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Examining implications of English versus Local-language Medium Instruction programmes on students' English self-efficacy and proficiency in Vietnamese Higher Education

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2nd International Conference on Language Teaching and Learning 2021

**English- versus Vietnamese-Medium Instruction:
a comparative longitudinal study on students' self-efficacy
content learning, and English proficiency**

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This presentation

Background and motivations

Literature Review

Methodology

Progress

Background and motivations

- Internationalisation of higher education (Knight, 2004; Marginson, 2010; Johnson, 2009)
- English as a global language (Crystal, 2003)
- Teaching through English (Kirkpatrick & Liddicoat, 2019; Macaro, 2018)
- Vietnam higher education as a case study: 'standing between flows' (Le Ha & Ngoc, 2020; Welch, 2010)
 - Ideological interplay between neoliberalism, socialism, and Confucianism
 - Global ambitions vs local needs
 - English-Medium Instruction vs Vietnamese Medium Instruction

The main research question:

What are the differences (if any) between the Vietnamese Medium Instruction and English Medium Instruction programmes regarding their impacts on students' self-efficacy, language proficiency, and content learning?

Literature Review

- **What is English Medium Instruction (EMI)?**

- Definition of EMI

“the use of English language to teach academic subjects (other than English itself) in countries or jurisdiction where the first language of the majority of the population is not English”. (Macaro, 2018, p. 1)

⇒ open to discussions (which English? How much English? Language-content continuum)

- **What do we know about EMI?**

- Rationales for EMI: macro, meso, and micro levels (Kirkpatrick & Liddicoat, 2019; Phillipson, 2012; Chapple, 2015; Paulsrud et al., 2021; Yuan & Yang, 2020)
- Key participants: students, teachers (perceptions, experiences) (Kang&Park,2004, Kim & Sohn, 2009; Galloway and Rose, 2015)
- Classroom interactions, translanguaging, pedagogical planning(Tai & Wei, 2020)

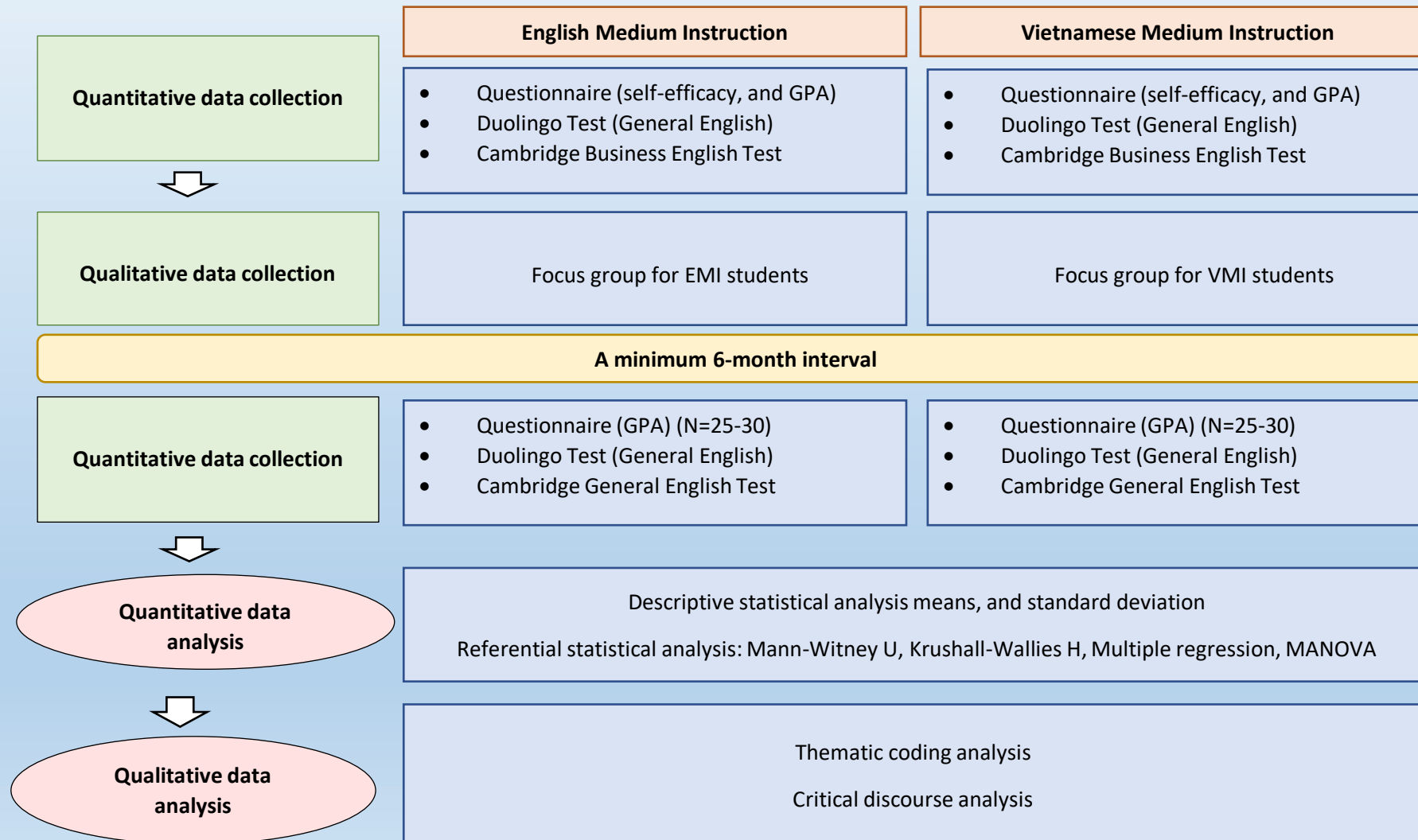
- **What do we NOT know about EMI?**

- Educational effectiveness of EMI: students’ self-efficacy, content learning, and English proficiency
- EMI or non-EMI?

- **What does this research do to fill the gap?**

- This study sets out to compare Vietnamese and English-Medium Instruction programmes in terms of students’ self-efficacy, content learning, and English proficiency

Methodology



Progress

- HREC Ethics Approval: obtained in March 2021
- Pilot study on questionnaire (N=20): completed in April
- Participant recruitment (N=60): ongoing
 - Contacted the Dean of the target university
 - 60 students registered interests to participate in the research project
- Conference presentations:
 - WELS Work-in-Progress Seminar (12/2020; 2/2021), WELS PGR Conference (3/2021), BERA ECR Symposium (3/2021), LAL Research Festival (5/2021), World Corpus Linguistics Conference (7/2021); International Conference on Teaching and Learning Language (6/2021), BERA Annual Conference (9/2021)

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Thank you very much for your attention!