

An investigation into English Medium Instruction in higher education in Thailand and Vietnam

Research tools

By Nicola Galloway and Kari Sahan

1. Student questionnaire

QUESTIONNAIRE about your views on English Medium Instruction (EMI) in university settings

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Welcome to the survey on English Medium Instruction (EMI) in university settings. In this study, EMI is defined as the use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English in university settings. This survey aims to understand your experiences of and views on EMI. It is not a test and there are no 'right' or 'wrong' answers. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation.

All data collected in this survey will be held anonymously and securely. No personal data is asked for or retained.

The questionnaire has four parts. Please follow the instructions. **Please answer in English.**

Thank you very much for your help.

Section 1

Firstly, please answer these personal questions.

*Q1. What is your gender?

- Male
- Female

*Q2. What is your nationality?

*Q2-2. What context are you CURRENTLY studying in?

*Q3. How old are you?

- 18 or 19
- 20-30
- 31-40
- 41-50
- 51-60
- Over 60

*Q4. What is your year of study?

- 1st year undergraduate
- 2nd year undergraduate
- 3rd year undergraduate
- 4th year undergraduate
- Graduate student (masters)
- Graduate student (post-doctoral)
- Other (please specify)

*Q5. What is the name of your university?
(Please write the name of your university below.)

Q5o. If you are an international student, what is the name of your university?
(Please write the name of your university below.)

*Q6. What is your major?

*Q7. At what age did you start learning English?

- 0-3
- 4-7
- 8-11
- 12-15
- 16-19
- 20 or over

*Q8. How long have you spent living outside of your home country?

- I had never been abroad
- Less than 1 month
- 1 to 6 months
- 7 months to 1 year
- 1 to 3 years
- More than 3 years

Q8o. If you have experience abroad, please give details below, e.g. where and why were you there?

Section II

Secondly, please answer these questions about your EMI programme. They require you to tick a box and some also ask you for more information. Please write in the box provided.

*Q9. Are you enrolled in an English medium instruction programme (one that delivers all or some content through English)? (Please note that if you are an international student, this question relates to the university you are currently studying at)

- Yes
- No

Q9o. If you answered "Yes" to the previous question (Q9), please describe this programme below (e.g. is it a full degree programme in English, a sequence of courses, a collection of classes taught in English):

*Q10. Is there an English language proficiency requirement to enter this programme?

- Yes
- No
- Don't know

Q10o. If you are familiar with this requirement, please provide details below (e.g. TOEIC, TOEFL, IELTS, etc.):

TOEIC

TOEFL

IELTS

Other (please specify)

*Q11. My EMI programme/class (for international students, this refers to the university you are currently studying at) attracts international students (students from outside the country where the university is based).

- Yes
- No

*Q12. My university provides the following support to students on the EMI programme:

	Yes	No	I don't know
a) Preparatory course before university commences	<input type="radio"/> a) Preparatory course before university commences Yes	<input type="radio"/> a) Preparatory course before university commences No	<input type="radio"/> a) Preparatory course before university commences I don't know
b) Ongoing support throughout their degree	<input type="radio"/> b) Ongoing support throughout their degree Yes	<input type="radio"/> b) Ongoing support throughout their degree No	<input type="radio"/> b) Ongoing support throughout their degree I don't know

	Yes	No	I don't know
c) Self-access study support	<input type="radio"/> c) Self-access study support Yes	<input type="radio"/> c) Self-access study support No	<input type="radio"/> c) Self-access study support I don't know
d) A writing centre	<input type="radio"/> d) A writing centre Yes	<input type="radio"/> d) A writing centre No	<input type="radio"/> d) A writing centre I don't know
Other (please specify)	<input type="text"/>		

Q12o. If you answered "Yes" to the previous question (Q12), please provide details below (e.g. length of course, content of course, etc.)

*Q13. Before commencing this EMI programme/class, what experience did you have studying content in English?

- No experience
- Less than 1 month
- 1 to 3 months
- 4 to 6 months
- 7 months to 1 year
- 1 to 2 year
- 3 to 4 years
- More than 5 years

Q13o. If you have experience, please specify (e.g. where, what subject, etc.):

*Q14. What were your reasons for enrolling in this EMI programme? Please tick

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) To practise or learn English	<input type="radio"/> a) To practise or learn English Strongly Disagree	<input type="radio"/> a) To practise or learn English Disagree	<input type="radio"/> a) To practise or learn English Agree	<input type="radio"/> a) To practise or learn English Strongly Agree
b) To practise or learn the language spoken in the country I am studying in	<input type="radio"/> b) To practise or learn the language spoken in the country I am studying in Strongly Disagree	<input type="radio"/> b) To practise or learn the language spoken in the country I am studying in Disagree	<input type="radio"/> b) To practise or learn the language spoken in the country I am studying in Agree	<input type="radio"/> b) To practise or learn the language spoken in the country I am studying in Strongly Agree
c) Interest in the content	<input type="radio"/> c) Interest in the content Strongly Disagree	<input type="radio"/> c) Interest in the content Disagree	<input type="radio"/> c) Interest in the content Agree	<input type="radio"/> c) Interest in the content Strongly Agree

	Strongly Disagree	Disagree	Agree	Strongly Agree
d) To experience EMI	<input type="radio"/> d) To experience EMI Strongly Disagree	<input type="radio"/> d) To experience EMI Disagree	<input type="radio"/> d) To experience EMI Agree	<input type="radio"/> d) To experience EMI Strongly Agree
e) Status of the university	<input type="radio"/> e) Status of the university Strongly Disagree	<input type="radio"/> e) Status of the university Disagree	<input type="radio"/> e) Status of the university Agree	<input type="radio"/> e) Status of the university Strongly Agree
f) Convenient price	<input type="radio"/> f) Convenient price Strongly Disagree	<input type="radio"/> f) Convenient price Disagree	<input type="radio"/> f) Convenient price Agree	<input type="radio"/> f) Convenient price Strongly Agree
g) Job opportunities	<input type="radio"/> g) Job opportunities Strongly Disagree	<input type="radio"/> g) Job opportunities Disagree	<input type="radio"/> g) Job opportunities Agree	<input type="radio"/> g) Job opportunities Strongly Agree
h) Study abroad opportunities	<input type="radio"/> h) Study abroad opportunities Strongly Disagree	<input type="radio"/> h) Study abroad opportunities Disagree	<input type="radio"/> h) Study abroad opportunities Agree	<input type="radio"/> h) Study abroad opportunities Strongly Agree
i) Convenient location	<input type="radio"/> i) Convenient location Strongly Disagree	<input type="radio"/> i) Convenient location Disagree	<input type="radio"/> i) Convenient location Agree	<input type="radio"/> i) Convenient location Strongly Agree

Other (please specify)

*Q15. My programme uses English in the following ways:

	Never	Rarely	Sometimes	Very often	Always
a) My lectures are in English	<input type="radio"/> a) My lectures are in English Never	<input type="radio"/> a) My lectures are in English Rarely	<input type="radio"/> a) My lectures are in English Sometimes	<input type="radio"/> a) My lectures are in English Very often	<input type="radio"/> a) My lectures are in English Always
b) My course materials are in English	<input type="radio"/> b) My course materials are in English Never	<input type="radio"/> b) My course materials are in English Rarely	<input type="radio"/> b) My course materials are in English Sometimes	<input type="radio"/> b) My course materials are in English Very often	<input type="radio"/> b) My course materials are in English Always
c) My classes are in English	<input type="radio"/> c) My classes are in English Never	<input type="radio"/> c) My classes are in English Rarely	<input type="radio"/> c) My classes are in English Sometimes	<input type="radio"/> c) My classes are in English Very often	<input type="radio"/> c) My classes are in English Always
d) My exams are in English	<input type="radio"/> d) My exams are in English Never	<input type="radio"/> d) My exams are in English Rarely	<input type="radio"/> d) My exams are in English Sometimes	<input type="radio"/> d) My exams are in English Very often	<input type="radio"/> d) My exams are in English Always

*Q16. I believe that EMI programmes should only permit the use of English in lectures and classes.

Strongly Disagree

Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Agree

Strongly Agree

Q16o. Please explain your answer to the previous question below:

*Q17. I believe that EMI programmes should permit staff and students to use English and their mother tongue language.

Strongly Disagree

Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Agree

Strongly Agree

Q17o. Please explain your answer to the previous question below:

Section III

Thirdly, please answer these questions about your views on lecturers working in English medium instruction programmes. They require you to tick a box and some also ask you for more information. Please write in the box provided.

*Q18. Where do your EMI teachers mainly come from?

- The same nationality as me
- Native English-speaking country
- Other non-native English-speaking country

*Q18. Where do your EMI teachers come from? You can tick as many boxes as are relevant.

- The same nationality as me
- Native English speaking country
- Other non-native English speaking country

*Q19. There are enough qualified teachers in my context (e.g. the country you are currently studying in) to teach subjects through English.

Strongly Disagree

Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Agree

Strongly Agree

Q19o. Please explain your answer to the previous question below:

*Q20. I believe that EMI content lecturers (e.g. a maths or geography teacher) should also help students with their English language proficiency.

Strongly Disagree

Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Agree

Strongly Agree

Q20o. Please explain your answer to the previous question below:

*Q21. I believe that EMI content classes should be supplemented with English language support classes provided by English teachers.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q21o. Please explain your answer to the previous question below:

*Q22. In my context (the country you are currently studying in), the following characteristics are important for teachers who teach and work using English as a medium of instruction in EMI programmes:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) Native-like accent	<input type="radio"/> a) Native-like accent Strongly Disagree	<input type="radio"/> a) Native-like accent Disagree	<input type="radio"/> a) Native-like accent Agree	<input type="radio"/> a) Native-like accent Strongly Agree
b) Experience abroad	<input type="radio"/> b) Experience abroad Strongly Disagree	<input type="radio"/> b) Experience abroad Disagree	<input type="radio"/> b) Experience abroad Agree	<input type="radio"/> b) Experience abroad Strongly Agree
c) Knowledge of subject	<input type="radio"/> c) Knowledge of subject Strongly Disagree	<input type="radio"/> c) Knowledge of subject Disagree	<input type="radio"/> c) Knowledge of subject Agree	<input type="radio"/> c) Knowledge of subject Strongly Agree
d) Knowledge of English	<input type="radio"/> d) Knowledge of English Strongly Disagree	<input type="radio"/> d) Knowledge of English Disagree	<input type="radio"/> d) Knowledge of English Agree	<input type="radio"/> d) Knowledge of English Strongly Agree
e) Clear explanations	<input type="radio"/> e) Clear explanations Strongly Disagree	<input type="radio"/> e) Clear explanations Disagree	<input type="radio"/> e) Clear explanations Agree	<input type="radio"/> e) Clear explanations Strongly Agree
f) Sensitive to students' needs and problem	<input type="radio"/> f) Sensitive to students' needs and problem Strongly Disagree	<input type="radio"/> f) Sensitive to students' needs and problem Disagree	<input type="radio"/> f) Sensitive to students' needs and problem Agree	<input type="radio"/> f) Sensitive to students' needs and problem Strongly Agree
g) Knowledge of students' language and culture	<input type="radio"/> g) Knowledge of students' language and culture Strongly Disagree	<input type="radio"/> g) Knowledge of students' language and culture Disagree	<input type="radio"/> g) Knowledge of students' language and culture Agree	<input type="radio"/> g) Knowledge of students' language and culture Strongly Agree
h) Teaching Experience	<input type="radio"/> h) Teaching Experience Strongly Disagree	<input type="radio"/> h) Teaching Experience Disagree	<input type="radio"/> h) Teaching Experience Agree	<input type="radio"/> h) Teaching Experience Strongly Agree
i) Teaching Methods	<input type="radio"/> i) Teaching Methods Strongly Disagree	<input type="radio"/> i) Teaching Methods Disagree	<input type="radio"/> i) Teaching Methods Agree	<input type="radio"/> i) Teaching Methods Strongly Agree

	Strongly Disagree	Disagree	Agree	Strongly Agree
j) Certificate in EMI skills	<input type="radio"/> j) Certificate in EMI skills Strongly Disagree	<input type="radio"/> j) Certificate in EMI skills Disagree	<input type="radio"/> j) Certificate in EMI skills Agree	<input type="radio"/> j) Certificate in EMI skills Strongly Agree
k) Ability to explain concepts in my subject	<input type="radio"/> k) Ability to explain concepts in my subject Strongly Disagree	<input type="radio"/> k) Ability to explain concepts in my subject Disagree	<input type="radio"/> k) Ability to explain concepts in my subject Agree	<input type="radio"/> k) Ability to explain concepts in my subject Strongly Agree

If "Other", please specify:

Section IV

Lastly, please answer these final questions relating to your opinion on EMI. Feel free to write as much as you want. Your opinions are very valuable to me.

*Q23. EMI is appropriate in my context (the country you are currently studying in) at the following levels:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) Primary	<input type="radio"/> a) Primary Strongly Disagree	<input type="radio"/> a) Primary Disagree	<input type="radio"/> a) Primary Agree	<input type="radio"/> a) Primary Strongly Agree
b) Secondary	<input type="radio"/> b) Secondary Strongly Disagree	<input type="radio"/> b) Secondary Disagree	<input type="radio"/> b) Secondary Agree	<input type="radio"/> b) Secondary Strongly Agree
c) University (undergraduate)	<input type="radio"/> c) University (undergraduate) Strongly Disagree	<input type="radio"/> c) University (undergraduate) Disagree	<input type="radio"/> c) University (undergraduate) Agree	<input type="radio"/> c) University (undergraduate) Strongly Agree
d) University (masters)	<input type="radio"/> d) University (masters) Strongly Disagree	<input type="radio"/> d) University (masters) Disagree	<input type="radio"/> d) University (masters) Agree	<input type="radio"/> d) University (masters) Strongly Agree
e) University (doctoral)	<input type="radio"/> e) University (doctoral) Strongly Disagree	<input type="radio"/> e) University (doctoral) Disagree	<input type="radio"/> e) University (doctoral) Agree	<input type="radio"/> e) University (doctoral) Strongly Agree

*Q24. EMI programmes improve students' overall English language proficiency.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q24o. Please explain your answer to the previous question below:

*Q25. EMI programmes improve students' overall knowledge of the subject I am studying.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q25o. Please explain your answer to the previous question below:

*Q26. There are sufficient materials (e.g. coursebooks) for learning my subject in English.

Strongly Disagree

Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Agree

Strongly Agree

Q26o. Please explain your answer to the previous question below:

Q27. What is your overall opinion on EMI in your context?

2. Teacher questionnaire

QUESTIONNAIRE about your views on English Medium Instruction (EMI) in university settings

Dr Nicola Galloway

The University of Edinburgh

Welcome to the survey on English Medium Instruction (EMI) in university settings. In this study, EMI is defined as the use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English in university settings. This survey aims to understand your experiences of and views on EMI. It is not a test and there are no 'right' or 'wrong' answers. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation.

All data collected in this survey will be held anonymously and securely. No personal data is asked for or retained.

The questionnaire has four parts. Please follow the instructions. **Please answer in English.**

Thank you very much for your help.

Section I

Firstly, please answer these personal questions.

*Q1. What is your gender?

- Male
- Female

*Q2. What is your nationality?

*What context do you currently teach in? If you are teaching in multiple contexts, please choose "Other" and write the name of the context below

*Q3. How old are you?

- 20-30
- 31-40
- 41-50
- 51-60

61 or over

*Q4. What students do you teach?

Multiple choices

- 1st year undergraduate
- 2nd year undergraduate
- 3rd year undergraduate
- 4th year undergraduate
- Graduate student (masters)
- Graduate student (post doctoral/doctoral)
- Other (please specify)

*Q5. What is the name of your university?

(If you teach at more than one university then please explain)

*Q6. What major/subject do you teach?

(Please write the name of the degree/subject you are teaching below. This includes academic skills and/or English support classes, e.g. EAP on a Global Studies programme).

*Q7. How long have you been teaching this major/subject/course (This includes experience teaching at another university)?

- Less than 1 year
- 1 to 4 years
- 5 to 9 years
- 10 years or more

*Q8. How long have you spent working outside of your home country?

- I have never been abroad
- Less than 1 month
- 1 to 6 months
- 7 months to 1 year
- 1 to 3 years
- More than 3 years

If you have experience working outside of your home country, please give details below, e.g. country, type of job, etc.

*Q8-2. Where did you study for your doctorate?

- I don't have
- Yes, I have. (Please write the name of the country you studied for your doctorate)

Section II

*Q9. Do you teach on an English Medium Instruction (EMI) programme (one that delivers all or some content through English)?

- Yes
- No

Q9o. If you answered "Yes" to Q.9, please describe this programme below (e.g. is it a full degree programme in English, a sequence of courses, a collection of classes, etc.):

*Q10. Is there an English language proficiency requirement to enter this programme?

- Yes
- No
- Don't Know
- Only for certain students

Q10o. If you are familiar with the requirements, please provide details below (e.g. TOEIC, TOEFL, IELTS, etc.)

TOEIC

TOEFL

IELTS

Other (please specify)

*Q11. My EMI programme attracts international students (students from outside the country where you teach).

- Yes
- No

Q11o. If you answered "Yes" to Q.11, please give details below (e.g. what percentage of your classes are made up of international students, where do they come from, what classes do they take, etc.?)

*Q12. My university provides the following support to students on the EMI programme:

	Yes	No	I don't know
a) Preparatory course before university commences	<input type="radio"/> a) Preparatory course before university commences Yes	<input type="radio"/> a) Preparatory course before university commences No	<input type="radio"/> a) Preparatory course before university commences I don't know

	Yes	No	I don't know
b) Ongoing support throughout their degree	<input type="radio"/> b) Ongoing support throughout their degree Yes	<input type="radio"/> b) Ongoing support throughout their degree No	<input type="radio"/> b) Ongoing support throughout their degree I don't know
c) Self-access study support	<input type="radio"/> c) Self-access study support Yes	<input type="radio"/> c) Self-access study support No	<input type="radio"/> c) Self-access study support I don't know
d) A writing centre	<input type="radio"/> d) A writing centre Yes	<input type="radio"/> d) A writing centre No	<input type="radio"/> d) A writing centre I don't know
e) Other (please specify)	<input type="text"/>		

Q12o. If you answered "Yes", please provide details below (e.g. length of course, content of course, etc.)

*Q12-2. My university provides the following support for staff working on EMI programmes:

	Yes	No	I don't know
g) In-house training	<input type="radio"/> g) In-house training Yes	<input type="radio"/> g) In-house training No	<input type="radio"/> g) In-house training I don't know
h) Opportunities to enrol on external courses	<input type="radio"/> h) Opportunities to enrol on external courses Yes	<input type="radio"/> h) Opportunities to enrol on external courses No	<input type="radio"/> h) Opportunities to enrol on external courses I don't know
i) Online training materials	<input type="radio"/> i) Online training materials Yes	<input type="radio"/> i) Online training materials No	<input type="radio"/> i) Online training materials I don't know
j) Other (please specify)	<input type="text"/>		

Q12-2o. If you answered "Yes", please provide details below (e.g. length of course, content of course, etc.)

*Q13. Before commencing this programme, what experience did you have teaching subjects in English?

- No experience
- Less than 1 year
- 1 to 4 years
- 5 to 9 years
- 10 years or more

Q13o. If you have experience, please specify (e.g. where, subject, etc.):

*Q14. What do you think are the main reasons that students choose this EMI programme (or EMI class if you are not teaching on a full EMI programme)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) To practise or learn English	<input type="radio"/> a) To practise or learn English Strongly Disagree	<input type="radio"/> a) To practise or learn English Disagree	<input type="radio"/> a) To practise or learn English Agree	<input type="radio"/> a) To practise or learn English Strongly Agree
b) To learn/practise the language in the country they are studying in	<input type="radio"/> b) To learn/practise the language in the country they are studying in Strongly Disagree	<input type="radio"/> b) To learn/practise the language in the country they are studying in Disagree	<input type="radio"/> b) To learn/practise the language in the country they are studying in Agree	<input type="radio"/> b) To learn/practise the language in the country they are studying in Strongly Agree
c) Interest in the content	<input type="radio"/> c) Interest in the content Strongly Disagree	<input type="radio"/> c) Interest in the content Disagree	<input type="radio"/> c) Interest in the content Agree	<input type="radio"/> c) Interest in the content Strongly Agree
d) To experience EMI	<input type="radio"/> d) To experience EMI Strongly Disagree	<input type="radio"/> d) To experience EMI Disagree	<input type="radio"/> d) To experience EMI Agree	<input type="radio"/> d) To experience EMI Strongly Agree
e) Status of the university	<input type="radio"/> e) Status of the university Strongly Disagree	<input type="radio"/> e) Status of the university Disagree	<input type="radio"/> e) Status of the university Agree	<input type="radio"/> e) Status of the university Strongly Agree
f) Convenient price	<input type="radio"/> f) Convenient price Strongly Disagree	<input type="radio"/> f) Convenient price Disagree	<input type="radio"/> f) Convenient price Agree	<input type="radio"/> f) Convenient price Strongly Agree
g) Job opportunities	<input type="radio"/> g) Job opportunities Strongly Disagree	<input type="radio"/> g) Job opportunities Disagree	<input type="radio"/> g) Job opportunities Agree	<input type="radio"/> g) Job opportunities Strongly Agree
h) Study abroad opportunities	<input type="radio"/> h) Study abroad opportunities Strongly Disagree	<input type="radio"/> h) Study abroad opportunities Disagree	<input type="radio"/> h) Study abroad opportunities Agree	<input type="radio"/> h) Study abroad opportunities Strongly Agree
i) Convenient location	<input type="radio"/> i) Convenient location Strongly Disagree	<input type="radio"/> i) Convenient location Disagree	<input type="radio"/> i) Convenient location Agree	<input type="radio"/> i) Convenient location Strongly Agree
j) Other (please specify)	<input type="text"/>			

*Q15. My programme/class uses English in the following ways:

	Never	Rarely	Sometimes	Very often	Always
My lectures are in English	<input type="radio"/> My lectures are in English Never	<input type="radio"/> My lectures are in English Rarely	<input type="radio"/> My lectures are in English Sometimes	<input type="radio"/> My lectures are in English Very often	<input type="radio"/> My lectures are in English Always

	Never	Rarely	Sometimes	Very often	Always
My course materials are in English	<input type="radio"/> My course materials are in English Never	<input type="radio"/> My course materials are in English Rarely	<input type="radio"/> My course materials are in English Sometimes	<input type="radio"/> My course materials are in English Very often	<input type="radio"/> My course materials are in English Always
My classes are in English	<input type="radio"/> My classes are in English Never	<input type="radio"/> My classes are in English Rarely	<input type="radio"/> My classes are in English Sometimes	<input type="radio"/> My classes are in English Very often	<input type="radio"/> My classes are in English Always
My exams are in English	<input type="radio"/> My exams are in English Never	<input type="radio"/> My exams are in English Rarely	<input type="radio"/> My exams are in English Sometimes	<input type="radio"/> My exams are in English Very often	<input type="radio"/> My exams are in English Always

*Q16. I believe that EMI programmes/classes should only permit the use of English in lectures and classes.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q16o. Please feel free to write additional comments in response to Q. 16 below:

*Q17. I believe that EMI programmes/classes should permit staff and students to use English and their mother tongue language.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q17o. Please feel free to write additional comments in response to Q. 17 below:

Section III

Thirdly, please answer these questions about your views on lecturers working in EMI programmes. They require you to tick a box and some also ask you for more information. Please write in the box provided.

*Q18. What countries do your colleagues on your programme come from?

*Q19. There are enough qualified teachers in my context (the country that you are currently working in) to teach university content courses in English.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q19o. Please feel free to write additional comments in response to Q.19 below:

*Q20. I believe that EMI content lecturers (e.g. a maths or geography lecturer) should also help students with their English language proficiency.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q20o. Please feel free to write additional comments in response to Q. 20 below:

*Q21. I believe that EMI content classes should be supplemented with English language support class provided by English teachers.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q21o. Please feel free to write additional comments in response to Q. 21 below:

*Q21-2. I believe that those teaching on EMI programmes are adequately supported by the university.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q21-2o. Please feel free to write additional comments in response to Q. 21-2 below:

*Q22. In my context, the following characteristics are important for lecturers working on EMI programmes:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) Native-like accent	<input type="radio"/> a) Native-like accent Strongly Disagree	<input type="radio"/> a) Native-like accent Disagree	<input type="radio"/> a) Native-like accent Agree	<input type="radio"/> a) Native-like accent Strongly Agree
b) Experience abroad	<input type="radio"/> b) Experience abroad Strongly Disagree	<input type="radio"/> b) Experience abroad Disagree	<input type="radio"/> b) Experience abroad Agree	<input type="radio"/> b) Experience abroad Strongly Agree
c) Knowledge of subject	<input type="radio"/> c) Knowledge of subject Strongly Disagree	<input type="radio"/> c) Knowledge of subject Disagree	<input type="radio"/> c) Knowledge of subject Agree	<input type="radio"/> c) Knowledge of subject Strongly Agree
d) Knowledge of English	<input type="radio"/> d) Knowledge of English Strongly Disagree	<input type="radio"/> d) Knowledge of English Disagree	<input type="radio"/> d) Knowledge of English Agree	<input type="radio"/> d) Knowledge of English Strongly Agree

	Strongly Disagree	Disagree	Agree	Strongly Agree
e) Clear explanations	<input type="radio"/> e) Clear explanations Strongly Disagree	<input type="radio"/> e) Clear explanations Disagree	<input type="radio"/> e) Clear explanations Agree	<input type="radio"/> e) Clear explanations Strongly Agree
f) Sensitive to students' needs and problem	<input type="radio"/> f) Sensitive to students' needs and problem Strongly Disagree	<input type="radio"/> f) Sensitive to students' needs and problem Disagree	<input type="radio"/> f) Sensitive to students' needs and problem Agree	<input type="radio"/> f) Sensitive to students' needs and problem Strongly Agree
g) Knowledge of students' language and culture	<input type="radio"/> g) Knowledge of students' language and culture Strongly Disagree	<input type="radio"/> g) Knowledge of students' language and culture Disagree	<input type="radio"/> g) Knowledge of students' language and culture Agree	<input type="radio"/> g) Knowledge of students' language and culture Strongly Agree
h) Teaching Experience	<input type="radio"/> h) Teaching Experience Strongly Disagree	<input type="radio"/> h) Teaching Experience Disagree	<input type="radio"/> h) Teaching Experience Agree	<input type="radio"/> h) Teaching Experience Strongly Agree
i) Teaching Methods	<input type="radio"/> i) Teaching Methods Strongly Disagree	<input type="radio"/> i) Teaching Methods Disagree	<input type="radio"/> i) Teaching Methods Agree	<input type="radio"/> i) Teaching Methods Strongly Agree
j) Certificate in EMI skills	<input type="radio"/> j) Certificate in EMI skills Strongly Disagree	<input type="radio"/> j) Certificate in EMI skills Disagree	<input type="radio"/> j) Certificate in EMI skills Agree	<input type="radio"/> j) Certificate in EMI skills Strongly Agree
k) Ability to explain concepts in my subject	<input type="radio"/> k) Ability to explain concepts in my subject Strongly Disagree	<input type="radio"/> k) Ability to explain concepts in my subject Disagree	<input type="radio"/> k) Ability to explain concepts in my subject Agree	<input type="radio"/> k) Ability to explain concepts in my subject Strongly Agree

l) If "Other", please specify:

Section IV

Lastly, please answer these final questions relating to your opinion on EMI.

*Q23. EMI is appropriate in my context at the following levels:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) University (Undergraduate)	<input type="radio"/> a) University (Undergraduate) Strongly Disagree	<input type="radio"/> a) University (Undergraduate) Disagree	<input type="radio"/> a) University (Undergraduate) Agree	<input type="radio"/> a) University (Undergraduate) Strongly Agree
b) University (Masters)	<input type="radio"/> b) University (Masters) Strongly Disagree	<input type="radio"/> b) University (Masters) Disagree	<input type="radio"/> b) University (Masters) Agree	<input type="radio"/> b) University (Masters) Strongly Agree
c) University (Doctoral)	<input type="radio"/> c) University (Doctoral) Strongly Disagree	<input type="radio"/> c) University (Doctoral) Disagree	<input type="radio"/> c) University (Doctoral) Agree	<input type="radio"/> c) University (Doctoral) Strongly Agree

*Q24. EMI programmes/classes improve students' overall English language proficiency.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree

Q24o. Please feel free to write additional comments in response to Q. 24 below:

*Q25. EMI programmes/classes improve students' overall knowledge of the subject they are studying (e.g. business).

Strongly Disagree

Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Agree

Strongly Agree

Q25o. Please feel free to write additional questions in response to Q. 25 below:

*Q26. There are sufficient materials (e.g. coursebooks) for learning university subjects in English.

Strongly Disagree

Disagree

Agree

Strongly Agree

Strongly Disagree

Disagree

Agree

Strongly Agree

Q26o. Please feel free to write additional comments in response to Q. 26 below:

Q27. What is your overall opinion on EMI in your context?

3. Interview guide (student)

“Hi, first of all, thank you very much for offering to participate in this project. As you know, I am interested in the experiences and attitudes of those studying on English Medium Instruction (EMI) programmes in university settings. In this study, EMI is defined as the use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English in university settings.

I am interested in understanding your experiences of and views on EMI. Your views are VERY important to me, so please feel free to talk openly and honestly. There are no right and wrong answers and I will not share your answers with anyone. You are also free to request a transcript of the interview if you wish.”

Stage One: Narrative

1. *Firstly, could you please begin by telling me about yourself and your EMI programme? For example, you can tell me what you are studying, year of study, name of university, your previous experience learning content through English, English language proficiency, etc.*

I will listen and not interrupt you until you have finished. Please take as much time as you feel necessary and tell me all the details that you want. If you need to be reminded of the topics, let me know.

Stage Two: Prompts

1. **EMI**

With the globalisation of English, universities around the globe are beginning to move towards English Medium Instruction (EMI) programmes and attract international students, even in countries where English has no official status.

- ***What do you think are the main driving forces behind such moves in your context?***
- ***Why did you enroll in these programmes?***
- ***Based on what you have said, how do you feel about moves towards EMI in your context?***

2. English

The global EMI movement in non-native English speaking contexts marks a new era for English language use in the academic domain. With an increasing number of international students and staff, the language is being used as an international lingua franca. However, despite this growing use of ELF, in many contexts, ‘standard’ academic norms prevail.

- *In what ways is English used in lectures, classes and materials in your EMI programme?*
- *What is your opinion on the 'norms' that are used?*
- *What is your opinion on the use of other languages on EMI programmes?*
- **Does your university provide a preparation course before entering your programme?**

2. Training

In some EMI programmes, language teachers and content specialists work together in the delivery of content classes. In others, they work completely separately. Opinion on the internationalisation of higher education and movements towards EMI is divided.

- **Do you think it is possible to learn content through English?**
- **Do you believe that EMI content lecturers (e.g. a maths or geography teacher) should also help students with their English language proficiency?**
- **Do you believe that EMI content classes should be supplemented with English language support class provided by English teachers?**
- **What characteristics/ skills are important for teachers who teach and work in the medium of English in EMI programmes in your context?**

Stage Three: Closing

- *Thank you for your time today. Is there anything you would like to add that hasn't been covered in this interview?*

4. Interview guide (staff)

“Hi, first of all, thank you very much for offering to participate in this project. As you know, I am interested in the experiences and attitudes of those working on English Medium Instruction (EMI) programmes in university settings. In this study, EMI is defined as the use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English in university settings.

I am interested in understanding your experiences of and views on EMI. Your views are VERY important to me, so please feel free to talk openly and honestly. There are no right and wrong answers and I will not share your answers with anyone. You are also free to request a transcript of the interview if you wish.”

Stage One: Narrative

- 2. Firstly, could you please begin by telling me about yourself and your teaching career? For example, you can tell me when you joined this university, what EMI experience you had before taking up this post, etc.*

I will listen and not interrupt you until you have finished. Please take as much time as you feel necessary and tell me all the details that you want. If you need to be reminded of the topics, let me know.

- 3. Secondly, could you tell me about your English language learning experience and any training you received to teach content through English. (including teacher preparation programmes in your own context, skills needed to teach on EMI programmes, etc.)*

Stage Two: Prompts

3. EMI

With the globalisation of English, universities around the globe are beginning to move towards English Medium Instruction (EMI) programmes and attract international students, even in countries where English has no official status.

- *What do you think are the main driving forces behind such moves in your context?***
- *Why do you think students enroll in these programmes?***
- *Based on what you have said, how do you feel about moves towards EMI in your context?***

2. English

The global EMI movement in non-native English speaking contexts marks a new era for English language use in the academic domain. With an increasing number of international students

and staff, the language is being used as an international lingua franca. However, despite this growing use of ELF, in many contexts, 'standard' academic norms prevail.

- ***In what ways is English used in lectures, classes and materials in your EMI programme?***
- ***What is your opinion on the 'norms' that are used?***
- ***What is your opinion on the use of other languages on EMI programmes?***

4. Training

In some EMI programmes, language teachers and content specialists work together in the delivery of content classes. In others, they work completely separately. Opinion on the internationalisation of higher education and movements towards EMI is divided.

- **Do you think it is possible to learn content through English?**
- **What support and training is necessary in universities that are moving towards more globalized programmes taught through English?**
- **Do you believe that EMI content lecturers (e.g. a maths or geography teacher) should also help students with their English language proficiency?**
- **Do you believe that EMI content classes should be supplemented with English language support class provided by English teachers?**
- **What characteristics/ skills are important for teachers who teach and work in the medium of English in EMI programmes in your context?**

Stage Three: Closing

- *Thank you for your time today. Is there anything you would like to add that hasn't been covered in this interview?*

5. Focus group guide (student)

Once again thank you all very much for participating in this focus group. I am interested in your personal opinion and there are no 'right' or 'wrong' answers. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this discussion are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances. Please follow the instructions.

First of all, please read the following summary:

The globalisation of English has seen an increase in English education and education through English. This is not contained to Western nations alone and recent years have witnessed the internationalisation of universities worldwide, including an increase in English Medium Instruction (EMI) programmes in English and recruitment of international students, even in countries where English has no official status. The global spread of English has seen an increase in importance placed, not only on English language education throughout the world, but also on education *through* English.

As Professors working on EMI programmes, I am interested in your views on EMI in your context and beyond. There are no right or wrong answers and your views are very interesting to me. **Please speak as much as you like on each topic and don't be afraid to be honest and disagree with each other.**

TOPIC OF DISCUSSION: INTRODUCTIONS

Go round the group and introduce yourself briefly, telling the group about: ***your name, nationality, programme study on, experience with EMI, etc.***

TOPIC OF DISCUSSION 1: EMI

The spread of English around the world has seen an increase in importance placed on English language education and education *through* around the world. The internationalisation of higher education institutes (HEI) has become a priority for universities worldwide who are in competition to attract international students and develop a global presence.

Discuss:

- ***your views on the main driving forces behind moves towards EMI in your country***
- ***why students are choosing to enrol in these programmes***
- ***your own opinion on such moves***

TOPIC OF DISCUSSION 2: PROS AND CONS OF EMI

Opinion on the internationalisation of higher education and movements towards EMI in non-native English speaking contexts is divided.

Discuss:

- *the advantages and disadvantages of EMI in your context*
- *the extent to which you think it is possible to learn content through English (at your university and beyond).*

TOPIC FOR DISCUSSION 3: ENGLISH AS AN ACADEMIC LINGUA FRANCA

Movements to ‘internationalise’ are inextricably linked with an increasing role of English as a lingua franca (ELF) in the academic domain. Universities around the globe, including those in non-anglophone contexts, now offer programmes in English, despite having a non-native English speaking staff and student body. This has implications for the use of English as a lingua franca (ELF) in the academic domain and for teacher training.

Discuss:

- *the use of English, and other languages, in your EMI programme (by staff and students)*
- *the norms that are used (e.g. variety of English, academic English)*

TOPIC OF DISCUSSION 4: STUDENT PREPARATION

In some EMI programmes, language teachers and content specialists work together in the delivery of content classes. In others, they work completely separately.

Discuss:

- *any preparation/support classes provided for students in your context, and how effective they are in preparing students to learn their academic subjects through English*
- *whether EMI content lecturers (e.g. a maths or geography teacher) should also help students with their English language proficiency*
- *whether EMI content classes should be supplemented with English language support class provided by English teachers*

TOPIC OF DISCUSSION 5: STAFF PREPARATION

In many EMI programmes, non-native English speaking staff are being encouraged to teach content through the medium of English. Many native-English speaking staff also find themselves working in contexts where English is not the official language.

Discuss:

- what support and training is necessary for staff working on EMI programmes***
- what overall characteristics/ skills are important for teachers who teach and work on EMI programmes?***
- Is there a level of English proficiency required to enable EMI teachers to provide quality instruction in their respective academic subjects?***

TOPIC OF DISCUSSION 6: CONCLUDING COMMENTS

Discuss your overall opinion on EMI in your context.

**Does anybody have any final points they would like to add?
THANK YOU VERY MUCH FOR PARTICIPATING IN THE DISCUSSION**

6. Focus group guide (staff)

Once again thank you all very much for participating in this focus group. I am interested in your personal opinion and there are no 'right' or 'wrong' answers. Please give your answers sincerely as only this will guarantee the success of the investigation. The contents of this discussion are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances. Please follow the instructions.

First of all, please read the following summary:

The globalisation of English has seen an increase in English education and education through English. This is not contained to Western nations alone and recent years have witnessed the internationalisation of universities worldwide, including an increase in English Medium Instruction (EMI) programmes in English and recruitment of international students, even in countries where English has no official status. The global spread of English has seen an increase in importance placed, not only on English language education throughout the world, but also on education *through* English.

As Professors working on EMI programmes, I am interested in your views on EMI in your context and beyond. There are no right or wrong answers and your views are very interesting to me. **Please speak as much as you like on each topic and don't be afraid to be honest and disagree with each other.**

TOPIC OF DISCUSSION: INTRODUCTIONS

Go round the group and introduce yourself briefly, telling the group about:
your name, nationality, programme you teach on, experience with EMI, teaching experience, etc.

TOPIC OF DISCUSSION 1: EMI

The spread of English around the world has seen an increase in importance placed on English language education and education *through* around the world. The internationalisation of higher education institutes (HEI) has become a priority for universities worldwide who are in competition to attract international students and develop a global presence.

Discuss:

- your views on the main driving forces behind moves towards EMI in your country***
- why students are choosing to enrol in these programmes***
- your own opinion on such moves***

TOPIC OF DISCUSSION 2: PROS AND CONS OF EMI

Opinion on the internationalisation of higher education and movements towards EMI in non-native English speaking contexts is divided.

Discuss:

- *the advantages and disadvantages of EMI in your context*
- *the extent to which you think it is possible to learn content through English (at your university and beyond).*

TOPIC FOR DISCUSSION 3: ENGLISH AS AN ACADEMIC LINGUA FRANCA

Movements to ‘internationalise’ are inextricably linked with an increasing role of English as a lingua franca (ELF) in the academic domain. Universities around the globe, including those in non-anglophone contexts, now offer programmes in English, despite having a non-native English speaking staff and student body. This has implications for the use of English as a lingua franca (ELF) in the academic domain and for teacher training.

Discuss:

- *the use of English, and other languages, in your EMI programme (by staff and students)*
- *the norms that are used (e.g. variety of English, academic English)*

TOPIC OF DISCUSSION 4: STUDENT PREPARATION

In some EMI programmes, language teachers and content specialists work together in the delivery of content classes. In others, they work completely separately.

Discuss:

- *any preparation/support classes provided for students in your context, and how effective they are in preparing students to learn their academic subjects through English*
- *whether EMI content lecturers (e.g. a maths or geography teacher) should also help students with their English language proficiency*
- *whether EMI content classes should be supplemented with English language support class provided by English teachers*

TOPIC OF DISCUSSION 5: STAFF PREPARATION

In many EMI programmes, non-native English speaking staff are being encouraged to teach content through the medium of English. Many native-English speaking staff also find themselves working in contexts where English is not the official language.

Discuss:

- what support and training is necessary for staff working on EMI programmes***
- what overall characteristics/ skills are important for teachers who teach and work on EMI programmes?***
- Is there a level of English proficiency required to enable EMI teachers to provide quality instruction in their respective academic subjects?***

TOPIC OF DISCUSSION 6: CONCLUDING COMMENTS

Discuss your overall opinion on EMI in your context.

**Does anybody have any final points they would like to add?
THANK YOU VERY MUCH FOR PARTICIPATING IN THE DISCUSSION**

