

Examining academic language support in EMI higher education in Vietnam: current beliefs, practices and challenges

by **Phuong Anh Pham**

British Council's Master's Dissertation Awards 2024

Winner



University
of Glasgow

**Examining academic language support in EMI higher education
in Vietnam: current beliefs, practices and challenges**

A dissertation submitted in partial fulfilment of the requirements for the degree of
Master of Science in Applied Linguistics,
in the School of Critical Studies,
UNIVERSITY OF GLASGOW

Date of submission: 8th September, 2023

Author: Phuong Anh (Ellie) Pham

Word count: 14,981

GUID: 2827287

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ACKNOWLEDGEMENTS

This dissertation would not have been possible without the contributions and support of many individuals.

I would like to express my deepest gratitude to Professor Wendy Anderson, my thesis supervisor, for her dedicated support and invaluable guidance in this research project. Her insights and expertise not only enhanced the quality of my work but also contributed significantly to my growth as a scholar.

I am greatly indebted to my family, especially my mum and my dad, who always love me and inspire me to follow my dreams. To my husband, Ruaidhri Cook, thank you for your unfailing love, care and belief in me. Your confidence in my abilities has been a constant source of motivation and empowerment throughout the journey.

My sincere appreciation to the teacher and student participants: Thank you for sharing your views and experiences to help me complete this study.

Last but certainly not least, I extend my heartfelt thanks to my closest friend, Tung Bui, who has always been there for me with his unwavering support, insights and encouragement.

ABSTRACT

In keeping with the remarkable expansion of English medium instruction (EMI) in Asian contexts, this study offers a detailed analysis of academic language support for EMI courses within a Vietnamese university. Particularly, it explores academic language needs, current provision of support and challenges through the perceptions of multiple stakeholder groups: students, language instructors and content lecturers. Data was obtained from 10 semi-structured interviews with teaching staff and a questionnaire involving 175 student participants at the setting. The findings pointed to a relative match between teachers and students' views towards students' current abilities, but a divergence in their perceptions of academic language needs for target EMI study. Moreover, language and content teachers were found to offer support mostly in areas of writing and reading; however, their focus was on either teaching generic skills or assisting content comprehension, respectively, rather than catering to subject-specific academic language as desired by students. Key challenges to effective support were identified, including students' limited English proficiency and motivation, coordination issues between language and content-subject departments and time constraints. Finally, practical implications regarding teachers' pedagogical roles and professional development, as well as institutional guidance in the implementation of language support in EMI contexts, were also discussed.

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ABBREVIATIONS

CT	Content teacher
EAP	English for academic purposes
EFL	English as a foreign language
ELT	English language teaching
EMI	English medium instruction
ESL	English as a second language
LT	Language teacher
RQ1	Research question 1
RQ2	Research question 2
RQ3	Research question 3

CHAPTER 1: INTRODUCTION

This initial chapter justifies the study by stating its rationale and significance. It also articulates the research questions that serve as guiding principles for the study. The chapter concludes by outlining the dissertation structure.

1.1. Research rationale

Under the influence of internationalisation in higher education, a proliferating number of universities worldwide have adopted English medium instruction (EMI) in their academic programmes, promoting the delivery of content-subject matter in English, rather than in the local language as was previously the case. This trend is particularly prominent in Asian tertiary contexts, where “EMI has become a centrepiece of macro-level language policy and planning over the past quarter century” (Fenton-Smith et al., 2017, p. 3), resulting in a diverse array of EMI programmes being operated in practice (e.g. Rose & McKinley, 2018, for the context of Japan; Galloway & Sahan, 2021, for the contexts of Thailand and Vietnam). Indeed, EMI has often been promulgated with the expectations of enhanced academic offerings alongside language development, preparing students for the global job market; however, the realisation of such outcomes may not be guaranteed due to contextual complexities and challenges. Particularly, concerns over students’ linguistic readiness have raised doubts among scholars about the quality of this educational approach in content acquisition and language gains (Hamid et al., 2013). Further, Rose et al. (2019) argue that successful implementation of EMI is largely contingent on “English language related variables”: students’ knowledge of the English language and academic literacy (p. 10). Meyer et al. (2015) similarly posit that thorough acquisition of subject matter hinges on students’ proficiency in academic English.

It is thus important to acquire an in-depth understanding of students’ current linguistic needs for EMI engagement and the extent to which current support structures accommodate those needs to inform more effective implementation of EMI. Investigations “at the micro level”, featuring the perspectives and practices of key stakeholders, are also needed to contextualise our understandings of different support mechanisms in the rapidly evolving EMI landscapes of Asia (Galloway & Ruegg, 2020, p. 2). However, there has been a dearth of research into these aspects, particularly in emerging contexts such as Vietnam, where the adoption of EMI is gaining great momentum. The present study seeks to address this gap by examining the suitability

of academic language support at an EMI higher institution in Vietnam. The research was conducted through the lens of three key stakeholder groups, namely students, language instructors and content lecturers, for a multifaceted examination of the topic in question.

1.2. Research aims and research questions

The overarching goal of this study is to offer a contextualised analysis of academic language support in a Vietnamese EMI university. To do so, it first explores students' academic language needs for EMI study from the perspectives of students, language instructors and content lecturers. It then investigates the teaching staff's support practices in relation to the perceived learning needs. Finally, it examines potential challenges that hinder the successful provision of language support within the setting. Specifically, the study is guided by the following research questions:

Research question 1 (RQ1): What are academic language needs for successful EMI study, as perceived by students, language instructors and content lecturers?

1a. Is there a difference among the perceptions of these stakeholders?

Research question 2 (RQ2): To what extent do language instructors and content lecturers respond to students' linguistic needs?

Research question 3 (RQ3): What are the challenges in providing effective language support for EMI education, as perceived by teachers?

1.3. Significance

The results obtained from this study can offer noteworthy contributions to both research and educational practice. First, the study responds to recent scholarly calls for rigorous analyses of the language components in emerging EMI contexts (McKinley & Rose, 2022; Galloway & Rose, 2021) and it is, to my knowledge, the first study of its kind in Vietnam. By adopting a comprehensive research design that includes both student questionnaires and teacher interviews, it enabled a diverse range of perspectives and facilitated an in-depth understanding of academic language support within EMI education. Thus, its findings may serve as a useful source of reference for future research endeavours on the topic. The study also carries significant pedagogical implications for teachers in similar settings, as it emphasises the crucial role of needs analysis, tailored instruction and coordinated support practices between language instructors and content lecturers. Moreover, by providing

evidence-based insights into the (dis)alignment between learning needs and current support mechanisms, the study can inform institutional leaders and policymakers to guide resource allocation, curriculum design and professional development initiatives to address potential gaps in support and foster more successful implementation of EMI.

1.4. Dissertation structure

This dissertation is divided into six chapters as follows:

Chapter 1 (Introduction) introduces the rationale behind the study, the research aims and research questions, followed by a discussion of the research significance.

Chapter 2 (Literature review) discusses the relevant literature, including key concepts and empirical arguments. A review of related studies and the justification of research gaps are also included.

Chapter 3 (Methodology) describes the research design, samplings, data collections and data analysis, in addition to ethical considerations.

Chapter 4 (Findings) presents the results in relation to the research questions.

Chapter 5 (Discussion) interprets the findings and their implications within the context of the existing literature.

Chapter 6 (Conclusion) outlines the main findings, limitations and possible directions for future research.

Following this chapter are the references and appendices.

CHAPTER 2: LITERATURE REVIEW

This chapter expounds upon the relevant literature by, firstly, providing an overview of English medium instruction as both a concept and an educational trend, thereby highlighting the need for academic language support. It then delves into the practical aspects of implementing language support, concerning existing models, the roles of teachers and possible challenges. The chapter concludes with a review of related studies, which unveils research gaps and rationalizes the aims of this study.

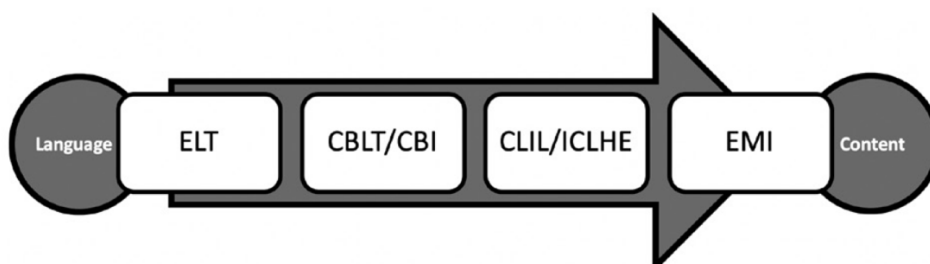
2.1. English medium instruction

2.1.1. Terms and definition

English medium instruction (EMI), as defined by Macaro (2018), is an instructional approach of using the English language to teach non-linguistic academic subjects, such as Geography and Engineering, in contexts where English is a second or a foreign language (ESL/EFL). It can be situated within a continuum of approaches to language and content education, alongside other terms such as Content-based Language Teaching (CBLT), Content and Language Integrated Learning (CLIL) and Integrating Content and Language in Higher Education (ICLHE) (Galloway & Rose, 2021, p. 34; see Figure 2.1). However, unlike these instructional models that incorporate both language and content learning goals, EMI primarily prioritises academic content mastery with “no direct reference to the aim of improving student’s English ability” (Dearden & Macaro, 2016, p. 456). Airey (2016) arrived at a similar observation, asserting that EMI programmes typically emphasise “content-related learning outcomes in their syllabuses” while language-related objectives are rarely articulated in the same manner (p. 73). Language gain in EMI, instead, is expected to occur incidentally in the process of content learning (Taguchi, 2014).

Figure 2.1

Approaches to language and content education (Galloway & Rose, 2021, p. 34)



2.1.2. The implementation of EMI in tertiary contexts

The concept of EMI gained prominence in the late 1990s following the ratification of the Bologna Declaration, an intergovernmental initiative aimed at harmonising higher education across Europe to foster mutual recognition of qualifications, enhance academic mobility and employability prospects (Brown & Bradford, 2017; EHEA, n.d.). Many European universities have since adjusted their academic offerings to align with these objectives, providing a wide range of courses taught in English alongside, or in place of, courses traditionally delivered in the national language(s). Indeed, the number of EMI programmes in Europe has witnessed a remarkable surge, growing by more than tenfold since 2001 to reach a staggering total of 8,089 by 2014 (Wächter & Maiworm, 2014). Such a spread of EMI, however, is not exclusive to Europe but a phenomenon experienced globally. Dearden (2015), based on comprehensive open-ended surveys conducted across 55 countries, affirmed that “the general trend [worldwide] is towards a rapid expansion of EMI provision” (p. 2). This finding was subsequently corroborated by Sahan et al.’s (2021) mapping of EMI in 52 countries, showing an exponential growth of its implementation on a global scale, particularly within higher education and private sectors.

While the definitions of EMI do not explicitly specify its use in a particular educational level, “a close affinity between EMI and tertiary education” is frequently observed (Pecorari & Malmström, 2018, p. 506). In a systematic review of 513 studies on EMI between 2008 and 2018, Pecorari and Malmström (2018) highlighted that a substantial majority (87%) of the sample were set in higher education contexts. EMI was also found to be permitted in over 90% of private universities and over 78% of public universities across the globe (Dearden, 2015). The EMI phenomenon in higher education can be attributed to the increasing status of English as a lingua franca and tertiary institutions’ drive for internationalisation, which is often realised through ‘Englishisation’ of their curricula to attract overseas students or to prepare home students for a globalised world (Galloway & McKinley, 2021; Dearden, 2015). However, institutional rationales behind their adoption of EMI can be multifarious and influenced by a range of factors, operating at the global, regional (e.g. Europe) and national levels as well as at the local levels of institutions and classrooms (Hultgren et al., 2015, p. 5; see Table [2.1](#)). These rationales may link to policy contexts, institutional reputation, revenue, curriculum outcomes and students’ English abilities, and vary from one institution to another (Curle et al., 2020). This inevitably results in diverse

EMI courses and programmes being operated in practice. For example, they may take the form of full EMI, partial EMI or bilingual (Curle et al., 2020), occur primarily at the undergraduate level (Sahan et al., 2021) or postgraduate level (Shimauchi, 2018), and cater to solely international students, local students or a mixture of both (Rose et al., 2020b).

Table 2.1

Drivers of EMI implementation at different levels (Hultgren et al., 2015, p. 5)

Level	Example
Global	General Agreement on Trade in Services
European	Bologna Declaration
National	Internationalization strategies
Institutional	Targets to recruit international staff and students
Classroom	Presence of non-local language speakers

In Asia, the rapid expansion of EMI in higher education is characterised by various approaches and largely anchored to top-down educational policies. On the regional scale, similar to the European Bologna Declaration, the Asia-Pacific Economic Cooperation (APEC) 2012 summit reached a resolution to enhance academic staff and student mobility, which solidified the push towards EMI (Fenton-Smith et al., 2017). On a national scale, for example, a series of initiatives over the past two decades in China, such as Project 985, Project 211 and Double First-class Universities, have consolidated the role of EMI in educational reforms nationwide and made the introduction of English-taught disciplinary courses a common practice in the tertiary sector (Zhou & Rose, 2022). In an investigation across 29 Chinese universities, Rose et al. (2020b) identified a range of EMI models catered to different student bodies, such as full English-taught programmes for international students, full English-taught courses within transnational universities for local students and content courses (either full or partial EMI) for English majors (p. 15). Similarly, in Japan, large-investment policies on internationalising higher education, including “*The Global 30 Project 2009-2014*” and “*Top Global University Project 2014-2023*”, have brought about a significant rise in EMI provision, especially at the postgraduate level of STEM (Science, Technology, Engineering and Mathematics) disciplines (Rose & McKinley, 2018; Shimauchi, 2018). Vietnam is no exception to this trend towards EMI, with a succession of far-reaching initiatives aimed at overhauling its higher education for global participation. In 2005, the government issued Decree 14/2005/NQCP on

“Substantial and comprehensive renewal of Vietnam’s tertiary education in the 2006-2020 period”, which designated the use of advanced educational programmes and curricula from prestigious universities overseas as a key strategy (Vietnamese Government, 2005). Subsequently, the implementation of “National Foreign Languages Projects” period 2008-2020 and 2017-2025 denoted a significant transition in instructional approach, from English being the primary learning objective to English being a vehicle for delivering subject-specific content (Prime Minister, 2008; 2017). These developments have propelled transnational collaboration in curriculum design and EMI provision at Vietnamese universities, as reflected in a variety of programmes on offer: Advanced Programmes, High-quality Programmes, English-for major programmes, Bilingual Programmes and Joint-degree programmes (Galloway & Sahan, 2021, p. 30; see Table 2.2).

Table 2.2

EMI approaches in Vietnam (adapted from Galloway & Sahan, 2021, p. 30)

	Advanced Programmes	High-quality Programmes	English-for major programmes	Bilingual Programmes	Joint-degree programmes
EMI provision	All English (imported curricula)	English-materials; Vietnamese for lectures	Mostly English	Both English and Vietnamese	All English (2 final years at the partner university)
Language requirement	Exam score/ prep course	Exam score/ prep course	Exam score/ prep course	Exam score/ prep course	Exam score
Cooperation with a university abroad?	Yes	No	No	No	Yes

2.1.3. Language-related challenges in EMI

Such an extensive proliferation of EMI is not devoid of tensions and challenges. A growing body of research suggests that challenges associated with students’ linguistic preparedness can significantly impede successful implementation of EMI. In a systematic review of 83 studies, Macaro et al. (2018) highlighted that lecturers from various EMI contexts expressed a shared concern about their students’ inadequate language skills “to survive, or better still thrive, when taught through English” (p. 23). EMI students, especially those with low English proficiency, have been reported to

encounter a range of academic language-related challenges that undermined their capacity for content acquisition (Soruç et al., 2021; Rose et al., 2019). These may include limited lecture comprehension due to insufficient vocabulary knowledge (Hellekjær, 2010), a lack of lexical and fluency skills to engage in discussion activities (Suzuki et al., 2017), an inability to follow appropriate academic styles in writing (Evans & Morrison, 2011), among others. The nature and intensity of students' linguistic challenges are not uniform, but rather context dependent. According to Aizawa et al. (2020), EMI undergraduate students in Japan found speaking and reading to be the most challenging aspects, while writing posed the least difficulty. Lee and Lee's (2018) study on EMI postgraduate studies in Korea, however, reported writing to be the most problematic skill, as it received the lowest self-rating from the sample of 110 students. In other contexts, such as domestic universities (Hoang et al., 2023; Phuong & Nguyen, 2019) and transnational universities (Yao et al., 2021) in Vietnam, students' challenges in EMI classrooms were predominantly linked to a shortage of technical vocabulary and limited productive skills (i.e. speaking and writing).

Recent research has also examined whether there exists a critical threshold of *general* English proficiency that students must surpass to overcome *academic* language-related difficulties. In their mixed-methods investigation into Japanese EMI International Business programmes, Aizawa et al. (2020) observed a direct correlation between proficiency and challenges, suggesting that higher language competence leads to greater ease of content learning. However, they found “no discernible threshold” where students' proficiency level is deemed “enough” to fully compensate for the deficiencies in the academic language and literacy skills required for EMI studies (p. 855). Similarly, Soruç et al. (2021), through their longitudinal research, determined that there was no cut-off point at which academic language ceased to be a barrier for Electronic Engineering students (n=99) in Turkey. However, they hypothesised that discipline differences might impact the existence of such a threshold – as for Social Science students (n=99), academic language difficulties significantly diminished when they reached a B2 level of English. In another mixed-methods study involving 159 Economics undergraduates, Curle et al. (2023) concluded that students' general English proficiency level did not prove to be as influential as their academic English competence in determining EMI outcomes. This echoes the findings by Rose et al. (2019), who showed that academic language skills “beyond those assessed by standard L2 proficiency tests” were the strongest predictor of success in EMI learning (p. 2151). They thus advocated for institutions to offer “language support that target

the vocabulary, language, academic needs associated with the subject area”, rather than setting a definitive English proficiency threshold or entry requirements for EMI courses (Rose et al., 2019, p. 2158).

2.1.4. The need for academic language support

The proposition by Rose et al. (2019) regarding the necessity of discipline-specific language support holds significant weight, as challenges with academic English continue to hinder students' acquisition of subject knowledge despite the widespread imposition of language proficiency benchmarks for EMI course admission among institutions (Galloway & Sahan, 2021; Kamaşak et al., 2021). In addition, the exclusion of language pedagogies in EMI (see Section [2.1.1](#)) might be incongruent with students' expectations of improved linguistic ability (Ackerley, 2017; Galloway & Sahan, 2021) and policymakers' common assumptions of language-learning objectives in EMI education (Tri, 2021). For many contexts, such as Italian and Vietnamese higher education, EMI is being implemented due to “the near-necessity of English proficiency for graduate employability” (Costa & Coleman, 2013, p. 4) and English competence is an “outcome requirement at the exit level for graduates” (Tri & Moskovsky, 2019, p. 1334). However, exposure to L2 input from content teaching alone does not guarantee language gain and when coupled with students' inadequate academic language capability, EMI may result in “a double loss”, rather than the desired “double gain” of language and content development (Hamid et al., 2013, p. 10). Scholars have thus reiterated the importance of additional support for EMI students in learning disciplinary-relevant discourse. For example, Meyer et al. (2015) posit that proficiency in academic English is a prerequisite to ensure thorough acquisition of EMI subject matter. Likewise, Lasagabaster (2018) claims that “language development and learning the nuances of the language used in each specialisation should be an integral part of any EMI experience” (p. 401).

2.2. Academic language support in EMI

2.2.1. English for Academic Purposes (EAP)

English for Academic Purposes (EAP) has been a favourable approach to supporting EMI because it specifically targets the discourse skills and genres needed for academic study (Jiang & Zhang, 2017). Specifically, the goals of EAP courses extend beyond the mere enhancement of learners' proficiency in the English language, to include the cultivation of “new kinds of literacy”: particular communicative skills for

meaningful engagement in academic environments, such as note-taking, delivering presentation, utilising sources and referencing (Hyland & Hamp-Lyons, 2002, p. 2; Ruegg & William, 2018). Although EAP and EMI are situated at opposite ends of the continuum due to their respective language-oriented and content-oriented foci (see Figure 2.1), they can be considered as “close relatives” since both concern academic English demands (Galloway & Rose, 2022, p. 540). Costa and Mastellotto (2022) also highlighted the reciprocal relationship between EAP and EMI, as their study demonstrated that the integration of content elements alongside language issues in EAP courses brought about a greater level of preparedness among students in both oral and written discourse for domain-specific communication.

2.2.2. The implementation of EAP and current support models

Regarding the approaches to language support for EMI, Macaro (2018) outlined four prevalent models in the higher education sphere, namely Ostrich Model, Selection model, Preparation Year model and Concurrent Support model. In the Ostrich model, no language support or language proficiency prerequisites are implemented for EMI studies, a practice described by Macaro (2018) as “where managers and teachers simply bury their heads in the sand and pretend that the [language-related] problems [...] do not exist” (Macaro, 2018, p. 233). In contrast, the Selection and Preparation Year models necessitate certain linguistic requirements prior to EMI studies, by setting English proficiency criteria for admission or offering a one-year English preparation programme, respectively. Meanwhile, the Concurrent Support model incorporates ongoing language support, typically in forms of EAP courses, alongside EMI classes, which has been strongly endorsed by researchers (Jiang et al., 2019; Costa & Mastellotto, 2022). In a similar vein, Chin and Li (2021) propose a “dual-track model” where EAP and EMI courses fulfil their own purpose, (i.e. language teaching and content teaching, respectively), while fostering the integration of course content and collaboration between language and content instructors (p. 15). Given its increased attention to the interplay of language and content domains without compromising EMI primary goal, this model can be conducive to students’ development in both subject knowledge and language ability (Jiang et al., 2019).

In Asian EFL contexts, such as Vietnam and Thailand, the emergence of different types of EMI implementation (see Table 2.2) has spurred a corresponding rise in English language support provisions, ranging from EAP classes only to a mixture of general and academic-English courses (Galloway & Sahan, 2021, p. 30). It is also noted that

although the nature and extent of language support vary across institutions, it is common for such support to be offered during the first or second year, rather than throughout the entirety of the EMI programmes. In a qualitative study into Chinese and Japanese universities, Galloway and Ruegg (2020) reported a diversity of support mechanisms, namely compulsory EAP classes, self-support classes and guidance from content faculty. However, their findings underscored a need for more discipline-relevant EAP materials and coordinated linguistic support between language and content teachers to effectively address students' language-related difficulties.

2.2.3. The roles of language and content teachers

The increasing prevalence of EMI prompts the question of whether language or content teachers are better equipped to offer academic language support and the degree to which they can fulfil this role. In discussing this, Dearden (2018) referred to “a changing role for EMI academics” (p. 330) while Galloway and Rose (2021) suggested “the expanding role of ELT practitioner” (p. 36), indicating significant shifts in pedagogical responsibilities of both groups of teachers within EMI settings. Specifically, English language instructors may find that their traditional training in language pedagogy does not prepare them for the unique challenges of teaching EAP, such as navigating unfamiliar texts and genres specific to non-linguistic academic disciplines (Galloway & Rose, 2021). They are, however, expected to help students develop the academic literacy skills required in these domains, as Rose (2021) proposes, by pre-teaching students the requisite discipline-specific terminologies and introducing authentic, scaffolded activities that are closely aligned with the target EMI courses' tasks. Meanwhile, content-subject teachers, although not equipped with language pedagogies, are recommended to “make use of their own, and their students' own, linguistic repertoires to enhance the delivery of subject matter” (Rose, 2021, p. 161). It is also essential for them to gain some awareness of language, alongside their discipline-specific expertise, to effectively communicate their subject to students via the English medium (Dearden, 2018).

The ideal approach to student support perhaps involves “cross-fertilisation between EMI and EAP scholarship” (Wingate & Hakim, 2022, p. 529). Scholars have cogently argued for the development of EAP classes in tandem with content courses and collaboration between language and content lecturers for more responsive and sustainable linguistic support in EMI education (Rose, 2021). Further, Yuan (2023) posits that language specialists may take on new roles as “EMI teacher educators” or

“resource providers” by sharing their pedagogical knowledge and engaging EMI teachers in critical discussions about their classroom discourse, material design and adaptation (pp. 268, 271). Dafouz and Gray (2022) also concur that the expertise of ELT practitioners, including “knowledge about language”, “knowledge about pedagogy” and “knowledge about pedagogic materials”, positions them as not only valuable collaborators but also qualified educators for EMI content teachers (p. 168).

2.2.4. Challenges in providing academic language support

The efficacy of academic language support can be undermined by multiple challenges, one of the most prominent among which is the dichotomy in teaching staff’s perspectives on their pedagogical roles and accordingly, their misaligned instructional practices. On the one hand, language practitioners primarily focus on covering linguistic topics in EAP curricula and undervalue authentic disciplinary materials due to their limited subject-matter knowledge (Jiang & Zhang, 2017). On the other hand, linguistic components are frequently neglected in EMI classrooms as content teachers believe language instruction is not part of their pedagogical duties or simply beyond their skill set (Block & Moncada-Comas, 2022; Macaro et al., 2016). Such disparate pedagogical foci can exacerbate discrepancies among EAP provision, language expectations in EMI and students’ actual linguistic needs, contributing to students’ insufficient preparedness for disciplinary study (Macaro et al., 2016). Furthermore, the restricted time frame designated for language support/EAP courses adds to the complexity, as students may not have enough time and opportunities to develop the necessary competence in academic English to succeed in EMI (Ruegg & William, 2018, p. 5). A lack of professional support and guidance from the institution, combined with materials-related challenges, can also impede effective language preparation. For example, in a study of Japanese and Chinese EMI universities, Galloway et al. (2017) highlighted the concerns of teachers and students regarding the relevance of externally designed EMI materials for their context and the absence of EAP resources tailored to the linguistic demands of those materials.

2.3. Review of related studies and literature gaps

Although the topic of EAP has garnered extensive attention in the field of language education, there remains a need for a contextualised evaluation of academic language support in EMI environments. Specifically, the majority of EAP scholarship predominantly revolves around Anglophone university settings (e.g., Huang, 2010;

Garska, 2022), which “may not be entirely functionally comparable” to ESL/EFL contexts undertaking the transition to EMI, given their inherent differences in students’ needs, backgrounds and educational policies (Galloway & Rose, 2022, p. 542). It is also argued that research on the linguistic dimension of EMI, such as language-related challenges and language support, is still in its infancy (Galloway & Rose, 2021). Among a few studies exploring the role of EAP in EMI education, Costa and Mastellotto (2022) conducted action research that involved EAP-syllabus development and students’ post-course surveys in an Italian multilingual university. Their findings shed light on how a discipline-specific language course, when designed in tandem with EMI, can act as a “harmonising and empowering force for content and language-integrated learning” (p. 45), enabling students’ development in not only academic literacy skills but also disciplinary knowledge and intercultural competence. In another study, Jiang and Zhang (2017) investigated how EAP teachers perceived and practised an EMI-oriented language support programme for medical university students in China. Drawing from classroom observations, interviews and focus group discussions with four EAP teachers, they reported the teachers’ positive attitudes towards the content-integrated EAP curriculum. The teachers were observed to scaffold language learning in terms of terminology, text structure and genre features through the use of authentic disciplinary materials, thereby preparing students for a smooth transition into EMI study and professional practice.

As exemplified by these studies, existing research on language support for EMI has often focused on EAP courses and the perspectives of students and/or language teachers (see also Doiz et al., 2019; Chang et al., 2015), while integrated investigation including the extent of linguistic reinforcement in content classrooms is still lacking. One notable exception is Galloway and Ruegg’s (2020) mixed-methods study aimed at examining support provisions in Japanese and Chinese universities. They collected data from questionnaires, interviews and focus groups with students (n=702) and academic staff (n=28) from both language and content faculties. Their findings indicated that additional support from content teachers, alongside EAP classes and self-access resources, was deemed necessary by most participants. The study also identified instances where content teachers helped students with their English, such as discussing discipline-specific vocabulary and teaching academic writing in class; however, the details and extent of their support practice were not thoroughly examined. Moreover, from the literature review herein, there appears to be a scarcity of research conducted in Vietnam, as compared to other contexts in Europe (Costa &

Mastellotto, 2022; Doiz et al., 2019) and Asia (Galloway & Ruegg, 2020), despite the increasing proliferation of EMI provisions in the country. To fill these identified gaps, the present study provides a contextualised investigation into academic language support in a Vietnamese EMI university from the viewpoints of language instructors, content lecturers and students.

CHAPTER 3: METHODOLOGY

This chapter elucidates the methodology of the study, including the research design, selection of case, sampling, data collection and data analysis. Each of these aspects offers additional insights into how the research questions are addressed.

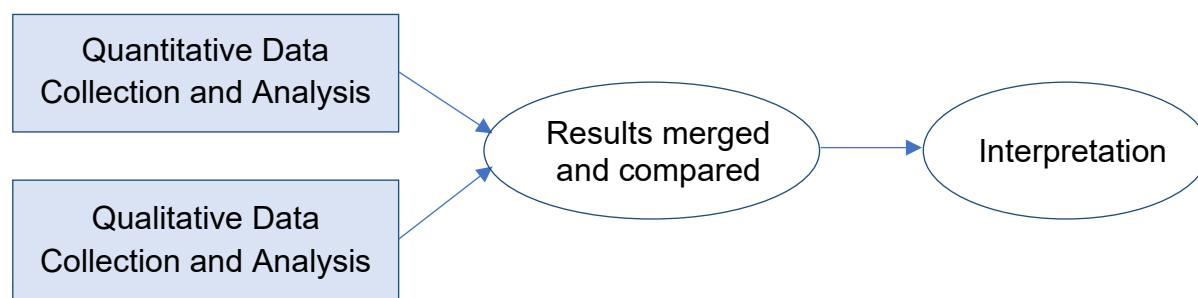
3.1. Research design

This study adopted a mixed-methods case study design, in which “quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case” (Creswell & Clarke, 2018, p. 116). On the one hand, qualitative enquiry offers the researcher the privileged “insider views” into the intricacies of individual behaviour, beliefs and experiences (Creswell & Poth, 2018, p. 167). On the other hand, quantitative research allows for the inclusion of a larger sample size and a broader scope of analysis, due to its “systematic, rigorous, focused and tightly controlled” data collection (Dörnyei, 2007, p. 34). A combination of both approaches can deliver findings with enhanced validity and enable multi-layered analysis of a complicated phenomenon, which is well suited to the purpose of this study. Specifically, it sought to explore the academic language support from a diverse range of stakeholder perspectives, necessitating both statistical analysis on a sizeable sample for overall patterns, as well as qualitative analysis for nuanced insights into this multifaceted issue.

The use of mixed methods in this research can be described as “the convergent design”, where two separate yet complimentary databases - qualitative and quantitative - are combined or compared to obtain a more complete understanding of the research problem (Creswell & Clarke, 2018, p. 65; see Figure [3.1](#)). Particularly, qualitative and quantitative methods were employed in a parallel manner during the data collection and analysis stages, with more emphasis assigned to qualitative elements (QUAL + quan, [Dörnyei, 2007, p. 172]), and their results were subsequently integrated in the interpretation stage.

Figure 3.1

The Convergent Design (Creswell & Clarke, 2018, p. 66)



Following the strategy of a case study, i.e. examining a specific instance to facilitate a situated and comprehensive understanding of the topic (Denscombe, 2017), this research centred its analysis on the case of a Vietnamese university implementing EMI Advanced Programmes. These programmes were “designed in collaboration with universities abroad, generally the US or UK, from which the curricula and materials were imported” (Galloway & Sahan, 2021, p. 30). This EMI approach was acknowledged as a strategic development in higher education in Vietnam (Nguyen & Tran, 2018; Vietnamese Government, 2005); however, there has been a paucity of follow-up research on the language support provided for integrating such ‘imported’ curricula into the local settings. The present study endeavours to address this important gap.

Within the researched setting, a range of EMI disciplinary courses were available to students across three main majors: Business, Information Technology (IT), and Graphic and Digital Designs. These courses were delivered in English by content lecturers specialised in their relative subjects. To prepare students for EMI study, the university introduced the entrance requirement of English test scores (equivalent to B2 CEFR level¹) or an alternative one-year intensive English-for-General-Purposes programme, followed by the offering of EAP courses taught by language instructors. These EAP courses were Academic English 1, Academic English 2 and Academic English for non-business majors (see Table 3.1), the first two courses among which were compulsory for students majoring in Business, whereas the other was exclusively intended for students of other disciplines. They take place within students’ first year of study, alongside a few content courses.

¹ CEFR: Common European Framework of References for languages. Level B2 CEFR refers to *independent* users of the language.

Table 3.1
EAP courses

COURSE	FOCUS	TARGET STUDENTS	WEEKLY HOURS	DURATION
Academic English 1	Writing	Business	9 hours	7 weeks
Academic English 2	Integrated Reading and Writing	Business	9 hours	5 weeks
Academic English for non-business majors	Writing	IT and Graphic Designs	9 hours	3.5 weeks

3.3. Sampling and participants

Purposive sampling was used to select participants for the research, consequently helping “generate rich data of the phenomenon of interest, enhance the statistical generalisability [...] and produce believable, trustworthy descriptions and explanations” (Miles & Huberman, 1994, as cited in Bartlett & Vavrus, 2017, p. 118). Firstly, the researcher recruited students who had learning experience in both EAP and EMI courses at the researched site and belonged to different years of their undergraduate study. These parameters were set in order to obtain a representative sample of the population. A total of 175 students from different majors, spanning the first (n=60), second (n=68) and third (n=47) years of study, participated in this research (see Figure 3.2). The majority of the respondents had either no (38%) or less-than-a-year experience (33%) in EMI learning before enrolling into the programmes, while 24% of them had studied subjects via English for a few years and a fraction (5%) had previous extensive exposure to EMI environments. Secondly, purposive sampling was used to select language teachers (LT1-LT4; n=4) and content teachers (CT1-CT6; n=6) with at least one year of experience in teaching EAP courses and EMI disciplinary courses at the setting, respectively (see Table 3.2). Although these non-probability sampling techniques may limit the generalisation of data to a wider population, they are well-aligned with the scope of this case study, which sought to gain nuanced insights into the support mechanisms within a particular EMI context.

Figure 3.2

Demographic information of the students (n=175)

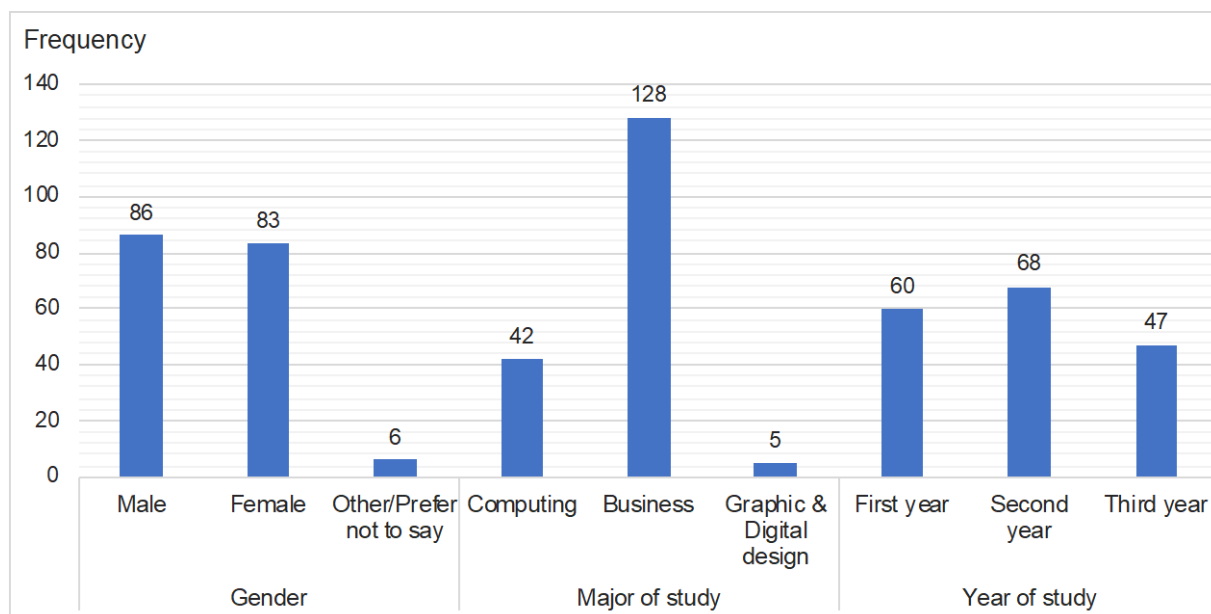


Table 3.2

Background information of the teachers (n=10)

TEACHER	DEPARTMENT	EXAMPLE OF TAUGHT COURSES	YEARS OF TEACHING EXPERIENCE	
			In general	In EMI context
CT1	Business	Leadership and Management	2	1
CT2	Business	Corporate Communications	1	1
CT3	IT	Computing Research Project	8	8
CT4	Business	Statistics for management	16	16
CT5	IT	Principles of Security	7	6
CT6	Business	Marketing Processes & Planning	3	3
LT1	English language	Academic English 1 (Writing)	4	2
LT2	English language	Academic English for non-business majors	15	8
LT3	English language	Academic English 2 (Integrated Reading & Writing)	6	2
LT4	English language	Academic English 2 (Integrated Reading & Writing)	5	1

3.4. Data collection

3.4.1. Instruments

To effectively address the proposed research questions, the study collected data from both quantitative (questionnaires) and qualitative (interviews) sources.

3.4.1.1. Questionnaires

Questionnaires exhibit an “extremely versatile and uniquely capable” nature in collecting data from a large pool of participants in a time-efficient and systematic manner (Dörnyei, 2007, p. 101). Thus, the utilisation of questionnaires in this study facilitated the gathering of prevailing perceptions among a sizable cohort of students regarding their learning needs and experiences, thereby adding valuable insights to [RQ1](#) and [RQ2](#). A comprehensive set of 67 items was structured based on the existing questionnaires on academic language challenges and EAP-needs analysis by Kamaşak et al. (2021) and Atai and Shoja (2011), respectively (see Table [3.3](#); for the complete version, see Appendix [D](#)). The first part of the questionnaire featured five close-ended factual questions that sought information about participants’ gender, major, year of study and academic background. The second part comprised 16 attitudinal questions in forms of multiple-choice, rating scales and open-ended questions, tapping into students’ views towards learning EAP and their academic English skills.

Rating scales were applied to the majority of the items because they offer a flexible response structure while enabling the determination of “frequencies, correlations and other forms of quantitative analysis” (Cohen et al., 2007, p. 327). For example, responses to the questionnaire items on academic language subskills, adapted from Kamaşak et al. (2021), were recorded on two Likert scales. The first scale was designed to gather respondents' evaluations of the level importance attributed to each language sub-skill, with gradation ratings from 1 (*not important*) to 4 (*very important*). The second scale, ranging from 1 (*I can't do this at all*) to 4 (*I can do this on my own*), was aimed at measuring students’ current level of ability and learning needs in specific sub-skills (Atai & Shoja, 2011). The rationale behind implementing even number (four-point) scaling systems is to mitigate a limitation in survey data, characterised by participants favouring the mid-point as their default option. This concern has been noted as particularly relevant for East Asian respondents, who are influenced by “the doctrine of the mean” advocated in Confucian culture (Cohen et al., 2007, p. 327).

Moreover, to avoid potential oversimplification of responses, the predefined questionnaire items were typically followed by optional, open fields where the respondents could freely add ideas or elaborate their answers (see Q6a-Q11a; Q14-Q21).

Table 3.3

Questionnaire items

THEME	QUESTION	N OF ITEMS	QUESTION TYPE
Background information	(Q1) Gender	1	Multiple choices – single answer
	(Q2) Major of study	1	
	(Q3) Year of study	1	
	(Q4) Prior experience in EMI learning	1	
	(Q5) Experience in EAP learning	1	
Academic language learning & support	(Q6-Q11) I believe that... <i>e.g. Subject classes should be supplemented with Academic English classes provided by English language teachers.</i>	6	4-point Likert scale: 1 – Strongly disagree 2 – Disagree 3 – Agree 4 – Strongly agree
	(Q6a-Q11a) Add further comments on [Question number]	6	Text filling
Academic language skills in EAP	(Q12) Which academic skills have you been taught in EAP courses?	1	Multiple choices – multiple answers
	(Q13) Which academic skills should be the focus of EAP courses?	1	Multiple choices – multiple answers
Perceived ability in language sub-skills	(Q14) Rate current level of ability in academic writing skills: <i>e.g. Structuring written assignments</i>	6	4-point Likert scale: 1 - I can't do this at all 2 - I can do this with a lot of help 3 - I can do with a little help 4 - I can do this on my own With text filling for the "Other" options.
	(Q15) Rate current level of ability in academic reading skills: <i>e.g. Working out the meaning of difficult vocabulary</i>	6	
	(Q16) Rate current level of ability in academic speaking skills: <i>e.g. Participating actively in discussion</i>	6	
	(Q17) Rate current level of ability in academic listening skills: <i>e.g. Following a discussion</i>	6	

Perceived importance of language sub-skills	(Q18) How important is each academic writing skill for your academic success? <i>e.g. Structuring written assignments</i>	6	4-point Likert scale: 1 – not important 2 – rather important 3 – Important 4 – very important With text filling for the “Other” options.
	(Q19) How important is each academic reading skill for your academic success? <i>e.g. Working out the meaning of difficult vocabulary</i>	6	
	(Q20) How important is each academic speaking skill for your academic success? <i>e.g. Participating actively in discussion</i>	6	
	(Q21) How important is each academic listening skill for your academic success? <i>e.g. Following a discussion</i>	6	

3.4.1.2. Interviews

Interviewing serves as a powerful implement for accessing information that cannot be directly observable, such as experiences, identities, attitudes and beliefs (Rose et al., 2020a). This is because it enables interviewees to express their thoughts and feelings in their authentic voice (Berg, 2007) while allowing the researcher to probe meaningful responses through the use of alternative questions and clarifications (Rose et al., 2020a). The present study adopted semi-structured interviews for a consistent yet adaptive approach to data collection. Specifically, alongside employing a set of predetermined questions for consistency across interviews, the researcher also followed up intriguing insights as they naturally emerged. By doing this, a more extensive elaboration of the emerging issues, and accordingly more robust data, can be achieved (Denscombe, 2017). In the study, 19 guiding interview questions were designed with alternative options for language teachers and content teachers. These questions were categorised in 4 parts relevant to the research questions (see Section 1.2): (1) background information, (2) perceptions of students’ learning needs, (3) language support practice and (4) perceived practical challenges (see Appendix G). Particularly, the interview questions in Part (2) were calibrated to correspond with the student questionnaire for data cross-referencing.

It is important to acknowledge that interviews can be fraught with biases, many of which stem from the power dynamics between the interviewer and interviewees (Brinkmann & Kvale, 2015). Particularly, as a former EAP teacher who had professional affiliations with the participants, my presence as a researcher/interviewer

might inadvertently influence their responses. To mitigate potential biases, prior to the interviews, I provided the participants with clear explanations about the purpose and the scientific nature of the study, reassured them about confidentiality and anonymity, while emphasising the significance of their truthful contributions.

3.4.2. Pilot testing

To refine these data collection instruments, a pilot study was run with 17 students (online survey) and 1 teacher (online interview) who met the selection criteria but were not included in the main study. Firstly, the feedback from the pilot students prompted me to condense the wording of the statements, incorporate a progress indicator and replace technical terms (e.g. EMI courses) with straightforward language (e.g. major-subject courses in English). The overall questionnaire, however, did not necessitate any substantial alterations, such as omitting statements or replacing rating scales. Secondly, after receiving positive feedback from the interviewed teacher regarding the length, language usage and clarity of the interview, it was determined that no major modifications were required for the interview list.

3.4.3. Procedures

The survey was administered online through Qualtrics in two language options, i.e. English and Vietnamese. The anonymous link to the survey was distributed to target participants by the lecturers at the setting. In the introduction to the survey, potential participants were presented with an overview of the study, where they were asked to review the information sheet and agreement form, outlining their involvement and data privacy (Appendices [A](#) and [B](#)). A total of 230 participants responded to the survey, with the response rate of 46%. However, after excluding the incomplete responses, the valid number of participants was 175, representing a completion rate of 76%.

Additionally, I obtained agreement and informed consent from the teachers (see Appendix [C](#)) at least 3 days before the interviews. To ensure effective and comfortable communication, the participants were asked to choose their preferred interview language, which resulted in an equal distribution of interviews in English (5) and in Vietnamese (5). Each interview session lasted between 30 minutes to 1 hour and was conducted via Zoom, with audio recording and automatic transcription. I subsequently proofread all the auto-generated transcripts and selectively translated extracts of the Vietnamese transcripts into English for the purpose of findings demonstration.

3.5. Data analysis

Quantitative data collected from the surveys was processed and analysed in the statistical software SPSS (version 28). Firstly, the reliability of data was checked using Cronbach's Alpha, a statistical measure indicating the internal consistency of a scale or a set of items in a questionnaire (Cohen et al., 2007). Following Cohen et al.'s (2007) alpha coefficient guidelines (p. 506), the questionnaire was found to be highly reliable, with the Cronbach's Alpha value of .944 overall and over .878 for each rating scale (see Table 3.4). Secondly, descriptive statistics were employed to acquire patterns of the students' general perceptions towards academic language support, target academic language needs and their current ability. The components of descriptive statistics used in data presentation focuses on central tendencies (mean and standard deviation). Furthermore, inferential statistics, particularly a Spearman's Rank Correlation test, was conducted to examine the relationship between the students' ratings of skill importance and skill status. Significant statistical correlations were established based on a 2-tailed p value < .05. Details of the inferential statistics for all items can be found in Appendix E. Additionally, students' open responses (for questions 6a-11a, Table 3.3) were grouped into themes and analysed manually, seeking to further clarify their close-ended responses.

Table 3.4

Reliability statistics via Cronbach's Alpha

	NUMBER OF ITEMS	CRONBACH'S ALPHA
Overall	46	.944
Q6-Q11	6	.879
Q14-Q17	20	.941
Q18-Q21	20	.940

The insights gained from student surveys were further corroborated or challenged through teachers' interview responses for a more comprehensive depiction of the issue. Specifically, the interview data was processed in NVivo (version 14) and analysed using thematic analysis, "a method for systematically identifying, organizing, and offering insight into, patterns of meaning (themes) across a dataset" (Braun & Clarke, 2012, p. 57). Notably, the goal of thematic analysis is not merely to identify common patterns, but to accentuate those that hold significance for the research enquiries under investigation (Braun & Clarke, 2012). In this study, the researcher, after familiarising herself with the data, generated codes and developed themes in a

combined deductive and inductive manner. Specifically, the key themes were derived deductively from the research questions and the existing literature; meanwhile, emergent sub-themes were developed inductively based on patterns of novel insights within the data (Braun and Clarke, 2012). Details of the codes and themes generated via NVivo can be seen in Appendix [H](#).

3.6. Ethical procedures

Considering the involvement of human participants in this research, I adhered to rigorous ethical guidelines throughout all stages of the study. Prior to data collection, I ensured that the participants had been well-informed of the study's purpose, procedures, possible risks, benefits and their rights, and that they voluntarily gave consent to participate (see Appendices [A](#), [B](#) & [C](#)). All the information obtained from the participants was stored securely on a password-protected laptop and a University of Glasgow OneDrive account, which could only be accessed by the researcher. To ensure confidentiality, I anonymised personally identifiable information (e.g. name, age, gender and nationality) by using labels such as LT1 (language teacher 1), CT1 (content teacher 1) and the pronoun 'they' when referring to the interview subjects throughout the study.

CHAPTER 4: FINDINGS

This chapter presents the findings in three sections, corresponding to the research questions posited. The first section provides data from both surveys and interviews, illustrating participants' perceptions of academic language needs in the context of EMI study. This is followed by an exploration of teachers' pedagogical beliefs and language support practices, mainly guided by qualitative interview data. The final section casts light on any challenges hindering effective provision of support.

4.1. RQ1: What are academic language needs for successful EMI study, as perceived by students, language instructors and content lecturers?

Answering this research question entails examining the stakeholders' views towards the *target* academic language requirements for EMI study and students' *current* academic language abilities.

4.1.1. Questionnaire responses: students' views

4.1.1.1. Target academic language requirements

Quantitative analysis was conducted on student responses to a 20-item section measuring different levels of importance associated with academic language skills and subskills. Descriptive data for each item is depicted in Table 4.1, with higher means indicating that students perceived certain skills/subskills to be more important for their success in EMI study.

Table 4.5

Descriptive statistics of perceived importance of skills/subskills (n=175; scale of 1 'not important', 2 'rather important', 3 'important', 4 'very important')

Items	Mean	Std. Deviation
Writing overall	3.30	0.56
Structuring written assignments	3.26	0.76
Using appropriate academic writing style	3.25	0.70
Citing/referencing academic sources	3.53	0.70
Summarising/paraphrasing ideas in sources	3.17	0.71
Expressing ideas clearly and logically	3.30	0.74
Reading overall	3.20	0.58
Understanding disciplinary materials	3.32	0.74

Working out the meaning of difficult vocabulary	3.01	0.82
Identifying the key ideas of a subject-specific text	3.36	0.70
Reading quickly to find specific information	3.28	0.74
Taking brief, relevant notes whilst reading	3.03	0.84
Speaking overall	3.13	0.62
Speaking accurately (grammar)	3.11	0.82
Speaking clearly (pronunciation)	3.15	0.81
Presenting subject-specific information	3.26	0.76
Participating actively in discussion	3.14	0.74
Asking and answering questions	3.02	0.80
Listening overall	3.29	0.59
Understanding the main ideas of lectures	3.43	0.69
Understanding the overall organization of lectures	3.34	0.73
Understanding key/technical vocabulary	3.24	0.76
Taking brief, clear notes while listening	3.16	0.75
Following a discussion	3.30	0.79

The mean scores for all items in Table [4.1](#) were consistently above 3, indicating that students recognised the significant nature of all the given academic language skills for EMI study. Overall, writing (M=3.30) and listening (M = 3.29) were assigned the highest level of importance, followed by reading (M = 3.20) and speaking (M = 3.13). Further, students found “*Citing/referencing academic sources*” (M = 3.53), “*Understanding the main ideas of lectures*” (M = 3.43), “*Identifying the key ideas of a subject-specific text*” (M = 3.36) and “*Presenting subject-specific information*” (M = 3.26) as the most vital aspects of each skill. Other aspects, such as “*Working out the meaning of difficult vocabulary*” in reading or “*Ask and answering questions*” in speaking were perceived as less important, given their lower mean scores of 3.01 and 3.02, respectively.

4.1.1.2. Current academic language abilities

Quantitative analysis was conducted on a similar set of 20 skill items measuring students’ self-perceived abilities and current needs in academic language on a scale of 1 (*I can’t do it at all*) to 4 (*I can do it on my own*). Table [4.2](#) displays the descriptive data for each item, where lower means suggest that students faced more challenges and required greater support in those particular areas.

Table 4.6

Descriptive statistics of student abilities in skills/subskills (n=175; scale of 1 “I can’t do it at all”, 2 “I can do it with a lot of help”, 3 “I can do it with little help”, 4 “I can do it on my own”)

Items	Mean	Std. Deviation
Writing overall	3.04	0.60
Structuring written assignments	3.05	0.80
Using appropriate academic writing style	2.89	0.79
Citing/referencing academic sources	3.39	0.80
Summarising/paraphrasing ideas in sources	3.01	0.85
Expressing ideas clearly and logically	2.91	0.77
Reading overall	3.04	0.65
Understanding disciplinary materials	2.87	0.80
Working out the meaning of difficult vocabulary	2.70	0.88
Identifying the key ideas of a subject-specific text	3.14	0.81
Reading quickly to find specific information	3.35	0.78
Taking brief, relevant notes whilst reading	3.12	0.93
Speaking overall	3.13	0.65
Speaking accurately (grammar)	2.98	0.90
Speaking clearly (pronunciation)	3.15	0.90
Presenting subject-specific information	3.06	0.86
Participating actively in discussion	3.26	0.77
Asking and answering questions	3.25	0.83
Listening overall	3.06	0.71
Understanding the main ideas of lectures	3.12	0.79
Understanding the overall organization of lectures	3.12	0.80
Understanding key/technical vocabulary	2.88	0.84
Taking brief, clear notes while listening	3.09	0.94
Following a discussion	3.13	0.85

As evident in Table [4.2](#), the majority of items received mean scores of above 3, suggesting that students, on average, encountered relatively few linguistic obstacles and needed little or no support. However, they self-rated their abilities in reading (M = 3.04) and writing (M = 3.04) to be less than those in listening (M = 3.06) and speaking (M = 3.13). Within each of these domains, students identified “*Using appropriate*

academic writing style” (M = 2.89), “*Working out the meaning of difficult vocabulary*” (M = 2.70), “*Speaking accurately (grammar)*” (M = 2.98) and “*Understanding key/technical vocabulary*” (M = 2.88) as the most challenging subskills that necessitate more extensive guidance. These descriptive results also revealed that vocabulary-related aspects emerged as a recurring challenge across skills for students.

4.1.1.3. Correlation analyses of skills importance and skill status

A Spearman’s rank correlation was performed to determine the relationship between students’ perceptions of skill importance (target requirements) and their skill status (current abilities). Overall, the results indicated a statistically significant, positive correlation (p-values < .05) between students’ importance ratings and their self-assessment of 17 (out of 20) skill items, including five in writing (the correlation coefficient values, r_s , ranged from .272 to .374), four in reading (r_s ranged from .226 to .320), three in speaking (r_s ranged from .177 to .278) and five in listening (r_s ranged from .170 to .320) (for the full results, see Appendix E). This meant that for language skill items rated as more important, there was a higher corresponding proficiency and a lesser perceived need for support on those items. The most strongly correlated items (with highest r_s) were “*Using appropriate academic writing style*” [$r_s(169) = .374$, $p < .001$], “*Summarising/ paraphrasing ideas in sources*” [$r_s(166) = .372$, $p < .001$], “*Identifying the key ideas of a subject-specific text*” [$r_s(167) = .320$, $p < .001$] and “*Following a discussion*” [$r_s(170) = .320$, $p < .001$] (note that some data were missing, as the correlation was calculated on 171, 168, 169 and 172 observations, respectively, rather than 175 observations). In addition, there was a non-significant positive relationship (p-values > .05) between the importance and status ratings of the remaining items (3 out of 20).

4.1.2. Interview responses: teaching staff’s views

4.1.2.1. Target academic language requirements

In contrast to the quantitative results showing students’ prioritisation of writing and listening skills (see Section 4.1.1.1), the interview data unveiled a strong consensus among teachers (8/10; 5/6 CTs and 3/4 LTs) that academic reading is the most vital skill for EMI study. Both language and content teachers reiterated the need for students to thoroughly engage with subject-specific materials, as illustrated in the following excerpts:

“For the subjects I teach, which are management and marketing, there're a lot of textual works. Students need to really read and understand first. Only by reading, comprehending and comparing, can they apply the key concepts and [...] deliver in terms of their assignments.” (CT6)

“It's crucial for students to develop reading skills as they must engage extensively with relevant literature to comprehend and synthesise information. Without a solid grasp of the subject matter through reading, one would struggle to produce any coherent work.” (CT1)

Writing skills also emerged from the interview data as a key determinant of students' academic success, given that “the assessment requirements mainly involve written components” (CT4). Aligned with students' views, half of the teachers (5/10; 3/6 CTs and 2/4 LTs) explicitly acknowledged the indispensability of sub-skills such as using citations, synthesising information and applying appropriate writing styles. For instance, LT4 felt that students “need to move away from informal writing styles they are used to, like Facebook posts, emails or opinion essays; otherwise, their academic progress is at stake”.

Meanwhile, listening and speaking skills were not prioritised as highly as those two skills by most teachers, given that “speaking is not typically essential to students' assignments” (LT2) and “limitation in listening skills can be compensated with active engagement in written materials” (CT3). However, both language and content teachers still acknowledged them as “fundamental aspects” in facilitating effective communication in EMI settings (LT3). For example, students are expected to “understand what the lectures are about” (CT4), “communicate regularly with the lecturer and [...] integrate with peers to carry out certain projects” (CT5), as well as showcase their presentation skills, which constitute part of their assessed components (CT5; CT6).

4.1.2.2. Students' current abilities

When asked about the most persistent linguistic problems their students faced, most teachers cited issues related to writing skills, reading skills and vocabulary, which aligns with the students' own perceptions of their language challenges (see Section [4.1.1.2](#)). In particular, both language (3/4) and content instructors (4/6) expressed their concerns about students' current lack of critical evaluation, the necessary vocabulary range and their over-reliance on translation tools in reading and writing practice, as exemplified by the extracts below:

“Students often struggle with academic texts due to their limited vocabulary. [...] Many have yet been able to read actively: to discern the relevant information and evaluate the viewpoints of others.” (LT3)

“Some would feel comfortable with a rote kind of learning so when it requires higher-level thinking: express your own ideas, your own opinions, they’ll get worried. [...] It’s not uncommon to find one whole page or even 2-3 pages where the student just cites from the same source.” (CT6)

“It’s concerning to see students GoogleTranslate [subject-specific texts] to Vietnamese and rely on the translated version, where lots of contexts are lost and the information is far from accurate. This causes a series of problems when they tried to analyse concepts or apply a theory into a case study.” (CT2)

With regard to writing, it was further stressed that aspects such as format and referencing are not problematic for students, as they can grasp them quickly from EAP courses (LT4, LT1), however, “it’s very hard for them to switch from informal styles to formal, university-level writing” (LT1). 3/6 content lecturers arrived at a similar observation, mentioning that “[students] still use freestyle writing” (CT2) and “some written works resemble spoken language more than academic writing, so even when I know that they understand the content, I can’t give them high marks” (CT4). The majority of teachers (6/10; 4/6 CTs and 2/4 LTs) also mentioned the need for improving listening and speaking skills among students, given that “in a class of 25, there may only be 6 or 7 students who can communicate in English well” (CT5) or “if a content lesson is delivered entirely in English, less than one-third of the students can understand it fully” (CT1). CT2 added that many students “struggle when delivering presentations in English, but it’s not like they don’t understand the content, rather, the issue lies in their language and presentation skills”. These observations diverge from students’ survey responses (see Section [4.1.1.2](#)), where listening and speaking sub-skills were rated as the least challenging areas, implying little or no support required.

4.2. RQ2: To what extent do language instructors and content lecturers respond to students’ linguistic needs?

4.2.1. Questionnaire responses: students’ views

Based on the data obtained on a scale ranging from 1 'Strongly disagree' to 4 'Strongly agree' (for the full results, see Appendix [E](#)), students exhibited higher levels of agreement regarding the role of content teachers in facilitating their academic English development (M = 3.18, SD = 0.81), compared to the relative role of EAP classes and

language teachers ($M = 2.91$, $SD = 0.80$). Students' open responses to these items provided additional insights into their expectations of subject-relevant support: for example, "Academic English [classes] provided very broad vocabulary, but we really need to know more about technical terms" and "content lecturers should guide us on using field-specific jargons and developing written assignments effectively".

In addition, students showed positive views towards the support they received, believing that EAP classes taught them the essential skills required for EMI ($M = 3.02$; $SD = 0.78$) and subject lecturers effectively helped them with academic language ($M = 3.03$, $SD = 0.74$). Their open responses highlighted the usefulness of EAP lessons in areas of citations, paraphrasing, essay structures and reading strategies to their EMI study. Nevertheless, some raised concerns about the relevance of EAP courses, noting that "listening and speaking are not adequately covered" and "the academic language here differs from the disciplinary discourse in EMI classes". As for support from content lecturers, students reiterated the efficacy of their subject-specific support practices, such as "simplifying terminologies", "providing contextual explanation for specific concepts" and "offering detailed guidance in written assignments". With regard to the suitability and accessibility of the course materials in English, students displayed a lower level of agreement ($M = 2.94$, $SD = 0.75$). Their comments highlighted several challenges posed by the materials, notably, "the presence of numerous specialised terminologies" and "abstract concepts", which necessitated "self-studying skills" and "further explanation from the lecturers".

4.2.2. Interview responses: teaching staff's views

4.2.2.1. Pedagogical roles and foci

In the interviews, all the teachers ($n=10$) unanimously emphasised the necessity of providing academic language support to students in EMI contexts; however, their views on their pedagogical responsibilities and areas of linguistic support varied significantly. Half of the content teachers (3/6) believed that their teaching roles revolved around "academic content of the course, for example, organisational behaviour, leadership or change models" (CT2), and were "not about teaching academic English or any linguistic aspects" (CT3). In explaining their content-oriented perspective, CT3 maintained that "English serves only as a tool to deliver subject matter; [...] and if the aim is to teach English, it should be pursued through linguistics majors, not IT". Their exclusive focus on content instruction also stemmed from the expectations that "there should be quality controls, checks and measures in place to

ensure students have adequate language skills” (CT2) and “students already received the support they need from language teachers” (CT1).

In contrast, the other three lecturers mentioned that their roles involved facilitating students’ learning in a broader context, where “content would come first and English would be a close second” (CT6). Their rationales behind incorporating linguistic support were to enhance students’ content comprehension and to meet their expectations of language development, as depicted in the excerpts below:

“My main role is for students to understand these courses properly and develop expertise in their subjects. But again, communication in English, some students are lagging behind. I feel it is my duty to bridge this gap.” (CT5)

“Each field has its own language so it’s essential to teach students the meanings of terminologies, what they represent and the contexts in which they operate. [...] Language skills play a complementary role [in content learning].” (CT4)

“The students want to improve their English and that’s also our goal because when they enter the job market, they would need a certain level of English proficiency.” (CT6)

However, these lecturers expressed that they do not perceive themselves as “fully qualified or the best person to help [students] on linguistic aspects” (CT6). CT5 felt that they “don’t have specialty in that field” and “rely on language instructors” who “play a key role in getting students ready for academic communication”. CT2 similarly explained that:

“I’m not a language teacher, so I don’t even know how to teach them language skills. Although I’m cautious that I need to push them into the right track, me alone cannot do that. The school needs to focus on *separate* academic language support for students.” (CT2, my emphasis)

Regarding the language instructors (n=4), all of them perceived their key role in EAP courses is to prepare students for the linguistic demands common across EMI disciplines, by introducing “an overview of academic literacy” (LT2) or “the basis of academic language” (LT1), rather than offering support tailored to any specific fields. LT2 clarified that their EAP courses “focus more on the formats and structures, which is beneficial for students to get a general idea of academic writing” and they “wouldn’t expect a profound impact on students’ specialised terminology or domain knowledge”. Similarly, LT4 highlighted their adoption of a general, skills-based approach to EAP that “helped students differentiate between academic and everyday language”, while

admitting that their provision of content-relevant linguistic support remained “mostly superficial”. It was suggested that for students to advance their domain-specific language proficiency, they should “seek resources and support in their major subjects” (LT1).

4.2.2.2. Language instructors’ support practice

Based on the interviews, it was evident that all language instructors (n=4) placed significant priority on support in areas of writing and reading, which aligned with the designated EAP curricula. Particularly, writing subskills including plagiarism awareness, citations, and references were reported to be “among the first things [they] teach” (LT1) or “essential components” of their instruction (LT2). This practice was informed by their needs evaluation, as they found that “these [subskills] are required for all written assignments regardless of disciplines” (LT1) and “students often raised concerns about sources and references” (LT4). Another key focus is “helping students understand different writing styles, structures and formats” (LT1). For example, LT4 highlighted a range of writing formats covered in EAP courses, such as “summary, response papers, reports and essays”; however, they “offered enhanced support in certain formats, e.g. essays, based on students’ abilities, needs, and the outcome requirements of the course”. LT3’s comment below illustrated different stages of their writing support approach and highlighted the importance of giving prompt feedback:

“[...] A lesson on parallelism. I often start by explaining the concept and then engage students in structured activities like analysing parallel structures. We then progress to open tasks, where they create their own examples. However, when students transition to writing essays, they still make parallelism errors without even realising it. That’s when I step in with immediate feedback to help them recognise those errors and reference back to what they learned. It’s essential to intervene in students’ writing like that.” (LT3)

The language teachers also engaged in adapting course content and materials as part of their support practice. LT1 mentioned “trying to incorporate different discussion activities” to enhance students’ involvement in reading academic texts. LT4 described that they “reduced the number of required readings but added follow-up tasks”, aiming for a balance between syllabus coverage and “deeper exploration of the content and language within the texts”. Similarly, LT3 designed alternative exercises that encourage open-ended responses and the integration of sources, as they felt that

“multiple-choice reading comprehension questions in the coursebook are not directly applicable to the reading tasks required in EMI classrooms”.

Further efforts in providing content-relevant linguistic support were also evident, such as “incorporating relevant journal articles into skimming/scanning practice and analysing the academic language used therein” (LT1), “exploring domain-specific concepts, such as ‘tariff’ and ‘quota’ in reading” (LT2) and “focusing more on report writing and data presentation for business-majored students” (LT3). However, it was noted that these support practices were based on the instructors’ assumptions of “certain sets of skills and terminologies relevant to students’ majors” (LT3), rather than a clear understanding of the actual linguistic requirements in EMI courses. Similarly, LT4 questioned the efficacy of their guidance on subject-relevant vocabulary and concepts, since they “don’t have the relevant expertise” and “have to rely on [their] individual research”.

4.2.2.3. Content lecturers’ support practice

All subject lecturers (n=6), regardless of whether they perceived their roles as content-only or content-focused teaching (see Section [4.2.2.1](#)), found themselves “helping students with academic language out of necessity” (CT5). However, the extent of their support varied greatly, ranging from merely motivational support, e.g. “encouraging students to read materials in English” (CT1) or “self-practice writing skills” (CT2), to offering comprehension strategies, e.g. “switching to Vietnamese when explaining subject matter” (CT3), and providing more detailed guidance on academic language development. Specifically, CT1 and CT3 considered making references to students’ first language (Vietnamese) as an indispensable aspect of their support practice, as elucidated in the following:

“English has its role, but it shouldn’t come at the expense of content knowledge. So when English poses difficulties for students, particularly in terms of subject terminologies, I helped by providing further explanation or relevant materials in Vietnamese to ensure they gain sufficient comprehension.” (CT3)

Other strategies to enhance students’ comprehension were also employed, including “speaking at a slower pace” (CT5), using simpler language of instruction (CT4, CT6) and starting with “concrete examples” or “scenario-based activities” before delving into complicated subject matter (CT6). It was highlighted that their instructional adaptation is not aimed at “watering down or lowering the standard”, but rather “making the content more accessible for students” (CT6).

The findings further indicated content lecturers' efforts in reinforcing academic language skills, particularly in areas of writing and vocabulary. For example, CT4 reported using "published papers" as models and giving an "analysis of how [the authors] expressed the terms and structured their works" to support students' writing development. Other lecturers discussed the practice of "giving a guiding session" (CT2) or "re-introducing essential writing aspects, like referencing and idea organisation" (CT3) at the start of their courses, based on "what's coming and the mistakes [they]'ve seen in other classes" (CT2). However, this was done briefly as "it's not part of the curriculum" (CT3). CT6 demonstrated a comparable emphasis on writing subskills, albeit with greater flexibility in the support provided:

"Part of guiding them is telling them how to do citations, how to bring out their idea, how to structure it. When I'm explaining to them, I'll check with them. Have you learned this? Yeah, which part? [...] So then I know which level I need to engage in."
(CT6)

Moreover, almost all the lecturers (5/6) engaged in academic language support by providing constructive feedback on students' written drafts and assignments. However, the extent and areas of feedback were not consistent among them. For instance, CT2 "only provided feedback to the entire class" when there were recurring errors, typically in sentence structures and vocabulary; CT5 "sometimes highlighted some structures that are not right"; and CT3 "mostly commented on domain-specific concepts and word use". Among the five teachers who provided linguistic feedback, only two indicated incorporating language as a marking criterion while the others prioritised content over language accuracy, asserting that "in most cases, language errors don't significantly impact students' grades" (CT3).

Material contextualisation emerged as another aspect of language support, highlighted by half of the lecturers (3/6). Specifically, they shared concerns about "the coursebook content [being] geared towards the UK audience" (CT2) and the inclusion of "examples from overseas" (CT6), which students struggled to understand due to their language limitations and a lack of relatability to such contexts (CT6). The lecturers thus tried to "select case studies of a global nature, such as Twitter or Netflix, rather than those specific to a foreign country" (CT2), "link to businesses in Vietnam" (CT4) and "elicit relatable examples, like students' shopping experience in their local markets, WinMart or CircleK", instead of relying on textbook-based scenarios of

“consumers’ purchasing process in Walmart, [...] which may not click in their minds” (CT6).

4.3. RQ3: What are the challenges in providing effective language support for EMI education, as perceived by teachers?

The interview data pointed to three main areas of support challenges, namely students’ proficiency and motivation, coordination issues and time constraints.

4.3.1. Students’ proficiency and motivation

Firstly, all 10 teachers concurred that the primary obstacles to effective support were students’ low English proficiency and their lack of motivation. LT1 felt that “many did not have a reasonable basis to study EAP courses, [...] and] struggled to write a well-structured sentence, let alone a coherent academic essay”. Similarly, LT4 found it “an extremely difficult task” when teaching students with limited language skills “to employ citations, extract information from sources and use academic vocabulary”. Another concern raised among language teachers was that “students often fail to recognise the necessity of academic language” (LT3) or that “they care more about passing the course than the skills they’ll gain” (LT4), which resulted in their minimal progress despite the support available.

As for the content lecturers, they observed that students’ limited English abilities, coupled with “increasingly complicated content” in EMI classes (CT4), made them “lose all confidence in learning”, “stop trying” or even “drop out of the programme altogether” (CT2). CT2 continued to share that “some lack the confidence to start writing independently and resort to translation tools, AI software and tactics” to navigate their way through assignments, rather than seeking help from the lecturers. Others also noted the significance of “students’ willingness to improve their language skills” (CT1), emphasising that “unless they communicate their difficulties, we [lecturers] cannot know and allocate enough resources to support them” (CT4).

4.3.2. Lack of coordination

Secondly, most of the teachers’ (7/10; 4/6 CTs and 3/4 LTs) responses referred to the lack of coordination between language and content-subject departments as another factor impeding effective language support. LT3 asserted that although Business EMI courses were the “target contexts” that they aimed to address when teaching academic language, there were “virtually no connections between English and

Business teachers". LT4 said that they were "still not sure about the expectations in EMI courses". LT1 highlighted challenges in delivering subject-specific support due to their limited knowledge on "what exact areas of business or content students are studying". They further expressed a desire to "know the criteria subject lecturers use to grade students' papers", in order to understand "which skills [they] should focus to align with those assessment standards" (LT1). This view was shared by LT4, who also commented that:

"There needs to be coordination among the teaching staff, so we understand each other's requirements and ensure a coherent fit. [...] I often encounter instances where students questioned: why the emphasis on detailed referencing, when subject teachers don't enforce it as strictly? This inconsistency can make students view EAP courses as superfluous." (LT4)

Content lecturers also mentioned that they are "not familiar with the language programmes" (CT2) and "unclear about the language department's training" (CT3) yet expected language support classes to be "more intensive" (CT1), "introduced earlier" and "better tailored to students' specialised majors" (CT3). CT2 raised concerns about the absence of "a refresher course on academic writing" or "on-going support" by language experts in the second and final years of study - resources that content lecturers "could have referred struggling students to". Content lecturers thus identified "a gap" in the language support for students in those years, since they perceived themselves as "not the appropriate person for this" (CT6) and felt "unfair to slow down the lesson's pace to accommodate a group of struggling students" (CT2).

4.3.3. Time constraints

Finally, issues with time and scheduling can hinder the delivery of meaningful language support. It was highlighted that "the [subject] curriculum is already heavy content-wise, so there's just no time to focus on peripheral stuff like academic writing and referencing" (CT2). CT6 shared the same view, noting that the existing schedule may be "too hectic" with a substantial number of classes and hours per term, leaving "no space for workshops and language support". Others highlighted that "there's no breathing room between classes" (LT1) and that "students don't have enough self-studying time to reflect and develop their skills" (CT4).

The teaching staff also expressed apprehensions regarding the limited timeframe allocated to EAP classes. LT4 found "insufficient curriculum time" to effectively equip students, especially non-business majors, with academic discourse. LT1 added that

“language support should have been provided consistently throughout students’ study, rather than only at the beginning and then stop”. Content lecturers agreed that there needs to be “some sort of sustained academic language support” (CT2) because “academic writing cannot be acquired within a few weeks” but rather a progression that can “take years” to refine (CT4).

CHAPTER 5: DISCUSSION

In this chapter, the findings are synthesised into three overarching themes, mirroring the research questions, seeking to reveal deeper layers of meanings and contextualise them within existing scholarship and educational practice.

5.1. Mixed views regarding academic language needs

The study's first goal ([RQ1](#)) was to determine students' academic language learning needs within the EMI context. The findings revealed intriguing overlaps and inconsistencies in the perceptions of students, language instructors and content lecturers regarding target and present linguistic needs.

Firstly, the participants rated academic language skills across all four domains (i.e. reading, writing, speaking and listening) as important to the target EMI contexts, a result mirroring previous EAP needs analysis studies (Huang, 2013; Atai & Hejazi, 2019; Garska, 2022). However, they assigned different levels of priority to these domains, as the students regarded writing and listening as paramount while the teaching staff predominantly subscribed to the notion of "reading comes first and then writing" (CT2). This is in partial agreement with earlier findings, which showed "skills and issues related to writing [to be] students' and instructors' primary concern", given its high stakes in assessment activities (Huang, 2013, p. 25; Garska, 2022). The teachers' prioritisation of reading skills in this study was also corroborated by Grabe and Stoller (2014), who proposed that the ability to read is the most vital skill for students to attain academic knowledge and the target discourse. However, students' heightened emphasis on listening skills, particularly in areas of lecture comprehension (see [Table 4.1](#)), contradicted this perspective. One possible explanation, derived from the interviews, is that in acquiring content knowledge via the English medium, students may rely on translation tools to aid their reading comprehension and bridge language gaps in textual materials, which might have diminished the perceived significance of English reading proficiency. Meanwhile, such assistance may not be applicable to listening, which demands a more fluid and real-time processing of the spoken content during lectures.

Secondly, regarding the current linguistic needs, all stakeholders reported reading, writing and vocabulary to be the most challenging areas of EMI study for students. Indeed, writing and vocabulary have been underscored as "a chronic problem in EMI

contexts” (Kamasak et al., 2021) and particularly as areas of difficulties for students in Vietnam (Hoang et al., 2023; Phuong & Nguyen, 2019). More specifically, both the teachers and students pinpointed issues in academic vocabulary, using appropriate writing styles and synthesising sources. Furthermore, the participants’ evaluation of reading as a central challenge echoed the results in Aizawa et al.’s (2020) research yet contrasted with those by Kamasak et al. (2021). Interestingly, unlike the prevailing pattern observed in self-reported surveys, where speaking was considered a notable challenge (Kamasak et al., 2021; Aizawa et al., 2020; Atai & Hejazi, 2019), results from this study suggested otherwise. In fact, the students assessed their abilities especially positively in speaking and listening skills, which the teaching staff, however, cited as areas needing improvements.

Overall, the findings indicated a match between the perceptions of language and content teachers regarding the *target* skills requirements and students’ *current* learning needs; however, such alignment did not extend to the viewpoints of students themselves (cf. Hoang, 2013). Correlation analyses also showed that the skills the students deemed challenging or requiring additional support might differ from those they viewed as important. To illustrate, they ranked “*Using appropriate academic writing style*” as the most challenging, yet among the least important skills in writing, while language and content teachers unanimously emphasised both its difficulty and significance for students’ academic success. As Liu et al. (2011) suggested, students may focus on improving certain skills not necessarily due to their lack of competence, but rather the perceived importance of those skills to their academic goals. Moreover, the differences in the students’ and teachers’ perceptions of skill importance and skill status can be attributed to the possibility that not all students were able to accurately evaluate their own abilities or discern “what is required of them to perform competently in their programme of study” (Huang, 2010, p. 533).

5.2. Responses to students’ needs: differing conceptualisations and practices

The study’s second goal ([RQ2](#)) focused on investigating how language instructors and content lecturers responded to students’ language learning needs. The analyses of both quantitative and qualitative datasets highlighted inconsistencies among the stakeholders’ conceptualisation of support and the teachers’ support practices.

Firstly, it was found that the students’ expectations for subject-specific language guidance in both EAP and EMI courses did not match the pedagogical roles held by

either group of teachers. On the one hand, the EAP instructors operated under the belief that their key responsibility was to provide only “an overview of academic literacy” (LT2) and expected more specialised language assistance for students in EMI courses. On the other hand, the content lecturers defined their roles within content-focused instruction, believing that academic language support was not part of their responsibilities or expertise, and mostly engaged in it “out of necessity” (CT5) (cf. Doiz et al., 2019). The lack of clarity over the support roles and pedagogical foci of each type of teachers resonated with the observations by Galloway & Ruegg (2020), who also raised concerns over teachers’ differing attitudes towards support in Chinese and Japanese EMI contexts. Other studies in European EMI contexts have also found content lecturers’ reluctance to address language issues and their lack of association to the field of ELT (Airey, 2012; Werther et al., 2014; Block & Moncada-Comas, 2022). This division in pedagogical orientations and responsibilities among language and content teachers, while seemingly pragmatic given their designated curricula, training background and expertise, can hinder the provision of integrated, content-relevant linguistic support students need for successful academic engagement.

Secondly, the teachers were found to direct their support practices towards the areas of writing, reading and vocabulary, corresponding to what they had identified as the most important and challenging for their students. However, the methods and depth of support provided by each group of teachers varied. With reading, language instructors favoured the exploitation of follow-up comprehension and text-analysing tasks, as relevant to their assumptions of the requirements in EMI courses, while content lecturers resorted to providing translated materials or simply encouraged students to read in English (cf. Atai & Taherkhani, 2018). As for writing, language instructors focused on the key components in their EAP syllabus, such as referencing, writing styles and structures, with guided practice, open practice and on-going corrective feedback as integral stages of instruction. Meanwhile, content lecturers’ writing support occurred in specific instances, such as a brief review at the start of their courses or when providing feedback on students’ assignments; however, linguistic aspects often remained on the “peripheral” (CT4) and not focused as an assessment criterion in EMI courses. These results suggested content lecturers’ emphasis on content accessibility, rather than the development of language skills, in their support practice (Jiang et al., 2019; Atai & Taherkhani, 2018). Indeed, coinciding with Jiang et al. (2019), the study found content lecturers’ utilisation of accommodation strategies, such as using students’ first language and reducing speech rate, instead

of explicit vocabulary teaching, to facilitate students' understanding of subject terminologies and concepts. Language instructors, on the other hand, indicated explicit efforts in teaching the academic language as well as analysing subject-relevant vocabulary within reading activities, yet the latter was reported to be limited in depth due to their lack of subject expertise.

Overall, the findings suggested an alignment between how language and content teachers perceived their pedagogical roles and the support they offered. Interestingly, their focus on reading, writing and vocabulary contradicted the findings in other contexts, including Spanish and Italian EMI settings, where content instructors were reported to limit their support to oral production (Doiz et al., 2019) and Iranian EMI universities, where speaking and listening skills were language instructors' routine practice (Atai & Taherkhani, 2018). The teachers' limited attention to speaking and listening areas in this study, though understandable due to curriculum constraints, conflicted with their evaluation of students' need for improvement in oral communication. Moreover, while content lecturers' language support was evident, particularly concerning students' written works, it remained sporadic and lacked consistency with the feedback and assessment criteria in EAP courses (cf. Hakim, 2023). Likewise, the assistance from language teachers, though covering essential aspects of academic reading and writing, seemed to fall short in tackling the specialised discourse features and terminologies that the students expressed a desire for. These insights highlight the need for broadening the scope of support to encompass speaking, listening and discipline-specific language use, while ensuring the continuity of support between language and content instructors, to enhance students' linguistic proficiency and academic success in EMI.

5.3. Navigating present challenges

The last research question ([RQ3](#)) sought to examine the challenges in the teachers' provision of academic language support. A major challenge surfaced as a result of the interplay between students' limited proficiency and motivation. As observed by both language and content teachers, students with inadequate language proficiency struggled to keep up with the course content, leading to a decline in motivation. By the same token, low motivation might hinder students from dedicating the time and effort to improve language skills required for EMI study. It is, therefore, important for the institution to work closely with teachers to develop rigorous language requirements and evaluation procedures in admission as well as preparatory programmes to ensure

students' readiness for EAP and EMI courses. Moreover, as the findings indicated, the lack of motivation to learn academic language could be linked to students' limited awareness of its necessity and relevance to their disciplinary study. This is substantiated by Jiang et al. (2019), who showed that students' drive to participate in EAP courses was directly influenced by the linguistic demands in their EMI programmes and future academic career. Hence, clear communication with students about the programme requirements, learning outcomes and the transition of linguistic skills between EAP and EMI courses should be established to help them navigate their study with enhanced clarity and sustained efforts.

In line with previous research (Galloway et al., 2017; Galloway & Rueggs, 2020), the study identified coordination issues among teaching staff as another hindrance to effective support. Specifically, language and content teachers were found to operate within their own sphere, with minimal understanding of each other's expectations, course content and assessment. This lack of awareness hindered their capacity to align their instructional approaches in a complementary manner. The findings also revealed that the provision of discipline-specific support was not facilitated on any systematic basis, but rather through EAP instructors' "assumptions" of the target needs and their corresponding interventions. Moreover, time constraints exacerbated this situation, as language instructors deemed EAP course duration "insufficient" to prepare students for EMI (LT4) and content lecturers did not have enough curriculum space to address linguistic needs. In tackling these challenges, one viable approach is to foster regular and structured channels of communication among teaching staff so that they can share expertise and collaboratively reinforce academic skills learning across disciplines. The study also underscores the need for an on-going support system that can address the evolving linguistic needs students encounter as their studies progress. Indeed, the design and delivery of EAP curriculum should be "informed by genuine EMI classroom settings and updated in a real-time manner" (Jiang et al., 2019, p. 116). However, these responsibilities should not rest solely upon individual teachers but also require broader institutional commitment, in terms of policy, professional development, curriculum design and administrative support. For example, institutions may consider allocating time for cross-departmental training and progress-review meetings involving both language and content teaching staff, to help bridge the knowledge gap between disciplines and foster a shared sense of purpose among stakeholders.

CHAPTER 6: CONCLUSION

This chapter highlights the key findings of the study, followed by a discussion of the implications, limitations and suggestions for future research. It ends with some final reflections on the research topic.

6.1. Summary of findings

Through the analyses of data from student surveys and teacher interviews, the study has yielded valuable insights regarding the situation of academic language support within an EMI university. Firstly, the findings indicated inconsistencies in students' and teachers' perceptions of target needs, as the former prioritised writing and listening skills while the latter believed reading held utmost importance, followed by writing. However, they both acknowledged reading and writing, particularly regarding academic terminologies, as the most difficult aspects that required enhanced support for successful EMI study. Secondly, the language and content teachers were found to hold distinct conceptualisations of their support roles, which were geared towards either teaching generic academic skills or assisting content-matter comprehension, respectively, rather than facilitating subject-specific academic language as preferred by students. Regarding their support practice, both language and content teachers showed support in areas of writing, reading, and vocabulary, albeit with varying degrees and approaches. Finally, the primary obstacles to their provision of support were identified as students' limited language proficiency and low motivation, coordination gaps and time constraints.

6.2. Implications of the study

The study proposes that recognising and addressing disparities in stakeholders' perceptions of needs and support roles is essential for effective implementation of language support across the curriculum. This can be achieved by conducting thorough needs analyses at both the classroom and institutional levels, combined with fostering clear communication among students, teaching staff and institutional leaders regarding their respective roles, expectations and shared objectives. Furthermore, echoing Galloway and Rose (2021), the findings point to the need for on-going language support that addresses the specific discourse and academic skills required in EMI study. This endeavour requires language and content teachers to work in collaboration, informing each other of their instructional and assessment approaches,

collectively re-examining current EAP course designs and devising support strategies that integrate linguistic development with subject-matter comprehension. However, as the findings suggested, when teachers perceive discipline-specific language support as *not* within their remit, they may refrain from incorporating it into their teaching or engaging in cross-disciplinary collaboration. Thus, professional development and training become crucial in helping teachers re-envision their roles and navigate the changing pedagogical landscapes in EMI contexts, where the traditional dichotomy of language-only or content-only instruction may no longer be adequate to meet the complex needs of students. The study also calls for institutions' systemic approach to curriculum mapping and materials development for EAP and EMI courses, ensuring that subject-relevant language support is not isolated and sporadic attempts but rather systematically integrated into teachers' instructional practices.

6.3. Limitations and future directions

Notwithstanding its contributions, this study has several limitations. Firstly, the data for the study were collected within one university in Vietnam; therefore, the generalisability of the findings may be limited. More research in other settings is needed to enable a clearer picture of language support provision, its suitability and potential developments in keeping with the phenomenal growth of EMI implementation worldwide.

Secondly, the selected samples might not be representative of the entire population at the research site, given that only a few students and no teachers from the Graphic and Digital Design discipline were included. Future research in this area could strive for more balanced participant recruitment that can reflect the broader population's perceptions and facilitate meaningful cross-discipline comparisons. Including the viewpoints of other stakeholders, such as curriculum designers and institutional managers, would provide a more complete depiction of the case.

A further limitation lies in the data collection. While the use of student surveys and teacher interviews in this study allowed for corroborated insights, it is important to acknowledge the inherent limitations tied to self-reported data, such as social desirability bias and memory errors. Moreover, although the questionnaire demonstrated high reliability (Cronbach's α from .879) and incorporated open-ended items, follow-up interviews with students would have better elucidated the reasons underlying their responses. Going forward, future investigations may adopt a more

thorough approach of triangulation, featuring student interviews, test results, classroom observation and revision of documents (e.g. syllabi), for a more nuanced understanding of the key stakeholders' needs, experiences and support practices.

6.4. Concluding remarks

This study was conducted to examine the suitability of academic language support in a Vietnamese EMI university, based on analyses of learning needs, conceptualisation of support roles, support practices and challenges, all of which were previously underreported. From the findings therein, it could be argued that the provision of support in this context warrants not only closer attention but potentially a recalibration to align with the evolving needs of EMI students and expectations of key stakeholders. As Doiz et al. (2019) suggested, the inclusion of language support as a means to enrich EMI classrooms, though promising, necessitates “decision-makers at the university [to] establish and define language-learning objectives as part of the goals of EMI” (p. 82). The present study also calls for a more holistic approach that integrates language assistance into the broader framework of EMI, fostering collaboration between language instructors and content lecturers, in order to realise the much-aspired “double gain” in students' language and content development in EMI education./.

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APPENDICES

Appendix A: Participant information sheet

Study title and Researcher Details	
Title	Examining academic language support in an EMI university in Vietnam: current beliefs, practices and challenges
Researcher	Phuong Anh Pham (Ellie)
Supervisor	Professor Wendy Anderson
Course	MSc Applied Linguistics
Department	College of Arts
Invitation	
<p>You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.</p>	
What is the purpose of the study?	
<p>The study forms part of my degree in MSc Applied Linguistics at the University of Glasgow. It seeks to find out teachers' and students' perceptions towards the provision of academic language support in educational environments where English is the medium of instruction (EMI). It is expected to last three months, from June to August 2023.</p>	
Why have I been chosen?	
<p>You have been invited to participate because you are either a teacher or a student who has experience in learning/teaching in an EMI setting. It is expected that about 6 teachers and 100 students will be involved in this project.</p>	
Do I have to take part?	
<p>It is up to you to decide whether or not to take part. If you decide to take part, you are still free to withdraw at any time and without giving a reason.</p>	
What will happen to me if I take part?	
<p>If you are a student, you will be asked to complete an online questionnaire, which should take about 15 minutes to complete. Once completed, the questionnaire will be forwarded to the researcher's secured survey account for analysis.</p> <p>If you are a teacher, you will be asked to take part in a one-on-one interview with the researcher via Zoom, which lasts about 30 minutes. The interviews will be audio-recorded using a secured network.</p>	
Will my taking part in this study be kept confidential?	

Unless you specifically request otherwise, all information which is collected about you during the course of the research will be kept strictly confidential. You will be identified by an ID number and any information about you will have your name and address removed so that you cannot be recognised from it.

What will happen to the project data and the results of the research study?

All the data collected will be used for the purpose of this study by the researcher and will be stored on a secured University of Glasgow OneDrive account and on a password-protected laptop.

Questionnaire responses will be collated against consent forms to check nothing has been lost, and then any connection between them destroyed (e.g. any record document). Interviews will be transcribed, and the transcriptions redacted to remove identifying information.

The data will be retained during the project and will be destroyed on submission of the dissertation on the 6th September 2023. The results of the study may be published in an academic journal and/or a conference presentation after this date; however, the participants will NOT be identified in any report/publication.

Who has reviewed the study?

Materials relating to the study have been reviewed and approved by members of the College of Arts Research Ethics panel.

How can I access information relating to me or complain if I suspect information has been misused/ used for purposes other than I agreed to?

You can contact the researcher or their supervisor in the first instance if you have any concerns. If you are not comfortable doing this, or if you have tried but don't get a response or if the person in question appears to have left the University, you can contact the College of Arts Ethics Officer (email: arts-ethics@glasgow.ac.uk).

Where there appear to have been problems, you can – and indeed may be advised to – submit an 'access request' or an objection to the use of data. As part of the University's obligations under UK General Data Protection Regulation (UK GDPR), participants retain the rights to access and objection with regard to the use of non-anonymised data for research purposes.

1. Access requests and objections can be submitted via the UofG online proforma accessible at:
<https://www.gla.ac.uk/myglasgow/dpfoioffice/gdpr/gdprrequests/#>.
2. Access requests and objection are formal procedures not because we mean to intimidate participants into not raising issues, but rather because the University is legally required to respond and address concerns. The system provides a clear point of contact, appropriate support and a clear set of responsibilities.
3. Anyone who submits a request will need to provide proof of their identity. Again, this is not to deter inquiries, but rather reflects the University's duty to guard against fraudulent approaches that might result in data breaches.
4. You also have the right to lodge a complaint against the University regarding data protection issues with the Information Commissioner's Office (<https://ico.org.uk/concerns/>).

Appendix B: Online survey consent form

I understand that Phuong Anh Pham (the researcher) is collecting data in the form of **questionnaire responses** for use in an academic research project at the University of Glasgow.

I have read the information sheet outlining the project and its methods and had the opportunity to ask any questions arising from that.

I consent to participate in the survey on the following terms:

1. I have the choice to leave any question unanswered.
2. I can decline to submit the questionnaire once I have completed it.

I agree to the processing of data for this purpose on the following terms:

1. Use and storage of research data in the University of Glasgow reflects the institution's educational/ research mission and its legal responsibilities in relation to both information security and scrutiny of researcher conduct.
 - a. As part of this, under UK legislation (UK General Data Protection Regulation [UK GDPR]), I understand and accept that the **lawful basis** for the processing of personal data is that the project constitutes a **public task**, and that any processing of special category data is 'necessary for archiving purposes in the public interest, or scientific and historical research'.
 - b. I understand that I have the right to **access** data relating to me or that I have provided and to **object** where I have reason to believe it has been misused or used for purposes other than those stated.
 - c. Project materials in both physical and electronic form will be treated as confidential and kept in secure storage (locked physical storage; appropriately encrypted, password-protected devices and University user accounts) at all times.
2. Participation in the survey is anonymous and no identifying personal information is involved.
3. Responses will be aggregated by question when exported from the survey platform so that an individual's answers will not be grouped together.
4. All names and other material likely to identify individuals will be redacted/ removed. Once this is completed for all questionnaires, the record document linking participant numbers to consent forms will be destroyed, leaving all responses anonymous. This will be done on the following date: **30th June 2023**.
5. I understand that once the data collected is anonymised, in accordance with UK GDPR, it may be used for the purposes of the project without further reference back to me. However, I understand that I may request access or raise an objection if I have legitimate grounds for concern that I remain directly identifiable from it or that it has been used for purposes other than those stated.
6. Project materials will be retained in secure storage by the University for ten years for archival purposes (longer if the material is consulted during that time). Consent forms will also be retained for the purposes of record.

7. The anonymised data may be used in future research and be cited and discussed in future publications, both print and online.

ALL PARTICIPANTS:

- I understand that submitting a response indicates that I consent to take part in the survey and that I agree to the terms for data processing as outlined above.
- I confirm I have been given information on how to exercise my rights of access and objection.

Researcher's name and email:	Phuong Anh Pham (2827287p@student.gla.ac.uk)
Supervisor's name and email:	Professor Wendy Anderson (Wendy.Anderson@glasgow.ac.uk)
Department address:	College of Arts University of Glasgow 6 University Gardens Glasgow G12 8QQ

Appendix C: Interview consent form

I understand that Phuong Anh Pham (the researcher) is collecting data in the form of recorded interviews for use in an academic research project at the University of Glasgow.

I confirm that I have read the explanation about the project and the research being carried out and have had a chance to ask questions about these where necessary.

I consent to participate in the interviews on the terms below:

1. I can leave any question unanswered.
2. The interview can be paused or stopped at any point.

I agree to the processing of data for this project on the terms below:

1. Use and storage of research data in the University of Glasgow reflects the institution's educational/ research mission and its legal responsibilities in relation to both information security and scrutiny of researcher conduct.
 - a. As part of this, under UK legislation (UK General Data Protection Regulation [UK GDPR]), I understand and accept that the **lawful basis** for the processing of personal data is that the project constitutes a **public task**, and that any processing of special category data is 'necessary for archiving purposes in the public interest, or scientific and historical research'.
 - b. I understand that I have the right to **access** data relating to me or that I have provided and to **object** where I have reason to believe it has been misused or used for purposes other than those stated.
 - c. Project materials in both physical and electronic form will be treated as confidential and kept in secure storage (locked physical storage; appropriately encrypted, password-protected devices and University user accounts) at all times.
2. The interviews will be transcribed, and the recordings deleted when the dissertation is submitted.
3. My name and all identifying information in interview transcripts and questionnaire responses will be removed or redacted. All other names and other material likely to identify individuals will be removed/ redacted. From this point onward, the data will be anonymised.
4. I may withdraw from the project at any time before the interview and questionnaire data are anonymised without being obliged to give a reason. In that event, all record of my remarks will be destroyed immediately. I understand that after the cut-off date (**31st July 2023**), the research data will be anonymous and therefore exempt from the provision of data subject rights under UK GDPR.
5. All project materials will be destroyed on completion of the dissertation. The dissertation itself will not be available in the public domain.

ALL PARTICIPANTS:

- I consent to take part in the interviews.
- I agree to the terms for processing of data outlined above.
- I confirm I have been given information on how to exercise my rights of access and objection.

Name of Participant: _____ Date: _____

Signature: _____

Researcher's name and email:	Phuong Anh Pham (Phuong.anhpham@glasgow.ac.uk)
Supervisor's name and email:	Professor Wendy Anderson (Wendy.Anderson@glasgow.ac.uk)
Department address:	College of Arts University of Glasgow 6 University Gardens, Glasgow G12 8QQ

Appendix D: Online questionnaire

(click [HERE](#) to gain access)

ENGLISH VERSION

Online survey: Academic language support in English-medium-instruction (EMI) education

This survey is aimed at gathering your experiences and views on Academic English language support in contexts where disciplinary subjects, such as Business Management, are taught via English. Please remember that this is not a test, so there is NO 'right' or 'wrong' answers. I am genuinely interested in your personal opinions. All responses will be treated with complete confidentiality.

The form includes 21 questions and will take approximately 10 minutes to complete. Further information about the study and your participation can be accessed via this link: <https://tinyurl.com/45mbt4s2>

If you have any questions, feel free to contact me (Phuong Anh Pham) at 2827287p@student.gla.ac.uk

Thank you very much for your contribution!

Q1. What is your gender?

- Male
- Female
- Other
- Prefer not to say

Q2. What is your major of study?

- Computing
- Graphic & Digital design
- Business management
- Event management
- Public relations & communications
- Marketing

Q3. What is your year of study?

- First year
- Second year
- Third year

Q4. Had you studied academic subjects (e.g. Maths, Science) in English before?

- Yes, over 3 years
- Yes, from 1 to 3 years
- Yes, less than 1 year
- No, I had never

Q5. Tick all the academic language courses you have taken/are taking:

- Academic English 1 (Writing)
- Academic English 2 (Intergrated Reading and Writing)
- Academic English for non-business

Q6. I believe that major subject classes (e.g. Marketing Management) should be supplemented with Academic English classes provided by English language teachers.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q6a. Please feel free to add further comments on Q6 below:

Q7. I believe that subject lecturers should also help students improve academic English proficiency.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q7a. Please feel free to add further comments on Q7 below:

Q8. I believe that the Academic English classes taught me the language skills I needed the most to succeed in learning my major subjects via English.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q8a. Please feel free to add further comments on Q8 below:

Q9. I believe that subject lecturers have effectively supported me in learning academic language.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q9a. Please feel free to add further comments on Q9 below:

Q10. I believe the materials in English in major subject classes are suitable and easily accessible for me.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q10a. Please feel free to add further comments on Q10 below:

Q11. I believe that I received sufficient language support from the university (e.g. self-accessed learning resources, tutorial opportunities) to succeed in learning my major subjects via English.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q11a. Please feel free to add further comments on Q11 below:

Q12. Which Academic English language skills/components have you been taught in academic language course(s)? Tick all that applies:

- Reading
- Writing
- Speaking/Presenting
- Listening
- Grammar
- Vocabulary
- Other (please specify): _____

Q13. Which language skills/components, in your opinion, should be the focus of academic language courses? Chose the THREE that seem the most important:

- Reading
- Writing
- Speaking/Presenting
- Listening
- Grammar
- Vocabulary
- Other (please specify): _____

Q14. Please rate your current level of ability in **Academic Writing skills**:

	I can't do this at all	I can do this with a lot of help	I can do this with a little help	I can do this on my own
Structuring written assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using appropriate academic writing style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citing/referencing academic sources in written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarising/paraphrasing ideas in sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing ideas clearly and logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15. Please rate your current level of ability in **Academic Reading skills**:

	I can't do this at all	I can do this with a lot of help	I can do this with a little help	I can do this on my own
Understanding disciplinary materials (e.g. coursebooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working out the meaning of difficult vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the key ideas of a subject-specific text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading quickly to find specific information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking brief, relevant notes whilst reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Please rate your current level of ability in the **Academic Speaking skills**:

	I can't do this at all	I can do this with a lot of help	I can do this with a little help	I can do this on my own
Speaking accurately (grammar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly (pronunciation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting subject-specific information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating actively in discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking and answering questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. Please rate your current level of ability in **Academic Listening skills**:

	I can't do this at all	I can do this with a lot of help	I can do this with a little help	I can do this on my own
Understanding the main ideas of lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the overall organization of lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding key/technical vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking brief, clear notes while listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following a discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. How important, in your opinion, is each of the following **Academic Writing skills** for your academic success?

	Not important	Rather important	Important	Very important
Structuring written assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using appropriate academic writing style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citing/referencing academic sources in written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarising/paraphrasing ideas in sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing ideas clearly and logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19. How important, in your opinion, is each of the following **Academic Reading skills** for your academic success?

	Not important	Rather important	Important	Very important
Understanding disciplinary materials (e.g. coursebooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working out the meaning of difficult vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the key ideas of a subject-specific text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading quickly to find specific information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking brief, relevant notes whilst reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20. How important, in your opinion, is each of the following **Academic Speaking skills** for your academic success?

	Not important	Rather important	Important	Very important
Speaking accurately (grammar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly (pronunciation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting subject-specific information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating actively in discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking and answering questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21. How important, in your opinion, is each of the following **Academic Listening skills** for your academic success?

	Not important	Rather important	Important	Very important
Understanding the main ideas of lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the overall organization of lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding key/technical vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking brief, clear notes while listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following a discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIETNAMESE VERSION

Bảng hỏi: Hỗ trợ ngôn ngữ học thuật trong môi trường đào tạo chuyên ngành bằng Tiếng Anh

Bảng khảo sát này nhằm mục đích thu thập trải nghiệm và quan điểm của sinh viên về việc học Tiếng Anh học thuật trong môi trường mà các môn học chuyên ngành (VD Quản Lý Kinh Doanh) được giảng dạy bằng Tiếng Anh. Xin lưu ý rằng đây không phải là một bài kiểm tra, vì vậy KHÔNG có câu trả lời 'đúng' hay 'sai'. Tôi rất mong muốn nhận được những chia sẻ trung thực của bạn. Tất cả câu trả lời của bạn sẽ được ẩn danh và bảo mật tuyệt đối.

Bảng hỏi này bao gồm 21 câu và thời gian dự kiến hoàn thành là 10 phút. Thông tin thêm về nghiên cứu và sự tham gia của bạn có thể được truy cập thông qua liên kết này:

<https://tinyurl.com/45mbt4s2>

Nếu bạn có bất kỳ câu hỏi nào, vui lòng liên hệ với tôi (Phạm Phương Anh) theo địa chỉ 2827287p@student.gla.ac.uk

Cảm ơn bạn rất nhiều!

Q1. Giới tính của bạn là gì?

- Nam
- Nữ
- Khác
- Không muốn tiết lộ

Q2. Ngành học của bạn là gì?

- Computing/Khoa học máy tính
- Graphic & Digital design/Thiết kế đồ họa & Kỹ thuật số
- Business Management/Quản lý kinh doanh
- Event management/Quản lý sự kiện
- Public relations & Communication/Quan hệ công chúng & truyền thông
- Marketing/Tiếp thị

Q3. Bạn đang học năm thứ mấy?

- Năm thứ nhất
- Năm thứ hai
- Năm thứ ba

Q4. Bạn đã học các môn chuyên ngành (VD Toán, Khoa học) bằng Tiếng Anh trước đây chưa?

- Có, trên 3 năm
- Có, từ 1 đến 3 năm
- Có, ít hơn 1 năm
- Không, chưa bao giờ

Q5. Đánh dấu tất cả các khoá học Tiếng Anh học thuật bạn đã/đang học:

- Lớp viết học thuật 1
- Lớp đọc và viết học thuật 2
- Lớp Tiếng Anh học thuật cho sinh viên không phải ngành kinh doanh

Q6. Tôi tin rằng các lớp chuyên ngành nên được song hành cùng các lớp tiếng Anh học thuật do giảng viên Tiếng Anh cung cấp.

- Rất không đồng ý
- Không đồng ý
- Đồng ý
- Rất đồng ý

Q6a. Vui lòng thể hiện thêm ý kiến của bạn về câu hỏi số 6:

Q7. Tôi tin rằng các giảng viên môn chuyên ngành cũng nên giúp sinh viên nâng cao kĩ năng Tiếng Anh học thuật.

- Rất không đồng ý
- Không đồng ý
- Đồng ý
- Rất đồng ý

Q7a. Vui lòng thể hiện thêm ý kiến của bạn về câu hỏi số 7:

Q8. Tôi tin rằng (các) lớp Tiếng Anh học thuật đã trang bị cho tôi những kĩ năng tôi cần nhất cho việc học chuyên ngành bằng Tiếng Anh.

- Rất không đồng ý
- Không đồng ý
- Đồng ý
- Rất đồng ý

Q8a. Vui lòng thể hiện thêm ý kiến của bạn về câu hỏi số 8:

Q9. Tôi tin rằng các giảng viên môn chuyên ngành đã hỗ trợ tôi một cách hiệu quả trong việc nâng cao kĩ năng Tiếng Anh chuyên ngành.

- Rất không đồng ý
- Không đồng ý
- Đồng ý
- Rất đồng ý

Q9a. Vui lòng thể hiện thêm ý kiến của bạn về câu hỏi số 9:

Q10. Tôi tin rằng tài liệu học bằng Tiếng Anh ở các lớp chuyên ngành phù hợp và dễ hiểu với năng lực của tôi.

- Rất không đồng ý
- Không đồng ý
- Đồng ý
- Rất đồng ý

Q10a. Vui lòng thể hiện thêm ý kiến của bạn về câu hỏi số 10:

Q11. Tôi tin rằng tôi nhận được đủ sự hỗ trợ từ phía nhà trường để thành công trong việc học môn chuyên ngành bằng Tiếng Anh (VD tài liệu tự học, chương trình phụ đạo, v.v.).

- Rất không đồng ý
- Không đồng ý
- Đồng ý
- Rất đồng ý

Q11a. Vui lòng thể hiện thêm ý kiến của bạn về câu hỏi số 11:

Q12. Kỹ năng và kiến thức ngôn ngữ nào mà bạn đã được học trong (các) lớp Tiếng Anh học thuật? Hãy đánh dấu các lựa chọn phù hợp:

- Đọc hiểu
- Viết
- Nói/thuyết trình
- Nghe
- Ngữ pháp
- Từ vựng
- Khác (vui lòng ghi rõ): _____

Q13. Kỹ năng và kiến thức ngôn ngữ nào nên là trọng tâm của các khoá học Tiếng Anh học thuật? Đánh dấu BA lựa chọn mà bạn cho là quan trọng nhất:

- Đọc hiểu
- Viết
- Nói/thuyết trình
- Nghe
- Ngữ pháp
- Từ vựng
- Khác (vui lòng ghi rõ): _____

Q14. Vui lòng đánh giá khả năng hiện tại của bạn với các kỹ năng **Viết học thuật** sau đây:

	Tôi không thể làm điều này	Tôi có thể làm điều này với nhiều sự trợ giúp	Tôi có thể làm điều này với một chút trợ giúp	Tôi có thể tự làm điều này
Lên cấu trúc bài viết	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sử dụng văn phong học thuật phù hợp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trích dẫn các nguồn học thuật	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tóm tắt/diễn giải ý từ các nguồn học thuật	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diễn đạt ý rõ ràng và mạch lạc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khác (vui lòng ghi rõ):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15. Vui lòng đánh giá khả năng hiện tại của bạn với các kỹ năng **Đọc học thuật** sau đây:

	Tôi không thể làm điều này	Tôi có thể làm điều này với nhiều sự trợ giúp	Tôi có thể làm điều này với một chút trợ giúp	Tôi có thể tự làm điều này
Đọc/phân tích tài liệu chuyên ngành (VD: sách giáo khoa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phán đoán nghĩa của từ vựng nâng cao	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phát hiện ý chính của văn bản học thuật	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Đọc lướt để tìm thông tin cụ thể	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viết ghi chú ngắn gọn trong khi đọc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khác (vui lòng ghi rõ):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16. Vui lòng đánh giá khả năng hiện tại của bạn với các kỹ năng **Nói học thuật** sau đây:

	Tôi không thể làm điều này	Tôi có thể làm điều này với nhiều sự trợ giúp	Tôi có thể làm điều này với một chút trợ giúp	Tôi có thể tự làm điều này
Nói chính xác (ngữ pháp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nói rõ ràng (phát âm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thuyết trình nội dung chuyên ngành	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tích cực tham gia thảo luận	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Đặt câu hỏi và trả lời câu hỏi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khác (vui lòng ghi rõ):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17. Vui lòng đánh giá khả năng hiện tại của bạn với các kỹ năng **Nghe học thuật** sau đây:

	Tôi không thể làm điều này	Tôi có thể làm điều này với nhiều sự trợ giúp	Tôi có thể làm điều này với một chút trợ giúp	Tôi có thể tự làm điều này
Hiểu được ý chính của bài giảng	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiểu cấu trúc tổng thể của bài giảng	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiểu được từ vựng trọng tâm/từ vựng chuyên ngành	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viết ghi chú ngắn gọn, rõ ràng khi nghe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theo được nội dung của một cuộc thảo luận	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khác (vui lòng ghi rõ):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. Các kỹ năng **Viết học thuật** dưới đây quan trọng như thế nào đối với sự thành công trong việc học chuyên ngành của bạn?

	Không quan trọng	Khá quan trọng	Quan trọng	Rất quan trọng
Sắp xếp ý/lên cấu trúc bài viết	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sử dụng văn phong học thuật phù hợp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trích nguồn/trích dẫn các nguồn học thuật	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tóm tắt/diễn giải ý từ các nguồn học thuật	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diễn đạt ý rõ ràng và mạch lạc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khác (vui lòng ghi rõ):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19. Các kỹ năng **Đọc học thuật** dưới đây quan trọng như thế nào đối với sự thành công trong việc học chuyên ngành của bạn?

	Không quan trọng	Khá quan trọng	Quan trọng	Rất quan trọng
Đọc/phân tích tài liệu chuyên ngành (VD: sách giáo khoa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phán đoán nghĩa của từ vựng nâng cao	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phát hiện ý chính của văn bản học thuật	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Đọc lướt để tìm thông tin cụ thể	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viết ghi chú ngắn gọn trong khi đọc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khác (vui lòng ghi rõ):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20. Các kỹ năng **Nói học thuật** dưới đây quan trọng như thế nào đối với sự thành công trong việc học chuyên ngành của bạn?

	Không quan trọng	Khá quan trọng	Quan trọng	Rất quan trọng
Nói chính xác (ngữ pháp)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nói rõ ràng (phát âm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thuyết trình nội dung chuyên ngành	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tích cực tham gia thảo luận	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Đặt câu hỏi và trả lời câu hỏi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khác (vui lòng ghi rõ):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21. Các kỹ năng **Nghe học thuật** dưới đây quan trọng như thế nào đối với sự thành công trong việc học chuyên ngành của bạn?

	Không quan trọng	Khá quan trọng	Quan trọng	Rất quan trọng
Hiểu được ý chính của bài giảng	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiểu cấu trúc tổng thể của bài giảng	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiểu được từ vựng trọng tâm/chuyên ngành	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viết ghi chú ngắn gọn, rõ ràng khi nghe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theo được nội dung của một cuộc thảo luận	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Khác (vui lòng ghi rõ):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix E: Descriptive statistics of questionnaire items

(on the scale of 1 “strongly disagree”, 2 “disagree”, 3 “agree”, 4 “strongly agree”)

Items	Mean	Std. Deviation
I believe that major subject classes should be supplemented with Academic English classes provided by language teachers.	2.91	0.80
I believe that subject lecturers should help students improve academic English proficiency.	3.18	0.81
I believe that the Academic English classes taught me the language skills I needed the most to succeed in learning my major subjects via English.	3.02	0.78
I believe that subject lecturers have effectively supported me in learning academic language.	3.03	0.74
I believe the materials in English in major subject classes are suitable and easily accessible for me.	2.94	0.75

Appendix F: Spearman's rank correlation test results

(between ratings of skill importance and skills status of all items)

Items	Spearman's correlation coefficient <i>r</i>	Sig. (2- tailed) <i>p</i>
Writing		
Structuring written assignments	.272**	.000
Using appropriate academic writing style	.374**	.000
Citing/referencing academic sources	.282**	.000
Summarising/paraphrasing ideas in sources	.372**	.000
Expressing ideas clearly and logically	.305**	.000
Reading		
Understanding disciplinary materials	.120	.117
Working out the meaning of difficult vocabulary	.260**	.000
Identifying the key ideas of a subject-specific text	.320**	.000
Reading quickly to find specific information	.226**	.003
Taking brief, relevant notes whilst reading	.251**	.000
Speaking		
Speaking accurately (grammar)	.177*	.021
Speaking clearly (pronunciation)	.278**	.000
Presenting subject-specific information	.221**	.004
Participating actively in discussion	.074	.348
Asking and answering questions	.135	.085
Listening		
Understanding the main ideas of lectures	.262**	.000
Understanding the overall organization of lectures	.272**	.000
Understanding key/technical vocabulary	.242**	.002
Taking brief, clear notes while listening	.170*	.027
Following a discussion	.320**	.000

*Correlation is significant at the 0.05 level ($p < .05$)

**Correlation is significant at the 0.01 level ($p < .01$)

Appendix G: Interview list

ENGLISH VERSION

A. Background information

1. How many years of teaching experience have you had in general and in EMI contexts in particular?
2. Can you give some examples of the courses you have been teaching recently?

B. Your perceptions of language learning needs

3. What do you think is the academic goal of the undergraduate English-medium programmes here? Is it content learning, language learning or both?
4. Do you think there is a need to provide language support for students in this programme?
5. What do you think are the most important language skills (e.g. reading) for students to succeed in their English-medium study?
6. What are the most persistent academic language problems your students faced? To what extent do you think these problems hinder students' success in English-medium content learning?

C. Your perceptions of language support practice

7. What do you think are your key teaching roles in the programme? Do you think these roles include facilitating students' content/language knowledge?
8. **For language teachers:** Are you informed of the linguistic requirements in the content classrooms? Do you think academic language (EAP) curriculum sufficiently prepared students for these linguistic requirements?
For content teachers: Are you informed of the academic language skills students learned in EAP classes? Do you think your students are sufficiently prepared for the linguistic challenges in your classrooms?
9. Do you think the coursebooks and supplementary materials in your courses are suitable for your students?
10. How do you address students' language needs and prepare them for English-medium content learning? Do you have any specific skills/components of focus?
11. Have you received any in-house or external training on academic language support? Do you think such training is useful?

D. Your perceptions of challenges

12. What factors do you think hinder effective language support at your institution?
13. What improvements do you propose for the institution/ for the teachers to provide effective academic language support?

VIETNAMESE VERSION

A. Thông tin chung

1. Anh/chị đã có bao nhiêu năm kinh nghiệm giảng dạy nói chung và trong bối cảnh đào tạo chuyên ngành bằng Tiếng Anh nói riêng?
2. Anh/chị có thể kể tên một số khoá học anh/chị tham gia giảng dạy gần đây?

B. Quan điểm về nhu cầu học của sinh viên

3. Theo anh/chị mục tiêu trọng tâm của chương trình đào tạo cử nhân bằng Tiếng Anh này là gì? Đó là học kiến thức chuyên ngành, kĩ năng ngôn ngữ, hay cả hai?
4. Anh/chị có nghĩ rằng cần có các nội dung hỗ trợ sinh viên về kĩ năng Tiếng Anh học thuật trong chương trình đào tạo này không?
5. Theo anh/chị, kĩ năng ngôn ngữ nào là quan trọng nhất để sinh viên thành công trong việc học chuyên ngành bằng Tiếng Anh (vd: Kỹ năng Đọc)?
6. Khó khăn lớn nhất về mặt ngôn ngữ học thuật mà sinh viên của anh/chị gặp phải là gì? Những khó khăn này gây cản trở đến việc học của sinh viên như thế nào?

C. Quan điểm về thực tiễn giảng dạy

7. Theo anh/chị, nhiệm vụ giảng dạy chính của mình là gì? Những nhiệm vụ này có bao gồm việc hỗ trợ kiến thức chuyên ngành/ kĩ năng ngôn ngữ cho sinh viên không?
8. **GV Tiếng Anh học thuật:** Anh/chị có nắm được những yêu cầu về ngôn ngữ học thuật trong những lớp chuyên ngành của sinh viên không? Theo anh/chị, các khoá TA học thuật đã giúp sinh viên đáp ứng đủ những kiến thức, kĩ năng ngôn ngữ cần thiết cho chuyên ngành chưa?
GV chuyên ngành: Anh/chị có nắm được những nội dung Tiếng Anh học thuật mà sinh viên đã/đang được học không? Sinh viên tại lớp của anh/chị đã được chuẩn bị đầy đủ những kĩ năng, kiến thức TA học thuật cho việc học chuyên ngành bằng Tiếng Anh chưa?
9. Anh/chị có nghĩ rằng giáo trình và tài liệu trong lớp Tiếng Anh học thuật/Chuyên ngành phù hợp với năng lực của sinh viên không?
10. Anh/chị đã làm thế nào để đáp ứng nhu cầu ngôn ngữ của sinh viên và chuẩn bị cho sinh viên học chuyên ngành hiệu quả? Anh/chị có tập trung phát triển kĩ năng ngôn ngữ nào cụ thể không?
11. Anh/chị có được đào tạo nội bộ hoặc tham gia các khoá học bên ngoài về việc giảng dạy/hỗ trợ ngôn ngữ học thuật không? Anh/chị có nghĩ rằng nội dung đào tạo như vậy là hữu ích?

D. Your perceptions of challenges

12. Theo anh/chị, yếu tố nào cản trở việc hỗ trợ ngôn ngữ học thuật hiệu quả?
13. Những thay đổi nào anh/chị muốn đề xuất cho nhà trường/giảng viên để nâng cao chất lượng hỗ trợ ngôn ngữ học thuật cho sinh viên?

Appendix H: Screenshots of codes and themes generated in NVivo

(10 transcript files of 10 teacher interviews were analysed)

Name	Files	References
<ul style="list-style-type: none"> <input type="checkbox"/> RQ1. Academic language learning needs <ul style="list-style-type: none"> <input type="checkbox"/> 1a. the necessity of AL support <ul style="list-style-type: none"> <input type="checkbox"/> 1b. most important AL skills <ul style="list-style-type: none"> <input type="checkbox"/> Listening <ul style="list-style-type: none"> <input type="checkbox"/> Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Writing <input type="checkbox"/> 1c. most problematic AL skills <ul style="list-style-type: none"> <input type="checkbox"/> grammar <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Vocabulary <input type="checkbox"/> Writing <input type="checkbox"/> 1d. Evaluation of levels of preparedness <ul style="list-style-type: none"> <input type="checkbox"/> From CTs <input type="checkbox"/> From LTs 	0 10 8 3 8 5 8 5 1 5 5 3 4 7 0 6 4 0 9 6 2 0 4 3 4 4 2	0 12 9 4 9 9 14 5 1 5 5 6 4 12 0 22 4 0 21 16 2 0 4 4 12 6 2
<ul style="list-style-type: none"> <input type="checkbox"/> RQ2. Academic language support practice <ul style="list-style-type: none"> <input type="checkbox"/> 2a. types of support available <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation of support <input type="checkbox"/> 2b. Support from LTs <ul style="list-style-type: none"> <input type="checkbox"/> 2b1. Pedagogical roles & foci <ul style="list-style-type: none"> <input type="checkbox"/> content relevance <input type="checkbox"/> language focus <input type="checkbox"/> 2b2. support practice <ul style="list-style-type: none"> <input type="checkbox"/> adaptation <input type="checkbox"/> Skills of focus 	0 9 6 2 0 4 3 4 4 3 2	0 21 16 2 0 4 4 12 6 2

Name	Files	References
<input type="checkbox"/> 2c. Support from CTs	3	3
<input type="checkbox"/> 2c1. Pedagogic roles & foci	4	13
<input type="checkbox"/> Content	3	7
<input type="checkbox"/> Language	2	2
<input type="checkbox"/> 2c2. Support practice	6	25
<input type="checkbox"/> adaptation	4	8
<input type="checkbox"/> Skills of focus	4	11
<input type="checkbox"/> 2d. Coursebooks & Materials	2	2
<input type="checkbox"/> relevance	6	11
<input type="checkbox"/> suitability (proficiency level)	7	8
<input type="checkbox"/> RQ3. Challenges in providing effective AL support	0	0
<input type="checkbox"/> 3a. Challenges	1	2
<input type="checkbox"/> Lack of coordination	7	19
<input type="checkbox"/> Lack of skill set	1	2
<input type="checkbox"/> Resources - materials	3	6
<input type="checkbox"/> students' mindset-motivation	10	23
<input type="checkbox"/> students' proficiency	5	9
<input type="checkbox"/> Time	5	12
<input type="checkbox"/> Training needs	5	11
<input type="checkbox"/> 3b. Recommendations for improvement	0	0
<input type="checkbox"/> Collaboration	7	16
<input type="checkbox"/> Other types of support	7	10
<input type="checkbox"/> quality assurance	2	2
<input type="checkbox"/> Resources	1	1
<input type="checkbox"/> Time	2	2
<input type="checkbox"/> Training	4	6

Appendix I: Sample transcript

Below is an excerpt from the interview with CT6, a Business lecturer at the setting.

Interviewer: *What do you think is the academic goal of the undergraduate, English medium program for business major students here? Is it content learning, language learning or both?*

Interviewee: I mean, mainly I would say it's content learning, but part of it would be of course, the student wants to improve the English and that's also our goal because when enter the job market, they would need a certain level of English proficiency. But I think if you were to rate it for Business students, content would come first, English would be a close second.

Interviewer: *Yeah. And do you think there is a need to provide language support, especially academic English support for students in your classes?*

Interviewee: Definitely. Because the students, sometimes they have a lot of ideas, good ideas, but they just have a problem of expressing themselves because of language barriers. So usually, it's about teaching them to read and comprehend the materials, especially in subjects which are non-quantitative. For the subjects I teach, which are Management and Marketing, there're a lot of textual works and all. Students need to really read and understand first. Only by reading and comprehending and comparing, can they apply the key concepts. So if they are not even able to read, comprehend and fully understand the text and the instruction then they're not able to deliver in terms of their assignments. So definitely, the academic reading skills are very important.

And I think the second barrier would also be the academic writing skills. Because, at the business level causes, usually the lecturer expects that these students have already taken some English courses before they've joined the business program. Part of this academic English course is not just to improvise the English but also train them on the appropriate academic writing skills. So if this is not there, then it can be a problem for the business teachers like ourselves because during the curriculum... the curriculum is tight where our main job is to help the student with the content and the academic writing should have already been there. They should already have those academic writing skills prior to joining the class. So if the student doesn't have that then some business teachers will try to help them but I would say we are not fully qualified to do that.

Interviewer: *You're saying that you think content teachers are not fully equipped to support students with academic English skills. Am I correct?*

Interviewee: I feel some of the lecturers, yeah, they can help the student in certain things like making it simpler for them, contextualizing the material putting it in simpler language, but the trained professional would definitely be the lecturers or teachers who have been trained in English language skills for university level.

Interviewer: *You think that they are they would be more suited for this kind of task?*

Interviewee: Yes, I think they are more, from my experience, they are more suited, they are more well-trained and there are proper platforms for them to help the students.

Interviewer: *And what do you think are the most important language skills for students to succeed in your classes?*

Interviewee: It's very straightforward for them. The first thing is of course the basic understanding of the course materials and the assignment because that is where they are being graded. So the reading and comprehending it like, maybe, they have to go over it once or twice and highlight certain key words or terms that they're not clear, they have to ask the teacher and the teacher has to guide them, put it in the simplest context for them to understand. So, first, I would say reading and comprehension.

Secondly, that's where the academic writing skills would come in. Some students, they have a lot of ideas, but they don't have the skills. What do you call it? They might struggle with how to bring this out in writing, in a proper academic written work. So you want to help them with their critical skills to write this out, to follow the proper... sometimes, it could be stuff like citations, referencing, academic, research work, like how to find the right source of materials, what material is considered proper. So these things definitely help. I think a student can get away with it if they are doing an accounting subject or some mathematical but when it comes to a written piece of work, a lack of these skills can really hinder their progress in the subject.

Interviewer: *And for your current students at the moment, what do you think are the most persistent language problems that they faced?*

Interviewee: Sometimes the common ones I've noticed is that... uhm the words of coursebook are good but rather sophisticated and we have to make it simpler for them to understand. So, I think language, vocabulary of the reading materials. That's the main thing.

And then we have to give them a lot of contextualizing of the materials. So sometimes the student understands well but if it's examples from overseas, they cannot understand fully, partly because of the language limitation, but also because they can't relate to it too well. But if you put it into a local context, they can understand it very clearly. So it's, I wouldn't say it's like making the subject easier but just trying to make it easier to comprehend you know.

Probably another thing is sometimes some students would directly do some translations, you know. Direct translation. So we tell them it's okay to do the direct one but check again because direct translation sometimes can go really wrong.

Interviewer: *You mentioned that the textbook needs to be contextualized. Can you give me some specific examples?*

Interviewee: Okay, sure. So for example, like, in the textbook, they might say, they might talk about Walmart. Those kind of examples. And when they're talking about Walmart, they might introduce some marketing terms, like how a customer go through a purchasing process. So if a student looks at this, the student has never been to Walmart. And the student looks at the consumers' purchasing process before purchasing, during purchase and after purchase, it may not click into their mind straightaway now. So probably a better one is to start off with the... You could use a bit of experiential learning. Just ask them. Have you been to the Winmart or which supermarket you go to regularly? They probably say it can be the traditional market or the Winmart or the Circle K. So something simple and then what were you planning to buy? How did it trigger? How much did you intend to spend? So, when you ask them some questions, simple questions like that, which are linked to their daily life, giving them a comfortable placing, they will explain. And then after that we show them the, okay, this is the concept from the textbook which actually, you went through the same process of this pre-purchase during purchase and post purchase behaviour. And as how another person would have experienced in Walmart.

So even showing them the concept later and the example later. But at the beginning maybe, instead of us lecturing, we interact in simple casual talk, you know. And then from there it's linked to the class. So it gives some level of building up the confidence.

Interviewer: *And as you mentioned, sometimes changing the content or including examples from local contexts would be beneficial for students' understanding. Is it something that you do or is it something that is guided by the school?*

Interviewee: Usually the teacher. In the material, there might be a little bit of contextualisation it but each respective course, teacher would do a bit more, to make it more suitable for their class. So there is a little bit already done, but I wouldn't say it's too much. Maybe like from 100% only about 10% is done. It can be spontaneously planned or it's already in your slides, but I would say each individual teacher puts a quite a bit of effort to make it, you know, more suitable.

Interviewer: *And let me come back to this question a little. What aspects of the academic language do you think that your students struggle with the most? Apart from reading comprehension of the materials, as you mentioned, are there any other aspects? Like listening, writing, grammar?*

Interviewee: Okay, grammar. From my experience so far here, grammar is not bad actually. It's satisfactory. When you read, you can more or less understand what the student is saying.

But the writing and maybe vocabulary, the right choice of words, can be problematic. For example, if you ask them to do something like a literature review, they would not have too much a problem. Just taking up some materials from here and there. But the next, the next level is a bit hard. If you ask them to do a properly literature, where they have to give some opinions or ideas on what they've read. Then they might struggle so again, it takes a bit of guiding. The next level where you show the critical thinking and critical analysis part of writing, that would be a major challenge for them.

I have seen them doing this, you know, they will type the whole thing in Vietnamese and then they will translate into English. I will try to tell them I know you have to check because when I read it is going sound off, you know. So that part is like, okay, no, no, you try to write it in. Try to use your own words. A little bit you translate is ok, but not the whole thing.

Another one is linking concepts to theories or concepts to application. Students may write all the application without linking and of course we try to show them examples like okay, look, this is the one that the student understood the concept and then applied it. I know it sounds more academic but actually it also has to do with the language, because they just they're not comfortable writing from their own words, you know from their own ideas, expressing themselves. Some students would feel comfortable with a rote kind of learning so when it requires them higher level thinking: put your own ideas, your own opinions, they'll get worried a bit.

Interviewer: *I see, how about other aspects of writing, such as using appropriate writing styles or citations and referencing, do they have any difficulties in these?*

Interviewee: Oh yes, they do, they do. So this one I actually have to show them in class, even though I'm pretty sure they've gone through this in the academic English language classes. But we still need to repeat and show them this how you do the in-text citations.

It's not uncommon to find one whole page or even 2-3 pages where the student just cites from the same source. I'll tell the student try not to do it because this already gives the idea that you are copy-pasting. It's a copy-based work. You're supposed to compare and contrast what this guy said, what that guy said, and then give your views on it. So there's some level of guiding there. Generally, they wouldn't have a problem doing a reference list, but the in-text citations, I do notice some issues there.

[...]