



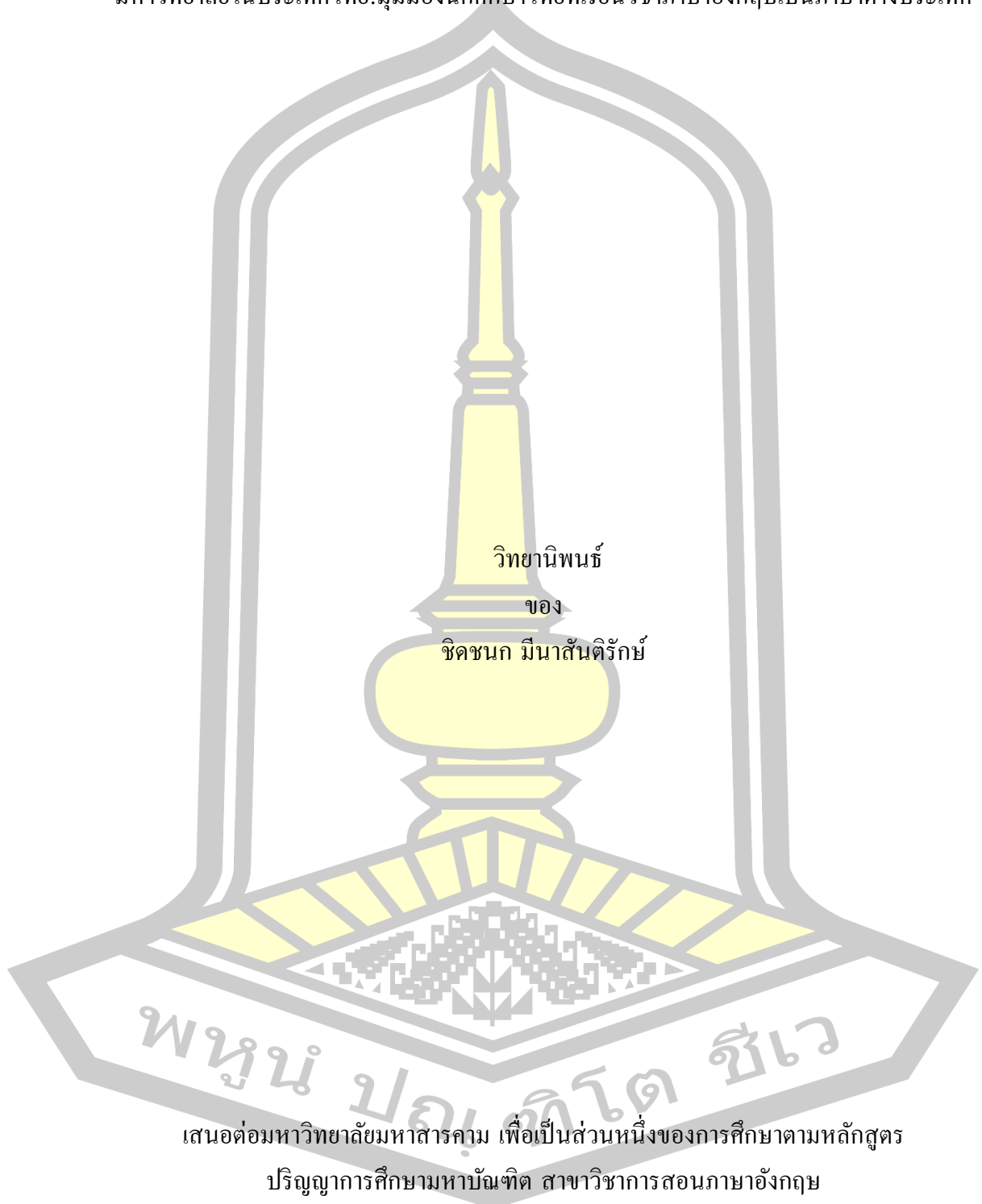
The Classroom Practices of EMI in an International Program at a Thai University:
Perspectives of Thai EFL Learners

Chidchanok Meenasantirak

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching
June 2023

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ABSTRACT

This research examined the attitudes, challenges, and practices of English Medium Instruction (EMI) in an international program at a Thai university from the perspectives of Thai EFL learners. The study employed a mixed-methods approach, utilizing surveys, interviews, and classroom observations. A five-point rating scale questionnaire was distributed to 80 learners to investigate their perceptions of EMI. Additionally, in-depth interviews were conducted with 8 participants to gather detailed information on their attitudes, perceived advantages, and challenges related to EMI. The findings revealed that Thai EFL learners had a positive attitude towards EMI, recognizing its benefits for English language proficiency and future employment opportunities. However, they faced challenges in understanding instructors' English speaking, comprehending materials, and acquiring specialized vocabulary. The study emphasized the importance of language preparatory courses, provision of support materials, teacher training, and the development of intercultural competence. Furthermore, it suggested that future research should involve a larger sample size and encompass various educational environments to gain a comprehensive understanding of Thai EFL learners' perspectives on EMI in international programs at Thai universities.

Keyword : English medium instruction (EMI), Classroom practices, International program, Thai university, Thai EFL learners, Attitudes

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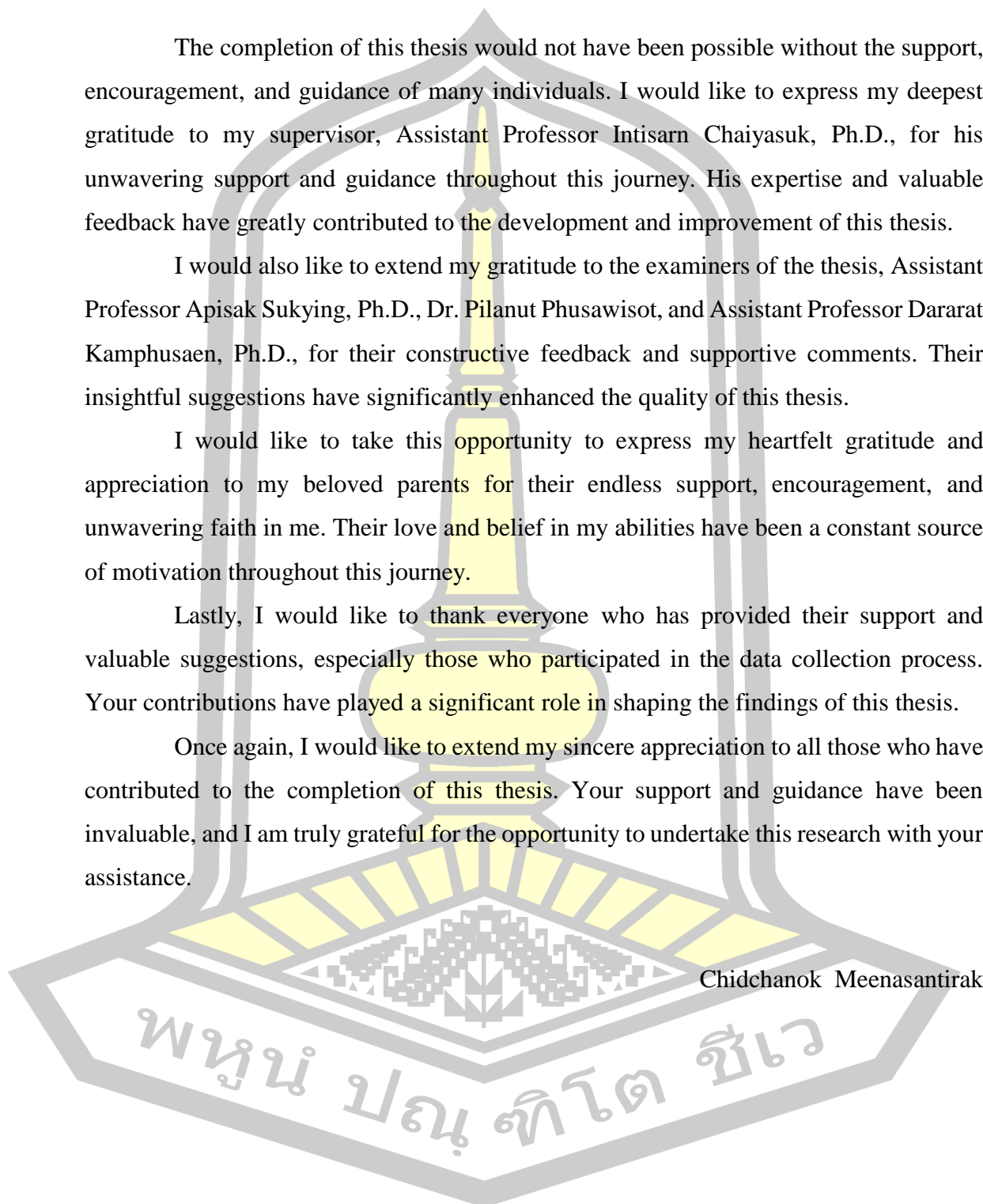
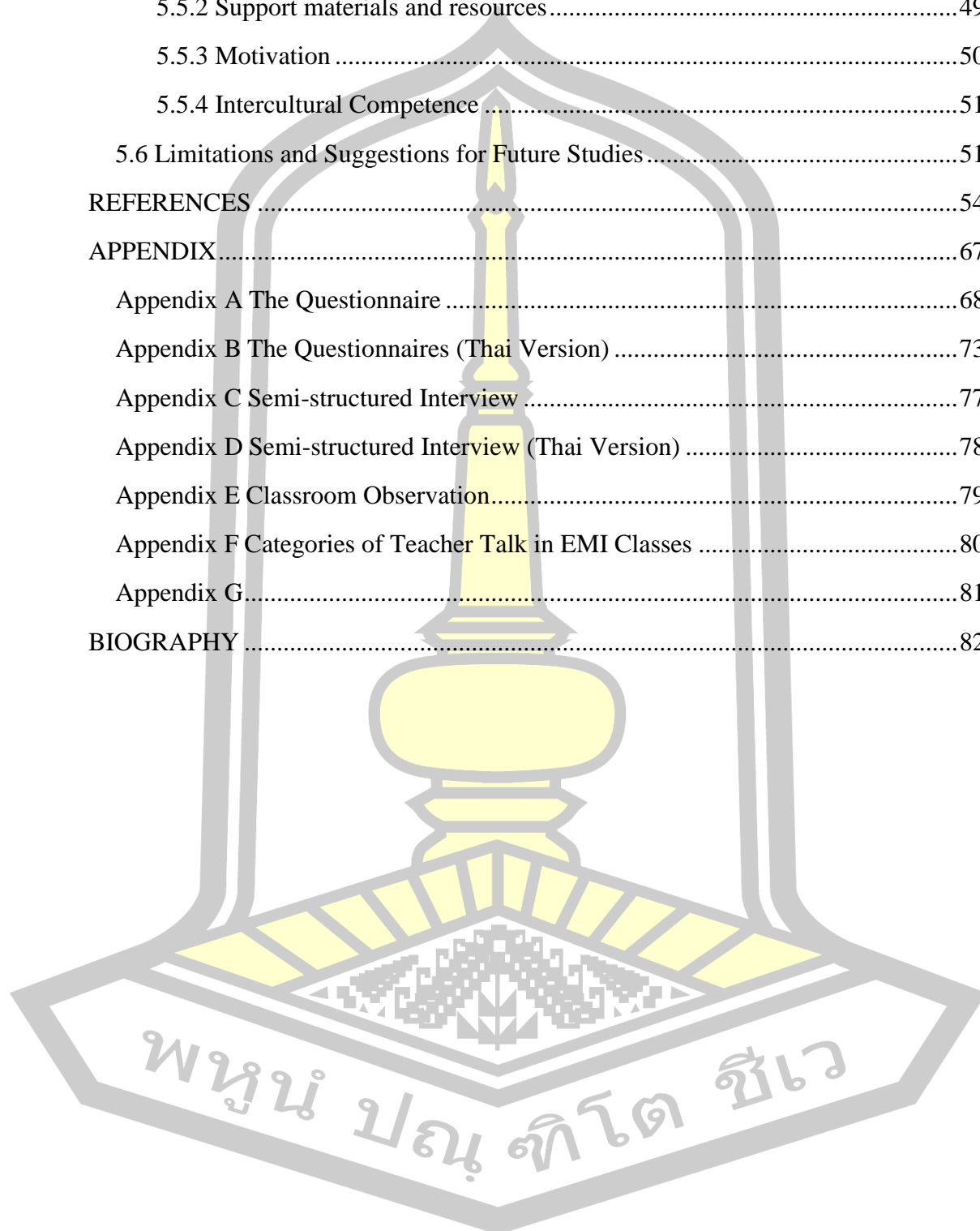


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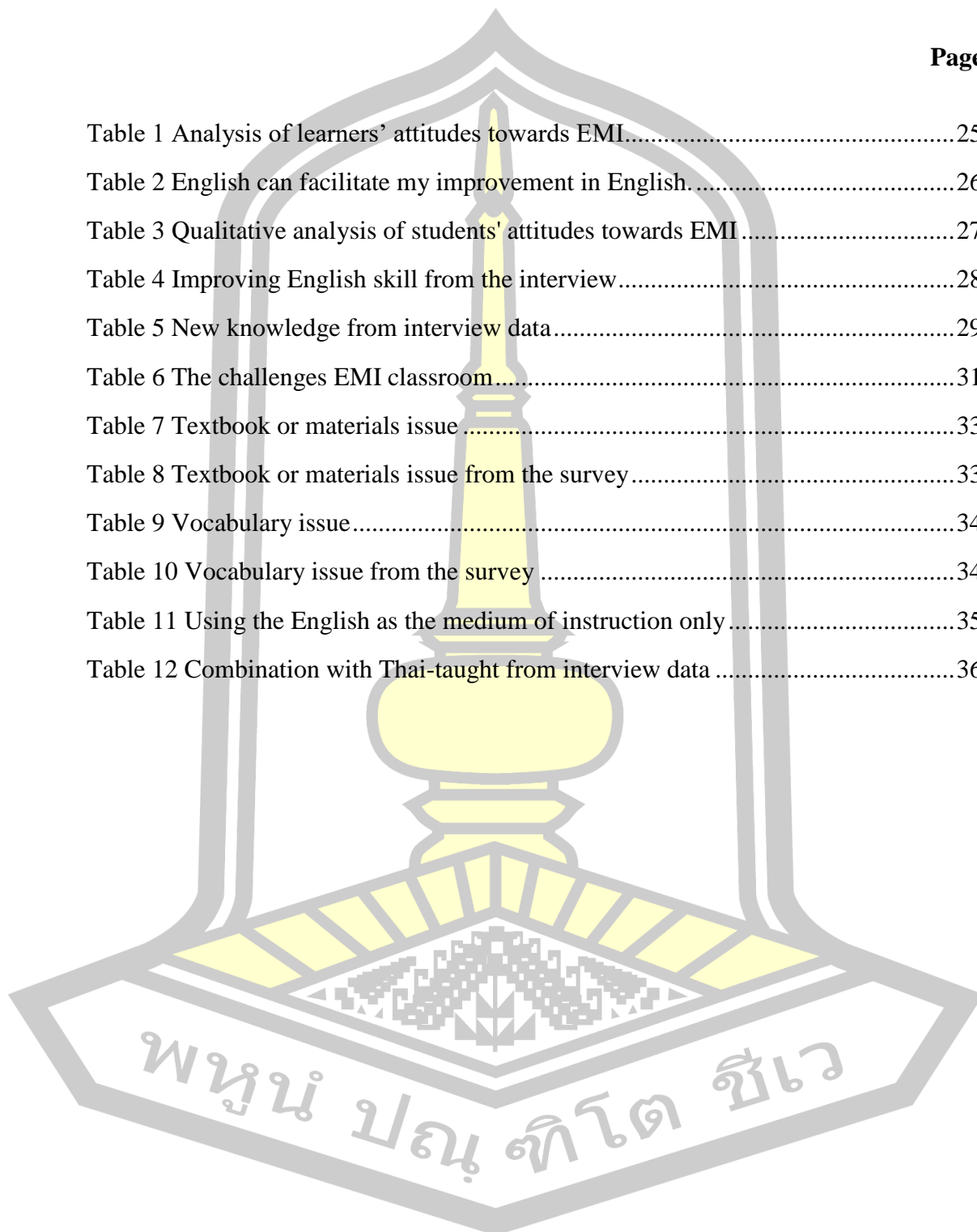
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CHAPTER I

INTRODUCTION

This chapter introduces the study on the attitudes of Thai tertiary-level students towards English as a Medium of Instruction (EMI). It comprises six sections: background of the study, purpose of the study, scope of the study, significance of the study, definition of terms, and summary of the chapter.

1.1 Background of the Study

EMI refers to the use of English as the primary language of instruction in educational settings where English is not the students' native language (Galloway et al., 2016). Over the years, the adoption of EMI has accelerated in higher education institutions across non-English-speaking nations, responding to the global demand for English proficiency (Macaro et al., 2018). This has been employed as a strategy to internationalize academic programs and attract students and faculty from across the globe.

The shift to English as the main language of instruction has become a worldwide trend that has grown significantly in the last 20 years. The growth of EMI in universities around the world has been unprecedented (Macaro et al., 2016). Since 2001, EMI provision in European universities has increased tenfold (Wachter & Maiworm, 2014), and there has also been significant growth in Asia (FentonSmith et al., 2017).

Several universities, especially in non-Anglophone countries, have increased their usage of EMI to enhance their internationalization of higher education and worldwide competitiveness. As a consequence of this trend, English has been officially adopted as an official language and the medium of communication among the member states of the Association of Southeast Asian Nations (ASEAN) to promote collaborative actions aimed at achieving quality education in the region (Luangangoon et al., 2018).

EMI is apparently popular among students. Lee et al. (2021) examined international graduate students' experiences of EMI courses at a Korean university, and the results showed positive attitudes toward the EMI courses. The students were highly motivated to enhance their English proficiency through EMI courses, and yet they required EMI courses to prepare for a globalized world. This supports Muthanna and Miao's (2015)

conclusion that students were highly conscious that English was the language of international communication. As Muthanna and Miao (2015) investigated the attitudes of local students towards the use of the EMI strategy in China, the findings revealed that participants showed a positive attitude toward the use of EMI in their programs and emphasized the need for English-taught programs not only for attracting international students but also for realizing the aspirations of local students.

However, the EMI program has boomed, but there are several burdens imposed on students by EMI courses. The findings of Lee et al. (2021) revealed that even though students were motivated to improve their English and to devote extra time to studying, it is possible that some students' inadequate language skills contribute to the burden. When students in EMI courses have low levels of English proficiency, it was difficult for some students to follow lectures. Additionally, some students reported that they had never been exposed to EMI courses before, making it difficult for them to comprehend EMI courses effectively (Lee et al., 2021). This finding is consistent with Tsou and Kao's (2017) study and Walkinshaw et al.'s (2017) study. Courses might have limitations based on the language proficiency of the students and particular higher education contexts (Tsou & Kao, 2017; Walkinshaw et al., 2017). Furthermore, Belhiah and Elhami (2014) highlighted the EMI in the Arabian/Persian Gulf, with a particular focus on the situation in the UAE. Results indicated that the current EMI situation left much to be desired, as students struggled to learn the EMI courses due to their limited English proficiency.

When considering the effectiveness of EMI courses, Qiu and Fang (2019) investigated 101 Chinese undergraduates' perceptions of two types of content teachers, native English-speaking EMI teachers and local (non-native English-speaking) EMI teachers, in terms of their teaching behavior and practices. The findings showed that although native English speakers used interactive teaching techniques with a variety of activities and multimodality, they did not acknowledge their students' intercultural competence. However, non-native English speakers demonstrated higher intercultural competence, suggesting that they were better able to communicate with the students about their learning challenges. In another study, Tang (2020) explored the lecturers' perspectives on the challenges of EMI instruction in Thailand. The results revealed four challenges:

language, cultural, structural, and identity-related (institutional) obstacles. Besides, Inbar-Lourie and Donitsa-Schmidt (2019) investigated students' perceptions of this topic as well as their expectations of desired EMI lecturers' qualities. The findings revealed that the preferred EMI lecturer did not have to be a native English speaker; rather, it was discovered that desired EMI lecturers should be highly proficient in English, subject matter experts, capable of simulating an international learning experience, displaying effective teaching pedagogies in both content and second language, and familiar with the students' local language and culture. Likewise, Macaro et al. (2018) found several potential disadvantages of EMI, including issues related to language proficiency, cognitive load, and the quality of instruction. It also emphasizes the need for more research to better understand the impact of EMI on teaching and learning.

The study "The Classroom Practices of EMI in an International Program at a Thai University: Perspectives of Thai EFL Learners" addresses a significant gap in the research landscape concerning EMI implementation, particularly in the Thai context. It concentrates on the actual classroom practices and experiences of Thai EFL students within an international program, thus providing valuable insights that could inform and improve future EMI policies and practices.

Existing literature has explored various aspects of EMI, such as its impact on student performance and attitudes, and learners' motivation. Nevertheless, there is a pressing need for further exploration into the day-to-day realities of EMI classrooms, especially in settings where English is not the native language. In this respect, the current study stands to offer a significant contribution, with potential implications for enhancing the efficacy of EMI delivery in Thai higher education, and potentially in similar contexts worldwide.

1.2 Purpose of the Study

The purpose of this study is to investigate and understand the implementation and impact of English as a Medium of Instruction (EMI) in an international program at a Thai university from the perspective of Thai students learning English as a Foreign Language (EFL). More specifically, the objectives of this research are:

1. To explore the experiences and views of Thai EFL students in EMI classrooms, including their engagement with the course material, interaction with peers and instructors, and overall satisfaction and learning outcomes.
2. To identify potential challenges and benefits associated with EMI from the learners' perspective, including language proficiency, comprehension, and academic performance.
3. To offer recommendations for improving EMI practices in this context, based on the findings of the study.

1.3 Research Questions

This study addresses two research questions:

- 1.3.1 What are the students' attitudes towards EMI in an international program at a Thai university?
- 1.3.2 What are the teaching and learning practices and their impacts on students' learning outcomes in EMI classrooms at a Thai university?

1.4 Scope of the Research

This study investigates the perceptions of Thai tertiary-level learners. The participants were first and second-year students studying in international programs to obtain a Bachelor's Degree at a public university in Northeastern Thailand. Learners were from three Bachelor degree programs, including the Bachelor of Arts (English for International Communication). Both qualitative and quantitative inquiry methods were applied to collect the data in this study.

1.5 Definition of Terms

- 1.5.1 English as a Medium of Instruction (EMI): This term refers to the use of the English language to teach academic subjects other than English in countries or jurisdictions where English is not the native language of the majority of the population.
- 1.5.2 Perspectives: This term refers to the viewpoints, experiences, and attitudes of the study's participants - in this case, Thai students who are learning English as a foreign language (EFL).

1.5.3 Challenges: These refer to obstacles or difficulties that students may encounter in achieving academic success in EMI settings, such as comprehending complex concepts taught in English, and the level of skill and comfort in using English in terms of comprehension (listening and reading) and production (speaking and writing).

1.5.4 Classroom Practices: This term refers to the set of teaching methods and strategies used by teachers in the classroom.

1.6 Organization of the thesis

This thesis is organized into five chapters:

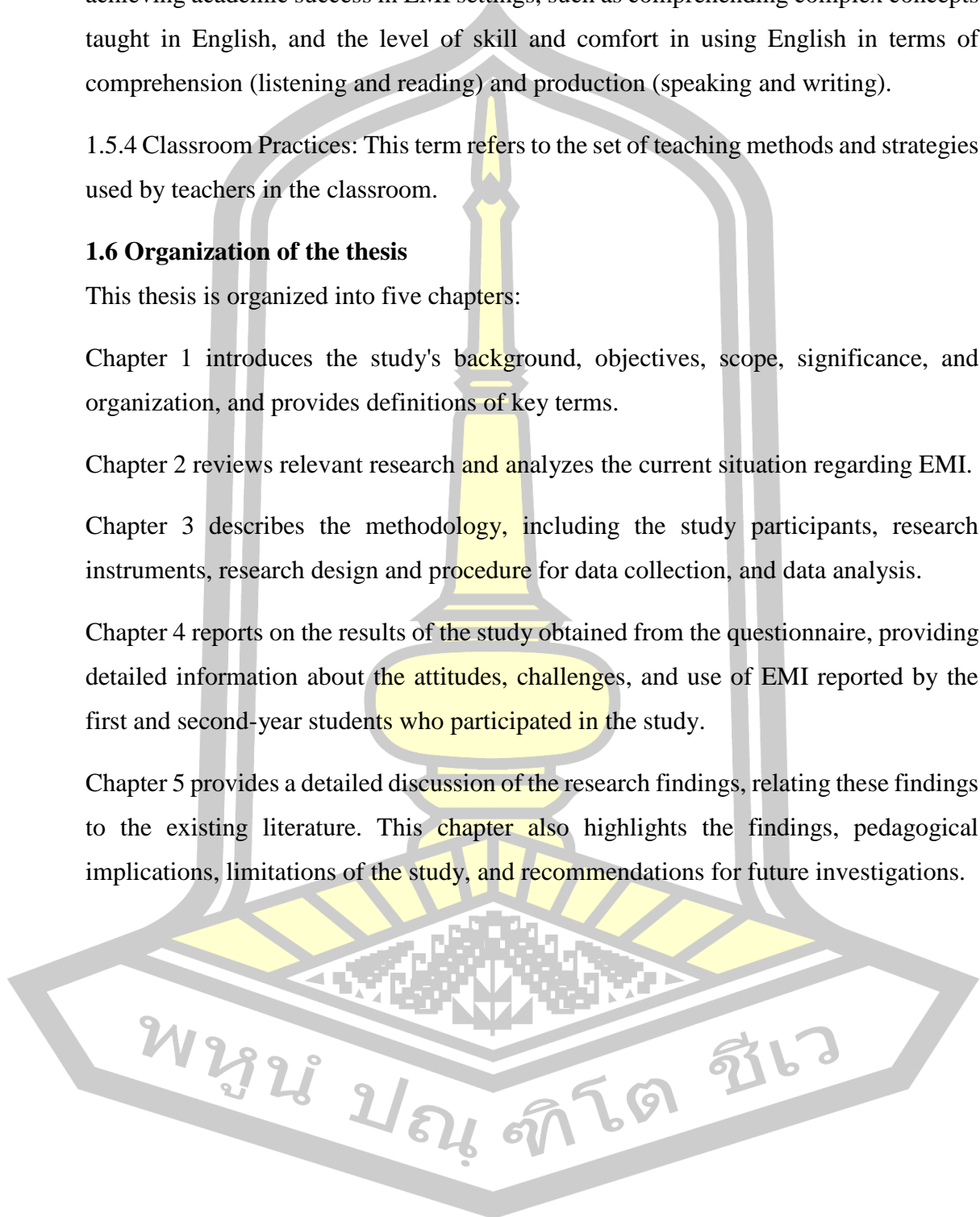
Chapter 1 introduces the study's background, objectives, scope, significance, and organization, and provides definitions of key terms.

Chapter 2 reviews relevant research and analyzes the current situation regarding EMI.

Chapter 3 describes the methodology, including the study participants, research instruments, research design and procedure for data collection, and data analysis.

Chapter 4 reports on the results of the study obtained from the questionnaire, providing detailed information about the attitudes, challenges, and use of EMI reported by the first and second-year students who participated in the study.

Chapter 5 provides a detailed discussion of the research findings, relating these findings to the existing literature. This chapter also highlights the findings, pedagogical implications, limitations of the study, and recommendations for future investigations.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the outcomes of previous studies that utilize the same variables as this study. It summarizes viewpoints on English as a medium of education. The chapter elaborates on the scope of EMI, the theories of EMI, the framework, and related research. The outline of the literature is as follows:

- 2.1 The Conceptualization of EMI
- 2.2 CBI, CLIL, and EMI
- 2.3 The Theoretical Framework of EMI
- 2.4 Classroom Practices of EMI in International Programs
- 2.5 Historical Background of EMI in Thailand
- 2.6 Thai EFL Learners' Perspectives
- 2.7 Related Research

2.1 The Conceptualization of EMI

Numerous researchers have defined EMI. For instance, Unterberger & Wilhelmer (2011) stated that the primary focus of EMI was on students' content mastery, with no language goals indicated. Similarly, Smit & Dafouz (2012) proposed that it focused solely on content learning or academic subjects taught through English, making no explicit reference to the goal of enhancing students' English (Dearden & Macaro, 2016). Particularly, the use of English to teach academic courses in countries or regions where the majority of the population did not speak English as their first language (Dearden, 2015) was primarily directed at the acquisition of subject knowledge (Unterberger, 2014). All these definitions highlight the significance of academic content and the lack of defined language acquisition goals in EMI courses. It was possible to conduct an EMI course with no intention of improving the language abilities of the participating students, although many EMI courses required students to work as near-native speakers of the language of instruction. However, this did not imply that EMI classes could not focus on enhancing students' English abilities (Brown & Bradford, 2014). The

researcher would, therefore, like to offer an updated definition of EMI based on the working definition proposed by Macaro (2018). The definition of EMI is as follows:

EMI is defined as the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the majority of the population's first language is not English. It could be broadly characterized as the integration of the English language and disciplinary content in higher education.

According to Tri & Moskovsky (2019), EMI was discursively constructed as opportunities for getting directly exposed to the original knowledge and content, Anglo-American high-quality education programs, and innovative teaching methods. EMI in tertiary education received considerable attention from parents, students, and particular stakeholders, as it was the university's strength to be compared to others globally. Taguchi (2014) stated that EMI represented a tool for academic study because of the process of obtaining content knowledge in academic courses without explicit language consequences. In other words, EMI was notably transferring academic knowledge with English. EMI has been regarded as "an umbrella term for academic courses taught in English" since it "makes no direct correlation to the goal of improving students' English" (Dearden & Macaro, 2016). In theory, EMI might include content and language learning, encompassing CLIL and CBI. Thus, understanding the terms used to describe classes taught in English is essential.

2.2 CBI, CLIL, and EMI

The promotion of learning an additional language is considered fundamental in the vast majority of educational policies in Europe and beyond. Furthermore, the framework of learning the contents of a specific academic subject through a foreign language has become increasingly accepted, particularly in higher education stages (Ruiz-Cecilia et al., 2023). Thus, English is commonly used as a medium for teaching academic content courses in contexts where English is learned as an additional language. This trend has ushered in a variety of approaches, most notably Content-Based Instruction (CBI), Content and Language Integrated Learning (CLIL), and English as a Medium of Instruction (EMI) (Tsou, 2021).

CBI emphasizes language learning outcomes, using content to provide learners with authentic input and encourage them to engage in meaningful language use (Brown & Bradford, 2017). CBI often follows a theme-based approach where topics related to subject content are introduced and discussed, with the aim of facilitating language learning.

In contrast, CLIL programs are developed with explicit content and language goals in mind. The approach is characterized as "dual-focused" education, where an additional language is used for both the learning and teaching of content and language (Coyle, Hood & Marsh, 2010). Unlike EMI and CBI, CLIL is more than a concept; it has evolved into a generally established way of delivering CLIL courses (Marsh, 2008).

Although EMI classes use English as the language of instruction, the approach differs from CBI and CLIL in that it aims to deliver professional and discipline-specific content, with a primary focus on subject-content mastery (Brown & Bradford, 2017).

Therefore, the way English is implemented has changed internationally across the world. Teaching English as a foreign language has shifted to a medium of instruction over the last few decades (Dearden, 2015). However, Tsou and Kao (2017) pointed out that EMI instructors occasionally provided students with advice on studying skills or genre-related instructions, such as writing lab reports or compiling case studies in English, through experience sharing. However, language instruction was not typically a regular feature in EMI classes. EMI lecturers had strict syllabi and schedules to follow, much like subject-content courses delivered in students' first languages at universities worldwide, leaving limited time for language instruction. As specialists in their respective content areas, EMI lecturers did not view themselves as responsible or knowledgeable enough to teach language.

2.3 The theoretical framework of EMI

The theoretical framework of this study is grounded in several key theories and concepts related to second language acquisition and EMI.

Firstly, the framework draws on Krashen's (1985) theory of comprehensible input in second language learning. This theory posits that consistent exposure to comprehensible input is a critical environmental factor for successful second language

acquisition. Scholars have posited that English medium instruction, such as EMI courses, immersion, or bilingual programs in multilingual contexts, can offer a rich learning environment to students who are primarily English learners by maximizing the use of the target language (Swain & Lapkin, 2013). However, while direct exposure to the second language (L2) is crucial, the extent to which students understand L2 is equally important. According to the Input Hypothesis (IH) in second language acquisition research, consistent and comprehensible input is a vital environmental component for successful second language acquisition. Krashen (1985) stated that students naturally acquire a second language by receiving comprehensible input in their learning environment. In the context of this study, this theory is particularly relevant as it underscores the importance of comprehensible input in EMI classrooms at the Thai university under study, where English is used as a medium of instruction.

Secondly, the sociocultural approach to second language development (Lantolf & Thorne, 2006) is another cornerstone of the theoretical framework. This approach emphasizes the role of social interactions in language learning and development. It suggests that learners' communicative interactions in EMI classrooms can contribute to their English language learning. The framework also drawn on the conceptual framework of higher education in EMI courses (Macaro, 2018). This framework provides insights into the specific dynamics and challenges of teaching and learning in EMI contexts in higher education. Lastly, the theoretical perspective on language learning strategies in L2 learning (Chamot, 2001; Griffiths, 2018) is included in the framework. This perspective highlighted the strategies that learners employ, such as specific attitudes or techniques, to intentionally improve their English skills and enhance their language proficiency.

Oxford (2014) posited that the strategies employed in language learning are complex and adaptable, varying according to individual differences and diverse learning contexts. English Language Learners (ELLs) frequently adopt specific attitudes or techniques as deliberate strategies to enhance their English proficiency. These strategies are linked to an increase in their motivation and the ability to regulate their own learning (Dörnyei, 1998). Social strategies, which make the learning of a second language less stressful and more enjoyable, are deemed effective. Similarly, English as a Foreign

Language (EFL) students often use social language learning strategies in both individual and group work. These strategies, which include making an effort to converse more frequently in English with peers, paying attention to what other students articulate, collaborating with friends to complete course tasks or homework, and collectively reading the textbook with classmates, are designed to facilitate opportunities for opinion exchange and peer collaboration (Reiss, 2021).

In summary, this study's theoretical framework integrates these theories and concepts to provide a comprehensive understanding of the experiences and perspectives of Thai EFL learners in EMI classrooms in an international program at a Thai university

2.4 Classroom Practices of EMI in International Programs

Classroom practices of English-Medium Instruction (EMI) in international programs encompass various aspects highlighted in recent studies. Huang (2015) emphasized the importance of understanding students' motivation in EMI courses, designing instructional strategies that promote engagement and interaction with diverse peers. Additionally, addressing students' anxiety related to learning difficulties is crucial for improving their learning experience and outcomes. Huang (2015) also highlighted the significance of providing support and resources to enhance English language proficiency, which can alleviate anxiety and enhance students' confidence. Moreover, the use of authentic learning materials positively impacts students' learning achievement. Recognizing the differences between local and foreign students in terms of motivation, anxiety, and achievement informs educational policies and interventions to better support the needs of both student groups in EMI contexts (Huang, 2015).

Furthermore, Muthanna and Miao (2015) emphasized the importance of considering students' attitudes towards EMI in creating an appropriate learning environment. Their study indicated that the attitudes of both students and teachers prompt a reconsideration of the number of programs delivered in the preferred language, addressing the crucial issue of equality and impacting the quality of education. Tai and Tang (2021) conducted a study on the relationship between learning strategies, English anxiety, and EMI avoidance. They found that addressing English anxiety and promoting effective learning strategies are key to fostering a positive learning environment. Their findings emphasize the significance of addressing English anxiety and promoting effective

learning strategies in EMI classes. Besides, Rahmadani (2016) revealed that the majority of students held a favorable perception of English as a medium of instruction. Students believed that it could enhance their English proficiency, inspire language learning, boost confidence in speaking, and improve their understanding of English materials and international culture.

Studies conducted by Ament and Pérez-Vidal (2015) and Coşgun and Hasırcı (2017) demonstrated improvements in linguistic skills among EMI students. Ament and Pérez-Vidal (2015) found that students in semi-immersion EMI programs demonstrated improvements in writing complexity and grammar. Coşgun and Hasırcı (2017) observed that studying in an English-medium university significantly improved students' reading, listening, and overall English proficiency. Knoch et al. (2015) conducted a study on the development of second language writing among EAL students in an English-medium university. They found that students' writing skills improved in terms of fluency after three years of study. However, there were no significant improvements observed in accuracy, grammatical and lexical complexity, or overall writing scores. Xie and Curle (2020) examined the relationship between success in EMI courses and the acquisition of content knowledge, improvement in English proficiency, and the development of new modes of thinking. Their study emphasized the importance of enhancing students' perceptions of their own ability to succeed in EMI.

However, Wachter and Maiworm (2014) argued that incorporating EMI in tertiary education is a strategy for building English-proficient workforces. Phuong and Nguyen (2019) identified the challenges students faced in implementing EMI, including difficulties in understanding lectures, textbooks, course materials, tests, examinations, and participating in classroom discussions. However, they also highlighted the benefits of EMI, such as cognitive advantages, increased exposure to English, and improved employment prospects for students. Similarly, Tamtam et al. (2012) revealed a positive correlation between English proficiency attained through EMI and improved job prospects for graduates.

Galloway et al. (2017) investigated the EMI phenomenon in higher education in Japan and China. They found that EMI supports language development and facilitates students' engagement with up-to-date academic content. Moreover, Yıldız et al. (2017)

emphasized the need to address the specific needs of EMI students. Their comprehensive study highlighted the challenges faced by non-English major students in EMI programs and the importance of modifying preparation programs and providing ongoing language support to enhance their academic experience and promote successful outcomes.

In summary, the classroom practices of EMI in international programs involve understanding students' motivation, addressing anxiety, providing support for language proficiency, using authentic learning materials, recognizing differences between student groups, considering attitudes, promoting effective learning strategies, enhancing linguistic skills, and addressing students' specific needs (Huang, 2015; Muthanna & Miao, 2015; Tai & Tang, 2021; Rahmadani, 2016; Ament & Pérez-Vidal, 2015; Coşgun & Hasırcı, 2017; Knoch et al., 2015; Xie & Curle, 2020; Wachter & Maiworm, 2014; Phuong & Nguyen, 2019; Tamtam et al., 2012; Galloway et al., 2017; Yıldız et al., 2017). These practices aim to create a conducive learning environment and support students in their language development and academic achievements.

2.5 Historical Background of EMI in Thailand

Thailand has its strongest trace in the form of policy documents. An example is found in the Thai Ministry of Higher Education, Science, Research and Innovation Policy text titled "Internationalisation at Home". It is in fact rather light on detail about the concept of internationalisation at home as 'enabling students to gain international experience without necessarily going abroad' (Bureau of International Cooperation Strategy, Office of the Permanent Secretary, Ministry of Higher Education, Science, Research, and Innovation, 2020) by having inbound international students and/or creating events focused around international cultural experiences. Another policy document is Prince of Songkla University (PSU)'s Action Plan for Internationalisation at Home 2020-2021 which includes goals to internationalise curriculae, increase inward academic mobility and create Internationalisation at Home activities to facilitate students' development as global citizens (Ek-Uru & Pavel, 2019).

EMI in Thailand was closely tied to language acquisition policies that endorsed native-speakerism, a monolingual mindset, and the sole use of English in EMI. Concerns were raised by academics about the potential 'Englishification' of higher education due to the

global dissemination of EMI. These apprehensions were pertinent in the Southeast Asian context, where there were worries about the Westernization of curricula (Galloway and Ruegg, 2020). In Thailand, EMI policy had been advanced as an exclusively monolingual initiative. This occurred despite the accumulation of scholarly research emphasizing the importance and beneficial utilization of both multilingual and translanguaging methodologies (Sahan et al., 2022). Thailand's EMI policies aimed to enhance students' English language skills (Lavankura, 2013).

The expansion of EMI in Thai higher education was driven by various initiatives. Two 15-year plans (1990–2004; 2008–2022) were proposed to internationalize higher education, boost the global competitiveness of Thai graduates, and aid the country's economic development. The first plan (1990–2004) spurred the growth of EMI in Thailand, often referred to as "international programs." The second plan (2008–2022) was a response to the increasing competition in the ASEAN labor market. In these initiatives, the quality of education was associated with the English language, and EMI curricula were seen as crucial for elevating Thai higher education to international standards (Galloway & Sahan, 2020). The expansion of EMI was expected to persist, and with English as a global language, the Ministry of Education wished all university classes to be taught in English or adopt English-medium instruction (Hengsadeekul et al., 2010).

The importance of learning English was accentuated by globalization, the economic downturn in 1997, and the significance of the ASEAN community. During the 1997 economic crisis, Thai universities were under pressure to adapt as a growing number of Thai students opted for overseas education domestically, which was a substantially more affordable option. This led to the creation of a domestic market for foreign education, and subsequently, EMI. There was also a heightened emphasis on English for employability, especially when foreign investors started managing workforces. Thus, EMI in Thailand was undoubtedly associated with the drive for internationalization and wider goals to enhance students' English proficiency. Consequently, students were driven to enroll due to job market demands and the social prestige linked to such programs (Hengsadeekul et al., 2010; Lavankura, 2013).

2.6 Thai EFL Learners' Perspectives

The perspectives of Thai learners studying English as a Foreign Language (EFL) are shaped by their cultural background, educational system, and language learning experiences. These perspectives provide insight into their motivations, challenges, and objectives as they navigate the process of learning English as a non-native language.

A predominantly positive attitude towards English Medium Instruction (EMI) among Thai university students was revealed by Jiang and Sukying (2021). They found that EMI contributed to improving their English language skills, boosting their self-confidence, and enhancing their competitiveness in the job market. Tang (2021) reported that students had a positive view of their English reading abilities, recognizing the role these skills played in expanding their English vocabulary. Galloway (2017) suggested that EMI, by teaching different subjects in English, contributed to improving students' English skills. Rose and Galloway's (2019, p. 195) study indicated that many universities recognized the language learning benefits of EMI, expecting that English language proficiency would increase alongside subject discipline knowledge. A significant improvement in all skills - listening, speaking, reading, and writing - among students in the Arabian Gulf was detected in Belhiah and Elhami's (2015) study.

EMI was also perceived to facilitate career objectives. Having proficient English language skills enhanced students' future employment prospects, especially given the growing presence of foreign companies globally (Phuong & Nguyen, 2019). In terms of resource availability, EMI provided students access to textbooks and other related materials that were not available in their mother tongue (Alhamami, 2015; Phuong and Nguyen, 2019).

Motivation was a crucial determinant of student performance and learning. Students' interest in the content and their perceived relevance and benefits of the English language could influence motivation (Hengsadeeikul et al., 2014). However, partial EMI programs could lead to negative attitudes, which could adversely affect other factors such as motivation to learn and impact students' success in their learning (Wilang & Nupong, 2022). Hengsadeeikul, Koul & Kaewkuekool (2014) found that Thai students' self-perceptions of their language skills were unfavorable, largely due to their anxiety about speaking, fear of negative evaluation, and fear of social comparison.

Baker and Hüttner's (2019) study, which analyzed interviews conducted in Thailand, Austria, and the UK, revealed that Thai EFL learners had unique perspectives shaped by their cultural background, educational system, and language learning experiences. Students believed proficiency was not important for content learning, and they advocated for the use of multiple languages in English-Medium Instruction (EMI). Sahan et al. (2022) investigated the norms, practices, and beliefs of stakeholders regarding the usage of English and L1 in EMI classrooms in Thailand and Vietnam. Their findings showed differences in attitudes among stakeholders, emphasizing that EMI classrooms in these countries did not strictly adhere to an English-only policy.

Despite the volume of literature focused on policymakers and teachers, research centered on students' attitudes toward EMI is relatively limited. This leads to a gap in understanding the perceptions of students. Examining students' perceptions of EMI in their academic context is vital, as these attitudes could directly influence learning behaviors and academic success (Pun & Thomas, 2020). Factors that impact students' attitudes toward EMI have been investigated in various studies, considering the perceived benefits and challenges.

2.7 Research Related

The following research studies provide insights into the implementation and effects of EMI. These studies provide a comprehensive view of the broader global trends of EMI. They also give attention to classroom practices under EMI and the perspectives of learners and lecturers.

Banks (2018) undertook a study at a Spanish higher education institution to delve deeper into the relatively underexplored concept of EMI. The study focused on lecturers' attitudes and their linguistic and pedagogical needs for practical applications. The results indicated a generally positive attitude towards the expansion of EMI, with participants expressing strong motivation for teaching in English and a deep commitment to their students and the university. This positive attitude towards EMI is also reflected in Goodman's (2014) ethnographic study at a private university in eastern Ukraine. Goodman found that teachers' confidence was affected by their fluency in English and the need to adjust their discipline style, classroom discourse, and speaking pace.

In a different context, Bukve (2018) investigated Norwegian students' attitudes towards EMI. The study found that high confidence in English was a significant factor in positive attitudes towards EMI and correlated positively with students' plans to study abroad. This finding aligns with the study by Kym & Kym (2014) at a Korean university, which revealed that students who voluntarily chose EMI classes were highly satisfied, regardless of their English proficiency. However, students with higher proficiency in English benefited more as language skills are crucial for comprehension.

However, EMI courses might not have a positive effect on the language development of English Language Learners (ELLs). In their study, Belhiah and Elhami (2015) found that ELLs faced difficulties in understanding the course content due to their limited English proficiency. The study recommended that EMI programs should incorporate a bilingual curriculum to promote the development of linguistic and biliteracy skills among ELLs with low proficiency in English.

Besides, Al-Wadi (2018) conducted a study to explore the attitudes of non-native English speaking educational leaders towards the use of English as the primary medium of instruction in the leadership postgraduate program at Bahrain Teachers College, University of Bahrain. The findings of the study revealed that the educational leaders held moderate attitudes towards using English as the medium of instruction in their professional development program. This suggests that the impact of learning in English on their professional growth was limited. Interestingly, the results also showed some contradictory findings. Despite the participants' moderate attitudes towards studying in English during the program, their attitudes towards using English to learn the course subject content were low. Furthermore, students felt immense pressure during final exams, where they had to demonstrate their content-area knowledge in English. They acknowledged their own shortcomings in English language proficiency and identified additional challenges such as the lack of available textbooks, a dense curriculum, time constraints, and lecturers' teaching methods. Lecturers also identified the increased workload associated with EMI as a major obstacle in EMI courses. Tran (2020) conducted a study in Vietnam to explore the perceptions of students and lecturers regarding English as a Medium of Instruction (EMI). The findings showed positive attitudes towards EMI among both groups. However, the study also revealed challenges

faced by lecturers, such as students' limited English proficiency. The students felt immense pressure during final exams, where they had to demonstrate their content-area knowledge in English and had difficulties with resources and teaching methods. Lecturers identified the additional workload as a significant obstacle in EMI courses.

In the Asian Pacific area, Kirkpatrick (2017) found that EMI is widely used in higher education institutions, notably in Malaysia and Myanmar. However, he argued that the EMI strategy was implemented without sufficient and systematic preparation for both professors and students. This concern is echoed in the study by Muthanna & Miao (2015) in China, which suggested that considering the attitudes of students and teachers could lead to a rethinking of the number of programs instructed in the preferred language.

In the context of Thai higher education, a few studies have shed light on the factors influencing the perceptions, language beliefs, and language practices of lecturers or learners in EMI programs. Jiang and Sukying (2021) investigated the attitudes of Thai university learners towards EMI and found that the participants enjoyed learning through the English language and engaging in the classroom activities offered in EMI programs. Similarly, Tang (2021) explored the perceptions of higher education students concerning EMI and found that students required an appropriate level of English language proficiency to understand complex content taught through English.

Sameephet (2020) examined the language dilemmas faced by lecturers in Thai EMI settings, finding a balance between English and Thai language use. These lecturers opted for a higher usage of Thai to ensure student comprehension and rapport. This finding is complemented by the studies of Kantavong (2015) and Xu & Chuaychoowong (2017), which focused on optimizing EMI teaching strategies and understanding teachers' beliefs and practices in EMI settings, respectively.

CHAPTER III

RESEARCH METHODS

This chapter provides a comprehensive overview of the research methodology employed in the current study. It covers the participants, research instruments, research design, data collection procedures, and data analysis techniques.

3.1 Research Design

To investigate the classroom practices of EMI in an international program at a Thai university and gain insights from Thai EFL learners, a mixed-methods approach was adopted (Berman, 2017). This approach combines quantitative and qualitative data, allowing for a comprehensive exploration of the research problem.

The study was divided into two primary stages. The first stage involved a quantitative survey designed to establish a foundational understanding of the attitudes and perceptions of Thai EFL learners towards EMI. A questionnaire based on a five-point Likert scale was used to collect data, enabling statistical analysis of the responses.

In the second stage, qualitative techniques were employed, including semi-structured interviews and classroom observations. Eight participants were selected for in-depth semi-structured interviews, chosen based on their diverse experiences and perspectives related to the implementation and effects of EMI in their program. The interviews aimed to delve deeper into the learners' attitudes, challenges, and coping mechanisms associated with EMI.

Classroom observations were conducted following the approach described by Sameephet (2020). This allowed for a detailed examination of EMI classroom practices, focusing on aspects such as language use, teaching strategies, student engagement, and the balance between language learning and content learning.

By integrating quantitative and qualitative methods, this study aimed to provide a comprehensive understanding of EMI classroom practices and the perspectives of Thai EFL learners. The quantitative data offered a broad overview and identified patterns, while the qualitative data provided a deeper and personalized comprehension of students' experiences and perceptions. This research design, combining survey

questionnaires, semi-structured interviews, and classroom observation, is commonly referred to as a Mixed-Methods Research Design.

3.2 Participants and Setting

The participants in this study consisted of 80 students from the English for International Communication (EIC) major within the Faculty of Humanities and Social Sciences at Mahasarakham University (MSU). Most participants were Thai native speakers using their L1 to communicate with their friends or classmates. However, there were two international students who didn't use L1 in Thai. These students were enrolled in an international bachelor's degree program and regularly exposed to English as a Medium of Instruction (EMI) as part of their academic pursuits.

For the qualitative component of the study, a purposive sampling strategy was employed. Eight students were selected from the initial cohort of 80 for in-depth semi-structured interviews. The selection criteria considered their unique experiences and perspectives regarding EMI implementation and its effects within the program. This approach ensured a rich and diverse range of insights into the classroom practices of EMI in the Thai university setting.

3.3 Research Instruments

The study utilized three research instruments:

3.3.1 Online Questionnaire

Due to the Covid-19 epidemic, all lessons were conducted online during the data collection period. A Thai version of the questionnaire was emailed to all participants to investigate the implementation of EMI in the international program and assess learners' views on learning subject matter in English. The questionnaire was developed based on previous studies examining university learners' attitudes, benefits, and challenges related to the medium of instruction (Al-Wadi, 2018; Tran et al., 2020). It consisted of three parts, focusing on students' attitudes, students' lesson comprehension in EMI classes, and language use. The questionnaire items were modified and made more specific to suit the study's context. Demographic information was also collected in the first section of the questionnaire. The

questionnaire was translated into Thai and English to ensure accurate understanding by all participants.

3.3.2 Interview

Semi-structured interviews were conducted to collect qualitative data and gain in-depth insights. The interviews aimed to elicit detailed responses from participants and provide a deeper understanding of their experiences. Seven participants were randomly selected for interviews, employing a convenience sampling approach due to the Covid-19 pandemic. The interviews were conducted online in both Thai and English. The interview questions were developed to explore Thai university learners' attitudes toward EMI, the challenges they faced in EMI classes, and the use of language in the context of EMI. A core set of five pre-established questions was used, and additional inquiries were incorporated as needed for a comprehensive understanding.

3.3.3 Classroom Observation

Data collection for this study was carried out during the Covid-19 period, necessitating the use of online observation. Video conferencing platforms were utilized to conduct real-time online observations of classroom activities. Two EMI-using classrooms were selected for observation over the course of one week to gather direct evidence of the classroom dynamics. The observation focused on the teacher's pedagogical approaches, classroom activities, and learners' reactions. Video recordings were made to capture both visual and auditory details of the interactions. Non-participant observation was employed, ensuring an unbiased perspective. The teacher's language usage and activity patterns, as described by Sameephet (2020), served as a framework for the analysis of classroom dynamics.

The data collected from the surveys, interviews, and observations were subjected to qualitative content analysis following the methods described by Corbin and Strauss (2008) and Dörnyei (2007).

By adopting this comprehensive research methodology, this study aims to provide a thorough understanding of the classroom practices of EMI in an international program at a Thai university, as well as the perspectives of Thai EFL learners.

3.4 Data Collection Procedure

The content's validity was assessed by three experts with extensive teaching experience in linguistics, each having more than a decade of experience. These experts evaluated whether each item accurately measured the intended aspects using the Item Objective Congruence (IOC) index. The IOC index, developed by Rovinelli and Hambleton in 1977, was utilized to examine the quality, content validity, and reliability of the questionnaire and interview items.

The online questionnaire was administered using Google Form. After preparing and verifying the survey questions, they were distributed to the participants via email and social networking sites. The questionnaire was available in both English and Thai languages. Quantitative analysis was conducted on the collected data using percentages to analyze the outcomes of the first and second research questions. The structured interviews, on the other hand, were analyzed through content analysis, focusing on attitudes towards EMI classes and challenges identified in the Likert scale questions. The interviewers asked probing questions to obtain in-depth information from the interviewees, aiming to better understand the participants' responses to the challenges and possibilities of the international EMI program. The interviews were audio-recorded and transcribed for further analysis.

Classroom observation was conducted with the permission of the teachers. The researcher took detailed notes during the observation to capture significant moments of students' reactions and the teachers' utilization of EMI in the class. Dörnyei (2007) emphasized that collecting data through classroom observation provides a more objective account of incidents and behaviors compared to relying solely on self-report data.

3.5 Data Analysis

3.5.1 Data Analysis of the Questionnaire

The collected data were subjected to both quantitative and qualitative analysis. Descriptive statistics were employed for quantitative analysis, providing numerical summaries such as percentages, mean values, and standard deviations (SD) to assess the questionnaire data. The questionnaire responses, measured on a five-point Likert scale, were evaluated, with scores of negatively phrased items inverted. Mean scores

on the Likert scales were computed and interpreted using Likert's (1932) criteria. To statistically assess the descriptive statistics of each questionnaire question, the Statistical Package for Social Sciences (SPSS) Version 25.0 was utilized. The perception levels were categorized based on the interpretation of mean scores using a 5-point Likert scale:

- 5: Fully Agree
- 4: Agree
- 3: Neither Agree nor Disagree
- 2: Disagree
- 1: Fully Disagree

The mean scores were interpreted into different criteria as follows:

- 4.51 to 5.00: Perception was very high
- 3.51 to 4.50: Perception was high
- 2.51 to 3.50: Perception was medium
- 1.51 to 2.50: Perception was low
- 1.00 to 1.50: Perception was very low

3.5.2 Data Analysis of the Semi-structured Interview

Thematic analysis was employed to analyze the data from the semi-structured interviews. The interviews were transcribed, and initial codes were generated from the data. These codes were then organized into potential themes, which were subsequently reviewed, refined, and named. The final themes provided valuable insights into the perspectives of Thai EFL learners regarding EMI classroom practices. The interview data were also compared with the survey and observation data to ensure a comprehensive understanding of the research topic.

3.5.3 Data Analysis of Classroom Observation

The data from the classroom observations were analyzed qualitatively. Key events, interactions, and behaviors were documented and categorized based on their relevance to the study's objectives. Patterns and trends in classroom dynamics, teaching methods, and student responses were identified and analyzed. This analysis provided direct insights into the EMI practices within the international program at the Thai university. The observation data were cross-referenced with the findings from the surveys and interviews to gain a comprehensive understanding of the research topic.

3.6 Summary

This chapter presented a detailed description of the research methods employed in the study, which included online observation, surveys, and semi-structured interviews. Due to the Covid-19 situation, data collection necessitated the use of online tools. Two EMI-utilizing classrooms were selected for observation over the course of a week, with classes being video-recorded for detailed analysis. Non-participant observation was adopted, focusing on the teachers' language usage and activity patterns as outlined by Sameephet (2020).

The online questionnaire was administered using Google Form and underwent validation by experts. To minimize language barriers, the survey was translated into Thai. The collected data were analyzed quantitatively. Semi-structured interviews were conducted to gain in-depth insights into attitudes towards EMI classes and the challenges faced. The interview data were audio-recorded, transcribed, and analyzed thematically.

Classroom observations were conducted with the teachers' permission, and significant moments of students' reactions and teachers' utilization of EMI in the class were documented. The qualitative analysis of these observations provided valuable information on classroom dynamics, teaching methods, and student responses. The findings from the observations, surveys, and interviews were cross-referenced to ensure a comprehensive understanding of the research topic.

CHAPTER IV

RESULTS

This chapter presents the results of the study, focusing on the attitudes of Thai EFL learners towards English as a Medium of Instruction (EMI) in an international program at a Thai university. The chapter addresses two research questions:

RQ1: What are the students' attitudes towards EMI in the international program?

RQ2: What are the teaching and learning practices and their impacts on students' learning outcomes in EMI classrooms?

The findings provide insights into the perspectives of Thai EFL learners and shed light on the classroom practices of EMI in the context of the Thai university. The findings are presented as follows.

4.1 Attitudes towards EMI

4.1.1 Overall Attitudes towards EMI

4.1.2 Perceptions of Language Proficiency

4.2 Challenges and Impacts

4.3 Teaching and Learning Practices

4.1 Attitudes towards EMI

The first research question aimed to explore the students' attitudes towards EMI in the international program. To assess their attitudes, a questionnaire was administered to the participants, which included items related to their perceptions, preferences, and experiences with EMI. The data collected from the questionnaire were analyzed quantitatively using descriptive statistics, such as percentages and mean values. Additionally, thematic analysis was conducted to identify common themes and patterns in the participants' responses.

4.1.1 Overall Attitudes towards EMI

The analysis of the questionnaire responses indicated that the majority of the participants expressed positive attitudes towards EMI in the international program. Table 1 provides a comparative overview of the results for two groups of participants: the first-year students and the second-year students. A significant percentage of participants from both groups strongly agreed (86% and 89% respectively) that studying in English enabled them to meet their future job requirements (item 3). Additionally, 84% and 86% of participants believed that using English for teaching and learning improved their study skills (item 1). Furthermore, 81% and 83% of participants considered EMI as their preferred choice for future studies (item 9). These findings demonstrate that a majority of participants hold a positive attitude towards utilizing English as a medium of instruction and see value in learning and using English in an academic setting.

Table 1 Analysis of learners' attitudes towards EMI

| Item | First-year student | | | | Second-year student | | | |
|---|--------------------|------|-------|-------|---------------------|------|-------|-------|
| | mean | S.D. | % | Level | mean | S.D. | % | Level |
| 1. I believe that using English in teaching and learning improves my study skills. | 4.23 | 1.05 | 84.60 | high | 4.30 | 0.76 | 86.00 | high |
| 2. I feel that learning English gives me more freedom to express my thoughts and ideas. | 3.65 | 1.08 | 73.00 | high | 3.93 | 0.86 | 78.60 | high |
| 3. Studying my courses in English enables me to fulfill my future job requirements. | 4.30 | 0.97 | 86.00 | high | 4.45 | 0.64 | 89.00 | high |
| 4. I believe that learning in English matches my academic background. | 3.88 | 0.94 | 77.60 | high | 3.93 | 0.83 | 78.60 | high |
| 5. I feel comfortable when studying in English. | 3.73 | 0.93 | 74.60 | high | 3.68 | 0.83 | 73.60 | high |

Table 2 English can facilitate my improvement in English.

| Item | statement | First-year student | | | | Second-year student | | | |
|------|-----------|--------------------|------|---|-------|---------------------|------|---|-------|
| | | mean | S.D. | % | Level | mean | S.D. | % | Level |

| | | | | | | | | | |
|-----|--|------|------|-------|-----------|------|------|-------|-----------|
| 24. | I believe by learning subjects through English can facilitate my improvement in English. | 4.58 | 0.59 | 91.60 | very high | 4.50 | 0.75 | 90.00 | very high |
|-----|--|------|------|-------|-----------|------|------|-------|-----------|

Table 3 Qualitative analysis of students' attitudes towards EMI

| Participants | Statements |
|--------------|--|
| Gucci | I like how to use English as the instruction medium. I find that it is proper to use in general course. Moreover, I have learned how to note and write in English and communicate with foreign friends. I expect that studying in the EMI program will improve my English skill precisely. |
| Chanel | Studying in the EMI program is easy for me. It is a real advantage for me because I can understand correctly, so I can learn quickly. |
| Hermès | The goal of studying in my major, EIC, is to do better in English and use English with teachers so I have more opportunities to use English, and I think I will improve my English automatically. |
| Dior | I think EMI is beneficial and improving my English skills and earning more knowledge. |

| | |
|---------|--|
| Versace | EMI classes brought me intimate the English language, new vocabulary, and conversations in English with friends and teachers. |
| Armani | I received a positive result from studying in EMI classes; for example, I can understand the drug label written in English because I have learned them from the class. |

4.1.2 Perceptions of Language Proficiency

The analysis of the qualitative interview data revealed that the participants experienced positive outcomes as a result of implementing EMI in their academic courses. The interview data highlighted four key points in which implementing EMI was beneficial for the participants: 1) improving their English language skills, 2) acquiring new knowledge, 3) experiencing the advantages of using English as the medium of instruction, and 4) gaining proficiency in both English language and subject matter.

Specifically, in terms of improving English skills, the participants reported that learning in EMI classes significantly contributed to their language development. They attributed their improvement in writing and speaking skills to the exposure to English materials and instruction. This finding is depicted in Table 4.

Table 4 Improving English skill from the interview

| Participants | Statements |
|--------------|---|
| Gucci | I received how to note and write in English, and communicate with foreigners' friends in English. |

| | |
|---------|---|
| Hermès | I think the advantage of using EMI in academic subjects is I can improve my English because I'm going to use it in class a lot in English I will be well-acquainted with the language. So I have more the opportunity to use English. And I think I will improve my English automatically |
| Versace | Studying in the EMI program led me to intimate English language. I can apply English often with teachers and friends by speaking and develop myself in the classroom. |

4.1.3 Perceiving new knowledge

In addition to improving their English language skills, the participants also highlighted the acquisition of new knowledge as a benefit of learning in EMI courses. They expressed that studying in English allowed them to access and comprehend subject-specific content and introduced them to advanced vocabulary through the materials used. As a result, they reported learning new information and gaining a deeper level of knowledge. Table 5 provides further insights into this aspect.

Table 5 New knowledge from interview data

| Participants | Statements |
|--------------|--|
| Dior | I earned many new words from general courses. For example, for Consumption of Pharmaceutical and Health Products there were complex words that we have to research to better understand. |
| Tiffany | I received new vocabulary from the academic courses. |

| | |
|---------|---|
| Prada | Learning through EMI in general courses. I can gain new vocab and new knowledge from it. |
| Versace | EMI courses provide me with a new vocabulary, encouraging conversation with a friend in English which is new for me. |
| Armani | I earned new knowledge from studying in EMI courses, especially the subject from Consumption of Pharmaceutical and Health Products. |

4.2 Challenges and Impacts

The questionnaire used in the study consisted of 9 items (see Table 6) that were negatively phrased and aimed to identify the difficulties experienced by Thai university students when their teachers used EMI in the classroom. Overall, the participants faced challenges in various aspects. Specifically, items 10, 11, 12, 13, 14, and 15 revealed that more than 50% of first-year students encountered greater difficulties compared to second-year students. Among these, items 10, 11, and 12 highlighted that over 70% of first-year students found listening and comprehending lectures, as well as reading and comprehending textbooks, to be the most challenging tasks. Additionally, items 13, 14, and 15 indicated that approximately 50% of participants faced moderate difficulty in accessing materials and comprehending a large amount of content within limited time, struggling to engage in passive teaching methods, and encountering difficulties in understanding lectures due to poor pronunciation and fast-paced speech by the lecturers.

However, items 16, 17, and 18 showed a noticeable difference between first-year and second-year students. Over 60% of second-year students reported facing more challenges compared to first-year students. Item 17 received the highest mean score ($M=3.55$), indicating that second-year students encountered difficulty in understanding vocabulary. This was followed by item 16, which related to speaking skills ($M=3.48$),

and item 18, which involved writing and critical thinking ($M=3.13$), as depicted in Figure 2. These results suggest that the challenges faced by first-year students differ from those of second-year students, with only three items overlapping in difficulty between the two groups.

Table 6 The challenges EMI classroom

| Item | First year student | | | | Second year student | | | |
|---|--------------------|------|--------|----------|---------------------|------|--------|----------|
| | mean | S.D. | % | Level | mean | S.D. | % | Level |
| 10. I cannot listen and comprehend lectures.* | 3.53 | 1.09 | 70.60% | high | 2.23 | 0.86 | 44.60% | low |
| 11. I cannot read and comprehend textbooks and related materials.* | 3.63 | 1.17 | 72.60% | high | 2.25 | 0.84 | 45.00% | low |
| 12. I have difficulties accessing related materials. * | 3.73 | 1.13 | 74.60% | high | 2.18 | 0.84 | 43.60% | low |
| 13. I cannot digest a great amount of content knowledge in a limited time.* | 2.90 | 1.11 | 58.00% | moderate | 2.63 | 1.10 | 52.60% | moderate |
| 14. I cannot enjoy the lessons because of passive teaching methods.* | 3.15 | 1.27 | 63.00% | moderate | 2.90 | 1.15 | 58.00% | moderate |
| 15. I cannot understand lectures because of lecturers' | 3.45 | 1.20 | 69.00% | moderate | 2.73 | 1.15 | 54.60% | moderate |

| | | | | | | | | |
|--|------|------|--------|----------|------|------|--------|----------|
| poor pronunciation and fast speed.* | | | | | | | | |
| 16. I cannot speak full sentences with average speed and accurate grammar.* | 2.45 | 1.13 | 49.00% | low | 3.48 | 1.06 | 69.60% | moderate |
| 17. I cannot understand vocabulary in textbooks and lectures.* | 2.48 | 0.88 | 49.60% | low | 3.55 | 0.85 | 71.00% | high |
| 18. I cannot write a logical paragraph/ essay with various use of vocabulary and critical thinking.* | 2.48 | 1.01 | 49.60% | low | 3.13 | 0.91 | 62.60% | moderate |
| Total | 3.09 | 0.81 | 61.72 | moderate | 2.78 | 0.56 | 55.67 | moderate |

However, the analysis of the interview data revealed that the main challenges of learning EMI classes were two majors. There are comprehension and vocabulary issues.

4.2.1 Comprehension issue

In the interviews, the participants expressed difficulties in comprehending the content when the teacher used EMI and all English materials (see Table 7). They reported instances where they struggled to understand the meaning of words or the content presented in the materials. This sentiment was also reflected in the survey results, which indicated that first-year students ($M=3.63$) faced greater challenges in comprehending textbooks or materials compared to second-year students ($M=3.63$) (see Table 8).

Therefore, the use of English as the sole medium of instruction in EMI classes posed a challenge in comprehending the subject's content.

Table 7 Textbook or materials issue

| Participants | Statements |
|--------------|--|
| Dior | Some subjects were taught in Thai, but the task or examination was in English 100 percent. It caused me difficulties. |
| Tiffany | When I did not understand the content. I asked my friend to help to give me Thai content. So when I study, I have two versions of materials in English and Thai. |
| Prada | The material in the academic course was complex. Although, I tried to understand in English version but I have to research or translate them into Thai. |

Table 8 Textbook or materials issue from the survey

| Item | statement | First-year student | | | | Second-year student | | | |
|------|---|--------------------|------|--------|-------|---------------------|------|--------|-------|
| | | mean | S.D. | % | Level | mean | S.D. | % | Level |
| 11. | I cannot read and comprehend textbooks and related materials. * | 3.63 | 1.17 | 72.60% | high | 2.25 | 0.84 | 45.00% | low |

4.2.2 Vocabulary issue

Another of the challenges identified in the interview data was related to vocabulary. The analysis of the interview data revealed that some participants had difficulty understanding the vocabulary used in the materials. Vocabulary was a significant challenge for them, indicating limited vocabulary knowledge (see Table 9). Similarly, the survey results indicated that second-year students ($M=3.55$) faced greater difficulties with vocabulary compared to first-year students ($M=2.48$) (see Table 10). Therefore, the major challenge reported by participants was related to lesson vocabulary.

Table 9 Vocabulary issue

| Participants | Statements |
|--------------|--|
| Dior | Vocabulary is my problem. |
| Tiffany | I found many new vocabularies and I had to use translation while I was studying. |
| Prada | I faced new words that I have never seen before. It was also not my mother tongue. So it is really hard to understand. |
| Versace | Vocabulary is too difficult and too specific even I reviewed the lesson by myself. |
| Armani | I found a difficult word when I was in the class. |

Table 10 Vocabulary issue from the survey

| Item | statement | First-year student | | | | Second-year student | | | |
|------|-----------|--------------------|------|---|-------|---------------------|------|---|-------|
| | | mean | S.D. | % | Level | mean | S.D. | % | Level |

| | | | | | | | | | |
|-----|---|------|------|--------|-----|------|------|--------|------|
| 17. | I cannot understand vocabulary in textbooks and lectures. * | 2.48 | 0.88 | 49.60% | low | 3.55 | 0.85 | 71.00% | high |
|-----|---|------|------|--------|-----|------|------|--------|------|

4.2.3 The language use in EMI class

The EMI program at the Thai university offered courses that were taught in English, but it is worth noting that the Thai language may have been utilized to some extent in the general courses as well. The interview data revealed two distinct groups of participants in terms of their preference for the language of instruction: those who preferred fully English-taught courses and those who preferred a combination of English and Thai instruction.

Upon analyzing the interview data, participants such as Gucci, Chanel, Hermès, and Versace expressed a preference for teachers and materials in English. They believed that learning in EMI classes with English as the primary language of instruction offered the best opportunity to reap the benefits of the program. It was also an attractive choice for them (see in table 11). On the other hand, participants such as Dior, Tiffany, Prada, and Armani reported that the inclusion of Thai-taught instruction in EMI classes was beneficial for them due to their limited English proficiency and enhanced understanding them (see in table 12).

However, the questionnaire results showed that using both English and the participants' mother tongue (Thai language) in the classroom, as reported by first-year and second-year students, received higher mean scores ($M=3.95$, $M=3.80$) compared to using English only ($M=3.75$, $M=3.75$). This indicates that EMI classes should consider incorporating both English and the mother tongue as the instructional medium.

Table 11 Using the English as the medium of instruction only

| Participants | Statements |
|--------------|---|
| Gucci | I think it is proper to use EMI in general courses. I like the challenge of learning in EMI courses because I am excited to learn them. |
| Chanel | I wanted to be English 100 % in EMI courses. EIC is a fully English program that we have. And it is not supposed to be taught half Thai and English including in materials. |
| Hermès | I prefer fully English as the medium of instruction in academic courses. I could receive more benefits from that such as improving more English skills. And it is the reason why I choose this program. |
| Versace | I am studying international program. I prefer learning by fully English-taught in EMI courses. |

Table 12 Combination with Thai-taught from interview data

| Participants | Statements |
|--------------|--|
| Dior | I prefer half English and Thai as the medium of instruction because the explanation of content in the Thai language can provide a comprehensive understanding and clearer image. |
| Tiffany | I prefer half English and Thai as the medium of instruction. I come here to study in English but sometimes I don't understand all in English so teaching in Thai helps me. |

| | |
|--------|--|
| Prada | Applying the Thai language in the EMI course is good for me because my English is limited. |
| Armani | I prefer studying in EMI course with Thai and English as the medium of instruction. Perhaps, there are some words or content that I cannot understand. The lecture will explain to me more in the Thai language. |

4.3 Teaching and Learning Practices

This section provides insights into the extent to which EMI is utilized in the classroom by both students and teachers through observation. The observation process aims to address the second research question as well. During data collection, the researcher observed the language use and activities of the teachers, the responses of the students, and the overall classroom environment. The observational findings can be categorized into two main areas: 1) teacher's Performance, and 2) the student's responses.

4.3.1 Teacher's Performance

The observations revealed that the teacher played a predominantly teacher-centered role in the EMI classes. The teaching approach relied heavily on the teacher's use of natural English to introduce the subject and deliver the content to the students. However, at the beginning of the class or during small talk, the teacher occasionally switched to using Thai language. For example, the teacher would use Thai to provide explanations, interact with students, or discuss administrative matters. Some examples of such instances include:

1. "อาจารย์ไม่อยู่อาทิตย์ที่แล้วเพราะไปฉีดวัคซีนมา เฉพาะนักเรียนที่ได้รับมอบหมายให้ศึกษางาน PowerPoint ของประเทศ...อะไรคะ..." (I couldn't come to class last week because I had to receive the Covid-19 vaccine. Only those assigned to study PowerPoint presentations in each country need to complete the assignment.)

2. "ไปงานครั้งที่ 1 และครั้งที่ 2 อนุญาตให้โอกาสปรับแก้ได้อุ่นะคะเพราะว่าบางคนลืมกดปุ่มส่งใน Google Classroom" (You have the opportunity to make corrections on Worksheet 1 and 2 because some students forgot to submit them on Google Classroom.)

3. "เป็นลักษณะของคนลาวเลขนะคะ sincerity แปลว่าอะไรคะ แน่ใจ... แปลว่า จริงใจนะคะ" (It's a characteristic of Lao people. What does "sincerity" mean? Are you sure? It means being sincere.)

4. "จัดปะอยู่ในอินเดียตะวันออกและบังกลาเทศนะคะ เพราะฉะนั้นชื่อนี้ะคะ จัดปะ" (Champak is located in the East of India and Bangladesh, so that's why it's called "Champak".)

It is worth noting that in some instances, the teacher would conduct the class entirely in Thai language for certain general subjects, instead of using English as the medium of instruction. As a result, some students would request that the teacher use a combination of English and Thai as the medium of instruction during class, considering the presence of international students.

In conclusion, the observed classrooms showcased the teacher's performance in EMI classrooms or learning environments. While the teachers acknowledged the importance of using English as the medium of instruction, there were instances where they switched to using Thai language. This switch occurred mainly during informal interactions or administrative matters, rather than during actual instruction.

4.3.2 The Student's Responses

The students in the observed classes demonstrated active engagement and attentiveness. At the beginning of the class, the lecturer requested all students to turn on their cameras when participating in the class. Throughout the session, the students listened attentively, focusing on the lecturer and PowerPoint presentations. The lecturer encouraged student participation by asking questions, motivating them to share their ideas, and checking their understanding using English.

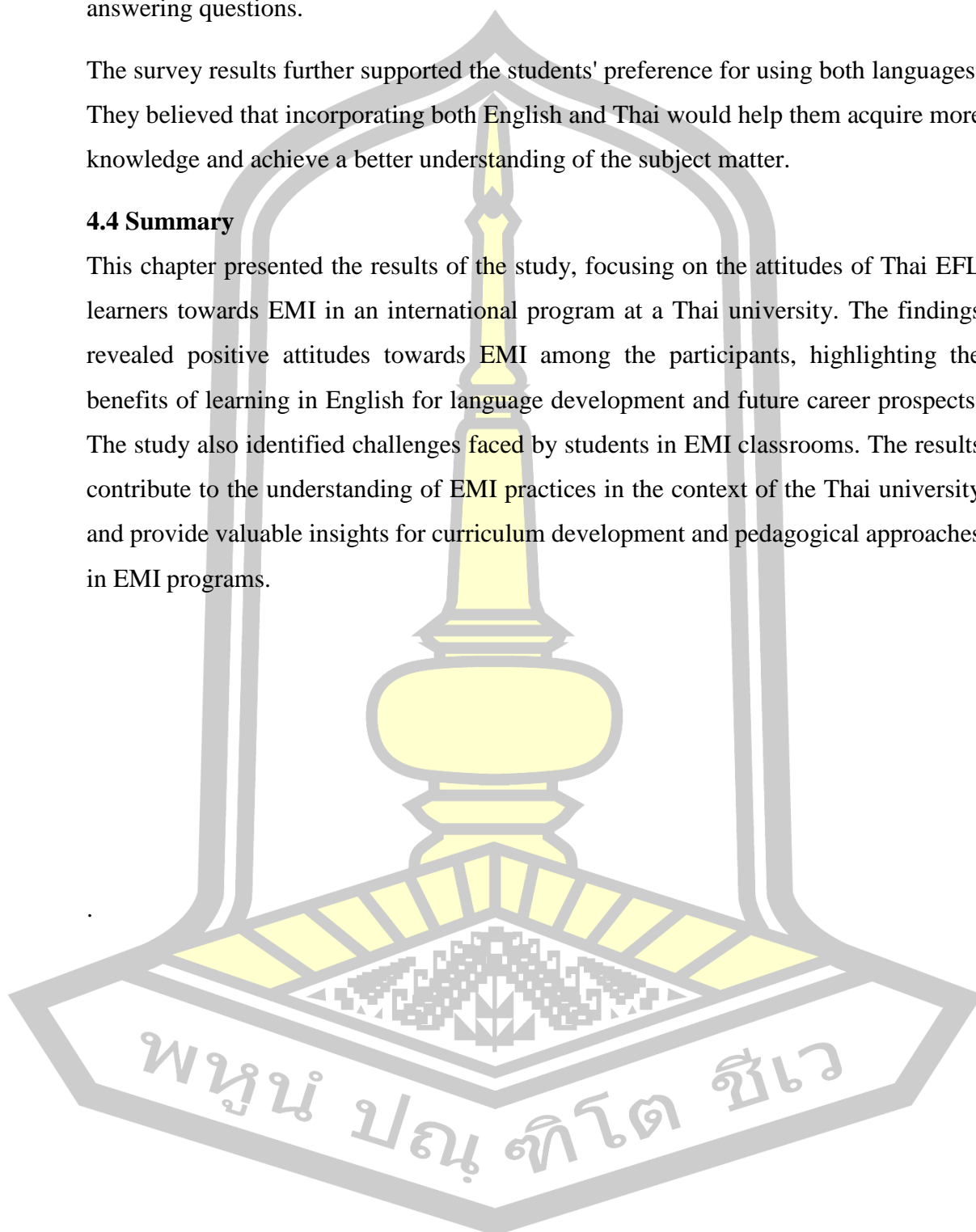
However, there were instances that suggested some students may have struggled to comprehend the concepts explained by the lecturers in English. Some students hesitated to respond during discussions or requested assistance from their peers to answer questions. As a result, the students occasionally switched to using the Thai language

(their mother tongue) for certain conversations or interactions, such as roll calls or answering questions.

The survey results further supported the students' preference for using both languages. They believed that incorporating both English and Thai would help them acquire more knowledge and achieve a better understanding of the subject matter.

4.4 Summary

This chapter presented the results of the study, focusing on the attitudes of Thai EFL learners towards EMI in an international program at a Thai university. The findings revealed positive attitudes towards EMI among the participants, highlighting the benefits of learning in English for language development and future career prospects. The study also identified challenges faced by students in EMI classrooms. The results contribute to the understanding of EMI practices in the context of the Thai university and provide valuable insights for curriculum development and pedagogical approaches in EMI programs.



CHAPTER V

DISSUSSION AND CONCLUSION

This chapter presents the research findings of the current study, aiming to enhance our understanding of the attitudes, challenges, and language use related to English as a Medium of Instruction (EMI) in the international program for Thai learners. Furthermore, this chapter discusses the contributions made by this study to the field of English language acquisition and highlights the limitations and future research directions.

5.1 Attitudes towards EMI in the Classroom

The present study investigated the attitudes of participants towards EMI in the international program at the tertiary level in Thailand. Through quantitative data analysis, it was revealed that the participants exhibited positive attitudes towards EMI. These findings are consistent with previous research that also reported positive attitudes among students towards EMI (Kym & Kym, 2014; Muthanna & Miao, 2015; Tai & Tang, 2021;). The positive attitudes expressed by the participants in this study highlight the perceived benefits of EMI in their language learning journey. These benefits include fulfilling future job requirements, improved study skills, and considering EMI as a favorable choice for future study. The findings suggest that the participants recognize the value of using and learning English as the medium of instruction in their academic pursuits.

5.1.1 The importance of EMI for students' future

EMI programs offer students valuable opportunities to acquire subject-matter knowledge and enhance their English competence. The present study found that the students recognized the significance of EMI as a crucial strategy in tertiary education. Survey results indicated that enrolling in the EMI program would increase their chances of success in future careers, academic growth, and pursuits. The positive attitudes toward EMI were driven by the students' perceived improvement in English proficiency and knowledge. Previous research supports the notion that EMI can enhance students' English skills, boost their self-confidence in speaking English, and facilitate comprehension of texts and articles written in the language.

Consistent with previous studies (Huang, 2015; Rahmadani, 2016), the current study revealed that EMI motivated students to enroll in the program to strengthen their English proficiency and gain professional knowledge. Furthermore, the study demonstrated that participation in the EMI program significantly improved students' English skills. The qualitative findings highlighted the most useful skills gained through the EMI approach, specifically speaking and writing. Students benefited from exposure to understandable materials and engaging in various language tasks, leading to improvements in language proficiency. Interview responses underscored the progress made in speaking and writing skills:

"I have more opportunities to use English in speaking, and I believe my English will improve automatically." (Hermès)

"I have improved my conversations in English with friends and teachers through class discussions." (Versace)

"When I work on group tasks, I practice speaking with foreign friends." (Gucci)

However, these findings contrast with Ament and Prez-Vidal's (2015) study, which found less noticeable improvement in productive abilities such as writing and grammar. Similarly, Knoch et al. (2015) reported that accuracy, grammatical and lexical complexity, and overall writing scores were not significantly impacted by EMI.

Furthermore, meaningful language exposure and task involvement have been shown to facilitate language acquisition (Cosgun and Hasirci, 2017). The findings suggest that EMI courses may also contribute to the development of lexical fluency. Tran (2021) found that students' reading, listening, speaking, and technical terminology knowledge showed the most improvement, while their grammar knowledge had the least improvement. Students engaged in pre-class preparation, including learning new words and reading textbooks and materials. These results align with previous studies that reported significant improvements in reading abilities and vocabulary knowledge (Tran, 2021). The following excerpts from the interviews support these findings:

"I believe learning through the EMI approach has helped me acquire more knowledge and new vocabulary." (Tiffany)

"I have practiced various English skills and acquired academic words in English." (Versace)

"From general classes, I have learned numerous new vocabulary words. Even the more challenging terms required additional research for better understanding, but learning them in EMI lessons has enabled me to progress." (Dior)

"I have learned many new English vocabularies, including academic words, through homework and assignments." (Prada)

"I can understand drug labels written in English because I learned them in class." (Armani)

Another reason students enroll in the EMI program is to invest in their English skills to improve their career opportunities (Xie and Curle, 2020). English proficiency is increasingly valued as a resource in the global economy, providing students with a competitive edge in the international job market (De Costa et al., 2016). Hu et al. (2014) found that both teachers and students believed that EMI would enhance students' career prospects. Similar findings have been reported in Europe (Wächter & Maiworm, 2015) and Asia (Galloway et al., 2017). Participants in this study reported that the EMI program fulfilled their English language needs for future job requirements. Previous research has also highlighted the positive impact of EMI on students' English proficiency and future career prospects (Phuong & Nguyen, 2019; Tamtam et al., 2012). The following statements from participants further support this finding:

"The purpose of studying in my major, EIC, is to improve my English skills and use English with teachers. This provides me with more opportunities to use English, improve my language proficiency, and prepare for the future." (Hermès)

"Through the EMI program, I have become more familiar with English, which allows me to communicate naturally with friends and teachers and prepare for my future career." (Versace)

Moreover, interviews revealed that students perceived EMI as the appropriate approach for academic subjects. This aligns with previous research that highlights EMI as a means to encourage student mobility and internationalization in higher education, with a focus on language improvement (Coşgun & Hasırcı, 2017). Students expressed their preference for EMI in future studies. The EMI program is popular and appealing to international students, and language learning is a motivating factor (Galloway et al., 2017; Galloway & Ruegg, 2020). Therefore, the study findings support the notion that students perceive significant benefits from participating in the EMI program.

To summarize, this study revealed that undergraduate students in Thailand have positive attitudes toward EMI. They appreciate the opportunity to study academic courses through EMI and recognize its importance in higher education. Students believe that participating in the EMI program enhances their language abilities and future career prospects. The next section will discuss the challenges associated with EMI.

5.2 The challenges in English as a medium instruction classroom

The discussion in this section focuses on the challenges encountered in English as a medium of instruction (EMI) classrooms. The qualitative data analysis revealed that two groups of participants experienced these challenges differently, but the common difficulties among both groups were accessing related materials and comprehending lectures and content. The findings suggest that students face difficulties in understanding EMI lectures due to their limited language proficiency and unfamiliarity with field-specific terminology. These findings align with previous studies that have identified language proficiency and lack of subject-specific vocabulary as significant barriers to learning in EMI classrooms. It is worth noting that the research highlights comprehension issues related to both the instructors' English proficiency and the materials used in the EMI classes.

5.2.1 Difficulties in Comprehending the Instructors' English Speaking

This study identified challenges related to the EMI program, where students found the English instructions challenging despite the EMI teachers performing well in their classes. The difficulties primarily revolved around understanding the instructors' English speaking and vocabulary. The data from classroom observations revealed that

occasional grammatical, phonological, or idiomatic issues arose during lessons. After class, some students approached the teacher and requested that they refrain from teaching exclusively in English due to their limited fluency in the language, which resulted in difficulties for the students in the classroom. During the interviews, participants Tiffany and Prada reported difficulty in understanding the lecturer, as evidenced by the following statements:

"Sometimes I can't clearly understand what the teacher is saying in English."
(Tiffany)

"The teacher used only English in teaching. It was so hard for me because I am not good at the English language." (Prada)

Regarding lecture comprehension, approximately half of the students who responded to the questionnaire indicated struggles with new vocabulary and terminology. The interviewees expressed similar sentiments. Limited vocabulary knowledge and poor listening skills may hinder students from fully grasping the explanations and directions provided by the lecturers, resulting in gaps in their subject knowledge. These findings align with previous research conducted by Phuong & Nguyen (2019).

5.2.2 Difficulties in understanding the materials

The findings from the interview session revealed that participants struggled to comprehend the content and meaning of words in the associated materials. These results align with previous research demonstrating that students' low levels of English proficiency hindered the implementation of the EMI program (Soruç and Griffiths, 2018). The following excerpts highlight this challenge:

"When I couldn't understand the textbook in English, I had to ask my friend to provide me with the content in Thai" (Tiffany).

"The material in the academic course was complex. Although I tried to understand the original text (English version), I had to do additional research or translate it into Thai" (Prada).

"Some subjects were taught in Thai, but the tasks or examinations were in English. This caused confusion for me" (Dior).

The challenges related to the English language were significant concerns for students. Some students interviewed mentioned complex translation issues when translating their study materials. This example emphasizes that when the first language is linguistically distinct from the second language, the cognitive load increases, and individuals cannot rely solely on their first-language ability to develop proficiency in the second language (Goodwin, 2013; Roussel et al., 2017).

When asked about the difficulties they encountered in reading textbooks or course materials written in English, the majority of students identified reading English textbooks as the most significant challenge. This finding is consistent with the results of studies conducted by Al-Bakri (2013) and Phuong & Nguyen (2019). Vocabulary was reported as the most frequently mentioned difficulty. Therefore, it is not surprising that students often rely on dictionaries or other supporting tools to first understand the meanings of words and then translate them into their native language in order to grasp the content (Phuong & Nguyen, 2019). Specifically, students face difficulties in comprehending lectures where technical vocabulary is predominantly used. This finding aligns with the research by Ekoç (2018), Hellekjær (2017), and Yıldız, Soruç, and Griffiths (2017). The following excerpts illustrate the participants' vocabulary-related issues:

"Vocabulary is my problem" (Dior).

"I encounter many new words and have to rely on translation while studying" (Tiffany).

"I come across new words that I've never seen before. Since it's not my native language, it's really challenging to understand" (Prada).

"Even after reviewing the course materials on my own, the vocabulary remains too challenging and specific" (Versace).

"I encountered a difficult word during class" (Armani).

The current results indicate that when EMI is implemented in a university setting, it cannot be assumed that students' language skills are sufficient to understand the instructional sessions (Querol-Julián & Crawford Camiciottoli, 2019). Therefore, significant issues include a lack of integrated language support and a low level of language competency among students (Barrios et al., 2016). Overall, Thai university students face various challenges related to EMI, including a lack of competency in the classroom. Inadequate English proficiency has an impact on both the teaching and learning processes, contributing to the ineffectiveness of EMI programs.

5.3 Code-Switching

This section discusses the findings on teachers' and learners' teaching and learning practices, encountered challenges, and their experiences of language use in EMI classes.

The qualitative findings revealed that both teachers and learners used code-switching and translanguaging in EMI classes. Learners requested teachers to occasionally adapt the use of the first language (L1) during lessons. Additionally, the quantitative results demonstrated the necessity of combining L1 and English for improved content acquisition due to learners' low English proficiency, disparities in students' English knowledge, and other factors (Baltabayev, 2020). Participants stated that their insufficient English proficiency hindered their comprehension of the content knowledge. These findings are consistent with previous research that found a negative effect of language skills deficiency on content learning performance in EMI programs (Zenkova & Khamitova, 2018; Huang, 2015; Islam, 2013; Hengsadeeikul et al., 2010). The following excerpts highlight the need for using code-switching:

"The issue is that we don't realize we lack the necessary ability to keep up with the class, which puts us significantly behind and makes it difficult for us to pay attention to the teacher." (Hermès)

"I prefer to use English and Thai in EMI classes because English only confuses me and the Thai language gives me a clear picture." (Dior)

"I come here to study in English, but sometimes I do not understand everything in English, so teaching in Thai helps me." (Tiffany)

"I am not good at English yet. All materials, including examinations, are in English. It is hard to understand particular academic words." (Prada)

"I would like to have both English and Thai language because I can understand the lecture and receive content knowledge properly." (Armani)

These findings indicate that the majority of students' inadequate language competence explains the use of code-switching and translanguaging. These findings align with the results reported by Kim et al. (2017) in their study, highlighting the necessity of using L1 in EMI classrooms due to students' inadequate English proficiency.

Furthermore, the use of L1 facilitates content acquisition, as students have a better understanding of lecture materials when code-switching is adapted. This finding is consistent with a previous study where code-switching to L1 enabled lecturers to ensure that students with weak proficiency understood course content better (Chuang, 2015; Rowland and Murray, 2019).

Thus, the findings suggest that EMI courses present content acquisition challenges due to students' limited English ability. Therefore, if teachers do not apply code-switching, translanguaging, or slower speech pace during EMI lessons, it may result in inadequate acquisition of knowledge, difficulties in academic success, and subsequent insufficiency in subject knowledge (Baltabayev, 202).

5.4 Conclusion

The present study revealed that university learners exhibited a positive attitude towards English as a Medium of Instruction (EMI). Participants expressed enjoyment in learning academic subjects through EMI programs and recognized its importance for higher education in terms of enhancing their employment prospects. Students in higher education believed that EMI could enhance their English language proficiency, enabling them to compete in the global job market and facilitating their academic

growth (Macaro, 2017). Moreover, EMI was seen as a means to improve student mobility and academic comprehension.

Regarding the challenges associated with EMI, participants identified the main barrier to be the comprehension of EMI lecturers and materials. The findings suggest that learners should work on improving their language skills to better prepare themselves for EMI courses. Institutions can further support EMI instructors and students by providing systematic and comprehensive pre- and in-service training on linguistic and pedagogical aspects, with a specific focus on students learning in a second language (L2), as advocated by Ozer (2020) and Morell Moll et al. (2020). Additionally, institutions should consider offering basic English instruction to help students transition into EMI courses, thereby reducing barriers along the EMI pathway.

In conclusion, the participants demonstrated a positive attitude towards EMI, perceiving it as an opportunity for a promising future in their careers and further education. The program motivated them to improve their English proficiency through academic subjects.

5.5 Pedagogical Implications

The study conducted in a Thai university context, where English as a Medium of Instruction (EMI) is implemented, reveals the advantages and obstacles associated with EMI. While EMI offers benefits in terms of English-medium degree programs, it also presents challenges in understanding and output due to limitations in English proficiency. Therefore, the study suggests potential directions to mitigate these difficulties and provides implications for students and teachers.

5.5.1 Language Preparatory Course

The implementation of English as the medium of instruction in pedagogy should address the potential benefits and challenges of using English in the classroom. Preparatory courses focusing on language development should be abundantly offered before students engage in EMI courses. These courses should incorporate cognitively challenging content with an academic focus, considering the limited attentional capacity for language processing in meaning-oriented contexts. Students should be

encouraged to pay attention to the form features of language to facilitate L2 learning in academic settings. The criteria relevant to English proficiency, as highlighted by Rose et al. (2019), are highly predictive of EMI success. Additionally, Hu, Li, and Lei (2014) suggest the provision of English language assistance for students learning through EMI.

University students often struggle with EMI courses due to their limited English proficiency, particularly when it comes to academic vocabulary and topic-related terms. It is crucial to consider the pedagogical effects of using EMI, especially with regard to vocabulary development. The use of EMI may create disparities in educational opportunities for students who lack English proficiency, as they may face difficulties comprehending and participating fully in lessons, resulting in potential language barriers and negative impacts on their academic performance.

To address these issues, the EMI program should incorporate a course that enhances students' general knowledge of English and another course that focuses on teaching specialized English terms or vocabulary alongside fundamental knowledge. This approach aligns with the findings of Quyen & Yen (2019), who emphasize the importance of providing a detailed curriculum and syllabus for each English course in the English preparatory program to adequately prepare students for studying EMI subjects later in the program.

In conclusion, while the use of English as a medium of instruction offers potential benefits to students, it is crucial to consider the pedagogical implications, particularly in vocabulary development and ensuring equal educational opportunities for students with limited English proficiency. Teachers and stakeholders should take proactive steps to support the language development and academic success of all students, including those who may be struggling with English proficiency.

5.5.2 Support materials and resources

Many students face language barriers and lack access to appropriate support materials and resources, hindering their language proficiency and academic achievement. To address this challenge, it is crucial to provide students with suitable support materials and resources that can greatly enhance their language skills and academic success. One

effective approach is to incorporate multimedia resources such as videos and pictures, as they have been shown to help EMI students better understand and retain new information (Custodio-Espinar & López-Hernández, 2023). By using multimodal representations, students can engage in generating or creating new content to demonstrate their comprehension.

Additionally, providing students with a range of resources, such as language labs, tutoring, and language clubs, can significantly benefit their language development. Practical collaborative activities, in particular, encourage learner-centered approaches, foster conceptual redundancy, promote peer interaction, and facilitate meaning negotiation, all of which contribute to improved comprehension and adaptation to academic input in the foreign language (Custodio-Espinar & López-Hernández, 2023).

However, it is important to note that providing support materials and resources alone is not sufficient to enhance EMI students' language proficiency. Equally important is the training of teachers to effectively utilize these materials and provide appropriate support and feedback to their students.

5.5.3 Motivation

In addition to improving their English proficiency, students are highly motivated to enroll in EMI programs due to their recognition of the importance of English in the current era of globalization. However, some students may struggle in EMI classes, experiencing anxiety, stress, nervousness, and frustration when faced with language barriers and inadequate language skills (Al Hakim, 2021). These challenges can demotivate students and negatively impact their academic achievement (Chou, 2018).

To address these issues, institutions can consider organizing intercultural activities, workshops, and seminars for faculty members. These opportunities encourage students to communicate in English in casual settings, reducing their anxiety and creating a more comfortable environment for learning in the EMI context (Al Hakim, 2021). Additionally, universities should provide opportunities for learners to use English outside the classroom through activities such as conversation clubs, cultural festivals, competitions, and student/teacher exchanges. These activities not only reinforce

English language acquisition but also create a more conducive environment for language development.

In conclusion, EMI students' motivation is influenced by various factors, including their language proficiency, the quality of instruction, and cultural considerations. By understanding these factors, institutions can create a supportive learning environment that promotes student success.

5.5.4 Intercultural Competence

While most studies have focused on academic content and language instruction, it is essential to also consider the development of intercultural communication skills (ICC). Intercultural citizenship education should be a key component of ELT programs, especially those aimed at preparing students for studying abroad and participating in EMI (Baker & Fang, 2022).

The findings of this research emphasize that EMI programs aim to enhance students' English fluency, future career prospects, and global citizenship. It is important to recognize that students may have different cultural backgrounds and attitudes toward the target language, which can impact their motivation in EMI contexts. Therefore, opportunities for intercultural and community interaction should be provided to facilitate collaboration and engagement among students.

Furthermore, international higher education calls for students and faculty to possess effective intercultural communication skills, build relationships across cultures, and adapt to a globalized work environment. Pre-session courses should focus on developing intercultural communication skills, imparting relevant information, and shaping attitudes (Crowther & De Costa, 2016). Incorporating intercultural citizenship education into general education is vital in preparing and assisting students in their experiences

5.6 Limitations and Suggestions for Future Studies

The current study investigated the attitudes, challenges, and EMI practices in Thai universities as reported by learners in higher education. However, it is important to acknowledge the limitations of this study and provide suggestions for future research.

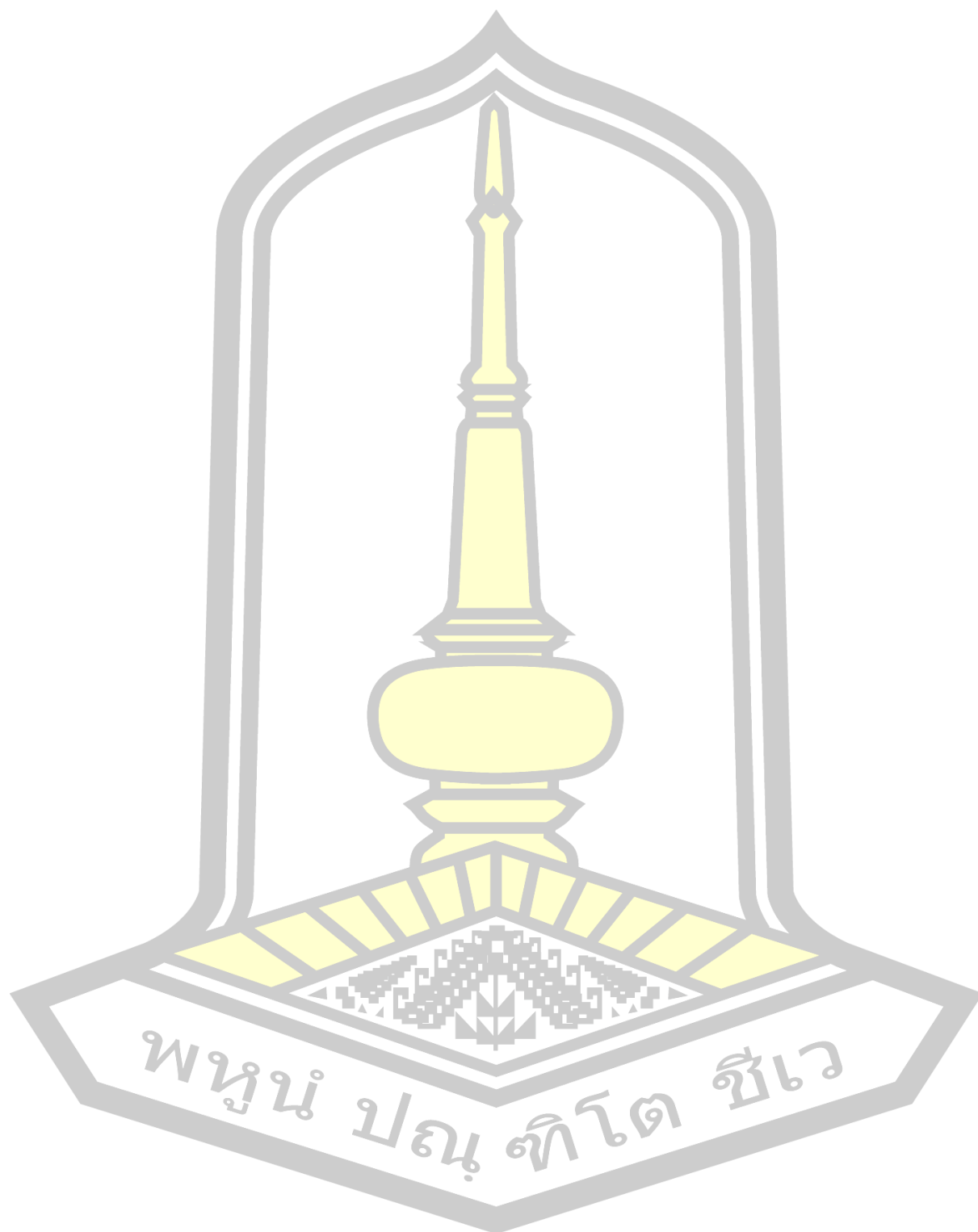
Firstly, the data for this study was collected online during the COVID-19 pandemic, which may have influenced the responses and limited the accessibility of the questionnaire to Thai university learners in EMI programs. As a result, the number of participants in this study was lower than anticipated. Future studies should aim to include a larger and more diverse sample of participants to obtain a more comprehensive understanding of learners' attitudes toward EMI.

Secondly, the current results are based on the views of learners from a single university. To gain a more representative perspective, future research should consider including participants from a wider range of educational environments, encompassing students and lecturers from various study subjects and institutions across Thailand. This broader scope will provide a more comprehensive understanding of the challenges and experiences related to EMI in different contexts.

Additionally, future studies could explore the longitudinal effects of EMI programs on learners' language proficiency, academic achievement, and career prospects. Long-term studies can provide valuable insights into the sustained impact of EMI on learners' language development and educational outcomes.

Furthermore, it would be beneficial for future research to investigate the effectiveness of different support mechanisms and pedagogical approaches in EMI programs. This could involve examining the use of technology, multimedia resources, and teacher training programs to enhance learners' language proficiency and academic success in EMI contexts.

In conclusion, while the current study sheds light on the attitudes and challenges of learners in EMI programs in Thai universities, there are limitations that should be considered. Future studies should aim to overcome these limitations by expanding the participant pool, including a wider range of educational environments, conducting longitudinal investigations, and exploring effective support mechanisms and pedagogical approaches. By addressing these limitations, researchers can further contribute to the understanding and improvement of EMI practices in higher education settings.



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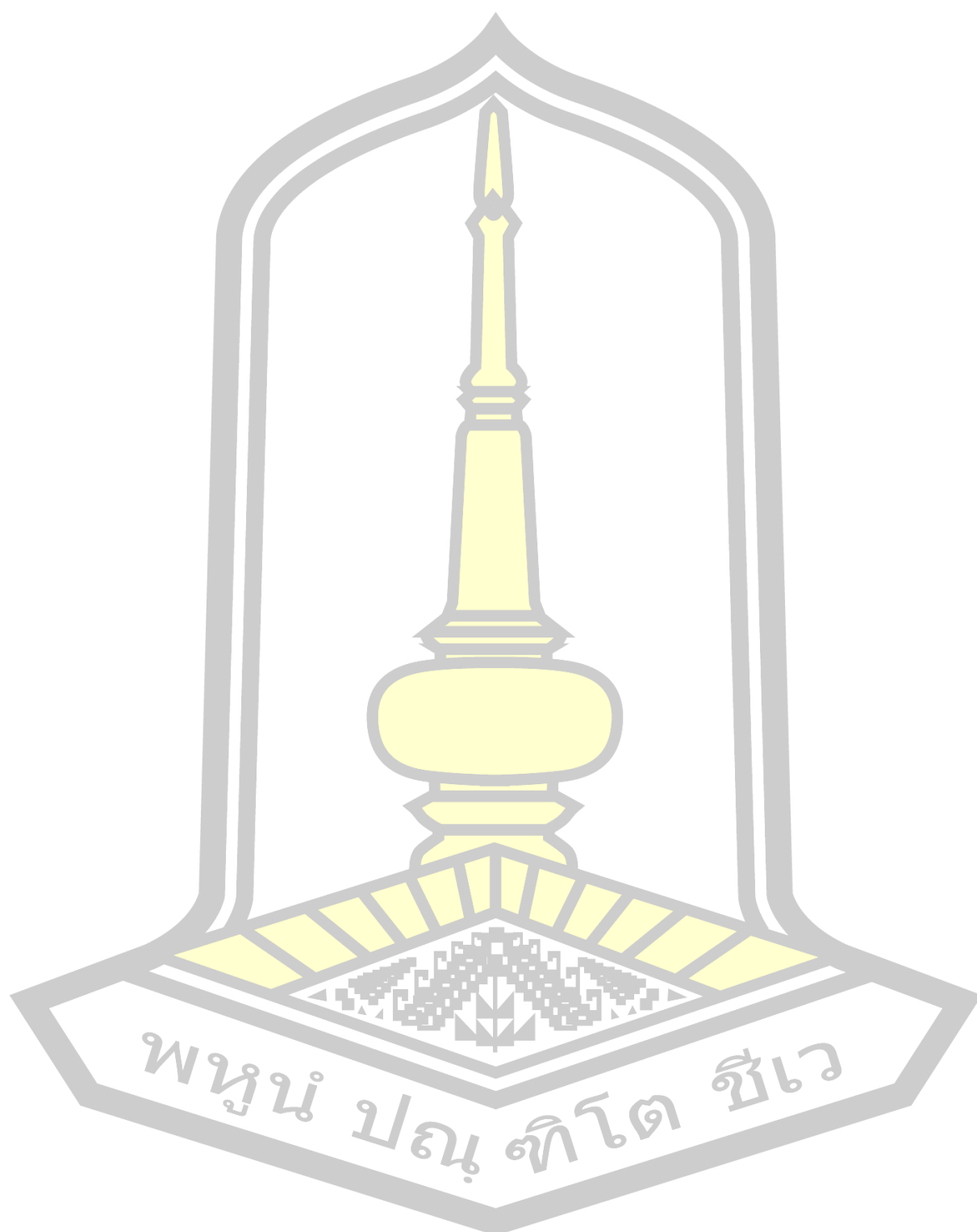
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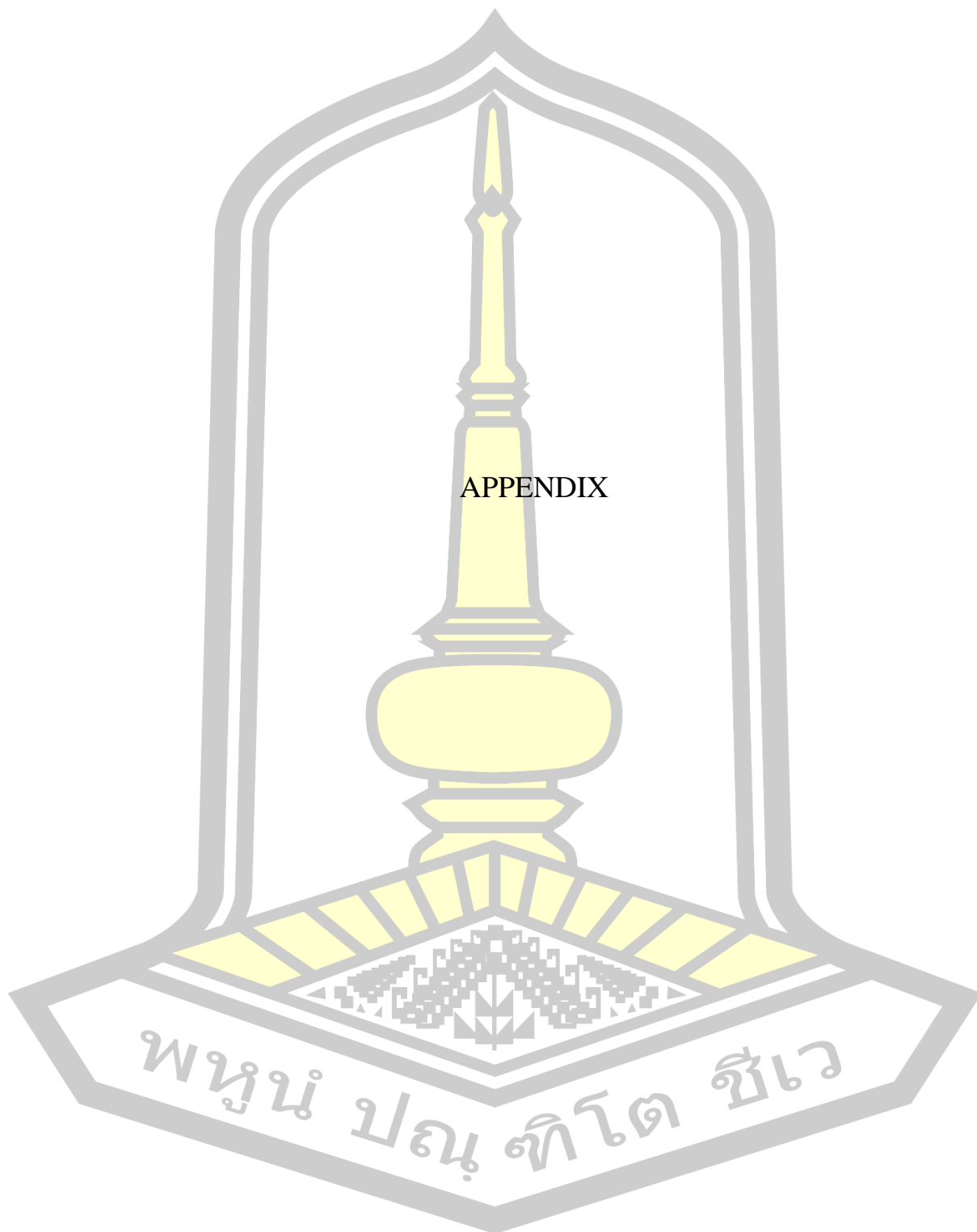
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APPENDIX



Appendix A

The Questionnaire

This survey aims to explore the attitudes of students. This research is created to come to a common conclusion and to get a general idea. Participating in the survey study depends on a voluntary basis. Your responses, as well as your thoughts, are really appreciated. Your responses will be evaluated only by the researcher, and the data will be used in scientific publications. It takes approximately 15 minutes to finish answering the questions in the questionnaire. Your responses will be definitely kept confidential. Thank you very much for your participation.

PART 1: Demographic Information

Please place a checkmark (✓) on the option that best describes you or your case.

You can fill in the blanks if necessary.

1. Grade: First year () Second year ()

2. Nationality:

3. The Type of Your High School

Public School () Bilingual School ()

International School () Private School () Others: ()

4. What is your mother tongue?

Thai () Others: ()

5. How long have you been learning English?

1-5 years () 6-10 years () 10-15 years () 16+ years ()

6. Have you ever studied any tuition class for English in Thailand?

Yes () No ()

7. Have you had overseas experience?

Yes () No ()

8. The recent English exam you took:

(IELTS, TOEFL, O-NET, GAT, PAT,

CU-TEP, TU-GET or others):

Your score:

PART 2: The attitudes of students on English-medium instruction at university

Please read the statements below and a checkmark (✓) the best alternative that best fits into your own opinion.

5: Strongly Agree; 4: Agree; 3: Not Sure; 2: Disagree; 1: Strongly Disagree

Part 1. Attitudes towards using EMI in classrooms

| Attitudes towards using EMI in classrooms | Strongly Agree (5) | Agree (4) | Not Sure (3) | Disagree (2) | Strongly Disagree (1) |
|--|-------------------------|----------------|-------------------|-------------------|----------------------------|
| 1. I believe that using English in teaching and learning improves my study skills. | | | | | |
| 2. I feel that learning in English gives me more freedom to express my thoughts and ideas. | | | | | |
| 3. Studying my courses in English enables me to fulfil my future job requirements. | | | | | |
| 4. I believe that learning in English matches with my academic background. | | | | | |
| 5. I feel comfortable when studying in English. | | | | | |
| 6. I feel confident when I study my courses in English. | | | | | |
| 7. I feel more positive when studying my subject content in English. | | | | | |
| 8. I don't find differences between studying my subjects in English or Thai. | | | | | |

| Attitudes towards using EMI in classrooms | Strongly Agree (5) | Agree (4) | Not Sure (3) | Disagree (2) | Strongly Disagree (1) |
|--|-------------------------|----------------|-------------------|-------------------|----------------------------|
| 9. Studying in English will be my first choice in any future study I might take. | | | | | |

Part 2. Students' Lesson Comprehension in EMI Classes

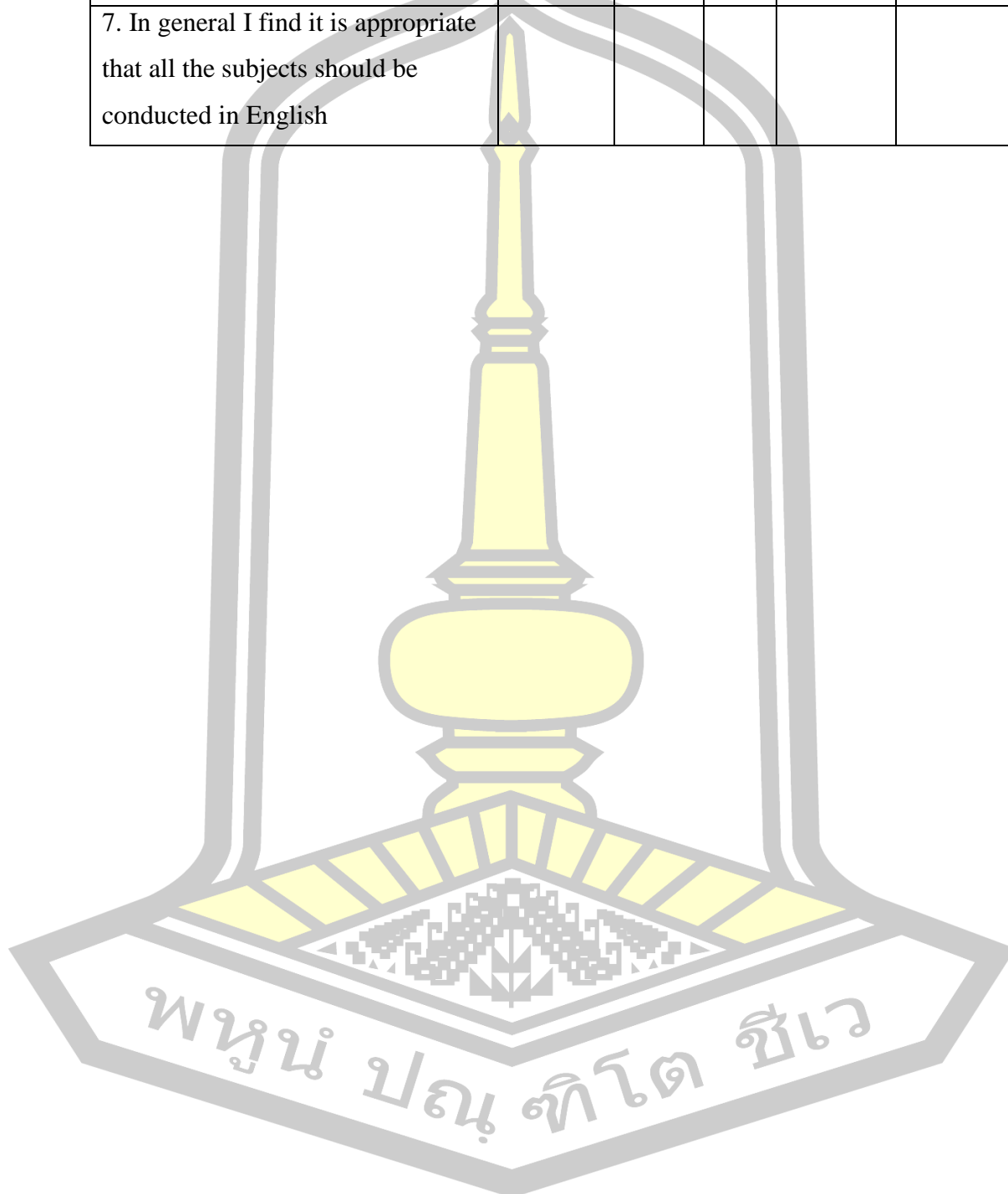
| Students' Lesson Comprehension in EMI Classes | Strongly Agree (5) | Agree (4) | Not Sure (3) | Disagree (2) | Strongly Disagree (1) |
|--|-------------------------|----------------|-------------------|-------------------|----------------------------|
| 1. I cannot listen and comprehend lectures. | | | | | |
| 2. I cannot read and comprehend textbooks and related materials. | | | | | |
| 3. I have difficulties to access related materials. | | | | | |
| 4. I cannot digest a great amount of content knowledge in limited time. | | | | | |
| 5. I cannot enjoy the lessons because of passive teaching methods. | | | | | |
| 6. I cannot understand lectures because of lecturers' poor pronunciation and fast speed. | | | | | |
| 7. I cannot speak full sentences with average speed and accurate grammar. | | | | | |
| 8. I cannot understand vocabulary in textbooks and lectures. | | | | | |

| Students' Lesson Comprehension in EMI Classes | Strongly Agree (5) | Agree (4) | Not Sure (3) | Disagree (2) | Strongly Disagree (1) |
|--|----------------------------|----------------|----------------------|-------------------|-------------------------------|
| 9. I cannot write a logical paragraph/ essay with various use of vocabulary and critical thinking. | | | | | |

Part 3. The use of other languages, including L1 in EMI classroom

| The use of other languages, including L1 in EMI classroom | Strongly Agree (5) | Agree (4) | Not Sure (3) | Disagree (2) | Strongly Disagree (1) |
|--|----------------------------|----------------|----------------------|-------------------|-------------------------------|
| 1. I believe that EMI program should only permit the use of English in classes. | | | | | |
| 2. I believe that EMI program should permit students to use English and mother tongue. | | | | | |
| 3. It would be easier for me to understand the course content if the instruction language is Thai. | | | | | |
| 4. It would be easier for me to get a good grade if the instruction language is Thai. | | | | | |
| 5. It would be easier for me to engage in classroom discussions if the instruction language is Thai. | | | | | |
| 6. I believe by learning subjects through English can facilitate my improvement in English. | | | | | |

| | | | | | |
|---|----------------------------|----------------|----------------------|-------------------|-------------------------------|
| The use of other languages, including L1 in EMI classroom | Strongly Agree (5) | Agree (4) | Not Sure (3) | Disagree (2) | Strongly Disagree (1) |
| 7. In general I find it is appropriate that all the subjects should be conducted in English | | | | | |



Appendix B

The Questionnaires (Thai Version)

ภาคผนวก ก: แบบสอบถาม

จุดประสงค์ของแบบสอบถามคือใช้เพื่อสอบถามเจตคติของนักเรียนที่มีการใช้ภาษาอังกฤษเป็นเครื่องมือในการสอนในสาขา ภาษาอังกฤษเพื่อการสื่อสาร หลักสูตรนานาชาติ โดยแบบสอบถามใช้เวลาประมาณ 15 นาที คำตอบของผู้เข้าร่วมจะถูกเก็บไว้เป็นความลับ ขอขอบคุณสำหรับการมีส่วนร่วมในการทำแบบสอบถามครั้งนี้ค่ะ

ตอนที่ 1 ข้อมูลทั่วไป โปรดทำเครื่องหมาย (✓) ลงในตัวเลือกตามความเป็นจริง

1. ระดับชั้น: ปี1 () , ปี2 ()
2. สัญชาติ:
3. ประเภทของโรงเรียนมัธยมของคุณ: โรงเรียนรัฐบาล () โรงเรียนสองภาษา ()
โรงเรียนนานาชาติ () โรงเรียนเอกชน () อื่น ๆ : ()
4. ภาษาหลักที่คุณพูดคือภาษาอะไร:
5. ระยะเวลาการเรียนภาษาอังกฤษของคุณ: 1-5 ปี () 6-10 ปี () 10-15 ปี () 16 + ปี ()
6. คุณเคยเรียนภาษาอังกฤษเพิ่มเติมในสถาบันไทย: ใช่ () ไม่ ()
7. คุณเคยไปต่างประเทศ: ใช่ () ไม่ ()
8. การสอบภาษาอังกฤษครั้งสุดท้าย: (IELTS, TOEFL, O-NET, GAT, PAT, CU-TEP or TU-GET): คะแนน :

ตอนที่ 2 เจตคติคตินักเรียนต่อการใช้ภาษาอังกฤษเป็นเครื่องมือในมหาวิทยาลัย

โปรดอ่านคำถามข้างล่างและเลือกข้อที่ตรงกับความคิดคุณมากที่สุดโดยใส่เครื่องหมาย (✓) ลงในตัวเลือกตามความเป็นจริง เกณฑ์การประเมินระดับ 5: มากที่สุด; 4: มาก; 3: ปานกลาง; 2: ต่ำ; 1: ต่ำสุดหรือไม่เห็นด้วย

มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี

ตารางที่ 1. เจตคติต่อการใช้ภาษาอังกฤษเป็นเครื่องมือในการสอนในห้องเรียน

| เจตคติต่อการใช้ภาษาอังกฤษเป็นเครื่องมือในการสอนในห้องเรียน | มากที่สุด (5) | มาก (4) | ปานกลาง (3) | ต่ำ (2) | ต่ำสุด หรือไม่เห็นด้วย (1) |
|--|--------------------|--------------|------------------|--------------|------------------------------------|
| 1. ฉันเชื่อว่าการใช้ภาษาอังกฤษในการสอนและการเรียนรู้พัฒนาในการเรียนของฉัน | | | | | |
| 2.ฉันรู้สึกว่าการเรียนหลักสูตรภาษาอังกฤษทำให้ฉันมีอิสระในการแสดงความคิดและความคิดมากขึ้น | | | | | |
| 3.การเรียนหลักสูตรภาษาอังกฤษทำให้ฉันสามารถตอบสนองความต้องการในการทำงานในอนาคตได้ | | | | | |
| 4.ฉันเชื่อว่าการเรียนหลักสูตรภาษาอังกฤษเหมาะกับพื้นฐานทางวิชาการของฉัน | | | | | |
| 5. ฉันรู้สึกสบายเมื่อได้เรียนเป็นภาษาอังกฤษ | | | | | |
| 6. ฉันรู้สึกมั่นใจเมื่อเรียนหลักสูตรภาษาอังกฤษ | | | | | |
| 7.ฉันรู้สึกที่ดีมากเมื่อเรียนเนื้อหาวิชาเป็นภาษาอังกฤษ | | | | | |
| 8.ฉันไม่พบความแตกต่างระหว่างการเรียนวิชาของฉันเป็นภาษาอังกฤษหรือภาษาไทย | | | | | |
| 9.การเรียนหลักสูตรภาษาอังกฤษจะเป็นทางเลือกแรกของฉันในการศึกษาต่อในอนาคต | | | | | |

พูน ปณ ภัโต ชีเว

ตารางที่ 2: ความเข้าใจในบทเรียนของนักเรียนในห้องเรียนการใช้ภาษาอังกฤษเป็นเครื่องมือสื่อสาร

| ความเข้าใจในบทเรียนของนักเรียนในห้องเรียนการใช้ภาษาอังกฤษเป็นเครื่องมือสื่อสาร | มากที่สุด (5) | มาก (4) | ปานกลาง (3) | ต่ำ (2) | ต่ำสุด หรือ ไม่เห็นด้วย (1) |
|---|--------------------|--------------|------------------|--------------|----------------------------------|
| 1.ฉันไม่สามารถฟังและเข้าใจคุณครูผู้สอนได้ | | | | | |
| 2.ฉันไม่สามารถอ่านและไม่เข้าใจหนังสือเรียนและสื่อที่เกี่ยวข้อง | | | | | |
| 3.ฉันมีปัญหาในการเข้าถึงสื่อที่เกี่ยวข้อง | | | | | |
| 4.ฉันไม่สามารถจำแนกความรู้ด้านเนื้อหาจำนวนมากได้ในเวลาจำกัด | | | | | |
| 5.ฉันไม่สนุกกับบทเรียนเพราะการสอนของคุณครูที่บรรยายอย่างเดียว | | | | | |
| 6.ฉันไม่สามารถเข้าใจคุณครูได้เพราะคุณครูมีการออกเสียงช้าและพูดเร็ว | | | | | |
| 7.ฉันไม่สามารถพูดประโยคเต็มด้วยความเร็วปกติและไวยากรณ์ที่ถูกต้องได้ | | | | | |
| 8. ฉันเข้าใจคำศัพท์ในหนังสือเรียนและคุณครู | | | | | |
| 9.ฉันไม่สามารถเขียนย่อหน้า/เรียงความด้วยความหลากหลายของคำศัพท์และการคิดเชิงวิพากษ์ได้ | | | | | |

พูน ปณ ภิโต ชีเว

ตารางที่ 3: การใช้ภาษาอื่นรวมทั้งภาษาไทยในห้องเรียนการใช้ภาษาอังกฤษเป็นเครื่องมือสื่อสาร

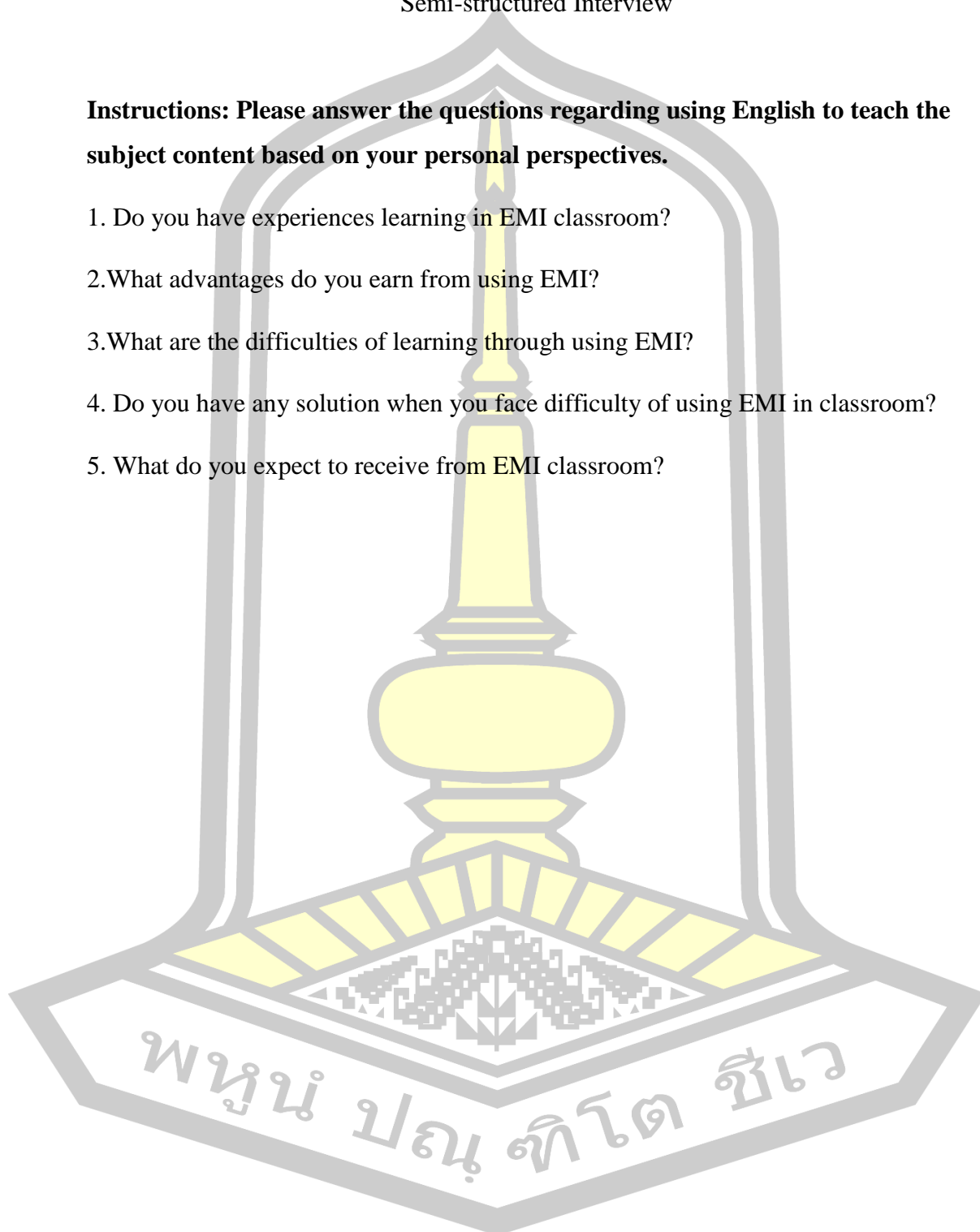
| การใช้ภาษาอื่นรวมทั้งภาษาไทยในห้องเรียน การใช้ภาษาอังกฤษเป็นเครื่องมือสื่อสาร | มากที่สุด (5) | มาก (4) | ปาน กลาง (3) | ต่ำ (2) | ต่ำสุดหรือ ไม่เห็น ด้วย (1) |
|--|--------------------|--------------|----------------------|--------------|-------------------------------------|
| 1.ฉันเชื่อว่าโครงการการใช้ภาษาอังกฤษเป็นสื่อ การสอนควรจะอนุญาตให้ใช้ภาษาอังกฤษเท่านั้น ในชั้นเรียน | | | | | |
| 2.ฉันเชื่อว่าโครงการการใช้ภาษาอังกฤษเป็นสื่อ การสอนควรจะอนุญาตให้นักเรียนใช้ภาษาอังกฤษ และภาษาไทย | | | | | |
| 3.ฉันจะเข้าใจเนื้อหาของวิชาได้ง่ายมากขึ้นถ้าสื่อการ สอนเป็นภาษาไทย | | | | | |
| 4.ฉันจะได้เกรดที่ดีขึ้นถ้าสื่อการสอนที่ใช้เป็น ภาษาไทย | | | | | |
| 5.ฉันจะมีส่วนรวมในการอภิปรายในห้องเรียนได้ ง่ายมากขึ้นถ้าสื่อการสอนเป็นภาษาไทย | | | | | |
| 6.ฉันเชื่อว่าการเรียนวิชาผ่านภาษาอังกฤษจะช่วย ให้ฉันพัฒนาภาษาอังกฤษได้ดีขึ้น | | | | | |
| 7.โดยปกติแล้วฉันคิดว่าควรเรียนทุกวิชาเป็น ภาษาอังกฤษ | | | | | |

พูน ปณ ภิโต ชีเว

Appendix C
Semi-structured Interview

Instructions: Please answer the questions regarding using English to teach the subject content based on your personal perspectives.

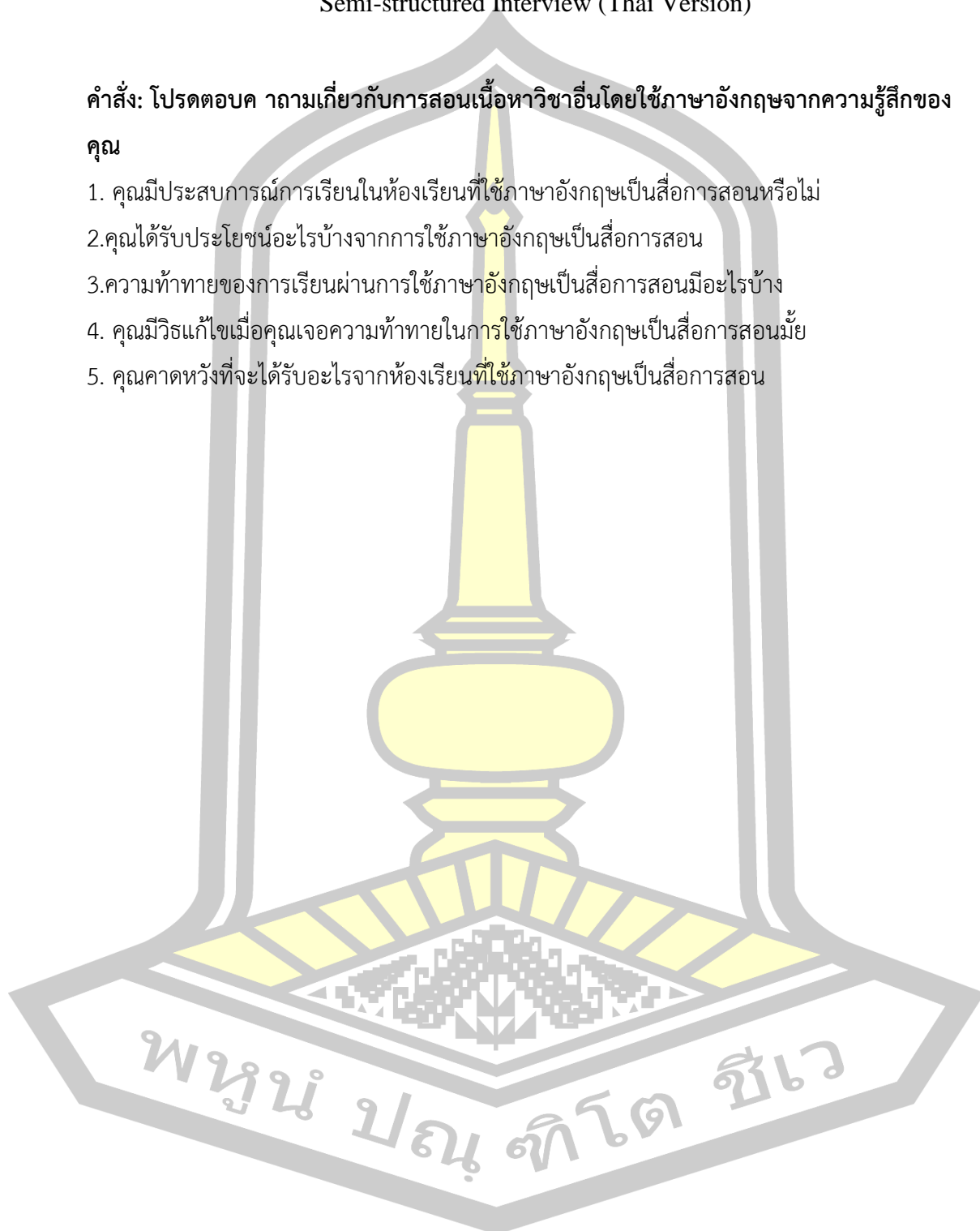
1. Do you have experiences learning in EMI classroom?
2. What advantages do you earn from using EMI?
3. What are the difficulties of learning through using EMI?
4. Do you have any solution when you face difficulty of using EMI in classroom?
5. What do you expect to receive from EMI classroom?



Appendix D
Semi-structured Interview (Thai Version)

คำสั่ง: โปรดตอบคำถามเกี่ยวกับการสอนเนื้อหาวิชาอื่นโดยใช้ภาษาอังกฤษจากความรู้สึกของคุณ

1. คุณมีประสบการณ์การเรียนรู้ในห้องเรียนที่ใช้ภาษาอังกฤษเป็นสื่อการสอนหรือไม่
2. คุณได้รับประโยชน์อะไรบ้างจากการใช้ภาษาอังกฤษเป็นสื่อการสอน
3. ความท้าทายของการเรียนผ่านการใช้ภาษาอังกฤษเป็นสื่อการสอนมีอะไรบ้าง
4. คุณมีวิธีแก้ไขเมื่อคุณเจอความท้าทายในการใช้ภาษาอังกฤษเป็นสื่อการสอนมั้ย
5. คุณคาดหวังที่จะได้รับอะไรจากห้องเรียนที่ใช้ภาษาอังกฤษเป็นสื่อการสอน



Appendix E
Classroom Observation

Classroom Observation

Date: _____ Subject: _____ Lecturer: _____

| Move | language | Type of Move | Category | Note |
|------|----------|--------------|----------|------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |

Observer: _____

The focus of this observation is the use of English and Thai of content lecturers while teaching academic subject through English. The pattern is adopted from Sameephet (2020).)

พหุบัณฑิต ชีว

Appendix F
Categories of Teacher Talk in EMI Classes

| Categories | Types of moves in English and/or Thai |
|--|---|
| 1. Present presenting information | explaining concept, giving definition, translating, giving example, suggesting some concepts to students, repairing incorrect information |
| 2. Elicit activating students to say something | questioning, motivating students to share idea, checking students' understanding |
| 3. Direct directing students to do something | asking students to select information, telling students to find an answer, requesting students to give an answer, requesting students to have physical response |
| 4. Organise managing learning | reviewing, previewing, setting objective, signalling (e.g. now, right, let's), summarising, grouping students, arranging activity, following up, checking readiness |
| 5. Evaluate assessing students' work (positive or negative) | giving feedback, criticising students' work, rating students' work |
| 6. Sociate promoting rapport | providing anecdote, using humour, having small talk |
| 7. Respond reacting students' utterance | answering questions, accepting students' answers, showing opinion, agreeing disagreeing, accepting |
| 8. L1 working on Thai language | allowing, forbidding, promoting, |
| 9. L2 working on English language | allowing, forbidding, promoting, encouraging, correcting language errors |
| 10. L2 Support supporting language for learning | allowing students to use language tools (e.g. dictionary, glossary, smartphone), using themselves as a language resource |
| 11. Other | filling dead air, showing politeness, apologising, calling attention, encouraging, praising |

Appendix G

การสังเกตการจัดกิจกรรมการเรียนรู้
การสังเกตการจัดกิจกรรมการเรียนรู้ครั้งที่:

วันที่: _____ วิชา: _____ ผู้สอน: _____

| ความ เคลื่อนไหว | ภาษาที่ใช้ | ลักษณะของ ความ เคลื่อนไหว | หมวดหมู่ | เพิ่มเติม |
|--------------------|------------|---------------------------------|----------|-----------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |

จุดประสงค์ของการสังเกตการณ์แบบสำรวจรายการคือการใช้ภาษาของผู้สอนรายวิชาศึกษาทั่วไปโดย
มีการสอนผ่านการใช้ภาษาอังกฤษในห้องเรียน

พหุ ประถมศึกษา

BIOGRAPHY

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