

Perceptions of Thai Teachers of English towards English Medium Instructions: A
Case Study of A Local Primary School

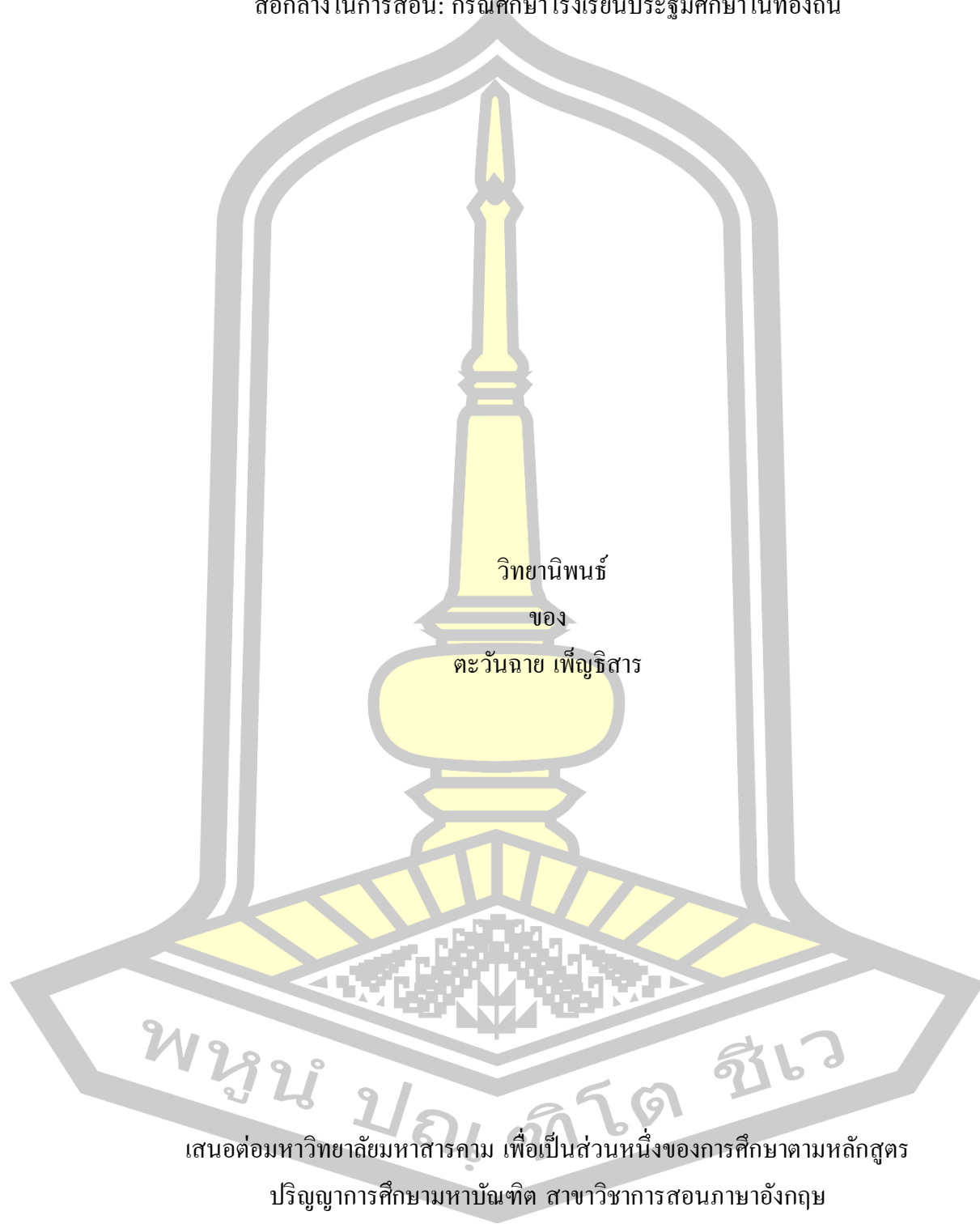
Tawanshine Penthisarn

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

June 2021

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ABSTRACT

Using a case study approach, this study investigated teachers' perceptions of EMI, challenges teachers encounter while adopting EMI, and opportunities for EMI in Thai EFL classrooms. The participants were three Thai teachers who used English as a medium of instruction in subjects such as mathematics and science in an intensive English program at a private primary school in the northeastern part of Thailand. Data were obtained from classroom observation, teachers' journals, and semi-structured interviews. The data were transcribed and coded into themes using content analysis. The current study reports the perceptions of Thai EFL teachers and reveals the challenges and opportunities to adopt EMI in Thai EFL classrooms. As the findings reveal, the participants perceived EMI as an educational advantage, a preparation for international community and an approach to enhance students' speaking confidence. Although EMI offers potential benefits, the study reveals that when teaching the participants are challenged by student's language proficiency, classroom size, a lack of teaching materials, teacher's lack of content knowledge and a lack of support from school. Moreover, the study suggests some recommendations for further practice in adopting EMI in Thai EFL classrooms.

Keyword : English-Medium instruction, EMI, Teacher's perception

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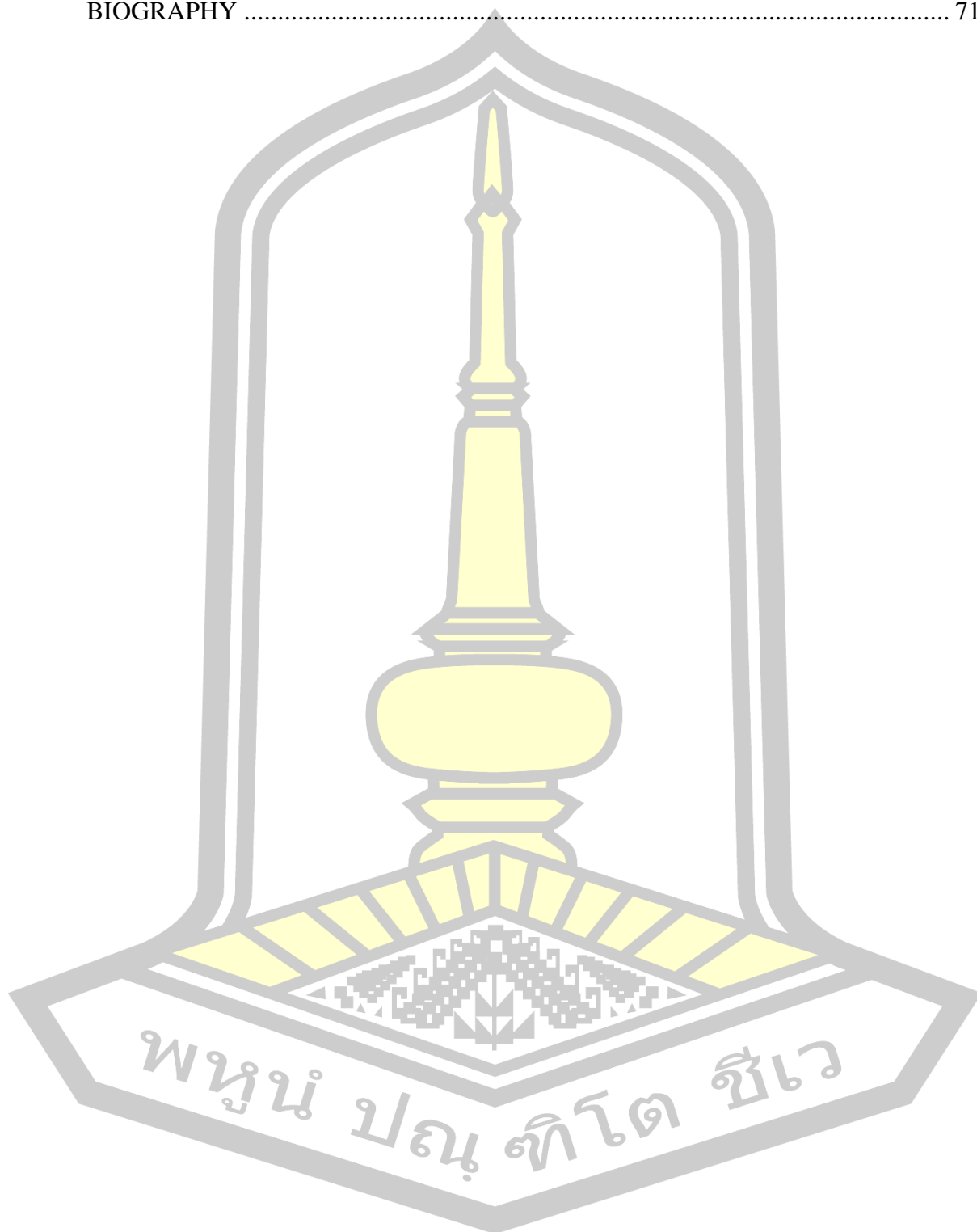
Tawanshine Penthisarn

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CHAPTER I

INTRODUCTION

1.1 Introduction

English is one of the most widely used and spoken languages in the world. It is a valuable tool in an era of globalization and has become a medium of communication in every domain around the world (Coleman, 2006; Graddol, 2006). Mastering the English language is also essential to accessing information; more so than mastery of any other language (Crystal, 2003). As such, English has become a priority for higher education institutions and has led to the internationalization of universities around the globe. This has led to an urge to adopt English as the medium of instruction (EMI) in those institutions which are in non-English speaking countries. Macaro (2015) described EMI as the most significant educational internationalization trend as it provides students with the double benefits of subject knowledge and English language skills. Many governments and students believe that this will make them more attractive in the global employment market (Galloway, 2017).

This push towards EMI has become an important issue, especially in Asian countries, where English is used as a second language and a foreign language (Evans, 2002). Therefore, several public and private universities and schools, in many countries, introduce English as a medium of instruction in the curriculum. In Thailand, The Office of the Basic Education Commission (OBEC) began to establish English Programs in schools throughout the country in 1995. These schools are known as “E.P. schools” or “bilingual schools” who use English as a medium of instruction. These programs have increased rapidly over the past decades with the aim to meet globalization demands and improve English proficiency while maintaining a high academic standard. It is assumed that adopting EMI in English classrooms will lead to an enrichment of students’ learning and academic success.

English medium instruction (EMI) has been defined as the use of the English language to teach content subjects other than the English subject itself in countries where English is not the first language (L1) (Macaro & Curle & Pun & An, Dearden, 2018, p.37) and is becoming more prevalent in contexts where English is commonly treated as a foreign language (Dafouz & Camacho-Minano, 2016). Previous research

on EMI has focused on perceptions and challenges in different settings (Dearden, 2014; Galloway, 2017; Başibek, Dolmacı, Cengiz, Bür, Dilek & Kara, 2014; Gökmenoğlu and Gelmez-Burakgazi, 2013; Pınar Çankaya, 2017; Goodman, 2014; Sert, 2008; Erliana, 2018; Boonla, 2018; Coffin, 2014).

In a global setting, Dearden (2014) conducted a study on perceptions and the global view of EMI and its implementation in schools and universities in fifty-five countries worldwide. The findings showed that 83% of the surveyed countries believed they did not have enough qualified teachers to teach English. Similarly, Galloway (2017) studied the challenges and perceptions of EMI in higher education through different stakeholders, including staff, students, material writers, and policymakers in China and Japan. It was found that faculty members believed that EMI programs should only use English. However, many others also reported that the students' mother tongue could be a useful pedagogical tool within an EMI course. Moreover, teachers viewed EMI as a method to teach the content, rather than a tool for learning English. By contrast, the students preferred that only English be used, even though students found it hard to understand the content as they viewed the teachers' use of their mother tongue as a sign of a lack of English proficiency. Moreover, the study showed that within the EMI context, English was used more in Japan than in China (Galloway, 2017).

The use of EMI has also been increasingly popular within the European Union (EU) (Dafouz, Camacho & Urquia, 2014). However, some have argued that EMI could threaten the goals of multilingualism and linguistics in Europe. Başibek, Dolmacı, Cengiz, Bür, Dilek & Kara (2014) studied the perceptions of lecturers of EMI in engineering departments at various Turkish universities. They found that Turkish lecturers at two Turkish state universities who used partial EMI were more favorable to the idea of adopting English as an instructional medium rather than using Turkish. They agreed that using English as a medium of instruction could promote learners to be more successful in terms of their academic or social environments and in their careers post-university. However, Sert (2008) investigated the effectiveness of the use of English, in terms of the acquisition of both language skills and the academic content in Turkey and found that lecturers lacked the appropriate material and did not have enough interaction with their students. Moreover, both students and teachers

may face challenges with full EMI, including a lack of confidence. In Turkey, Gökmenoğlu and Gelmez-Burakgazi (2013) focused on the practices of instructors teaching through EMI in a classroom management course. A qualitative phenomenological research design based on the data coming from semi-structured interviews and the course syllabi was conducted. The study found that a lack of confidence among local students and international students' adaptation was cited as the participants' challenges. Indeed, Pınar Çankaya (2017) examined the perceived challenges and difficulties of EMI for students and teachers in Turkey. Their findings revealed that the EMI policy did face instructional challenges and language-related challenges for both students and teaching staff. Similarly, in the Ukraine, EMI was found to challenge the performance of both teachers and students who had excellent English skills, as they could not fully comprehend the textbook (Goodman, 2014). Other issues also emerged including teachers' confidence, teachers' concerns about their fluency, their teaching styles, and their spoken discourse when interacting with students in the class.

In Asia, EMI has rapidly gained popularity and studies have reported a positive relationship between EMI exposure and English proficiency. (Aguilar and Rodríguez, 2012; Park, 2007; Tatzl, 2011; Wong and Wong, 2010). A study focusing on teachers' perception of EMI in EFL classes at two secondary high schools in Indonesia revealed that the English teachers had a positive response toward EMI and emphasized the importance of providing English instruction (Erliana, 2018). The teachers believed that EMI was very beneficial to their students as the students could benefit from listening to the teachers' speaking and imitating how to speak English well. They also stated that it would push the students to learn English faster.

In Thailand, Boonla (2018) also investigated teachers' perceptions of EMI. The results showed that the majority of the subject teachers had positive opinions toward using EMI. Over 90% of the subject teachers agreed that English skills helped their students improve their subject knowledge. Moreover, over 85% believed that using English in their classrooms could benefit their students. However, teachers are concerned about student proficiency and revealed that they needed to co-ordinate with English language teachers in order to effectively use English as a medium in their classrooms. Xu and Chuaychoowong (2017) conducted a case study of teachers'

beliefs and practices with EMI at Mae Fah Luang University. The participants were two teachers who teach content-based subjects in an EMI context. The result showed that teachers managed to teach every section of the material very clearly. However, classroom size was a limiting factor for teacher's performance. Especially in large classrooms, students did not have a strong motivation to interact with the teacher; they were distracted by other things easily, such as playing on their phone, or chatting with friends. Additionally, Coffin (2014) conducted a study on the challenges and needs of professional development for EMI lecturers. The results indicated that universities need to provide a serious systematic professional development for EMI lecturers in terms of both action and policy. Thailand, like many other countries where English is not the native language, has been facing problems related to the quality of teachers teaching English language as well as teachers using English as a medium of instruction.

In summary, a number of studies have been conducted on EMI at a university level. While the popularity of EMI has increased among primary and secondary schools in Thailand, Due to the lack of studies at the primary education level on EMI, more studies are needed as EMI has been increasingly adopted. For this reason, the researcher aims to bridge this gap by investigating Thai primary school teachers' perceptions and challenges in a Thai EFL context as it can be a source of knowledge for future studies and to develop EMI that is suitable for primary school. Indeed, it is a commonly held notion that EMI seems to be the best approach in teaching English in a foreign language classroom, but the challenges and needs associated with this teaching method have not been assessed from the perspective of primary school teachers. As such, the current study was set out to examine Thai teachers' perceptions of EMI, and the challenges that these teachers encounter with EMI use in their classrooms. It is important to conduct this study because as EMI becomes more prevalent in a Thai EFL context this study will shed light on and contribute more understanding to the perceptions of Thai primary school teachers regarding the use of EMI and will assuredly give information on many different aspects that challenge teachers in an EMI classroom along with suggestions on instructional strategies to implement EMI in a Thai EFL context.

1.2 Purposes of the Study

The main objectives of this study were to investigate teacher's perceptions and to identify the challenges encountered by the teachers in primary education as result of the use of a foreign language as the medium of instruction in an EFL context. Specifically, this study investigated:

1. Teachers' perceptions of EMI in a Thai EFL context.
2. The challenges the teachers encountered in adopting EMI in a Thai EFL context.

To achieve these objectives, two research questions were formulated to guide the study as follows:

1. What are the teachers' perceptions of EMI in a Thai EFL context?
2. What are the challenges the teachers encountered in adopting EMI context in a Thai EFL context?

1.3 Scope of the Study

The study investigated Thai teachers' perceptions of EMI in a Thai EFL context and the challenges that the teachers encountered in adopting EMI in a Thai EFL context. The participants were three Thai teachers teaching in the Intensive English Program at a primary school in Thailand with the use of English as a medium of instruction for subjects such as mathematics and science. These teachers had adopting EMI in their classroom for more than three years. A case study approach was used to carry out this investigation.

1.4 Significance of the Study

Researchers have studied the perspectives on adoption of English as a medium of instruction which mostly take place among stakeholders, policy makers, educators, students and researchers. EMI is becoming more prevalent in contexts where English is commonly treated as a foreign language (Dafouz & Camacho-Minano, 2016). According to Macaro (2015) EMI is described as the most significant educational internationalization trend as it provides students with double benefits: subject knowledge and English language skills. Many governments and students believe that this will make them more attractive in the global employment market (Galloway, 2017). Therefore, it is anticipated that the current study will provide useful

information for government administrators, school administrators, curriculum designers, and policy maker on in-depth challenges that teachers and students encounter, in order to improve resource availability and also provide insights into ways to implement successful, and prepare opportunities for, EMI programs. Moreover, this study will shed light and contribute more understanding on the perceptions of Thai primary school teachers regarding the use of EMI to teach subject knowledge, initiative development, planning, pedagogy and teaching strategies. This study will assuredly give information on many aspects that challenge teachers in EMI classroom. In addition, students are one of the important key stakeholders. This study will provide students with a better course as government administrators, school administrators, curriculum designers, policy makers, and teachers will actually see through the challenges and react to the needs of the student. Thus, they will continue to develop the program and policy.

In summary, this study will provide useful information which can be a wake-up call and guideline for policy makers on the possibility for developing EMI programs in Thai primary school EFL contexts. Another contribution of this study is that stakeholders can review the findings and take a purposeful stance to look closely for opportunities for EMI in Thailand as well as the relevant factors which influence the perception of EMI

1.5 Definition of Key Terms

English Medium Instruction (EMI): refers to the use of the English language to teach content subjects other than the English subject itself in countries where English is not the first language (L1) (Macaro & Curle & Pun & An, Dearden, 2018, p.37) in this study EMI will refer to the use of the English language to teach content subjects other than the English subject in a Thai primary school context,

Perception: refers to the way one sees the world (McDonald, 2012). Perception comes from a person's prior experience. Because everyone experiences events differently, everyone comes to a situation with a different perception. In this study, perception refers to the awareness or realization gained from teachers' experiences in adopting EMI in Thai EFL context,

Thai Teachers of English: refers to Thai English teachers, who use English as a medium of instruction (EMI) to teach mathematics and science in a Thai primary school.

1.6 Outline of this Thesis

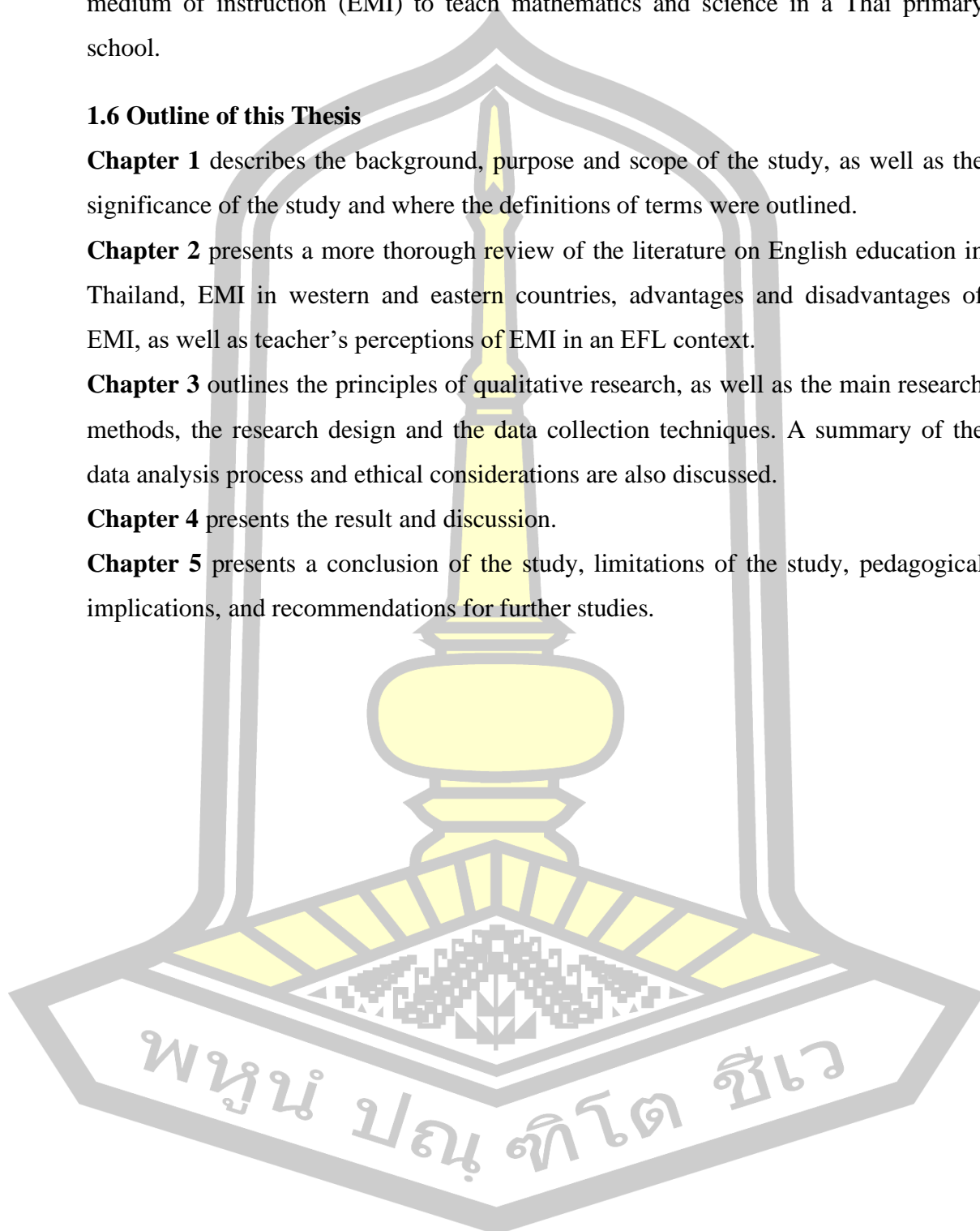
Chapter 1 describes the background, purpose and scope of the study, as well as the significance of the study and where the definitions of terms were outlined.

Chapter 2 presents a more thorough review of the literature on English education in Thailand, EMI in western and eastern countries, advantages and disadvantages of EMI, as well as teacher's perceptions of EMI in an EFL context.

Chapter 3 outlines the principles of qualitative research, as well as the main research methods, the research design and the data collection techniques. A summary of the data analysis process and ethical considerations are also discussed.

Chapter 4 presents the result and discussion.

Chapter 5 presents a conclusion of the study, limitations of the study, pedagogical implications, and recommendations for further studies.



CHAPTER II

LITERATURE REVIEW

This chapter review important concept pertaining to EMI. Comprehensive reviews of studies on EMI in western and eastern countries are included. With this review, a solid foundation of this study is established.

2.1 English Education in Thailand

In Thai society, the English language has been the dominant foreign language for a century. English was introduced to Thai education by an American missionary during 1824-1851 in the King Rama III era in an attempt to handle the westerner colonization threat (Watson, 1983). However, at this time, English was only limited to the royal family. In the reign of Rama IV (1851– 1865), the king appointed the governor to teach English at the royal court. This continued during the rule of King Chulalongkorn (Rama V), who had received his education overseas. Rama V introduced modern education in the kingdom of Thailand and attained major reforms, which favored foreign languages in the country. His vision included equipping his people with linguistic skills that would facilitate business and trade with foreigners and introduce bilingual education in Thailand through immersion programs that promoted English language skills (Fry, 2002).

In 1999, the National Education Act began educational reforms in Thailand that focused on curriculum revisions to facilitate creative thinking and problem solving along. Equity and access to education for all were also a major concern. The ultimate goal of this act was to ensure Thai learners were happy, knowledgeable, and ready for globalization. The principle of educational provisions was highlighted to assure that learners can access resources, including appropriate methods of teaching, and a focus on a student-centered approach. In addition, the new system emphasized teacher learning, development, and training. Specifically, all teachers need to learn and to be trained and be supported by the government and other funds. In the past, it can be seen that English has played a significant role in Thai education from time to time. It has been introducing in a curriculum from primary to university level. Thailand has changed approaches to teaching English in order to keep up with the principles and

theories of teaching. However, there are more aspects added to enable students to learn more effectively and cope with changes in technology.

Currently, formal education in Thailand is divided into two levels, basic and higher education. The present basic education system is a 6: 3: 3 systems, consisting of 6 years of primary education, three years of lower secondary education, and three years of upper secondary education. Higher education is divided into two levels, which are lower than degree level and degree level. The English language in Thai education is taught from basic education to higher education levels. English is also classified as the first foreign language and is considered a critical subject for students in their studies and future careers. In Thailand, the teacher/student ratio is 1:21(OEC, 2007). However, in practice, the actual ratio is approximately 1:40. Indeed, in Thai schools, teachers hold several responsibilities administration, financial management, activities, and managing supplies. This has caused a teacher shortage and the use of out of field teachers, who teach subjects outside of the field of their own higher education. This is especially true for English teachers and, less than 20% of English teachers in Thailand have degrees in the field of English language.

English Language Curriculum in Thailand

The Department of Curriculum and Instruction Development has established the 2001 Basic Education Curriculum, which includes English as a core foreign language curriculum. At the primary school level, students study English for around 3-4 periods per week. However, at the secondary level, many foreign languages can be studied, such as English, Chinese, Japanese, French, German, and Arabic. Nevertheless, English continues to be the first foreign language, and students must study English 4-5 periods per week, while other languages are optional. The teachers teach all four basic language skills, including listening, reading, speaking, and writing. According to the National Education Association (NEA), schools and teachers are able to adapt the curriculum to meet the needs of the local community. In addition, they should try to create activities consistent with the learners' real-life circumstances and encourage the critical thinking skills of their students. However, in reality, it is difficult for teachers to follow the NEA principles of learner-centered learning due to the teachers'

limited time, workload, unfamiliarity with team-teaching, and their own limited ability to use the English language.

Policies of the Government and the MOE

The Thai Governor has recognized the importance of the English Language for many years and assigned the Ministry of Education to develop English Language Education to match world trends. The Ministry has announced policies and allowed the education institutions to promote the improvement of English Language capabilities in Thailand as follows:

English Curriculum: In 1995, the MOE announced that English is the first foreign language for the Thai school system, and the Curriculum was implemented in 1996. This curriculum indicated that all schools could teach English beginning at primary level (Prathomsuksa 1) or Grade 1 in both public and private schools across the country. However, in reality, most schools start teaching English at Primary 3 (Prathorymsuksa 3) or Grade 3, due to the lack of English teachers and other reasons. However, some primary schools have been able to arrange activities with easy English for young children in order to develop English skills from early childhood.

International schools: The Thai government permitted international schools in the country in 1957 (Punthumasen, 2007). Initially, the only students who could enroll in international schools were students with non-Thai nationality or children of Thais who had been living abroad with their parents or studying abroad. Later, international schools were allowed to enroll Thai students, up to 50% of their overall student enrollment. As such, these Thai students are offered opportunities to learn English fluently. However, the number of students who can enroll in International schools is too small due to the unaffordable costs and limited capacity of schools.

EP or Bilingual program: In 1995, the Office of the Basic Education Commission (OBEC) began to establish English Programs in schools throughout the country. These schools are known as “E.P. schools” or “bilingual schools” and use English as a medium of instruction. There are typically four subjects taught in English Science, Mathematics, English, and Physical Health Education, while other subjects are taught in Thai, such as Thai Language and Social Studies. Students who study in English

Programs must pay education fees, which are more expensive than a regular Thai school curriculum program.

2.2 Importance of English in primary education in Thailand

Primary education is typically one of the most important foundations and the first stage of education for children gain a better standard of living and welfare. When children become adults, language education is the key to develop social interactions, self-expression, and personal development that will help them to achieve lasting positive and rewarding results (United Nation Educational, Scientific and Cultural Organization [UNESCO], 2012). According to Office of the Basic Education Commission (OBEC, 2008), foreign languages constituting basic learning content that is prescribed for the entire basic education core curriculum consist solely of English. In Thailand, children generally enter Grade 1 at the age of 7 and finish Grade 6 at the age of 12. Some children may, in fact, start learning English at an earlier age. However, the age that children start learning English has been increasing around the globe as parents believe that the younger their children learn English the better children will acquire language easier and faster Graddol (2006). In addition, Thai government recognizes that English proficiency is necessary for Thai children. Today, English language teaching is fundamental for Thailand's basic education system (Foley, 2005). Moreover, the demand for English for young learner (EYL) has been increasing in many Asian context as English became a tool for communicating, exploring new knowledge, understanding a diversity of culture, visions of the world community and global issue Mackenzie (2008). In 1999 the reform of English language curriculum in Thailand was introduced in the new curriculum, English became a compulsory foreign language subject from the first grade Prapphal (2008) However, it is important for policy makers, educator and scholars to develop strategic of English language teaching policies and practices in order to catch up with the global trend for primary level English language education in other ASEAN nations.

2.3 English-medium instruction (EMI)

2.3.1 What is EMI?

English-medium instruction (EMI) refers to the use of English language to teach content subjects other than the English subject itself. It is usually offered in university degrees in higher education in countries where English is not the first language to achieve internationalization. (Macaro & Curle & Pun & An, Dearden, 2018, p.37). It is now a phenomenon that has been spread around the globe. The notion of EMI is based on content language integrated learning (CLIL) and bilingualism. Therefore, several universities and schools, both public and private, in many countries are adopting English as a medium instruction in their curriculum to meet globalization demands and improve English proficiency while maintaining high academic standards. EMI has been described as "the most significant trend in educational internationalization" (Macaro, 2015). It is assumed that adopting EMI helps to attract international students, prepare domestic students for the global labor market, raise the profile of the institution, facilitate domestic students' attendance to postgraduate degrees abroad, and improve domestic students' general English skills for the labor market and leads to academic success. (Doiz et al, 2011).

Today, EMI has been spread globally (Hu & Li, 2017) and has been fueled by globalization, including the flow of people, capital, knowledge, business, science, and technology. This has created a demand for a world lingua franca to communicate with each other, and English has become the global language (Coleman, 2006; Hu, 2018). Several factors have contributed to the increase of EMI in European countries, East Asian nations, and other national contexts. First, many countries view EMI as a key factor to enrich their countries, especially in science, technology, commerce, and education (Kweon & Kim, 2017). Moreover, ministries of education view EMI as an effective strategy to raise the quality of higher education and develop 21st-century skills in their students (Airey, Lauridsen, Räsänen, Salö, & Schwach, 2017,) and stakeholders promote EMI as a means of internationalizing tertiary education to attract international or domestic students (Wilkinson 2013). Indeed, several universities in Europe and Asia have implemented EMI to enhance the employability skills and the competitiveness of their graduates in global and domestic markets Hu, Li, & Lei, (2014)

2.3.2 English as a medium of instruction (EMI) in western countries

There has been a significant expansion of EMI in Europe decades. English increasingly becomes the language of higher education across Europe (Coleman, 2004). Within the period of five years between 2002 and 2007, English- medium provision across continental European higher education has increased dramatically. The increase in EMI provision in European HEIs results from the 1999 Bologna Declaration which established a European Higher Education Area (EHEA) for the fifty European countries to recognize qualifications from its member states. The purpose is to enable its citizens to seek education and employment opportunities in other European countries (European Commission, 2014). This policy of higher education ‘convergence’ and the move to the internationalization of higher education has encouraged the use of English as a popular medium of instruction in HEIs across Europe (Kirkpatrick, 2011a). The Council of Europe revealed that the use of EMI in classrooms had risen dramatically among the European Union (EU) since the Bologna process started in 1999 (Dafouz, Camacho & Urquia, 2014). The Bologna processes aimed to create a barrier-free European higher education to encourage scholars from other countries to study in European Universities and increase student’s mobility in the EU (Goodman, 2014). However, some have argued that EMI could threaten multilingualism and linguistics in Europe (Papatsiba, 2006). Nevertheless, EMI was adopted in the European context from 1999-2000 and several studies have examined its implementation in various European countries. For example, Goodman (2014) studied the impact of EMI on pedagogy in a private university in Ukraine and found that EMI affected teachers’ teaching performance, and even students with excellent English skills were sometimes unable to comprehend the textbook fully. Teachers also struggled with self-confidence and worried about their fluency, teaching styles, and speaking discourse when they had interactions with students in the class. Another study investigated the effectiveness of the use of English in terms of the acquisition of both language skills and academic content in Turkey (Sert, 2008). The study found that lecturers lacked the appropriate material and details to teach in English. In addition, less interaction between teachers and students was reported and the overall English proficiency of both lecturers and students influenced the use of EMI.

2.3.3 EMI in Eastern countries

East and South East Asia have adopted EMI in education, especially higher education including China, South Korea, Japan, Vietnam and Thailand has appeared to embrace EMI enthusiastically.

EMI in China

In China, the Chinese Ministry of Education issued a directive in 2001 to urge universities to use English as a medium of instruction in selective specializations including Information Technology, New Material Technology, Finance, Foreign Trade, Economics, and Law (Hu et al., 2014; Huang, 2006; Nunan, 2003). As China has advanced various educational reforms in recent decades to internationalize educational standard and to create a knowledge economy, the aim of these reforms was to develop the country into an international education hub to provide a better quality of education for Chinese youth. The Ministry of Education (MOE) of the People's Republic of China proposed a policy that universities should offer 5% to 10% of their courses bilingually in Chinese and English within three years (MOE, 2001) to enhance the quality of higher education in China. EMI was adopted in 2007 when the MOE and the Ministry of Finance (MOF) of China co-published principles for higher education reformation. Universities have been trying to promote a curriculum of bilingual education in order to respond to this initiative and, as such, many institutions now offer EMI programs. However, there have been difficulties in implementing EMI as academic staff university administrators and many instructors lacked the required English abilities (Du, 2002). Similarly, Hu, Li, and Lei (2014) conducted a case study of a long-standing EMI program for undergraduate students majoring in Business Administration. The study found that teacher is being limited, ineffective and inadequate while student also have challenge on English language as their proficiency and communicative competence are low and they have negative effect on learning subject content and English.

In addition, O'Sullivan (2018) conducted a case study on EMI in universities in China to illustrate the challenges and explore the perspectives of both English language and subject-specific teachers participating in this EMI reform. The findings revealed that the effectiveness of EMI was hindered by a lack of awareness by university

administration, the language ability of teachers and students, and pedagogical issues. Moreover, a study by Jiang, L., Zhang, L. J., & May, S. (2019) investigated subject teachers' perceptions and practices in EMI and students' motivation and needs in English learning. The findings show that English language teaching is used with underachievement and the teacher's perceptions limit students' knowledge. At the end of 2007, around 100 universities surrounding the Shanghai area offered bilingual courses, which required approximately 10,000 English-medium instructors (Fang, 2009). However, only 2,100 instructors were able to teach in both Chinese and English. This teacher shortage has become a major problem in adopting EMI in China.

EMI in Korea

In the 1990s, Korean universities started to offer an EMI program and, with support from the government throughout the mid-2000s, the number has significantly increased. Universities now provide over 30% of taught courses in English (Byun et al., 2013). For instance, in 2007, the Advanced Institute of Science and Technology (KAIST) had implemented EMI policy to all freshmen courses (Park & J.S.Y., 2009). In 2010, the Pohang University of Science and Technology (POSTECH) conducted 93% of lectures in English and were rated within the top ten universities in Korea. Piller and Cho (2013) described the trend of implementing EMI in Korea as a "relentless pursuit" and argued that university ranking had become a "measurement of internationalization". Kym, I., & Kym, M. H. (2014) conducted a research study on students' perceptions of EMI in higher education in Korea. The results of the analyses showed that students' overall level of satisfaction and ability to comprehend were significantly different according to the instructor's native language (native English speaker or non-native English speaker), background knowledge, and study-abroad experiences, but not related to any of the other factors. From these findings, pedagogical implications are briefly discussed and ways of maximizing the effects of EMI courses are also suggested. Another study by Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2011) examined the effectiveness of English medium instruction policy in Korean higher education. The results indicate that, although the EMI policy seems to have produced in general positive outcomes with the overall

satisfaction or its overall effectiveness in improving students' English proficiency, they, however, found that students and instructors' language proficiency still lack a much-needed support system and appropriate instructors to conduct EMI classes, the unilateral implementation of EMI and academic discipline which leads to negative side effects.

EMI in Japan

In Japan, English-medium education is part of Japan's national agenda of internationalization of higher education (Taguchi, 2014). EMI has traditionally been popular at Japanese private universities and exchange programs. Japan has been influenced by various factors during the growth of EMI during 1982 to 1987 as Japan allowed 100,000 international students to study on Japanese campuses (Umakoshi, 1997). The internationalization of Japanese universities was done with the intention to secure national relationship with neighboring countries, address trade imbalances, a desire for political influence regionally, and demonstrate Japan's position on the world stage (Ishikawa, 2011). However, this earlier vision of internationalization of higher education did not support EMI. In fact, Japanese language education programs and teacher training programs to increase the number of Japanese language teachers were prioritized in order to support incoming international students who would be earning their degrees in mainstream Japanese-medium academic programs (Ota, 2003). Since 2000, EMI is now seen as a necessary strategy for universities as part of sustaining Japan's socio-economic position in an increasingly globalized and competitive world market (Ishikawa, 2011). Globalization is a challenge that must be dealt with, and Japan's decreasing competitiveness on the global stage is seen as a crisis (Council for the Asian Gateway Initiative, 2007). In addition, Ogawa (2002) reports that, around the turn of the century, many Japanese universities became more flexible and open to reforms, including EMI, due to changes in administrative organization. Today, the number of university courses taught in English is increasing, as it is in many other countries around the world. Undergraduates can study academic content in English in just over 40% of Japan's 779 universities and can complete an entire degree via EMI in at least 40 universities (MBXT, 20rn.) The Japanese government views EMI as a key tool for internationalizing its higher education system (Hashimoto, 2017; MEXT,

2009a: Mulvey, 2010) and, over the past several years, they have implemented several policies that have both directly and indirectly contributed to the growth of EMI.

EMI in Vietnam

In the early 1990s, EMI was first introduced in Vietnam. Initially, English teaching programs involved national and foreign Higher Education Institutions (HEI; Nguyen et al., 2017) and, in 2000, the Vietnamese government developed and implemented a number of policies and methods, which led to the implementation of EMI by Vietnamese HEIs. Programs were delivered via EMI to raise the country's higher education quality and improving Vietnamese HEIs' international standing. This shift from Vietnamese to English is quite remarkable given earlier attitudes to English as "the language of the enemy" (Bui & Nguyen, 2016, p. 365). Instead, now English is seen as a key contributor to national industrialization and modernization global integration (Vietnamese Government, 2008a). Studies have been conducted to investigate the impact of EMI programs on students' language and academic achievement (Dafouz et al., 2014; Dafouz & Camacho, 2016), on teachers' and students' attitudes towards EMI implementation (Helm & Guarda, 2015; Hu & Lei, 2014; Le, 2017) and EMI policy and its practices (Airey et al., 2017; Ali, 2013; Nguyen et al., 2016). The findings revealed that stakeholders have positive attitudes towards the benefits of EMI, but the findings also revealed several problems which include misalignment between EMI policy goals and actual implementation, students' English proficiency, content lecturers' insufficient command of English, and a lack of policy guidelines on how to teach via EMI.

EMI in Thailand

The Thai Ministry of Education (MOE) has made efforts to internationalize higher education by allowing public and private universities to run international programs that adopted English as a medium of instruction. It is one of the strategies for promoting job-based skills among Thai student a focusing on improving English language abilities (Chalapati, 2007b). In Thailand, many researchers have conducted a study on EMI in several aspects. For example, Coffin (2014) studied the challenges and needs related to the professional development of EMI lecturers at a Thai university. The results showed that the university needs to provide a serious

systematic professional development for EMI lecturers on both action and policy. Similarly, Boonla (2018) investigated teachers' perceptions and needs related to EMI at a university in Thailand. The results showed that the majority of the subject teachers had positive opinions toward using EMI and over 90% agreed that English skills helped their students improve their subject knowledge. Moreover, over 85% of the subject teachers believed that using English in their classrooms could benefit their students. However, teachers were concerned about student proficiency. In addition, the teachers revealed that they needed to co-ordinate with English language teachers in order to effectively use English as a medium in their classrooms to improve students' English language proficiency. A recent case study by (Xu & Chuaychoowong 2017) was also conducted on beliefs and practices of EMI teachers teaching content-based subjects. The findings revealed that EMI teachers performed effectively however, their performance depended on the classroom size. Specifically, larger-sized classroom students can lack motivation. The teachers applied many methods and materials in the classroom to motivate these students and provided activities for students. Additionally, Hengsadeeikul, C., Koul, R., & Kaewkuekool, S. (2014) conducted a study which focused on motivational orientation and preference for English-medium programs in Thailand. They investigated the relationship between various measures of motivational orientation toward English language learning and students' preference for English-medium graduate programs. Data were collected from undergraduates. The results showed that the graduate and undergraduate program using EMI needs to take into consideration values and beliefs of students as potential adopters of EMI. The study sought evidence regarding the motivational profile of undergraduate students who preferred English-medium instruction and those who did not. It casts an instructive light on the backdrop for policy initiatives and curricular reforms regarding diffusion of English-medium instruction in institutions of higher education. Moreover, the study provides evidence that learning environments that strongly support integrative and mastery goals and minimize conditions that create language anxiety will encourage the desire to study in English-medium programs for higher education.

In summary, in Asia, the adoption of EMI in higher education is becoming a trend which attracts foreign students. It has been used to better equip domestic students for

careers and for economic competitiveness (Byun, Chu, Kim, Park, Kim, & Jung, 2011, p. 432). Moreover, according to Kirkpatrick, 2011, Asia has reshaped their education policies to internationalize. However, the implementation of EMI reflects both positive and negative effects. In China, there have been difficulties in implementing EMI as academic staff, university administrators, and many instructors lacked the required English abilities (Du, 2002). Similarly, in Korea, students' and instructors' language proficiency still lacks a much-needed support system and appropriate instructors to conduct EMI classes, and the unilateral implementation of EMI and academic discipline has led to negative side effects. While in Vietnam and Thailand, stakeholders have a positive perception on the benefit of EMI.

2.4 Advantages of EMI

Studies have highlighted the positive aspects of EMI, including social, linguistic, national, international and academic advantages. Specifically, EMI promotes linguistic development (Doiz & Lasagabaster, & Sierra, 2011), pedagogical effectiveness, academic advantages, global connectedness, acculturation (Sayarı, 2007), and also prepares students for similar experiences abroad (Alptekin & Tatar, 2011), leading them to be a world citizen (Alptekin & Tatar, 2011; Macaro & Akıncioğlu, 2018). EMI also improves local students' proficiency in a foreign language (Turhan & Kırkgöz, 2018), provides students with specialized language, access to references in the foreign language, improves students' work/career prospects (Brown, 2014; Macaro & Akıncioğlu, 2018; Turhan & Kırkgöz, 2018), facilitates the pursuit of postgraduate degrees abroad, attracts international students and teachers (Doiz & Lasagabaster & Sierra, 2011), motivates teachers and students (Lasagabaster, 2016), and offering more exposure to English and more chances to acquire it, bringing about cognitive advantages (İbrahim, 2001). Garut, S. T. K. I. P. S. (2017) claimed that EMI makes EFL students comfortable with speaking English, builds students' confidence to speak English, and makes EFL students understand more easily what people say in English. Moreover, Karvonen (2017) explored the opinions of the founders of two private international schools in Ethiopia regarding the benefits and challenges of EMI. The benefits of EMI were found to be divided into four main themes, including better accessibility of English materials, better

curriculum, better job and career development opportunities and a positive influence on the wider community and wider chances for a communication. Indeed, the founders mentioned that both the students and the teachers have better resources or references available in the English language. More specifically, they have access to many books written in English as well as the internet as a teaching aid for classes (e.g., YouTube videos). They also noted that EMI provided better curricula and teacher's guides' three respondents also reported better job opportunities and career development. In addition, Eckersley (2012) stated that in an EMI program, students performed better in their national English examination than the students who were enrolled in a non-EMI program. This proves that EMI offers many benefits for students in various aspects, including language proficiency development and opportunities for future career.

2.5 Disadvantages of EMI

Despite the various benefits described above, EMI also brings students different challenges in understanding lectures, textbook, course, materials, taking tests, exams, and participating in classroom discussion. Moreover, students with difficulties in comprehending lectures are one of the most common issues raised by EMI students whose native language is not English. These students are dissatisfied with the knowledge they have gained when English is used as a medium of instruction (Chang, 2010; Huang, 2009, 2012; Tatzl, 2011). However, low listening comprehension skills among EMI students also mean that students can fail to catch important points delivered in the lectures. Furthermore, students who are incompetent in speaking skills cannot explain their confusion by asking questions. Failing to read effectively can also result in the loss of details given by lecturers (Ibrahim, 2001). Even in top universities in China, professors or lecturers frequently have to summarize the learning content previously delivered in English language in order to help students better understand the lectures (Tong & Shi, 2012).

With regards to challenges in comprehending textbooks or course materials, Al-Bakri (2013) reports that reading textbooks written in English is one of the greatest challenges to students, which may be a result from a lack of vocabulary and academic knowledge. To comprehend the learning content, students have to look up new words

or vocabulary items using a dictionary and then translate the text into their native language. This is time-consuming and ineffective. Additionally, students report that unfamiliar words and terminology seriously prevented them from digesting the information provided in their textbooks (Keuk and Tith, 2013). Moreover, limited vocabulary and slow reading speed are two of the many reasons linked to the inability to understand the learning content (Chang, 2010) a "the level of difficulty of the English language used in the materials" is also one of the major causes of a low level of reading comprehension (Le, 2015, p. 14). In addition, taking tests and exams is another important challenge for EMI students. Students experience difficulties in comprehending exam questions (Al-Bakri, 2013) and report being unable to understand the questions thoroughly, or they misunderstood the questions (Sivaramana, Al Balushi,b and Rao,2014). As a result, the students cannot answer the questions even if they gain sufficient knowledge in their mother tongue. Moreover, those who are able to understand the questions cannot answer them in detail due to the lack of English language proficiency (Le, 2015).

Furthermore, being unsure of how academic words and terms are spelled also makes students hesitant to express their ideas academically which results in low grades. According to Doiz, Lasagabaster, & Sierra (2012), students also encounter challenges in taking part in classroom discussions. Students with low English competence find it hard to express themselves and they are unwilling to pose questions. Moreover, they are discouraged to create and maintain interpersonal relationship with their peers and lecturers. In such circumstances, a classroom is for studying academic subjects and developing cognitive skills, not for developing social skills, which restrains social functions of the language (Ibrahim, 2001). Similarly, it has also been shown that students cannot maintain a conversation over a long period of time (Sivaramana et al., 2014). A study by Al-Bakri (2013) found that low language-ability students face the problem of low self-esteem, which prevents them from taking part in communication. According to Kagwesag (2012), students admitted that they were shy and hesitant to make mistakes. Similarly, Wu (2006) also found that low English proficiency makes EMI students feel it is difficult to understand the course content, stopping students from expressing themselves smoothly in class, and discouraging discussion and interaction between professors and students. Moreover, Noom-ura (2013) also found

that the problems concerning students' English proficiency and insufficient background of the language were ranked at a high level of problems that English teachers faced. In addition, it is similar to the findings of Gandara, Jolly and Driscoll (2005) that the English teachers faced problems with English language proficiency and the background knowledge of students.

2.6 Previous studies

2.6.1 Previous studies on teacher's perception of EMI in EFL context

Perception refers to the interpretation based on one's understanding (Concise Oxford Dictionary, 1995, p. 1014). In the current study, perception refers to the awareness or realization gained from teachers' experiences in adopting EMI in a Thai EFL context as well as teachers' definitions of EMI. Several studies have been widely conducted on teachers' perception of EMI in a global context. For example, in Pakistan, a study by Khan (2013) investigated teachers' perceptions of EMI policy and practice. It was found that although EMI is accepted as compulsory for post-graduate study, it is not yet fully implemented due to the challenge of multilingualism and cultural diversity and ethnicity.

Moreover, in a Turkish EFL context, Başıbek; Dolmacı; Cengiz; Bür; Dilek & Kara (2014) investigated the perceptions of 63 EMI lecturers at engineering departments. The findings indicated that Turkish lecturers using partial EMI at two Turkish state universities are more favorable to the idea of adopting English as an instructional medium rather than using Turkish language. They agree that using English as a medium of instruction can promote learners to be more successful in terms of both their academic or social environments and their business lives after university. Moreover, the lecturers reported no concerns about EMI in higher education and believed that, by using EMI, learners could make use of their fields of study more since they could access all the resources in English. However, the lecturers agreed that learners are not proficient enough to learn subject matters in English. Therefore, they believe that lecturing in Turkish provides a more in depth and more precise understanding in terms of the content as lecturing in the mother tongue helps learners acquire enough knowledge about the content.

Furthermore, Tilahun (2015) also investigated science teachers' perceptions of EMI in one university in Pakistan. The study found that more than half of the participants

believed EMI determined their ability to meet their global and future need. Less than half of the participants expressed dissatisfaction related to the use of EMI in teaching and learning processes in the classroom.

Similarly, in Iranian EFL context, Zare-ee & Hejazi (2017) conducted research on teachers' views on English as the medium of instruction EMI in higher education institution. They investigated 60 university teachers who were randomly selected from the faculties of Humanities, Science, and Engineering using a cross-sectional survey, questionnaire, and structured interview. The study revealed that students had low English proficiency and experienced problems with translating technical terms. Moreover, 80% of the university teachers reported that it was easier for them to teach non-language subjects e.g., Physics, Mathematics in English than in Persian due to the fact that most content area teachers tend to work with articles and textbooks originally written in English. Overall, teachers expressed reasons both for and against EMI that related to academic, cultural, technological, social, and economic dimensions.

Erliana (2018) examined seven English teachers' perceptions of EMI in EFL classes at two secondary high schools in Indonesia. Through classroom observation, interviews and questionnaires, the study found no effect of EMI within an EFL context. Nevertheless, the English teachers had positive responses toward EMI and awareness toward the importance of providing English instruction. Teachers also believed that EMI was very beneficial and providing benefits from listening to the teachers' speaking and imitating how to speak English well. The teachers also said that it would push the students to learn English faster.

In a Thai EFL context, Boonla (2018) also investigated teachers' perceptions and needs related to EMI at a university in Thailand. The results showed that the majority of the subject teachers had positive opinions toward using EMI and over 90% agreed that English skills helped their students improve their subject knowledge. Moreover, over 85% of the subject teachers believed that using English in their classrooms could benefit their students. However, teachers were concerned about student proficiency. In addition, the teachers revealed that they needed to co-ordinate with English language teachers in order to effectively use English as a medium in their classrooms to improve students' English language proficiency.

Furthermore, Jiang, Zhang & May (2019) conducted a classroom- based investigation on implementing EMI in China and focused on teachers' practices and perception, and students' learning motivation and needs. The data were obtained from nine classroom observations, three post-observation interviews and a questionnaire survey. The findings showed that effective instruction was maintained via deploying pragmatic strategies, Due to aforementioned studies, teacher's perceptions have a huge impact on promoting and developing EMI and contribute more understanding of EMI along with a guideline to adopt EMI in Thai EFL context.

2.6.2 Previous studies on the challenges of EMI

Apart from the effectiveness of EMI, the challenges regarding adopting were also found in the prior research reports. A previous research has suggested four main challenges emerged when applying EMI such as students' language abilities, teachers' abilities, resources and facilities, classroom size, and lack of support.

Challenge on student's language ability

Wu (2006) found that low English proficiency makes EMI students feel it is difficult to understand the course content, stopping students from expressing themselves smoothly in class, and discouraging discussion and interaction between professors and students. Moreover, a study by Byun et al. (2011) reported that students also experienced difficulties with their English communication and reading assignments because of unfamiliar vocabulary.

Similarly, Al-Bakri (2013) also showed that students are challenged by their limited proficiency when reading textbooks written in English, and this is one of the greatest challenges to students, which may be a result from a lack of vocabulary and academic knowledge.

Keuk and Tith (2013) also noted that students report unfamiliar words and terminology which seriously prevented them from understanding the information provided in their textbook.

In addition, Noom-ura (2013) also found that the problems concerning students' English proficiency and insufficient background of the language were ranked at a high level of problems that English teachers faced. However, students are found to have problem with language proficiency whereas the English teachers face problems with

English language proficiency and the background knowledge of students. It can be said that it is common for teachers to encounter challenges with students' language proficiency and students' background knowledge.

Challenge on teacher's ability

According to Ayvazo & Ward, (2011); Iserbyt et al., (2020); Kim, 2015; Kim & Ko, (2020); Ward, Kim, Ko, & Li, (2015), they all stated that teachers who lack content knowledge struggle to design appropriate tasks to facilitate students learning.

Challenge on resources and facilities

In Turkey, Sert (2008) found that lecturers lacked appropriate teaching materials. In addition, there is less interaction between teachers and students, due to the English proficiency of both lecturers and students, also influenced the use of EMI. Moreover, according to Vu, N. T., & Burns, A. (2014) found that lecturers struggled to find effective teaching methods and feel that little pedagogical support was available to them which indicated that Thai EFL teachers struggle in preparing and creating their own teaching materials. Nonetheless, this challenge can cause a large workload for teaching, and it can affect their teaching performance and motivation.

Challenge on classroom size

Xu and Chuaychoowong (2017) revealed that classroom size was a limitation for teacher's performance, especially in big sized classrooms. Students did not have strong motivation to interact with the teacher. They were distracted by other things easily, such as playing on their phone or chatting with friends.

Lack of support

In Thai EFL context, Coffin (2014) pointed out that teachers have a lack of support from universities. Universities need to provide a serious systematic professional development for EMI lecturers in terms of both action and policy. Furthermore, Hu (2016) also concludes that teacher express their concern about the implementation of EMI due to the lack of support as well as challenges for both teaching and learning.

2.7 Summary of this Chapter

This chapter reviews important concepts pertaining to EMI, in both global and Thai context. Previous studies on EMI are also discussed to lay a foundation for understanding the historical developments of research on EMI. With such a comprehensive review, it is expected that the reader get a better understanding of where this study come from.



CHAPTER III

RESEARCH METHODS

This chapter describes the research design and methodology used in this study. It also presents the procedures for data collection and data analysis. The stages for the instrumentation plan and research procedures are described. Researcher's positionality and ethical consideration are also included.

3.1 Participants and Setting

The participants in this study were three Thai teachers who were drawn from a convenience sampling of the researcher's former colleagues. The participants were teachers who taught in the intensive English program with the use of English as a medium of instruction in subjects such as mathematics and science at a private primary school in the Northeastern part of Thailand. The researcher collected data from these teachers as they were the most convenient to access. They had been teaching English at this school for more than three years. The school consisted of approximately 1,500 students. However, only 750 students were enrolled in the intensive English program where English was used as medium of instruction. The students in the Intensive English Program had to pay extra tuition fees. The curriculum of this program allowed students to study content subjects such as math and science in English. The information about the participants is described below:

- The first teacher, Skyla, was a female teacher. She had experience in using EMI for four years. She taught math, science and English through English. Her students were primary 1 and 3. At this level, she claimed that at the beginning using English as a medium of instruction was difficult for primary 1. She had used several techniques in teaching and selecting materials. However, student in primary 3 have better understanding in class and most of the student in this class could communicate.
- The second teacher is Nicholas. He was a male teacher teaching in the intensive program for 5 years. He taught students in primary 2, 5 and 6 in both math and science. At this level, students tended to have a high proficiency in English. They could interact with the teacher in class. They could communicate in basic conversations and understood the content of the subjects

as the teacher always taught them essential vocabulary and encouraged them to speak in class.

- The third teacher, Jasmine, was female teacher with 5 years of experience in using EMI. She finished her master's degree in arts in Thailand. She taught Math and science in primary 3 and 4 using English as a medium of instruction. Using this teaching approach, she noticed that at the end of semester students developed a better command in speaking English.

3.2 Research Instruments

Two research instruments were used to investigate teacher's perception on EMI and challenges teachers encountered while using EMI in Thai EFL classrooms. The instruments consisted of teacher's journal, and semi-structured interviews. The description of each instrument is being discussed below.

3.2.1 Teacher's Journal

In this study, a teacher's journal was one of the instruments used to examine teacher's perception and challenges that teachers encountered. The data obtained from teacher's journal was analyzed and used to support the data collected from the semi-structured interviews. The teacher's journal was an essential tool to help reflect on how the teacher conducted the class, how they prepared the lessons, what challenges they met in class, what teachers did in class to improve students' understanding, what teaching techniques they used, what problems they had in class, how they solved the problems, and what problems the teachers were unable to solve in adopting EMI. The participants were asked to write a daily journal about using EMI in their classroom. Therefore, the researcher designed the form for the journal and asks the teacher to respond to the question in the journal.

3.2.2 Semi-structured Interviews

Semi-structured interviews were conducted as an instrument for collecting in-depth qualitative data. Three teachers who used EMI in primary school were selected for semi-structured interviews. The teachers were asked to provide information about their perceptions of EMI as well as challenges of EMI in the Thai EFL classrooms. The interviews were conducted in Thai in order to put the participants at ease since both the researcher and the participants were all Thai. An individual interview for

each teacher lasted about 40-50 minutes. The interviews were conducted base on the participants' convenience.

The semi-structured interviews revealed the perceptions of these teachers towards EMI. To guide the interview, the researcher followed a semi-structured protocol which focused on the following two questions (1) what are the teachers' perceptions of EMI in a Thai EFL context? (2) What are some of the challenges teachers encounter in adopting EMI in a Thai EFL context? Moreover, other questions were allowed to emerge during the interview in order to gain a more in-depth understanding from the participants.

3.3 Data Collection Procedure

The study was conducted using a case study approach. Teacher's journals and semi-structured interviews were employed in order to investigate the teachers' perceptions and the challenges of teaching in a Thai EFL classroom. The researcher contacted the participants in order to get permission to collect the data from them about using English as a medium of instruction and they were selected by convenience sampling. The participants were asked to write a journal for three classes. Next, the semi-structured interviews were also used to answer the questions related to the perception of English as a medium for instruction and the challenges of implementing EMI. Wilkinson and Birmingham (2003, p. 44) stated that, "while other instruments focus on the surface elements of what is happening, interviews give the research more of an insight into the meaning and significance of what is happening. Besides, interviews allow participants to "discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view" (Cohen et al., 2007, p. 347). Semi-structured interviews allow the interviewer to apply a structural framework for the interview with a list of themes or main questions to be covered while at the same time provide the interviewer some flexibility to expand the questions and to fully explore issues that may arise during the interview (Freebody, 2003; McDonough and McDonough, 1997).

In this study, the semi-structured interviews were conducted to elicit information about EMI in the EFL context about teachers' perceptions and challenges in adopting EMI in the Thai EFL context. The framework was suggested by Zare-ee A., & Hejazi,

S. Y. (2017). The interviews were conducted in Thai language in order to put the participants at ease since the researcher and the participants were all Thai. The interviews were audio recorded. Immediately after the interview, the recordings were transcribed from Thai to English. The transcriptions were then brought back to the participants for verification. In doing so, the trustworthiness of the interview was established.

3.4 Data Analysis

The data collected from the teacher's journals and the recorded interviews were transcribed and coded by using content analysis in order to gain more understanding and perspectives. The data collected from the teacher's journal and the semi-structured interviews were triangulated in order to interrogate different ways of understanding the situation. The transcriptions were coded into themes as the findings of this study. At the final stage, the researcher sent the transcription and theme to the three participants for member checking in order to check trustworthiness and confirm a reliability of the findings.

3.5 Researcher's Positionality

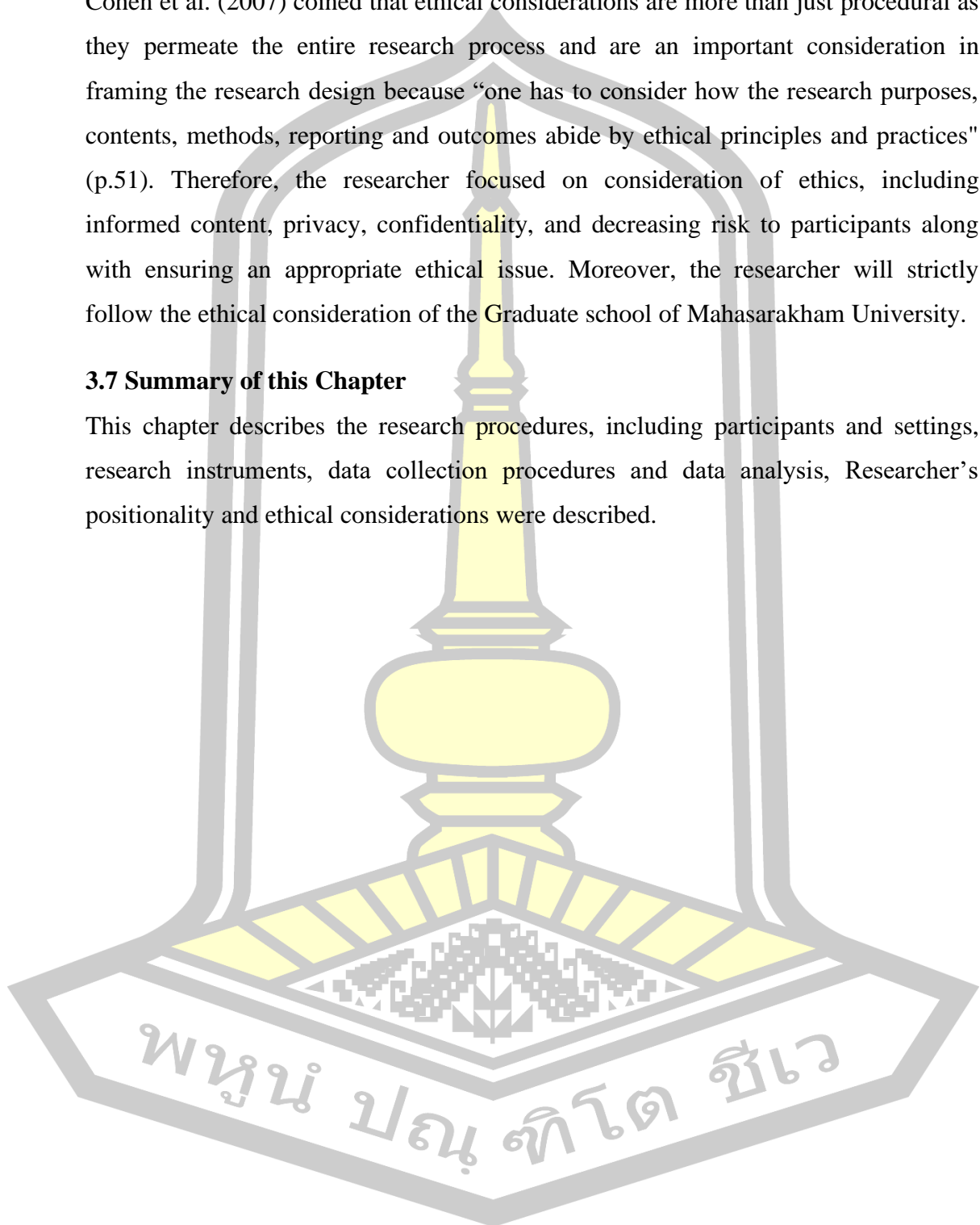
According to Savin-Baden & Major, (2013) positionality "reflects the position that the researcher has chosen to adopt within a given research study" It influences how research is conducted, its outcomes, and results (Rowe, 2014). Some aspects of positionality are being fixed, for example, gender, race, skin-color, nationality. Others, such as political views, personal life-history, and experiences, are more fluid, subjective, and contextual (Chiseri-Strater, 1996). In this study, the researcher had personal experience as a former English teacher who used English as a medium of instruction in an intensive English program and was a former colleague of the participants. Therefore, this position might, may, or have, directly or indirectly influenced the design, execution, and interpretation of the research data findings (Greenbank, 2003, May & Perry, 2017)

3.6 Ethical Considerations

Cohen et al. (2007) coined that ethical considerations are more than just procedural as they permeate the entire research process and are an important consideration in framing the research design because “one has to consider how the research purposes, contents, methods, reporting and outcomes abide by ethical principles and practices” (p.51). Therefore, the researcher focused on consideration of ethics, including informed content, privacy, confidentiality, and decreasing risk to participants along with ensuring an appropriate ethical issue. Moreover, the researcher will strictly follow the ethical consideration of the Graduate school of Mahasarakham University.

3.7 Summary of this Chapter

This chapter describes the research procedures, including participants and settings, research instruments, data collection procedures and data analysis, Researcher’s positionality and ethical considerations were described.



CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the findings of the study. A content analysis was performed on the data collected from teacher's journals and semi-structured interviews. The results revealed the participants' perceptions as well as the opportunities and challenges teachers experience when developing EMI in Thai EFL classroom.

4.1 Research question 1: What are the teachers' perceptions towards EMI in Thai EFL classroom?

This research question investigated teachers' perceptions on adopting EMI in a Thai EFL classroom by conducting semi-structured interviews with the teachers. The semi-structured interview was recorded, transcribed, and submitted to a thematic analysis. A thematic analysis is defined as "a method for identifying, analyzing and reporting patterns within data" (Raun and Clarke, 2006, p. 79). This analysis revealed three main themes related to teacher's perceptions of EMI: 1) educational advantage, 2) speaking confidence, and 3) preparation for international society.

Educational Advantage

Educational advantage was one of the leading themes regarding teachers' perceptions in adopting EMI. The participants in this current study perceived EMI as a beneficial approach for students as it helps to develop students' abilities in many ways. They revealed that adopting EMI in a Thai EFL primary classroom improves student's language skills including speaking and listening skills. Moreover, students who are in an EMI class improves their knowledge of vocabulary, students have more chances to be exposed to English and are encouraged to speak English as they have more accessible English sources. In addition, the participants also think that EMI will provide an opportunity for students in the future and prepare them to study abroad, to be a global citizen, or for in demand careers that need English speakers. The excerpt below showed the participants claimed:

Participants	Excerpts
Skyla	<p>Interview Excerpt 1</p>
	<p><i>“I think EMI can be an education advantage for students in many ways including, more opportunities for students to have exposure to English, increasing student’s language proficiency, increasing vocabulary knowledge and improving students speaking and listening skills. Moreover, I think EMI encourage students to use English in real life situations...”</i></p>
Nicholas	<p>Interview Excerpt 2</p>
	<p><i>“I think adopting EMI in Thai EFL classroom is obviously a benefit for students especially learning English at a young age, students can learn faster and better. Moreover, leaning math and science in English not only improve student’s vocabulary, but also improves their English proficiency and leads the students to have a better opportunity for their future study. Besides, today, English is very important, and it is widely used around the globe I think students who are in an EMI class will be ready for study aboard and meet the demand for a career that needs an English speaker. In addition, I think EMI helps students to have accessibility of English sources and materials...”</i></p>
Jasmine	<p>Interview Excerpt 3</p>
	<p><i>“In my opinion, I consider EMI as a beneficial approach, there are many advantages such as a way to improve student’s language proficiency including: speaking and listening skills. Students in an EMI class are encouraged to speak English and they learn new vocabulary every day. Students get expose to English more than usual as this class uses 100 percent English. Textbooks and teaching materials are all in English. I also think that EMI will help student to have a good career in the future.</i></p>

The excerpts above illustrate that participants perceived EMI as an educational advantage for student learning as it helps to improve language skills and proficiency, especially listening and speaking skills. In addition, students are exposed to English every day and they have access to various English sources and materials. The teachers also reported that EMI led students to have better opportunities in the future and better career prospects. Several studies have also found that teachers have positive perceptions of EMI. For example, Erliana (2018) found that Teachers believed that EMI was very beneficial and provided benefits from listening to the teachers' speaking and imitating how to speak English well. The teachers also said that *"it would push the students to learn English faster"*. Moreover, Başibek; Dolmacı; Cengiz; Bür; Dilek & Kara, (2014) also found that English as a medium of instruction can promote learners to be more successful in terms of both their academic or social environments and their business lives after university. Furthermore, Skyla also said that *"students who are in an EMI class can do well on a national test as well"* this aligns with the study by Eckersley (2012), who found that the EMI program student performed better in their national English examination than a student who was enrolled in a non-EMI program. While Wu (2006) showed that most students, even those who confessed that they did not have a good command of English, thought that EMI was an effective language policy. Tilahun (2015) found that the participants believed EMI determined ability to meet their global and future needs. In addition, Jasmine thinks that *"EMI will help student to have a good career in the future"*. Which similar with Dearden (2014) he argued that English as a Medium of Instruction is considered a way to internationalize educational offerings in order to create opportunities for the students to join the global academic and business communities.

Speaking Confidence

The second theme that emerged related to speaking confidence. The participants agreed that EMI improves students' confidence and also offers more exposure to English and more opportunities to practice their English. According to the interviews and teachers' journals, teachers perceived EMI as a means to improve student English proficiency. The results indicated that EMI enhanced student's confidence in speaking English. According to Thornbury (2005), speaking skills need to be developed and

practiced independently from the other aspects of language, such as grammar and listening. In this study the participants revealed that the students in an EMI class have more exposure to English. Students are encouraged to speak English. The result also suggested that in an EMI class student tend to speak English confidently, students are willing to participate, and want to answer questions. Besides, EMI helps to boost students' confidence. Students tend to speak more, and their speaking skills are improved. The excerpt below shows the teachers' perception of student's confidence:

Participants	Excerpts
Skyla	<p>Teacher's journal excerpt 1</p>
	<p>In this class, students learn about income, expenses and total balance. Students are very energetic. When the teacher asks to check students understanding, everyone participate well, they can answer the question very loudly and clearly. During exercise sessions, some students raise their hands to ask questions about what they don't understand in English and are confident in answering questions and lessons. Everyone scrambles to answer the questions.</p>
	<p>Interview Excerpt 1</p> <p><i>"They feel more confident about speaking English. They are not afraid to ask questions. They are trying to speak more when they have the chance. I think EMI is very helpful in improving student's language skills as they try to communicate."</i></p>
Nicholas	<p>Teacher's journal excerpt 2</p>
	<p>Students in this class are very cooperative, today I uses a song to teach vocabulary, everyone sang very loudly, when I asked them a question, they all raised their hands to answer. I can notice from the evaluation that their speaking skills are improved, and they have more confidence as I warm up with them, I tried to make the class fun and relaxing.</p>
	<p>Interview Excerpt 2</p>

“I think that with the use of English in an EMI class student have exposure to English and have confidence in speaking English, they have more chances to speak and express themselves. Students get to learn new vocabulary every day and I always repeat the lesson and vocabulary. I think students will absorb more by listening and speaking in class”

Teacher’s journal excerpt 3

The atmosphere in the classroom is quite neat. The students are interested in studying. When the teacher asks questions, students can answer the questions...”

Interview Excerpt 3

Jasmine

“In my opinion, students who are in an EMI class have confidence in speaking English. It is inevitable to say that EMI has actually motivated students learning and improved students’ confidence in speaking English. From my experience, students will try to ask questions or answer questions in English even when they don’t know all the words, but at least they have tried.”

As shown above, the participants reported that students in an EMI class are more confident in speaking English. Students were willing to engage with teacher, they enjoyed class and were motivated to answer questions and speak in English. Moreover, the participants reported that EMI helps to build students’ speaking confidence and improve their speaking skills as the students often tried to use English to communicate with teacher. Overall, these results indicate that EMI improves students’ speaking skills and confidence in speaking English. This result is consistent with a previous study by Garut, S. T. K. I. P. S. (2017) they state EMI make EFL students comfortable with speaking English, builds students’ confidence to speak English, and make EFL students understand more easily what people say in English. In summary, the present results indicated that EMI enhances student’s confidence in speaking as students has more exposure to English which can be one of the key factors to adopt EMI in a Thai EFL context successfully.

Preparation for International Society

The analysis of the semi structured interviews also indicated that the participants perceived EMI as a preparation for international society. The participants reported that students who are in an EMI class are prepared for the international community; they agreed that EMI helps students to improve in many ways such as for study abroad or for study at an advanced level. The participants also stated that adopting EMI in the primary level will enhance students learning and their English competence. Besides, they also noted that EMI is a tool to prepare students for the 21st century where everyone speaks English and EMI seems to guarantee students' future academic success. The following excerpt revealed the teachers' perceptions of EMI with regards to how EMI is perceived as a preparation for international society.

Participants	Excerpts
	<p>Interview Excerpt 1</p> <p><i>"Students who are in EMI classes are prepared for an international standard. I think EMI helps students to improve in many ways. For example, when they do the National Test, they can do it well, they improve their language proficiency. In this globalization era, everyone uses English to communicate; I think EMI helps students to prepare to be a global citizen"</i></p>
Skyla	
	<p>Interview Excerpt 2</p> <p><i>"Learning math and science since primary level will help student to prepare themselves for study abroad or at an advanced level. It will definitely help develop both students' written and spoken skills. In the meantime, student absorbs some technical vocabulary or terms in science and math as well."</i></p>
Nicholas	

Interview Excerpt 3

Jasmine

“It is preparing students to be ready for the 21st century and it seems to guarantee their academic success in the future. Moreover, I think EMI also prepares them to get a demanding career in the global market”

As shown in the interview extracts above, the participants described the long-term benefit of EMI as preparation for the international community. According to Tsuneyoshi (2005), EMI has gained popularity as one of the most effective strategies for coping with internationalization. The result of this study revealed that teachers perceived EMI as a preparation for the international community as EMI provides students with educational support for their further study and future career. This is similar to a study by Dearden (2014), he stated that EMI is considered as a way to internationalize their educational offering, and to create opportunities for the students to join the global academic, and business communities. This result is also consistent with several previous studies showing that many governments and students who believe that EMI will make them more attractive in the global employment market (Galloway, 2017). Similarly, Macaro (2015) described EMI as the most significant educational internationalization trend as it provides students with double benefits: subject knowledge and English language skills. Moreover, Başibek, Dolmacı, Cengiz, Bür, Dilek & Kara (2014) found that Turkish lecturers agreed that using English as a medium of instruction could promote learners to be more successful in terms of their academic or social environments and in their careers post-university. These findings indicated that the EFL teacher perceived EMI as a preparation for international society which prepared students to be a global citizen.

4.2 Research question 2: What are challenges teachers encounter in adopting EMI in Thai EFL classroom?

Despite the above-mentioned positive aspects of EMI in many studies, a challenge for implementing EMI can be found. In this study, a qualitative analysis of the findings indicted that the participants encounter five main challenges in adopting EMI in a Thai EFL classroom including: students language proficiency, large classroom size,

lack of teaching materials, lack of teacher's content knowledge and lack of support. Indeed, these five challenges illustrate the challenges teacher's encounter of adopting EMI in a Thai EFL classroom.

Student Language Proficiency

Unsurprisingly, the concern most often expressed is about the students' English language proficiency and the lecturers' proficiency, or both. The current study investigated teachers' challenges in adopting EMI in a Thai EFL context in primary school. According to the findings of this challenge as related to students, was the challenge concerning students' English proficiency. The participants revealed that most students in an EMI class have low English proficiency which led to a challenge in adopting EMI. Moreover, Students English proficiency can be one of the major disadvantages of learning in an EMI classroom. For example, the participants reported that:

Participants	Excerpts
Skyla	Interview Excerpt 1
	<i>"Most students have low English proficiency. I think students' English proficiency is one of the main reasons that adopting EMI in Thailand is challenging. Textbooks, and teaching materials are in English, and with the teacher also only speaking English most of the time students don't understand the content and what the teacher says"</i>
Nicholas	Interview Excerpt 2
	<i>"Most students have low English proficiency. EMI can be difficult for students which may cause some problems. For example, students don't want to study because they don't understand, they feel embarrassed when they can't do the task in class, and they have low self-esteem when speaking English. However, some students can learn very fast, but some are very slow."</i>

Interview Excerpt 3

Jasmine

“Students English proficiency can be one of the major disadvantages of learning in an EMI classroom. Sometimes, the content is too difficult for students. However, I think using English as a medium to instruct math and science is designed for students who have well to high English proficiency and skills. But for those who have low English proficiency it is challenging for the teacher because they can’t communicate, understand, and follow the lesson”

According to the excerpt above, students’ English proficiency can be one of the significant factors that challenge both teachers and students. A teacher also mentioned that *“I think using English as a medium to instruct math and science is designed for students who have well to high English proficiency and skills.”* They claimed that EMI is somewhat effective with students who are adequate with English. This finding was similar to previous research which suggested that insufficient English proficiency among EMI students is one of the most regular obstacles of EMI implementation. For example, Al-Bakri (2013) also reports that reading textbooks written in English is one of the greatest challenges to students, which may result from a lack of vocabulary and academic knowledge. In this study, the teacher conducted a class which used 100 percent English, the students might encounter a challenge which can demotivate the students to learn and struggle with regards to their English proficiency. According to Keuk and Tith (2013) who noted that students report unfamiliar words and terminology seriously prevented them from digesting the information provided in their textbook. Similarly, Wu (2006) found that low English proficiency makes EMI students feel it is difficult to understand the course content, stopping students from expressing themselves smoothly in class, and discouraging discussion and interaction between professors and students. Moreover, Noom-ura (2013) also found that the problems concerning students’ English proficiency and insufficient background of the language were ranked at a high level of problems that English teachers faced. As seen from the excerpt above Skyla and Nicholas stated that *“Most students have low English proficiency.”* In addition, it is similar to the findings of Gandara, Jolly and

Driscoll (2005) that the English teachers faced problems with English language proficiency and the background knowledge of students. It can be said that it is common for teachers to encounter challenges with students' language proficiency and students' background knowledge. However, when the teacher provides guidance, students will take risk to speak and achieve goals teacher set.

Large Classroom Size

The second theme shared by the participants was the size of the classroom. According to the interviews, all participants revealed that the current classroom size is too big (~45 students) for effective EMI instruction as it limits classroom activities. The findings also reveal that the size of classrooms was another challenge that teachers encounter. According to Bahanshal, D. A. (2013), it was noted that student's performance is unsatisfactory due to the fact that there are a large number of students in one class, and they wish for the number to be reduced. According to the interview and classroom observation, the participants revealed that the classroom size is too big, consisting of 45 students. Moreover, the participants also reported that they encounter challenge in creating classroom activities and they find it challenging to control the classroom. Thus, this number of students might lead to the ineffective situation in class. However, the effect of class size on teaching and learning English as a foreign language (EFL) has been a contentious debate among researchers for a long time. The excerpts below highlight this part of the teachers' reports:

Participants	Excerpts
Teacher's journals excerpt 1	
Skyla	I had a game for students today. However, the class is very disorganized when I let students to come out as a team
Interview Excerpt 1	
<i>"Everyone wants to be a part of activities, sometimes, I have to choose volunteers and some students are not happy about it. Sometimes when we are doing activities students scream, shout and play. Due to the classroom size of 45 students, it is very big and it's hard to have control and focus."</i>	

Teacher's journals excerpt 2

I taught math today and it might be a little difficult for some students. I tried to walk around to check if my students can do the exercise; some students really need my help to explain one on one. However, I cannot do that because I have to control the whole class and students get very loud.

Interview Excerpt 2

Nicholas

"I think the challenge in creating classroom activities is classroom size. We have around 45 students in each class, and it is very difficult to do activities. Some students want to be a part of the game, but due to size of the classroom we don't have time for everyone to do all activities. Another challenge is that it is very difficult to control the class and help students, I think a big classroom causes ineffective teaching performance and students are less engaged."

Teacher's journals excerpt 3

The classroom environment was disorganized today; students talked, played, and didn't listen. I had to do ice breaking activities before the start of the lesson.

Interview Excerpt 3

Jasmine

"The classroom size also affects the way the classroom is conducted as well because the large amount of students is difficult to control. Especially the students who are sitting in the back of the classroom. The class that we have now is quite big; I find it difficult to control. Sometimes students talk and play. Sometimes when students need help, I cannot fully help them because I have to take care of the whole class."

In my point of view, a smaller size of classroom would be nice to teach. I can control the student's way better than the big sized classroom. Speaking of a small sized classroom, it's easier to remember students' names, get to

know them one by one, help some students to learn, and explain the exercise in case they don't understand. Moreover, while I am teaching I can fully focus on each of students. One of the pros is students are quiet mostly, not playing around or talking louder because the whole class will hear where the noise comes from."

As shown in the excerpts above, the participants agreed that the classroom size is too big for adopting EMI in Thai EFL context as the teacher needs to facilitate students learning while also planning strategies, techniques, and activities for the classroom. Classroom size was another challenge they encounter in adopting EMI which caused ineffective learning and leads to a dissatisfied outcome. Moreover, all participants also revealed that they face difficulties in conducting classes which caused problems for their teaching performance. It can be explained that large classroom size was a major factor that affected student's responses and distracts students. The more responses from students, the higher the efficiency of the class. A previous study reported that classroom size was a limitation for teacher's performance especially in big sized classrooms, students did not have strong motivation to interact with the teacher, and they were distracted by other things easily, such as playing on their phone or chatting with friends (Xu and Chuaychoowong, 2017). For instance, Jasmine reported that *"The class that we have now is quite big, I find it difficult to control. Sometimes students talk and play."*

Lack of Teaching Material

Another theme shared by participants related to teaching materials. The participants stated that EMI requires that they prepare a large number of teaching materials. Moreover, teachers must carefully consider the details of the materials and be creative. The participants revealed that they have a challenge with teaching materials. The participants reported that the teaching materials for EMI are not on the market, they must create it by themselves, this takes a considerable amount of time which caused them to feel miserable when preparing teaching materials as they must prepare many things and they teach many subjects and levels. The excerpts below illustrated the teachers' lack of teaching materials:

Participants

Excerpts

Interview Excerpt 1

Skyla

“Teaching materials for EMI classes are not on the market, teachers have to create it by themselves. I always have a hard time preparing teaching materials because it takes time. In order to facilitate students learning, especially for young children, I have to prepare a large amount of paper flash card and pictures. Moreover, for the PowerPoint slides I have to make it easy to understand and interesting. I always have a hard time on that because I’m not very good that creating PowerPoint slides.”

Interview Excerpt 2

Nicholas

“I have to teach many levels and three subjects; it is very challenging and miserable for me to prepare teaching materials. I have to prepare pictures, flash cards, PowerPoint, video and sometimes need an authentic material to facilitate students learning and understanding in the lesson. Those materials take a lot of time because I have to be very creative and delicate in order make my teaching materials effective for students. For example, pictures have to be big, PowerPoint has to be interesting for kids, put something that can move, pictures of famous singer or cartoon etc. we cannot find these teaching materials anywhere, we have to create ones that match the book”

Interview Excerpt 3

Jasmine

“This is one of the challenges for teacher in adopting EMI in Thai classrooms. Preparing teaching materials takes a long time and I have to prepare many teaching materials as I teach many subjects and levels. Sometimes, I just don’t want to do it because it is time consuming, I have to sleep late every night preparing materials. I have to look for videos, pictures and make an interesting PowerPoint for the students. Teaching with EMI you cannot go to class with one marker.

I have to be well prepared with everything but sometimes it is tiring as I have to teach many classes. Sometimes, I cannot focus on preparing teaching materials which then effects the students learning”

As detailed in the interview extracts, the participants reported that they teach several education levels and they have little time to prepare teaching materials. Moreover, some participants also revealed that it is difficult to find authentic material and that prepare interesting teaching materials is too time consuming. However, this in line with Vu, N. T., & Burns, A. (2014) they found that lecturers struggled to find effective teaching methods and feel that little pedagogical support was available to them which indicated that Thai EFL teachers have to struggle in preparing and creating their own teaching materials. However, as Skyla stated that sometimes, “*we cannot find these teaching materials anywhere, we have to create ones that match the book*” as well as Nicholas who reported that “*I have to teach many levels and three subjects; it is very challenging and miserable for me to prepare teaching materials*”. Nonetheless, this challenge can cause a large workload for teaching, and it can affect their teaching performance and motivation. Additionally, another study by Sert (2008) found that EMI lecturers lacked appropriate teaching materials and details. Therefore, it can be explained that teachers struggle to create their own teaching materials as it increased their workload and time consumed.

Teachers’ Lack of Content Knowledge

Regarding the challenges teachers encounter, the teachers’ lack of content knowledge was another problem that arose during the interviews when the participants revealed that they also lack content knowledge. The participants revealed that they feel insecure and are not confident about their teaching performance. They reported that some subjects content is challenging, which caused their teaching performance to be less effective. Two participants mentioned that the subject content can be challenging. The following statements support this finding:

Participants	Excerpts
Skyla	<p>Teacher's journals excerpt 1</p>
	<p>I taught primary 3 today, they are smart kids. However, I always feel insecure when I teach math and science in this class</p>
	<p>Interview Excerpt 1</p> <p><i>"I think what is challenging for me is subject content. I am not very good at math. When I teach at a higher level, I feel insecure about my knowledge; I don't feel I can explain confidently. I have to read over it many times and ask other teachers, I'm still not sure about my teaching performance"</i></p>
Nicholas	<p>Teacher's journals excerpt 2</p>
	<p>I felt insecure today as I have to teach primary 6 math the vocabulary is difficult and my understanding in this lesson was average. I'm scared of students will ask me more questions besides the exercises in the book</p>
	<p>Interview Excerpt 2</p> <p><i>"In some subjects or lessons I don't quite understand, some of the lessons are very complex. Sometimes, before I teach, I have to ask other teachers that have expertise in t subject matter. However, I still don't feel confident with my teaching."</i></p>
	<p>Teacher's journals excerpt 3</p>
	<p>The vocabulary today was difficult; I had to check the meaning before I came to class.</p>
	<p>Interview Excerpt 3</p> <p><i>"I must teach three subjects: English, science and math. As a teacher who did not graduate in two of these subjects besides English, of course, I am struggling sometimes for topics in each lesson. I don't</i></p>

think I have enough time to check more details to enhance my understanding. Especially, the difficult subjects like Science in which there are many details that I don't know, so I need more time to educate myself, if I don't understand the concept how I can teach the information properly and accurately. I don't know science terms which are new to me. I need to learn the words before preparing and teaching students. If I don't have adequate knowledge, it's possible that I may have a chance to deliver the wrong lessons which has happened several times in my teaching career"

Overall, the participants revealed that they feel insecure and lack the content knowledge to teach using an EMI approach. They reported that some content is challenging for them, especially when they teach higher level. Moreover, they reported that they do not feel confident with their teaching. The excerpt above revealed that teachers in this current study have a lack of content knowledge as they are not a content subject teacher. They voiced their challenges that they struggle when they have to teach the contents of some subject that they don't understand, they don't feel confident with their teaching. This aligns with the studies by Ayvazo & Ward, (2011); Iserbyt et al., (2020) ; Kim, 2015; Kim & Ko, (2020) ; Ward, Kim, Ko, & Li, (2015). They all stated that teachers who lack content knowledge struggle to design appropriate tasks to facilitate students learning. This shows that the participants in this study need training on subject content and collaboration with content teachers to improve their teaching expertise and to help the EMI teacher to deliver the correct content.

Lack of Support

During the interview sessions, another challenge shared by the participants was lack of support from their school. The participants shared some of their perceptions that school should provide an environment that facilitates students to learn English. Moreover, the participants also expressed that they need support from stakeholders such as school administrator, policy makers, parents, and other teachers to work together in order to adopt EMI successfully. The participants revealed that school authorities need to plan out an effective strategy for students and listen to teacher's suggestions. Besides support from the school, one of the participants also noted that

“parents need to support their child and encourage their child to have exposure to English for example, watching movies or shows in English.” The excerpt below shows that teachers think they lack support from their school:

Participants	Excerpts
Interview Excerpt 1	
Skyla	<i>“I think the school should provide an environment to learn English for students such as an English corner where they have English books and games. Students can learn English by themselves, and they get exposed more to English”</i>
Interview Excerpt 2	
Nicholas	<i>“We need support from stakeholders such as for school administrators, policy makers, parents and teachers to work together. Maybe manage an activity for students to be exposed to English. When at home parents need to support and encourage their children to have exposure to English for example, watching movies or shows in English.”</i>
Interview Excerpt 3	
Jasmine	<i>“I think school has to provide an English room or English Clinique where student can explore English books and materials, they can play games or can chat with a teacher in English. Another thing is the school should consider reducing class sizes because the classes are too big.”</i>

According to the excerpts above, the participants explained that the school should provide activities and an environment that supports student’s learning. It also showed that teachers think that they lack support from the school as well. Moreover, the findings also noted that teachers think schools should provide an English room which

students can explore English books and materials and have activities for students which can encourage students and enrich the students' language proficiency. In summary, this finding indicated that teachers in an EMI class lack support from school authorities. They expressed that they want students to get exposure to English outside of the classroom to develop student's language competence. This finding confirmed the ideas proposed by Coffin (2014) who pointed out that teachers have a lack of support that universities need to provide a serious systematic professional development for EMI lecturers in terms of both action and policy. Moreover, Hu (2016) also concludes that teacher express their concern about the implementation of EMI due to the lack of support as well as challenges for both teaching and learning. In addition, Guimarães, F. F., & Kremer, M. M. (2020) also noted that support from universities is necessary to overcome the challenges regarding preparation and implementation of EMI.

Conclusion

Through a case study approach, this study investigated teachers' perceptions on EMI and the challenges teachers encounter with EMI in Thai EFL classrooms. The data were collected by teachers' journals and semi-structured interviews. The findings indicated that the participants perceived EMI as a beneficial approach for students in terms of educational advantages, speaking confidence and preparation for the international community. Moreover, the participants revealed the challenges they encounter when adopting EMI in their class, which related to five main themes: student language proficiency, classroom size, teaching materials, teachers' lack of content knowledge, and lack of support.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

The purpose of this chapter is to present a conclusion and the limitations of the study. The teachers' perceptions towards EMI and the challenges they teachers encountered in a Thai EFL context are described. In addition, pedagogical implications are provided, and recommendations for further studies are proposed. Using a case study approach, this study aimed at answering the following research questions:

1. What are the teachers' perceptions of EMI in a Thai EFL context?
2. What are the challenges the teachers encounter in adopting EMI content in a Thai EFL context?

5.1 Conclusion

The study has revealed the teacher's perceptions and the teacher's challenges in adopting EMI in Thai primary school. The study illustrated two main aspects regarding EMI in Thai EFL classrooms as followed: teachers' perceptions and teachers' challenges. The finding showed that the participants revealed a positive perception towards EMI. They perceived EMI as an educational advantage and EMI was seen as a beneficial approach, including improving students' language proficiency and improving students' vocabulary knowledge as students have more chance to be exposed to English sources. Moreover, the participants also perceived EMI as an approach to enhance student' confidence in speaking. The participants explained that EMI promoted students' speaking confidence as students was given more exposure to English sources and they had more chances to speak English in an EMI classroom. The other perception shared by the participants was that EMI was a preparation for the international society. They noted that EMI internationalized Thai education and helped prepare student in a better way for an international career (Tatzl, 2011). However, the current study also focused on investigated the challenges teachers encountered when adopting EMI in a Thai EFL classroom. The participants revealed five main challenges that teacher encountered including student's language proficiency, classroom size, teacher's lack of content knowledge, lack of teaching materials and lack of support from the school. One of the major challenges in adopting EMI was student's language proficiency. The participants explained that

students in EMI class had low English proficiency which caused a challenge to both teacher and students. Moreover, in this current study, the participant's voice that classroom size was another challenge they encountered which limited activities in classroom and led to ineffective teaching performance of teacher and student's learning. Moreover, the participants also revealed that they lacked content knowledge. The participants in this study were English teachers who used English to teach content subjects. They expressed that they felt insecure when they were not confident about the content. This led to the poor teaching performance. Moreover, teaching material was another challenge; they stated that they had to develop teaching material and it was time consuming which caused them miserable workload. Another challenge was teachers' lack of support from school. The participants voice that they need support from school to listen to their challenges and developed strategies that helped them to adopt EMI successfully. In conclusion, this study gives an insightful perspective of teaching and reveals challenges teachers encounter in adopting EMI in Thai EFL context. Moreover, this study yields useful information for stakeholders to explore challenges and search for a possibility in develop EMI in a Thai EFL context.

5.2 Limitations of the Study

There is a limitation found in this study. Since this study employed a convenience sampling method as a way to select the participants, how the researcher interprets the data could be subjective. To make the findings more trustworthy, it is suggested that suture research use a purposive sampling as this method keeps a balance of how the researchers interprets the data.

5.3 Pedagogical Implications

The current study sheds lights on various aspects, raises significant issues, and yields useful information for further implications regarding the instructional strategies in implementing EMI in Thai EFL context.

Firstly, the findings suggest possibilities for developing student's proficiency which plays an important role in the EMI classroom. Several researchers argue that English language proficiency is an important factor in the success of any EMI program (Vu & Burns, 2014). The participants voice their ideas that the school should provide an environment for students to have enough exposure to English outside the

classroom. Such as, an English clinic or English corner where the students can use resources and materials in English. Moreover, this study also suggests that school should provide activities associated with English learning to promote student's motivation in learning English and language development.

Secondly, the participants' mention that the classroom size should be reduced which will offer a double benefit to both students and teachers. Reducing class size can have an impact on students learning, as the teacher can focus on their teaching approach and skills. They can facilitate student's learning closely and increase interactions between the teacher and students in the classroom. To reduce the size of a classroom, school authorities should evaluate the benefits and downsides of classroom reduction. The school should encourage collaboration between teachers and administration as they should consult on challenges teacher encounter regarding large classroom sizes, limitations of the content and seek solutions of the problem together.

Thirdly, in the current study, teaching materials are found to be challenging for EMI teachers. This causes an increase in the teacher's workload and demotivates them. However, the participants suggest that teachers need to select appropriated materials for the lesson and adopt games and other useful activities in classroom to increase interactions and build a positive reinforcement.

Finally, another recommendation shared by the participants is lack of teacher content knowledge development. The current study reveals that teachers' lack content knowledge, especially when the content is too complicated. Therefore, the suggestion to develop this challenge is a collaborative between EMI teachers and content teachers who have expertise in that subject matter. Moreover, teacher should also prepare a lesson beforehand in order to deliver the correct content and can come up with strategies and approaches to help students learn in an EMI class.

5.4 Recommendation for Further Studies

This study used convenience sampling as the way to select the participants. The participants in this study were the former colleagues of the researcher. Therefore, it is suggested that future study should be conducted using a purposive sampling as the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.

(Bernard, 2002). Moreover, the participants are selected based on study purpose with the expectation that each participant will provide unique and rich information.

Moreover, researcher positionality also affects how the participants interpret information. It may affect the validity and trustworthiness of the data. Hence, it is suggested that the further study use a co-researcher and a triangulation of researcher in order to minimize researcher bias and improve trustworthiness of findings.



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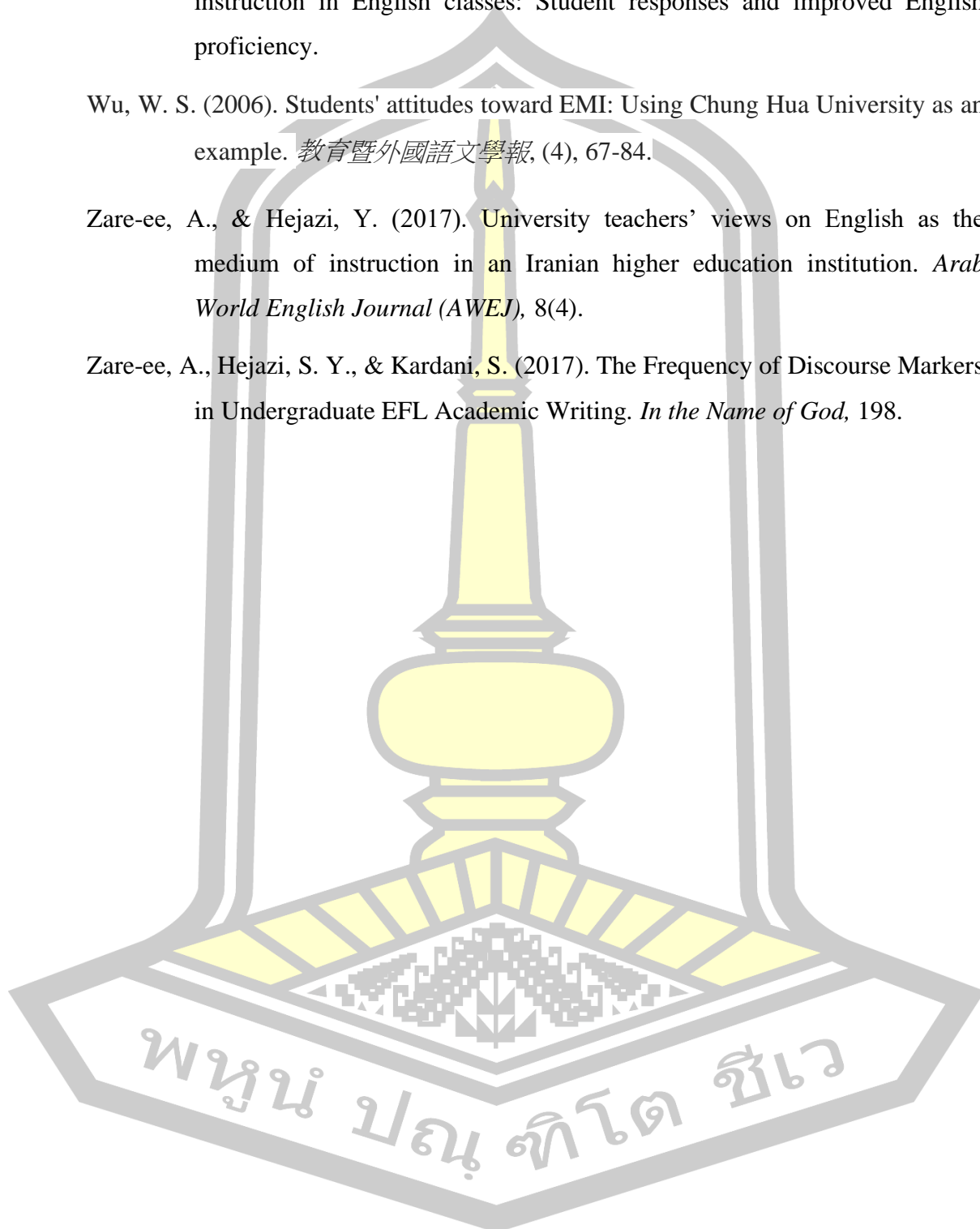
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APPENDIX A

INTERVIEW OF TEACHER'S PERCEPTION, CHALLENGES AND OPPORTUNITIES TO DEVELOP ENGLISH MEDIUM INSTRUCTION IN THAI EFL CONTEXT

แบบสัมภาษณ์เพื่อการวิจัยแบบกึ่งโครงสร้าง

คำชี้แจง แบบสัมภาษณ์นี้ใช้สัมภาษณ์กลุ่มตัวอย่างซึ่งเป็นครูชาวไทยที่ใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนทางผู้วิจัยขอขอบพระคุณเป็นอย่างยิ่งทางผู้วิจัยขอยืนยันและรับรองว่าข้อมูลดังกล่าวจะเป็นความลับและจะไม่ถูกเผยแพร่ในช่องทางใดๆ อันส่งผลกระทบต่อชื่อเสียงผู้ตอบ และตัวตนของผู้สัมภาษณ์จะไม่ถูกเปิดเผยไม่ว่ากรณีใดๆ

ชื่อผู้ให้สัมภาษณ์.....

โรงเรียน.....

วิชาที่สอน.....

เพศผู้ให้สัมภาษณ์.....

ตอนที่ 1 ข้อมูลทั่วไปผู้ให้สัมภาษณ์

ประวัติการศึกษา.....

ประสบการณ์การสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลางในการสอน.....

ประสบการณ์การฝึกอบรมทั้งในและต่างประเทศ.....

วิชาและระดับที่สอน.....

จำนวนคาบ/สัปดาห์.....

บริบทของโรงเรียน.....

ตอนที่ 2 ความคิดเห็นของผู้ให้สัมภาษณ์เกี่ยวกับการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนในระดับประถมศึกษา

1. ท่านมีความคิดเห็นอย่างไรต่อการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนในระดับประถมศึกษา

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2. ในความคิดเห็นของท่าน อะไรคือข้อได้เปรียบในการเรียนการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลาง

3. ในความคิดเห็นของท่าน อะไรคือข้อเสียเปรียบในการเรียนการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลาง

4. ท่านใช้กลยุทธ์และวิธีใดในการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลาง

5. ท่านคิดว่าภาษาอังกฤษจำเป็นในการศึกษาหรือไม่ อย่างไร

6. ท่านคิดว่า การเรียนการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลางช่วยยกระดับการศึกษาไทยหรือไม่ อย่างไร

7. ท่านคิดว่า การเรียนการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลางช่วยพัฒนาทักษะภาษาอังกฤษของนักเรียนหรือไม่ อย่างไร

8. ท่านคิดว่า การเรียนการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลางช่วยสร้างโอกาสทางการศึกษาในอนาคตให้กับนักเรียนหรือไม่ อย่างไร

9. ท่านคิดว่า การเรียนการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลางมีผลกระทบด้านเนื้อหาของบทเรียนกับนักเรียนหรือไม่ อย่างไร

10. ท่านคิดว่าการเรียนการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลางในระดับประถมศึกษา เหมาะสมหรือไม่ อย่างไร

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ตอนที่ 2 ความคิดเห็นของผู้ให้สัมภาษณ์เกี่ยวกับความท้าทายในการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนในระดับประถมศึกษา

1. ท่านคิดว่าการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลางในระดับประถมศึกษา และอะไรคือความท้าทาย

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2. ท่านมั่นใจกับการใช้ภาษาอังกฤษของท่านหรือไม่ อย่างไร

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3. อะไรคือปัญหาหลักของการเรียนโดยใช้ภาษาอังกฤษเป็นสื่อกลางในระดับประถมศึกษาของท่านและนักเรียน

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4. ท่านใช้สื่ออะไรในการสอนโดยใช้ภาษาอังกฤษเป็นสื่อกลาง

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5. ท่านคิดว่าการเตรียมสื่อการสอนและกิจกรรมท้าทายหรือไม่ อย่างไร

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6. ท่านคิดว่าการประเมินผลท้าทายสำหรับท่านและนักเรียนหรือไม่ อย่างไร

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ตอนที่ 3 ความคิดเห็นของผู้ให้สัมภาษณ์เกี่ยวกับโอกาสในการพัฒนาการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนในระดับประถมศึกษา

1 ท่านคิดว่าอะไรคือโอกาสในการพัฒนาพัฒนาการใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนในระดับประถมศึกษา

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2 จากความท้าทายที่กล่าวข้างต้น ท่านใช้วิธีใดแก้ปัญหา

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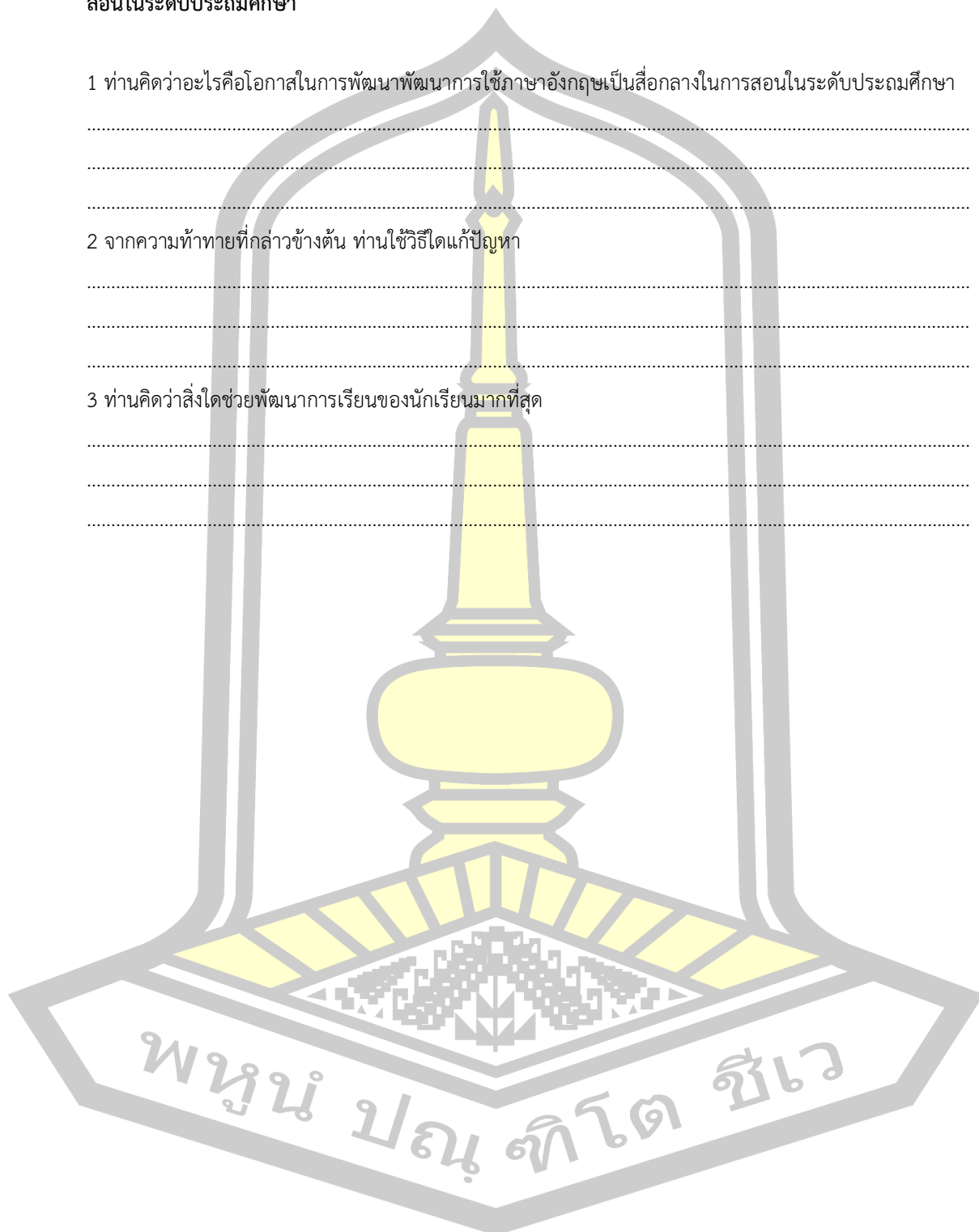
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3 ท่านคิดว่าสิ่งใดช่วยพัฒนาการเรียนของนักเรียนมากที่สุด

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APPENDIX B

Teacher's journals

Date:

Class Time:

Subject:

Class:

1. Subject content (เนื้อหา)

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.....

2. Teaching technique (ใช้เทคนิคอะไรในการสอน)

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.....

.....

3. Teaching material (ใช้สื่ออะไรในการสอน)

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.....

4. Classroom environment (บรรยากาศห้องเรียน)

.....

.....

.....

5. Evaluation (ประเมินผลการสอนของครูและสิ่งที่นักเรียนได้รับ)

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.....

6. Challenge's teacher and student face (ปัญหาและอุปสรรคของนักเรียนและครู)

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7. Opportunities for developing (แนวทางแก้ไข)

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8. Others (อื่นๆ)

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APPENDIX C



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 145-136/2021

Title : Non-native Teachers of English in the EMI Classroom: Challenges and Opportunities.

Principal Investigator : Miss.Tawanshine Penthisarn

Responsible Department : Faculty of Humanities and Social Sciences

Research site : Roi-Et Province

Review Method : Exemption Review

Date of Manufacture : 14 April 2021

expire : 13 April 2022

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

Ratree S.

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

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