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?
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)
- 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

Quantitative data collection

Qualitative data collection

English Medium Instruction
- Questionnaire (self-efficacy, and GPA)
- Duolingo Test (General English)
- Cambridge Business English Test

Quantitative data collection

A minimum 6-month interval

 qualitative data collection

Quantitative data collection

Descriptive statistical analysis means, and standard deviation
Referential statistical analysis: Mann-Witney U, Krushall-Wallies H, Multiple regression, MANOVA

English Medium Instruction

Vietnamese Medium Instruction
- Questionnaire (self-efficacy, and GPA)
- Duolingo Test (General English)
- Cambridge Business English Test

Focus group for EMI students

Focus group for VMI students

Qualitative data collection

Thematic coding analysis
Critical discourse analysis

• Questionnaire (self-efficacy, and GPA)
• Duolingo Test (General English)
• Cambridge General English Test

• Questionnaire (self-efficacy, and GPA)
• Duolingo Test (General English)
• Cambridge General English Test
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)
Selected references

Thank you very much for your attention!