank you very much for taking the time to answer the questions below. This questionnaire is intended to gather information on the teaching and learning processes of the Advanced Physics Program which uses English as the medium of instruction (EMI – in other words, the knowledge is taught through English only).

Please respond to all the questions below as honestly and carefully as you can. There are no right or wrong answers to these questions. Also, your responses will be kept strictly confidential, and will only be used for the purpose of this study.

**QUESTIONNAIRE FOR VIETNAMESE TEACHERS OF ENGLISH**

**(LANGUAGE TEACHERS – IN THE FOUNDATION COURSES OF ENGLISH)**

**Part 1: General background information**

Age:.....

Gender:

Male: ☐

Female: ☐

Years of teaching experience (in General-English classes):.....

Years of teaching experience (in foundation courses for Advanced Physics programs):.....

**Part 2: Teachers' perceptions and practice of using English as the medium of instruction when teaching in the Advanced Physics program**

Read each statement and choose (by circling) the response (1, 2, 3, 4, 5 or 6) that most closely reflects your own opinion.

	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
1. I think attending English-taught programs like EMI is advantageous for students in finding a job.	1	2	3	4	5	6
2. I think using English as a medium of instruction in this Advanced Physics program is suitable for the students' level of English competence.	1	2	3	4	5	6
3. I think the foundation courses can adequately equip the students with necessary English proficiency to enter the EMI program of Advanced Physics.	1	2	3	4	5	6
4. Students are always encouraged to raise questions during the lessons.	1	2	3	4	5	6
5. Students have a lot of opportunities to exchange ideas with each other and with the teacher in my classes.	1	2	3	4	5	6
6. I am a reflective teacher and I always try to find better ways to help my students overcome their difficulties to master the English language.	1	2	3	4	5	6

### **Part 3: Opinion on the challenges faced by the teachers in the Foundation courses of English and their teaching strategies to face the difficulties**

17. Below are listed some challenges that teachers in the Foundation courses of English may face during their teaching practices. Please rate the following items in order of difficulty. For example, use 1 for the most difficult for you, 2 for the next most difficult and continue until 7 which is the least difficult for you.

\_\_\_\_ Students' low level of English before starting the course  
 \_\_\_\_ Finding and organising materials for my course  
 \_\_\_\_ Preparing different tasks for students to do in each lesson  
 \_\_\_\_ Limitation of time  
 \_\_\_\_ Too much knowledge to cover within the foundation course  
 \_\_\_\_ Involving students in discussion and critical thinking  
 \_\_\_\_ Teaching-learning facilities  
 \_\_\_\_ Other: (please specify) .....



*Further explanations (if any):*

.....

.....

.....

18. Which English skill do you think is the most challenging for EMI students to master?

☐ Speaking      ☐ Reading      ☐ Writing      ☐ Listening

Reason(s): .....

.....

19. How good is the students' language competence in English at the beginning of the course (based on the Common European Framework of Reference – CEFR)?

☐ A1      ☐ A2 ☐ B1      ☐ B2

20. How good is the students' language competence in English at the end of the course?

☐ A1      ☐ A2      ☐ B1      ☐ B2

21. Do you have any further comments to add?

.....

.....

.....

**THANK YOU FOR YOUR PARTICIPATION!**



Read each statement and choose (by circling) the response (1, 2, 3, 4, 5 or 6) that most closely reflects your own opinion.

	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
1. I feel comfortable using English to pass the knowledge to students in this EMI course.	1	2	3	4	5	6
2. I think using English as a medium of instruction in this program is suitable for the students' level of English competence.	1	2	3	4	5	6
3. I usually give students different tasks to do during the lessons.	1	2	3	4	5	6
4. Students are always encouraged to raise questions during the lessons.	1	2	3	4	5	6
5. Students have a lot of opportunities to exchange ideas with each other and with the teacher in my classes.	1	2	3	4	5	6
6. I am a reflective teacher and I always try to find better ways to help my students overcome their difficulties to master the knowledge and skills of the degree program.	1	2	3	4	5	6

**Part 3: Opinion on the challenges faced by the teachers in the Advanced Physics program and their teaching strategies to face the difficulties**

22. Below are listed some challenges that foreign EMI teachers may face during their teaching practices. Please rate the following items in order of difficulty. For example, use 1 for the most difficult for you, 2 for the next most difficult and continue until 10 which is the least difficult for you.

- \_\_\_ Students' low level of English
- \_\_\_ Students' low level of academic knowledge
- \_\_\_ Differences in habits and culture
- \_\_\_ Preparing different tasks for students to do in each lesson
- \_\_\_ Helping students understand difficult terms
- \_\_\_ Answering students' questions during the lessons
- \_\_\_ Adapting the lesson plans based on the curriculum of the University of Virginia
- \_\_\_ Involving students in discussion and critical thinking
- \_\_\_ Finding and organising materials for my course
- \_\_\_ Evaluating students
- \_\_\_ Other: (please specify) .....

Further explanations (if any):

.....

.....

.....

23. Which English skill(s) do you think your EMI students perform well?

☐ Speaking      ☐ Reading ☐ Writing      ☐ Listening

Why do you think so?.....

.....

.....

24. Which English skill(s) do you think your EMI students do NOT perform so well?

☐ Speaking      ☐ Reading ☐ Writing      ☐ Listening

How have you helped your students improve those skills?

.....

.....

.....

25. Do you need any assistance in language and/or teaching methods in order to teach Physics through English effectively?

☐ Yes    ☐ No

26. If you answered 'Yes', who do you seek help from and how are you assisted?

.....

.....

.....

27. Do you have to make any adaptations in the lesson plans compared to the original ones you planned to use before coming to Vietnam? ☐ Yes ☐ No

28. If you answered 'Yes', why do you have to make adaptations? And in what ways do you typically adapt your lesson plans?

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29. Do you have any further comments to add?

.....

- 
- 
- Please tick (✓) *the relevant box to indicate whether you agree to participate in an interview or not:*    ☐ *I agree*            ☐ *I do not agree*

**THANK YOU FOR YOUR PARTICIPATION!**

**USING ENGLISH AS A MEDIUM OF INSTRUCTION  
IN HIGHER EDUCATION IN VIETNAM:  
A CASE STUDY OF TEACHERS' AND STUDENTS' PERCEPTIONS**

Thank you very much for taking the time to answer the questions below. This questionnaire is intended to gather information on the teaching and learning processes of the Advanced Physics Program which uses English as the medium of instruction (EMI – in other words, the knowledge is taught through English only).

Please respond to all the questions below as honestly and carefully as you can. There are no right or wrong answers to these questions. Also, your responses will be kept strictly confidential, and will only be used for the purpose of this study.

**QUESTIONNAIRE FOR STUDENTS**

**(In Advanced Physics Program)**

**Part 1: General background information**

Age: .....

Gender:

Male: ☐

Female: ☐

What city/province in Vietnam do you come from? .....

How many years have you learned English at schools up to now? .....

**Part 2: Students' perceptions and practice of using English as the medium of instruction when learning in the Advanced Physics program**

Read each statement and choose (by circling) the response (1, 2, 3, 4, 5 or 6) that most closely reflects your own opinion.

	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
1. I think attending English-taught programs like this is advantageous for me in my future career.	1	2	3	4	5	6
2. I think using English as a medium of instruction in this Advanced Physics program is suitable for my level of English competence.	1	2	3	4	5	6
3. I think the foundation courses can adequately equip me with necessary English proficiency to enter the EMI program of Advanced Physics.	1	2	3	4	5	6
4. I can follow Physics lessons taught by Vietnamese teachers most of the time.	1	2	3	4	5	6
5. I can follow Physics lessons taught by foreign teachers most of the time.	1	2	3	4	5	6
6. I am always encouraged to raise questions during the lessons.	1	2	3	4	5	6
7. I am always encouraged to ask questions to the teachers after the lessons.	1	2	3	4	5	6
8. I have a lot of opportunities to exchange ideas with my classmates and with the teacher in my class.	1	2	3	4	5	6
9. I like lessons in which visual aids are employed (i.e.: PowerPoint slides, photos, videos, real objects...).	1	2	3	4	5	6

**Part 3: Opinion on the challenges faced by the students in the Advanced Physics course**

10. Below are listed some challenges that students in the Advanced Physics program may face during their learning process. Please rate the following items in order of difficulty. For example, use 1 for the most difficult for you, 2 for the next most difficult and continue until 8 which is the least difficult for you.

\_\_\_\_ My level of English before starting the course  
 \_\_\_\_ My level of academic knowledge before starting the course  
 \_\_\_\_ Reading and understanding materials for my course  
 \_\_\_\_ Following different tasks in the lessons  
 \_\_\_\_ The amount of knowledge / information taught  
 \_\_\_\_ The foundation course of English cannot equip me with adequate English proficiency  
 \_\_\_\_ Participating in discussions in the class

\_\_\_ Being unable to understand some terms/concepts

\_\_\_ Other: (please specify) .....

*Further explanations (if any):*

.....  
.....  
.....

11. Which English skill do you think is the most challenging for you when attending EMI lessons?

☐ Speaking      ☐ Reading ☐ Writing      ☐ Listening

Reason(s): .....

.....

12. Physics lessons from whom do you find easier to follow?

☐ Vietnamese teachers      ☐ Foreign teachers

Reason(s):.....

.....

.....

13. What do you like best about your lectures in English? .....

.....

.....

14. What do you like least about your lectures in English? .....

.....

.....

15. Do you have any further comments to add?

.....

.....

.....

- Please tick (✓) the relevant box to indicate whether you agree to participate in an interview or not:    ☐ I agree      ☐ I do not agree
- Please tick (✓) the box if you do NOT want to participate in class observations: ☐

**THANK YOU FOR YOUR PARTICIPATION!**



Vietnamese version

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**VIỆC SỬ DỤNG TIẾNG ANH NHƯ LÀ NGÔN NGỮ ĐỂ TRUYỀN ĐẠT  
TRONG TRƯỜNG ĐẠI HỌC Ở VIỆT NAM: NGHIÊN CỨU TRƯỜNG HỢP CỦA  
CHƯƠNG TRÌNH CỬ NHÂN VẬT LÝ**

Xin cảm ơn bạn đã dành thời gian trả lời những câu hỏi trong bảng hỏi sau đây. Sự tham gia của bạn sẽ giúp chúng tôi hiểu thêm về quá trình dạy-học sử dụng tiếng Anh làm ngôn ngữ truyền đạt (hay nói cách khác, tiếng Anh là ngôn ngữ duy nhất được sử dụng trong lớp học) ở chương trình Vật lý tiên tiến.

Xin vui lòng trả lời những câu hỏi sau một cách trung thực và cẩn thận nhất. Xin lưu ý ở đây không có câu trả lời nào đúng hoặc sai. Đồng thời, những câu trả lời của bạn sẽ được đảm bảo bí mật, và sẽ được sử dụng riêng cho mục đích của nghiên cứu này.

**BẢNG HỎI CHO SINH VIÊN CHƯƠNG TRÌNH VẬT LÝ TIÊN TIẾN**

**Phần 1: Thông tin chung**

Tuổi: .....

Giới tính:

Nam: ☐

Nữ: ☐

Bạn đến từ thành phố/tỉnh nào?.....

Bạn đã học tiếng Anh trong trường học tính đến bây giờ là bao nhiêu năm?.....

**Phần 2: Quan niệm và thực tiễn của sinh viên trong việc sử dụng tiếng Anh làm ngôn ngữ truyền đạt khi dạy các lớp trong chương trình VLTT**

Vui lòng đọc kỹ các nhận định dưới đây và chọn (bằng cách khoanh tròn) câu trả lời (1, 2, 3, 4, 5, 6) miêu tả chính xác nhất quan điểm của mình.

	Hoàn toàn <b>không</b> đồng ý	<b>Không</b> đồng ý	Hơi <b>không</b> đồng ý	Hơi đồng ý	<b>Đồng ý</b>	Hoàn toàn đồng ý
1. Tôi nghĩ tham gia học trong chương trình sử dụng hoàn toàn tiếng Anh là rất có ích đối với công việc tương lai của tôi.	1	2	3	4	5	6
2. Tôi nghĩ sử dụng tiếng Anh làm ngôn ngữ truyền đạt trong chương trình này là phù hợp với năng lực tiếng Anh của tôi.	1	2	3	4	5	6
3. Tôi nghĩ các khóa học tiếng Anh cơ bản (trong những học kỳ đầu) có thể trang bị cho tôi trình độ tiếng Anh phù hợp để bước vào chương trình học hoàn toàn bằng tiếng Anh sau đó.	1	2	3	4	5	6
4. Tôi có thể tiếp thu hiệu quả các bài giảng chuyên ngành của các giáo viên trong nước.	1	2	3	4	5	6
5. Tôi có thể tiếp thu hiệu quả các bài giảng chuyên ngành của các giáo viên nước ngoài .	1	2	3	4	5	6
6. Giáo viên luôn động viên tôi đặt câu hỏi trong lớp.	1	2	3	4	5	6
7. Giáo viên luôn động viên tôi đặt câu hỏi sau khi xong bài dạy.	1	2	3	4	5	6
8. Tôi được tạo nhiều cơ hội để trao đổi ý kiến với bạn cùng lớp và với giáo viên trong lớp học.	1	2	3	4	5	6
9. Tôi thích những bài giảng có sử dụng phương tiện hỗ trợ nghe-nhìn (vd: bài giảng có thiết kế Power Point, tranh ảnh, video, vật thật...).	1	2	3	4	5	6

### **Phần 3: Ý kiến về những khó khăn mà sinh viên trong chương trình VLTT thường gặp phải**

10. Dưới đây là một vài khó khăn mà các sinh viên của chương trình VLTT có thể gặp phải trong suốt quá trình học tập. Bạn vui lòng đánh số cho những ý dưới đây theo trình tự giảm dần về mức độ khó khăn. Ví dụ, số 1 sẽ là việc khó khăn nhất, số 2 sẽ là việc khó khăn thứ nhì, và cứ thế đến số 8 sẽ là việc ít khó khăn nhất đối với bạn.

\_\_\_\_\_ Trình độ tiếng Anh của bản thân trước khi bắt đầu học chương trình VLTT  
\_\_\_\_\_ Kiến thức chuyên môn của bản thân trước khi bắt đầu học chương trình VLTT  
\_\_\_\_\_ Việc đọc và hiểu các tài liệu cho các môn học  
\_\_\_\_\_ Làm những dạng bài tập/những yêu cầu khác nhau do giáo viên yêu cầu trong suốt các buổi học  
\_\_\_\_\_ Lượng kiến thức/thông tin trong các buổi học  
\_\_\_\_\_ Khóa học tiếng Anh cơ bản ở các học kỳ đầu chưa trang bị đủ năng lực tiếng Anh để em có thể học tốt trong chương trình VLTT  
\_\_\_\_\_ Tham gia thảo luận trong lớp  
\_\_\_\_\_ Không hiểu được một số thuật ngữ/khái niệm  
\_\_\_\_\_ Ý kiến khác: (vui lòng ghi rõ)

.....  
.....  
....

*Giải thích thêm (nếu có):*  
.....  
.....  
.....

11. Bạn thấy kỹ năng tiếng Anh nào là khó khăn nhất đối với mình khi theo học các môn học chuyên ngành bằng tiếng Anh?

☐ Nghe      ☐ Nói      ☐ Đọc      ☐ Viết

Lý do: .....  
.....  
.....

12. Bạn thấy việc học các môn chuyên ngành với giáo viên nào thì dễ theo dõi hơn?

☐ GV trong nước      ☐ GV nước ngoài

Lý do: .....  
.....  
.....

13. Bạn thích điều gì nhất trong các tiết học chuyên ngành bằng tiếng Anh?

.....  
.....

.....

.....

14. Bạn ít thích điều gì nhất trong các tiết học chuyên ngành bằng tiếng Anh?

.....

.....

.....

15. Bạn có ý kiến nào cần bổ sung không?

.....

.....

.....

- Bạn vui lòng chọn (✓) vào ô tương ứng về việc tham gia phỏng vấn sau này:  
☐ Đồng ý                      ☐ Không đồng ý
- Bạn vui lòng chọn (✓) vào ô sau nếu bạn KHÔNG muốn tham gia vào hoạt động dự giờ trong lớp học: ☐

**CHÂN THÀNH CẢM ƠN SỰ HỢP TÁC CỦA BẠN!**

## **Appendix 4: Interview Questions (Teachers/Students)**

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Chief Investigator's / Supervisor's Name & Title: Dr. Stephen H Moore

USING ENGLISH AS A MEDIUM OF INSTRUCTION

IN HIGHER EDUCATION IN VIETNAM:

A CASE STUDY OF A PHYSICS DEGREE PROGRAM

### **INTERVIEW QUESTIONS**

#### **(For Vietnamese teachers of Physics)**

1. Can you tell me about something you would like to do better while teaching in this EMI course (prompts: having better spoken language / finding more teaching resources / being more helpful to students / giving students more chances to speak in class / etc.)?
2. Have you noticed any difficulties that your students are facing? Can you tell me about how you have helped your students overcome such difficulties (prompts: not being able to catch up with what the teacher says / not being able to join class discussions / not being able to respond to teachers' questions / etc.) in the lessons?
3. Do you think it is good to develop a reflective teaching habit? In your situation, how do you reflect on your teaching? And does self-reflecting create any changes to your teaching? In what ways?
4. Can you tell me about your teaching strategies (in other words, your own ways to deliver the EMI lessons effectively)?

**VIỆC SỬ DỤNG TIẾNG ANH NHƯ LÀ NGÔN NGỮ ĐỂ TRUYỀN ĐẠT**  
**TRONG TRƯỜNG ĐẠI HỌC Ở VIỆT NAM: NGHIÊN CỨU TRƯỜNG HỢP CỦA**  
**CHƯƠNG TRÌNH CỬ NHÂN VẬT LÝ**

**CÂU HỎI PHÒNG VẤN**

**(Dành cho giảng viên các môn chuyên ngành trong nước)**

1. Xin thầy/cô cho biết mình có mong muốn làm tốt hơn việc gì trong khi tham gia giảng dạy tại chương trình VLTT? (Gợi ý: có khả năng nói tiếng Anh tốt hơn / tìm được nhiều tài liệu dùng trong việc dạy hơn / giúp đỡ cho sinh viên hiệu quả hơn / tạo nhiều cơ hội hơn cho sinh viên được nói trong lớp học / v.v.)
2. Thầy/cô có nhận thấy sinh viên gặp phải những khó khăn gì không? Nếu có thì xin thầy/cô chia sẻ những cách mà mình đã giúp cho các em vượt qua những khó khăn đó? (Gợi ý: không theo kịp bài thầy/cô giảng trên lớp / không có khả năng thảo luận trong nhóm / không có khả năng trả lời câu hỏi của giáo viên / v.v.)
3. Thầy/cô có thấy việc dạy học có chiêm nghiệm là có ích? Trong hoàn cảnh của mình, thầy/cô có thể cho biết là mình thường chiêm nghiệm về quá trình dạy học của bản thân bằng những cách nào? Và việc chiêm nghiệm đó có tạo ra những thay đổi gì trong việc dạy của mình không? Nếu có thì cụ thể là như thế nào?
4. Thầy/cô có thể cho biết về các “chiến lược”/kế hoạch giảng dạy của mình có điều gì đặc biệt giúp các em sinh viên tiếp thu một cách hiệu quả?

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### **INTERVIEW QUESTIONS**

#### **(For foreign teachers of Physics)**

1. Can you tell me about something you would like to do better while teaching in this EMI course (i.e. having a slower pace of teaching / finding more teaching resources / being more helpful to students / giving students more opportunities to speak in class / etc.)?
2. Have you noticed any difficulties that your students are facing? Can you tell me how you have helped your students overcome such difficulties (prompts: not being able to catch up with what the teacher says / not being able to join class discussions / not being able to respond to teachers' questions / etc.) in the lessons?
3. Do you think it is good to develop a reflective teaching habit? In your situation, how do you reflect on your teaching? And does self-reflecting create any changes to your teaching? In what ways?
4. Can you tell me about your teaching strategies (in other words, your own ways to deliver the EMI lessons effectively)?

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**INTERVIEW QUESTIONS**

**(For students)**

1. I would like to know in what ways you think following this EMI program is significant for you?
2. Can you tell me about something you would like to do better while studying in this EMI course (prompts: having better understanding of the lessons / finding more learning resources / having better listening skill / having more ideas raised in class / etc.)?
3. I would like to know which aspect you often have difficulties with during your EMI course: your language ability or your content knowledge? And can you tell me how your teachers have helped you to overcome your problems so far?
4. Can you tell me about your learning strategies (in other words, your own ways to master the EMI lessons effectively)?



Vietnamese version

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VIỆC SỬ DỤNG TIẾNG ANH NHƯ LÀ NGÔN NGỮ ĐỂ TRUYỀN ĐẠT  
TRONG TRƯỜNG ĐẠI HỌC Ở VIỆT NAM: NGHIÊN CỨU TRƯỜNG HỢP CỦA  
CHƯƠNG TRÌNH CỬ NHÂN VẬT LÝ

**CÂU HỎI PHÒNG VẤN**

**(Dành cho sinh viên chương trình VLTT)**

1. Theo bạn thì chương trình VLTT (học các môn chuyên ngành bằng tiếng Anh) mang lại cho bạn điều gì ý nghĩa nhất?
2. Xin bạn cho biết có điều gì bạn mong muốn làm tốt hơn trong khi học chương trình VLTT này?  
(Gợi ý: hiểu bài tốt hơn/ tìm thêm được nhiều tài liệu để hỗ trợ việc học / cải thiện kỹ năng nghe / phát biểu ý kiến nhiều hơn trong lớp / v.v.)
3. Trong quá trình học, bạn thường gặp nhiều khó khăn hơn trong lĩnh vực nào sau đây: khả năng ngoại ngữ hay kiến thức chuyên ngành? Và xin bạn cho biết là các giáo viên đã hỗ trợ bạn như thế nào để khắc phục những điều khó khăn đó?
4. Bạn có thể cho biết về các “chiến lược”/kế hoạch học tập của mình? Nói cách khác, bạn làm thế nào để tiếp thu các bài học một cách hiệu quả?

## Appendix 5: Observation Protocol

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### OBSERVATION PROTOCOL

Date: ..... Time: .....to .....No. of students (Ss): .....

Place: .....

Lesson: .....

#### Section 1: Teacher (T)'s information

1. Country of birth: .....
2. Age: .....
3. Gender: Male: ☐ Female: ☐
4. First language: .....
5. Teaching experience – teaching physics in non-EMI programs: .....
6. Teaching experience – teaching physics in this EMI program: .....
7. Has the teacher been trained in English-speaking countries? .....  
.....

Features of the lesson	
1. How was the lesson structured? How were the phases delivered?	
2. Did the T link the present lesson with the previous/future ones?	
3. How were key points of the lesson emphasized?	
4. Were there a lot of examples/explanations?	
5. How did the T finish the lesson? Was any summary made?	

Focus on Teacher	
1. Did the T use a suitable speed of spoken English? Was the T's English reasonably fluent?	
2. How did the T respond to questions/ideas from Ss?	
3. Did the T ask questions? Of what type? How often?	
4. Did the T give Ss opportunities to talk to their classmates? In what way? How did the T control their discussion?	

5. Did the T use appropriate means (e.g. humour) to keep the Ss engaged and interested?	
6. Did the T use language that was easy for Ss to understand (non-technical language)?	
7. Did the T use any Vietnamese? If yes, in what circumstances?	
<b>Focus on Students</b>	
1. Did the Ss react positively to the T's questions / instructions?	
2. Did the Ss express any difficulties in following the lesson? At what stage? Was this acknowledged by the T? How did the T help the Ss?	
3. Did the Ss do pair work/ group work? At what stage? Was it effective?	
4. Did the Ss interact with their classmates during the lessons? Did they use any Vietnamese?	
5. Did the Ss take notes during the lesson? What language did they use?	

<b>Teaching facilities and visual aids</b>	
1. Did the T use PPT slides in the lesson? How were the slides (i.e. in terms of content, ease of reading, etc.)?	
2. Did the T use the board? How was it used?	
3. Did the T use any handouts? At what stage?	

4. How were the textbooks used?	
5. Was a dictionary (of any form) used in the classroom? How often was it used?	
6. What other facilities (if any) were used in the lesson? How were they used?	

## Appendix 6: Advertisement of recruitment (Teachers/Students)



### Advertisement of Participant Recruitment

#### (To lecturers)

Dear teachers of the Advanced Physics program,

You are warmly invited to participate in my study titled “Using English as a medium of Instruction in higher education in Vietnam: A case study of a Physics degree program”. In other words, I would like to know how teachers and students in this program are carrying out the teaching-learning processes that use English as the only language in their lessons.

#### **This project aims to:**

- Better understand the perceptions of the importance and practicality of this English-medium Instructed (EMI) program of the current teachers
- Have more insight into your difficulties as well as how you have overcome your challenges
- Learn more about your teaching strategies

The study is being conducted by Thi Tu Liem Truong (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) to meet the requirement of the MRes Thesis under the supervision of Dr. Stephen H Moore in the Linguistics Department of the Faculty of Human Sciences, Macquarie University, Australia (email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)).

#### **This project is seeking both Vietnamese and foreign lecturers who:**

- are currently teaching Advanced Physics classes, or:
- have taught at Advanced Physics classes since the start of this EMI program

#### **If you are willing to participate in this study, you will:**

- complete a questionnaire survey (taking about 10 minutes) and
- (if you are happy) attend a follow-up interview (taking about 30 minutes) with the Co-investigator (Thi Tu Liem Truong)
- and/or have class observations carried out by the co-investigator in some of your lessons

Each participant will receive a small souvenir from Australia (for completing the questionnaire). If you decide to contribute more to this project by attending an interview and/or having class observations, some other gifts will be offered to express our sincere thanks to you for your time.

We will not be asking you anything sensitive, and the information gathered from you is absolutely anonymous. You will also be free to withdraw from any part of the study without any explanation or consequence.

If you would like to participate in any part of this project, please contact Thi Tu Liem Truong (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) and indicate whether you are happy to:

- complete the questionnaire, or:
- complete the questionnaire and have an interview, or:
- complete the questionnaire, have an interview and class observations as well

Sincere thanks.

## **Thông tin tuyển dụng người tham gia nghiên cứu**

### **(Dành cho giảng viên)**

Kính gửi các giảng viên trong chương trình Vật lý tiên tiến!

Chúng tôi rất hân hạnh được mời quý thầy/cô tham gia vào nghiên cứu của chúng tôi có tên “Việc sử dụng tiếng Anh như là ngôn ngữ để truyền đạt trong trường đại học ở Việt Nam: Nghiên cứu trường hợp của chương trình cử nhân vật lý”.

#### **Mục đích của đề tài:**

- Hiểu rõ hơn quan niệm của quý thầy/cô về tầm quan trọng và tính thiết thực của chương trình VLTT
- Hiểu rõ hơn về những khó khăn và các phương pháp các thầy/cô đã sử dụng để giải quyết những khó khăn đó giúp việc dạy-học được hiệu quả hơn
- Tìm hiểu về các kế hoạch/ “chiến lược” giảng dạy của quý thầy/cô

Đề tài này do cô Trương Thị Từ Liêm (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) thực hiện theo yêu cầu luận văn thạc sỹ nghiên cứu, dưới sự hướng dẫn của Tiến sỹ Stephen H Moore (email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)) tại phân khoa Ngôn ngữ học, khoa Khoa học nhân văn – Đại học Macquarie, Úc.

#### **Chúng tôi đang mong muốn được tiến hành nghiên cứu này cùng với những giáo viên:**

- Hiện đang dạy cho các lớp của chương trình VLTT, hoặc:
- Đã từng dạy cho chương trình VLTT trong bất cứ thời điểm nào

#### **Nếu đồng ý tham gia vào nghiên cứu, quý thầy/cô sẽ:**

- Trả lời một bảng câu hỏi (trong khoảng 10 phút) và
- (nếu quý thầy/cô vui lòng) tham dự một buổi phỏng vấn (trong khoảng 30 phút) cùng với người đồng thực hiện đề tài (Cô Trương Thị Từ Liêm)
- Và/hoặc tham gia vào các buổi dự giờ trong một số tiết học của quý thầy/cô, được thực hiện bởi người đồng thực hiện đề tài

Mỗi cá nhân tham gia vào nghiên cứu này sẽ nhận được một món quà lưu niệm nhỏ từ nước Úc (cho việc điền vào bảng hỏi). Nếu quý thầy/cô quyết định tham gia thêm vào buổi phỏng vấn và/hoặc cho phép dự giờ tiết học của lớp mình, chúng tôi xin được trân trọng gửi đến quý thầy/cô những phần quà có giá trị hơn để cảm ơn thời gian mà quý vị đã bỏ ra.

Chúng tôi đảm bảo không có thông tin nào trong bảng hỏi mang tính nhạy cảm, tất cả các thông tin thu thập từ phía quý thầy/cô đều đảm bảo tuyệt đối bí mật và khuyết danh. Quý thầy/cô có thể rút khỏi nghiên cứu bất cứ khi nào mà không cần phải giải thích nguyên nhân hay phải chịu hậu quả nào.

Nếu quý thầy/cô đồng ý tham gia nghiên cứu này, xin vui lòng liên hệ cô Trương Thị Từ Liêm (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) và nói rõ là quý thầy/cô đồng ý tham gia:



- Trả lời bằng hỏi, hoặc:
- Trả lời bằng hỏi và tham gia phỏng vấn, hoặc:
- Trả lời bằng hỏi, tham gia phỏng vấn và cho phép người thực hiện đề tài dự giờ tiết dạy của mình

Xin trân trọng cảm ơn!

## **Advertisement of Participant Recruitment**

### **(To students)**

Dear students of the Advanced Physics program,

You are warmly invited to participate in my study titled “Using English as a medium of Instruction in higher education in Vietnam: A case study of a Physics degree program”. In other words, I would like to know how teachers and students at this program are carrying out the teaching-learning processes that use English as the only language in their lessons.

#### **This project aims to:**

- Better understand the perceptions of the importance and practicality of this English-medium Instructed (EMI) program of the current students
- Have more insight into your difficulties as well as how you have overcome your challenges
- Know more about your learning strategies

The study is being conducted by Thi Tu Liem Truong (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) to meet the requirement of the MRes Thesis under the supervision of Dr. Stephen H Moore at Faculty of Human Sciences, Macquarie University, Australia (email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)).

This project is seeking students who are currently participating in this Advanced Physics program and willing to get your voice heard.

#### **If you agree to participate in this study, you will:**

- complete a questionnaire survey (taking about 10 minutes) and
- (if you are happy) attend a follow-up interview (taking about 30 minutes) with the Co-investigator (Thi Tu Liem Truong)
- participate in class observations (if your teacher agrees to be observed)

Each participant will receive a small souvenir from Australia (for completing the questionnaire) as our appreciation for taking your time with the study. If you decide to contribute more to this project by attending an interview, we will offer some other gifts to express our sincere thanks to you.

We will not be asking you anything sensitive, and the information gathered from you is absolutely anonymous. You will also be free to withdraw from any part of the study without any explanation or consequence.

If you would like to participate in any part of this project, please contact Thi Tu Liem Truong (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) and indicate whether you are happy to:

- complete the questionnaire, or:
- complete the questionnaire and have an interview, or:
- complete the questionnaire and have an interview and participate in class observations

Sincere thanks.

## **Thông tin tuyển dụng người tham gia nghiên cứu**

### **(Dành cho sinh viên)**

Thân gửi các bạn sinh viên trong chương trình Vật lý tiên tiến!

Chúng tôi rất hân hạnh được mời các bạn tham gia vào nghiên cứu của chúng tôi có tên “Việc sử dụng tiếng Anh như là ngôn ngữ để truyền đạt trong trường đại học ở Việt Nam: Nghiên cứu trường hợp của chương trình cử nhân vật lý”.

#### **Mục đích của đề tài:**

- Hiểu rõ hơn quan niệm của các bạn sinh viên về tầm quan trọng và tính thiết thực của chương trình VLTT
- Hiểu rõ hơn về những khó khăn và các phương pháp các bạn đã sử dụng để giải quyết những khó khăn đó giúp việc dạy-học được hiệu quả hơn
- Tìm hiểu về các kế hoạch/ “chiến lược” học tập của các bạn, cách để bạn tiếp thu bài tốt nhất

Đề tài này do cô Trương Thị Từ Liêm (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) thực hiện theo yêu cầu luận văn thạc sỹ nghiên cứu, dưới sự hướng dẫn của Tiến sỹ Stephen H Moore (email: [stephen.moore@mq.edu.au](mailto:stephen.moore@mq.edu.au)) tại phân khoa Ngôn ngữ học, khoa Khoa học nhân văn – Đại học Macquarie, Úc.

Chúng tôi đang mong muốn được tiến hành nghiên cứu này cùng với những sinh viên hiện đang theo học tại chương trình Vật lý tiên tiến tại khoa Vật lý, Đại học Sư phạm Huế.

#### **Nếu đồng ý tham gia vào nghiên cứu, các bạn sẽ:**

- Trả lời một bảng câu hỏi (trong khoảng 10 phút) và
- (nếu các bạn vui lòng) tham dự một buổi phỏng vấn (trong khoảng 30 phút) cùng với người đồng thực hiện đề tài (Cô Trương Thị Từ Liêm)
- Và/hoặc tham gia vào các buổi dự giờ trong một số tiết học của các bạn (nếu được sự đồng ý của giáo viên trong lớp của bạn), được thực hiện bởi người đồng thực hiện đề tài

Mỗi cá nhân tham gia vào nghiên cứu này sẽ nhận được một món quà lưu niệm nhỏ từ nước Úc (cho việc điền vào bảng hỏi). Nếu các bạn quyết định tham gia thêm vào buổi phỏng vấn, chúng tôi xin được gửi đến các bạn những phần quà có giá trị hơn để cảm ơn thời gian mà các bạn đã bỏ ra.

Chúng tôi đảm bảo không có thông tin nào trong bảng hỏi mang tính nhạy cảm, tất cả các thông tin thu thập từ phía các bạn đều đảm bảo tuyệt đối bí mật và khuyết danh. Các bạn có thể rút khỏi nghiên cứu bất cứ khi nào mà không cần phải giải thích nguyên nhân hay phải chịu hậu quả nào.

Nếu các bạn đồng ý tham gia nghiên cứu này, xin vui lòng liên hệ cô Trương Thị Từ Liêm (email: [thi-tu-liem.truong@students.mq.edu.au](mailto:thi-tu-liem.truong@students.mq.edu.au)) và nói rõ là mình đồng ý tham gia:

- Trả lời bảng hỏi, hoặc:
- Trả lời bảng hỏi và tham gia phỏng vấn, hoặc:
- Trả lời bảng hỏi, tham gia phỏng vấn và cho phép dự giờ tiết học của mình

Xin chân thành cảm ơn!

## Appendix 7: Interview Transcripts (Teachers/Students)

EMI Student 1 (Code: S1-Recording)

Time: 0:05 – 10:00 (Re: researcher-interviewer)

Re	Hi, S1. Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI course you are following. Are you ready?
I	Yes, I am!
Q1	Now I would like to know in what ways you think following this EMI program is significant for you?
S1	Well, the thing I like best when learning in this program is that I can have more chance to get a good job after graduation because the companies throughout our country are usually in favour of job applicants with good English proficiency. As you know, we have all our lessons and discussions in English every day so it is a good opportunity to practice English.
Q2	Thank you. Can you tell me about something you would like to do better while studying in this EMI course?
S1	I definitely want to make some progress in my English, especially in vocabulary for my Physics major and also in communication with teachers.
Re	Can you have more explanation about how you want to develop your way of communicating with teachers? Is it because you don't understand what your teachers say or because you lack the ability to say what you think, or any other reasons?
S1	Oh, I can understand what they say, but as I haven't used English to speak in classes so far, I get so nervous when being asked and I can't find proper ways to answer their questions.
Q3	Thank you. The next question is: which aspect do you often have difficulties with during your EMI course: your language ability or your content knowledge?
S1	I have more difficulties with foreign language proficiency actually
Re	Is it English for your major or English for general communication in classes?
S1	Well, I think mainly English for communication in our classroom, between students and teachers and also among the students. That's why we occasionally talk to each other in mother tongue when it comes to group discussions.
Re	How about English for your Physics major? Any difficulties?
S1	Ah, we have the textbook and we can read it at home beforehand, so we are fine with that.
Re	That is the language ability. How about the content knowledge? Have you got any troubles with that?

S1	The content knowledge is quite different from the knowledge I already know about Physics and Maths etc., but I think I have got used to it. Oh, and there is another thing: I want to have more Physics books in English but our school's library only has Vietnamese ones. I hope we will have more English reference books of Physics in the future.
Re	And how do your teachers often help you to overcome problems of the English language?
S1	They usually talk to us during their lessons, and we also talk about daily activities in our breaks. That helps us get closer to the teachers, and feel more comfortable when speaking to them.  Besides that, my teachers often recommend more books and websites for us to self-study at home.
Q4	Each student can have their own ways to study effectively in this EMI course. What are your learning strategies?
S1	This is what I often do to learn effectively:  At home: read textbook to prepare for the new content, especially notice new terms and definitions. I often use dictionary at this stage. In class: listen carefully and take notes of what the teachers say. It is important to highlight things I get confused and read about it further at home.
Re	Do you often ask your teachers when you don't understand something?
S1	Sometimes in the breaks I can ask them
Re	What language do you use when talking to local teachers in those situations?
S1	To be honest, we mostly use our mother tongue when asking the teachers about some details of the lesson in the breaks. We find it really hard to express our thoughts in English. We use more English during the lessons.
Re	Ah hah! And do your teachers answer you in English or the mother tongue?
S1	Well, it depends on the teachers. Some local teachers may answer in English even though we ask in our mother tongue.
Re	Oh, thank you for letting me know. And thank you so much for the interview.

EMI Student 2 (Code: S2-Recording)

Time: 0:05 – 11:35 (Re: researcher-interviewer)

Re	Hi, S2. Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI course you are following. Are you ready?
I	Yeah, let's start!
Q1	First of all, in what ways you think following this EMI program is significant for you?
S2	-I like the fact that I can develop both academic knowledge and English proficiency at the same time. It is hard to follow, but I believe that the Bachelor degree of Advanced Physics Major will give me higher chance to be employed in good companies. -When learning in this program with our curriculum and many teachers from overseas, we have a good foundation and will find it easier to study abroad after graduation.
Q2	Alright. Can you tell me about something you would like to do better while studying in this EMI course?
S2	I want to have better comprehension in my lessons, and more interaction with the teachers. In order to do so, I will need to make progress in my listening and speaking skills.
Re	Do you mean that the teachers don't give you enough chance to have interactions in class, or that you don't know how to interact with your teachers?
S2	Oh, they often ask us questions, but our problem is that we don't know how to respond properly and also we are too shy to raise our voices in class. As a result, most students remain silent after the teachers' questions and just a few of us who have confidence in spoken English can answer them.
Q3	Thank you. The next question is: which aspect do you often have difficulties with during your EMI course: your language ability or your content knowledge?
S2	I have some difficulties in understanding the lessons because my English is not as good as I wish, even the foundation course of English cannot help much. Therefore, both language ability and content knowledge are my challenges.
Re	Can you tell me more about the foundation course you just mentioned? What do you think about it?
S2	Well, the lessons in those English courses were mainly about general English and the four skills. But when we start the EMI lessons, I think what I learned from the foundation course is barely adequate for the demand of the EMI program.
Re	So what is your suggestion for the foundation course to be more effective?
S2	I think I want to be guided more on how to discuss, answer the teachers' questions, how to write assignments, how to read and understand the course books effectively.



Re	And how do your teachers often help you to overcome those problems?
S2	<ul style="list-style-type: none"> <li>- Oh, when we learn with local teachers and we don't understand something, we can let him/her know with our facial expressions or saying it out loud. Then, he will explain it again slowly, or give more examples. In case we still don't get it, some teachers can use the mother tongue to explain to us again.</li> <li>- When we learn with foreign teachers and we can't follow the lesson, we can interrupt and ask her/him to explain more. Usually, he will explain again very slowly and write down what they say on the board for us to follow more easily.</li> </ul>
Q4	What are your learning strategies? In other words, what do you often do to study in this EMI program effectively?
S2	Well, I try my best in class and also after class.
Re	Can you give some examples of what you do in class to study effectively?
S2	If I can't follow the teacher, I can ask my friends or the teacher for more explanation (if they have time) in the breaks. If it is the language problem, I can look it up in my dictionary and highlight it to memorise more easily. Also, when the teacher asks for our ideas, I try to give an answer to keep me involved and active in the lesson. This can help me practice spoken skill of English as well.
Re	What about after class?
S2	As I told you earlier, my English ability is not as good as my classmates', so I have to join extra-curriculum classes to learn more.
Re	Oh, where can you find those classes? And do you have local or foreign teachers of English?
S2	I go to a language centre in this city from 5.30pm to 7.00pm three times a week to have communicative English lessons with both foreign and local teachers. Those classes have helped me so much to overcome my shyness and catch up with my friends in the class.
Re	Well, that's all for this interview. Thank you so much and I hope you will have good results in this program.

EMI Student 3 (Code: S3-Recording)

Time: 0:05 – 10:00 (Re: researcher-interviewer)

Re	Hi, S3. Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI course you are following. Are you ready?
S3	Yes, we can start now!
Q1	First of all, do you think following this EMI program is significant for you?
S3	Yes, of course, in many ways!
Re	Can you tell me in more details?
S3	<ul style="list-style-type: none"> <li>- Firstly, I can be exposed to the learning and teaching styles of a developed country (the USA), therefore, I have more confidence and I am better prepared for overseas study in the future, if possible.</li> <li>- Secondly, the pressure of this high-demanding program makes me try harder day by day to meet the requirements of the program, so I can discover myself more.</li> <li>- Thirdly, having teachers from both local and overseas universities means that you have different source of knowledge and different teaching methods. I am always excited before a new subject, especially from an overseas lecturer.</li> </ul>
Q2	Well, now can you tell me about something you would like to do better while studying in this EMI course?
S3	I want to develop a more active learning attitude but I'm still very shy when the teacher asks me something in the class. Most of the time, I don't know how to express my own ideas for the teacher to understand clearly.
Re	Is that all?
S3	Let me see... Oh, this is an issue not only of myself. As you know, the learning habit of Vietnamese students is still rather traditional. I and my classmates can easily lose our track in group discussions because we didn't usually have discussions in high schools. And, to be honest, we aren't really interested in group discussions. It even gets harder when the discussions are supposed to be in English. After struggling, we sometimes switch to our mother tongue. I know it's not good but that helps us at least understand each other in discussions.
Q3	I see. Let's move to the next question: Which aspect do you often have difficulties with during your EMI course: your language ability or your content knowledge?
S3	The content knowledge shouldn't be a problem for most of us because we follow the curriculum of Virginia university from the USA, not the Vietnamese one. When I make comparison of the content, I have the feeling that the knowledge to be covered in Vietnamese textbooks are a bit larger than that of the USA. So, the content knowledge is not what we really worry about.
Re	So, is there anything you're worried about?
S3	Well, I'm fine with understanding the lessons in class, but to have good interactions with the teachers is another story. Actually, I'm a bit scared to open

	my mouth when the teachers ask for opinions. I think I need more practice with my English speaking skill.
Re	Do you think you can study by yourself or going to a speaking class?
S3	I often practice listening and reading at home, but I think I need a teacher and a class in order to practice speaking skill. I think the English centre can help me.
Q4	Good luck with your speaking skill! Now I have another question: What are your learning strategies? Or what do you often do to study in this EMI program effectively?
S3	I make effort in every class to have communication with our teachers. Like all the other students in class, I take notes quite a lot (in English) and always read it again after class to make sure I understand all the content.
Re	Is there any other important thing to do?
S3	Oh, I have to admit that I read the course book many times before and even after class to make sure I understand the content correctly and master the terms. Believe it or not, sometimes I can understand every word in the passage but still I can't get the whole meaning of it. And this is really hard to practice!
Re	Well, thank you for sharing with me. I hope you can make progress soon! And that's all for the interview. Goodbye!

EMI Student 4 (Code: S4-Recording)

Time: 0:05 – 12:29 (Re: researcher-interviewer)

Re	Hi, S4. Thank you very much for participating in this interview. Now I'm going to ask you a few questions relating to the EMI course you are following. Can we start now?
S4	Yes, of course!
Q1	First of all, do you think following this EMI program is significant for you?
S4	Yes, of course, and the more I continue with the course, the more I'm happy with my choice to study here!
Re	What are the reasons that make you feel so happy in this course?
S4	<ul style="list-style-type: none"> <li>- I'm lucky to study in this program because learning in this environment makes me feel so inspired. Especially, I'm eager to have lessons from foreign teachers. They have effective teaching methods together with simple language. Also, I can learn a lot about their culture. It's so interesting!</li> <li>- From the previous students of this program who have graduated, I have more confidence in the future career path.</li> </ul>
Re	Well, have they all found their desired jobs?
S4	I just know a few of them, but they are very satisfied with the current jobs and some of them succeeded in finding a scholarship for higher education in overseas universities. I think it is so good!
Q2	Now can you tell me about something you would like to do better while studying in this EMI course?
S4	I'm trying to learn better ways to 'handle' the questions from the teachers. Since the foundation course of English was quite general so when it comes to specific situations like this, we have to solve it ourselves, or ask the teachers (if they are willing to talk).
Re	That is just about answering the teachers' questions. Is there anything more general?
S4	Well, I think the bigger issue of mine is having more interactions with teachers during lessons. I want to be more active and less shy in class.
Q3	I see. It seems that the next question will help you express more about this issue. Which aspect do you often have difficulties with during your EMI course: your language ability or your content knowledge?
S4	Well, definitely the English language. I think you can guess from my previous answers!
Re	Can you tell me what English skills you are struggling with?
S4	Like many of my classmates, the speaking skill is my problem. I'm always embarrassed when the teachers ask questions in class. Sometimes I know the answers but I don't know how to put them into a good sentence, let alone saying it out loud!

Re	So do you also have this problem when discussing with your friends in class?
S4	I think only one third of my class can discuss in English. The rest usually either remain silent or discuss in Vietnamese instead. Sometimes I feel weird to talk to my friends in English in the class because we are quite new to the EMI teaching and learning methods.
Re	Do your teachers help you to better your speaking skill?
S4	Yeah, they notice our difficulties and they always encourage us to speak English, even slowly and with mistakes. They recommend useful websites to learn English as well. Besides that, my friends who are quite good at spoken English can also help us in our discussions.
Re	Did you have lessons about English skills or group discussions during the foundation course of English you attended in the first semesters of the program?
S4	Well, we had quite a lot of them actually, but they were mostly in general English and did not focus on necessary tasks we have to fulfil in my EMI lessons such as assignment writing, joining a debate, giving presentations, raising voice in EMI class and so on.
Q4	Thank you for sharing! My last question for you is: What are your learning strategies? I mean what do you often do to study in this EMI program effectively?
S4	What I often do to study well? I think there is nothing special: just highlight what I haven't understood in the lesson and ask my friends or the teacher, or read more at home. I think the special thing of this program is that it is taught in English, so sometimes when I can't follow what the teacher says, I have to figure out whether it is because of the English language or the content itself. I always make sure that I read the lesson at home before class to get familiar with the terms and definitions.
Re	Do you have any plan to better your English skills?
S4	I watch American or English movies and try to imitate some simple phrases for better listening and speaking skills. If I have time and enough money in the future, I may go to the language centre for a communicative English course.
Re	That's enough for the interview. Thank you so much for your time!

Re	Good morning, LET1!
LET1	Good morning!
Re	Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI course you are teaching. Are you ready?
LET1	Yes, let's get started!
Q1	Now can you tell me about something you would like to do better while teaching in this EMI course?
LET1	I think I want to involve the students more into my lessons.
Re	So you mean the students are not so much involved in your lessons?
LET1	They all pay enough attention to the lessons. However, what I mean here is that many students never get involved in discussions or raise their voices to interact in my classes. The reason may come from themselves or myself: they may be too passive and shy, or my lessons are not exciting enough to get them involved, that's why I'm still trying.
Q2	Thank you. We may talk more about this issue in the next question: Have you noticed any difficulties that your students are facing?
LET1	Well, I can notice a few difficulties they are facing, such as: struggling with their English ability and sometimes with activities in the lessons.
Re	Can you please explain a little bit more about each of those difficulties?
LET1	Yeah, about their English ability: a few of them cannot follow the lessons in English so they need more time to figure out the content of the lessons. Of course they all had foundation courses of basic English as well as English in Physics but I think their English level before enrolling in this program was too low.
Re	Do you think all of the students in the class have the same difficulty in English proficiency?
LET1	Oh, I don't think so. A few students are excellent in English and they are very confident in class activities, but a majority of my EMI students are still struggling with their English.
Re	So do you mean the level of English proficiency of your students are not quite the same?
LET1	Yeah, a few of them show an excellent English level while the rest are of much lower levels. Generally, it is quite challenging for me most of the time, you know, to teach so that even the students with lowest level of English can follow the lesson.
Re	Yeah, I see. How about difficulties with activities in the lessons?
LET1	As we have teachers from both local and overseas universities, activities are always changing in the lessons, from traditional to more

	communicative. At the beginning, the students were not willing to participate into class activities but gradually, with the encouragement of teachers, they are finding their ways to join.
Re	So how have you helped them to overcome those difficulties?
LET1	Firstly, I try to speak English with moderate speed and clear pronunciation so that they can learn the correct things from the beginning. Also, I often make questions to them so that they have chances to speak English in class. Then, when they are more used to speaking in class, I make them discuss or have debates to develop their critical thinking as well as spoken English.
Q3	Well, let's move on with the next question: Do you think it is good to develop a reflective teaching habit?
LET1	Of course! It's good to think about how you have done in the lessons and ways to do it better in the future.
Re	So in your situation, how do you often reflect on your teaching?
LET1	To be honest, I just do it in a natural way: I always notice the students' reaction during the lessons, then try to find better ways in the next lessons.
Re	And in what ways has self-reflecting changed your teaching so far?
LET1	Let me see... Through the years, I have worked out better ways to deliver the lessons in English. A few years ago, my English was much more complicated, but after noticing that my students couldn't follow the lesson, I tried to use more simple words and structures.
Q4	Now can you tell me about your teaching strategies? I mean your own ways to deliver the EMI lessons effectively.
LET1	Oh, I don't have such things as strategies, I think they can be called special notices when I teach in EMI classes.
Re	Yeah, can you give me some examples of those special notices?
LET1	Firstly, teaching in EMI classes requires more time for the content knowledge to be delivered because it is taught in English, my foreign language. Therefore, I always make sure that I can manage to help my students master the key points in class.
Re	How about the second notice?
LET1	I try to integrate teaching content knowledge with developing students' learning skills through giving opinions, group-working and giving opinions.
Re	Are there any other notices?
LET1	Well, this is just for myself. I always bear in mind that my English should be correct so that my students can learn and use later.
Re	Thank you so much for sharing your opinion, and that's all for the interview. I wish you all the best in your teaching and your life. Good bye!





Local EMI Teacher 2 (Code: LET2-Recording)

Time: 0:05 – 10:55 (Re: researcher-interviewer)

Re	Good morning, LET2. Thank you very much for participating in this interview. Now I will ask you a few questions relating to the EMI course you are teaching. Can we start now?
LET2	Yes, of course!
Q1	First of all, can you tell me about something you would like to do better while teaching in this EMI course?
LET2	I would like to develop a more interactive teaching approach. I have to do it step by step, not all of a sudden, because our students are more familiar with the traditional teaching-learning method with less interaction between teachers and learners.
Re	Do you find the students ready for that interactive teaching approach?
LET2	I think just one fourth of the students show positive reaction to interactive activities in my class. The others may remain silent or show limited English speaking skill.
Q2	Thank you. Now, let's come to your next question: Have you noticed any difficulties that your students are facing?
LET2	I can tell that most of them are facing difficulties in their English speaking skill, because whenever I ask for their ideas, many of them either look down to their notebooks or refuse to speak when I call them. Sometimes, I can't tell if they can't speak English or they are too shy to speak, as they just keep silent.
Re	Oh I see. But what do you think of the overall English level of your students?
LET2	Well, it's really hard to tell about the students' English level. I'd say most of them are of average level for reading and listening, but speaking and writing skills can be below average. Just a few students (roughly 20% of the class members) show good ability of English in all skills.
Re	So does this variety of English levels affect your teaching so much?
LET2	Yeah, of course! Because most of the students have limited English proficiency, I have to use simple words and speak slowly. Sometimes I feel sorry for the students with excellent English as they may be bored
Re	So how have you helped them to overcome this difficulty in English speaking skill?
LET2	I always keep a friendly atmosphere in my class and encourage them to say what they think for my questions. If they give the wrong answer, I still

	acknowledge their effort and give more explanation. Besides that, I usually talk to them in the breaks about their concerns and that can help them feel more relaxed to share in the class.
Q3	Well, let's move on with the next question: Do you think it is good to develop a reflective teaching habit?
LET2	I'm not sure what the phrase "reflective teaching" mean, is it looking back on what and how we teach to do better next time?
Re	Oh, that is what I mean. So, what do you think about this habit?
LET2	I think it is essential to be reflective if you want to do well in any kind of jobs. Being a teacher, after the first lessons in one class, I usually notice their facial expressions, their questions, and even their silence. They all give me signals for help, or for more clarifications.
Re	So how has self-reflecting changed your teaching over time?
LET2	Of course I have made a lot of changes in my teaching. For example, at the beginning of some classes, when the students keep being confused about the math problem or some complex definitions, I may need the help of our mother tongue so that they can understand to the fullest. However, as I continue, I can make my way through those definitions by using selective language and drawing figures on the board or giving more examples. Gradually, I get rid of using mother tongue in my classes.
Q4	Now can you tell me about your teaching strategies? I mean your own ways to deliver the EMI lessons effectively.
LET2	Well, in my opinion, it is important that the teacher notices the students' reactions to their teaching. As I mentioned earlier, my students' expressions can guide me to necessary changes, or keep doing some activities which they like etc.
Re	Yeah, how about the content of your lessons, anything to notice?
LET2	Of course I'm not ambitious to deliver all the content that is mentioned in the textbook. Within the allotted time, I want to teach the important knowledge thoroughly with examples and I always give time for students to practise in class. While they are practising, they will find out what they need more explanation and I can help them straight away. The other minor knowledge, I can ask them to read carefully before or after class and I will explain more if required by the students.
Re	I see. Well, that's enough for our interview and thank you so much for your time!



Local EMI Teacher 3 (Code: LET3-Recording) \*Observed

Time: 0:05 – 10:15 (Re: researcher-interviewer)

Re	Hello, LET3. Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI course you are teaching. Are you ready to start?
I	Okay!
Q1	To begin with, can you tell me about something you would like to do better while teaching in this EMI course?
LET3	Let me see... For me, I always pay attention to practicing my spoken English so that my students can follow the lessons easily.
Re	What do you often notice when practicing your spoken English?
LET3	I always make sure that my speed is not too fast and my pronunciation, especially the key terms, is exact and clear enough. I have to check in the dictionary sometimes. Another thing I usually keep in mind is to deliver the lesson with simple language so that their understanding of the knowledge is not affected by the English language.
Q2	Thank you. Here is your next question: Have you noticed any difficulties that your students are facing?
LET3	I have the feeling that my students are still very much concerned with the key content of the lessons. Sometimes, they are confused whether they get it right or wrong, because their English is not strong enough to help them get through the lessons easily.
Re	How do you know that they are struggling during the lesson?
LET3	To be honest, I can't always tell if they are having difficulties or not. The reason is they usually keep silent and just follow what I say. When they cannot follow, I notice that they often talk to each other softly or exchange looks or remain silent when I ask questions like "Can you follow me?" or "Do you understand?"
Re	I see. So, have you got any help to guide them throughout the lessons?
LET3	In my classes, I always write down key information on the board so that the students don't get it wrong. Further explanation or more examples can be given if the students are still confused about the problem. Occasionally, for the first- or second-year students, I switch to mother tongue when they are still confused about the key terms.  Also, at the end of each lesson, I always summarise key points of the lesson and ask them again if they have any question to ask.
Re	So, do you think that the students' difficulties in understanding the lesson also

	come from the inadequate academic knowledge they have from high schools?
LET3	Yeah, I do notice that many students have gaps in their academic knowledge, mostly in physics and maths. It is sometimes annoying and time-consuming to explain some basic things again.
Q3	Well, let's move on with the next question: Do you think it is good to develop a reflective teaching habit?
LET3	Can you explain more about this phrase?
Re	Sure, it is about thinking of what you have done in your teaching and work out how you can do it better in other classes. What is your opinion about this?
LET3	Okay, then I think reflective teaching is something I do quite often because that is how we can teach better day by day.
Re	And how do you normally reflect on your teaching?
LET3	Honestly, I can't afford time to take notes of what I should reflect on, but reflecting is like my habit. I spend some time to think about the lessons I have taught in the breaks, or on the way to the parking, or when I have more time at night. Then, new ideas may come, or I can read some materials or ask my colleagues to have some improvements or changes.
Re	So, in what ways has self-reflecting changed your teaching?
LET3	I have been teaching for many years so far, and I can realise that my teaching methods always keep changing, especially since I started teaching in this Advanced Physics program. The fact that my students are also taught by foreign teachers has pushed me to adopt a much more interactive teaching approach. I give them more activities, put them into more discussions and presentations. We have always tried to involve the students as much as possible, even for the time being, because they are not ready to change their learning habit. However, I'm still hopeful because we know how to guide them better and the number of active students is increasing.
Q4	Now can you tell me about your teaching strategies? I mean your own ways to deliver the EMI lessons effectively.
LET3	Well, at the beginning of the lesson, I review main points of the previous one then lead in. I always write important things on the board for the students to follow easily and precisely. It is really important to make sure that the students can understand the lesson, so I usually ask questions and invite some of them to the board to do some exercises. And before ending the lesson, a quick summary of the lesson is given to emphasize the key points.
Re	Thank you so much for your information and that's all for the interview. I wish you all the best in your teaching career! Good bye!

Local EMI Teacher 4 (Code: LET4-Recording)

Time: 0:05 – 12:40 (Re: researcher-interviewer)

Re	Good afternoon, LET4!
LET4	Hi!
Re	Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI course you are teaching. Are you ready to start?
LET4	Ok, let's start!
Q1	Now can you tell me about something you would like to do better while teaching in this EMI course?
LET4	I want to have better English to explain the content to the students. Sometimes, when it came to rather complex and abstract issues, I had to switch to Vietnamese to help the students understand more clearly.
Re	So the English language issue is for you only or also for your students?
LET4	I think the English ability of most students are not up to the standard, that is why we have to find ways to simplify our spoken English to support their understanding.
Q2	I see. So do you think this is the biggest difficulty of your students?
LET4	Let me see. In my opinion, my students have both difficulties in understanding English lessons and participating in the lessons
Re	Do you think they may also have difficulties in understanding the English lessons because of the challenging knowledge?
LET4	I can tell that the content knowledge is an issue for many students. The textbooks imported from the USA have brought something new to the students and their efforts are required as always.
Re	Well, what about the other difficulty that you mentioned? The one about participating in the lessons?
LET4	Oh, yeah that is not surprising to me because my students are always like this, I mean they are very hard-working, but rarely actively participate in the lessons.
Re	Is it because they don't like those activities, or because they don't know how to participate? What do you think?
LET4	Basically, Vietnamese people like us are not very keen on discussing or debating, me included. So, I think the students are not ready in their attitude to participate.
Re	So how have you helped them to overcome those difficulties?
LET4	Actually, I don't force them to have so much discussion in class. I usually

	prefer presentations where they have time to prepare and then speak in front of the class, and then encourage other students to raise questions, etc.
Re	How about assisting the learners in terms of the English language?
LET4	Oh, when a new definition occurs in the lesson, I try to explain to them slowly, paraphrase, or give more examples.
Q3	Well, let's move on with the next question: Do you think it is good to develop a reflective teaching habit?
LET4	I think it is a good habit, but normally I don't have time to think much about the lessons I just finished because my time is always occupied.
Re	Well, I think there should be some time when you think back on your teaching to see how you can do better. Do you often have those moments?
LET4	Oh, it happens simultaneously in my teaching and I don't have to take notes or think about it so much after class.
Re	Yeah, I think it is a good idea, especially when you don't have so much time. So how has your teaching progressed throughout the years?
LET4	I don't think there are so many changes in my teaching, apart from the fact that I ask my students to talk more in my classes these days, and I get more patient in such interactive activities.
Q4	Now can you tell me about your teaching strategies? I mean your own ways to deliver the EMI lessons effectively.
LET4	I still do most of the talking in class for the new knowledge, but I always call on the students to do the exercise on the board to keep them involved in the lesson. Also, I ask them to prepare the lessons before class so that they can be more familiar with the new English words in the lesson.
Re	Well, is there anything else?
LET4	Yeah, I just realized that I know better ways to explain the notions to my students, and I use less Vietnamese in the class now.
Re	What do you mean by saying 'better ways'? Can you give me some examples?
LET4	A few years ago, when the students couldn't understand the new content, I kept explaining, which was time-consuming. These days, I explain the new content item, then ask the students do some exercises so that they know how it operates, then if they are still confused, I will come back with more explanation. I think it would be better if the students can grasp the new knowledge through practising.
Re	You mean if the students work harder, they can get the new knowledge more easily?
LET4	It is important that they are guided to work hard in good direction.
Re	Thank you so much for your time and for what you've shared. That's all

	for the interview. Good bye!
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Local EMI Teacher 5 (Code: LET5-Recording)

Time: 0:05 – 10:15 (Re: researcher-interviewer)

Re	Hello, LET5. How are you?
LET5	I'm pretty good, thank you!
Re	That's good. Can we start now?
LET5	Sure!
Q1	Now can you tell me about something you would like to do better while teaching in this EMI course?
LET5	I want to really know what my students feel during the lessons. I usually talk to them in the breaks but they do not seem to express all their difficulties, you know, face to face with the teacher.
Re	Does this program have any evaluation survey?
LET5	Of course it has, but it was still quite general and not conducted regularly. I think those evaluation surveys were more significant to the program organizer rather than the teachers ourselves. Sometimes I have to do a quick survey after class to hear the students' feedback.
Q2	Thank you. Let's come to the next question: Have you noticed any difficulties that your students are facing?
LET5	I have the feeling that they have some troubles with EMI learning methods. Most of them only rely on what the teacher says in the class and take note exactly what their teacher noted on the board. They lack autonomy in the studying process.
Re	How do you know that they are struggling during the lesson?
LET5	When I ask them if they have any questions regarding the lesson, they almost keep silent, only a few excellent students may raise their voice but it was too little to mention. I mean most of the students accept what the teacher says and only do what the teacher asks them to do.
Re	I see. So, have you got any help to be more autonomous in EMI learning?
LET5	Firstly, I keep asking them questions in the class and giving bonus marks for enthusiastic participants in the lessons. Then, I give them topics to study at home and present or discuss in the class. I sometimes make appointments with them to come and talk about their concerns in the lessons.
Re	Wow, it's hard to be an EMI teacher, isn't it? Then, do you think it's good to develop a reflective teaching habit?
LET5	Yeah, being reflective is always good. But sometimes, you also need the help from your students or colleagues to adjust your teaching.

Re	That's true. But how do you often reflect on your own teaching?
LET5	During the lessons, I can look around the classroom to see how the students are doing. If I ask some questions regarding the lessons and I receive no answer from the students, I might not have explained clearly enough (or they might not have enough understanding), then I know I should do something more to help them.
Re	How about being more reflective with the help from your colleagues? What do you mean by saying so?
LET5	Sometimes, the local teachers are present in the classroom as teaching assistants for the foreign teachers, especially in the first-year classes. Those are great opportunities to learn from the foreign teachers' teaching approaches, reflecting on your own teaching and then make it better.
Re	So, in what ways has self-reflecting made changes to your teaching?
LET5	I have developed more friendly ways to interact with my students and manage different activities in the classroom.
Q4	Did you have chances to learn about those teaching skills before participating in this EMI program?
LET5	No, I just learn day by day, and by remembering how my previous teachers in the overseas programs used to teach then I shape my teaching gradually.
Re	So what are your teaching strategies?
LET5	I always make sure that what I say in the class is correct, both in terms of content and English language. Then, I always encourage students to ask questions and answer my questions in class. Oh, and I usually talk to the foreign teachers in this program to exchange the teaching experience. They need to know special features of Vietnamese learners and I want to learn how they manage their class hours, so we find it quite interesting.
Re	Thank you so much for your information and that's all for the interview. Good bye!

EMI Student 5 (Code: S5-Recording)

Time: 0:05 – 10:00 (Re: researcher-interviewer)

Re	Good morning, S5. Thank you very much for participating in this interview. Now I'm going to ask you a few questions relating to the EMI course you are following. Can we start now?
S5	Sure!
Q1	First of all, do you think following this EMI program is significant for you?
S5	I think I am lucky to be chosen into this program.
Re	What reasons make you think so?
S5	Because this is the first Bachelor program of Physics to be taught in English in our region of the country, and we have cooperation with a university from the USA, so we have a chance to learn in a more dynamic environment. We also adopt the curriculum and textbooks from a prestigious overseas university so I think we will have more confidence if we choose to study further in overseas countries. Also, we have better job opportunities after graduation.
Re	Is that all for the reason?
S5	Let me see... Well, I can learn a lot from the teaching methods of the teachers here. The foreign teachers often bring with them new activities for the class, and I'm excited to hear their stories about daily life or about their culture.
Q2	Wow, that's interesting! Now can you tell me what you would like to do better while studying in this EMI course?
S5	I think I should spend more time on the English writing skill because when we have assignments and exams, we are not confident enough to write to get high mark.
Re	What about the other skills, or other fields of the program?
S5	I can follow what the teachers say in class, and I can manage to speak some English in class sometimes. So I think my focus to practice should be the writing skill.  Ah, besides that, I want to make better use of my time so I would like to read more reference books in English relating to my major. I also hope we will have more choices of reference books in English in the future.
Q3	Alright. The next question is: Which aspect do you often have difficulties with during your EMI course: your language ability or your content knowledge?
S5	I think it is mainly the language ability. And it is not about vocabulary and grammar, it is about the overall understanding of the language. I think sometimes I have difficulties in getting what the author means although I don't find any new words. I occasionally refer to the Vietnamese books of that subject for a more

	thorough understanding of the content.
Re	How about the content knowledge?
S5	I think the amount of content knowledge is sometimes less demanding than the content of the Vietnamese parallel Physics degree. So, I am fine with it.
Re	How do your teachers help you with your difficulty in understanding English?
S5	Many of my teachers allow us a fixed time in the week to come and talk to them about our difficulties or for further explanation of something, then they can have specific advice for each case. I often come and talk to them when I need and it helps me so much.
Q4	Now, your last question is: What are your learning strategies? In other words, what do you often do to study in this EMI program effectively?
S5	My target is to be good at both content knowledge and language proficiency, so I always make use of the time for entertainment to learn a bit more of English, through songs, films, news or learning websites.
Re	It's a good idea. How about learning the content subjects?
S5	Well, I contact the previous students of this EMI program and ask for their advice from their own experience. They can recommend me what to read further, where to focus on, or who to ask etc.  I always have my own summary of each lesson, which is also the most important thing in the lesson.
Re	Thank you so much for your ideas, and that's enough for the interview. Good bye!

## Appendix 8: Interview translation verification

1.EMI Student 1 (Code: S1-Recording)

Time: 0:05 – 4:35 (Re: researcher-interviewer)

Re	Hi, S1. Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI [English Medium Instruction] course you are following. Are you ready?
1	Yes, I am!
Q1	Now I would like to know in what ways you think following this EMI program is significant for you?
S1	Well, the thing I like best when learning in this program is that I can have more chance to get a good job after graduation because the companies throughout our country are usually in favour of job applicants with good English proficiency. As you know, we have all our lessons and discussions in English every day so it is a good opportunity to practice English.
Q2	Thank you. Can you tell me about something you would like to do better while studying in this EMI course?
S1	I definitely want to make some progress in my English, especially in vocabulary for my Physics major and also in communication with teachers.
Re	Can you give detailed explanation for how you want to develop your way of communicating with teachers? Is it because you don't understand what your teachers say or because you lack the ability to say what you think, or any other reasons?
S1	Oh, I can understand what they say, but as I haven't used English to speak in classes so far, I get so nervous when being asked and I can't find proper ways to answer their questions.
Q3	Thank you. The next question is: which aspect do you often have difficulties with during your EMI course: your language ability or your content knowledge?
S1	I have more difficulties with foreign language proficiency actually
Re	Is it English for your major or English for general communication in classes?
S1	Well, I think mainly English for communication in our classroom, between students and teachers and also among the students. That's why we occasionally talk to each other in Vietnamese when it comes to group discussions.
Re	How about English for your Physics major? Any difficulties?
S1	Ah, we have the textbook and we can read it at home beforehand, so we are fine with that.

1. EMI Student 2 (Code: S2-Recording)  
Time: 0:05-4:00 (Re: researcher-interviewer)

Re	Hi, S2. Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI course you are following. Are you ready?
1	Yeah, let's start!
Q1	First of all, in what ways you think following this EMI program is significant for you?
S2	- I like the fact that I can develop both academic knowledge and English proficiency at the same time. It is hard to follow, but I believe that the Bachelor degree of Advanced Physics Major will give me higher chance to be employed in good companies. - When learning in this program with our curriculum and many overseas teachers, we have a good foundation and will find it easier to study abroad after graduation.
Q2	Alright. Can you tell me about something you would like to do better while studying in this EMI course?
S2	I want to have better comprehension in my lessons, and more interaction with the teachers. In order to do so, I will need to make progress in my listening and speaking skills.
Re	Do you mean that the teachers don't give you enough chance to have interactions in class, or that you don't know how to interact with your teachers?
S2	Oh, they often ask us questions, but our problem is that we don't know how to respond properly and also we are too shy to raise our voices in class. As a result, most students remain silent after the teachers' questions and just a few of us who have confidence in spoken English can answer them.
Q3	Thank you. The next question is: which aspect do you often have difficulties with during your EMI course: your language ability or your content knowledge?
S2	I have some difficulties in understanding the lessons because my English is not as good as I wish, even the Basic English course cannot help much. Therefore, both language ability and content knowledge are my challenges.



EMI Student 3 (Code: S3-Recording)

Time: 0:05 – 4:20 (Re: researcher-interviewer)

Re	Hi, S3. Thank you very much for being in this interview. Now I will ask you a few questions relating to the EMI course you are following. Are you ready?
S3	Yes, we can start now!
Q1	First of all, do you think following this EMI program is significant for you?
S3	Yes, of course, in many ways!
Re	Can you tell me in more details?
S3	<ul style="list-style-type: none"> <li>- Firstly, I can be exposed to the learning and teaching styles of a developed country (the USA), therefore, I have more confidence and I am better prepared for overseas study in the future, if possible.</li> <li>- Secondly, the pressure of this high-demanding program makes me try harder day by day to meet the requirements of the program, so I can discover myself more.</li> <li>- Thirdly, having teachers from both local and overseas universities means that we have different source of knowledge and different teaching methods. I am always excited before a new subject, especially from an overseas lecturer.</li> </ul>
Q2	Well, now can you tell me about something you would like to do better while studying in this EMI course?
S3	I want to develop a more active learning attitude but I'm still very shy when the teacher asks me questions in the class. Most of the time, I don't know how to express my own ideas for the teacher to understand clearly.
Re	Is that all?
S3	Let me see... Oh, this is an issue not only of myself. As you know, the learning habit of Vietnamese students is still rather traditional. I and my classmates can easily lose our track in group discussions because we didn't usually have discussions in high schools. And, to be honest, we aren't really interested in group discussions. It even gets harder when the discussions are supposed to be in English. After struggling, we sometimes switch to our mother tongue. I know it's not good but that helps us at least understand each other in discussions.

EMI Student 4 (Code: S4-Recording)

Time: 0:05 – 3:30 (Re: researcher-interviewer)

Re	Hi, S4. Thank you very much for participating in this interview. Now I'm going to ask you a few questions relating to the EMI course you are following. Can we start now?
S4	Yes, of course!
Q1	First of all, do you think following this EMI program is significant for you?
S4	Yes, of course, and the more I continue with the course, the more I'm happy with my choice to study here!
Re	What are the reasons that make you feel so happy in this course?
S4	<ul style="list-style-type: none"><li>- I'm lucky to study in this program because learning in this environment makes me feel so inspired. Especially, I'm eager to have lessons from foreign teachers. They have effective teaching methods together with simple language. Also, I can learn a lot about their culture. It's so interesting!</li><li>- From the previous students of this program who have graduated, I have more confidence in the future career path.</li></ul>
Re	Well, have they all found their desired jobs?
S4	I just know a few of them, but they are very satisfied with the current jobs and some of them succeeded in finding a scholarship for higher education in overseas universities. I think it is so good!
Q2	Now can you tell me about something you would like to do better while studying in this EMI course?



EMI Student 5 (Code: S5-Recording)

Time: 0:05 – 3:30 (Re: researcher-interviewer)

Re	Good morning, S5. Thank you very much for participating in this interview. Now I'm going to ask you a few questions relating to the EMI course you are following. Can we start now?
S5	Sure!
Q1	First of all, do you think following this EMI program is significant for you?
S5	I think I am lucky to be selected into this program.
Re	What reasons make you think so?
S5	Because this is the first Bachelor program of Physics to be taught in English in our region of the country, and we have cooperation with a university from the USA, so we have a chance to learn in a more dynamic environment. We also adopt the curriculum and textbooks from a prestigious overseas university so I think we will have more confidence if we choose to study further in overseas countries. Also, we have better job opportunities after graduation.
Re	Is that all for the reason?
S5	Let me see... Well, I can learn a lot from the teaching methods of the teachers here. The foreign teachers often bring with them new activities for the class, and I'm excited to hear their stories about daily life or about their culture.
Q2	Wow, that's interesting! Now can you tell me what you would like to do better while studying in this EMI course?
S5	I think I should spend more time on the English writing skill because when we have assignments and exams, we are not confident enough to write to get high mark.

I, Hoang Nu Minh Nguyet, a translator for the Foreign Relations Service Center – ThuaThien Hue Department of Foreign Affairs, do solemnly declare this to be a full and faithful English translation made from the attached Vietnamese copy and done to the best of my ability.

**The Foreign Relations Service Center – ThuaThien Hue Department of Foreign Affairs** hereby certifies that the affixed signature is the true signature of Ms. Hoang Nu Minh Nguyet, ID card No. 191501811 issued on April 4<sup>th</sup>, 2014 by ThuaThien Hue Public Security Department.

**Ref. No: 17/VA/ 291/ TT**

*ThuaThien Hue, April 19<sup>th</sup>, 2017*

*ThuaThien Hue, April 19<sup>th</sup>, 2017*

**Translator**



**HOANG NU MINH NGUYET**

**DIRECTOR**



**LE BA KHANH**

