



CONTENT TEACHERS' PERCEPTIONS OF USING ENGLISH AS A MEDIUM OF INSTRUCTION AT A UNIVERSITY IN THE SOUTH OF VIETNAM

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ABSTRACT

Using English as a Medium of Instruction (EMI) has become a remarkable trend in higher education in this globalization setting. However, teachers in developing countries still face challenges toward mastering the influences and preparations of using EMI in higher education settings. This paper aims to get an insight into content teachers' perceptions of using English as a Medium of Instruction at a university in the South of Vietnam. The qualitative method of semi-structured interview was conducted with 9 content teachers belonging to 8 different faculties and centers to analyze their perceptions and challenges regarding EMI implementation in the tertiary context. The findings revealed that although the university had already released the EMI language policy since 2016, content teachers still just applied it to a humble extent. Content teachers agreed with the influences of EMI in university context but emphasized the difficulties of students' weakness in English proficiency which threatened content teachers' readiness of using EMI. Finally, content teachers also claimed cooperation of the university and content teachers in designing and piloting an EMI curriculum at one or two faculties before officially applying it to the whole school.

1. INTRODUCTION

The Decision 1400 of Vietnam Prime Minister (2008) strongly emphasized the role of English as students must have enough capacity of English language communication in an integrated and multicultural working context by the year 2020. Therefore, the current trend of teaching strategy now is using English as a medium of instruction (EMI) to improve students' international content knowledge and English competences to reach the requirement of MOET's project (Vu Thi Thanh Nha &

Burns, 2014). Until now, the number of researchers who conduct empirical studies on EMI is still limited in the nation. Furthermore, limited research was investigated about content teachers and in universities in the South of Vietnam to raise their awareness of the significant roles of EMI and why it should be put into action. Regards the university's current upgrading situation, this university must approach advanced higher education improvement. However, Nguyen. T. (personal communication, July 2, 2020), a content teacher

at the university stated students' weakness of English proficiency and self-learning strategy especially in mastering academic knowledge with L2 language. In relation to current EMI language policy, although it was released by the university in 2016, a limit amount of content teachers registered and applied it to a humble extent. Therefore, a remarkable amount of content teachers still refuses to register teaching by EMI due to personal reasons. Therefore, this paper aims to conduct the qualitative investigation on content teachers who are teaching academic subjects to set a light on their perceptions related to EMI influences, challenges, preparations as well as the English required level of content teachers and students.

1.1 Objectives

This study aims to investigate teachers' perceptions toward using EMI in a tertiary context as well as finding out their challenges of preparing and implementing EMI in their teaching contexts.

1.2 Research questions

The following research questions are taken into consideration:

1. Question 1: What are content teachers' perceptions of using EMI in their teaching context?
 - a. What are content teachers' perceptions of EMI influences and challenges in their tertiary teaching context?
 - b. What are content teachers' perceptions of the English required level of content teachers & students as using EMI in their tertiary teaching context?
2. Question 2: What content teachers' perceptions of the university's preparations for using EMI in their teaching context?

2. LITERATURE REVIEW

2.1 The influences of EMI in tertiary context

EMI seem now attracts more and more researchers thanks to its influences especially in tertiary contexts. Particularly, in an Asian setting, Aritonang (2014) conducted various kinds of instruments toward teachers at vocational schools in Indonesia to figure out motivation of EMI in their teaching contexts. The result showed that EMI fostered teachers' motivation and confidence in their teaching context. Participants agreed EMI impacts on both intrinsic and extrinsic motivations. Especially, teachers could raise their awareness of improving English proficiency and responsibility of supporting students English learning strategies. To another extent, Galloway (2017) figured out other influences of EMI as raising both teachers and the school to higher ranking position. Additionally, the author claimed the role of EMI in increasing doing research ability for teachers and students. In brief, these are official issues taking them to success in their teaching and learning processes as well as effectively apply EMI in their tertiary teaching context.

2.2 Language policy toward EMI in tertiary context

One of the most official issue built up the success of EMI implementation is university's language policy. In relation to EMI language policy, Kirkpatrick (2016) in a conduct related to EMI issues and challenges in Asia-Pacific universities, he emphasized that it is necessary to put English language as important position as the native one and accept it as a multilingual language in Asian teaching context. Additionally, the schools should even set language policies to highly appreciate and take advantage of their own human multilingual resources such as teachers and foreign students who have enough language competences to apply EMI in their tertiary contexts. To another extent, the findings in the study of Dearden & Macaro (2016) revealed the lack of clear policy

and support from the administration of the universities. In other words, these schools just offer the random choice of subjects taught by using EMI or provide criteria for content teachers who can apply EMI in their teaching process. This seems not enough since the teachers would think that they have the right to refuse applying EMI and they do not want to take all responsibilities of EMI implementation. Concerning EMI language policy supporting for students, Suzuki, Harada, Eguchi, Kudo & Moriya (2018) stated the university's role on improving freshmen' language capacity as designing a preparatory content-based English for Academic purposes courses for students before officially joining EMI programs in their third schoolyear. Fortunately, participants almost showed positive opinions toward this.

2.3 The required level of English proficiency of teachers and students in tertiary context

Another key issue leading to effectiveness of using EMI is the level of language competence of both teachers and students. Jensen & Thøgersen (2011) emphasized the role of teachers' language proficiency as applying EMI in higher education setting. These researchers also made a comparison between the EMI confidence and readiness between old teachers and the younger ones. The result revealed younger teachers showed better and more positive attitudes toward EMI implementation. Consequently, teachers with younger age were obviously more enthusiastic in learning and using English in their teaching and learning activities as compared to the older teachers. Mentioning students' situation as applying EMI, although language proficiency seems to be a great barrier of many students in different tertiary settings, Galloway (2017) claimed that EMI has been considered as one of the most suitable and authentic method to improve English proficiency for students. The author

also claimed that many governments had a strong belief that using EMI is one of the ways leading to the result that students will have double benefits as they graduate from the universities. The content knowledge and language skill of these students will be better than other students. Mentioning about EMI implementation in Vietnamese university, Nguyen Thu Huong, Walkinshaw & Pham Hoa Hiep (2017) emphasized the role of English proficiency of teachers and students in higher education. To the students, these researchers confirmed mastering English language is one of the ways leading to success in teaching and learning process. Due to the low ability toward the language skills, students predictably have difficulties with reading English materials, finishing given tasks, and communicating with teachers. To the teachers, due to the lack of knowledge and sources of techniques to clarify the meaning and enhance comprehension, they still had to mix between using English and Vietnamese as teaching the content knowledge. Thus, this obviously led to the lost-on concentration of students and failure of EMI implementation.

2.4 Challenges of using EMI in tertiary context

Although EMI positive influences were confirmed in different studies, the challenges of it is still a hard question which tempts many researchers to continuously conduct studies to explore about it. In an investigation on teachers' perceptions toward EMI in Parkistan, Channa (2012) stated some significant differences of EMI application styles of different teachers in a university in the nation. As using mixed-method design with class observations and semi-structured interview, the researcher found more than half of participants confirmed the success of EMI. Meanwhile, the less of other half still had troubles with EMI as they still allowed students use mother-tongue a

lot during classroom communication instead of using the target language. Another failed application of EMI in this school is that teachers did not know how to balance between improving English capacity and mastering content knowledge. This means sometimes teachers spent much time on correcting students' English and forgot the main purpose of transforming the content lessons to their students. In a Chinese educational context, Hu (2016) claimed that most of teachers have enough language abilities to teach their content knowledge in English, however, they are afraid of using EMI in their teaching process. Some of them even did not want to mention about EMI and lead the conversation to other difficulties of teachers in traditional teaching process. Additionally, some teachers who have not got a chance to study overseas also felt fulfilled with their current knowledge and dare to take a further step in their professional development due to some personal reasons. Another difficulty of using EMI was mentioned in the study of Zhao and Dixon (2017), they stated that EMI is still quite new and as applying EMI, the teachers have difficulties with balancing between teaching content knowledge and improve English proficiency to the students and lack of resources for teaching content- specific English.

2.5 Related studies at Vietnamese tertiary contexts about EMI implementation

In relation to Vietnamese higher education, EMI was conducted in some literature and theory aspects such as the studies of Vu Thi Thanh Nha (2017), Lan Hoang, Ly Thi Tran, & Hiep-Hung Pham (2018) and Ly Thi Tran & Marginson (2018). These studies were mostly discussed about EMI possibilities and Vietnamese language policies and, the empirical studies related to EMI have obviously still limited in the nation. Nguyen Thu Huong, Walkinshaw & Pham Hoa Hiep (2017)

emphasized some remarkable challenges of the school and teachers. First, it is not easy to apply an oversea curriculum into a local teaching environment at all, it is far from straightforward. There was a significant mismatching between the content and the aims of imported curricula toward the difference of culture, linguistics, economy, and politics. Finally, teachers also have problem with searching for updated resources written in L1 or in a bilingual format. In another investigation in Vietnamese higher education setting, Vu Thi Thanh Nha & Burns (2014) found out some significant obstacles toward lecturers teaching in universities as the lecturers & students' English abilities and the lack of teaching methods and resources. Particularly, while teachers still feel confused to find out the most suitable way to transmit their knowledge effectively, the students seem difficult to absorb the lessons and sometimes face knowledge loss as well. Concerning students' EMI issue, a remarkable empirical study which can be counted belonged to Phuong Hoang Yen, Huynh Chi Minh Huyen, & Nguyen Hai Quan (2018). This study investigated 115 students on their evaluations of an English foundation program. And the results stated its benefit to support students overcome their challenges in English competence and preparing for EMI courses and offered some suggestion for university to edit an English program offering for freshmen before joining EMI programs. Finally, these authors also suggested some suitable ways to change the current language policy and English foundation program to offer more supports to students.

In brief, although many universities have implemented EMI as well as various researchers have continuously conducted studies related to it, EMI preparations & challenges seem to be a significant issue that need to have further discussion, especially in regional context. Therefore, the researcher of

this paper aims to do this investigation to set a light on better preparations and more effective application of EMI in a provincial higher education setting.

3. RESEARCH METHODOLOGY

The researcher conducted a semi-structured interview to get perceptions of 9 content teachers in a university to get an overview toward their thoughts about EMI and its current implementation. These teachers are collected 8 different faculties and centers of the school

including 7 faculties, Faculty of Tourism and Culture Arts (F.A&NR), Faculty of Agriculture & Natural Resources, Faculty of Engineering-Technology- Environment (F.E-T-E), Faculty of Law & Political Science (F.L&PS), Faculty of Education (F.E), Faculty of Economics-Business Administration (F.E-BA), Faculty of Information Technology (F.IT) and a research centers for Rural Development (C.RD). The researcher purposefully invited 5 male and 4 female content teachers from the age 30 to 49.

Table 3.1 Demographic characteristics of questionnaire participants

	Working place/ Faculty	Degree	Self-evaluation of English skills	Self-evaluation of EMI knowledge	Years of teaching experience	Overseas studying experience	Registered to apply EMI
<i>Interviewee 1</i>	C.RD	Master	Pretty good	Pretty good	15-19	No	Not yet
<i>Interviewee 2</i>	F.E	Master	Pretty good	Average	15-19	No	Not yet
<i>Interviewee 3</i>	F.A&NR	Doctor	Very good	Pretty good	15-19	Yes	Intend to
<i>Interviewee 4</i>	F.L&PS	Doctor	Pretty good	Average	15-19	Yes	Not yet
<i>Interviewee 5</i>	F.T-C&A	Doctor	Pretty good	Average	10-14	No	Not yet
<i>Interviewee 6</i>	F.E-BA	Doctor	Very good	Very good	15-19	Yes	Already
<i>Interviewee 7</i>	F.A&NR	Doctor	Very good	Very good	15-19	Yes	Intend to
<i>Interviewee 8</i>	F.IT	Bachelor	Average	Not good	5-9	No	Not yet
<i>Interviewee 9</i>	F.E-T-E	Doctor	Excellent	Very good	Over 20	Yes	Already

Drawing on Fenton, Humpreys & Walkinshaw’s perspectives (2017), the researcher focused on 3 main parts, the content teachers’ perceptions of influences and challenges of EMI, the required level for content teachers and students as using EMI as well as how the university should prepare and support for the readiness of EMI implementation in an official way. The researcher also built a framework of category

and sub-categories for data collection process. Thanks to this category, the data were collected from an initial semi-structured interview. This study was conducted in 4 months to elucidate content teachers’ perceptions 4 EMI main issues: EMI influences & challenges, English required level and university’s preparations by both face-to-face conversation and audio recording due to the effect of Covid-19 virus widespread disease.

4. FINDINGS AND DISCUSSION

4.1 Content teachers' perceptions of using English as a Medium of Instruction (EMI)

4.1.1 Content teachers' perceptions about influences and challenges of EMI in the tertiary context

In relation to EMI influences, all participants emphasized the role of EMI in tertiary context due to the international integration, the current promotion situation of the school and individual self-developments. Almost all interviewees shared the same viewpoints that EMI is good for applying at a university environment because English is a popular language and there are many trustful textbooks in English, especially some new subjects:

(...) The subject Modeling is an example, its textbooks is written in English for years. Furthermore, it is not easy to translate these textbooks into Vietnamese especially the definitions of terms. Students should search for more English materials on websites, thus EMI is one of the best choice to support for content teachers to support students to comprehend this subject (...)

Content teacher 9 (F. T-E)

Concerning to the challenges of EMI implementation including both opportunities and obstacles, a majority of respondents had agreement on the opportunities of remarkably human resources of young teachers who had studied higher levels, especially for those ones who joined oversea programs, they predictably have experience international content knowledge and effectively transfer it to students. To another extent, a participant pointed out a remarkable obstacle of applying EMI and it also related to the current human resources of each faculty. Although there are various numbers of teachers having EMI knowledge from oversea programs, they

separately belong to different faculties, centers, and offices of the school. Among these faculties, few of them claimed that some faculties still limited about the amount of content teachers who have studied abroad and have enough language capacity to implement EMI in the faculties:

(...) The most outstanding difficulty is that the faculties lack a team which has enough ability of assuring the success of EMI. Since it is important to apply EMI to all subjects related to a discipline, however, EMI human resource belonging to each faculty is limited. They cannot have enough time and content knowledge to teach all subjects. Meanwhile, FPT University has had that team (...)

Content teacher 6 (F.E-B.A)

4.1.2 Content teachers' perceptions about Required level of English proficiency of both content teachers and students

Regards the content teachers' English required level, this issue again reached the high range of participants' agreement of all interviewees. They almost confirmed the roles of content teachers and required level of language proficiency to make sure the success of EMI implementation process. As further discussing about the suitable way to measure content teachers' language competence, 7 interviewees in qualitative data collection confirmed that evaluation for content teachers' language competence is different from language teachers' one. It is difficult to measure a content teacher's English level with a degree as a language teacher such as CEFR and IELTS. It is the language fluency of content teachers that play the main role in evaluating their abilities of using EMI.

(...) Not the certificate as IELTS, I think it is more important to have language fluency and studying abroad experience. So that we

can have enough international content knowledge to transmit to students. Obviously, spending 5 years in European environment, I have upgraded myself with enough content knowledge as well as teaching methods to confidentially transmit them to my students (...)

Content teacher 7 (F.A&N-R)

Concerning students' English required level, it could be easily seen that respondents totally showed high opinions on the necessary requirement on students' language competence and confirmed that the weakness of their students about this issue. Students should be checked whether they have enough English capacity as well as having enough language improvement trainings before or during the 4 years studying of university to make sure the success of EMI implementation. Additionally, 8 interviewees agreed that their faculties had to apply EMI at the lowest level as using materials and PowerPoints in English, and they still need to speak and control the class almost in Vietnamese to make sure that all students could understand the content knowledge given by the teachers. The most controversial issue belongs to the respondent 5 as she emphasized that applying EMI in her faculty seems impossible:

(...) applying EMI seems impossible in my faculty due to the weakness of students' language competence. They lack both knowledge, skills and self-awareness of self-studying English. And few teachers have enough English capacity and EMI knowledge as well (...)

Content teacher 5 (F.T&C-A)

4.1.3 Content teachers' perceptions about preparations of university as officially apply EMI in teaching context

Almost all participants reached highest agreement on the available facilities of the university. The library supplied comfortable

areas, both teachers and students could access various websites which can download precious materials due to the connections and registration of the school to different resources. The only contradictory opinion belongs to a male content teacher belonging to a center of the university. He claimed that the school should improve the wi-fi connection in university area, especially in the big halls where training workshops are organized:

(...) As joining an online training conferences, the internet network was not stable, the sound continuously disconnected, therefore I could not focus on details of the reporter' speeches (...)

Content teacher 1 (C.R-D)

Concerning organizing workshops and conferences, all participants emphasized both domestic and international ones among different universities were necessary for teachers and students to share experiences toward EMI. These were basic steps to strongly build the readiness and awareness of EMI implementation. And, another suggestion from 2 interviewees was leading teachers to join training EMI courses and offering EMI tests to make sure about their EMI teaching qualities before allowing them apply EMI in the classes.

(...) as some other universities, they push their teachers to take part in online EMI training workshops of famous universities and test their teachers teaching qualities, even they join the EMI classes as a Teaching Assistant to support for other foreign teachers. Mentioning about my university, we have not got any kind of EMI courses and certificates excepting for a new language policy to encourage content teacher voluntarily register to apply EMI in their own classes (...)

Content teacher 9 (F.E-T-E)

In relation to designing an EMI curriculum, this issue had the greatest conflict toward respondents in qualitative data collection process. Judging from aforementioned statistic in the result chapter, 4 participants accepted the main role of the university as offering EMI courses for content teachers to follow. Additionally, the university should choose suitable faculty to do EMI experimental curriculum first and then expand EMI program to other faculties later. However, more than a half of interviewees believed that it would be better for content teachers to actively choose the material, design and select the appropriate class and time to apply EMI.

In addition, although the EMI language policy has officially published, this is just a kind of encouragement and content teachers were free to choose applying EMI or not. To some specific subjects using English original textbooks, content teachers voluntarily chose applying EMI to a humble extent of designing lesson plans and PowerPoints in both English and Vietnamese. This teaching situation seems not be upgraded without any fostering impact of the university.

(...) Each faculty has some major and subject which are best taught in English due to the lack of Vietnamese materials. Teacher and the school could discuss and consider which major is the most suitable to use EMI and design an EMI curriculum for it. It seems the current language policy is just a kind of encouragement, without any obligation and fostering actions from the institution, teacher predictably can refuse to apply EMI (...)

Content teacher 6 (F.E-B-A)

4.2 Discussion

Influences of EMI in tertiary context

Concerning content teachers' perceptions of the influences of using EMI, participants all have

positive opinions toward the influences of EMI in tertiary context. They emphasized the great roles of EMI in fostering teachers to improve professional developments, and students' language capacities. Furthermore, doing research is also a great point that was mentioned in their responses, most of them agreed that EMI is one of the best ways to lead both teachers and students to get familiar with doing research which is considered as the global field on these days. And, this is the official issue taking them to success in their teaching and learning processes as well. This finding is in line with Galloway (2017) in his study about How effective is EMI, the author acceded to this viewpoint of raising both teachers and the school to higher ranking position and the author claimed the role of EMI in increasing doing research ability for teachers and students. In brief, these are official issues taking them to success in their teaching and learning processes as well as effectively apply EMI in their tertiary teaching context.

Challenges of EMI implementation

In terms of opportunities of EMI implementation in the regional tertiary context, as the given current situation from interviewees that almost all content teachers in their faculties are still young and enthusiastic, they predictably know how to find the EMI resources and understand that not only teachers who have oversea studying experiences can apply EMI in their teaching context, especially in the new transition of the university into a higher level. By the same token, a previous study of Jensen & Thøgersen (2011) also emphasized the difference in level of confidence about EMI implementation between older and younger lecturers in this university. These authors also confirmed the correlation between confidence of EMI and the teachers' younger ages and their higher level of contact to English. In other words, the more teachers

used English in their learning and teaching contexts and self-searching for opportunities to do professional development domestically and internationally, the more positive attitudes they showed toward EMI implementation.

In contrast, the disadvantages arise from applying EMI in the regional university is that the school still not have enough human resources of content teachers for each faculty to make sure that it can effectively apply EMI in all subjects. Another threat belongs to the students' limitation of English capacity. Till students cannot raise their own awareness of making effort on self-improving their language competence, they predictable be one of the biggest difficulties the school should deal with and figure out the best way to solve it as soon as possible. This result is in line with Shamim, Abdelhalim, and Hamid (2016) about the role fostering students' language competence as the university's preparation for applying EMI in the higher education context. The researcher stated students got familiar with mother tonged and had a bad habit of translating every word in the textbooks into native language to understand it and wait for the given bilingual wordlist and checklist in their native language from teachers before the exams.

Required level of English proficiency for content teachers and students in tertiary context

Mentioning content teachers' language required level, a majority of participants coincided the fluency of speaking and listening skills and the sufficient content knowledge of EMI teaching capacity are most important. They also accorded that it is difficult to measure content teachers' ability of applying EMI by language certificates as the language teachers. Additionally, the role of content teachers was highly emphasized as well, it is the content teachers who both have enough theoretical and practical knowledge about the subject can

effectively teach students, instead of the language teachers. This result seems in line with Dearden (2015) in his investigation on EMI- A growing global phenomenon. The author emphasized the role of a content teachers as applying EMI is not just stop by their high fluency of language capacity, teachers should even have the teaching skills as well. He also confirmed that EMI was not the ability of translating the materials, it is an useful approach requiring the content teachers deeply understand the content knowledge in the international materials and using their own teaching skills to effectively transfer them to the students.

As regards the required level of students' language competence as applying EMI, all respondents reached an agreement on the current low level of English capacity of students. Students did not have enough self-awareness and self-learning ability outside the classrooms especially for improving language competence. Most of interviewees mentioned that there should be specific assessment criteria to consider the foreign language ability of students before officially applying EMI. Especially, students need to be tested more closely or the school should classify them from the first year when new students are admitted and it is possible to select students with good English capacity from high school as well as attract more international students from different countries who have language capacity to join EMI teaching program together. The result confirmed the findings of Dearden & Macaro (2016). The interviewees of their study stated that improving English capacity for students was not the responsibility of only content teachers in university, students must master the target language before the university entrance. This study also confirmed the role of international students in EMI programs.

Content teachers' perceptions toward the university's roles and preparations for EMI implementation

Nearly all responses in the semi-structured interview strongly believed in the role of the university in EMI preparations. Therefore, the school should develop a special plan by selecting a few subjects to pilot EMI curricula with specific roadmap, time and human resources so that content teachers can register and have time to prepare to apply EMI in some suitable subjects and classes. Then, teachers can self-evaluate, contribute experiences to the school to improve the curricula and teaching methods before applying EMI officially. This finding corresponded with Kirkpatrick (2016), the author stated the role of universities in figuring out the best way to either take advantage the multilingual resources of teachers it already have or move away from the current insistence on a native speaker model to accept the important role of applying EMI in university settings. Predictably, this must have a long-term plan to develop a strong framework program and everything should go step by step carefully.

5. CONCLUSIONS, IMPLICATIONS, LIMITATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Conclusions

The results of this qualitative data collection and analysis indicated that participants had significant agreement on using EMI in terms of EMI influences, challenges; the required level of English proficiency toward content teachers & students and the school's preparations for it. In specific, content teachers claimed the opportunity of fostering EMI due to the current transition of the university into higher level and advantage of its young human resources who were educated oversea. And, these participants mostly started EMI from the first step of providing materials, lesson plans and

PowerPoints in English. Besides, they also accepted the unreadiness of upgrading into higher level of EMI thank to the weakness of students' language competence and emphasize the role of both content teachers and school's policy makers in cooperation to design a suitable curriculum and fostering students' language proficiency. To sum up, despite the limitation of EMI teaching experiences in the regional university in a provincial area, it was necessary to conduct this investigation to set a light on EMI preparations and implementation for content teachers and the school to gain the school's quality to a higher position.

5.2 Implications

The university and content teachers may put the followings suggestions into consideration:

Firstly, the university could think of offering different teaching standards and setting the deadline duration for the faculties and content teachers about self-improving their abilities of using EMI. Furthermore, the institution could set time to discuss with some voluntary faculties and content teachers share ideas to design a specific curriculum including different subjects to firstly fostering at least a major of a faculty to pilot the EMI program. Besides, the university could enroll more human resources such as international volunteer teachers and international students in exchange programs with different universities outside the nations.

Secondly, content teachers could be self-aware of responsibility of increasing the language competence for students and themselves. Furthermore, they could join more training workshop and online conferences about EMI implementation to upgrade knowledge of how to balance their role of transmitting content knowledge and increasing English level of students. Additionally, they could provide students more opportunities to self-explore knowledge toward EMI and English language outside the classroom activities.

5.3 Limitations and suggestions for further researcher

As a consequence of virus widespread all over the world in the current year, the researcher had difficulties of widening the population into bigger sample size and mixing more research instruments. In other words, this paper was conducted with limited content teachers by qualitative instrument only, the semi-structured interview. Therefore, a remarkable suggestion for further research is conducting with better ideal number of samples as well as mixing more research instruments such as questionnaire and class observation to clarify more issues and challenges related to EMI.

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