Case Studies of English-Medium Instruction in Higher Education: Business Programmes in China, Japan and the Netherlands

Ph.D. Thesis

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Declaration

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Summary

This doctoral project aims to conduct case studies of English as a medium of instruction (EMI) at three higher education institutions (HEIs) in China, Japan and the Netherlands – three 'Expanding Circle' countries. The research focuses on how EMI in each case is approached and how the major stakeholders' (academic staff, students, administrators) perceive EMI. However, it must be pointed out this project is implementing cross case studies, rather than comparative studies defined in the field of comparative education. Furthermore, though three cases are situated in different contexts, general implications are expected to be explored to understand EMI implementations worldwide, or at least these three countries.

Chapter One sets the scope and breadth of the research, beginning with an introduction to the rise of Global Englishes/World Englishes in the context of the rapid globalisation. Kachru's Three Circles of English are elaborated. Particularly, among the Expanding Circle countries, further discussion is pursued about English and its use in China, Japan and the Netherlands. The internationalisation of higher education (HE) worldwide, a growing phenomenon driven by globalisation and the rise of Global Englishes means changes in educational policies across the globe at the national, regional and institutional levels. EMI is one of the key components of internationalisation strategies used in higher education. At the end of the chapter, the rationale, significance and goals of this research are described. The chapter concludes with a definition of EMI suitable for this study and an overview of the thesis structure.

Chapter Two narrows down the scope and focus on EMI. The literature review centres on the origin, the development and the expansion of EMI in different regions of the world. Layers of its complexity are depicted through a comprehensive review of previous studies on EMI. Previous research topics are categorised at the macro level, such as EMI policies, and at the micro level, such as attitudes and EMI pedagogical approaches. Specifically, accounts of previous studies in perception-based EMI research are provided to summarise, and draw a comparison between, stakeholders' EMI perceptions in different contexts.

Chapter Three explores the context of the research in each case study. Following the vein

of English forms in Kachru's Three Circles of English, the internationalisation of higher education and the EMI development worldwide mentioned in previous chapters, a specific description of the EMI in each country is presented to summarise the history, status quo, problems and challenges of EMI in each country. Chapter Three demonstrates a sense of compatibility between the three institutions with contrasting features. Notably, previously conducted comparative EMI studies across institutions and nations are summarised to highlight the recent research focus on contrastive studies.

Chapter Four examines the research methodologies in previous EMI studies and present the chosen methodology in this current research, namely a mixed-methods approach with a concurrent design. Three research questions of this doctoral project are presented, aiming to answer how EMI in each case is enacted and approached, and how the principal stakeholders, i.e. students, faculty teachers and management levels, perceive EMI . Specifically, the details cover how convenience sampling with a case study style was selected, a description of the research instruments and the administration, as well as the ethical research aspects. The research instrucments employed are questionnaires, semi structured interviews, archive examination and classroom observation. At the operational level, the chosen methodology involves the use of SPSS for quantitative analysis of questionnaires and Nvivo for the processing of the qualitative data, the interviews, observation notes and EMI course-related documents.

Chapters Five to Seven consist of a presentation of the data collection and analysis that are conducted by the order of the research questions. Interpretations of the separate qualitative and quantitative data are combined when necessary to provide a multifacted and sophisticated understanding of EMI. Chapter Five answers the first research question, exploring how EMI is approached in each case study and the general implications emerged beyond universities. The qualitative data gathered from the interviews, classroom observation and archive examination are presented to illustrate how each dimension of the ROADMAPPING framework is enacted at each university. Chapter Six elaborates the second research question, addressing students' perceptions focusing on English improvement and general content learning outcomes. The

quantitative data from the questionnaires provide a comparison of students' EMI perceptions in three universities, combined with in-depth information and illustrations from students' interviews. Chapter Seven investigates the thir research question, focusing on teachers' perceptions with an emphasis on perceived students' English proficiencies and content comprehension. Additionally, comparative perceptions between the teachers and students in each university are drawn upon.

Chapter Eight pursues further discussion on the findings and a cross-case analysis for exploration of possible similarities and differences in the EMI implementation in the three institutions. The chapter then concludes by summarising the significant general findings, emphasising the important arguments and stressing the significant comparisons. The implications based on the findings are integrated into further general suggestions and recommendations for EMI implementation in different contexts, in terms of explicit EMI goals at the institutional level, fundamental transition to a proactive pedagogical approach, efficient collaboration between content and language support faculties and consistent training support for teachers, as well as high awareness of implementing EMI in a multilingual university setting.

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Abbreviations

EMI	English as Medium of Instruction
ELF	English as Lingua Franca
ENL	English as a Native Language
ESL	English as a Second Language
EFL	English as a Foreign Language
ESP	English for Specific Purpose
EAP	English for Academic Purpose
HE	Higher Education
NSs	Native Speakers
NNSs	Non Native Speakers

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Chapter 1 Introduction

This doctoral project aims to conduct case studies of English as a medium of instruction (EMI) at three higher education institutions (HEIs) in China, Japan and the Netherlands – three 'Expanding Circle' countries (Kachru, 1992). The research focuses on how EMI in each case is approached and the major stakeholders' (academic staff, students, administrators) perceptions of EMI. Chapter one sets the scope and breadth of the research, beginning with an introduction to the rise of Global Englishes/World Englishes in the context of the rapid globalisation. Kachru's Three Circles of English (1992) are elaborated. Particularly, among the Expanding Circle countries, further discussion is pursued about English and its use in China, Japan and the Netherlands. The internationalisation of higher education (HE) worldwide, a growing phenomenon driven by globalisation and the rise of Global Englishes means changes in educational policies across the globe at the national, regional and institutional levels. EMI is one one of the key components of internationalization strategies used in higher education. At the end of the chapter, the rationale, significance and goals of this research are described. The chapter concludes with a definition of EMI suitable for this study and an overview of the thesis structure.

1.1 Globalisation and the rise of Global Englishes

In *Introducing Global Englishes* (2015), Galloway and Rose point out that it is the force of globalisation that has made English a truly global language today, more dominant and more powerful than any other lingua franca once prevalent in history and even English itself in different phases of history since the early seventeenth century (pp.11-14). Maringe and Foskett (2010) interpret globalisation as a "multi-dimensional concept that relates to creating a world in which social, cultural, technological, political and ideological aspects of life become increasingly homogenous and in which economic interdependence and growth are driven by principles in the free market" (p. 24). Such a 'flat' world requires a linguistic homogeneity to be

in place for effective communication and collaboration. Critically, English fits the "language-external factors", such as the economic and political ascendancy, as well as the historical significance that English possesses (Galloway & Rose, 2015, p. 13).

English is the primary working, or dominant, language in most international organisations and international diplomacy, including the European Union, the United Nations and the Association of South East Nations (ASEAN). As Crystal (2003) summarises, "The overriding assumption is that, wherever in the world an organisation is based, English is the chief auxiliary language" (p. 89). In the domains of world business, technologies, science, academia and entertainment, English is used as the main working language, or even the only language (Marginson & van der Wende, 2009).

Regarding individuals and countries around the world that use English, the gap existing between English as a native language (ENL) speakers and English as a foreign language (EFL) speakers has only been enlarging. According to a report by the British Council (2013), "English is spoken at a useful level by some 1.75 billion people worldwide-that's one in every four. By 2020, we forecast that two billion people will be using it-or learning to use it." (p. 2). There are now more EFL speakers than ENL speakers. This message was made clear by the introduction of Kachru's Three Circle Model of World Englishes based on the estimated national population figures in 2014.

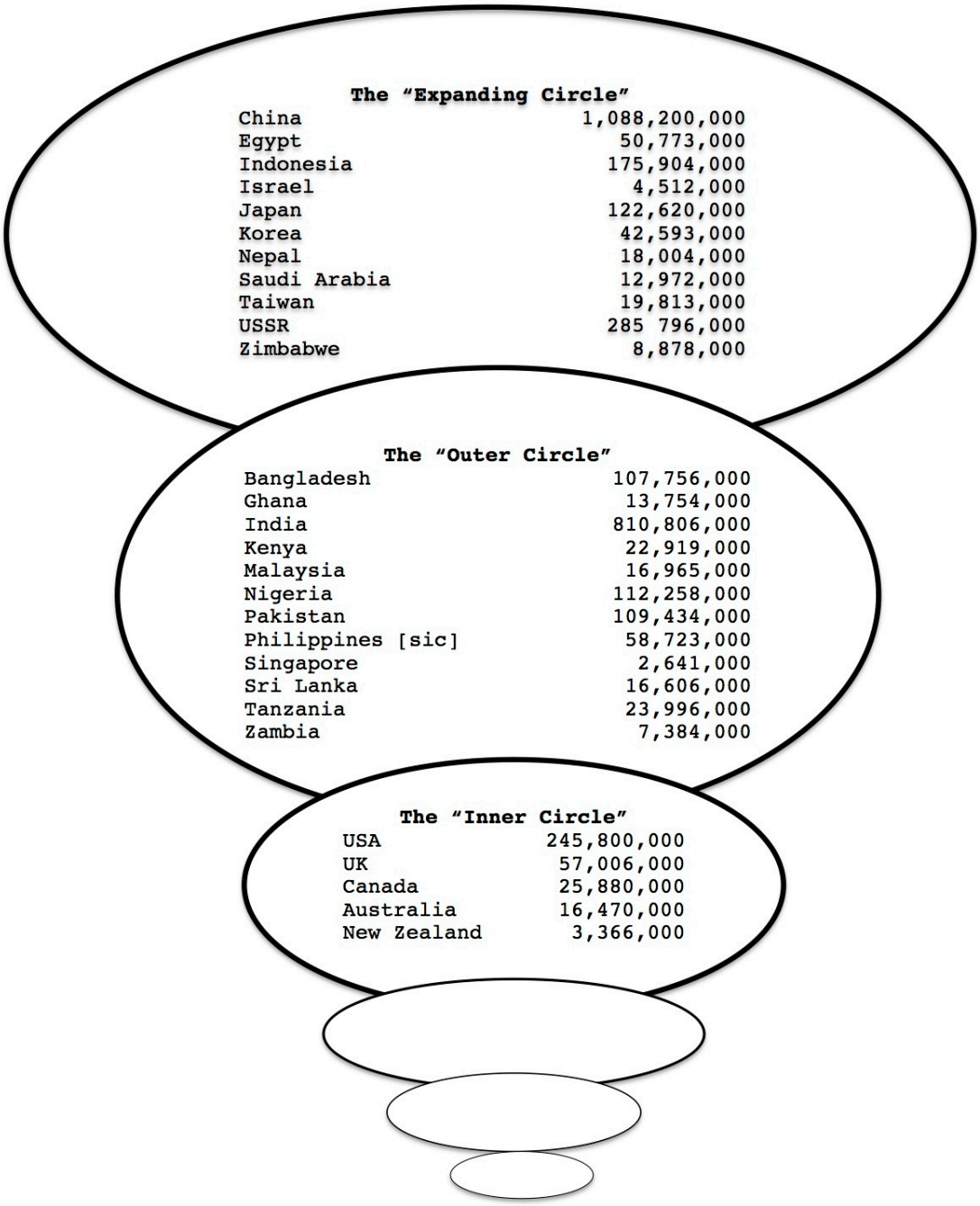

Figure 1.1 Kachru's Three Circle Model of World Englishes with national population figures in 2014 (Galloway & Rose, 2015, p. 19)

According to Kachru (1985, 1992), the Three Circle Model attempts to represent varieties of English from diverse linguistic, cultural and geographic backgrounds. The categorisation adheres to the classifications of English as a Native Language (ENL), English as a Second Language (ESL) and English as a Foreign Language (EFL) (B. B. Kachru, 1992, pp. 35-36). In the *"Inner Circle"*, the UK, the USA, Canada, Australia and New Zealand are referred to as

"the traditional cultural and linguistic base of English" (Kachru, 1992, p. 356). The issue of the 'ownership' of English by English native speakers is one of the key topics in the study of Global Englishes. The *"Outer Circle"* includes countries that were former British colonies, where English became the official language and a second language. The *"Expanding Circle"*, as the name suggests, represents the rising number, and spread, of EFL speakers in countries where English is neither the native/official language nor has ever been used for internal purposes (Kachru, 1992, p. 356), but where it is used extensively for a number of purposes, including education. This model has been very influential in the study of World Englishes and widely cited by scholars (Crystal, 2003; Jenkins, 2006, 2007, 2009, 2015; Kirkpatrick, 2011, 2014; McArthur, 1998). It offers a neat geographic and historic classification regarding the existing varieties of English.

Nonetheless, many scholars point out that, whilst the model is useful, it is also flawed (Bruthiaux, 2003; Jenkins, 2009, 2015). As Galloway and Rose (2015, pp. 18-23) summarise, the model "overly emphasises geographic and historic factors" *(*p.19), and "is too focused on colonial history" (p. 20); it "fails to capture the true role of English in multi-ethnic and monolingual territories" (p. 20), and it "assumes a monolithic standard" (p. 22). In summary, Kachru's Three Circle Model appears to be too simplistic and static to provide a fluid and complex picture of the distribution of English varieties. However, despite its limitations, the Three Circle Model is used in this research, as the term *the Expanding Circle* implies a tendency to grow, develop and include more new countries/regions, which fits this study's purpose of presenting EMI in three countries, especially in East Asia (such as China and Japan in this project), where more and more light is being shed on the increasing presence, as well as the influence, of English. As Schneider (2011) comments, "This model has, thus, instilled increasing self-confidence in localised varieties of English and strongly influenced language teaching and applied linguistics in the countries of Asia and Africa in particular" (p. 32).

As mentioned above, EFL speakers far outnumber ENL speakers. Within the Expanding Circle, where English is neither the native/official language nor played a historical role in the past, English seems to be expanding and outgrowing its function as a "foreign" language, due to

the rapid globalisation (Galloway & Rose, 2015, pp. 124-146). Below, English in Europe and East Asia is addressed, with particular attention placed on the Netherlands, Japan and China. On one hand, in Europe, English has become a predominant lingua franca. On the other hand, however, multilingualism is constantly been pursued and emphasised in theory. Regarding English in daily practice, Seidlhofer (2006, p. 5) summarises:

> The current role of English in Europe is, thus, characterized by the fact that the language has become a lingua franca, a language of wider communication, and has entered the continent in two directions as it were, top-down by fulfilling functions in various professional domains and, simultaneously, bottom-up by being encountered and used by speakers from all levels of society in practically all walks of life.

Some updated data has further justified Seidhofer's prediction. For example, at the top-down level, one of a series of regular reports entitled *Key data on teaching languages at school in Europe* (2012) by Eurydice[1] indicates that, in 2010-2011, "English was the most chosen mandatory foreign language specified by central education authorities" (p. 74). Consequently, in the Netherlands, according to the report, it is required that "all students have to start learning English between the ages of 6 and 12. In practice, most schools make it compulsory for all students from the age of 10. This obligation lasts until students are 18 years old' (p. 149).

Furthermore, English seems to be a widely accepted and highly regarded foreign language (excluding the UK and Ireland), according to a survey entitled *Europeans and Their Language* (2012). Some of the major findings indicate that English is the most widely spoken foreign language, accounting for 38% (p. 5), and 67% of the survey participants view English as being one of the two most useful languages for them (p. 7). A further breakdown of these percentages presents variety in the degree to which people in the different EU member states hold such an opinion. According to the report, "at a national level, almost all respondents in the Netherlands (95%), Cyprus and Malta (94% in each), Sweden (93%) and Denmark (92%) think that English

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The Eurydice network supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 38 countries and by producing studies on issues common to European education systems', introduction from http://eacea.ec.europa.eu/education/eurydice/

is one of the two most useful languages for personal development" (p. 71). Notably, English holds the highest prevalence in the Netherlands. In the same report, however, it is found that there does remain some consideration and respect for a multilingual Europe, as 81% of the participants feel that "all languages spoken within the EU should be treated equally. Even if around seven in ten (69%) think that Europeans should be able to speak a common language, this view does not extend to believing that any language should have priority over others" *(p. 9).* Nonetheless, in practice, in cases of either personal development, convenience or cost efficiency, English seems to be the working language depended on and it has taken a more prominent share in the media, daily communication, etc. (European Commission, 2012, p. 6; Galloway & Rose, 2015, pp. 50-57).

In focusing on the Netherlands, English has a high profile. In the report *Europeans and Their Language (2012),* with regard to people's competence in using English as a foreign language, the Netherlands is placed in the high percentage countries. This is due to the fact that 95% of the respondents from the Netherlands, the highest percentage among all of the European countries (excluding the UK and Ireland), "think that English is one of the two most useful languages for personal development" (p. 72). In relation to competence in using English in general life, the Netherlands is the leading country percentage wise, as 90% of the Netherlands' respondents "are particularly likely to speak English as a foreign language" (p. 21). These figures imply a dominant and positive attitude of Dutch people towards English. Specifically, the Netherlands is ranked third (56%) regarding the respondents being most likely to state that they can follow the radio or television news, read newspapers or conduct a conversation in English (p. 34) and it has the same ranking (58%) for "understand[ing] English well enough to be able to use it for online communication" (p. 35).

Moreover, from the perspective of English learning and education, in the same report, 91% of the Dutch respondents, being the second highest percentage, "*are particularly likely to have used school lessons, where nearly everyone has learned in this manner*" (p. 102). In addition, it is also indicated in the report that the Netherlands is ranked fourth in terms of 96% of the respondents thinking that "English is one of the two most useful languages for children to learn

for their future" (p. 80). Particularly, Dutch people's communicative competence in English, as mentioned above, might be associated with the emphasis placed on communicative English teaching. The Eurydice report (2012) reports that, in the Netherlands, much more importance is placed on reading and oral communication skills, such as listening and speaking at the start of the compulsory foreign language education (p. 127).

The similar finding is reported by Dearden's *English Medium Instruction: A growing global phenomenon* (2015). The comments from respondents in the Netherlands, a British Council representative supported by any stakeholders in the field the particular representative could reach (p. 5), points out that there seems to be continuous commitments from the government level to promote internationalised education at the secondary and tertiary levels, and also to emphasize foreign language learning (mainly English) from the primary level (p. 13). It can, thus, be summarised that the Netherlands is a leading country in Europe where English is highly popular and there is a widespread preference of introducing English in early formal education, as well as there being a high competence in using English in daily life.

In the East Asian country of Japan, the rise of English has been closely interrelated with, firstly, the modernisation of English in the 19th century and, secondly, *kokusaika,* or the internationalisation since the 1960s (Galloway & Rose, 2015, p. 131; McConnell, 2000). In particular, committed investment by the government has been witnessed over the years through the JET programme (the *'Japan Exchange and Teaching Program'*), established in 1987, which aims to promote internationalisation through language education and cultural exchange between Japan and other nations around the world[2] (Butler, 2007, p. 133; McConnell, 2000). According to the latest data released by the Japanese Ministry of Education, as of 1 July 2016 (for the year 2016-2017), 4952 'foreigners' are participating. Of these, young people from English-speaking countries occupy the dominant position, as is it shown in the Assistant Language Teacher (ALT) section, which is the largest part of the JET programme, with 4203 participants out of the total of 4536 from English-speaking countries. Furthermore, these English-speaking countries are all Inner Circle countries, which indicates a certain attitude towards the ownership of English as a

[2] See the JET introduction at its official website: http://jetprogramme.org/en/history/

global language (Galloway & Rose, 2015, pp. 191-192). It is also notable that, the greatest number of participants are from the United States, most likely due to the strength of the USA's influence after the Second World War. This also indicates a general preference for American English (Galloway & Rose, 2015, p. 131).

As well as this national level investment, for local communities across Japan, English also holds a predominant role in Japan's foreign language education policy (Galloway & Rose, 2015; Glasgow & Daniel, 2016; Hashimoto, 2013; Taguchi, 2014b). For years, English has been the only foreign language tested in higher education entrance exams as a compulsory subject. Since 2011, English has also become a compulsory course in primary schools (Galloway & Rose, 2015, P. 131). Prior to that, although not officially specified, English was almost exclusively selected to be included in foreign language(s) learning activities (Butler, 2007, p. 129). In universities, English is still a part of the compulsory curriculum in the first two undergraduate years, regardless of the disciplines and majors (Galloway & Rose, 2015, p. 131).

With regard to China, the role of the English language has some similarities with Japan, such as English having a prominent role in realising the ambition of internationalisation. Furthermore, English and English language education is consistently regarded as being an inextricable and vital part of national modernisation and economic progress (Adamson, 2003; Hu, 2005; Qi, 2016). English has been experiencing a rapid spread and enormous popularity in China through its membership to the World Trade Organisation in 2001 and it being the host country for the 2008 Olympic Games and the Shanghai World Expo in 2010, as well as the many more forthcoming international events (Galloway & Rose, 2015, p. 132). According to statistics in 2012, there were about 390 million English learners in China, indicating that English has been the most pursued foreign language in China (Wei & Su, 2012, p. 11). As Graddol (2006) estimates, India and China are decisive countries in further research on English as a global language (p. 15), and he (2010) further concludes that the English learners in China may have already surpassed those in India (p. 14).

At both the national and personal level, adequate proficiency in English is seen as a valuable asset (Adamson, 2003; Hu, 2005; Jin & Cortazzi, 2003). Domestically, since its status

of being the first official foreign language in schools was established in the 1960s in the context of national modernisation (Galloway & Rose, 2015, p. 132; Hu, 2005), although this was temporarily interrupted by the Cultural Revolution (late 1960s to 1970s), increasing weight has been placed on English in schools at all levels (Cheng, 2002; Hu, 2005). The Ministry of Education (MOE) in China requires formal English education to start from Grade 3 at the elementary level and to continue to the end of 9th grade in junior high school, which is the period known as compulsory education (Cheng, 2002, p. 257; Galloway & Rose, p. 125). Due to China's massive territory and unevenly distributed education resources, English has, in fact, been introduced from Grade 1, or even earlier in kindergarten, in urban areas (Cheng, 2002). At the same time, English shares the same importance as the core subjects of Chinese and Mathematics, all of which have a critical say in students' entering a high-ranking secondary school and undergraduate programme. In addition, English is also a compulsory examination subject in post-graduate programmes in China. Furthermore, in the job market, English is considered as one of the essential skills for 'high-end' and well paid jobs, especially in private business sectors and foreign corporates (Hu, 2005; Jiang, 2002).

Moreover, English seems to be even more indispensable for connecting to the world economies and international communication. For example, similar to the situation in Japan, English is key to studying abroad (English and Non-English speaking countries) and participating in academic activities. In this sense, private English education has become a very lucrative business (Jiang, 2002). The market for English learning has long been a prosperous business segmented for various needs, such as English tutoring for the domestic tests from the primary to tertiary level, college preparation tests for North American universities, such as the TOEFL, GRE and SAT/ACT[3], as well as the IELTS and A-Level[4] for the UK and Commonwealth countries (Canada, Australia and New Zealand). Recent years have witnessed a great increase in private English institutions focusing on secondary-level tests, such as the

3 TOEFL: Test of English as a Foreign Language; GRE: Graduate Record Examinations; SAT: Scholastic Aptitude Test; ACT: Scholastic Aptitude Test

4 IELTS: International English Language Testing System; A-Level: GCE (General Certificate of Education) Advanced Level

Junior TOEFL and SSAT[5], and secondary students registering for expensive English language tutoring packages.

1.2 Internationalisation of higher education and EMI worldwide

Having briefly explored the aspects of English as a global language, particularly in some of the Expanding Circle countries, this thesis now turns to the domain of the internationalisation of higher education, the growth of English as a language of instruction and how English Medium Instruction is viewed as being a central issue from the perspectives of the various stakeholders. As Graddol (2006) indicates, "One of the most important drivers of global English has been the globalisation of higher education" (p. 24). The use of English in education on a global scale has been interpreted as representing the movement of internationalisation and according to Knight (2003), "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education" (p. 2). With the world witnessing the spread of English as a lingua franca, English is recognised as an inextricable aspect in the benefits provided by the internationalisation of education. The benefits could be, as Delgado-Márquez *et al.* (2013, pp. 629-631) summarise, the influence of an educational institution, academic strength and employment rate. In their argument, it would be unrealistic to achieve all of these benefits if: institutions were unable to attract and recruit an outstanding and qualified teaching force across the globe; professors and researchers had few publications and research achievements in both the academic world and society in general; and students and graduates were not given the opportunity to compete for more learning experiences and more prosperous jobs (ibid.). In order to unify the advanced teaching, research and global networking, English takes on the vital role of reaching the resources as far, and as much, as possible (Galloway & Rose, 2015, p. 55).

According to the International Association of Universities (IAU) fourth global survey, the foreign language course having the largest number of students enrolled is English, followed by Spanish and Chinese (Egron-Polak & Hudson, 2014, p. 17). This aligns with the finding of the

5 Junior TOEFL: Test of English as a Foreign Language for students age 11 to 15

previous survey conducted in 2010, in that foreign language learning is witnessing an increasing demand and the foreign language most students opt to take is English (Egron-Polak & Hudson, 2010). Furthermore, in 2014, the newly established EMI research centre at the University of Oxford, now a research group, as of January 2018, jointly with the British Council, published a preliminary and general examination of EMI in 55 countries across the globe (Deaden, 2015), in which EMI was described as being a growing global phenomenon. The research mapped EMI across all levels of education (primary, secondary and tertiary) in fifty-five countries, eliciting a general scenario of EMI worldwide, the visibility and importance of which is escalating. However, as a first attempt to examine EMI on a global scale, there were methodological challenges, as stated in the report (p. 7). Namely, the definition of EMI was interpreted differently in various countries and mixed with EAP (English for Academic Purpose), EFL (English as a Foreign Language), ESP (English for Specific Purpose) and CLIL (Content and Language Integrated Learning). Second, the research approach, which involved in interviews, questionnaires and discursive discussions with only respondents who were connected to British Council in different ways implied a questionable sampling and data generalisation issue. Nevertheless, the findings indeed indicate an emerging and growing interests in, discussion of, as well as implementation of EMI in different contexts globally.

Galloway and Rose (2015, pp. 230-234) offer two categorisations of international education: a western perspective and a Global Englishes perspective. Regarding the former, they conclude that, firstly, the international education offered in English as a Native Language (ENL) contexts is more financial gains oriented, paying limited attention to the potential contribution of international students seeking overseas study with English as the instruction language. Secondly, international students are defined and evaluated by the standards set by English native speaker students. In other words, the diversified backgrounds and competence of international students are framed by ENL norms. Here, it is advised to pay attention to the fact that the nations where the western perspective prevails are in the Inner Circle. In contrast, the Global Englishes perspective views international education as more academically oriented, and a means of "attracting and keeping the best brains from around the world to help develop their

own economies" (Shen, 2008, p. 223). Such views are held in countries in Europe, such as France, Germany and the Netherlands, and in Asia, such as Japan, China and South Korea. This perspective is justified by an empirical research in five Norwegian higher institutions by Frølich (2006, p. 406), in that the internationalisation in higher education is much more academic oriented. In the context of the Asian country of Japan, the primary motivation for internationalisation comes from the increased institutional reputation, not financial gains (Yonezawa, 2010, p. 128). Those countries are classified in the Expanding Circle, implying, however, that, when spoken as a NNL (Non-Native Language), English is increasingly associated with more job opportunities in the international market, potential financial benefits and prestige in a social hierarchy, etc.

The Global Englishes perspective in the Expanding Circle seems to be gaining ground over the Inner Circle or Western perspective (Galloway & Rose, 2015, p. 233). For instance, according to Brenn-White and Faethe (2013, p. 6), during the past decade, the major European countries have been witnessing a rapid growth in English medium taught Master's programmes. In the same report it was also indicated that the discipline with the highest percentage of Master's programmes taught in English was Business and Economics (28%) (Brenn-White & Faethe, 2013, p. 6). There has also been a similar trend in Asia. In Section 1.4.2, the EMI in China and Japan will be reviewed, where efforts are escalating to enhance the internationalisation of higher education for deeper involvement in the world academia.

1.3 Rationale for EMI study

The increasing globalisation has led to a spread of English as a Lingua Franca (ELF), not only in the way that English language learning has been embraced on a large scale, but also in the increasing use of English as a language of instruction (Crystal, 2003, pp. 110-116; Jenkins, 2009, 2015). Higher Education (HE) in particular, as Coleman points out, *"*belongs to a globalised market*"* (2006, p. 3). Consequently, higher institutions worldwide are constantly seeking internationalisation, as, according to Altbach *et al.* (2009), it is "not possible for higher education to opt out of the global environment, since its effects are unavoidable" (p. 7). Among

the key internationalisation strategies of educational institutions worldwide, the use of English as a medium of instruction (EMI) is one of the most important strategies (Coleman, 2006, p. 4; Dearden, 2015, p. 24; Kirkpatrick, 2011, p. 100; Wilkinson, 2013, p. 3).

The increasing EMI programmes in HEs is evident, so is the fast growing studies on EMI among the scholarship worldwide. According to Bothwell (2017), the number of English-taught bachelor programmes in continental European universities has reached fifty times in 2017 as many as in 2009, echoed by the significantly increased EMI in Asia-Pacific regions (Walkinshaw *et al.* 2017). Consequently, the publications on the EMI subject has leaped as well. As Wilkinson (2017) reports, along with the 550 publications in the previous six years, a significant portion was attributed to East with China and Japan in particular (p. 35).

Competence in English has long been considerably appreciated in various professional fields, including business, politics and academia. Given the increasingly connected world of business that requires people from various linguistic backgrounds across the globe to communicate in English effectively, BELF, Business ELF, has become a research field of its own (Galloway & Rose, 2015, pp. 160-163). Consequently, business programmes in HE worldwide are highly present in courses delivered through English where EMI implementation is in place (Bernd, 2007, p. 48; Dearden, 2015, p. 25).

In this context of English as a global language and the internationalisation of higher education, this doctoral project will conduct multiple case studies of EMI in undergraduate business programmes in three institutions in the Netherlands, the People's Republic of China (hereafter China) and Japan. As discussed, these countries are categorised in the 'Expanding Circle' of World Englishes (B. B. Kachru, 1985, 1992; B. B. Kachru, Kachru, & Nelson, 2006; Y. Kachru & Smith, 2008). The strength of case studies in three specific HE institutes is that they allow a scrunity on EMI at each university. It corresponds with the point by Doiz, Lasagabaster & Sierra (2013a):

> every context has its own characteristics and, therefore, studies rooted in each specific context will be much welcomed. Results from other contexts may always be helpful and enlightening, but every institution should carry out its own research, which ideally will lay the foundation of the most appropriate language policy for them" (p. 219).

In addition, unlike the self-reported data which should be treated with caution in Dearden's report (2015), this doctoral projects brings together data directly from three different but specific contexts through case studies.

Notably, a discussion will be pursued on how globalisation and internationalisation have impacted on the higher education in these three countries.

Furthermore, due to EMI becoming a global phenomenon, the differences between the various perspectives towards internationalisation and EMI will be investigated, as well the characteristics of EMI in the three Expanding Circle countries, particularly the Netherlands, as a benchmark Expanding Circle country relating to HE and EMI, and Japan and China, as emerging countries with a significant growth of EMI programmes.

This project will endeavour to go one step further with regard to the research sample size and adoption of methodologies. In terms of the research sample size, there have been ample studies focusing on one particular university or some institutions in certain regions or nations, but there remains a lack of transnational studies seeking to compare and contrast. As Macaro *et al.* (2018) calls for comparative studies on EMI:

> The preponderance of research based on case studies of single institutions further exacerbates the problem of not being able to ascertain the impact of EMI on either English proficiency or on content learning. The almost total absence of any comparative studies amongst institutions and/or amongst countries (except for the issue of EMI growth) means that the rigour offered by comparative education methodology (Bray, Adamson & Mason, 2014) is largely absent (p. 64).

This project aims, therefore, to provide an up-to-date account of EMI in three Expanding Circle countries through specific case studies. As the growing body of research tends to focus on the EMI in Expanding Circle countries, a set of multiple case studies will help to pinpoint the features and characteristics of this approach. However, it must be pointed out this project is implementing cross case studies, rather than comparative studies defined in the field of comparative education. Furthermore, though three cases are situated in different contexts, general implications are expected to be explored to understand EMI implementation worldwide.

In relation to the research methodologies, questionnaires and interviews have been, thus far, the most commonly chosen instruments to examine stakeholders' perceptions and attitudes

towards EMI. A broader set of research instruments will help to enrich the study of this area. Hence, in addition to questionnaires and interviews, this project will also employ an observational approach, such as classroom observation and archival research on EMI documentation of various kinds, in an attempt to profile the EMI policies, implementation and pedagogical practices, as well as the interaction between stakeholders.

Moreover, since globalisation and international trade have increased the demand for graduates and human resources in business and economics worldwide (Doiz *et al.*, 2013a), and that undergraduate business programmes tend to be one of the most popular or earliest types of programmes delivered through the medium of English in HE, it seems to be worthwhile to focus on business discipline. Additionally, collecting data within a single academic discipline enhances the comparability of the case studies. However, even though focusing on a single academic discipline, the findings from this project can be generalised to a certain degree across other disciplines as there is no empirical evidence suggesting significant differences of EMI implementation in different academic disciplines.

1.4 Defining EMI in this study

Regarding the definition of English as a medium of instruction, in this research project the definition proposed by Macaro *et al.* (2018):

> The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions in which the majority of the population's first language is not English (p. 37).

Recognised as one of the methodological challenges by Dearden (2014), the definition of EMI varies in different contexts worldwide and thus the nomenclature is problematic (p. 5). To define what EMI exactly refers to is highly dependant on specific contexts. The contexts could impy countries, regions, linguistic repotire of the stakeholders, educational levels, purposes and so on. For instance, among various EMI definitions, the one proposed by Taguchi (2014a) implies two tails of EMI: academic subjects knowldge and English proficiency improvement:

> English-medium education refers to curricula using English as a medium of instruction for

> basic and advanced courses to improve students' academic English proficiency. The goal of English-medium education is to broaden students' general and specialized knowledge in academic subjects, and to promote professional expertise in English that enables students to take leadership in the international community. In such a context, English is viewed as a tool for academic study, not as a subject itself. Attainment of English skills is a by-product of the process of gaining content knowledge in academic subjects (p. 89).

These two aspects are not specifically indicated in Macaro *et al*'s definition. However, it has to be recognised that, for Non-Native Speakers (NNSs), progress in their English proficiency is an inextricable part of their expectations, given the ultimate motivation behind the trend of internationalisation and EMI in particular. Thus, overal, the case studies in this project demonstrate the problematic EMI by definition, which on the other hand explore the various implications of EMI in different contexts.

1.5 Thesis structure

In this section, a general outline of the thesis structure is presented chapter by chapter. Chapter Two will narrow down the scope and focus on EMI. The literature review will centre on the origin, the development and the expansion of EMI in different regions of the world. Layers of its complexity will be depicted through a comprehensive review of previous studies on EMI. Previous research topics will be categorised at the macro level, such as EMI policies, and at the micro level, such as attitudes and EMI pedagogical approaches. Specifically, accounts of previous studies in perception-based EMI research will be provided to summarise, and draw a comparison between, stakeholders' EMI perceptions in different contexts. Chapter Three will explore the context of the research in each case study. Following the vein of English forms in Kachru's Three Circles of English, the internationalisation of higher education and the EMI development worldwide mentioned in previous chapters, a specific description of the EMI in each country will be presented to summarise the history, status quo, problems and challenges of EMI in each country. Chapter Three will demonstrate a sense of compatibility between the three institutions with contrasting features. Notably, previously conducted comparative EMI studies across institutions and nations will be summarised to highlight the recent research focus

on contrastive studies.

Chapter Four examines the research methodologies in previous EMI studies and present the chosen methodology in this current research, namely a mixed-methods approach with a concurrent design. Three research questions are presented, aiming to answer how EMI in each case is enacted and approached, and how the principal stakeholders, i.e. students, faculty teachers and management levels, perceive EMI. Specifically, the details cover how convenience sampling with a case study style was selected, a description of the research instruments and the administration, as well as the ethical research aspects. The research instrucments employed are questionnaires, semi structured interviews, archive examination and classroom observation. At the operational level, the chosen methodology involves the use of SPSS for quantitative analysis of questionnaires and Nvivo for the processing of the qualitative data, the interviews, observation notes and EMI course-related documents.

Chapters Five to Seven consist of a presentation of the data collection and analysis that are conducted by the order of the research questions. Interpretations of the separate qualitative and quantitative data are combined when necessary to provide a multifacted and sophisticated understanding of EMI. Chapter Five answers the first research question, exploring how EMI is approached in each case study. The qualitative data gathered from the interviews, classroom observation and archive examination are presented to illustrate how each dimension of the ROADMAPPING framework is enacted at each university. Chapter Six elaborates the second research question, addressing students' perceptions focusing on English improvement and general content learning outcomes. The quantitative data from the questionnaires provide a comparison of students' EMI perceptions in three universities, combined with in-depth information and illustrations from students' interviews. Chapter Seven investigates the thir research question, focusing on teachers' perceptions with an emphasis on perceived students' English proficiencies and content comprehension. Additionally, comparative perceptions between the teachers and students in each university are drawn upon.

Chapter Eight pursues further discussion on the findings and a cross-case analysis for exploration of possible similarities and differences in the EMI implementation in the three

institutions. The chapter then concludes by summarising the significant findings, emphasising the important arguments and stressing the significant comparisons. The implications based on the findings are integrated into further suggestions and recommendations, in terms of explicit EMI goals at the institutional level, fundamental transition to a proactive pedagogical approach, efficient collaboration between content and language support faculties and consistent training support for teachers, as well as high awareness of implementing EMI in a multilingual university setting.

Chapter 2 English as the Medium of Instruction

2.1 Introduction

This chapter reviews the literature relevant to the aspects of EMI covered in this current research. It begins with defining EMI through the distinctions between the various terms used to describe the integration of content and language learning. Such review on the differencitation between EMI and others underpins the pedagogical rationale for EMI, which is the integration of content and language learning.. Next, the current study's themes relating to EMI are reviewed, presenting a general research scope. This is followed by a presentation of 'ROADMAPPING', a theoretical framework for EMI proposed by Dafouz and Smit (2014) that scrutinises EMI through six dimensions, all of which will be adopted to describe the case universities in addressing the research questions. Furthermore, reception-based research is discussed, focusing on student, teacher and management perceptions of EMI.

2.2 Defining EMI in relation to CLIL, CBLT and immersion

As previously mentioned, although EMI research has been gaining increasing attention, the definition of EMI remains problematic, and relatively broad, fluid and inclusive. For instance, to elaborate how EMI is interpreted to facilitate the learning worldwide, Macaro (2017) explicitly proposed a variety of classrooms in which English plays nuanced roles while intermingling with content:

> In virtually every research paper on this topic we come across we read that, in the particular context that the writer is operating, English as a medium of instruction (EMI) is on the increase. But what exactly is EMI? If we consider every classroom around the world in which learners are exposed to English language as their second language (L2) we are faced with a huge variety: English as a foreign language (EFL); Immersion, English for academic purposes; English for specific purposes, English for examination purposes, Content and language integrated learning (CLIL); content-based teaching; content-based language teaching, and so on. And then we have EMI (p. 1).

Macaro's description of such variety can be an informative supplement to EMI while the

EMI is observed and examined in different classrooms at different institutions in this project.

In ELT (English Language Teaching) literature, EMI is sometimes associated with CLIL (Content and Language Integrated Learning) or ETP (English-taught Programmes), a way of labeling that is popular in Europe, albeit not exclusively in Europe. In other situations, it is categorised as a kind of immersion or content-based learning, which is often found in North America (Macaro *et al.,* 2018, p. 37). In the same vein, bilingual education, CBLT (Content-Based Language Teaching) and content-based instruction, etc., frequently appear as keywords in the related literature. It is essential to clarify how the various terms (CLIL and immersion in particular) have been modified and specified in multiple educational contexts worldwide.

As Lasagabaster and Sierra (2010, pp. 367-375) argue, although immersion and CLIL share many similarities both theoretically and methodologically, as the CLIL approach originates from immersion, their differences create pedagogical practices that could result in confusion and undesired consequences if they are implemented without good understanding. Notably, the case studies in this project originate from three Expanding Circle countries with distinct cultural, historical, social and economic characteristics, and it is highly likely that the implementation of EMI will have modifications and different forms in each context. Therefore, a clear understanding of the nuanced differences between CLIL and immersion would possibly yield a more in-depth and more comprehensive interpretation of the EMI in each case study. Historically speaking, CLIL is a further development of immersion, according to the study of the European Commission, *Content and Language Integrated Learning (CLIL) at School in Europe* (Eurydice, 2006). Originally, school-based immersion education was developed in Europe under the pressure of parents to further improve the French competency of their children, whose native language was English, rather than giving them standard second language (L2) French classes (Lambert & Tucker, 1972). Initially, according to Lamber and Tucker, immersion bore such characteristics as: first, the immersion language was involved as the medium of instruction for academic subjects that took up at least half of the school day ranging from the 5th grade to secondary school level; second, additional bilingual education was

enhanced through the instruction in two languages; third, teachers were fluent in both languages and, in the beginning phase, teachers taught in two separate languages separately; fourth, the curriculum was content based with attention placed on language competence and awareness of the culture attached to the language; and, fifth, in the context of a communication language learning/teaching approach, the ultimate goal of a successful immersion programme was effective communication. Therefore, students were required to be highly engaged in communication-orientated learning activities in a supportive environment for learner autonomy.

With the success of immersion programmes spreading, firstly in Europe and then later in the U.S. and other countries of the world, along with the prevalence of English around the world, other terms began to appear as a reflection of the diversified and modified bilingual education in specific contexts, such as CLIL. CLIL has been gaining attention since the 1990s (Coyle, Hood & Marsh, 2010) and is defined as, according to Colye *et al.*(2010), *"a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language"* (p. 1). In the global context, with the great number of languages and cultures, the "additive language" in the schools in different countries/regions varies. Consequently, the definition provided by Eurydice (2006, p. 8) notes that CLIL:

> *is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than language lessons themselves.*

Lasagabaster and Sierra (2010, pp. 370-373) challenge both CLIL definitions in claiming that they do not show any differences between immersion and CLIL, which they believe exist. Based on immersion and CLIL programmes in Spain, they propose that, unlike the immersion language that is "reachable" at home or within the society, or both, the languages in CLIL are foreign languages that most students only have exposure to in their formal learning. In many Spanish schools, unlike northern European countries where English is comparatively more common, the students' exposure to English is quite limited to school time, despite the media influence (ibid). Secondly, regarding teachers' language competence, it is a fact that most teachers in immersion, as mentioned by Lambert and Tucker (1972), are native speakers of the instruction language or have a professional level. However, this might not be the case for CLIL

teachers. Again in Spain, CLIL teachers apparently need more training (ibid) with regard to English as the CLIL language in the spirit of the European Union. Thirdly, in relation to the time duration, while most of the immersion programmes start from a young age, CLIL seems to be implemented later, meaning that the amount of exposure to the additive language is not comparable, resulting in a call for careful consideration of pedagogical practice. Lasagabaster and Sierra draw upon the fact that one of the purposes of CLIL programmes is to further enhance the language skills that have been developed through traditional language learning at an earlier stage, such as in primary school. An obvious example would be the increasing of CLIL with English as the instruction language in Europe and many CLIL programmes of this kind start in secondary or post-secondary level where students have already acquired a certain level of English proficiency. Fourthly, the degree of the authenticity and adaptation of teaching materials varies between immersion and CLIL. Based on the authors' previous immersion teaching experience in a Spanish secondary school and their years of observing immersion and CLIL programmes in Spain, they state that immersion teaching materials target the native level, while, in CLIL, the teaching materials are normally modified and adapted to suit students' needs. In other words, CLIL teaching materials are constantly being adjusted to cater for a variety of pedagogical situations, while immersion materials tend to be maintained to the highest standard of originality and authenticity, even from the early stage. Fifthly, the language objectives are not the same. In considering the differences mentioned above, the desired additive language proficiency levels differ. In Spain, C1/C2 is expected at the end of the post-secondary level in immersion programmes (B2 by the end of secondary), while, in the case of English (as a foreign language) as the instruction language, the desired level is B1 by the end of the post-secondary level. Immersion has a higher language goal.

The authors further explain that immersion in Europe aims for more of a multilingual continent with the coexistence of minority, regional and heritage languages, whilst CLIL focuses on promoting students' proficiency in the major foreign languages, such as English as a popular lingua franca worldwide. Finally, again in the context of Spain, immigrant students have more access to immersion programmes than they have to CLIL, due to the fact that

immigrant students struggle with both (local major and minor) languages in immersion programmes and, thereafter, may not be able to meet the required language proficiency, of English for example, in CLIL later in their schooling.

In summary, it seems that the nuanced differences between CLIL and immersion lie in the nature of the additive language (foreign, lingua franca, regional or minority, etc.), the competence level of the users (both teachers and students) of the additive language, the approach to learning/teaching the language (original or modified materials, for example) and the outcomes expected from the additive language (immersion higher than CLIL). In this sense, the additive language in immersion is relatively more prevalent and more demanding than it is in CLIL. Consequently, the categorisation of EMI within CLIL or immersion depends on how English is weighted in a specific educational context. However, Cenoz et al. (2013) later argue that distinguishing CLIL from immersion would potentially separate CLIL research from mainstream research on multilingual education. Given the fact that CLIL and immersion do share the same motivations, goals and drives (content driven), CLIL can be better described, in a broad sense, as an umbrella term, similar to CBLT (Content-Based Language Teaching), that can accommodate a variety of content-based bilingual/multilingual programmes.

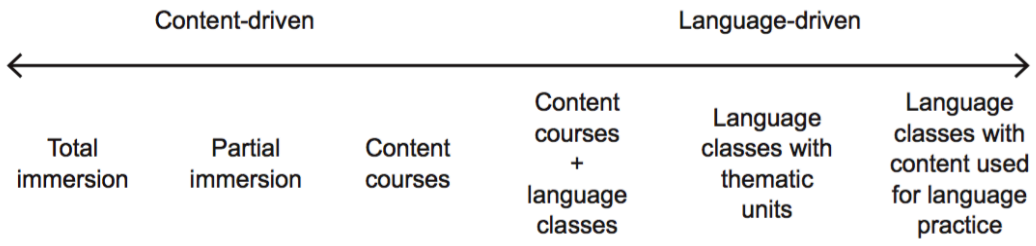

Figure 2.1 Range of CBLT settings, adapted from Met (1998, p. 4)

Indeed, the boundaries between content-based learning approaches bearing different names have blurred, resulting in more importance being put on the interaction between the content and the language. For instance, according to Jenkins (2015), there was a clear difference between EMI and CLIL a decade ago. At that time, EMI referred to subjects at the tertiary level being delivered in English and students were expected to have adequate English proficiency at the start of the content learning, whilst CLIL was implemented at the secondary or primary level

with language support being at the side of the content learning through the additive language. Furthermore, EMI in universities nowadays also has the language component in its own right along with the content teaching (Jenkins, 2015). Another example is the report by the EMI centre at the University of Oxford (Dearden, 2015), where EMI research was conducted on all educational levels, namely primary, secondary and tertiary education. All CLIL and immersion programmes around the world at all levels with English as the additive language are labeled as EMI. In this doctoral project, however, EMI relates exclusively to the tertiary level.

2.3 Current research in EMI

As a global trend, EMI in HE has been researched worldwide, especially in the Outer and Expanding Circles (B. B. Kachru, Kachru & Nelson, 2006; Y. Kachru & Nelson, 2006; Y. Kachru & Smith, 2008). This section provides a general picture of the current investigation of themes related to EMI.

In recent years, there have been conferences and publications dedicated to systematic reviewing both macro and micro levels, in aiming to present a holistic picture of EMI in a specific educational institution, region, country or continent. For instance, the volume series *English-Medium Instruction in Europe Higher Education: English in Europe, Volume 3* (Dimova, Hultgren, & Jensen, 2015) have sought to systematically review the EMI in HE in Europe, from the north to the south, and the west to the east. The book *English-Medium Instruction at Universities-Global Challenges* (Doiz *et al.*, 2013b) presents a collection of studies covering various angles of EMI from case studies worldwide. Wilkinson (2017) further identifies the significant increase of EMI research beyond Europe where EMI was orginally initiated by Erasmus programme and later enhanced by Bologna Declaration, and the increase is mainly from East and Southeast Asia (China, Japan, Malaysia and South Korea).

Furthermore, Macaro *et al.* (2018) published the newly updated and systematic review on EMI in HE worldwide, covering 83 empirical studies and explicitly proposing aspects or areas that have been under-researched and, thus, need attention in the future. Particularly, it points out that the contrastive case studies among different HEIs, or even across nations, are inadequate to ascertain the impact EMI has on English proficiency and content learning. This current project

aims to fill this gap in research with a cross-case study of EMI's impact on English improvement and content learning outcomes.

2.3.1 Macro-level research

On a macro-level, or 'societal perspective', studies have been conducted to pursue the motivations/rationales/drives behind EMI and, correspondingly, the education and language education policies at the national, local and institutional levels in catering for the implementation of EMI (Airey, 2004; Coleman, 2006; Collins, 2010; Costa & Coleman, 2010; Hu, 2008; Madileng, 2007; Mouhanna, 2010). Particularly, Airey and Linder (2006) point out that the universities in Sweden adopting English-medium instruction view its benefits as being capable of addressing international students and foreign academics, availability of content textbooks in English, enhanced students' employability in the international job market, and preparing students for further academic pursuits. As well as the motivations that the nations, or HEIs, initially embraced, some studies reveal that the essential stakeholders, or actors, in EMI implementation, such as students and teachers, were not consulted about, or engaged in, the process of decision making regarding the EMI implementation in place. Therefore, those key actors became involved in the EMI in a passive manner. For instance, according to Cho (2012), 52.9% of the teachers in a Korean study stated that they were teaching through English to meet the school's requirement. Another study conducted in Taiwan (Yeh, 2014) indicates that students' mainly choose to enroll in an EMI programme because of the reputation of a particular content subject faculty, rather than the aspect of English as a medium instruction language.

Consequently, examination of the impact on the institution and the local society (the local multilingual environment in particular) has been conducted in various countries (Doiz, Lasagabaster, & Sierra, 2014; Hellekjær, 2007; Tange, 2008, 2010; Wilkinson, 2013). Criticism has emerged regarding the potentially negative influence of the prevalence of English on local linguistic systems and the attached social and cultural implications (Charise, 2007; Tange, 2010; Wilkinson, 2013). For instance, Wilkinson (2013) lists, in his review of the EMI development in Maastricht University in the Netherlands, the challenges and potential pitfalls at the national,

local and institutional levels. Economically, the increased budget for introducing and practicing EMI may raise questions from the taxpayers funding international students and the dissatisfaction of students not having EMI courses. Politically and socially, the perception of 'international and elite' attached to EMI may cause public social division. Additionally, the promotion of English as the academic language and lingua franca beyond the class may create further domain loss of the local and national languages, in this case Dutch, German and other European languages. In particular, the phenomena of an HE's departure from its national and local languages has been a topic of great discussion (Doiz, Lasagabaster, & Sierra, 2014; Hellekjær, 2007; Tange, 2008, 2010; Wilkinson, 2013).

2.3.2 Micro-level research

On a micro-level, or 'individualistic perspective', research has been undertaken pertaining to the perceptions towards EMI of perspective students and the teaching faculty, and the interrelationship between students' and teachers' English proficiency and their performance in content learning and teaching (Ali, 2013; Chapple, 2015; Earls, 2016; Jensen, Denver, Mees, & Charlotte, 2013; Hamid *et al.*, 2013; Khan, 2013; Lehtonen, Lönnfors, van Leuwen, & Wilkinson, 2003; Hu *et al.*, 2014; Tange, 2010). Currently, much EMI research examines how stakeholders perceive EMI with the top down policy support and bottom up efforts (Dimova *et al.*, 2015, pp. 317-320). Substantial empirical research has investigated stakeholders' personal accounts, their experience with EMI as well as insights into pros and cons of EMI. In many cases the findings of stakeholders' perception aligned with the policy assumption that EMI is beneficial in many ways, while in more cases the opposite perceptions appeared, revealing the concerns and negative experience of EMI (Macaro *et al*., 2018). Perception-based studies focusing on students and teachers, including the school management, will be further reviewed in Section 2.5, as the second and the third research question in this project are about exploring the main stakeholders' perceptions, i.e. the students' and the teachers'.

2.3.3 Pedagogical implications and learning outcomes

Specifically, in the field of EFL (English as a Foreign Language), ESP (English for

Specific Purposes) and EAP (English for Academic Purposes) pedagogies, there have been ongoing discussions around the pedagogical approaches that promote EMI in HE, EMI courses and programme design, students' and teachers' assessments and evaluation, as well as EMI teachers' (content or language support, or both) training and support (Hoare 2003; Wächter& Maiworm, 2014). Correspondingly, there are doubts and controversies relating to the effectiveness of content delivery and improvement of students' English proficiency (Aguilar & Mun˜oz, 2014; Hu & Lei, 2014; Lin & Morrison, 2010; Jime´nez-Mun˜oz, 2014; Rogier, 2012; Yang, 2015). For instance, Shohamy (2013, pp. 196-210) identifies and summarises three critical issues in relation to linguistic competence (of both students and teachers), the compromise between content and language, "inequality in the global status of English for different groups" (p. 204) and biased assessment, due to it being conducted in the second/third language. In this section, studies of three significant impacts on pedagogical implications and learning outcomes are presented.

Firstly, improvement of English proficiency through EMI has been argued for a long time, and more empirical studies are needed to provide substantial evidence. Only a limited number of studies use language tests of various types, rather than stakeholders' own perceptions, to quantify EMI's impact on English proficiency. A study (Rogier, 2012) carried out in a university at UAE at the undergraduate level used IELTS for the enrollment and graduation of the same group of undergraduate to investigate whether there were significant score gains over time. The students' IELTS scores at the exit stage offered positive evidence. On the contrary, a comparison study (Hu *et al.,* 2014) of one EMI group and other non-EMI groups in the mainland did not show that the EMI group scored higher than the non-EMI groups. There are also studies that directly investigate the proficiency improvement in specific skills, such as writing and speaking (Aguilar & Mun˜oz, 2014; Tai, 2015). However, the validity of such studies is problematic, due to there being so many uncontrolled variables in the comparisons, such as the questionable validity of the tests used, uneven exposure to English and students' pre-test differences (Macaro *et al.*, 2017, pp. 57-59). As Jime´nez-Mun˜oz (2014) reflects, *'until conclusive proof is found, the controversy over the usefulness of CLIL and EMI to promote*

excellence in both content and language learning will continue' (p. 30).

Secondly, studies that are critical of the use of EMI have explored whether or not the content being instructed in English would compromise the content comprehension. The number of such studies, compared with the ones on the improvement of English proficiency, is even smaller. Hellekjær (2011) compared students' listening comprehension of their EMI lectures and lectures in their native language through a self-reported questionnaire. This contrastive study was carried out in a Norway university and two German universities. The results showed a lower comprehension of EMI lectures than L1 lectures, although through descriptive statistics. Later, Hellekjær (2017) expanded the sample size to three Norwegian (346 students) and two German (47 students) universities, showing no significant differences between the EMI and the L1 lecture comprehension, although some students reflected difficulties with EMI. Furthermore, similar language-related challenges were discerned in both EMI and L1 lecture comprehension. Another study in Korea (Joe & Lee, 2013) found no significant difference between EMI and the Korean lectures. Again, what made such comparison studies less grounded were the uncontrolled variables, such as the difficulty levels of the content in EMI and non-EMI programmes and the students' English proficiencies between EMI and non-EMI programmes (Macaro *et al.*, 2017, pp. 60-61).

Thirdly, ample studies have shown that the content, teachers' English proficiency and the pedagogical approach play significant roles in EMI implementation in HE. Also, other studies have described the detrimental effects on EMI learning outcomes to draw HEIs' attention to teachers' training (Barnard, 2014; Fang, 2018; Galloway *et al.*, 2017; Gustafsson *et al.*, 2011; Klaassen, 2008; Lei & Hu, 2014; Nuan, 2003; Shohamy, 2013). However, little evidence was found in studies of HEIs offering proper faculty assistance for better content delivery in English. In an overview of EMI in Europe, Wächter & Maiworm (2014) revealed that it was optional, rather than obligatory, for teachers to improve their English proficiency, and there was no teacher assessment based on their English capacity. Airey (2012) documented a professional development course in a European university for teachers with limited prior EMI experience and pointed out that the course was not supportive enough, given that some teachers were

instructed to switch to EMI with little notice. A recent study carried out in Italy (Guarda & Helm, 2016) reported on a development programme with adequate duration, sessions and content that received positive feedback from the faculty. Furthermore, other case studies by Airey and Linder (2006) pointed out that little interaction between the faculty and students was observed in EMI programmes.

2.4 ROAD-MAPPING framework for EMEMUS

Dafouz and Smit (2014) have proposed the conceptual framework with the acronym 'ROAD-MAPPING', within the context of English-Medium Education in Multilingual University Settings (EMEMUS), responding to the lack of a consensus on specifications and theoretical framework of how the EMI should be documented, analysed and synthesised in HE settings (Macaro *et al.*, 2018, p. 64). The ROADMAPPING model functions as a reference in exploring individual cases, whilst taking into consideration the significance and the fluid interaction between global and local factors. Furthermore, the framework allows the scholarship to transform the research findings in separate and specific cases for a synthesised analysis across cases for further comparison and discussion (Dafouz & Smit, 2014, p. 399). Thus, this doctoral project uses this framework to discuss how EMI is approached in each specific case while identifying the shared characteristics of EMI, analysing the common issues and underpinning the solutions to the recurring challenges across three cases.

According to the framework, ROAD-MAPPING (Figure 2.2) refers to six interrelated components: Roles of English (RO), Academic Disciplines (AD), (language) Management (M), Agents (A), Practices and Processes (PP), Internationalisation and Glocalisation (ING). The figure below shows that the discourses lie in the centre connecting all the components, indicating that these aspects are examined through the discourses of a setting. A discussion follows on each component with recognition that all of the components are multifaceted and interrelated (p. 404).

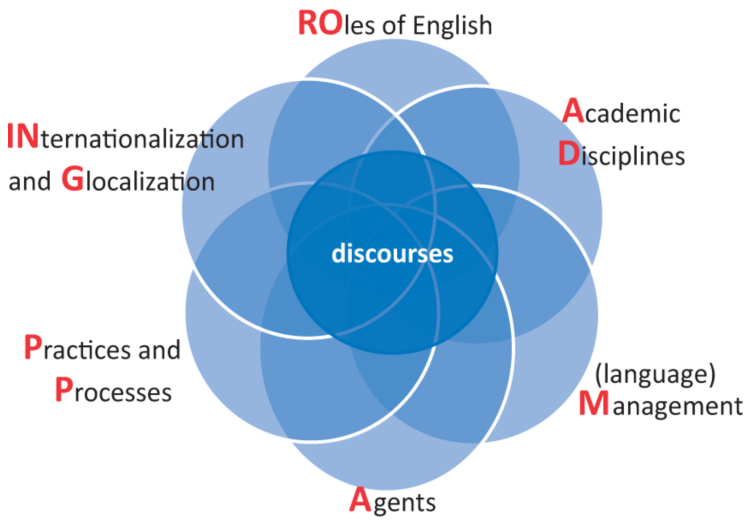

Figure 2.2 The ROAD-MAPPING framework for EMEMUS

Notably, given the problematic EMI definitation, i.e. the fact that HE institutions worldwide have vastly different linguistic contexts, institution policies and pedagogical approaches in relation to EMI implementation, the framework is used in a way that sets the notion of EMEMUS inclusion being applied to any university. This could be 'a multilingual situation where students, using the language they know and those they are getting to know, are enabled to succeed' (van der Walt 2013, p. 12). Such 'organic' understanding of a university setting is of particular help to the contrastive study in this project, as the three universities are apparently situated in different contexts, that is either heterogeneous or homogenous geo-linguistic areas, either multilingual or bilingual education, partially EMI or comprehensively EMI, and either pedagogically explicit or implicit, etc. (p. 399). Thus this study contributes in a way that the ROAD-MAPPING framework is applied to analyse EMI contexts outside Europe and also problematize the understanding of EMI worldwide. The following subsections will explore the components of the ROADMAPPING model with reference to the relevant literature on each aspect. These six aspects of the model feed into the research design and analytical framework used in the three case studies.

2.4.1 Role of English

According to van der Walt (2013, pp. 76-78), the function constellation of English in specific higher education has to be examined through its relationship with the general linguistic

repertoire in that education site. Generally speaking, the linguistic context of an HEI can range from monolingual to multilingual with regard to language management, language practices and education goals (Dafouz & Smit, p. 404). Consequently, how English is positioned in an HEI can range from it having a central position, as English vis-a-vis other languages to a marginal language. Nowadays, with EMI programmes expanding rapidly, English has apparently maintained a dominant position in HEIs.

Specifically, English functions as a 'gatekeeper' in a school's admission process as one of the admission requirements, especially for international students whose native language is not English, or whose previous educational experience has not been in an English-speaking country for a certain period of time. Thus, it is common for some EMI universities to request proof of English proficiency from incoming international and domestic students. Additionally, the requirement of English proficiency, in some cases, is also applicable for teachers' recruitment and promotion, particularly when the criterion is connected to a teacher's publication with English as the dissemination language (ibid., p. 404).

Regarding the coursework, English is treated as a subject in general English, English for Academic Purposes (EAP) courses, English for Specific Purpose (ESP), bilingual courses (English and another language, being native, regional, national, ethnical or migrant, etc.), and EMI (p. 404). In the pedagogical practice, English is used partially or wholly as an academic language, whilst beyond the classroom, English serves as a communicative language in the educational community. Along with its enhanced international profile, exchange and collaboration of educational resources across institutions worldwide, English assists the communication as a lingua franca. Gradually, English has expanded beyond being an academic language to now being a communicative medium in its function castellation (ibid., p. 405).

2.4.2 Academic disciplines

In relation to the classification of academic disciplines, many education practices can be referred to in formulating an explicit categorisation, such as teaching and learning implementation, curriculum design, selection of textbooks and teaching/learning materials and assessments. The various ways of these practices indicate the epistemological characteristics of

each academic discipline (Becher 1989; Neumann *et al.,* 2002). Becher (1989) proposed a two-dimensional space for the discipline classification based on the differences in the education practices: *hard vs. soft* and *pure vs. applied*. For instance, within the field of business studies in this project, International Commerce would be considered as *soft* and *pure*. In general, such an academic subject tends to adopt essays (papers), discussions and presentations to conduct the teaching and assessment (Dafouze *et al.*, 2014). Consequently, it can be expected for the implementation of EMI in different academic disciplines to demonstrate different characteristics. It should be noted here that this dimension is elaborated on in the findings and discussion in this project, as the academic discipline involved in the three case studies is singular, namely business.

2.4.3 Language management

Language management refers to the top-down language policies and statements made by collective agents, such as institutions and such individuals as teachers, to pin down and maintain the role of English in either a legal status or application (Dafouz & Smit, p. 406). As a policy, statement or declaration, there is a possibility of it being implicit, absent, under-enforced or contradictory with other policies in reality (p. 406). An example to prove this point is the review of EMI in Japanese HEs by Bradford & Brown (2017, pp.6-12), in which English was not acknowledged as being the specific language in the policy documentation related to HE internationalisation and EMI implementation, but, rather, a foreign language, despite, in practice, the instruction in a foreign language precisely referring to English.

2.4.4 Agents

Various stakeholders participate in the planning, implementation and assessment of language policies with their perspectives being different, due to their various motivations and goals (p. 406). The actor approach proposes a continuum with individual and collective (or institutional) actors at two ends (p. 406). The individual actors refer to stakeholders, such as students, teachers and school officials, while the collective actors refer to departments, faculties, schools, organisations and the HE as a whole. As the actor-network reminds that no actor is

‘autonomous' and independent (Saarinen & Urisin, 2012, p. 151), all agents are playing dynamic and interactive roles in a HE with their individual perspectives taken into consideration. For instance, while promoting EMI, it is more likely that the school management level would invest more in the international profile that EMI would eventually bring, while the content teachers would be more focused on content delivery in English along with a proactive approach. However, at the same time, the language support teachers would be more concerned about students' English proficiency reaching the desired level. Such different expectations based on their own interests are somewhat challenging to balance (Smit Dafouz, 2012, p. 8).

2.4.5 Practices and processes

Practices and processes refer to how teaching and learning activities shape, and are shaped by, the specific EMI context (Dafouz & Smit, 2014, pp. 18-19). Generally, there are three types, namely ‘way of doing’, ‘way of thinking’ and the combination of both. ‘Way of doing’ indicates the practice that has been developed to support the language policy with English as a disciplinary and educational language, as well as a lingua franca (p.19). In a multilingual classroom, the teaching and learning practice reflects the process of how the participants from various geo-linguistic areas develop a shared linguistic repertoire to achieve academic and social communication with the assistance of English as the academic language and, in some cases, as a lingua franca (Hynninen, 2012, pp. 16-18).

‘Way of thinking' literally suggests the beliefs and opinions held by teachers when reflecting on the teaching and learning process and practice that can present students’ positive support (Dafouz & Smit, 2014, p. 407). Such beliefs can be viewed as the motivation behind the agents' actions, and, in turn, the actions influence and shape the fluid development. EMI generally involves content delivery and language support and, hence, the actions and beliefs of teachers in both aspects interact and impact on the academic literacy attainment as a whole. Thus, in considering the complementary strengths from both sides, Jacob (2007, pp. 65-68) suggests a collaboration of both for effective integration of academic literacies into the discourse of both content and language.

2.4.6 Internationalisation and Glocalisation

Although internationalisation and globalisation are, in many cases, used interchangably, there are nuanced differences between the two concepts. As Scott (2011) summarises, internationalisation is the process of the escalating exchange between nations that mostly takes place in public domains, while globalisation indicates the integration of the economic structures in different nations in the framework of the global arrangements and the 'homogenisation' of distinctive national cultures, and both types of integration holistically take place in private domains (p. 60).

With such a difference in mind, the internationalisation of HE can be underlined as being the mobility and exchange of students, teachers, pedagogical approaches, collaborative researches and internationally recognised publications. However, while HEIs are on the way to achieving internationalisation by meeting the criterion, such as the enhanced international profile and the diversified student and teacher body, they should delicately manage the potential confrontation between the international influence and the national and local forces and interests (Dafouz & Smit, 2014, p. 408) in the integration process. Therefore, the 'glocalisation', refering to the 'tensions but also the synergies' (Scott 2011, p. 61) between HEIs' multifaceted roles in society in an international context as well as the national and local. Glocalisation seems to present more difficult challenges as the HEIs become increasingly multilingual and intercultural. A typical example would be the growing concerns about the national or local languages being ruled out by the prevalence of English in the context that HEI in the Netherlands were embracing internationalisation by launching more and more English-taught programmes in a fast-pacing fashion (Wilkinson, 2013). Another example is the protests from local students who find the admission becoming more competitive, due to the increasing number of international students.

2.5 Student and teacher perceptions of EMI

This section provides a review of studies of stakeholders' perspectives on EMI in HE. The

perceptions of two major stakeholders, namely students and teachers, tend to touch on themes of motivation, English improvement, academic task performance in English and the benefits and challenges of EMI. The perception convergence and divergence offers a glimpse of the international and external contexts in which stakeholders are implementing EMI.

2.5.1 Students' perceptions of EMI

Regarding students' motivation to enrol in EMI programmes, as well as doing so because of the external influence, such as institutional policy, overall, more positive motivation has been observed provided students are in the position to make a choice. On a macro-level, in Khan's (2013) research in Pakistan, the student participants perceived EMI as a key component in HE and, furthermore, that the internationalised HE in their country will expedite the modernisation process. Earl's (2016) study carried in a Germany university reflected that students accept EMI as an inevitable trend in the context of globalisation and believe that teaching some business subjects, such as International Accountin in languages other than English does not make sense (p. 108). On the level of personal interest, the students in a study in Turkey (Bozdoğan & Karlıdağ, 2013) expressed a desire to improve their English skills and job opportunities through EMI programmes, which is also the view held by the Japanese students in Chapple's (2015) study. According to the students in a study (Ellili-Cherif & Alkhateeb, 2015) carried out in Qatar, English enjoys higher recognition than their regional language of Arabic and, therefore, learning English is very necessary, as it has a direct influence on their future career. Some studies have also documented the motivation shift from an external, such as the concept of internationalisation, to an internal level, such as personal interest. Gao (2008) conducted a longitudinal study on students from mainland China in universities in Hong Kong, with the results showing that the students gradually perceived EMI as a self-motivation to their advantage.

During studies of EMI programmes, the students are generally confronted with an essential component of EMI, namely English, resulting in their main concern generally being related to their English proficiency. However, prior to delving into how students perceive their English improvement, it is necessary to specify what 'English proficiency', 'English competence',

‘English skills (such as writing and speaking)', ‘English ability' and ‘English capacity' that appear in different studies refer to. A distinction has to be made as to whether these varied terminologies refer to academic English and non-academic English, being general English. The differentiation is based on the seminal model by Cummins (1979). However, regarding the English proficiency in EMI, it is rare for studies to explicitly specify whether it is academic or general English that students or teachers are referring to. This remains a debatable issue (Macaro *et al.*, 2017, p. 52), and, in this project, unless otherwise specified, English proficiency is interpreted in a general sense.

Despite commencing with positive EMI motivation, studies have shown more negative perceptions of English proficiency and improvement being held by students (Macaro et al., 2017, p. 53). In Chol’s (2015) research in Korea, the students stated that their limited listening skills led to an inadequate understanding of the content lectures. The Pakistani students in Khan’s (2013) study expressed hesitation to speak in English and obstacles in comprehending lectures and written text. However, the study carried out in Hong Kong by Evans & Morrison (2011) indicated that the undergraduate students felt that they overcame the language difficulties whilst advancing to senior years, despite feeilng inadequate, especially in productive skills, at the beginning of the programme.

Consequently, some studies found a negative impact on the content learning, which students associated with inadequate English proficiency. According to Ellili-Cherif & Alkhateeb (2015), students believe they could have learned the concent better if it was in Arabic rather than English, which is similar to the view held by students in Turkey (Kirkgo¨z, 2014; West *et al.,* 2015), who expressed that the learning outcomes may have been better through their L1 language rather than EMI. In a quantitative study in Korea by Kang and Park (2005) a correlation was identified, through inferential statistics, between the level of English proficiency and the understanding of lectures, as well as students’ decision to refer to the translation while reading the content text.

Furthermore, some studies have also investigated a potential correlation between English proficiency and students’ emotions, identity and relationship with social surroundings. A study

conducted by Hengsadeekul *et al.* (2014) in Thailand revealed a negative correlation between students' motivation and their interest and anxiety in speaking, fearful reaction to negative evaluation and peer comparison. The study alluded that the students with adequate English proficiencies would be sufficiently motivated. Another study by Sultana (2014) in Bangladesh made a comparison between Bangla-medium school students and private EMI school students, with the result suggesting that public students tend to be faced with more issues and, thus, feel academically, socially and emotionally inferior to private EMI school students. Their insufficient English proficiency prevented them from fully participating in the school and receiving equal attention and respect from the surroundings. Finally, an EMI classroom involves both the students and teacher and, thus, students' perceptions towards their teachers' English proficiency also reflects how students examine and respond to EMI. This aspect will be reviewed in the following section.

2.5.2 Teacher's perceptions of EMI

There are both convergences and divergences between students' and teachers' perceptions towards EMI. Regarding motivation, similar to students, EMI is regarded as a key component in the HEI internationalisation process and also beneficial to personal and professional development. The Danish lecturers in the study of Jensen & Thøgersen (2011) stated that EMI is an effective way of attracting international students. They viewed the teaching and learning engagement through English as an essential part of internationalisation. The lecturers in Hamid *et al.*'s (2013) research regarded English as a critical tool to connect them with people of various backgrounds across the globe. The teachers in Earls' (2016) study extended EMI to their exploration into cultures and 'mental flexibility' (p. 124). In the study of Hu, Li and Lei (2014) in China, the teachers believed that both the institution and the country would benefit from EMI, by expanding it to gain a favourable reputation and the potential advantages attached to English, such as a more fluid social mobility and more promising job market. Also, the teachers' faith in EMI corresponded to the institution's strategy and policy. In Dearden and Macaro's (2016) cross-nation study, teachers in Austria, Italy and Poland mentioned the potential overseas studying opportunities for their students, as what the teachers had been

offered during their time was a convincing reason to embrace EMI.

Pedagogically, some teachers' concerns about teaching content in English relate to both their own and their students' English proficiency, although, generally, teachers tended to show more concern than satisfaction towards students' English proficiency. In Turkey, teachers in more than one study (Kirkgo¨z 2009; Ba ̧sıbek *et al.*, 2014; Macaro *et al.*, 2016) frowned upon students' general English and the vocabulary related to content in particular, and such a view was also held by students in Bozdoğan and Karlıdağ's (2013) study, in that inadequate English proficiency presented an obstacle to content learning. Furthermore, teachers in many studies doubted whether students' English proficiency had ever met the requirement, or been proven to be sufficient, to commence the EMI programmes. In Rogier's (2012) study, the teachers in an UAE university stated that students were weak in both listening and academic writing at the entry level. In two Korean studies, the teachers perceived students' English proficiency as being the greatest obstacle to effective content learning (Choi, 2013), with one of the studies indicating that one-third of the students were believed to be underprepared regarding their general English to obtain benefits from the EMI programmes (Kim & Shin, 2014). Even in northern Europe, where the prevalence of English and English education appears to be more vigorous than in other Expanding Circle countries, the lecturers in Aire's (2011) study in Sweden recognised the inadequate English proficiency the students had.

Regarding English proficiency, the studies showed a 'pure' and subjective perception, rather than any actual English proficiency tests, such as the tests for students to quantify their proficiency level. Therefore, many studies revealed that teachers had a different understanding and standards of 'qualified English language proficiency'. This is the case in the cross-nation study of Austria, Italy and Poland (Dearden & Macaro, 2015), in which the lecturers assumed that the criterion of an appropriate English level was a university degree in English-speaking countries, overseas teaching experience or a conclusion reached by the school management. From a school's perspective, Dearden's (2015) worldwide (55 countries) questionnaire showed that 83% of the participants taking part in teachers' recruitment indicated that, even with their English proficiency being left as an unspecified term or form, such as a language proficiency

certificate, the number of linguistically qualified teachers was less than enough. Additionally, content teachers of different subjects also hold various perceptions of qualified language proficiency. For example, Physics lecturers in Turkey (Macaro *et al.,* 2016) suggested that the English needed in a Physics class was relatively minimal. Furthermore, contrastive findings regarding students' perceptions of teachers' English proficiency and teachers' perceptions in Sweden by Bolton and Kuteeva (2012) revealed that, while a small percentage of teachers recognised their inadequate language, a considerable percentage of students were casting doubt on their teachers' English proficiency.

Regarding subjective perceptions, more studies seemed to show more negatively self-assessed English proficiency. Across the Italian universities, teachers expressed anxiety, in that their unsatisfying English may have presented students with more difficulties to comprehend the content and even mislead them in their English learning and use (Pulcini & Campagna, 2015; Campagna, 2016). In another study carried out in Italy (Guarda & Helm, 2016), the statistics showed that 19% of the teacher participants perceived their language capabilities as being one of the significant challenges in teaching EMI programmes. Here it is necessary to note that the teachers in different studies based their concerns on different standards of English proficiency. For instance, while the Danish teachers referred to their inadequate English as 'not being able to speak off-the-cuff' (Werther *et al.*, 2014, p. 455), limited vocabulary, difficulty with spoken English and unclear grammatical structures may have challenged teachers significantly (Borg, 2016; Vu & Burns, 2014).

EMI has also resulted in further pedagogical implications and challenges for teachers. Studies have shown that teachers need to adjust their curriculum, teaching approach, teaching materials and students' assessment (formative, such as assignments, and summative, such as exams) and even to re-establish the course teaching in order to switch from L1 instruction to EMI, which demands more time and energy (Bas¸bek *et al.*, 2014 ; Hellekjaer, 2010). As well as the labour involvement, other studies have found that English imposes a distance between the teacher and his/her L1 language, as well as the local cultural context. The Swedish teachers suggested that the EMI classroom tied them into practicing humour and introducing the local

context to international students (Airey, 2011). The Turkish teachers (Kilickaya, 2006) directly proposed a more protected L1 education, as they believed that EMI had negatively impacted on the Turkish language and local culture.

2.6 Summary

This chapter presented a general scope of current EMI studies, and highlighted a theoretical framework proposed by Dafouz and Smit (2014) as well as EMI perception-based research. The chaptered started with a differentiation between EMI and other pedagogical forms of integrating content and language learning. Theoretically speaking, EMI does not emphasis language over the content. However, in reality, the EMI implementation varies greatly around the world. The chapter continued to review EMI research at the macro-level such as policies at different levels, its social and economical impact, as well as the controversies caused. The review on the micro-level research, on the other hand, focused on the EMI pedagogical implementation as stakeholders' perceptions of it. Then the chapter highlighted ROAD-MAPPING framework for EMEMUS as the theoretical framework in this project to discuss how each dimension of the framework at each research site is enacted. The chapter concluded with a review on perception-based EMI research with emphases on the perceptions from students and teachers.

Chapter 3 Research in the Contexts of the Study

3.1 Introduction

This chapter focuses on the EMI research of HE in Europe and Asia, in the Netherlands, China and Japan, where the three case studies are situated. The chapter begins with a general review of EMI in Europe, where the most EMI research has been conducted. The following is a summary of the most recent EMI studies in the Netherlands to outline the generalised context in which the case study at a particular Dutch university was conducted. The chapter continues with a focus on EMI in Asia, followed by a specific review of studies in China and Japan, where the second and third case studies were carried out. The review shows that, in these three Expanding Circle countries, the EMI development has demonstrated its characteristics in each case and has been confronted with different challenges, due to the contrastingly different geographical, political, social, historical and cultural implications. The concluding section draws upon previous contrastive studies, especially in Europe, the Asian and across two continents.

3.2 EMI in the Netherlands

In Europe, educational programmes delivered in English came into existence as early as the 1950s in north Europe (Barnard, 2014, p. 10; Unites, 2014). Given the multilingual and multicultural context in Europe, the expansion of EMI programmes, especially at the post-graduate level, was escalated by three schemes and initiatives that responded to a drive towards Europeanisation in the 1980s and 90s (Unites, 2014, pp. 54-61).

During the past decade, there have been many comprehensive research projects examining EMI in Europe (Brenn-White & Faethe, 2013; Maiworm & Wächter, 2002; Wächter & Maiworm, 2008, 2014). Those studies, conducted at the higher education level, depict a context where EMI is well developed and up to date regarding the number of EMI programmes and the percentage occupied by EMI programmes. For instance, the study by Maiworm and Wächter (2002) was the first to document the English-taught programmes (ETPs) across Europe, through

two large-scale surveys of 1,558 HEIs in 19 European countries. The results showed that only between 2% and 4% of HE programmes were conducted in English. However, another survey in 2007 covering 2218 HEIs in 27 European countries pointed to an increase of 229% in EMI (excluding programmes conducted only partially in English). In 2014, Wächter & Maiworm carried out the most recent comprehensive survey on EMI in 28 European countries. Among the 2,637 HEIs with the *'ERASMUS Charter'* in the 2012-2013 academic year, there was a 239% increase, from 2.389 ETPs in 2003 to 8,089 ETPs in 2014. In the aforementioned surveys, the Netherlands was identified as the leading European country for EMI provision, which was confirmed in other studies. Among the European countries with a steady increase in offering, or switching to, EMI programmes, the Organisation for Economic Co-operation and Development (OECD) indicated (2012) that Denmark, Finland, the Netherlands and Sweden were offering the most English taught programmes, after English-speaking countries. In particular, the Netherlands was ranked as first for the total number of EMI (Master's) programmes (Brenn-White & Faethe, 2013).

A longitudinal study by Wilkinson (2013) at Maastricht University, one of the first higher institutions in the Netherlands and Europe to initiate EMI programmes, described the history of EMI at Maastricht University over thirty years, starting in the mid-1980s. At the macro level, in terms of national policy and social equality, Wilkinson summarised what drove the Netherlands and other European countries to adopt EMI and proposed two questions for national authority regarding the policies on internationalisation. Along with the fully advancing EMI programmes, there seems to be another trend emerging in Europe, which is the attention returning to the national language coexisting with English. Wilkinson (2013, p. 20) confronted this in his questions for the policymakers, as to whether more EMI programmes should continue to be established and more international students should continue to be attracted, in considering his observation that the increasing of EMI tends to separate the university from the local linguistic and cultural context.

Furthermore, he presented the interaction between the academic subject lecturers and the language (English) staff from the perspectives of linguistics and language teaching. Awareness

that the 'ability of Dutch students to follow programs in English' (p. 4) could potentially 'jeopardise the whole programme' (p. 7) prompted the school to test students and then to initiate close collaboration between the language staff and the EMI faculty.

Focusing on the linguistic competence of the key stakeholders, other studies in the Dutch HE context examined the EMI pedagogical practice. Klaassen (2008) evaluated a training programme assisting lecturers at Delft University of Technology, which is another frontrunner university in internationalisation and EMI in the Netherlands. One of the modules of the programme was designed to improve lecturers' language proficiency and awareness of the cultural diversities, as well as the pedagogical approaches in an EMI classroom. Later, Klaassen & Bos (2010) published the first large-scale empirical study to identify teachers' English proficiency by screening the language assessment scores of 1300-1600 scientific staff[6] throughout the university since 2006. The results indicated that the majority of the staff portrayed a common European language proficiency level of C1, meeting the official minimum requirement set by the Board of Directors at Delft University required to deliver undergraduate level teaching. There were two major points of significance in this study. First, such a large-scale screening offered valuable insight and empirical reference for the school authority to further organise professional training policies and resources. For instance, the low percentage of staff members achieving the C2 level made the university rethink the C2 ambition. Second, with the background of students' dissatisfaction regarding their teachers' English proficiency at DUT, the screening results eased the rising complaints. Additionally, the screening of a whole Dutch university with the reference screen being on 800 academic staff in Leiden University (conducted in the same study) proposed, at least, a general picture that the teachers in Dutch universities tended to demonstrate a qualified language proficiency. This is partially due to the language support available for teachers. The language centre in another study (Gustafsson *et al.*, 2011) at Groningen University identified essential strategies and practice to ensure effective support for teachers in two faculties to deliver quality EMI programmes.

[6] According to the author, scientific staff include professors, associate and assistant professors, lecturers, PhD students and support personnel with education tasks (p. 62)

3.3 EMI in China

Many Asian countries introduced EMI in HE as in Europe, as summarised by Walkinshaw *et al.* (2017), by the rise of English as a lingua franca, the rising HE and the internationalisation of HE policies at the national level (p. 1). In its infancy stage, at the beginning of the 21st century, Nunan (2003) investigated the EMI in several Asian regions, namely China, Hong Kong, Japan, Korea, Malaysia, Taiwan and Vietnam, being countries representing a broad range of economic development, cultural diversity, territory coverage and the status of English in their history. His study highlights the influence of English as a global language on the educational policies and practice in each country. Furthermore, he reveals the problems in the EMI implementation, namely the ambiguity in policies, unbalanced access to proficient language instruction, insufficiently trained teachers and the conflicts between the *'curriculum rhetoric' and 'pedagogical reality'* (p. 589).

Since then, the exponentially increasing number of EMI programmes offered at the HE level has witnessed the rapid internationalisation of higher education all over Asia and the increasing significance placed on EMI as a critical strategy over the decade. Generally, successful EMI expansion has been empowered and accelerated by top-down national or institutional policies and strategies. For instance, in Malaysia, it is obligatory for public universities to teach Science and related subjects in English (Mohini, 2008). In Korea, the EMI programmes started to expand with the launch of the *Globalisation Project* by the Korea Advanced Institute of Science and Technology (KAIST) (Cho, 2012). By 2010, approximately 2.2% (9000 courses) of the 410,000 courses at the undergraduate and post-graduate levels were being conducted in English (Byun et al., 2010). China and Japan have also experienced overwhelming EMI development, which will be discussed in the following sections. Despite EMI prevailing in Asia with continuous growth, there are certain countries where EMI has not been enthusiastically embraced. For instance, in the *'Expanding Circle'* countries[7] English has been allowed in public universities as a medium of instruction, but only in the private education sectors (Hamid & Jahan, 2015).

[7] Outer Circle refers to countries and regions where English used to be one of the official languages in history.

In the countries where EMI continues to develop, it seems that Nunan's concerns about EMI in Asia remain relevant in today's context. Barnard (2014) states that the lack of English proficiency, although it has been recognised and efforts have been made to adapt the textbooks in English and media-aided resources, is still presented as a problematic issue and a primary concern in need of significant consideration. He then proposed dual/bi-medium university instruction, in which the first language can be resorted to for achieving particular purposes, such as explaining complicated concepts for better comprehension, while the second language, being English, can be used in "eliciting information from the students or evaluating their questions" (p. 15). He perceives the teachers' English competence as being detrimental to the learning outcomes, suggesting that the interpretation or translation embedded in the classroom deserves consideration.

The Ministry of Education in China (MOE, 2001) started to promote EMI as one of the twelve principal means of offering high-quality undergraduate education. The motivation was to enable Chinese students to avail themselves of the advanced technologies and expertise in English, as well as gaining an international perspective, which would finally enhance the competitiveness of Chinese talents on the world stage (McKay & Hu, 2012). Specifically, the 8th measure, as one of the twelve, states (translated):

> Actively promote teaching through English and other foreign languages. To orient education towards modernisation, the outside world and the future and adapt to challenges by economic globalisation technological revolution, undergraduate education should create conditions for the teaching of both public and specialised courses through English and other foreign languages…Efforts should be made to achieve 5% to 10% course taught in foreign languages within three years. Schools and majors with yet mature conditions for teaching in foreign languages can organise textbooks in foreign languages and the teaching in Chinese for specific courses.

Continuous financial support and preferential policy investment have been provided for universities to enforce the strategy, especially the ones listed in the Project 985 (39 universities), Project 211 (211 universities) and Double First Class University Plan (42 first class universities and 465 first class disciplines from 140 universities (Peter & Besley, 2018).

According to Wu *et al.* (2010), 132 HEIs in the survey showed an average of 44 available

EMI programmes. In 2013, 2014 and 2015, the International Education Research Centre attached to the China Education Association for International Exchange issued their annual report on the internationalisation of higher education in China, presenting a general development pattern and the characteristics of EMI in China. According to the report in 2015, among the 556 HEIs out of the 1,205 that offered effective responses to the questionnaire, an average of 42 programmes taught entirely in a foreign language were available, with an average of 17 international teachers in the faculty, an average of 28 teachers with international PhD degrees and an average of 850 students in joint running programmes and schools. However, the average numbers did not show a massively uneven distribution of resources between the first-class and ordinary universities, as in some indicators, such as the number of international teachers, the number in a Project 985 could be ten times the average. Additionally, the report series did not include the "offshore branch campuses[8] of English-speaking countries" (Fang, 2018, p. 33) that have replicated and relocated their institutional management, curricula and pedagogical practice in their Chinese campuses. It has become an increasing phenomenon that regional universities of such a kind, that is entirely EMI, are continuing to grow and establish a strong presence in the EMI landscape in China HE.

However, unlike the large-scale and consistent empirical investigations conducted in Europe, there remains a limited number of studies focusing on how EMI has been approached in China (Pan, 2007) and the challenges that arise in achieving the anticipated goals. For instance, students' limited capability in English seems to be one of the major problems (Tong & Shi, 2012; Wu *et al.*, 2010) the academia in China remains concerned about. In a similar vein, some studies have questioned whether EMI has helped to achieve the goal of "enhanced English proficiency". According to Zhu and Yu (2010), since the year 2000, few empirical studies have been conducted to test if the aspect of EMI "to enhance students' English proficiency" has been realised. Therefore, it is necessary to conduct empirical research to comprehensively evaluate the outcomes of EMI and its state-of-the-art presence in the current China.

It is in recent years that the EMI research in China has become established as a

[8] These campuses include Ningbo Nottingham University, Xi'an Jiaotong Liverpool University, New York University Shanghai and Duke Kunshan University.

recognisable and independent research topic. From the perspective of EMI motivation and the perceived potential benefits at the institutional and personal levels, EMI has been positively welcomed and is linked to expectations of internationalisation, career competitiveness and improved English proficiency (Botha, 2014, 2016; Hu et al., 2014). However, in pedagogical practice, studies have highlighted issues and concerns related to the learning outcomes and satisfaction with EMI.

Hu and Lei (2014) investigated an EMI business administration programme at the undergraduate level in a mainland university through a qualitative analysis of interviews (10 students and 5 faculty teachers) and document examination. The findings indicated that, although there were motivational and strategic convergences between the national and institutional levels, a mismatch existed between the policy and pedagogical practice in the classroom. Whilst the stakeholders (interviewees) positively approved the motivations and potential benefits of EMI from national, institutional and personal perspectives, they also expressed concern and anxiety regarding the use of English to function in the classroom. The students perceived a less effective and desirable learning outcome related to either English proficiency improvement or content comprehension, with this finding being echoed in another of their studies (Lei & Hu, 2014). In the study, the analysis of two sets of standardised English test scores of 136 Chinese undergraduates (sophomores and juniors) selected from the same university, combined with perception-based questionnaires and interviews with ten students, indicated that there seemed no significant influence of EMI on the students' English proficiency. A most recent study by Hu and Duan (2018) of teachers' questions and students' responses in 20 subject classes in both English and Chinese further confirmed that it was doubtful whether EMI in the form of teachers' questions being answered by students could help the learners achieve their goals of English improvement and content learning. The analysis of the incidence, and cognitive and syntactical complexity (p.1) of teachers' questions and students' responses in Chinese and English showed no significant difference.

Recently, Fang (2018) reviewed the EMI in China and proposed three directions for future research. In recognising the expansion of EMI in Chinese HE and common pedagogical

challenges, stakeholders should be given specific and consistent EMI policies, and substantial language support is expected for stakeholders for the sake of effective learning. Ultimately, EMI implementation should consider a multilingual educational context with acknowledgement of stakeholders' linguistic diversity (p. 37).

3.4 EMI in Japan

Compared with China, Japan seems to have achieved more regarding internationalisation in the past decades. For instance, Japan has attracted a higher percentage of international students in the whole HE student body (Wallitsch, 2014, p. 24). Similar to the tremendous enforcement of the top-down policies in China, the continuous support at the government level has boosted the EMI development in Japan. In 2009, the *Global 30 Project* was initiated by the Japanese Ministry of Education (MEXT, 2009) in aiming to enhance the internationalisation in 30 selected universities, with EMI being one of the four major strategies, in that establishment of EMI programmes became a focus. In 2014, this scheme was concluded and, in the same year, a reinforced project, following the Go Global Japan Project launched in 2012, began to shape the current university globalisation strategy in Japan, namely the Top Global University Project (MEXT, 2014). This project continued to offer financial support to the selected 37 universities at the national, public and private levels to "enhance the international compatibility and competitiveness of higher education in Japan" (MEXT, 2014). Specifically, 13 Type A "Top Type" universities are aiming to achieve being in the world top 100, while 24 Type B "Global Traction Type" universities are expected to set an example of internationalising Japanese HE and society (Rose & McKinley, 2018, p. 112).

According to Wallitsch (2014, p. 23-25), there is one notable difference between China and Japan regarding the motivation related to EMI promotion. As an importing country for international students, particularly Asian students, Japan's target is to maintain and increase its attraction for international students and prestige as a destination that offers the best education in the world. China, as mentioned above, is promoting EMI to accelerate China's integration into the world. However, in recent years, increasing the presence of international students has also

attracted considerable attention from the MOE in China (Chinese Education Association for International Exchange, 2015; Hu & Duan, 2018, p. 2).

In contrast to China, there have been specific studies of the various forms of EMI in Japan. From the perspective of strategy and policy evolvement at the national and institutional level, Rose & McKinley (2018) conducted a qualitative examination of publicly available documents (projects documents and the websites of MEXT and the Top Global University Project universities) to discern the evolvement of government policies and schools' implementation of EMI and HE internationalisation in Japan. Overall, a more positive interpretation of internationalisation was observed. Notably, the purpose of EMI has slightly shifted from increasing the number of international students to increasing the "need to internationalise for academic, social and integrative purposes" (p. 125). Furthermore, the role of English, perceived as being owned by international students and the faculty of non-Japanese backgrounds in previous project policies, has been interpreted as being more like a lingua franca, a view shared by the entire academic and learning community (p. 126).

Recently, with the theoretical framework by Dafouz and Smit (2014), Bradford and Brown (2017) presented an up-to-date general review of the EMI in Japanese HE, driven by the current Top Global University Project, the goals of which were not always necessarily aligned with EMI implementation in practice. Starting from the role of English, although it was wished that English could be used as a lingua franca (Rose & McKinley, 2018, p. 126), the majority of the international students, especially at the undergraduate level, were actually in Japanese medium programmes, with EMI being implemented more in short-term programmes the international students had enrolled in (Bradford & Brown, 2017, p. 1). Therefore, English did not hold such a dominant position as manifested, for example, in other studies in Europe. Regarding the academic disciplines, according to the survey by Brown (2015), humanities and social sciences tended to have the most undergraduate EMI programmes, while engineering and natural sciences at the undergraduate level witnessed a rise in ETPs among the universities already offering EMI (Bradford & Brown, 2017, p. 2). Furthermore, the EMI programmes in Japan seemed not yet to be recognised as academic disciplines, but, rather, as a language proficiency

challenge that needed to be tackled in a narrow sense of language learning (p. 2). Consequently, when considering language management, there seemed to be an absence of official policies specifying English as the particular language of instruction, or lingua franca in the academic community. Moreover, there appeared to be limited and inexplicit specification of students' language proficiency upon entry to and exit from an EMI programme.

With regard to the practice and process, according to the Japan EMI Research Project[9] researchers, Brown and Lyobe (2014), it was illustrated that, as of 2006, despite a quarter of universities in Japan claiming to offer EMI to undergraduates (MEXT, 2009), as of 2013, only twenty-five universities were offering undergraduate programmes instructed completely in English. As for the rest of the EMI programmes, some offered "ad hoc" classes, leaving the English for teachers to decide, whilst others added classes in English to the existing classes in the native language. According to the different roles that EMI plays in the curriculum across universities, Brown and Lyobe (2014) summarised six patterns of undergraduate EMI programmes in Japan (ad hoc, semi-structured, integrated, +α program, English-taught programme and campus-wide). Also, statistics demonstrated the characteristics of each EMI pattern regarding the student body size, faculty make-up and fields of study. In China, studies to identify the different EMI patterns among universities and the follow-up analysis of each pattern are, unfortunately, absent.

Brown (2016) recently presented an overall picture of the undergraduate EMI programmes in Japan covering the scale of rationales for and the implementation of EMI based on official statistics (MEXT, 2015) and a nationwide survey by Brown (2014; 2015). Brown (2016) summarised, corresponding to the characteristics mentioned above of the EMI in Japan，the implications that EMI has in four fields related to language pedagogical practice. First are the evolving roles of language support teachers. Second is the different and changing needs of Japanese university students. Third is more possible collaboration between the content faculty and language support teachers, given the context that most undergraduate programmes are not 'pure' *E*MI. Fourth is that the expansion of EMI in higher education in Japan, particularly at the

[9] Funded by MEXT, the Japan EMI Research Project has been active in tracking the development of EMI in Japanese universities.

undergraduate level, is highly likely to lead to a positive reflection and changes in the actions of English teaching at the secondary level.

3.5 Comparative EMI studies

As Macaro *et al.* (2018) pointed out, comparative studies of institutions or countries regarding the EMI impact on English improvement or content learning outcomes are needed in future research. This section draws upon: one contrastive study demonstrating the policy and EMI challenges throughout the implementation between the Japan and European perspectives; one study providing a general review comparing Europe, Asia and Africa; and two empirical studies on stakeholders' perceptions of EMI, with one comparing Japan and Spain and the other one comparing Japan and China.

In the most recent empirical study conducted in Japan and China, Galloway *et al.* (2017) investigated 579 students' (from 5 Japanese universities and 7 Chinese universities) and 28 teachers' (from 7 Japanese universities and 4 Chinese universities) perceptions of EMI in pedagogical practice, including the challenges and obstacles, and the motivation for EMI implementation. Furthermore, the teachers and students were also questioned about how the language policy and EMI requirements were managed and executed. A combination of qualitative and quantitative methods was adopted to analyse the data collected via three instruments: questionnaires, semi-structured interviews and focus groups. Holistically, both the staff and students embraced EMI with a positive and optimistic attitude (p. 21).

Regarding EMI in pedagogical practice, the students' questionnaire responses revealed that the Japanese students were more exposed to English than the Chinese students with regard to lectures, course materials, classes and exams. Furthermore, the questionnaire data also indicated that the students perceived EMI as being more effective than content learning in improving their English proficiency, while the teachers tended to see the positive effects of both. The Japanese students demonstrated a significant difference, from Chinese students' perceptions, in the perceived effectiveness for language proficiency. The Japanese students tended to believe that with 'English only in the lectures and classes', the content teachers have the responsibility

to help with students' language proficiency, and that "EMI content classes should be supplemented with English support classes" (pp. 16-17). Additionally, in relation to teachers' English proficiency and overall pedagogical approach, the Japanese students tended to emphasise more on the teachers' 'native-like' accents and overseas experience (p. 17). Such a findings is echoed in another study by Galloway (2014) on Japanese students' attitudes of English, in which the students explicitly refer to NESs.

The qualitative analysis of the interview data (including the focus groups), however, further confirmed the quantitative findings and offered a more in-depth explanation. It was indicated in the interviews that both the teachers and students recognised the personal advantages and external benefits. Personal advantages included being able to publish in academic journals, participating in international conferences, improving English capability, social class mobility and accessibility to better job opportunities in the domestic and international market, getting familiar to Western culture, and participating in a multicultural and multilingual community (Galloway *et al.*, 2017, p. 21). Personal advantages included being able to publish in academic journals, participating in international conferences, improving English capability, social class mobility and accessibility to better job opportunities in the domestic and international market, getting familiar to Western culture, and participating in a multicultural and multilingual community (ibid.). Furthermore, the students perceived more challenges. The categorisation of the challenges that emerged from the interviews alluded that both the teachers and students perceived language-related, organisational, culture and geo-linguistic related challenges (ibid.), echoing the findings from the questionnaire. Additionally, specific challenges under each type were extracted from the focus group discussions. For instance, the students' and teachers' mother tongue and English competence contributed to the language-related challenges, whilst the students' and teachers' pedagogical approach, cultural background and educational experience constituted the culture-related challenges (Galloway *et al.*, 2017, p. 28). Interestingly, despite the students relating use of the mother tongue in the class to the weakness in the English proficiency of both the teachers and students, the teachers demonstrated a significantly different view by indicating that use of the mother tongue could

assist the content delivery.

In concluding their analysis, Galloway *et al.* (2017) pointed out, firstly, the significance of addressing the language-related challenges in EMI that both the students and teachers were strongly concerned about and that were related to their EMI experience. Secondly, awareness of English as a lingua franca shared by the entire learning community and awareness that EMI can also be better implemented in a multilingual classroom should be raised among students and teachers. Thirdly, further studies on the collaboration between language support and the content faculty are much needed. This is not only because a more in-depth understanding of teachers on both sides would offer practical recommendations for more effective collaboration, but also that different perceptions of the EMI impact on teaching and learning, regarding whether it focuses more on improving English proficiency or content comprehension, would affect how EMI should be implemented, involving policy making, curriculum design and pedagogical practice in the classroom.

Tsuchiya and Pérez Murillo (2015) conducted a comparative study focusing on students' perceptions of CLIL implementation in a Japanese university and a Spanish university in 2013 and 2014. Among the questionnaire responses from 159 students (129 from the Spanish university and 30 from the Japanese university) in either second- or third-year undergraduate studies, positive views towards CLIL in third level education were observed with recognition of English and its potential benefits for students' careers. According to the study, forty-six of the Spanish university students sat in the bilingual programmes while the rest sat in the mainstream program (majority of the classes were in Castilian with a few subjects taught in English). However, the students were sceptical of the CLIL risks, such as the compromising of content comprehension due to the lacking teachers' and students' English proficiency. Particularly, the interview data illustrated that certain students had a preference for certain technical subjects being delivered in their L1 language, a which is a phenomenon discussed by Coyle *et al.* (2010) through the relationship between *'linguistic demands'* and *'cognitive demands'* (p. 68). Whilst the students had high cognitive demands for the content learning, their relatively lower linguistic skills, namely CLIL, may prevent students from performing academic tasks with high

cognitive demands. The students also had concerns regarding their teachers' content delivery through English. Additionally, an exploration of the CLIL policies in Europe (Spain in particular) and Japan revealed that the CLIL in Europe promoted a multilingual and multicultural community and, thus, the CLIL in the Spanish university was *'proactive'* (Tsuchiya & Pérez Murillo 2015, p. 25), whilst the CLIL in the Japanese university seemed to be *'reactive'* (p. 25) to the national policy, in that Japanese young people's English skills should be improved for economic development in globalisation, rather than establishing a multilingual society for interaction and mutual learning. Such a conclusion echoed the findings of studies mentioned previously (Rose & McKinley, 2018; Bradford & Brown, 2017).

At the macro level of policies and implementation challenges, Bradford (2013) carried out a qualitative examination of publicly available documents in Japan and Europe, as well as a synthesised literature review of studies in both contexts, and discussed what the implementation of EMI in HE in Japan could draw from the European perspective. According to the study, although the rationales for EMI witnessed a divergence and the EMI implementation in Europe had advanced to a more mature stage than in Japan, the challenges identified as being linguistic, cultural and structural (school management and administration) that were experienced in Europe could also be expected in Japan. Therefore, Japan could still obtain practical insights and recommendations from the European perspective, especially relating to the above-mentioned three challenges. As Bradford proposes, classes to improve language and academic skills should be encouraged to help students with the linguistic obstacles, whilst faculties could benefit from training in intercultural teaching pedogogies. Regarding the structural challenge, universities should feasibly adjust their administrative structure and practice to faciliate EMI implementation. In the long run, efforts should be made to produce more documentation on EMI implementation and practice and to conduct empirial studies to examine the EMI impact on learning outcomes, as well as discussions about, and the sharing of, best practices (p. 12).

3.6 Summary

This chapter focused on EMI development in Europe and Asia, drawing on specific studies in the Netherlands, China and Japan. It can be seen that, whilst there have been consistent studies in Europe, there has been a steady increase in the empirical study of EMI in China and Japan, especially in Japan. Whilst Japanese HE has often been adopted for case studies in contrastive research, comparisons between China and countries other than Asian countries, such as in Europe, are rarely available. Consequently, this current project hopes also to shed light on EMI implementation in China and the Netherlands.

Chapter 4 Methodology

4.1 Introduction

The previous chapters outlined the expansion of EMI against the backdrop of the internationalisation of HE and research topics around EMI, among which the perception-based exploration emerged as a frequently researched direction. Moreover, studies investigating the EMI development in three Expanding Circle countries (the Netherlands, China and Japan) were highlighted in Chapter Three to frame the context of this doctoral project. This chapter explains the research design, describes the data collection procedure and elaborates on how the data (quantitative and qualitative) are analysed.

4.2 Research questions

Based on the overall research aim, three research questions (RQ) have been formulated to navigate the research:

1. How are the dimensions of the ROAD-MAPPING conceptual framework enacted in each research site?
2. How do the EMI programmes in each institution impact on students' perceived English language proficiency?
3. Do teachers' perceptions of students' progress in English language proficiency align with students' self-reporting?

4.3 Research design

4.3.1 Mixed methods

This research adopts a mixed methods approach, a combination of qualitative and quantitative methods (Creswell *et al.*, 2003; Dornyei, 2007). A mixed methods approach aims

to optimise the strengths, whilst minimising the weaknesses, of both methods. Qualitative methods are open-ended in the choice of research topics, fluid in the research process, inclusive of various research instruments and interpretive in the data analysis are useful in exploring new and unknown topics, presenting the complexity of the research, broadening the audience's understanding of the topic by asking and answering 'why' questions, and including research materials of various kinds. Furthermore, qualitative methods show a certain degree of flexibility when the research is interrupted by unplanned circumstances, which can happen quite often in applied linguistic research (Dörnyei, 2007, pp.39-40). The disadvantages of qualitative methods are the limited sample size, loosely controlled procedures and lack of research rigour. However, these disadvantages could be addressed by the inclusion of quantitative methods, strictly planned and vigorously controlled in the process, as well as being far-reaching to a bigger sample size (Dörnyei, 2007, pp.25-40).

Over the decades, mixed methods research has been increasingly adopted and referred to as the third approach in applied linguistics. Mixed methods seem to deliver findings with improved validity, to present multi-layered and in-depth analysis that could better explain the complexity of the topic and, also, to reach a broader audience made up of those who prefer either a qualitative or quantitative approach (Creswell, 2003, 2009; Dörnyei, 2007). Such a combination suits the purpose of this research well. Firstly, as mentioned in Section 4.2**,** this project aims to explore the various angles of the EMI in three different countries, which is sophisticated enough but needs to prove its validity as much as possible through multiple research methods. Secondly, and specifically, this project examines both EMI attitudes and perceptions that require a generally sizable sample to draw on through statistics, and also institution policies, real learning processes taking place in the EMI classroom that can only be better interpreted through such qualitative conduction as observations, interviews and document examination. Moreover, the qualitative and the quantitative can be complementary/supplementary to each other. For instance, the findings related to EMI perceptions through surveys could be further corroborated or challenged through interviews with specific participants, making the analysis more in-depth and multifaceted. In the next

section, elaboration will be provided on which particular pattern of the mixed methods approach is applied.

4.3.2 Concurrent triangulation design

Triangulation is a vital concept of mixed methods research, in that "methodological triangulation can help to reduce the inherent weakness of individual methods by offsetting them with the strength of another, thereby maximizing both the internal and the external validity of the research" (Denzin cited in Dörnyei, 2007, p 43). According to Tashakkori and Teddle (2003), there are two major accepted typological principles for a mixed methods approach, namely the sequence and the dominance. The former pattern refers to a sequential collection of data with mixed approaches, while the latter pattern indicates which method, or phase, of the research is dominant and holds more importance for interpretation and analysis of the findings (Johnson & Christensen, 2004, p. 418). Based on this category the methodology in this research can be described as using a Quan+qual Concurrent Triangulation Design, in which Quan means that capitalised quantitative is the dominant method, with qual meaning qualitative with less priority, and "+" referring to a concurrent data collection (Dörnyei, 2007, p. 169). Concurrent designs indicate that qualitative methods and quantitative methods are used in a separate and non-interrelated manner, with the data being analysed together in the final interpretation stage (Dörnyei, 2007, p. 172).

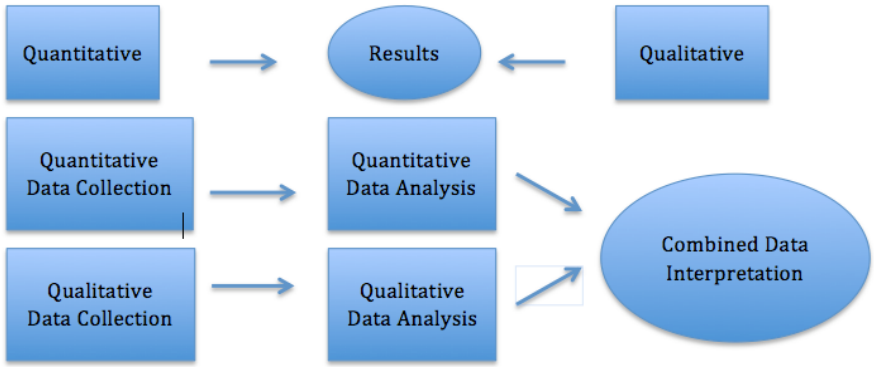

Figure 4.1 Concurrent Triangulation Design (Creswell et al., 2003, p.237)

The critical difference between concurrent *"+"* and sequential *">>"* is the independence

between the qualitative and the quantitative and the separate analysis of the data collected by each method. Concurrent triangulation seems to be the most suitable approach for this research, as it can deliver data and findings from different sources, in order to include as many perspectives as possible. These perspectives are highly likely to yield a more complex interpretation of the EMI picture in the three different countries. The next section specifically explains the case studies' research style in which the concurrent triangulation design can be applied.

4.3.3 Research styles: Cross-sectional case studies

The research style, that is the method of organising the data collection and analysis, is multiple cross-sectional case studies. A case study is the study of "the particularity and complexity of a single case" (Stake, 1995, p. xi). Cases do not specifically involve people only, as they can be expanded to "a programme, an institution, an organisation, or a community"(Dörnyei, 2007, p. 151). A case study is more open to an interpretive research approach that "seeks to understand and interpret the world regarding its actors and consequently may be described as interpretive and subjective" (Cohen *et al.*, 2005, p. 181).

Given its descriptive and interpretive nature, a case study can identify the cause in a real world with dynamic and interrelated events and contexts. Therefore, it has several strengths. Firstly, it is meant to be an ideal method to avail a rich, in-depth and vivid depiction of a complicated issue or phenomenon in a specific social and cultural context (Dörnyei, 2007, p. 155). Secondly, it combines a description of events with an analysis of them (Hitchcock & Hughes, 1995, p. 317). Thirdly, individual factors or groups of actors are particularly examined with the purpose of analysing their perceptions of events (Hitchcock & Hughes, 1995, p. 317). Finally, the researcher can become fully involved in the case, enabling the researcher to capture more details and factors that might have influenced the result in an unnoticeable way (Hitchcock & Hughes, 1995, p. 317). As Duff summarises, cited in Dörnyei (2007), "case studies display a high degree of completeness, depth of analysis and readability, and they are effective in generating new hypotheses, models, and understandings about the target phenomena" (p. 155).

Once ‘what to study’ is chosen, it is necessary to clarify the purpose of the case study, such as what is to be gained from it. Stake (1995; 2000) offers three distinct types of case studies from the constructivism point of view, namely the intrinsic, the instrumental and the multiple or collective. The first type aims to understand the particular case itself. The second is to use the case as an instrument to gain insight into a more general and broader phenomenon. The third is to probe a general phenomenon through a combination of multiple cases. The fundamental difference is when the case guides the researcher(s) to the case itself or something else. The case studies in this project will be a collection of instrumental types, indicating that all the findings and data analysis will attempt to identify the potential patterns and themes related to the research questions. Additionally, as previously stated, this project conducts multiple instrumental case studies to further yield a discussion relating to three distinct case studies, and what perspectives and practice can be drawn from other cases that could be applicable in its own context.

Moreover, given the contrastive and large-scale nature of the study, a ‘snapshot’ of three cases, that is a cross-sectional approach, is adopted. Such an approach enables comparisons between different groups at the same time and also allows the inferential statistics to be applied on the large scale of data collected (Cohen *et al.*, 2005, p. 179). Additionally, the ‘once off’ research and participation is administratively efficient for the researcher and invites possibly more enthusiastic engagement of the participants (p. 179), which is helpful to reach out to a greater audience and collect more data.

4.4 Research instruments

Four instruments were used in the field research, consisting of anonymous questionnaires, semi-structured interviews, classroom observations and archive examination, among which the questionnaires are the only source for the quantitative data, with the interviews being the primary source qualitative data supplemented by classroom observations and archive examination.

4.4.1 Questionnaire

A questionnaire was adopted as the quantitative approach to collect students' EMI-related background information and to mainly probe students' perceptions towards EMI. A questionnaire allows an efficient, if well designed and administered efficiently, collection of a significant amount of information within a designated time (Dörnyei, 2007, p. 100).

Generally, the questionnaire employed in this project is highly structured with closed questions, in considering the potentially large size of the sample, statistical analysis of the responses and comparisons of different groups in the future (Cohen *et al.*, 2005, p. 247). The statistical differences among three cases are one of the main investigations as well as aims in this project, and thus the closed question type are the vital part of the questionnaire. The questionnaire has both factual and perceptual questions, and the question categories consist of single choice (dichotomous), multiple choices, rating scales and open questions when necessary. The open questions that account for a small part of the questionnaire mainly relate to factual questions seeking background information and "demographic characteristics" (Dörnyei, 2007, p. 102) of the respondents. Table 4.1 below shows a list of factual questions.

Table 4.1 Factual question items

Theme	Question	Question category
Demographic	Native language (Q1)	Text filling
	Other languages spoken (Q2)	Text filling
	Nationality (Q17)	Text filling
	Age group (Q18)	Single choice
	Contact (Q19)	Text filling
EMI related Background	Current academic subject taught in English (Q4)	Text filling
	English test prior to the EMI programme (Q14)	Single choice with a text box
	National and standard English proficiency test (Q15)[10]	Multiple choices and text filling
	English learning experience prior to the third level education (Q16)[11]	Multiple choices with a text box

[10] Q15 collects students' scores on standard English proficiency tests such as TOEFL, TOEIC and IELTS, or national proficiency tests such as the College English Test 4 in China, if applicable.
[11] Q16 collects students' previous English learning and exposure channels such as *'I learn English at home'*, *'I learn at primary school'*, and *'I have lived abroad'*.

The perceptual questions then consist of multiple choices, rating scales and open questions. For the majority, the rating scales are applied because rating scales can elicit "flexible responses with the ability to determine frequencies, correlations and other forms of quantitative analysis", and thus enable researchers "to fuse measurement with opinion, quantity and quality" (Cohen et al., 2005, p. 253). However, though widely used, the rating scales present limitations. For instance, extreme values tend to be avoided by the respondents; no equal intervals or differences between categories are assumed; respondents are restricted to the given scales rather than having the freedom of adding extras; respondents' true answers are hardly to be verified (p. 254). Below table 4.2 demonstrates the main body of the questionnaire, being the Likert-scale questions.

Table 4.2 Perceptual question items

Theme	Question	N Sub-qs	Scale
Self-assessment of English ability	(Q3) Level of English proficiency[12]	1	Single choice
	(Q5)Ratings on English skills	5	1(poor)to 5 (excellent)
English improvement	(Q6)Does this sound like you? By studying my programme in English, I believe…e.g. listening ability	5	*'this sounds a lot like me'* (5), *'not at all like me'* (1), *'N/A'* (0)
Assumed English ability in performing academic tasks	(Q7)How would you rate your ability in performing the following tasks? e.g. reading course materials	11	1(poor)to 5 (excellent)
Perceived EMI motivation and purposes	(Q8)Does this sound like you? By learning business through English, I am trying to… e.g. further study abroad	7	*'this sounds a lot like me'* (5), *'not at all like me'* (1)
Perceived EMI satisfaction and benefits	(Q9) Do you think learning a business programme in English is beneficial to you?	1	Single choice
	(Q10)Does this sound like you? EMI is beneficial to me because it… e.g. teaches me English	11	*'this sounds a lot like me'* (5), *'not at all like me'* (1), *'N/A'* (0)
Perceived EMI obstacles and challenges	(Q11)When learning through EMI, how difficult do you find it to…? e.g. preview the lesson	12	*'very difficult'* (5), *'very easy'* (1), *'hard to judge'* (0)
Perceived teachers' English proficiency	(Q12) Do you think that all teachers are capable of teaching in EMI?	1	Single choice
	(Q13) What level of English do you think a teacher needs to teach in EMI?	1	Single choice

[12] The benchmarking is the Common European Frame of Reference (CEFR).

Specifically, the perceptual items in the questionnaire are adapted based on two sets of questionnaires in previous EMI studies by Rogier (2012) and Dearden (2015). The first three questions in Table 4.2 are adapted from Rogier (2012) investigating students' perceived English language ability (pp. 164-165). While the next three questions, i.e. perceived EMI purposes, benefits and challenges, are adapted from an online survey on teachers' perceptions of EMI in contexts of their teaching from Dearden (2015). The subjects of the survey, while adapted and incorporated into the questionnaire for students in this project, are changed into students. Please refer to Appendix B (p. 202) for a complete versions of questionnaires.

As an important part of questionnaire administration, piloting the questionnaire is regarded as "crucial to its success" (Cohen *et al.*, 2005, p. 260). Thus a pilot was planned to check respondents' feedback in terms of clarity, validity, font and layout, comprehension of the question items, average time required for completing the survey, and any unexpected circumstances in delivering a reliable, valid and practical survey (p. 260).

4.4.2 Semi-structured interviews

As Cohen *et al.* (2005) state, through the survey (the questionnaire in this project), "the individual instance is sacrificed to the aggregate response (which has the attraction of anonymity, non-traceability and confidentiality for the respondents)" (p. 172), and thus semi-structured interviews, archive examination and classroom observation are qualitative methods of inquiry focusing on individual instances. They are the alternative sources in the data triangulating.

Interviewing is regarded as a versatile, and most commonly applied, research instrument in a qualitative approach (Dörnyei, 2007, p. 134). Semi-structured interviews, a compromise between structured and non-structured (Dörnyei, 2007, p. 135-136), are chosen. However, a list of prepared theme questions that aim to corroborate the findings from the questionnaire can keep the interviewees focused on the target topics, which will make the answers from the different participants comparable. Furthermore, in considering the different circumstances in which the interviewees from different case countries are situated, some flexibility, such as

adding or removing questions or a change to the question format, is necessary. Moreover, the semi-structured form offers the participants who have more insights and willingness an opportunity to give more in-depth answers, which can be viewed as a bonus for the research, especially relating to questions dealing with attitudes, opinions and values.

In this project, three lists of interview themes were designed for school officials (top management), students and teachers. Each list consists of general themes for all interviewees and specific themes for a particular interview category. Generally, the structure of the interview question themes is designed in alignment with the student questionnaires, in this case EMI motivations/purposes, perceptions of EMI impact on English improvement and content learning, and perceived EMI benefits and drawbacks. Similar to the questionnaire, part of the semi-structured interview themes are adapted from the open questions and interviews by Rogier (2012) and Dearden (2015). Admittedly, different stakeholders share similar interview questions, but from different perspectives. For instance, the same interview question, i.e. assessment of one's own English proficiency and other counterparts', is intended to students, teachers and school management levels. Please refer to Appendix C (p. 230) for a complete list of the interview themes.

4.4.3 Observation

Observational data mainly serves as a supplement to the instruments of the questionnaire and interviews. According to Cohen *et al.* (2005), observation data:

> enables researchers to understand the context of programmes, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews), and to access personal knowledge. Because observed incidents are less predictable there is certain freshness to this form of data collection that is often denied in other forms, e.g. a questionnaire or a test (p. 305).

Thus, inclusion of observation data fits one of the research aims, which is to capture how the EMI programmes are approached and implemented in practice at each case study site. As Dimova *et al.* (2015, p. 319) call for more 'ethnographic' and 'observational' studies for in-depth capturing and understanding of the exact EMI impact on learning in the classroom, the

adoption of observation, despite functioning only as supplementary data, attempts to capture the missed, or neglected, aspects of EMI and also to offer some interesting results in addition to the questionnaire and interviews.

Archive examination allows the researcher to collect data on the *'programme setting'* (Morrison, 1993, p. 80), which is information concerning institutions' policies, curriculum design at the macro level and possible teaching materials at the micro level. Since there was no hypothesis prior to the data collection, the archive examination was designed as semi-structured. Within the boundaries of school permissions, I, the researcher, seek to examine, from the perspective of institutions, publicly available course brochures, course handbooks and curriculum. From the perspective of pedagogical practice, I, the researcher, seek to examine course textbooks and related teaching materials assigned by the faculty, students' work for evaluation, including papers (only if access is allowed), exams booklets, and group or individual presentation work (if there is any).

In the same vein, classroom observation with the researcher as a complete observer (Cohen *et al.*, 2005. p. 305) aimed to determine exactly how EMI was dealt with in real pedagogical practice. Therefore, a classroom observation protocol was designed to keep the observation organised and well recorded. Positioned in a physical classroom observing the *'interactional'* and human *'setting'* (p. 305), the observation objectives were, thus, based on the two dimensions of the conceptual theoretical framework ROAD-MAPPING: the role of English, process and practice (way of doing). For instance, rating scales or continuums were used to record the frequency of the English usage among students and teachers, and the learning style, whether student-centred or traditional. Pre-stated questions were prepared relating to such aspects as the class objectives, materials used and geo-linguistics of students and teachers, for the researcher to record during and after the class. Please refer to Appendix D (p. 233) for the complete observation protocol.

It was expected that different languages, not only English as the medium language in the class, would be observed during the class. Furthermore, the discrepancies in the English proficiencies among the teachers and students were within what was anticipated. In addition,

different to the survey and interviews that elicited the participants' personal subjective opinions and remarks, the archive examination and classroom observation allowed the researcher to observe from a distance, but close enough to form a conclusion. Therefore, in this sense, these two instruments were necessary to examine the difference between the policies (theories) and the practice (reality) in each case, at both the macro and micro levels.

Table 4.3 shows that each research question was investigated through two or more instruments. It was expected that the findings obtained from the multiple instruments could scrutinise the complexity of multifaceted EMI in each case. Section 2.4 will address in detail how each instrument was utilised for different stakeholders to collect the data.

Table 4.3 Instruments adopted for each research question (AE: archive examination, CO: classroom observation)

Research Questions / Instruments	Q1	Q2	Q3
Questionnaires	✔	✔	
Semi-Structured Interviews	✔	✔	✔
AE & CO	✔		✔

4.5 Research population and sampling

As well as the methodology design and the selection of research instruments, the sampling strategy also impacts on the quality of research (Morrison, 1993, pp. 112-17). According to Cohen *et al.* (2005, pp. 92-104), four factors have to be considered during the formulation of the sampling strategy: the sample size, the representativeness and parameters of the sample, access to the sample and the sampling strategy to be used (p. 92). Strategically, a non-probability sample approach, namely convenience sampling, was particularly chosen, as it fits the purpose of researching multiple case studies (p. 103). Then, three parameters were set to maximise the representativeness of each case: third level institutions that advocate internationalisation of HE and have, or promote, EMI education, and EMI programmes available at the undergraduate level.

After a few rounds of communication with several institutions in each country where features of the distinct characteristics and parameters of the samples happened to be available, the field research sites in each country were finalised with consideration of maximum access and minimum research expenses. Following a review of the EMI programmes at each university with the criterion of being the most developed EMI programmes and academic disciplines that all institutions shared, business programmes in EMI were deemed to be the most compatible disciplines. They are all schools related to management and business at the Chinese university (C-U hereafter), the Japanese university (J-U hereafter) and the Dutch university (NL-U hereafter).

Regarding the year level, it was decided to control the sampling to the second and third years. The rationale behind this decision was that the perceptions and experience in EMI, of both students and teachers, would evolve as the programme goes on, and, especially, the student's English proficiency would be expected to improve over time. Therefore, it is important to observe and present such a nuanced layer of difference and evolution, which could possibly reflect the contrasting complexities of the EMI in the different cases, given the different cultural, historical, political and economic circumstances of each university. Consequently, the questionnaire distribution, interviews, classroom observation and documents examination all involved students from the 2nd year who had previously had at least one year of EMI experience and from the 3rd year with two years' experience. In other words, four instruments were applied to two groups of students according to their year grade. In this case, in the data analysis at a later stage, comparisons could be made vertically, that is two levels in the same institution, horizontally, being the same levels in different institutions, and crossly, that is different levels in different institutions. Additionally, from the perspective of practical restraints, the 2nd and 3rd year students had more compulsory classes and, therefore, more commitments in the university, when compared with fourth year students who are in their final year. Consequently, a widespread and high participation rate was expected.

The following sections elaborate on how the participants were sampled at each site. The participants included students from the 2nd year and 3rd year across different business

majors/tracks/concentrations, the teaching faculty from both content and language support, if there were two sides, and the school administrative and management level involved in the management of EMI policies and program curricula. It should be noted that the sampling decisions were formulated through communication with the universities prior to the field research trips. Section 4.6 continues to account for the specific procedures in the data collection.

4.5.1 The Dutch university

The Dutch University, NL-U hereafter, is one of the earliest Dutch universities that began to introduce programmes taught in English in the 1970s and 80s. The undergraduate business courses involved were Corporate Governance, Organisational Behaviour, Consumer Behaviour, Managerial Economics and Financial Economics, all of which I was permitted to access. In addition, the English Writing Centre that was closely working with the students on their essay writing was included as the language support part. Currently, the entire school, including both the undergraduate and Master's programmes, are taught in English, except for only one undergraduate programme. The most distinctive, and also one of the most important, reasons that the school is a triple awarded business school (1% of business schools worldwide) is that the teaching and learning are Problem Learning Based (PLB) through a combination of lectures and tutorials. Such a pedagogical approach indicates that the students have the dominant role in class in the form of tutorials, group discussions and presentations.

The student questionnaires were intended to reach the 2nd and 3rd-year students. Regarding the interviews, course lecturers, tutorial tutors and teachers from the English Writing Centre were sampled to explore teachers' perceptions. Together, their opinions would represent both content and language support teaching. A programme coordinator/educational developer and an examination and progress officer were sampled as representing the school management. Both of them had worked in the school for more than twenty years and, thus, had experienced the EMI development and were in a position to comment at a top-down level.

Regarding the student interviewees, in order to depict different EMI experiences as multifaceted as possible in the interviews, English proficiency and an equal number from the

different year levels were used as the criteria for volunteer participants. It was assumed that students on different percentiles of the English proficiency continuum might perceive EMI differently, due to the uneven gap between their proficiency and the proficiency desired/required by the EMI programme. However, this criterion was not applicable in the NL-U context, as, during the pre-communication with the education developer to discuss the research at NL-U , I was informed that, according to the related EU regulation, EU universities are not allowed to require English proficiency of EU students, who constitute the majority part of the student body at the NL-U. Therefore, given the fact that the majority of the students in the school are German-speaking, with the others being from Europe and other countries, student volunteers were sampled among the various mother tongues, representing the diversified geo-linguistic background of the student group. Moreover, in considering that students from different countries have different previous exposure to English through different educational ladders, which might be one of the main reasons for their uneven English proficiencies in the classroom, it was justifiable to interview students from as many countries as possible to display the differences in their perceptions of EMI.

Regarding the archive examination and classroom observation, programme brochures, leaflets and course handbooks, with permitted access, were sampled. Particularly, the archive research at this school was English, meaning all the text content was in English. Tutorials were sampled as the classroom observation, due to, as previously mentioned, tutorials being a significant part of Problem-Based-Learning (PBL) pedagogy.

4.5.2 The Chinese university

C-U is one of the four earliest institutions to specialise in foreign language studies. In other words, it has a strong reputation in foreign language education and research. In 2002, C-U launched its first business school in response to a national momentum among higher institutions of cultivating business talents who are linguistically capable for world business affairs. The faculty sampled was the school focusing on economics, business law and finance. The participating undergraduate programmes/concentrations were Business Administration, CPA (Certified Public Accounting), International Economics and Business, Law and Finance. The

school boasts about its innovative and advanced internationalised teaching approach, including the combination of English for Specific Purpose (ESP), bilingual (interchangeable Chinese and English) teaching and EMI, for seamless collaboration between English language teaching and content teaching.

The student questionnaires were intended to reach 2nd and 3rd-year students currently enrolled in the aforementioned programmes. For the interviews, two vice deans were sampled as representing the school management, and content and language course lecturers were sampled to formulate teachers' opinions. Regarding the student interviewees, pre-communication with specific teachers or students' reps ensured that I would recruit interviewees with different levels of English proficiency.

In relation to the archive examination and classroom observation, publicly available documents and the curriculum handbook, with permitted access, were sampled, as were the content and English classes. The archive research languages were a mix of Chinese and English. For instance, public websites had Chinese and English translations, while the textbooks were either Chinese, English or both depending on specific books. Most of the curriculum handbook and documents for school internal admin and teaching use were in Chinese only. Thus, any mention of the Chinese text content in later chapters was a product of translation by the researcher.

4.5.3 The Japanese university

J-U was selected by MEXT as being the Top Global Project (Global Traction Type), which was initiated in 2014. As mentioned in Section 3.5, the Top Global Project aimed to advance the internationalisation of higher education in Japan. The universities chosen to join the project would be provided with support to increase their EMI programmes as one of the internationalisation strategies. The participating school was the business school and the department engaged was the global business, referring to the English taught curriculum track. According to the website, in this particular Bachelor's degree programme, "approximately 70% of specialised subjects are taught in English".

Due to the limitation of access, only 2nd-year students were sampled. Thus, the

questionnaires were intended to reach the 2nd year students. One previous curriculum designer and language support teacher was sampled to represent the school administrative staff, due to him being appointed as the language support (EAP or ESP in J-U's case) coordinator and as he oversaw the formulation of the EAP and ESP for the first class of EMI students at the department. Lecturers and language support teachers were sampled to explore teachers' perceptions. Regarding the student interviewees, an equal number from the advanced level class and intermediate level class of students would naturally provide a sample of students with a spread of English proficiencies, in considering the school's policy of students being in different classes based on their English proficiency reflected in their TOIEC[13] scores submitted.

Regarding the archive examination and classroom observation, publicly available programme brochures and leaflets, as well as the ESP curriculum handbook, with permitted access, and class content materials, were sampled. The archive research language was in English. ESP classes at both the advanced and intermediate levels were sampled for the classroom observation.

4.6 Research ethics

Ethical issues may arise from various aspects. As Cohen *et al.* (2005) summarise, issues can emerge from the nature of the research, the context in which the research is being conducted, the procedures the research is following, the methods used in the data collection; the characteristics of the participants needed, the type of data to be collected and what will be done with the collected data (p. 49). The sections below focus on the practical issues included in the ethical considerations, namely informed consent, privacy, confidentiality, benefits and risks, data storage and publication, and obtaining access to the research field (Cohen *et al.*, 2005, pp. 52-64).

4.6.1 Informed consent

An informed consent form was prepared while the project proposal was taking shape. It

[13] TOIEC: Test of English for International Communication, a worldly recognised English skill test organised by ETS. https://www.ets.org/toeic

addressed issues of voluntarism, full information and comprehension (Diner & Crandall, 1978, as cited in Cohen *et al.*, 2005, p. 51). In the informed consent form, I clearly outlined that all of the participants needed should be adults, that is the participants were able to make their own decision regarding participation in this project. Furthermore, it stated that the nature of the participation was completely voluntary and that the participants had the right to withdraw at any time during their participation. A paragraph providing an introduction to the purpose and the basic content of the research was clearly laid out. Absolute anonymity and confidentiality regarding personal information and protection of the data were also clearly listed. It was guaranteed that access to the data was strictly limited to the researcher and the researcher's supervisor only and that no personal information would be revealed in any publication related to the research topic. At the end of the consent form, contact information of the researcher and the researcher's supervisor was provided for any enquiries at any stage of the research.

Two versions of informed consent were created for the survey and the semi-structure interviews. For the questionnaire, the informed consent was put at the very beginning of the survey. Furthermore, an oral explanation of the study was presented by me, as the researcher, before the participants (students) started the survey. The participants could also show their intention of not taking part by not completing the questionnaire. For the semi-structured interview participants, given the fact that any individual participant in the one-to-one interview with the researcher had more exposure to the anonymity and confidentiality issues, additional information was added to the informed consent form for the interviewees, such as the interview time, location and form (face to face, phone or written communications). Any further questions and enquiries were addressed after the oral explanation of the informed consent was conducted.

4.6.2 Anonymity and confidentiality

In following the principle that the confidentiality of all participants is assured to reduce the participants' risk of exposure of their identity and personal information, the following steps were planned. Firstly, the questionnaires were conducted anonymously. Secondly, regarding the interviews, each interviewee would be assigned with a number. Any names and specific information related to the interview participants' background, such as gender, name of country,

region, hometown and schools other than the case study countries and institutions would be omitted or replaced by an alphanumeric code during the transcribing process. The list of the alphanumeric codes would be securely and separately stored. For the student interviewees, the programmes' names and any course names they might mention in the interview would be removed or replaced by alphanumeric codes. Only the grade (year) level would be identified to grasp the student sampling difference. For the teachers and school authorities, course names, titles, positions and any mentioning of specific countries, regions, universities, programmes and persons other than the case studies' countries, institutions and programmes themselves would be removed or replaced by alphanumeric codes. Only the content teaching or language support teaching was differentiated, due to the different interview theme questions for the content teachers and language support teachers. Thirdly, regarding the archive examination, there could be external and internal archive types involved. The external archives, such as public websites, programme leaflets and handbooks for publicity, would be openly examined. The internal archives, such as course handbooks, students' assignments, grades and papers, if access is permitted, would be examined anonymously without any need for students'/teachers' names, and the mentioning of specific names of any kind would be removed or replaced by alphanumeric codes. Lastly, regarding the classroom observation, only the grade level of the class would be identified, in order to observe the difference in terms of students' usage of English in the classroom. Any information related to the class interlocutors, including the teachers and students, would be removed or replaced by alphanumeric codes.

4.6.3 Benefits and risks of participating

This research carried a low level of risk for the participants, yet it was noted that a few questions regarding English proficiency levels and opinions related to the implementation of EMI programmes might lead to some element of minor discomfort or embarrassment for individuals. Every possible measure would be taken to avoid any harm to them in the process of collecting, analysing and publishing the data.

4.6.4 Data collection and storage

The data were collected in two forms, hard copies and electronic data. During the field research, hard copies of the questionnaire were distributed to students in three universities for the sake of a high response rate. The researcher kept hard copy documents while conducting the archive examination and classroom observation. The collected hard copies were stored in a secure cabinet, with only the researcher having access. The questionnaire responses were manually entered into the computer and transformed into digital data. Once the data transformation was complete, hard copies were securely locked away at the university to be maintained for five years after the project's completions. The digital data consisting of the questionnaire responses, interview recordings, interview transcriptions, classroom observation documentation and internal documents' examination removed or replaced any personal identification information with alphanumeric codes. Those codes were stored in an encrypted USB key separately, to which only the researcher had access and which were destroyed after the data collection was complete. For the interview recordings, the participants had the right to obtain a copy of the voice recording and to request to review the interview transcript and any further deletion, removal or modification of the interview transcript. They could do so by informing the researcher orally or through email.

4.6.5 Procedural aspects of research ethics approval

As required by the Research Ethics Committee of the School of Linguistic, Speech and Communication Sciences at Trinity College, Dublin, the researcher, submitted a research ethics application, including a package of the research project description, participants' details, the informed consent entailing anonymity, confidentiality and risks for the participants, and details of how the data would be collected and stored. The committee approved this project in May, 2016. After obtaining research ethics approval, I began to contact school authorities where I aimed to conduct the case studies. Throughout the communication with each institution, all research ethics aspects were ensured and fully discussed, by strictly adhering to the research ethics standard required by the TCD Research Ethics Committee. The following section

explains how I collected the data and administrated the instrument modification, data entry and storage.

4.7 Data collection procedures

4.7.1 Communication prior to the field research

In taking the time consumption and travel expenses into consideration, I conducted the data collection at C-U and J-U in May and June 2016[14], at the end of the term but before the examination season, in order to avoid repeated travel between Europe and Asia. The third field research at NL-U was completed in March 2017. Prior to each trip, communication was carried out at its best and it turned out to be vital in the execution of the data collection. Usually, the communication with each institution started with a package of documents outlining the research purpose, instruments, ethical protocols and specific requests regarding the sampling. Further communication continued to discuss the possibly available resources, to negotiate access to the sampled participants and to eventually arrange the exact schedule. Usually, before arriving at the physical research sites, a schedule had been agreed regarding the number of classes that would be reached, and the school officials and teachers who had agreed to have me sitting in the class or participating in the interviews, as well as documents available for examination. Accordingly, I prepared enough hard copies of the research consent forms, research leaflets, questionnaires, interview theme questions and other required documentation.

4.7.2 Administration of research instruments

The steps in conducting the research instruments were integrated. I carried the hard copies of the questionnaire to the designated classes for observation. At the beginning of the class (on some occasions at the end of the class, depending on the teachers' arrangements), I was given the opportunity to explain the research purpose and invite students to participate in the follow up interviews. Then, the hard copies of the questionnaires were distributed and collected. Next,

[14] The Japanese university has a slightly different academic calendar than the Chinese and the Dutch universities. June 2016 was the end of first (spring) semester (from April to July).

I sat back and observed the class without interruption. During the break, I walked around and communicated with the students who were interested in being interviewed. Further arrangements were made regarding the time and location of the interview in the classroom or after the class. The interviews with the teachers and school authorities were arranged separately. The next sections describe the specific procedures through which the major research instruments were conducted at each research site.

4.7.2.1 Questionnaire

Hard copy questionnaires were administered only once. It took approximately 15-20 minutes for the students to complete the questionnaire. The questionnaire was piloted during the first two classes (35 students in each class on average) on the first day at C-U. The feedback prompted me to make the questionnaire instructions more explicit, such as stressing it was a multiple-choice or single choice question, and what to do if this question did not apply to the participant's specific case, by adding the exact instruction at the end of the question. Additionally, the frequent questions for vocabulary or sentence meaning prompted me to add a Chinese translation on the items that received requests for clarification (see Appendix B3, p. 220). However, overall, the questionnaire items, themselves, did not require significant changes, such as removal of, or modifications to, semantics or rating scales. Moreover, the fact that I was physically present in all classes, in some of which I performed class observations, enabled me to orally explain the questionnaire items should students inquire. In most of the classes, I was allowed to walk around the whole time to assist the students, and the students were also given adequate time to complete the questionnaire. In one class, the teacher allowed me to explain each item of the questionnaire to the students. These efforts ensured a high quality of questionnaire responses, as well as a high response rate.

During the second field research at J-U, in considering the fact that, in China, I used my native language Chinese to communicate with the student participants and to explain the questionnaire, while, in Japan, I had to use English as a lingua franca, I had the majority of the vocabulary translated into Japanese and made a separate translation sheet to be attached to the questionnaire (see Appendix B4, p. 228). The glossary translation was conducted by a native

Japanese teaching Japanese people general English as well as working with native speaking English teachers. Apart from the translation, the questionnaire remained identical to C-U's. Due to the limited access, I went to three ESP classes (average class size of 20) to circulate the questionnaires and conduct the classroom observation.

In NL-U, the questionnaires were distributed and collected by teachers during the open lecture week when the students of the entire school attended open lectures in venues of a large size. The education developer coordinating my research recommended this approach, which was different to my physical presence at the classes in C-U and J-U. By doing this, a wider audience and higher response rate were ensured. The questionnaire was in English with no assistance of translation.

4.7.2.2 Semi-structured Interviews

In relation to the one-off semi-structured interviews, I usually confirmed with the interviewees through email in advance, where I explained the informed consent for permission, and I particularly informed them that the interview would be recorded. When facing the interviewees, I repeated the same information and addressed any additional questions from some of the participants. The interviews, depending on the individuals and certain circumstances, lasted for approximately 10 to 45 minutes maximum. During the interviews, I also took notes for the purpose of a retrospective data review. It is necessary to point out that Chinese was used during the interviews with all of the participants at C-U, while English was the sole language used at J-U and NL-U.

4.7.3 Data entry

Regarding the hard copy questionnaires, they were carefully counted, packed and transported. I manually entered the data into an Excel spreadsheet and then imported the data into SPSS software. To ensure the entry accuracy of each copy, I conducted a review after the entry once or twice to double check. After the reviews, a random and selective check of some questionnaire items was further conducted to ensure accurate data entry. Every copy went through one or two thorough reviews plus one random or selective check. During the entry, I

discarded those that were not completed. Notably, in the case of NL-U, more were discarded based on the two further criteria of non-2nd and non-3rd-year and English as the native language. Such phenomena occurred due to the questionnaires being circulated on a large scale and, consequently, students from other grade levels attended, despite the open lecture week being arranged for the target year students. Moreover, the school at the NL-U accommodates students from all over the world, including students from English-speaking countries or with a mother tongue of English. Further to the mother tongue issue, the questionnaires with bilingual mother tongues, such as *'another language/English'* were kept, as there were less than 5 cases, which would have a trivial influence on the statistics, and they could be assumed as being bilingual families in Europe. Regarding the questions that were not answered, I left the entry cells blank to reflect the absence of answers.

In relation to the interviews, all of the interviews were transcribed. Both the interview audios and transcriptions were imported to NVivo for qualitative analysis. The interviews conducted in Chinese were transcribed into Chinese by the researcher, and only the extracts for direct quotes in the findings demonstration were translated into English by the researcher.

4.7.4 Data collection summary

The Table 4.4 below shows the number of participants for each instrument in each institution in May 2016, June 2016 and March 2017, respectively. The three field research trips involved the collection of:

- 247 valid student questionnaires, 12 student interviews, 5 teacher interviews, 2 school management interviews and 5 classroom observations from C-U;
- 62 valid student questionnaires, 6 student interviews, 5 teacher interviews, 1 interview with the ESP programme curriculum designer as an equivalent to school administration, and 3 classroom observations from J-U;
- 254 valid student questionnaires, 10 student interviews, 8 teacher interviews, 2 school management interviews and 2 classroom observations from NL-U.

Table 4.4 Number of participants involved in each case study

	China	Japan	The Netherlands
2nd year student questionnaires	157 (valid)	62 (valid)	150 (valid)
3rd year student questionnaires	90 (valid)		104 (valid)
Teachers[15] interviewed-Language	3	3	1
Teachers interviewed-Content	3	2	5
School management interviewed	2	1	2
2nd year students[16] interviewed	6	3 Advanced 3 Intermediate	3
3rd year students interviewed	6		7
Classroom observation[17]	5	3	2

4.8 Data analysis

The data analysis software tools SPSS and NVivo were employed to process and analyse both the quantitative and qualitative data. The data collected from the surveys was analysed in SPSS as the quantitative data. Furthermore, NVivo processed the qualitative data, including the open-ended responses and comments obtained from the questionnaires, semi-structured interviews, archive documents and classroom observation. For the qualitative data, content analysis by NVivo was conducted to locate and identify themes and the commonalities, in order to explicate the relationship with the quantitative data. As the triangulation method suggests, the findings from both methods would corroborate, validate and even challenge each other, in order to offer a multifaceted picture of EMI in each case. Furthermore, direct quotes from the semi-structured interviews, documents and classroom observation would be cited to support the

[15] In the case of C-U, a teacher responsible for both content and language modules was interviewed as two roles. Another content teacher was also interviewed as a school management level. While in the case of the Japanese university, a curriculum designer, treated as the school management/administrative was also interviewed as a language module teacher.

[16] Students for the interviews were recruited with different level of English proficiencies, based on the information by teachers in China, or invited from advanced class and intermediate class divided based on students' TOEIC language test scores in Japan. Whereas in the Netherlands, students were invited according to their nationalities.

[17] Classroom observations were conducted in four language support classes and one content in CU, three language support classes in JU and two content tutorials in DU.

findings straightforwardly.

4.8.1 Quantitative analysis

The quantitative analysis led the investigation of the second research question related to students' perceptions of EMI, which was also the leading research question in this project. Before embarking on any statistical analysis of the questionnaires from the quantitative side, the reliability of the data was checked using Cronbach's Alpha, used as a measurement of the internal consistency of the items in a questionnaire (Larson-Hall, 2010, p. 170). This was necessary, as any findings based on a relatively large size of data could be of reliability if the data were not statistically consistent. Generally, an acceptable Cronbach's alpha is the higher, the better, with a minimum of 0.3, depending on the number of items and the number of dimensions in the data (Larson-Hall, 2010, p. 171-172). Table 4.5 shows the Cronbach's Alpha for the single choice and rating scale questions, which demonstrates reliability of all items.

Table 4.5 Cronbach's Alpha output from the reliability test.

Variable	N of Items	Cronbach's Alpha
Q3-Q14 excluding Q4 and Q3[18]	55	.874
Q5	5	.953
Q6	5	.909
Q7	11	.964
Q8	7	.902
Q10	11	.834
Q11	12	.953

Next, the normality test was conducted to decide the proper tests. Parametric tests were chosen, due to the data being near to an evenly distributed normality based on the skewness and kurtosis.

Overall, the following statistical methods were adopted to identify the significant difference between the compared groups. For the single choice items, cross-tabulation was conducted alongside the chi-square test. For the majority of the question items, that is rating

[18] Q4 is text-filling question while Q13 is a multiple-choice question.

scales, based on the theme divisions of the questionnaire items, the data presentation was drawn with the three major parametric tests of Exploratory Factor Analysis (EFA), group differences' comparisons (either independent *t*-test for two groups or One-Way Analysis of Variance ANOVA for three groups) and correlations among factors. Specifically, the order of these three analytical methods was a transitional sequence.

Given the large sample size and number of variables, an EFA was conducted on the whole data set across the three universities (see Appendix E for the EFA demonstration, p. 238). The purpose was to reduce the number of variables to manageable factors, in order to identify the underlying factors that were invisible but had significant internal correlations, as well as the considerable influence (Karami, 2014, p. 3). Five factors emerged and five dimensions were formulated to statistically investigate the students' perceptions. They were: English improvement (F1), English ability in academic performance (F2), EMI purpose (F3), EMI benefits (F4) and EMI obstacles (F5). Under each dimension, descriptive statistics, such as mean, standard deviations and standard errors of means were generated to demonstrate the students' ratings. An independent *t*-test for two groups or One-Way Analysis of Variance ANOVA for three groups was applied as the inferential statistics, for example to show if there were significant differences in students' perceived obstacles in their EMI studies. Furthermore, in investigating the correlation between the different factors, the Pearson correlation test was used to explore, for example, whether the students' perceived English improvement was significantly correlated to their perceived benefits.

4.8.2 Qualitative data

Serving as the supplementary analysis to the quantitative data, the qualitative analysis followed the dimensions within the quantitative data structure. NVivo was chosen, as it 'organises evolving and potentially complex coding systems into such formats as hierarchies and networks for at a glance user reference' (Saldaña, 2013, p. 31).

The procedures to extract the qualitative information were categorising the data input into nodes through coding, and then formulating those nodes into themes, that is the dimensions of the theoretical framework ROAD-MAPPING and the statistical categories (five factors). The

first theme group was formulated to investigate the first research question at a macro-level. The second theme group aimed to offer a qualitative discussion, in addition to the statistical analysis for the second research question (students' perceptions), as well as investigating the teachers' perceptions towards EMI through qualitative analysis.

The node repertoire was established in two directions. From a top-down level, thematic coding (Kvale & Brinkmann, 2008) was adopted driven by the topics, that is the interview question themes. From the bottom-up level, *'eclectic coding'* ((Saldaña, 2012, p. 188) was applied to conduct an open-ended exploration into wherever the interview transcription went. Below is the screenshot showing part of the node repertoire.

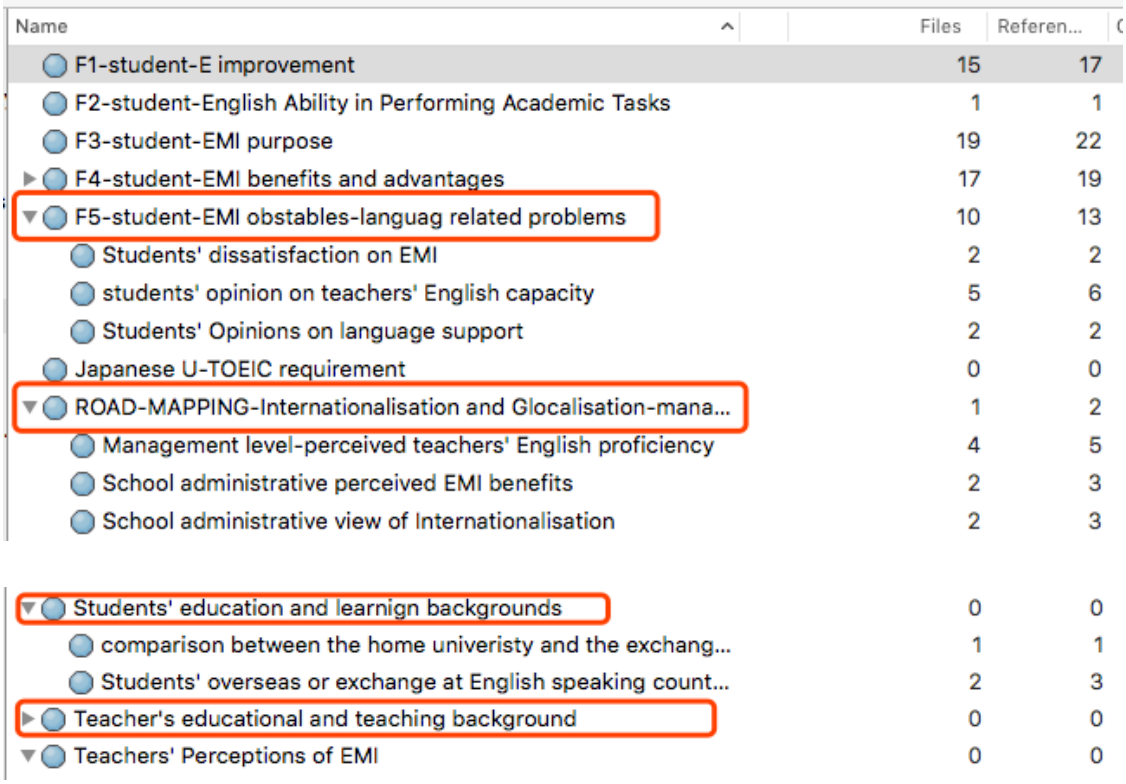

Figure 4.2 Screenshot from NVivo demonstrating part of the nodes repertoire

The theme highlighted in the first frame, the F5 (factor 5)-EMI obstacles, matched one of the factors after the EFA analysis. The qualitative analysis of this parent node contributed to the second research question. The second theme highlighted was one of the ROAD-MAPPING dimensions discussed in the first research question. The second and third themes highlighted

were formulated during the bottom-up eclectic coding. They might not be related to the pre-established themes, but, due to the nature of the semi-structured interview, extra, but interesting, accounts might have occurred during the interview. Thus, such conversations were coded and established into themes for further exploration.

It is noted that, since the general interview question themes were designed in accordance with the themes from the student questionnaires, as previously mentioned in Section 4.3.2, the coding for the interviews was straightforward, in that the interviewees' answers were reviewed question by question, and the answers were coded into the pre-set themes or eclectic topics. Therefore, the node hierarchy turned out neat and flat, and normally in two layers. Figure 4.3 shows the node hierarchy around the teachers' perceptions towards EMI, which was the parent code. The children nodes were established based on the interview questions.

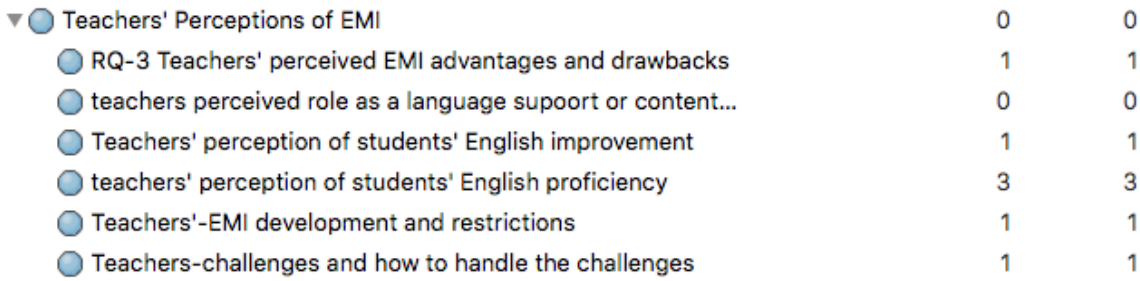

Figure 4.3 Node hierarchy

4.9 Limitations of the study

4.9.1 Sample size discrepancies

In reflecting on the three field trips, the importance of effective and feasible access to the research site for a maximised size of the dataset was recognised. However, a limitation still existed pertaining to the discrepancy of the sample size in each institution. As the data collection shows in Section 4.4 on the data collection summary, the number of participants and sampled EMI programmes involved at each institution were not balanced, particularly between JU and the other two. Only the 2nd year students were approached and a small number of questionnaires were collected (62), due to the limited access to the undergraduate programmes.

To be fair, however, this was inevitable and out of the researcher's control.

4.9.2 Validity constraints

Validity, as Gronlund (1998) maintains, "[is] the extent to which inference made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment" (p. 226). Thus, in a sense, the procedures of designing a research methodology are the process of establishing the valid statement. Creswell and Plano Clark (2007) propose two kinds of validation: comparisons among the datasets of different types and bringing the data findings back to the subject.

In this research, comparison of the different data refers to the research instruments applied in the data collection. Efforts were made to ensure that the research instruments, especially the questionnaires and interviews, aimed to explore the same research questions. For instance, similar and general interview question themes were designed to question different agents (students, teachers and school officials), in order to achieve the triangulation methodology. However, due to the limited time, the questionnaires designed for teachers that contained a similar type of items to the students' were not eventually circulated among teachers. Thus, in comparing the students' perceptions and the teachers', no statistical (quantitative) findings were offered from the teachers' side.

Admittedly, though the classroom observation was conducted and the observation notes were entered in detail as part of the qualitative data, the data was not given as much weight as the interviews. Rather, the observational data presentation and analysis were often infused with the archive examination or interviews, which can be noticed in the following chapters on findings and discussions. The observational data was not as explicitly or sufficiently presented as other research instruments was because first the data size of the questionnaires and the interviews was far larger than the observation data and thus the consequent data analysis was enormous already. Second, as shown in Table 4.3, the classroom observation and archive examination were collectively applied in investigating the first and the third research questions, rather than all of the three, leaving even more limited space for the discussion on the observational data. Regardless, the minimal presence of observational data, infused and

integrated into the qualitative analysis, still casts a perspective from the researcher to validate and challenge the data availed from other research instruments in the triangular concurrent methodology design.

Additionally, there were discrepancies in administrating the research instruments between C-U and the other two universities. The use of Chinese in approaching the participants, explaining the research, and conducting the interviews provided a thorough understanding of the research requests for the participants at C-U and a high volume of information intake, especially during the interviews. In contrast, English was used to communicate with the students in J-U, resulting in a possibly less thorough understanding of the research and fewer opinions expressed during the interview. However, to counterbalance the potential discrepancies, more time to explain was provided, in both oral and written (translation sheet) forms. The interview duration was extended to be as long as possible, depending on the interviewees' willingness.

Regarding bringing the data findings to the subjects, ideally, another round of interviews should have been conducted with the respondents to confirm the validity. Unfortunately, however, due to the time limit, this was out of the option, although, as stated in the participant leaflet, the interview transcripts would be returned to the participants for confirmation. Furthermore, regarding the comparisons between the three institutions, although instrumental, each case was not able to represent the EMI development in that particular country. Therefore any generalisation of the EMI in each country should be elicited cautiously. There might be a scenario where the EMI in one institution turns out to be behind the average development stage of the country. In this sense, any related discussion would have to be justified through extensive literature research on the general situation of the EMI in that particular country. Consequently, I, as the researcher, provided as much information as possible pertaining to the 'outside' and the 'inside' of the specific cases, and then leaving the audience to draw any possible generalisation.

4.10 Summary

This chapter elaborated on the methodology designed to conduct the cross-sectional case

studies in multiple research sites (three countries). The research instruments were detailed and accounted for. The sampling process at each university was described and the ethical aspects of the research were addressed with care. The following chapters, being Chapter Five, Chapter Six and Chapter Seven, will report the findings and results from both the quantitative and qualitative sides.

Chapter 5 How are the dimensions of the dynamic ROAD-MAPPING framework enacted in each university?

5.1 Introduction

This chapter draws on the findings of the first research question, namely the status quo of EMI programmes at a macro level. Navigated by the theoretical framework ROAD-MAPPING proposed by Dafouz and Smit (2014), the first research question examines the five dimensions: agents/stakeholders, the role of English and language management, practice and process, and internationalisation and glocalisation. Answers to this research question were sought through the quantitative data. However, the partial demographic information gained from the students' surveys offer evidence regarding the student constitution regarding nationalities and linguistic backgrounds. Principally, the qualitative data was attained from the interviews with school officials and teachers, and combined with the class observation and archive examination by the researcher as further verification. At the end, general findings were drawn upon beyond these three cases studies.

5.2 Agents/Stakeholders

As previously defined in Chapter Two 2.4.4 (p. 34), there are a variety of agents playing a role in EMI implementation and the agents defined in this project stay more on the side of individual actors against the contrasting side of collective or institutional actors, namely school administration, teachers and students. However, the comments and opinions from the school administration could also reflect the collective or institutional actors. Below is a summary of the demographic information of the agents/stakeholders, revealing the varying degrees of the multilingual settings at each institution and linguistic backgrounds of the agents, which could elicit plenty of possible discussions of the differences in how EMI has been represented and implemented in the three cases.

5.2.1 Students

The students' linguistic backgrounds and English learning history, namely their prior exposure to English, were explored through the questionnaire. Firstly, the demographic information, *'your native language'* and *'your nationality',* extracted from the student questionnaires listed the students' linguistic backgrounds and nationalities in each case. At C-U, the students tended to have homogenous linguistic backgrounds (Table 5.1).

Table 5.1 First language and nationality in the Chinese university

Chinese University		**N**	**%**
First Language	Chinese	246	99.5
	Uyghur	1	0.5
Nationality	China	246	99.5
	Korea	1	0.5
Total		247	100

The student participants at J-U showed a bit more diversity in their linguistic backgrounds. However, the first language and nationality were concentrated on East Asia (Table 5.2).

Table 5.2 First language and nationality in the Japanese university

Japanese University		**N**	**%**
First language	Chinese	1	1.6
	English	1	1.6
	Japanese	59	95.2
	Korean	1	1.6
Nationality	China	1	1.6
	Japan	59	95.2
	Japan/U.S.	1	1.6
	Korea	1	1.6
Total		62	100

At NL-U, in contrast, the majority of the student participants came from European countries, and the tables below illustrate the top five nationalities and top five native languages (Table 5.3 and Table 5.4). Furthermore, the student participants from the NL-U had a much more heterogeneous linguistic background than the students from the two Asian universities.

Table 5.3 Top five nationalities and their percentages

Nationalities	N	%
Germany	100	38.5
The Netherlands	54	20.8
Belgium	16	6.2
Poland	7	2.7
France	6	2.3

Table 5.4 Top five native languages and their percentages

First Languages	N	%
German	113	43.5
Dutch	54	20.8
French	22	8.5
Spanish	13	5.0
Polish	8	3.1

Additionally, as well as the linguistic background and nationalities, the questionnaire item 16 (multiple choice) asking the students how they had achieved a certain English proficiency before starting their college programmes showed that the NL-U had the highest percentage of students with living aboard (English speaking countries) experience (40.4%), while C-U had the lowest (3.2%) (Table 5.5). This finding might provide a further interpretation, in that the NL-U student participants tended to be exposed to English and the multilingual culture more than the other two Asian universities' students.

Table 5.5 Percentage of students who achieved the level of English proficiency necessary before starting the programme.

Learn English at	China	Japan	The Netherlands
Primary school	44.5%	17.7%	56.2%
Secondary school	94.7%	29%	83.1%
I have lived abroad (English speaking countries)	3.2% （8）	28.5% （16）	40.4%（105）

5.2.2 Teachers and school administration/management

On the side of the teachers and the school administration, the teachers' linguistic backgrounds and experience of EMI, or using English as their professional language, were explored through the interviews, the researcher's observation and the examination of the schools' websites, and *'People'* or *'Faculty'* in particular. During the interviews, the questions of *'what is your native language and what other languages do you speak?'* and *'do you have multiple teaching experiences in other countries or continents?'* were explicitly proposed for teachers to elaborate on.

At C-U, through the interviews, it was confirmed that all of the management level and teaching staff interviewed in C-U were native Chinese. In relation to the other teachers in the school who were not interviewed, they were all native Chinese, except for one language module teacher (English and Cultures of English-Speaking Countries) who was Irish. Regarding their previous learning, teaching and professional experience, all of the teachers and school management interviewed (5 in total) had experienced post-graduate study (Master's or PhD) or had overseas visiting scholar experience in either English or Non-native English speaking countries with English as the medium of instruction language. One content teacher had previous multinational corporate experience with significant exposure to English, in addition to his overseas visiting scholar experience. In relation to their teaching experience, the teachers interviewed did have prior teaching experience in other countries or in teaching students with different native language backgrounds.

In the case of J-U, the linguistic backgrounds showed a closer connection to native English and an inclination to native speakers. All of the language support teachers (3 in total) interviewed were native English speakers from either America or Australia. This further confirmed that all of the teachers for EAP and ESP in the school had English as their native language. The content teachers (2 in total) interviewed were one Japanese and one American with multiple teaching experiences in both the west and Japan. For the language support and the content teachers, they all had studying, teaching and professional experience in English and Non-English speaking countries. In other words, the teachers at J-U demonstrated more

exposure to EMI and more experience in addressing students of different linguistic backgrounds than the teachers at C-U. For instance, a Japanese content teacher summarised his academic experience as, 'I have been fortunate to be able to teach in universities where the English as a medium of instruction is very well known'. Particularly, he described an MBA programme in one university in Japan as 'interesting', because 'we had about incoming fifty to sixty students, from forty different countries, so it is not just Japanese students inside but Indonesian students who could barely understand English questions well'.

The teachers interviewed in NL-U demonstrated much more multilingual linguistic backgrounds. Firstly, teachers interviewed were either Dutch or German, and they spoke English as their professional language on top of at least two other European languages (Dutch, German, Belgian or French). The language support teacher (1 language support teacher in total) from the Academic English Writing Centre was an English native speaker from Ireland. None of the content teachers interviewed had prior teaching experience in English-speaking countries. Furthermore, all of the content teachers had experience of switching from other European languages as their medium of instruction language to English. For instance, two content teachers particularly mentioned their experience of using English in their academic job interviews and in the following teaching positions before their teaching experience using other European languages in other places or institutions, which is a process of gradually moving from their native or other languages to English.

In summary, the linguistic and nationality spread at each university demonstrated noticeable differences. Due to such differences, the role of English in and out of the classroom and the integration of English and content, that is the language management, and how teachers and students implement the EMI activities in each case are expected to show significant divergence.

5.3 Role of English and language management

As English is generally regarded as one of the essential components of the internationalisation strategy, as well as one of the major attractions for a higher institution, it is

assumed that English plays a focal role in a university that aims to become internationalised (Dafouz & Smit, p. 404). Given the previous introduction to the agents in each case, interviews, archive examination and classroom observations were conducted to explore how English is positioned in the school development strategy, programme goals, programme curriculum design and daily teaching/learning activities. Additionally, since, nowadays, English competence has been regarded and employed as the gatekeeper in students' admission process (Shohamy 2013), and even in the competition for academic positions (Kling and Staehr 2011), the role of English was also examined from the aspects of student enrollment and teacher recruitment.

5.3.1 The Chinese university case

In the case of C-U, at the institutional level, a multilingual academic community is a pride of this university, given the fact that it is specialising in languages, cultures and international studies. Within the school, English as an academic language shared importance with the national language of Chinese. From the top-down programme goals, English was treated as a combination of foundation (general) English, ESP and EMI. As the school introduction on the website stated, the goal was set to accelerate the integration of English teaching and content teaching through establishing a seamless transition from general English to ESP and to eventually use English in the entire content teaching. Thus, bilingual teaching seemed to be one of the programme's selling points.

During the field research, overall, the archive examination and classroom observation showed that the curriculum design of the business programmes demonstrated a distinct pattern of bilingual education, meaning that both Chinese and English were the mediums of instruction, depending on the specific circumstances. Nevertheless, this showed that English was not holding a dominant position, but was, rather, 'fighting' for shared power with Chinese as an academic language. Regarding the formal teaching, learning materials and assessment, the teachers were in the position to decide on the use of either English or Chinese.

From the perspective of a communicative purpose, English was not functioning as a lingua franca between the teachers and students or among the students, except between the students and teachers from other linguistic backgrounds, whose percentage of the teaching staff was

minimal.

Regarding English functioning as a benchmark, there was no evidence showing that students had to achieve specific minimum scores in their English subject test, being one of their major National College Entrance Exam[19] subjects. However, successful attainment of College English 4 is a prerequisite to be awarded a Bachelor's degree at the end. Regarding the English proficiency measuring a potential teacher's competence, two school management level interviews showed a clear emphasis on teachers' English proficiencies. One vice dean stressed that, nowadays, the entry requirement for new teachers was an assessment of candidates' competence in conducting their teaching through English. However, another department leader, who was also a content and language teacher, added that English was, indeed, considered during the teacher recruitment, although it came after other significant and priority academic parameters, such as educational background and publications.

5.3.2 The Japanese university case

In the context of the J-U, although the programme was labelled bilingual, the bilingual pattern positioned English in a much stronger position than the bilingual business programmes in the C-U. In school's brochure, *'learning business in English'* was clearly stated. The department stated that '…In order to become such international leaders, it is imperative that candidates acquire the ability to communicate fluently in English (practice) and gain specialised knowledge of business in English (theory).' Thus, in the academic environment, English was regarded as the only academic language. Notably, during the interviews, some students and teachers mentioned the language policy applicable to whoever walked in the classroom, that is English only.

From the communicative perspective, English served as a lingua franca, especially between the students and teachers and international students. Regarding English as a prerequisite condition for students' admission, although the interviewees did not explicitly

[19] National College Entrance Examination, known as Gaokao, is an annual examination held nation wide for secondary graduates to enter the third level higher education.

specify the English level required to get accepted, they all mentioned that their TOIEC[20] scores had been considered in their university application. Regarding the teachers' English competence as a criterion, no answers were given, as the initial curricular designer who was interviewed as the school administration was not in a position to answer questions related to this.

5.3.3 The Dutch university case

In the case of NL-U, English was unanimously regarded as the academic language and the lingua franca both in and out of the classroom. According to the education developer in the school, English was also treated as an administrative and policy language along with Dutch. For instance, she mentioned that the school made sure all school administrative and policy documents were accessible in English, and even the majority of the school or chair board was still Dutch-speaking. In a publicly available leaflet, it was stated that 'all our programmes have an international focus, with almost all courses taught in English.' Such a policy was observed in the field research. English was the only academic language in all lectures, tutorials (the teaching organisation style based on the Problem-Based Learning study skills) and students' assessments. Furthermore, English was also the lingua franca in the learning community. According to the interviews with the two school management level and administrative staff, English proficiency would not be particularly considered for students' admission, given the fact that the students' prior English education was consistent and the secondary school transcripts would do a reliable job. It was the same for teacher recruitment. However, although English was not officially accounted for in the selection criteria, one school administrative interviewed expressed her inclination towards including English in the consideration. When asked if English proficiency was one of the criterion for recruiting or evaluating teachers, one interviewee stated:

> *Unfortunately, it is not. Because what we see that often we have difficulties with um tutors especially PhD students from non European countries uh whereas the fluency of English is, not optimal to say like this. And then automatically you have problems in the tutorials*

[20] Foreign Language Teaching and Research press is an influential publishing house located in Beijing, China. http://en.fltrp.com/

because they can express themselves less uh so English. But English is not in criterion and in my opinion it should be as a criterion, at least that they can express themselves. So sometimes it's not that they are lacking um how to say vocabulary. It has also to do something with social skills with the people. Finally you can communicate in a group, and there is something you can learn. But at least and in the recruitment, you must have the idea okay there is potential that they can develop this and sometimes I'm doubting if they really take this as a criteria. But this is really really only a very small small absolute number and where this happens.(Education developer J, 10/03/2017)

From this interview extract, it can be seen this school administrative held an alternative opinion with regard to the school's language policy in relation to the role of English in teachers' recruitment. This shows that the language management can sometimes be confronted with ambiguities and disagreement in the stage of implementation. The following section will report how the language policies were turned into real teaching and learning activities and what opinions the school administration and teachers held towards the language management.

5.4 Process and practice

According to Dafouz and Smit (2014), the process and practice can be best described as a combination of the school's, such as management levels and teachers, way of thinking, way of doing and a mixture of both. Below is presented the programme practice from the aspects of the integration of content and language, teaching approach and the assessment, as well as the school's administration staff's opinions of the EMI teaching practice. It should be noted that teachers' *'way of thinking'* regarding the dimensions of the process and practice will be entailed in Chapter 7,which specifically addresses teachers' perceptions.

5.4.1 The Chinese university case

5.4.1.1 The integration of content and language

The so-called "bilingual education" in C-U's case implied two layers of meaning in reality. The first layer is the curriculum pattern that emerged as a combination of content class and language (support) class. On one hand, there were English classes focusing on the elevation of

students' English skills, whereas the content classes were business modules the students chose to specialise in. The percentage of the language and the content were adjusted accordingly as the students' year progressed. Figure 5.1 below shows a general allocation of language and content classes. Holistically, the language classes offered all first and second year students a compulsory (English) module and the third year students were offered selective modules, and the English modules were a mixture of general college English, ESP and EAP. For the second year students, they were expected to take the TEM-4 (Test for English Majors-Band 4) by the end of the second year, being a national test required for English major college students. This means that the students with different business concentrations in this school were assumedly equipped with an English competence higher than the average national college students' English proficiency level. Such an integration of content and English corresponded to the introduction to this school's teaching features and advantages advertised on its website, which is to combine general English, bilingual for specific business purposes and total content teaching in English.

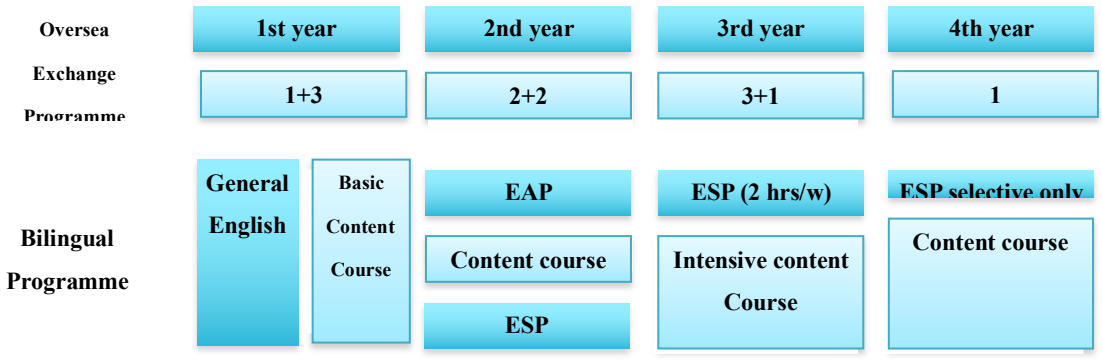

Figure 5.1 The combination of content and language classes in each school year at the business school in the Chinese university case

The second layer of *"bilingual education"* is the percentage of Chinese and English used in a single class. The percentages showed a contrasting difference in the content type and language type of the classes. From the perspective of spoken English, according to the classroom observation, the language classes, that is in the general English class, such as the

course College English, and the ESP class, such as the course Business Translation, the teachers tended to use English in their spoken delivery with an occasional explanation in Chinese, while in the content classes, the use of English**,** especially the use of spoken English in the content delivery, was entirely decided by the content teachers. For instance, one content (International Business Trade) classroom observation I attended was conducted entirely in Chinese. From the perspective of written English, the language classes usually adopted either English textbooks edited by the national language press, such as the Foreign Language Teaching and Research Press, or original English materials selected by the teachers. On the other hand, there was a mixture of English original, English and Chinese, and Chinese in the content classes. For instance, the textbook and teaching materials in the above-mentioned content class were in Chinese with specific terminology translated into English. This content teacher authored one of the assigned textbooks in his class, which was in Chinese. In a broader context, the students from different business programme majors mentioned in the interviews that their language class teachers used English most of the time, while the content classes varied, depending on the content teachers' English capabilities. Therefore, it was roughly estimated that the general usage of English in the school as an academic language was, overall, lower than the usage of Chinese. Additionally, the content and language teaching seemed to be separated with their independent curricula and schedule on different sides and, therefore, the collaboration between the content and the language support was not necessarily close or updated.

5.4.1.2 Teaching approach and assessment

Regarding the teaching approach in EMI, it is inevitable to discuss the distinctive differences in the teaching approaches between the west and the east (Bradford & Brown, 2017). The higher degree of internationalisation and EMI tends to favour student (learner) autonomy supported by an active and critical teaching approach. In the C-U, it was observed that the traditional teacher's dominance and the communicative approach coexisted in the classroom. The classroom observation showed that, although the teachers still followed the lecture style in most cases, individual/group presentations and discussions were frequently resorted to.

Consequently, the formulation of assessment ranged from summative exams and formative

assignments to class participation. The use of English was more mandatory in language modules' assessment than in the content module. According to the interviews with two content teachers, unless strictly required to use English only, students were encouraged to use English in their examination papers by being awarded a proportionally higher mark and not having marks deducted due to their limited English proficiency.

5.4.1.3 School administrative staff's perceptions

In the specific context of the business school at C-U, three aspects were explored regarding the school administrative staff's perception's towards the pedagogical practice, namely the rationale for positioning English in classes, that is using or not using/avoiding English, the adaptation of the teaching materials in original English and Chinese, and opinions of the collaboration between the language and the content classes.

Firstly, it seemed that how the English and Chinese were combined was determined by the English proficiencies of both the students and the teachers. Regarding the use of English in the language class, two vice deans unanimously felt confident that the long tradition in language studies and strong English capacity of the language teachers enabled a thoroughly English classroom. As one concluded (translated into English):

> *The advantage of our university as a language and international studies institute, our curriculum design and teaching practice, including our teachers' English capability, can help students lay a solid foundation for their English proficiency through a quite comprehensive, systematic while at the same time specific language curriculum. For instance, we give students intensive general English classes during their freshman year with comprehensive English, listening, speaking, writing and culture classes. In their second year, we have academic writing, business translation and business writing to formulate a strong ESP support for students. [Therefore] from the perspective of language teaching, we are doing better than other universities*[21]*. (Vice dean Jun, 18/05/2016)*

The vice dean's confidence in language support indicated a positive attitude from the top-down level towards the "practice" aspect of EMI at C-U. Such affirmative recognition aligned with the school's curriculum structure mentioned above. On the other hand, from the content class side, compared with their confidence in their language teaching, the school

[21] By other universities, the teacher referred to universities that do not have a tradition in language teaching or the strength in the language curriculum.

showed their concerns. According to the two school administrative staff, ideally, the entire class should be conducted in English. However, due to the limitations in the students' English proficiency and the teachers' English capabilities, as well as the complexity of the content itself, compromises had to be made in order to ensure the students would understand, process and *"absorb,"* or internalise, the content. As one vice dean commented, the compulsory use of English could be detrimental if the content teacher, whose English did not allow him to make himself understood, was required to deliver the content in English.

Finally, regarding the collaboration between the language support and the content, the school administrative expressed there was policy in favour of collaborative teaching, and one vice dean stressed the importance of having teachers on both sides who knew the expertise of the other side in enhancing students' performance. He explained that, 'we are trying to recruit teachers with satisfying English proficiencies. Meanwhile, we are encouraging the current content teachers to take language training in order to enhance their English capabilities in content delivery'. However, such intentions were not officialised into a compulsory policy, and, in the *'way of doing'*, the collaboration between the two was separated.

In summary, in the case of C-U, at the level of policy, management and practice, the school adopted a bilingual pattern with Chinese in a much stronger position. EMI still appeared as an ideal goal in theory that needed considerable improvement in practice, regarding teachers' and students' English proficiency, and a curriculum design that can yield a tight integration of language and content.

5.4.2 The Japanese university case

5.4.2.1 The integration of content and language

Compared with C-U, the programme at J-U showed a similar, but higher, degree of integration of content and language. A pattern of a sheltered course structure was observed. Figure 5.2 below shows the curriculum[22] intended to push students from general English to EAP and ESP and eventually to the sheltered course. Regarding the 'sheltered course', the

[22] The diagram was shared by a curriculum designer and language support teacher who were previously working at the department.

curriculum designer referred to it as business subjects with built-in ESP courses centred on the corresponding business topics. The definition indicates that the English classes were mainly assisting students to become competent in their content class, unlike the separate curriculum and teaching goals in C-U's case.

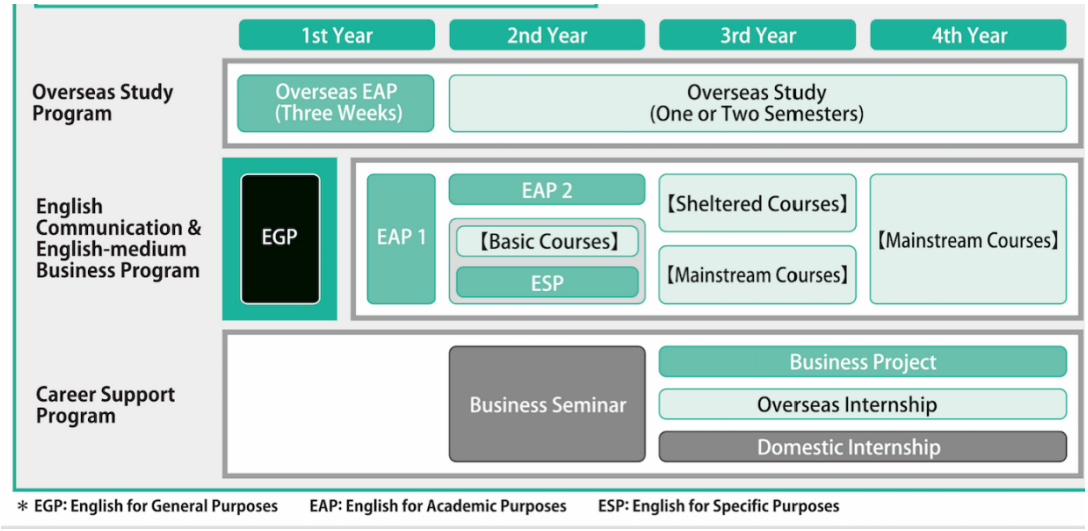

Figure 5.2 The combination of a content and language class in each school year at the Japanese university case

In practice, the curriculum designer and the content teacher described how language classes helped students to cope with their lectures in English. In short, the students got language preparation, that is a pre-combing of the required lecture readings, before the lectures,

> *…in that they studied business and business lectures on topics like marketing …international business …human resources. We had a lecture in English, but …the kind of language of the lecture was simplified a little bit, And they would have ESP classes with the language teachers there would help students understand the content of the lectures by teaching them, you know by going through the readings and helping them with their reading strategies by pre-teaching vocabulary and, things like that. (language support teacher G, 01/07/2016)*

Regarding the integration of English and Japanese in the class and the teaching materials, English was the only language, except for basic vocabulary in Japanese if necessary, in the content classes by Japanese teachers. For the English teaching materials, a content teacher gave a detailed account of how teachers were scaffolding students towards authentic texts by

modifying the original text into a simpler English. At the beginning of the ESP module, the authentic text was *'heavily edited'* and eventually *'not edited at all'* at the end of the semester. Given that the English classes had intermediate and advanced levels according to the students' TOEIC scores, the degrees of modification varied. Another English instructor echoed that teachers would substitute some vocabulary, grammar or the reading passages with simpler English in relation to the students' English levels.

5.4.2.2 Teaching approach and assessment

Compared with the teaching approach in C-U's case, which is a combination of the traditional and the communicative, the programme at J-U demonstrated a more learner-centred and task based teaching approach. According to the interviews and curriculum examination, the students were required to conduct a certain amount of reading and essay writing out of the classroom. Furthermore, the group discussion in the class seemed to be the primary form of the class organisation during the classroom observation.

Consequently, similar to the business school at C-U, the assessment consisted of summative exams, group or individual presentations, continuous assignments and class participation. However, a noticeable difference was the higher commitment of the students in the written production via note taking, class summary and essays and spoken skills via discussion and the presentation occupying a significant portion of the class time. Notably, an additional summative assessment, namely the TOEIC test, although not mandatory, was recommended to the students to take at the end of each academic year (or semester) as part of their progress record. Furthermore, the students' TOEIC scores would also be evaluated when they intended to progress to a more advanced English level class, that is transferring between the different class levels.

5.4.2.3 School administrative staff's perceptions

The curriculum designer's perceptions, functioning as the school management, were examined from two aspects: the rationale of the sheltered courses and the particular efforts in the collaboration between the language support and the content. Similar to the C-U, where a

bilingual education pattern was observed, the curriculum designer described contributing the addition of English courses to the concern of students' language proficiencies. As he put it, 'because there was this understanding that, although they wanted to teach these courses particularly in the later years of the degree, in English, then some of the students would struggle so they would need some language support, so there was a lot of language related curriculum built into the first and second year'. Therefore, the designer associated the programme more with CLIL or the bilingual education model in the first and second years, and EMI in the final years, when students were only studying and there was no language support. He further reckoned that most of the so-called EMI programmes in Japan gave lots of language support and language was very important.

Accordingly, the curriculum of the language modules showed a clear goal in supporting students' performance in the content class and, thus, the collaboration was close and updated. According to an ESP language teacher's account, the ESP classes were entirely attached to the content. Thus, the meeting with the content teachers was on a weekly basis, in order to pre-teach the students the required readings that were to be covered in the content class[23]. The curriculum designer believed that the students were more prepared and confident when walking into the content classes. During the classroom observations, all the topics, textbooks and students' group discussions were entirely business-related.

In summary, the business programme at J-U showed a strong emphasis on English, given its diversity in its international faculty. The teachers were actively pursuing an English only mediated programme through active and consistent collaboration between the ESP modules and the content classes, while, at the same time, the teachers demonstrated high awareness of the complexity of the Asian traditional teaching/learning culture that EMI has constantly been wrestling with. Comparatively speaking, the EMI at J-U showed a more advanced development than its Asian counterpart from the aspects mentioned above.

[23] Specially, another language support teacher mentioned that while the program became more mature, teachers from two sides met at least once before the start of the semester, once during the semester and once upon the completion to discuss potential questions and requests, to plan the curriculum and to evaluate the implementation, including students' feedback.

5.4.3 The Dutch university case

As one of the first EMI institutions in Europe, the NL-U showed a more evolved EMI compared to the two Asian cases. Regarding the integration of language and content, there seemed to be no such combination, as English was the only academic language and students were accepted with the assumption that their English proficiency generally met the standard. In other words, there were no English modules constantly running along with business modules, except for an EAP writing centre that supported students with the academic writing demanded by their content classes.

As for the teaching approach and assessment, the business school demonstrated a highly communicative and autonomous approach through a PBL (Problem-Based Learning) approach, a teaching innovation one school administrative regarded as a significant feature that made the school 1% of business schools worldwide with Triple Crown accreditation. The accreditation refers to three prestigious accreditations: AACSB, EQUIS and AMBA. PBL invovles seven-step approach: clarifying concepts, defining the problem, analysing the problem/brainstorming, problem analysis/systematic classification, formulating learning objects, self-study and discussion (See Appendix F for a diagram of PBL study skills components, p. 246). The lectures were integrated with tutorials, in which students were the centre of the class with tutors as facilitators. In relation to the teaching and learning materials, original English and authentic text was adopted throughout, plus English translations from works in other languages. The teachers also brought up the 'local context' or 'practicality', which were mentioned in the two Asian university cases. Moreover, it was the European context in the case of NL-U. Regarding the assessment, all of it was conducted in English, as was any formal feedback. In summary, the NL-U case showed a mature EMI, while the J-U demonstrated a transitional stage from the C-U to the NL-U.

In the next section, the aspect of internationalisation and globalisation will be explored through the interviews with the school management and administration regarding the motivation to promote EMI, the perceived positive results and drawbacks resulting from EMI and its future development towards the internationalisation of their institute.

5.5 EMI in the internationalisation and glocalisation strategy

This section serves as a summary of how the schools strategically initiate, implement and develop EMI over time, and, thus, it offers an explanation at the policy or top-down level of the aspects of the role of English and language management, and practice and process that have been analysed above.

5.5.1 The Chinese university

5.5.1.1 Motivation

On the websites of C-U and the business school in particular, it is stated that (translated from Chinese to English by the researcher),

> *...with the principle of 'based in Shaanxi province, serving the development of Northwestern part of China, influencing across China, reaching out the world', the university will continue to strive for an open and internationalised education. Constant efforts will be made to deepen the education reform and enhance the education quality, in order to accelerate the building of a high-level national university.*

Such a publically available strategy of an open and internationalised education echoed in one vice dean's remarks regarding the motivation for a bilingual programme (translated into English):

> *Since our school's strategy is internationalisation and we position our school an international business school, we want to cultivate more talents with international vision through the introduction of various international business subjects. The bilingual programme is, therefore, an essential part of the strategy. (Vice Dean Jun, 18/05/2016)*

His comments on EMI motivation corresponded to school's internationalisation strategy, programme advertisement and programme's mission statement. Further, his comments aligned with various EMI studies conducted on Chinese universities, in which bilingual or English mediated was the key feature in the process of internationalisation (Fang, 2018; Hu, 2008; Hu & Duan, 2018; Hu *et al*., 2014; Tong & Shi, 2012; Zhu & Yu, 2010).

However, the other vice dean described that the idea of a bilingual programme was also a

forced choice, rather than a proactive embrace. On one hand, the academic strength of the school saw a loosing edge in its competition with business schools in other domestic universities, while, on the other hand, its favourable reputation regarding the language education in this university made the school management strategically attract students by adding advanced language education to make the business programmes appealing. According to him (translated into English):

> *…At that time we highlighted the characteristic (bilingual programmes in business field) was because our business programmes had come to the "bottleneck" when other universities had set their feet in this field, leaving no room for our development. There was no way out. Precisely, we did not establish any advantage in the field at all. In that circumstance, we needed to find a way out. …It is understood that the school proposed to establish more bilingual and English taught programmes to distinguish (this university) from others that have made outstanding achievements in this field (business). This is the origins of (bilingual programme). Additionally, our school hopes to enhance students' language competence in English for special purposes through the curriculum, as well as enable students to pursue career in international business and exchange activities. (Vice Dean Pu, 10/05/2016)*

This vice dean gave a bleak version of the EMI motivation at the top-down level. Unlike previous studies, in which EMI was, either assumed or empirically proven, a strategy to increase the internationalisation, staff and student mobility, employment at a global scale, etc., it seemed the school at C-U resorted to its advantageous position in language (English) teaching to survive among the increasingly competitive domestic HE institutes. This 'inside' story could be also examined in a more general context regarding EMI in China. According to Hu and Duan (2018), EMI programmes have developed in a sweeping fashion in China since 2000, especially in the top ones with generous financial support (p. 2). Though the top ones were not specified, the C-U in this case study was certainly facing competition with top ones, which explains how the school was pushed up to the bilingual programme strategy. Specifically, the vice dean implied that for other universities with strong academic achievements in business discipline, the introduction of EMI along with various support seemed to be the wings to the subjects, while the English seemed to be the only assets. The difference was evident in these two circumstances.

5.5.1.2 Perceived benefits and limitations

With regard to the perceived benefits, or advantage, that the bilingual programme has brought to its internationalisation strategy, the first vice dean gave positive comments from two aspects. Firstly, the bilingual programme has been beneficial to the cultivation of students' international vision. This is because, firstly, they introduced the original English text and two international accreditation courses, ACC[24] and CIMA[25], and this meant that the students had to use English to learn and sit international exams. As well as the intensive textbook learning, the teachers were using English and Chinese to navigate the class, which he believed enhanced the students' quality significantly. Secondly, the bilingual programme brought concrete benefits to the students' advantage in the job market. Based on the university's strong tradition in language learning, the students were able to engage in professional fields with a good command of EAP, ESP and content English. The bilingual programme equipped the students with international business theories and English competence to apply in specific industries and fields.

On the other hand, regarding the downside to, or difficulties in, implementing EMI, the same vice dean expressed concern about the student division in the class, due to their varied English proficiency levels. He explained that some students indeed benefited a lot, thanks to their satisfying English, whilst others were struggling to catch up. The second vice dean, however, continued to hold a critical view regarding the bilingual programme. He pointed out that, because it was a decision the school made in a passive situation, the concept of internationalisation ended up staying superficial and being the literal equivalent of content teaching plus language education with the gap between being too broad to be emerged or integrated. Notably, he expressed great pity in the lack of capable teaching faculties that would be able to elevate the teaching quality from 'just explaining and footnoting what the textbooks state' to 'engaged in the scholarship internationally and be able to produce research and publications worldwide'. He summarised the *"embarrassing"* circumstances that the school found itself in by commenting (translated into English):

[24] The Association Chartered Account
[25] The Chartered Institute of Management Accountants

While our school still believes the addition of language to the content is attractive, other business schools that have high standard teachers, researchers and scholars with profound production and international experience have already achieved an internationalised programme without even stressing the programme is taught in English. A teacher must be capable of using English as his professional language if his research and publications are internationally recognised since he has to train himself to meet the international standard. (Vice Dean Pu, 10/05/2016)

This vice dean made an insightful point, as he offered a relatively superficial understanding of internationalisation that many universities may have. The language is not an addition to an existing programme, but, rather, a result stemming from a mature internationalisation that involves elevation and changes from various aspects. Meanwhile, though approving the assumed strategic benefits and positive outcomes in reality as the management level, the vice dean also warned that the fundamental weakness of the programme was not as simple as the English, but rather the staff quality and its academic strength. Evidently, the latter issue was a much bigger picture. His comments raised the question to the school management how to address the potential challenges brought by EMI, which was a frequently discussed issue at the macro level in other studies (Barnard, 2014; Fang, 2018; Hu, 2008; Lei & Hu, 2014; Yeh, 2014).

5.5.1.3 Future development

Regarding the future development of the bilingual programme and the internationalisation in general, the first dean proposed continuing to foster a dual way interaction between the school and the world and eventually realising programmes mediated only in English. Regarding dual or two-way interaction, he referred to this as:

The internationalisation means competition on a global scale. Thus we have been continuously encouraging our students and teachers to go global and interact with the world. Especially, we have established the partnership with a high number of business schools worldwide so our students would have the opportunity to study overseas. Meanwhile, we have also been upgrading our teachers' teaching approach, academic strength and English proficiency by sending them overseas as well. On the other hand, we are also welcoming international students to come to our university and international faculties to join us such as either long-term contracts or periodical lectures from international scholars. (Vice Dean Jun, 18/05/2016)

Following his critical view, the second dean proposed a more radical suggestion, which was to revolutionise the entire programme, especially by bringing in the international faculty, regardless of their linguistic and national backgrounds, who have gained international recognition regarding publications, teaching and professional experience, and international research networking. In his opinion, the essence of internationalisation is the internationalisation of the academic research, in which the faculty capacity lay at the core.

5.5.2 The Japanese university

5.5.2.1 Motivation

The internationalisation strategy and motivation for EMI showed a similarity with the C-U. In the case of J-U's brochure, selected as the *Top Global University Project* in Japan, it sets 'lead for learning, lead for globalization, lead for future' as its Vision 2024. Its strategy to 'Become One of the World's Finest Universities', specified that:

> [University name] is constantly enhancing its liberal arts education while also increasing study abroad placements, expanding the numbers of incoming international students, extending its network of overseas partner institutions, and establishing degree programs that may be completed solely in English.

Completing the programmes solely in English is one of the key achievements in the university's globalisation, which is similar to the C-U. According to the previous language support (EAP and ESP) curriculum designer, the motivation to integrate language support into the business school was to make the business school at this university appear unique, in order to attract students (college applicants) amid the fierce competition with other universities. Such motivation shared a similar incentive to C-U, which had considered making its programme special by adding language classes to the content. However, unlike C-U, which was more established as providing language education, the business school in J-U started to introduce new language support to their existing business programmes, which was the other way around.

5.5.2.2 Perceived benefits and limitations

With regard to the perceived benefits, the curriculum designer argued that such a

combination of English and business degrees met the trend of the 21st century, when 'majoring in English is not enough. That is not going to get them [students] a job'. As they had created a unique programme, the first of its kind in Japan, the EMI put the university in a good position to attract good students, including international students, which eventually boosted its internationalisation and reputation. Furthermore, they emphasised the actual positive effects on students and their job prospects. Students perceived the unique combination as new and innovative, and, consequently, they became motivated to gain two outcomes at the end. His point of view shared common ground with C-U regarding students' enhanced competitiveness in the job market.

As for the limitations, on the other hand, having an educational background from the west, this English native speaker believed the faculty should have put more pressure on the students to *'crack'* the English. He gave an anecdote to prove his point:

> *I think there's a negative side of that that it did not put a lot of pressure on the students. Upon graduation, I remember, the dean was asking the students what was the most difficult part of your university degree. And they were hoping they would talk about the difficult business content, conceptions and difficult business theories that they have learned. But the students responded EAP. So I think it is an indication they did find it very challenging. (previous curriculum designer H, 18/01/2017)*

In the same vein, similar to the vice dean in C-U, the curriculum designer also wondered if the low English proficiencies put certain students in a disadvantaged position.

5.5.2.3 Future development

Although this curriculum designer was no longer working there, based on his reflection and updated knowledge of the J-U, he believed it was the competition from other universities, especially the top 'Ivy League' universities in Japan, rather than the bilingual programme itself that would possibly pose challenges in the future. Since the programme had turned out to be successful, an increasing number of universities began to offer EMI business degrees, which suddenly provided the top, or good, students with more choices, resulting in a new round of competition.

5.5.3 The Dutch university

5.5.3.1 Motivation

Compared with the two Asian universities which began to offer a bilingual programme, or introduced English into their business content teaching, in 2003 and 2006, respectively, the EMI in NL-U started much earlier (1991), corresponding to the early EMI trend in the Netherlands and Europe (Dearden, 2015; Wilkinson, 2013; Wächter & Maiworm, 2014). However, the motivation and strategy were similar, that is increasing the competitiveness through an image of internationalisation. On the publicly available leaflet, English was associated with 'international'.

> *[The city where NL-U is located] is a microcosmos of cultures and languages... Our staff and students come from almost 50 different countries. All our programmes have an international focus, with almost all courses taught in English. And we have academic and corporate partners all over the worlds, which gives you great opportunities to study or intern abroad…In order to prepare you for the international labour market, we have initiated the International Classroom Development Programme, in which you will learn to work in terms composed of various nationalities.*

According to the educational developer, when the first international business curriculum was conducted in English in the Netherlands, the motivation was, firstly, from the content perspective, an international business course intended to discuss business subjects worldwide in the lingua franca English situated in an international environment, as the school wanted it in English from scratch. Secondly, from the strategy perspective, the school aimed to attract students beyond domestic students. Over the years, the school has gradually increased its EMI programmes, and the majority of the students come from Germany nowadays (60%). Here it can be seen that the degree of internationalisation in NL-U tends to be more advanced regarding its number of EMI programmes and international students.

5.5.3.2 Perceived benefits and drawbacks

In following the strategy, two school officials both expressed that the direct benefit is the enriched learning environment in relation to the international mix among the students and staff members. Furthermore, the diversity has gone beyond Europe, focusing on the whole world in a

true sense. One example is that, in tutorials, the students would always resort to their home countries to explain how it (business) could be done in their regions, which genuinely introduced an international perspective and created a mutually inspiring community.

As for the drawbacks, two school officials believed that the faculty and administrative staff's English proficiency was an area that the school should continue to improve; however, each official viewed this from different angles. One school official explained that, sometimes, the school might have to dismiss the most excellent lecturers and school administrative staff, due to their English proficiency being too low to fit in with the EMI programmes. Therefore, there is a balance of expertise and English proficiency in the recruitment process. As he put it,

> *...maybe somebody is very good with computers and could do the job, perfectly in Dutch but since English is really the communication language sometimes, but luckily now not very often indeed, well it's a good candidate but since his English is not in order and at least, to my standard, then you choose somebody else. (Exam officer J, 06/03/2017)*

The other school official viewed the teachers' English proficiency as a bit embarrassing, but also an entertaining minor point. She mentioned the "[city name where the university is located] English" that, eventually, the entire class would end up using, due to the teacher's influence. A typical example would be the English word determine /dɪˈtəːmɪn/, which was often pronounced /ˈdɪtəmaɪn/ with a Dutch accent. Moreover, it became more difficult for NESs, or non-Dutch students, to correct the teacher and the majority of the students once the class became used to it. However, the school officials continued to point out that more financial resources and time would have to be invested if the school wanted to improve its teachers' English proficiency further or officially set a qualification standard for their English. She would perceive the further improvement as a systematic administrative process involving many parties.

5.5.3.3 Future development

As for future development, the big challenge for the school was the continual increase in students enrolling in EMI programmes, leading to a more heterogeneous group. As one school official elaborated, the expanding student numbers require more teachers, which will eventually

come down to the teachers' English and their impact on the education's quality. However, she perceived that EMI was an unstoppable and inevitable trend, due to the external globalisation and also the internal drive to maintain the schools' international accreditation. As she summarised, initially EMI was a strategy when the school saw a niche in the market, but now, and in the future, EMI will be the basis for schools to continue to attract researchers and teachers of a high standard and quality.

5.6 Summary

This chapter presented the findings on the first research question, i.e. how each dimension of the ROAD-MAPPING framework for EMEMUS was enacted at each university. Under the dimensions of agents, role of English and language management, process and practice, EMI in the internationalisation and glocalisation strategy, each university case was reported individually, followed by a comparison among three universities. On top of the examination on each university, three general findings can be drawn. First, regarding the internationalisation and glocalisation, the motivation behind the EMI or bilingual programme was to either enhance the international recognition, in line with the national strategy, or deal with the competition with domestic universities, or both. Second, the linguistic backgrounds of the agents, i.e. teachers and students, together with the top-down policies, had decisive influence on the role of English and the language management. Third, such influence could also extend to the EMI pedagogical process and practice.

Chapter 6 How do EMI programmes impact on students' perceived English language proficiency?

6.1 Introduction

This chapter describes the findings related to RQ 2, namely the students' EMI perceptions, which is the focal stakeholder in this doctoral project. The investigation was mainly conducted through a quantitative analysis via a questionnaire. Nonetheless, qualitative data will also be integrated in this chapter to build upon the quantitative findings and to provide more depth to the data. As outlined in Chapter Four (p. 61), seven perceptual themes, or dimensions, structured the questionnaire. Thus, this chapter, adopting the Quan+qual approach, presents the results in seven dimensions accordingly. It is necessary to point out that five of the dimensions are five factors that were extracted through EFA from the rating-scale questions. By concluding the findings related to the students' EMI perceptions, a correlation between the five factors was established to determine whether there is a significant relationship between them.

6.2 Self-assessment of English proficiencies

6.2.1 Quantitative analysis

This section demonstrates the students' perceptions of their English abilities by presenting the results of the single choice Q3 regarding the level of English proficiency, and the rating-scale Q5 concerning specific English skills. Though self-reported, the quantitative analysis presents readers a general understanding of students' English proficiencies in three cases, the possible differences of which will help to explain the following quantitative analysis on other perceptional question items. More importantly, since there was no unanimous indicator, such as the same test score on English proficiencies, among three university students to reflect the possible differences, it is necessary to examine students' English abilities with the same measurement or scale.

Firstly, concerning Q3 (Table 6.1, where two highest values for each university are in bold), the majority, but less than half, of the students in the C-U rated themselves on the intermediate level, and the next biggest percentage were on the pre-intermediate level. The J-U followed a similar trend, whereas, in NL-U, nearly half of the students believed that their English was an advanced level or above, and the other half were at the upper intermediate level. The difference between the Dutch and the two Asian universities was clear-cut. Furthermore, a chi-square test (cross tabulation) was performed and it indicated that the distributions of the single choice among the three universities were significantly different, X^2 (10, N = 569) = 416.032, p <0.05. Therefore, Q3 showed a significant difference in the students' self-assessment of their English proficiency level between the three universities' participants.

Table 6.1 Q3: What is the level of your English (proficiency)?

Q3	**C-U** N **(%)**	**J-U** N **(%)**	**NL-U** N **(%)**
Elementary	42 (17)	2 **(**3.2)	1 **(**0.4)
Pre-intermediate	**85 (34.4)**	**15 (24.2)**	1 **(**0.4)
Intermediate	**102 (41.3)**	**32 (51.6)**	21 **(**8.1)
Upper intermediate	12 (4.9)	10 **(**16.1)	**117 (45)**
Advanced or above	1 (0.4)	3 **(**4.8)	**119 (45.8)**

Regarding Q5, the answers revealed a specific presentation of the students' self-evaluation of four specific English skills. Table 6.2 shows a similar difference to Q3 among the three universities regarding the means, that is NL-U was higher than the two Asian universities, while the J-U students rated themselves higher than their Chinese counterparts. Vertically, from Table 6.2, it can be seen that the C-U students tended to rate their reading the highest and their listening the lowest, whereas the Japanese students rated their listening the highest and their writing the lowest. NL-U students rated their writing the lowest.

Table 6.2 Q5: On a scale of 1 to 5, please choose what suits you the most.

	China		Japan		The Netherlands	
	Mean	SD	Mean	SD	Mean	SD
Overall English	2.42	0.80	3.0	0.92	4.22	0.58
Listening	2.20	0.93	3.29	1.14	4.49	0.62
Reading	2.73	0.86	3.05	1.06	4.44	0.60
Writing	2.39	0.81	2.71	0.93	3.98	0.71
Speaking	2.23	0.92	2.95	1.15	4.16	0.67
Mean	2.39	0.69	3.0	0.87	4.26	0.52

A further one-way ANOVA ad-hoc output (Table 6.3 below) on the Q5 means among the three universities was processed. The results indicated that the students' self-perceived English abilities were significantly different to each other, echoing the significant difference in Q3, that is the students' perceived English levels. It is highly likely that the high level of English perceived by NL-U students was to do with the students' multilingual linguistic and nationality backgrounds. From the previous section 5.2.1 (p.86) it is known that the nationalities of Germany and the Netherlands took up nearly 60% of the students, excluding duo nationalities with Germany or the Netherlands as one of the nationalities. The following nationalities were also mostly European countries. Such a result, being that the students rated a higher English level, corresponds with the general agreement that Europeans, especially in North Europe, have a fairly high level of English proficiency (Dearden, 2015; Dimova *et al.*, 2015; Wächter & Maiworm, 2014). On the contrary, the students in the Chinese and Japanese universities were homogenous, in terms of linguistic backgrounds and nationalities, most of whom were Chinese and Japanese, respectively.

Table 6.3 One-way ANOVA ad-hoc output for Q5 mean

Scheffe						
(I) School		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
China	Japan	-.60793*	.09136	.000	-.8322	-.3837
	The Netherlands	-1.86951*	.05724	.000	-2.0100	-1.7290
Japan	The Netherlands	-1.26158*	.09090	.000	-1.4847	-1.0385
*. The mean difference is significant at the 0.05 level.						

Additionally, the lower level of self-evaluation might even relate to the culture. It has generally been agreed that Asian students tend to have more moderate confidence in their study, and life in general, than their western peers (Bradford & Brown, 2017, p. 8). Therefore, it is odd that the perceptions of different levels vary from individual to individual. Given the fact that one of this project's research purposes was to find out if students in different years (year 2 and year 3) perceive their English ability differently, that is if students in the higher grade tend to demonstrate a proportionately higher rating of their English skills than the lower grade, a correlation between English ability and the EMI time duration could be identified. After an independent *t*-test between the two groups in each university, the year 2 and year 3 students at the C-U showed no significant difference, and neither did the year 2 and year 3 students at NL-U, except for reading.

However, on the side of the J-U, the students in the advanced level and in the intermediate level showed a significant difference in each sub-question (Table 6.4, where references of significance value *p* are in bold). Such a clear division was to do with the English proficiency policy in the department. This finding, in turn, reflected the distinct English levels maintained by the students in two types of classes. Such a flexible movement, as I observed and reflected on, allowed the students to participate in the class to the best of their English proficiency, rendering an efficient class pace and satisfying learning results for both the teachers and students. One interviewee confirmed this policy with her own personal transfer experience between two level classes with her qualified TOIEC scores.

Table 6.4 Q5 (J-U): Independent sample test between two classes. On a scale of 1 to 5, please choose what suits you the most.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Q5_1	.968	.329	-4.125	60	.000	-.884	.214	-1.312	-.455
			-4.010	44.541	**.000**	-.884	.220	-1.328	-.440
Q5_2	.166	.685	-5.198	60	.000	-1.289	.248	-1.786	-.793
			-5.144	47.382	**.000**	-1.289	.251	-1.794	-.785
Q5_3	.379	.540	-2.055	60	.044	-.555	.270	-1.095	-.015
			-2.020	46.318	**.049**	-.555	.275	-1.108	-.002
Q5_4	.749	.390	-3.340	60	.001	-.750	.225	-1.199	-.301
			-3.361	50.047	**.001**	-.750	.223	-1.198	-.302
Q5_5	.169	.683	-2.831	60	.006	-.805	.284	-1.373	-.236
			-2.899	52.792	**.005**	-.805	.278	-1.362	-.248

6.2.2 Qualitative analysis

The qualitative data helps to explore the underlying reasons for the highest and lowest rating among the three universities' students. First, both Asian universities' students rated their receptive/passive skills (either reading or listening) the highest and this can be interpreted that, generally, receptive skills are relatively more straightforward to acquire and improve than productive/active skills, namely speaking and writing. Notably, for the C-U, the highest percentage of students' exposure to English comes from reading, that is textbooks, hand-outs and alike. Some of the interviewees mentioned that, compared with the input of listening and the opportunities to speak, they were more immersed in reading in English. In the case of the J-U, the students' exposure to spoken English and English text was similarly strong, as their teachers were almost native speakers with either studying or teaching experience in English-speaking countries. Moreover, most of the student interviewees stressed the strict implementation of the 'English only' policy once they walked into the classroom.

Regarding productive English skills, both the J-U and NL-U students rated their writing the lowest, which seems comprehensible, as writing is a productive skill that generally demands more effort to avail. However, the reasons underlying the NL-U case might be slightly different,

given the fact that even the lowest rating came close to 4 for NL-U students (Mean=3.98, SD=0.71), while it was 2.7 for the J-U students (Mean=2.71, SD=0.93). According to the classroom observation and interviews, the business programme students in NL-U had more writing assignments and papers than the two Asian universities. For instance, the students in the NL-U were expected to write essays with various length requirements in most of their modules at different stages as the module continued. Furthermore, the interviewees regarded academic writing distinctively. One second-year student with a German language background described, 'we had to write a paper, which was called academic writing, and we had that in it was like fifty per cent content fifty per cent form basically'. Another third-year student explicitly explained how she perceived academic writing as a distinct, essential and useful skill.

> *at the start of the year we had some classes about, critical thinking and writing, so specifically business kind of writing. So instead of my high school education [which] was a lot of literature and a lot of, um, images, but that takes too much time. And now they taught us a little bit more structure how to be more concise um and use more accurate wording so that you don't have miscommunication. So I think that really really um improved my, at least, my academic writing. Um, and when I do proposals and things like that it became a bit more concise and, accurate for sure. (Student A, 09/03/2017)*

Therefore, some of the NL-U interviewees regarded writing as challenging and a critical component of their EMI and business study. At the same time, because of the demanding requirements in both the quantity and the quality of their writing work, the students might have had more opportunities to face and reflect actively on their writing problems. Thus, as well as the nature of the productive skill itself, it is possible that NL-U students rated their writing ability lower than the others, given the weight of the importance the students put on writing, with the strict academic standards and high exposure to writing assignments.

6.3 Perceived English improvement

Factor One (F1) English improvement was investigated under this dimension. It explicitly addressed the students' perceived English ability improvement by studying in their business programmes in English.

6.3.1 Quantitative analysis

Table 6.5 below, where the highest and the lowest values for each university are in bold, shows that the students at C-U (Mean=3.33, SD=0.91) had overly lower means than the J-U students (Mean=4.07, SD=0.78) and NL-U students (Mean=4.36, SD=0.80). This implied that the C-U students were *'undecided'* on average, while the other two universities chose *'little like me'*; thus, a more positive perception was discerned between the J-U and NL-U.

Table 6.5 F1 English improvement: Does this sound like you? "By studying in my programme (or major) in English, I believe my () has improved

	School					
	China		Japan		The Netherlands	
	Mean	SD	Mean	SD	Mean	SD
English ability	3.4	1.105	4.13	.778	4.39	.928
Listening ability	3.29	1.185	4.02	1.032	**4.27**	.991
Reading ability	**3.56**	1.086	**4.25**	.809	**4.52**	.809
Writing ability	3.23	1.158	4.21	.859	4.28	1.003
Speaking ability	**3.19**	1.187	**3.81**	.972	4.34	.972
F1 English improvement	3.33	.90967	4.07	.77900	4.36	.79896

Statistically compared, as shown below (Table 6.6), through one way-ANOVA on the F1 means, significant differences were demonstrated among the three universities, except between the Japanese and Dutch universities. This implied that all three universities' students were rated on the positive half of the scale (Five for *'this sounds a lot like me'*, one for *'not at all like me'*, while three for *'undecided'* in the middle); NL-U (M= 4.36, SD=0.80) students and J-U (Mean=4.07, SD=0.78) students felt significantly more positive than C-U students. While the C-U students (Mean=3,33, SD=0.91) were rated as undecided, the other two universities' students stayed above 4 on average. Furthermore, a comparison between the year groups, or the English level groups, indicated no significant difference between the year groups in the same university.

Table 6.6 One-way ANOVA ad-hoc output on F1 mean

Multiple Comparisons					
Scheffe					
Dependent Variable			Mean Difference (I-J)	Std.Error	Sig.
F1- English Improvement	China	Japan	-.73529*	0.12051	0.00
		Dutch	-1.02907*	0.0759	0.00
	Japan	Dutch	-0.29378	0.11983	0.05

**. The mean difference is significant at the 0.05 level.*

6.3.2 Qualitative analysis

The student interviews provided an in-depth picture of the students' perceived English improvement. To start with, the C-U, on the question *'Do you think your English skills have been improved and in what ways?'* although the interviewees on the whole eventually reached a Yes conclusion, there was a sense of hesitation and uncertainty. On one hand, almost all of the interviewees pointed out that their English had improved, with the evidence being that they had successfully passed the CETS (College English Tests) 4 and 6, which were one of the conditions to obtain a Bachelor's degree. Some interviewees specifically mentioned that they had passed those tests faster, or with higher scores, than their friends and peers who were not exposed to EMI or *"bilingual"* programmes in other universities. Holistically, the receptive skills of reading and listening were mentioned the most, as the interviewees believed that the much more exposure to English than other universities, where the language immersion style was not as strong as in this C-U, obviously increased the input. On the other hand, many of the interviewees did not feel the same way about speaking and writing. The reasons varied from not sufficient opportunities, that is the shortage of exposure, such as the writing class that was only once a week, not interested in the writing class, as it was not related to their particular major subjects, the persistent 'Chinese' mind in English writing, to not enough personal efforts.

However, there was a negative answer from a third-year student, whose elaboration on why her English skills did not see progress was entirely representative of similar comments from other interviewees regarding the limited progress in specific English skills. She claimed her English skills had deteriorated because of the lack of her English competency and three

external motivations, which were the exam pressure, the loose requirements from teachers and the too familiar Chinese language environment. According to her, due to her perceived low English competency, such as limited vocabulary and 'the deficiency in all English skills', she would not be able to absorb the English learning as desired. 'After all', she commented, 'my English base is not as solid as English major students'. She described the cycle, starting with the deficient English proficiency shared by this interviewee and other peers, like this:

> *[because of which] I had to make an effort to check up the words. Gradually it came to teachers' attention. And then teachers sent us [PPT slides or handouts] versions with Chinese translation or notes. [Because of this], I started to resort to the Chinese part and stopped checking up English. ...Nowadays I feel that my [English] intuition has become worse than before, or the exam time…I felt my English was always at my best when exams were approaching. (Student Luo, 13/05/2016)*

Notably, this interviewee stressed the adverse effects of the deprived exposure to an English environment on English progress. 'It, of course, must come from the frequent communication in English and the accumulation. [But] it never happened that in a dormitory I spoke English to you. It is impossible. We are so used to Chinese, so gradually the [English] language intuition [lost]'.

In contrast, the student interviewees from the J-U gave an affirmative to this question, with the proof being that their TOEIC score had increased annually. This also indicated a more positive response regarding the progress in their English skills, despite the fact that the language environment among the students was as homogenous as the C-U's. Additionally, the English proficiency difference among the J-U interviewees was relatively similar to, if not more drastic than, the difference among the C-U interviewees. However, such a claim was based only on the interviewees' spoken levels, as it was difficult to reach a correct judgment given that the test scores reported by two university informants were managed by different exam bodies and were difficult to be converted. Thus, excluding the similar factors, a correlation between the teachers' requirements, as mentioned above, and the exposure regarding students' perceived English progress was likely to be established. For example, an intermediate level student stated:

> *I believe everything. Because, in this program we have to use all of our English skills. For example we have today we did some presentation for everyone. I have to watch some CD*

with people, makes summary or something I gave some presentation today. So in this process, I have to use English skills in this kind of field, so in this program I have to use all of my English skills, and, actually my TOEIC score has been really improved. (Student S, 01/07/2016)

Another advanced level student explained her progress in writing, thanks to her teachers' feedback, as *'I love any business times and also my current teachers are checking my business reports and essays. And that is really helpful because I could see, because I could still see my grammar mistakes'*.

This interviewee's comments also suggested that she consistently received feedback from teachers, which should be considered a part of teachers' requirements and commitments. Another advanced level student echoed this, by saying *'we have to write a lot of report [and] essay. We have uh two personal essays and one group essay. And about the essay we have to... not just to submit it... We submit it once and then the teacher gave us comment and we rewrite it and submit it, comments, rewrite it. And we also have to do a presentation about my essay'.* At the end of the interview, this student expressed that the assignments in the ESP programme were too much, in that she had to work really hard to meet the deadlines. Despite the pressure, this particular interviewee highly approved of her progress. Such comments were not discerned among the C-U interviewees.

Regarding the interviews with NL-U students, an assertive yes was found in all eight interviewees. Such an affirmative answer, however, sometimes referred to general English skills, and sometimes it related to the academic or business content perspective, and most of the times it was discerned in both. For instance, the improvement in general English speaking skills was mentioned the most, with a common perception of the increased exposure brought by the English-speaking environment. A second-year interviewee described her increased awareness of different English accents like this:

And you know better to present better in English. You are more confident. And also I have a better understanding of accent now because people come from so many different places. I used to have German accent, and now I have British accent. I think that has definitely improved a lot over the years (Student F, 07/03/2017).

On the other hand, three of the interviewees showed different opinions of their English

skills while confirming the progress in their 'technical' language, namely academic-related skills. For instance, one interviewee implied that there seemed to be no improvement in English grammar. Another interviewee mentioned:

> *so because there's so many Germans and it is really hard to like forced to speak English to them I speak German a lot so I think like, from a purely English speaking prospective I think my skills went down a little, but from a business perspective of course vocabulary related like improved by like immense(ly). Yeah so I know like the business language pretty good English so I know all the words and into business contexts. But just normal English conversations that my skills like decreased, I would say it has decreased a little bit. (Student L, 10/03/2017)*

Similarly, another interview explicitly pointed out that his economic vocabulary had improved the most:

> *Improved in the, technical language if we can say that, the specific language for example because I mean my many base level of English did not improve so much as much as the vocabulary for example of economic vocabulary. I could not explain certain things in Italian if I would have to. I would rather explain them in English. I mean I learned economics in English. (Student Leo, 10/03/2017)*

More details regarding the academic related improvement will be discussed in the following factor report.

6.4 Perceived English ability in performing academic tasks

Factor two (F2), English ability in academic performance, was scrutinised under this dimension. It examined students' perceived English ability to accomplish academic tasks via English. As the questions tended to be more specific, the answers revealed more information, and the contrast between the schools was, thus, more striking.

6.4.1 Quantitative analysis

Holistically, one-way Anova (Table 6.7) was run on the F2 means to show a significant difference between the three universities, indicating that the students rated their English ability differently in various academic situations, with NL-U students (Mean=4.24, SD=0.54) being the highest, while C-U students were the lowest (Mean=2.56, SD=0.66), and J-U students were

in the middle (Mean=3.43, SD=0.63). A further one-way Anova on each sub question shows the same result, being significantly different between the three universities.

Table 6.7 One-way ANOVA output on F2 mean

Multiple Comparisons					
Scheffe					
Dependent Variable			Mean Difference (I-J)	Std.Error	Sig.
F2- English Ability in Performing Academic Tasks	China	Japan	-.86620*	0.08647	0.00
		Dutch	-1.67110*	0.05403	0.00
	Japan	Dutch	-.80490*	0.08617	0.0

**. The mean difference is significant at the 0.05 level.*

Below is a comparison of the perceived English ability in each academic task that gives a more precise picture (Table 6.8, highest and the lowest values for each university are in bold).

Table 6.8 F2 means of the three universities：On a scale of 1 to 5, how would you rate your English ability in performing the following tasks?

	China		Japan		The Netherlands	
	Mean	SD	Mean	SD	Mean	SD
Reading course materials	2.62	0.880	3.46	0.848	**4.46**	0.638
Taking notes from course textbooks	2.67	0.948	3.41	0.804	4.33	0.734
Doing course assignments	2.56	0.801	3.51	0.849	4.08	0.729
Listening to and understanding lectures in class	**2.80**	0.952	**3.85**	0.910	4.51	0.645
Taking notes during lectures	2.69	0.941	3.20	0.872	4.17	0.919
Dealing with instructions	2.57	0.860	3.56	0.866	4.41	0.645
Seeking information orally	2.54	0.925	3.31	0.886	4.26	0.745
Giving information orally	2.40	0.912	**3.11**	0.950	4.14	0.718
Making formal oral presentation	2.50	1.007	3.33	0.933	4.18	0.740
Participating in class discussions	2.64	0.993	3.70	0.889	4.18	0.738
Writing academic papers	**2.21**	0.981	3.26	1.063	**3.87**	0.815

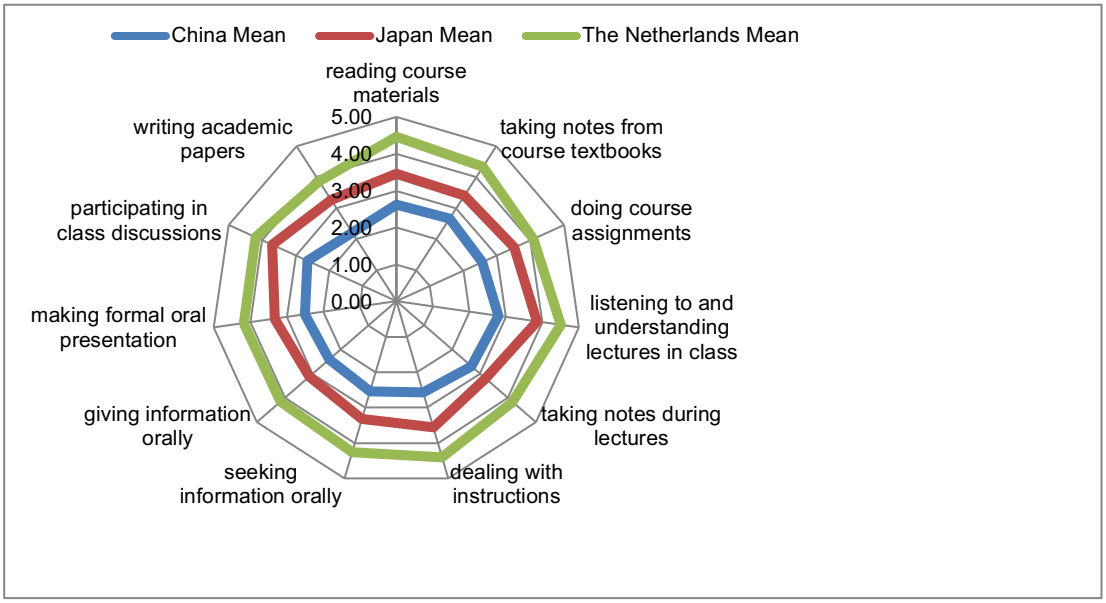

Figure 6.1 On a scale of 1 to 5, how would you rate your English ability in performing the following tasks?

Based on the means of each sub-question, it can be seen that NL-U students rated higher than 4 in all questions, with the most outstanding rate being on listening. The J-U students rated '*doing course assignments*', '*listening to and understanding lectures in class*' and '*participating in class discussion*' the highest, near 4. Such a high rating might have to do with the fact that the students had to make consistent efforts in these aspects, as both the language support teachers and the curriculum specifically demanded students to participate in group discussions, which was the major form of the class organisation, as well as to submit a writing summary on each topic of their discussion. In the case of NL-U, tutorials, in which the students did the majority of the talking, formed the primary class organisation.

However, the curriculum design and class organisation were relatively traditional in the case of the C-U, in that the teachers did the most of the talking. Consequently, the C-U students rated *'giving information orally'* and *'writing academic papers*' the lowest. The possible underlying reasons could be, firstly, and which was probably the ultimate reason, the curriculum and teaching approach in the C-U bore the distinctive characteristic of bilingual education and, thus, the students were not given enough opportunities to talk in the class, especially in their content classes. Furthermore, unlike the J-U, in which the language support (ESP) teachers were all native speakers and, thus, the 'English only' rule had to be strictly

followed in order to communicate with the teachers, nearly all of the language support teachers and content teachers were native Chinese speakers, rendering a tolerant or compromised linguistic environment allowing Chinese to be spoken. Such a difference between the two universities was also seen in the classroom observations and the student interviews. In the C-U, all of the language support related classes were conducted in English with occasional group discussions or student presentations, whilst the one content class was entirely in Chinese. On the contrary, there was either native-speaking or Japanese-speaking content teachers in the J-U case, and all of the teachers used English as the instruction language.

However, on the other hand, the students from the J-U and the C-U also rated themselves similarly in certain academic tasks, which basically fell into three categories: reading (*'reading course materials'*), taking notes ('*taking notes during lectures'* and '*taking notes from course textbooks'*) and oral expression ('*giving information orally'* and '*seeking information orally'*). Such similarity could possibly be explored from the following two perspectives: western and eastern learning styles, and Cross-Linguistic Influence (CLI). In relation to the learning styles, while C-U students had reading materials in both English and Chinese options, which limited their exposure to English, the J-U students had less reading intake than NL-U students. It was evident that NL-U students had to read and prepare enormously before going to tutorials where the teachers functioned as a facilitator and the students had to lead the discussion. Regarding the note-taking and oral expression, the longer typological distance between English and the Asian languages than between English and the Latin script, might propose a greater challenge for Asian students in switching between English and their native languages fluently. Language typology distance is regarded as one of the key factors in language acquisition (De Angelis, 2007, p. 22).

6.4.2 Qualitative analysis

On the side of the qualitative data, in answering the interview question *'what language do you use while you are doing your independent study, such as taking notes and discussion with your classmates out of the classroom?'* the majority of the C-U interviewees answered that they used Chinese in the cognitive process of the materials and discussions with others, and 'English

terminology in English first, and then followed by the explanation for the sake of my understanding in Chinese' during the note-taking process. This was the same in the answers from the J-U students. However, as both the Chinese and the J-U interviewees confessed that they used their native language outside of the classroom, two interviewees did indicate that they preferred to use English for certain terminologies, as the business they were learning was from the 'west'. On the contrary, the NL-U interviewees indicated that they used English in note taking and discussions in most cases and some of them particularly stated that they were more used to English than their native language. Nearly half of the student interviewees explicitly stated that they would consider their own language, while describing specific business terminologies, as being strange and more difficult to understand than English. As a third-year student put it: 'I could not explain certain things in Italian if I would have to. I would rather explain them in English. I mean I learned economics in English'.

Thus far, the ratings on factor one and factor two concerning the perceived English ability from the three universities' students showed a similar and correlated pattern. The three universities' students rated their perceived English ability significantly different, with NL-U students being at the highest end of the continuum and C-U students being at the other end. This was also the case for the students' perceived English ability in performing academic tasks. Regarding the perceived English improvement, however, both the Dutch and Japanese universities' students gave positive responses that were significantly different to the C-U students. In the following sections, both the quantitative and qualitative findings will be reported from the perspectives of perceived purposes, benefits and obstacles, and will extend beyond the linguistic (English) aspect.

6.5 EMI purposes

Factor three (F3) elaborates students' purposes for studying within EMI programmes. The comparison between the three universities continues to be striking.

6.5.1 Quantitative analysis

Five specific reasons were extracted through EFA. One-way ANOVA was run on the means of the three universities (Table 6.9) and it indicated that there was a significant difference between the three universities, except between the two Asian countries. That is, NL-U students (M=4.27, SD=1.002) showed a more positive and more explicit purpose than the Japanese (M=3.39, SD=0.763) and the C-U (M=3.19, SD=1.002) students, which was also reflected in the individual sub-question means of each university (Table 6.10, where the two highest values for each university are in bold).

Table 6.9 X One-way ANOVA output on F3 means

Multiple Comparisons					
Scheffe					
Dependent Variable			Mean Difference (I-J)	Std.Error	Sig.
F3-EMI Purposes	China	Japan	-0.19283	0.11419	0.241
		Dutch	-1.08118*	0.07137	0.00
	Japan	Dutch	-.88835*	0.11365	0.00

**. The mean difference is significant at the 0.05 level.*

Table 6.10 F3 means of the three universities: Does this sound like you? "By learning business through EMI, I am trying to…

	China		Japan		The Netherlands	
	Mean	SD	Mean	SD	Mean	SD
Communicate with international students in my department (or university in general)	3.04	1.309	3.16	1.214	4.41	4.41
Access international publications	3.12	1.205	3.41	1.086	3.97	3.97
Enhance my career advantages	**3.58**	**1.162**	**3.59**	**0.931**	**4.64**	**4.64**
Prepare myself to work in an international setting	**3.45**	**1.192**	**3.79**	**0.839**	**4.71**	**4.71**
Participate in international conferences	2.77	1.309	2.97	1.248	3.64	3.64

Statistically, it seemed that NL-U students demonstrated a better understanding of why they were learning business through English and a more explicit goal that was connected to future use, whereas the EMI students in the Japanese and Chinese universities showed a less

clear connection. Specifically, among each case university the students tended to rate *'enhance my career advantages'* and *'prepare myself to work in an international setting'* more positively than the other purposes, possibly implying the students' awareness of the role that English plays in bridging them to a prosperous career, which is associated with being competitive and international. On the other hand, the lowest rating in each case university generally came from *'participate in international conferences'*, which might have to do with the fact that those undergraduates were at too early a stage to consider academics at the research and post-graduate level.

6.5.2 Qualitative analysis

From the qualitative perspective, the interviews with the students regarding *'Why did you choose to study your major in English?' 'Why did you choose this particular university to study your major?' 'Were you aware that this program was taught in English/bilingual?' 'Was English one of your criterion or requirements while choosing a college?'* and questions alike echoed the significant difference between the Dutch and the two Asian university students. Furthermore, the interview responses unfolded a multifaceted picture of the students' expectations on choosing or starting the EMI programme. The NL-U interviewees expressed their criterion and goals in choosing EMI for the form of their college education in a precise and assertive way, in that they had thoroughly considered before reaching a firm decision. Holistically, most of the interviewees listed their standards in choosing a university, of which the common ones were, firstly, the (business) programme ranking, and that English must be the instruction language. For instance, a third-year student explained that English was a necessity for him to go and work around the globe:

> *Yeah, it [English] was the top of the criteria. Okay let's study in English and let's decide afterwards what to study. Top was English and then, it's interesting economy, so let's go to economics. English is a necessity that I have to study English, so. [Why? Can you explain more about it? Why English is your top?] Because it's the lingua franca of the world and it's a particular for, Europe, like some parts of Asia and America obviously. It's the language you have to know the business to do, and to work. I mean because I like not to stay in the Europe, still go around yeah, so probably English is a necessity for me. (Student Leo, 10/03/2017)*

The rest of the NL-U interviewees expressed a similar idea, in that English, as a lingua franca nowadays, enabled them to work in an international setting and empowered them to become more competitive in the global market, which corresponded with the Factor 3 in the questionnaire results. Notably, another third-year interviewee directly related the importance of studying business in English to his own enterprise.

> *The [university] ranking was really high and I really liked the aspect that it was all in English. And before I studied when I went to study, uh I set up my own company so imported clothing from Canada because my mom lived there for, seven years. And my grandpa immigrated to Canada but she really emigrated. And that's why I thought it would be a nice asset to, improve my English more…I think the international aspect was really important could also be in, could been in other language but since English is, right now as lingua franca, so I chose that one. (Student J, 08/03/2017)*

Regarding the J-U, all of the interviewees showed a strong desire to improve their English through EMI, as they assumed that their English was not sufficient enough. However, the motivation, whenever mentioned in the interview, behind the perceived importance of English seemed to result from two aspects. On one hand, for those with only domestic living and education experience, excellent English can bring them overseas for the next level of study in the future. An intermediate level student put it very directly: 'before entering in this university, I wanted to study abroad, so I wanted to improve my English skills. I am interested in business, so I tried to find an effective way to study business and improve my English skills, so [I chose this program at this university]'. On the other hand, two interviewees with overseas living and studying experience (one in China and one in the U.S.) both suggested an international perspective or international related subjects they would like to avail of through this particular programme at this university. For instance, the advanced level interviewee who had prior education experience in the U.S. explained why she chose this business programme and the university:

> *Yes at first I didn't want to study English. I didn't want to study only English, grammars, (but I wanted to study) something in English and, so I chose learning global (business) using English…Because I came back to Japan in the third year in junior school. So like in Japan there are not lot of place(s) doing English. So I want to encourage, I want to keep my English. So I want to take class, to keep my skills of English… I think I want English*

content and it is because, I think still thinking about going to the global, in the future I want go international and meet people. I don't want to stay in Japan because if I stay I will only have the Japanese view. But I want to have many view(s) from other countries when you have. (Student M, 01/07/2016)

In the case of the other interviewee, who spent her childhood and high school years in China, although it turned out that she had not figured out that the programme in this university that she particularly wanted to join was instructed in English, that is English was not her top consideration, she indeed emphasised the positive correlation between a prosperous career with international subjects and business studies in particular.

Regarding the C-U interviewees, there was a distinct division among the Chinese interviewees in relation to the choice of university and the program. On one hand, two interviewees explained that they chose this particular university because of its well-known reputation as a language (foreign studies) university and for its long tradition of cultivating talents in various foreign languages. As a result, those students were willing to be reassigned majors as long as this university could admit them. Thus, strong academic strength in English was their purpose. For instance, one interviewee considered English as the plus benefit when considering universities at a similar level, and he was willing to compromise, in that the quality of the business programme in this university might not be as good as in other universities. On the other hand, other interviewees mentioned that they had not come to this university for the sake of bilingual education or English as the core strength that the university boasted of. They chose the university only because their entrance exam scores happened to match the level of this university and the conditions required by the business programmes they wanted to study. Alternatively, in other circumstances, this programme or this C-U was not their first or top choice, and they ended up having no other option as their National College Entrance Exam scores were inadequate for their top choice(s). Hence, in their case, English was not their priority. For instance, one interviewee said he had wanted to study the Russian language, but his scores were not high enough, while the other wanted to study Japanese in the first place. Compared with the Dutch and J-U interviewees, it seemed that, due to the highly competitive National College Entrance Exam system and restrictive school application system, that is only

one school to consider at one round of the selection, in most cases, Chinese high school students end up being chosen by universities. Furthermore, two interviewees mentioned it was their parents' decision to choose the programme and the university, indicating the parent pressure that, generally, Asian students face (Li *et al.*, 2017). Such external restrictions might be one of the reasons the questionnaire participants in the C-U showed more uncertainties in terms of the college choice and programme motivation.

Additionally, the NL-U students, on the other hand, seemed to have much greater freedom in choosing among the colleges, in terms of the number of programmes and universities offering EMI and the English requirement for college entry. Several NL-U interviewees mentioned they had many universities in Europe that offered EMI programmes, while one Japanese interviewee mentioned she did not have too much space to choose after filtering her school list with her academic interests in the field of international business. When asked about how to show one's English proficiency to get accepted, all of the NL-U interviewees stated that they did not have to take an English test and just submitted their English grades from previous high school years. As one interviewee explained, it was because the English education and assessment in her country (Europe) were consistent and compatible throughout Europe and, thus, reliable. However, several J-U interviewees informed that they had to submit TOEIC scores on top of their academic performance. In comparison, the C-U students had an even more limited choice.

In conclusion, concerning the factor 3, EMI purpose (F3), the questionnaire data showed a significant difference between the NL-U students and two Asian university students regarding their attitudes towards the EMI purpose. The interview data alluded that, although the motivation and external circumstances differed among the three cases, English was regarded as an essential factor, as reckoned by nearly all of the interviewees, either during the university selection process or after they enrolled in the programme. For the interviewees for whom such realisation was prompted after their enrolment, English as the purpose of studying in the EMI programme should be, strictly speaking, treated as an EMI benefit, which will be discussed in detail in the following section.

6.6 EMI benefits

This section draws on students' perceived benefits, which is one of the most researched aspects of EMI, as mentioned in previous section 2.5 (p. 34)

6.6.1 Quantitative analysis

One single choice question (Q9) and a rating scale question (Q10) were analysed to investigate this theme. Firstly, the single choice question revealed a general picture (Table 6.11). The chi-square test indicated that the distribution of responses was significantly different among the three universities, X^2 (6, N = 559) = 110.594, p <0.05, implying diversified and significantly different perceptions.

Table 6.11 Q9 Do you think learning the business programme in English is beneficial to you?

Q9	**C-U** N **(%)**	**J-U** N **(%)**	**NL-U** N **(%)**
I am not sure	33 (13.5)	0	0
To some extent	50 (20.5)	7 (11.7)	7 (2.7)
No	8 (3.3)	0	1 (0.4)
Yes	153 (62.7)	53 (88.3)	247 (96.9)

The table above indicates that the NL-U students had the most positive response and the C-U students had the least positive perception. Furthermore, the rest of the choices of the C-U students were *'I am not sure'* or *'to some extent',* rather than a definite *'no'*, which might imply hesitation or confusion in defining *'benefits'*. Overall, the majority of the students in each university proved that EMI was beneficial.

The factor 4, EMI purpose (F4), including four Likert-scale questions extracted through EFA, gave more information on the students' perceived benefits from four specific aspects. According to the F4 means and means of each sub-question (Table 6.12, where the highest and the lowest values for each university are in bold), NL-U showed a more positive perception (Mean=3.61, SD=0.80) than the other two universities, while J-U (Mean=3.61, SD=0.80)

showed higher than C-U (Mean=3.53, SD=0.835). Interestingly, the highest mean of the sub-questions among the three universities all fell on *'motivates me',* while the lowest all fell on *'makes problem-solving easier'*. These findings indicated that there was a less positive recognition of EMI making problem solving easier.

Table 6.12 F4 means of the three universities: Does this sound like you? "I think EMI is beneficial to me because it"...

	China		Japan		The Netherlands	
	Mean	SD	Mean	SD	Mean	SD
Makes the lesson more interesting	3.23	1.10	3.70	1.01	3.79	0.96
Motivates me	**3.54**	**1.07**	**3.75**	0.94	**3.85**	0.96
Makes the concepts easier to understand	3.12	1.20	3.38	1.17	3.44	1.03
Makes problem-solving easier	**2.95**	1.20	**3.25**	1.04	**3.36**	0.996
F4 EMI Benefits	3.20	0.93	3.53	0.84	3.61	0.80

Furthermore, the one-way ANOVA on the means of the three universities (Table 6.13) was run and it indicated that there were significant differences among the three, except between the Japanese and Dutch universities. In considering the means and the above-mentioned single choice Q9 responses, a conclusion can be made that the Dutch and J-U students showed a more positive perception than the C-U students.

Table 6.13 One-way ANOVA output on the F4 mean

Multiple Comparisons					
Scheffe					
Dependent Variable			Mean Difference (I-J)	Std.Error	Sig.
F4-EMI Benefits	China	Japan	-.32789*	0.12396	0.031
		Dutch	-.41125*	0.07799	0
	Japan	Dutch	-0.08335	0.12286	0.794

**. The mean difference is significant at the 0.05 level.*

6.6.2 Qualitative analysis

On the quantitative side, holistically speaking, the three universities' students tended to

rate *'EMI motivates me'* higher than the rest of the situations, whose implication can be as broad as *"motivate me to learn English, or the content, or both, in general"*. Interestingly, the responses of *'neutral'* assumingly, in each university, came from *'makes problem-solving easier'*. This suggested that the students reserved their doubt on this point. In addition, originally, there was an assumption that the students in different years (year 2 and year 3) might have different perceptions regarding the benefits, due to the EMI exposure duration, as well as the English proficiencies. However, the t-test between year 2 and year 3 (advanced level and intermediate level in the case of the J-U) showed that there was no significant difference in EMI benefits' perception in the different years (levels).

From the qualitative perspective, the students' interviews depicted more nuanced and multi-faceted EMI benefits upon responding to *'what benefits, from a student'*s perspective, that you think you have received from this program that is taught in English?' Principally, the interviewees perceived the EMI benefits from three categories: English improvement, content learning and a bigger picture, such as a more internationalised worldview and better preparation for a competitive job. It is worth mentioning that the way the student interviewees reflected on EMI benefits had an inextricable connection to their perceived English ability and expectations from the EMI programme.

Firstly, starting with the NL-U that showed the most positive approval of EMI, as well as the improved English skills and academic writing in particular, such aspects as studying in an international group, successful internship because of English as an edge, satisfied internship experience and potential job opportunities in a broader world were put forward by the interviewees. For instance, the interviewee who set up the importing business between the Netherlands and Canada and saw English as a critical factor in the previous EMI purpose section stressed his liking of an international mix:

> *because it is international and it is in English. It attracts a lot of international students, uh, and you can also see that if you look at the figures like there's more, people from outside of the Netherlands than there are from inside in the [school name]. Um I really like that personally, so yes that's really good. (Student J, 08/03/2017)*

Another interviewee who believed that English was a lingua franca which enabled him to

work in different countries showed great confidence that was gained from his programme:

> *The benefits of being able to adapt, different countries or a possible working life in the economic world and consulting world, Everything on where I can I can going to be able to present and be able to write and be able to teach and be able to, and able to do everything in English and () information. It's, we the possibility of turning around usually different, or into connecting more countries even more globalised cities of the world. (Student Leo, 10/03/2017)*

It is worth mentioning that two interviewees specifically mentioned that, because of studying and working with people from around the world, their awareness of different accents and different usage of English because of different linguistic and cultural contexts was enhanced and sharpened, that is the interviewees learned to put themselves in others' shoes and adapt their English accordingly for the sake of clear communication. For instance, a third-year exchange student from Singapore explained her point in detail:

> *Um I think especially in UM I think what's interesting is that you work with people from different nationalities so sometimes people have different grasp of English but the fact that everyone studying English, you either learn what it means to maybe a French person than you say this but like, maybe does not translate well so you kind of learn how to say it in English but in a different way that they would understand which is similar in Singapore when you work with the exchange students in work at some of the international students, you have because although you speak the same language but then just have to find a different way to explain yeah then now I know like okay if you know if you're Indian there's something you know maybe this would be a better way to do to explain yeah so we suppose, at the same language or at least there's no miscommunication that was really interesting. (Student A, 09/03/2017)*

Therefore, it seemed that the Dutch student interviewees were able to benefit from the diversified cultures that the programme presented and prosperous job opportunities with their improved English skills. The J-U interviewees, on the other hand, gave the impression that the EMI programme helped them to be ready to embark on their following academic or career journey that would be more multi-cultural and more challenging. Overall, the interviewees showed satisfaction towards their programme. In relation to English skill, all of the interviewees confirmed their progress. Notably, one interviewee further mentioned that what had improved along with her English ability was her understanding of the western society in general and the academic requirements in western universities in particular. She gave credit to the EAP module

that was specifically implemented to prepare students to transit to their overseas study.

> *I want to study abroad for one year, so this lesson is very good for me to prepare all that, and this programme gives me a clear image of western style and study. This EAP has three lesson(s) one week, so I had a lot of chance to listening in English, speaking in English, read in English. And I have a chance to force me to do something in English. (Student B, 29/06/2016)*

In addition, two other interviewees mentioned how they enhanced their communication skills and made friends through the group project, which was the most frequent form of class organisation within their EMI programme. One said:

> *In our course, we have many (small) groups. Still as you see in our ESP class, like we are doing the projects. So by that we maybe have better connection, better connect communication skills in a group, so I think there are advantages like this communication skills other than English as well. (Student G, 01/07/2016)*

Moreover, the other interviewee associated making friends with peers' motivation in improving English, by commenting: 'first, they improve my English skills, so we can make some friends, we can keep in touch out of class. In this class, there are many students that have many desire to improve their skills. So I benefit.'

Interestingly, among the very few comments on the drawbacks, disadvantages or dissatisfaction of the EMI programme, the interviewees also emphasised the group project, which, according to the interviewees, reduced students' self-independence in their study. One said: 'they tend to have group projects, so they tend not to have individual growth. I think in this business course, so many people are depending on others, so they are not as independent'. Another interviewee mentioned that too much group work was time-consuming on top of too many assignments and deadlines. Such a drawback was not found with the Dutch student interviewees.

When it came to the C-U, the interviewees showed both positive and negative opinions, which corresponded to the survey result that there was a significant difference between C-U students and the other two universities' students concerning their perceived EMI benefits. In relation to the perceived benefits and advantages, some mentioned that the good quality of English classes and encouraging English learning atmosphere improved their English skills.

Some mentioned that EMI helped them to better understand their content, especially the terminology, concepts and principles, which are created by the west. This finding echoed the survey on *'makes concepts easier to understand'*. As a result, some interviewees mentioned that it helped their career prospects, particularly when it came to working in foreign enterprises, while others emphasised the enhanced academic performance. Regarding career prospects, an interviewee described that, thanks to the experience of learning economics in English, she had a better chance during her internship application, as she was able to demonstrate her knowledge and skills in English. This interviewee made such a comparison:

> *My main goal in the future is to secure a good job, and I am personally not very keen on studying itself. And I believe English gives me such edge based on my working experience. For instance, in the internship application, you have a much bigger advantage if your academic background is okay and your English level is CET 4 or 6, than students from STEM (Science, Technology, Engineering and Mathematics) oriented colleges. It is because even though their academic background might be stronger, their English, especially speaking skills, was not good enough. It was quite hard for those students to pass CET 4 or 6 while in our school we got more opportunities and resources to practise. (Student Yue, 23/05/2016)*

As for enhanced academic performance, one interviewee mentioned that she was trying to read more English articles in the Financial Times, an authoritative journal in her academic field, with the purpose of continuing in academia later. She further indicated that usage of English was inevitable when a person was doing research that required going through foreign (English) articles and communicating with others (in that particular academic field) in the future. She was also the only interviewee across the three universities that echoed the survey on *'access international publications'* under the EMI purpose factor.

Additionally, similar to some Japanese student interviewee's comments on an inspiring introduction to western society and learning style, one C-U interviewee also commented on the different learning culture she was exposed to through the EMI programme. To support her argument that there were more opportunities to interact with people of other nationalities (because of an international language atmosphere in this university) and encounter different mind-sets and cultures, which inspired her reflection on what ideal education should be, she shared two anecdotes of her Irish English teacher. According to her, this English teacher

encouraged students to work on what they could relate to. So, once to introduce foreigners' life philosophy, the teacher asked students to get drunk and write an essay to describe what being drunk would feel like. The other time was that the teacher was seriously warning the students to be careful about plagiarism, as he was zero tolerant of cheating of any kind. This impacted on the interviewee a lot, and she admired such a kind of learning attitude.

On the disadvantage side, however, the C-U interviewees seemed to express more problems with the EMI programme. The interviewees' dissatisfaction came from three main aspects: loosely integrated English and Chinese, the content itself, including the teaching materials, and teachers. One of the interviewees' comments might be able to describe how these three aspects inter-influenced each other:

> *I was on an exchange program at the University of Hong Kong and I saw their class. The whole class was entirely in English, including classes by Chinese teacher. He used English throughout the whole class, might be mixed with several sentences in Chinese. But the point is Chinese was the tiny fragment, not the other way around. Then their PPT, including the learning materials, were all in English. In this case, you have to think, to learn and to ask in English. But here, it feels like English is the additional. Teachers would don't mind if you use Chinese to ask or do something. It feels like there is no enforcement of using English, and thus you don't have the environment. (Student Jiao, 13/05/2016)*

This interviewee further reflected that such a situation of being left behind might be to do with the local economical development in Xi'an. Apparently, it was not as advanced as Hong Kong and some east south parts of China where the English education was more progressive.

Some interviewees mainly focused on individual aspects. As far as the loosely integrated English and Chinese was concerned, two interviewees suggested that the English classes they had, that is the English language support, were quite separated from and disconnected to their major subject (content) classes. As a result, they sometimes found what they had acquired from the English classes could hardly turn out to be helpful to their subject (content) study. With the content teaching, several interviewees hoped that more English could be used in the classroom engagement and teaching materials of any kind, as they desired a programme with more English as the instruction language. Regarding the teachers, one interviewee, for instance, showed his disappointment in the teachers' class organisation. He hoped that teachers could put more

English in his classes, as there was too little English appearing in the class. More efforts should be made to integrate English and Chinese if English only is not possible. Other interviewees, on the other hand, pointed out their teachers' English deficiencies, which significantly influenced the class quality. More comments on students' perceived teachers' English proficiency will be reported in the following section of factor 5 EMI obstacles.

To summarise, this section presented the quantitative survey results regarding the students' perceived EMI benefits and advantages, and drawbacks and disadvantages if there were any. The quantitative data set included a single choice question regarding whether the students thought the EMI programme was beneficial, and the results showed a significant difference in the three universities' students' choices, with the J-U having the highest positive answer, while the C-U had the lowest. Furthermore, the main part of the quantitative findings came from the fourth factor EMI benefits, whose results suggested that there was a significant difference in students' perceived benefits between the C-U students and other two universities' students. The qualitative interviews further revealed that the students among the three universities believed the EMI programme was beneficial regarding improved English skills, enhanced academic performance, increased awareness to different cultures, societies and learning styles, as well as broadened career prospects. Furthermore, the C-U interviewees showed their concerns and dissatisfaction that seemed to be more problematic and impacting than the other two universities' interviewees.

6.7 EMI obstacles

This section unfolds the fifth factor, EMI obstacles (F5), focusing on the linguistic aspect, that students perceived in the conducting of the EMI programmes.

6.7.1 Quantitative analysis

Holistically, one way-ANOVA was run on the F5 means and Table 6.14 below shows there was a significant difference between the NL-U and the two Asian universities. From the eleven sub-questions extracted from the EFA (Table 6.15), it can be seen that the NL-U

students (Mean=2.0, SD=0.75) showed much fewer concerns about EMI obstacles and challenges than the Japanese (Mean=3.37, SD=0.825) and the Chinese (Mean=3.40, SD=0.63) universities' students.

Table 6.14 One-way ANOVA output on the F5 mean

Multiple Comparisons					
Scheffe					
Dependent Variable			Mean Difference (I-J)	Std.Error	Sig.
F5-EMI Obstacles	China	Japan	-0.02757	0.10202	0.964
		Dutch	-1.39987*	0.06509	0
	Japan	Dutch	-1.37229*	0.10057	0

**. The mean difference is significant at the 0.05 level.*

Statistically, Table 15 below, where the highest and the lowest values for each university are in bold, shows that the NL-U students responded *'quite easy'* 2, while the other two universities' students responded *'not easy not difficult'* 3. For the NL-U students, *'pronounce words properly'* seemed more difficult than other tasks, while the J-U students perceived *'deal with the assignments, tests and exams'* as more difficult. The C-U students believed *'explain clearly'* was more challenging.

Table 6.15 F5 means of the three universities: When learning through EMI, how difficult (from 'very easy' 1 to 'very difficult' 5) do you find it to…

	China		Japan		The Netherlands	
	Mean	SD	Mean	SD	Mean	SD
Preview Lessons	3.38	0.918	**3.11**	0.889	1.98	0.896
Know the subject vocabulary in English	3.29	0.866	3.24	1.097	2.16	0.949
Pronounce words properly	**2.99**	**1.124**	**3.11**	1.253	**2.28**	1.018
Link sentences when you are speaking	3.28	0.908	3.33	1.100	2.03	0.990
Translating your subject knowledge into English	3.62	0.951	3.57	1.095	2.09	1.034
Speak fluently	3.46	1.014	3.63	1.248	1.97	1.064
Explain clearly	**3.64**	**0.891**	3.56	1.177	2.20	1.064
Study the textbooks and related course materials	3.40	0.944	3.25	1.052	1.74	0.878
Deal with the assignments, tests and exams	3.48	0.961	**3.73**	1.071	1.86	0.909
Do the individual or group presentations	3.23	0.881	3.42	1.046	1.91	0.992
Communicate with peers and faculty of other linguistic backgrounds	3.58	0.872	3.21	1.082	**1.72**	**0.877**
F5 EMI Obstacles	3.39	0.63	3.37	0.83	2.0	0.75

The radar diagram below (Figure 6.2) illustrates a more vivid picture of the students' perceived EMI linguistic obstacles and challenges. It was quite clear that the Japanese and Chinese universities' students shared lots of perceived obstacles. This finding is interesting, because, on previous factors, such as F1 perceived English improvement and F2 perceived English ability in performing academic tasks, significant differences were found between the Japanese and the C-U students, which, however, did not result in a significant difference in perceived obstacles, that is the J-U students did not perceive EMI obstacles less than the C-U students did. One plausible explanation could be, as previously discussed, that the EMI programme in the J-U case was much more demanding and challenging than the one in the C-U case. Therefore, the J-U students faced more obstacles and challenges in order to meet the requirement.

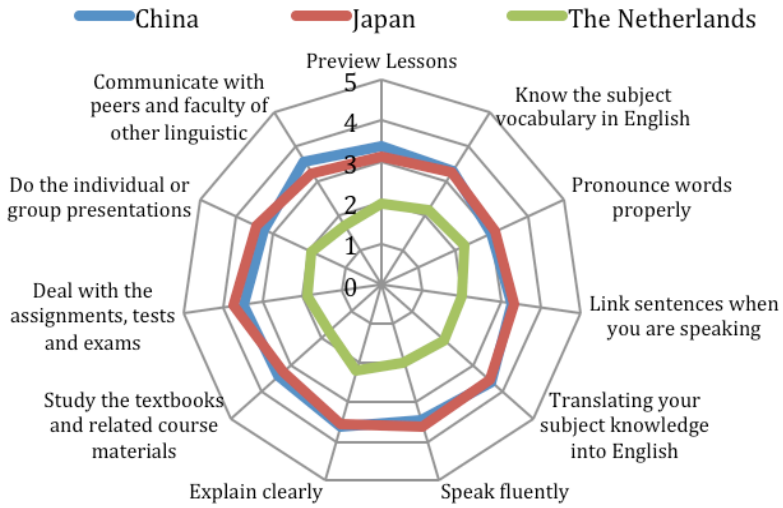

Figure 6.2 Q11: When learning through EMI, how difficult do you find it to…

6.7.2 Qualitative analysis

The qualitative data further suggested that the NL-U students' English capability was sufficient enough to be part of the study toolkit to conduct their major subjects' study, while the Chinese and Japanese universities' students seemed to struggle and had to make separate, concrete and consistent efforts to improve their English skills, as well as the content study.

Firstly, the classroom observation reflected that the NL-U students were fluent in their presentation and group discussion, while the group discussion in the J-U ESP class showed a phenomena of students resorting to their previously prepared notes and teachers' occasional language assistance. In contrast, although the chance to observe students' academic performance was quite limited in the C-U, due to its traditional teaching approach, the linguistic obstacles were quite obvious when the observation chance arose. For instance, during a five minutes' individual presentation, one student encountered grammar mistakes, unnecessary stops in the sentence flow and one or two ambiguities in her expression.

Secondly, the interviews offered more details when the language obstacles came to individual situations and specific contexts. Upon the question *'are there any language related problems that prevent you from performing better in your academic study?'* all of the NL-U interviewees expressed that they would not be bothered, thanks to their sufficient English. Aspects such as speaking and vocabulary might be difficult in their freshman year, but,

eventually, their language proficiency would not get in the way as students progressed into the second year and more. One interviewee might have provided a representative explanation:

> *Well I don't think that's really an issue now because I feel like my English is at a point now I don't have these berries any more. But then for my first year um, of course it's more scary to speak when you have to speak not in your native language that you don't really know then again I think a lot of people had that issue and was a lot of attention going in that direction as well. We know it is not our first language, but try it, so and also reading I had to look up a lot of words. So I still sometimes have to look up some words I don't know so yeah I think speaking and then also reading trying to understand, what's exactly in the book, as the main thing but, it's less now than it was my first year. (Student L, 09/03/2017)*

In the case of the J-U interviewees, there were various obstacles for different individuals. Some mentioned vocabulary, as they had so many required readings and textbooks, while others mentioned speaking. For instance, an interviewee described a strong peer pressure she was under due to the fact she had just transferred to the advanced level class with her qualifying TOIEC scores, and her speaking was behind in adapting to a more challenging study level of difficulty. Worth mentioning is that one advanced level interviewee described how she was sometimes confronted with different English accents. The context of different accents was the ESP programme in the J-U that invited speakers from various backgrounds. Once the interviewee had found it quite tricky to get her ears familiar with Bangladesh English. Thus, she found that different English accents might present a challenge in her study sometimes. However, she concluded 'but I like it, (because) it is not that difficult [eventually], it can be a preventable thing but still like to hear this different cultural accents'.

Similarly, the C-U interviewees reported a range of language related- problems. However, it has to be considered that the J-U interviewees were conducting a complete EMI programme, while the Chinese students were receiving bilingual or with insufficient English, integration. Vocabulary seemed to be the most mentioned obstacle, which could lead to demotivation in some cases. Some interviewees faced limited vocabulary that slowed down their studies, such as reading textbooks and related course materials. Therefore, their strategy was to read the Chinese version first and then go back to English, trying to match the specific terminology and concepts in English. One interviewee mentioned that it was even worse if the textbooks were translated from the English original to a Chinese version with English notes and a vocabulary list. This was

because, as he further explained, there was asymmetry in the meaning of the translation between the two languages. The result was that the concepts and meanings of business subjects were very obscure in reading the Chinese translation, and it was also tough to recall and match those concepts in reading any English materials later. Listening was another obstacle by some interviewees, not only the English, but also the strong accent of the English spoken by Chinese teachers.

To conclude the factor five EMI obstacles, the NL-U student interviewees showed much fewer concerns than the other two universities' student interviewees. The Japanese and the Chinese universities' interviewees shared the same obstacles, but in different learning contexts with different degrees of English integration. The obstacles mentioned by the two Asian universities' interviewees echoed the quantitative survey on factor five especially, such as *'know the subject in vocabulary', 'translating your subject knowledge into English', 'speak fluently' and 'explain clearly',* etc. Finally, three university interviewees did share a common perception, in that vocabulary was a persistent challenge and things became less frustrating in progressing to a higher year level with the increased familiarity with the EMI programme.

6.8 Student' perceived teachers' English proficiencies

It is understandable that the degree to which the students perceived EMI as benefits is undoubtedly related to their perceived satisfaction. There were many factors that could contribute to students' satisfaction. As well as the factor four EMI benefits and satisfaction, this section particularly deals with students' perceived teachers' English proficiency. To separately report it here is because students' perceptions of teachers' English proficiency is one of the most discussed and debated topics in the category of students' perceptions in EMI research. This is also because the reporting on students' perceived teachers' English proficiency will be compared in the following chapter on teachers' perceived students' English proficiency, included in teachers' EMI perceptions. The contrast is expected to spark fascinating discussion. To explore this aspect, one single choice question *'do you think that all teachers are capable of teaching your programme through English?'* was asked in the questionnaire. Also, the same question was proposed in the qualitative interviews.

6.8.1 Quantitative analysis

Statistically, the chi-square test was performed (Table 6.16 below), and it showed a significant difference in the response distribution among the three universities, X^2 (6, N = 540) = 99.582, p <0.05. Individually, the majority of the Japanese (83%) students gave a decisive *'yes',* while half of the NL-U students cast *'yes'* (50%) with a proportion of 39% on *'no'*, a percentage worthy of attention. On the other hand, less than one-third of the C-U students gave a positive answer. The highest percentage (42%) went to the negative answer, with 25% on *'would rather not to comment'*, a choice suggesting a reserved opinion. In other words, the majority of C-U students did not approve of their teachers' English proficiency.

Table 6.16 Q12. Do you think that all teachers are capable of teaching in EMI?

Q12	**C-U** N **(%)**	**J-U** N **(%)**	**NL-U** N **(%)**
Comment	6 (2.7)	0	17 (6.6)
Would rather not comment	56 (25)	0	10 (3.9)
No	95 (42.4)	10 (16.7)	100 (39.1)
Yes	67 (29.9)	50 (83.3)	129 (50.4)

6.8.2 Qualitative analysis

On the qualitative side, the J-U interviewees echoed the high percentage of the positive answer in the survey. All of the interviewees were satisfied. This might have resulted from the fact, which has been mentioned previously, that the teachers were either from native-speaking countries and/or had learning or teaching experience in different countries.

Regarding teachers' English capacity in the eyes of the NL-U interviewees, although the survey showed that half of them approved of their teachers' English proficiency, while, still, two-fifths gave a firm *'no'*, the interviewees presented a positive attitude and offered more comments. Several interviewees demonstrated their tolerance of the teachers' overall proficiencies, accents, occasional switch between languages, or the *'Dutch'* way of using English.

> *It really depends on the teacher. I think for most, most of them they know English very well so it's fine. You have some teacher like have to grasp for words then there is someone*

jumping in because there's always one someone who has the same language, so I think in general it doesn't really limit them in how they explain um sometimes you have to look for words but then I mean were are all usually not native English speakers we help each other out. (Student M, 07/03/2017)

However, one interviewee expressed his disagreement.

No, many of the teachers were not able to, to speak a very understandable, but their sentences are more than often very confused… I mean that they were using a Dutch expression which are not understandable for whom that are not Dutch. And they would then always um switching for some particular words were switching to Dutch instead of holding to English. I usually didn't know that word. Not so many but there are examples. (Student Leo, 10/03/2017)

Although there was only one disagreement from this interviewee, several interviewees, indeed, brought up the occasional switch to teachers' native language, such as Dutch, that had happened in the class. However, they did not think that such an occasional switch cast a negative influence on the content delivery. Two interviewees interpreted such a switch as the teachers' strategy to cope with their nerves, to relax the atmosphere or to add more ease to the class, since they might not be able to do so in English.

The C-U interviewees, overall, expressed more concerns than positive attitudes towards their teachers' English proficiency, which further validated the survey result. Apart from one interviewee who generally approved of his teachers' English capacity and blamed his English ability for not being able to catch up in the class sometimes, the interviewees wished they could get more content delivered in English. Even when there was approval of their teachers' English proficiency, it stayed only at the pronunciation level. Most interviewees pointed out that, because of their teachers' limited English, the classes ended up being Chinese dominant. As one interviewee commented:

Even if there was English in the classes, it always ended up that teachers pronounced certain terminology rather than engaging with the explanation in English... Even the textbooks for some of my major subjects were designated English original textbooks, my teachers would use Chinese to explain and discuss with English PPT occasionally… Their speaking was problematic, even their academic background was very strong. They were not able to speak the vocabulary in English, not mention to explain in English. As a result, they had to turn back to Chinese. (Student Chen, 17/05/2016)

From the comments, it can be seen that this interviewee believed her teachers' limited English capacity prevented the content to be delivered to the best result, that is the content

delivery was compromised. However, following this answer, this interviewee was further asked if she still wanted to have more classes taught and organised in English, despite the fact that her teachers might have satisfying academic strength, but less qualified English proficiency, and her answer was yes. She explained this was because there were too many classes dominated by Chinese, or with little English, and she wished to have more English taught classes, even with the risk of compromised content delivery.

6.9 Factor correlation

A Pearson correlation was used to test if there were significant interrelationships among the variables. Here, the variables refer to five factors through EFA and Q5 perceived English proficiency level, as they were all scale-rating questions suitable for the Pearson correlation test. On the entire data set, regardless of the universities, the test results showed that all variables had significant correlations (Appendix G, p. 247). Such finding indicated that generally the more positively students' perceived their English competences, the higher their tendency to perceive their English ability in performancing academic tasks were. Consequently, the less language obstacles they tended to perceive in their study. Meanwhile, the clearer students' perceived motivation in enrolling EMI program were, the more students tended to recognise the benefits or gains. In summary, the findings on factor correlation showed the perceived language competence had significant effect on students' judgement of their performance and the EMI programmes. Though there seems no similar studies on correlations among different perception aspects of EMI, a study focusing on correlation between medium of instruction and interaction factors among teacher trainees (Ngussa, 2017) implied that the language competence had a significant positive correlation with group interactions and the interaction between students and teachers. Such finding echoes the correction finding in this study.

Then, the test on the individual universities indicated that there were still significant relationships among certain factors, if not all variables. Regarding C-U, as shown in Table 6.17, there were significant correlations among all variables. For instance, the higher the students perceived their English skills, the more the students tended to agree regarding their English improvement and English abilities in performing academic tasks, and, consequently, the less they

perceived the language related obstacles as being difficult during the study. Additionally, the stronger the students agreed on the purposes, the stronger the students tended to agree on the benefits they received.

Table 6.17 Correlations among English proficiencies and the five factors at C-U.

		EP	F1	F2	F3	F4	F5
EP-English Proficiency	Pearson C	1	.295**	.624**	.267**	.223**	-.427**
	Sig. (2-tailed)		.000	.000	.000	.001	.000
	N	246	241	245	243	233	222
F1-Assumed English Improvement through EMI	Pearson C	.295**	1	.380**	.392**	.413**	-.232**
	Sig. (2-tailed)	.000		.000	.000	.000	.001
	N	241	242	241	239	230	220
F2-Assumed English Ability in Performing Academic Tasks	Pearson C	.624**	.380**	1	.378**	.315**	-.480**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	245	241	246	243	233	222
F3-EMI Purposes	Pearson C	.267**	.392**	.378**	1	.415**	-.187**
	Sig. (2-tailed)	.000	.000	.000		.000	.005
	N	243	239	243	244	231	220
F4-EMI Benefits	Pearson C	.223**	.413**	.315**	.415**	1	-.258**
	Sig. (2-tailed)	.001	.000	.000	.000		.000
	N	233	230	233	231	234	218
F5-EMI Language Obstacles	Pearson Co	-.427**	-.232**	-.480**	-.187**	-.258**	1
	Sig. (2-tailed)	.000	.001	.000	.005	.000	
	N	222	220	222	220	218	223

***. Correlation is significant at the 0.01 level (2-tailed).*

As for J-U, Table 6.18 below shows that there were significant correlations among certain variables. For instance, the higher the students rated their English levels, the more they agreed on their English ability in performing academic tasks, and the less they perceived the language obstacles as being difficult. Additionally, the more the students agreed on their purposes/motivation in enrolling in EMI programmes, the more positively they perceived the benefits, and the more they rated their English abilities in general, as well as in performing academic tasks, and the less they perceived the language related obstacles as being difficult. However, it seemed, for instance, that no significant correlation was identified between the students' perceived English improvement and the benefits and language related obstacles.

Table 6.18 Correlation among English proficiencies and the five factors at J-U.

		EP	F1	F2	F3	F4	F5
EP-English Proficiency	Pearson C	1	-.083	.544**	.322*	.158	-.448**
	Sig. (2-tailed)		.519	.000	.011	.224	.000
	N	62	62	61	61	61	62
F1-Assumed English Improvement through EMI	Pearson C	-.083	1	-.041	.221	.198	.066
	Sig. (2-tailed)	.519		.754	.087	.126	.608
	N	62	62	61	61	61	62
F2-Assumed English Ability in Performing Academic Tasks	Pearson C	.544**	-.041	1	.264*	.201	-.404**
	Sig. (2-tailed)	.000	.754		.040	.120	.001
	N	61	61	61	61	61	61
F3-EMI Purposes	Pearson C	.322*	.221	.264*	1	.328**	-.484**
	Sig. (2-tailed)	.011	.087	.040		.010	.000
	N	61	61	61	61	61	61
F-4-EMI Benefits	Pearson C	.158	.198	.201	.328**	1	-.214
	Sig. (2-tailed)	.224	.126	.120	.010		.097
	N	61	61	61	61	61	61
F-5-EMI Language Obstacles	Pearson Co	-.448**	.066	-.404**	-.484**	-.214	1
	Sig. (2-tailed)	.000	.608	.001	.000	.097	
	N	62	62	61	61	61	62

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Among the NL-U students, Table 6.19 below suggests that significant correlations were found among all variables, except between the perceived English improvement and the rest. For instance, the higher the students rated their English proficiencies, the more they agreed on their English improvement, as well as their ability in performing academic tasks, and the more they agreed on their enrolling motivation and benefits, the less they agreed on the language obstacles as being difficult.

Table 6.19 Correlation among English proficiencies and the five factors at NL-U.

		EP	F1	F2	F3	F4	F5
EP-English Proficiency	Pearson C	1	-.191**	.766**	.316**	.200**	-.492**
	Sig. (2-tailed)		.002	.000	.000	.001	.000
	N	259	255	254	255	255	255
F1-Assumed English Improvement through EMI	Pearson C	-.191**	1	-.074	.120	.081	.105
	Sig. (2-tailed)	.002		.242	.058	.202	.097
	N	255	256	251	252	253	252
F2-Assumed English Ability in Performing Academic Tasks	Pearson C	.766**	-.074	1	.343**	.254**	-.552**
	Sig. (2-tailed)	.000	.242		.000	.000	.000
	N	254	251	255	254	253	253
F3-EMI Purposes	Pearson C	.316**	.120	.343**	1	.308**	-.240**
	Sig. (2-tailed)	.000	.058	.000		.000	.000
	N	255	252	254	256	255	255
F-4-EMI Benefits	Pearson C	.200**	.081	.254**	.308**	1	-.195**
	Sig. (2-tailed)	.001	.202	.000	.000		.002
	N	255	253	253	255	256	255
F-5-EMI Language Obstacles	Pearson Co	-.492**	.105	-.552**	-.240**	-.195**	1
	Sig. (2-tailed)	.000	.097	.000	.000	.002	
	N	255	252	253	255	255	256
**. Correlation is significant at the 0.01 level (2-tailed).							

6.10 Summary

This chapter reported the findings on students' perceptions of EMI through the Quan+qual approach. Statistics of the student questionnaires presented substantial results on seven aspects, followed by the in-depth qualitative analysis on students' interviews, as well as the inclusion of archive examination and classroom observation. From the perspective of self-perceived English proficiencies and specific English skills, students showed significant differences among universities, with NL-U students demonstrating the highest rating while C-U students the lowest. In relation to teachers' English ability in students' eyes, NL-U and J-U showed a significantly

more positive approval of teachers' English ability than C-U students. Apart from the above two aspects, the other five aspects were extracted from the EFA on five complicated rating-scale questionnaire items. Overall, there was a general tendency that NL-students demonstrated a more confident and satisfactory perception, followed by J-U and C-U respectively.

Chapter 7 Do teachers' perceptions of student progress in English language proficiency align with students' self-reporting?

7.1 Introduction

The previous chapter reported the students' perceptions of EMI among the three universities, as well as the students' perceived English abilities of themselves and their teachers, the motivation behind choosing EMI and the benefits it offers, as well as the related language obstacles. This chapter reports the findings of the teachers' perceptions towards EMI programmes from the perspectives of their perceived students' English ability, the challenges in content delivery, particularly the language-related challenges, and the EMI benefits and drawbacks for both students and teachers.

7.2 Perceived students' English proficiencies

This section addresses teachers' perceptions of (i) students' English proficiency in academic performance and (ii) English improvement through EMI programmes.

7.2.1 English proficiencies

Regarding the interview question *'do you think students have the adequate/required English proficiencies/levels to meet the expectations required by the programmes?'* all of the teachers from C-U and J-U used a percentage or range to indicate that a certain number of students struggled, while the teachers at NL-U gave positive answers.

At C-U, two teachers believed a certain number of students were unable to catch up in the class and, thus, they worried about such bilingual programmes putting some students in a disadvantageous position. Another teacher (teaching experience in both content and language support) did not answer straightforwardly, and, rather, defined a *'bilingual programme'* as being

flexible with no specific requirements. Despite there being written down requirements, the difficulties throughout the implementation, in reality, could be imagined based on the complexity of the teachers' English proficiencies, students' English proficiencies and the attributes of the courses themselves. This teacher's perspective was echoed in another content teacher's comments:

> *Of course, the class or textbooks are difficult for some students. However, I don't see the inadequacy in English would affect students' content comprehension tremendously because they could eventually get it by studying it in Chinese, i.e. with the assistance of Chinese. Normally, I would suggest students to find the Chinese version of the English textbooks as the supplements. (Content teacher Nan, 18/05/2016)*

At J-U, one language support teacher gave a range of TOIEC scores from 450 (A2-elementary proficiency) to 990 (C1-international professional proficiency)[26] to show the widespread students' English proficiencies and he reckoned that the lower 25% of the class would struggle. The other language support teacher, on the other hand, made a comparison between the relatively mature ETP programmes, such as in the Netherlands, France and Germany, and the bilingual programmes in J-U: the top half at J-U had adequate English proficiencies to compete at the level of those ETP programmes in Europe. For the students who had overseas studying and living experience, their English enabled them to compete at the level of native speaking countries. As previously outlined in Chapter 5, the language support classes were divided according to the students' TOEIC scores and other parameters decided during meetings in the department, and the students who were returnees from overseas generally sat in the high-level classes. This teacher stated that the students in the low-level classes did, indeed, struggle in conducting content learning through English.

At NL-U, all of the content teachers showed confidence in the students' English proficiencies, with the exceptions or special cases perhaps going to exchange students from various countries, among whom various levels of English were discerned. Six out of the eight teachers interviewed mentioned a noticeable difference between the NL-U regular students and the exchange students from Asia and southern Europe. Notably, two teachers associated the students' unsatisfying English in the class with their nervousness and low confidence, rather than English proficiency itself. According to a tutorial tutor, she observed an unhealthy cycle among

[26] From mapping the TOEIC onto the CEFR https://www.etsglobal.org/Research/CEFR

the exchange students, in that the new environment and unfamiliar teaching approach (PBL in the case of NL-U) put stress on those students, resulting in them becoming nervous and demotivated in the tutorials, in which discussion was dominant. Their passive participation prevented them from demonstrating their command of the content, eventually resulting in isolation from their peers. Another lecturer echoed such a phenomenon and shared her tactics in helping students. She would purposely say something wrong to put the students' at ease. She wanted the students to realise it was okay to make mistakes and then start to talk more.

The only language support teacher from the Academic Writing Centre pointed out that academic writing was still an area that students needed to put effort into, even if their general English skills were adequate.

> *because they are so good at communicative English, they believe that they do not need to have academic writing, training. Because they think well we're really good at English already. And they do not understand that even native speakers need training on how to write an academic paper that this that one does not mean that you, being good at one does not automatically mean that you are going to know how to do the other. So, quite a lot of the time it is about demonstrating to them from the very onset. (Language support teacher D, 09/03/2017)*

This teacher's opinion echoed the students' questionnaire, in which English writing skills received the lowest rating (Chapter 6, p. 115). Furthermore, the students in the interviews also stressed the importance of academic writing, while acknowledging that they believed their English proficiency was sufficient.

Table 7.1 below provides a general comparison between the students' and teachers' perceptions of their counterpart's English proficiencies among the three universities. Generally speaking, the students at NL-U and J-U perceived highly their teachers' English capabilities, while the C-U students demonstrated less positive perceptions. From the teachers' perspectives, more concerns were expressed at C-U and J-U. Overall, the agents at C-U showed less positive perceptions towards each other.

Table 7.1 Comparison of perceived counterparts' English proficiencies among the three universities

	C-U	J-U	NL-U
Student surveys	Low approval	High approval	High approval
Student interviews	Medium to low approval	High approval	High approval with occasional accents and different usage based on cultural differences
Teacher interviews	High concerns	High concerns	General satisfaction, except on exchange, southern Europe and academic writing

7.2.2 English improvement

In response to the question *'Do you think students' English skills have improved as the years go by?'*, all of the teachers gave positive answers. At C-U, the teachers approved of the improvement. One content teacher said the progress in all English skills, particularly in the first and second years, in which intensive EAP classes were embedded in the programme (Chapter 5, p. 96), significantly helped students to perform in the bilingual (content) classes in their third and senior years. He used the fact that nearly 40% to 50% of the business programme students were able to pass the TEM-4[27] by the end of the second year, which echoed the students' accounts in the interviews. Similarly, at J-U, where the business programme curriculum shared the same consideration, that is to help students lay a foundation in English skills through EAP and ESP language modules, the teachers gave concrete improvement: a 50 point increase in students' TOEIC tests on average from one administration to another, which are generally 6 months apart. Another instructor mentioned that speaking and listening were the two areas with the most noticeable improvement, thanks to the learner-centered pedagogical features.

At NL-U, the teachers recognised the improvement, except for one teacher claiming that the students' English proficiency was up to the standard from the beginning anyway. Regarding English skills themselves, one teacher made specific comments, such as *'more fluently', 'more professional words', 'longer sentences', 'more complex structures', 'less like one by one translation from their own country to English, more like natural English'*. Another lecturer described the improvement as *'English skills in general such as writing and specific professional vocabulary', 'along with overseas exchange programmes'* as a booster of students' English.

[27] TEM-4: Test for English Majors-band 4

Additionally, four teachers attributed the students' confidence and familiarity with the PBL to their English improvement. For example, a lecturer described the process the students went through as the years progressed:

> *So it only goes to three years, and I would suggest that in year one it is for the students rather painful because they also have to learn the skills that are attached to the language, so they have to present, write the papers. By year two, they understood what we want from them, but still, I feel that they are not really cooperating, so they will cut short on many important expressions. They will be very short in the sentences and they will not elaborate. By year three, I feel that, people have picked up on the fun aspects of our teaching style and I believe then it becomes the most interesting. (Content teacher S, 09/03/2017)*

These teachers held a holistic judgment of English improvement involving English skills themselves, attitudes, confidence, familiarity with peers, the teachers and the programme as a whole.

Table 7.2 below provides a general comparison between the students' self-perceived English improvement and the teachers' perceived students' English improvement among the three universities. Generally, the teachers in all of the three universities perceived highly the students' improvement, while the students at C-U perceived less positively than the other universities' students. This implies that the agents at C-U held un-asymmetric perceptions towards the students' English improvement.

Table 7.2 Comparison of perceived students' English improvement among the three universities

	C-U	J-U	NL-U
Student surveys	Medium	High approval	High approval
Student interviews	Medium	High approval	High approval with initially sufficient English
Teacher interviews	High approval	High approval	High approval with initially satisfying English

7.3 Teachers' perceived challenges in content delivery

Four major themes were identified regarding teachers' perceived challenges in EMI and in content delivery in particular: language-related, the pedagogical approach influenced by cultures, support from the institution or department, and teaching materials.

7.3.1 Language-related challenges

The teachers from each university discussed different aspects of language-related challenges. At C-U, as well as overall English skills, one content teacher mentioned the listening comprehension in particular. She had to mix English with Chinese, slow down or repeat the content whenever she realised some students could not follow. Notably, she believed the terminology and specific course vocabulary presented an obstacle in the flow of the comprehension. Another content teacher also showed his concerns for students' overall English proficiencies. In his case, he stated that, even though he could handle the content entirely in English, as he had a strong background in English, he would hold and conduct the teaching sometimes half in English, a quarter or one fifth, entirely depending on his judgment of the students' responses. However, he further emphasised that the use of Chinese to assist his teaching was carefully planned.

> *In reality, I fill half of my class with English and the other half with Chinese. However, the use of Chinese is not random but rather with obvious purpose. Once I noticed my students were slow in responding or the class atmosphere became passive, I would immediately switch to Chinese and explain what I had said one more time. (Content & language support teacher Zhou, 10/05/2016)*

At J-U, one language support teacher elaborated on the students' vocabulary that directly impacted on the students' interaction with the authentic text, that is teaching materials. To address this issue, *'tint text'* materials, referring to simplified text to various degrees, was used in *'scaffolding'* students. Three other language support teachers also mentioned this strategy. On the other hand, another language support teacher pointed out less intensity in reading, writing and discussing, which was the usual learning approach in the west, but the Japanese students had not gone through such systematic training and practising, directly resulting in limited vocabulary and reading fluency. Therefore, he believed the reading influence was a serious challenge for the majority of the students.

> *And certainly in our program, reading a lot of college level text is very challenging for them, and the number one problem there is a vocabulary knowledge. So they don't have enough uh, you know, they're having to stop regularly to look things up, and so you can't read fluently. If you're having to do that, so fluency in reading is probably the most serious challenge. And then the level of intensity of the study that is expected is a challenge for them. (Language support teacher D, 01/07/2017)*

At NL-U, the teacher from the academic writing centre, as a native English speaker, believed the *"habitual"* or assumed form of English, which was also the incorrect usage of English, was too dominant and reinforced by their content tutors, needed to be corrected.

> *When you are in a country like the Netherlands where the standard of communicative English is so high, what has happened is that there are these errors that have come into the language but because everybody makes them believe that they do not know they exist, they think they are correct. And when you correct them on them, they say oh blah blah, I use it all the time. So I, the English teacher, must be incorrect, even though I'm the expert. Because every other person in the class, and their tutors use these, reinforces these errors because their content teachers are not native speakers either and quite often those errors come from the content tutors down into them, into the students and into their writing. And so I think that that tends to be, one of the biggest issues. (Language support teacher D, 09/03/2017)*

It seems that, at the two Asian universities, the students' English proficiencies tended to stay below the teachers' and, therefore, the teachers perceived the language-related challenges at the semantic level, such as the limited vocabulary, where at NL-U, the ownership of English usage was challenged as the students' English levels were advanced enough.

7.3.2 Pedagogical approach influenced by cultures

As discussed by Bradford & Brown (2017, pp. 6-12), the internationalisation of HE and EMI implementation in Japan fundamentally involved the distance from the western learning style, which is active and autonomous. Such a point of view was explicitly proposed and stressed by the teachers from the two Asian universities.

At C-U, the teacher who mentioned listening comprehension as a language-related challenge further associated it to a challenge at a deeper level: the learning culture. According to her, no matter how many times she reminded the students to preview the lesson and clear the terminology before the class, the effect was limited.

Similarly, while the international faculty were actively embracing the western teaching approach in a Japanese context, a Japanese content teacher shared his reflections on the teaching culture, a topic he believed to be much deeper than teaching everything in English. He used two examples to make his point: a teacher using English, but in a typical Asian approach and the students remaining silent or even sleeping in the class. Neither of them would achieve the real EMI, as long as the traditional teaching culture prevails.

This lecturer continued to stress on the notorious phenomena of Japanese students chatting and sleeping in the class, none of which would be the norm in North America. Thus, he was highly in favour of the overseas programmes, which enabled the Japanese students to see and reflect how their counterparts in the west perform. The teacher joked that he knew the first observed change in students coming back from the overseas programme was no more sleeping in the class. Therefore, to this content teacher, the fundamental approach to address the EMI implementation challenges was to get more students involved in the exchange programmes that enabled students to experience and reflect. Being in charge of the exchange programme, he saw it as the angle to tackle the challenge.

7.3.3 Support-related challenges

Regarding support-related challenges, the teachers referred to enough faculty staff being capable of teaching in English and collaboration between the language support and the content.

At C-U, both aspects were covered. Echoing one vice dean's comments on the unsatisfying or less qualified staff being a significant challenge for EMI development at Section 5.5.1 (p. 105), one teacher working as both a content and language teacher for more than a decade also shared a similar view. He summarised, based on his experience and observation, that, generally, content teachers used English as a medium instruction language at three levels: 'the medium in terminology, the medium in syntax and the medium in logic'. He further explained that the employment of English as a medium between the three levels depended on the students' and teachers' proficiency and students' general command of the subject content. However, teachers capable of using English as a medium in the logic, that is explaining the concept in English, were in great need. Following his perspective, another context teacher interviewed fell into the category of *'the medium in terminology'*, as he revealed that, with the pattern of a mixture of English and Chinese, the Chinese explanation of English terminologies was usually the primary approach in his bilingual classroom.

On the other hand, the teachers viewed the collaboration between content and language support as being rather passive. Although the policy encouraged the collaboration, it encountered practical restraints. For instance, according to a vice dean (translated), the teachers were overwhelmed with their teaching allocation, leaving limited time for possible collaboration.

The ways we promoted the collaboration between two sides were such as encouraging the showcase of classes to the other side so teachers would see exactly what was going in the class or facilitating the mutual learning and understanding through collaborative teaching and research. However, in reality, teachers were allocated with lots of teaching and thus the time did not allow it. (Vice dean Jun, 18/05/2016)

Another technical issue is that the students' credit allocations on the English modules were perceived as being not enough to alleviate their English proficiencies to match what the content required. Notably, the students' overall English proficiency required a significant amount of input from the language classes, in order to be exposed to a more English dominant class. However, the 'students are, after all, not English major students but business majors', so, technically, the curriculum cannot allocate more than the required English class hours and credits to those business major students. Consequently, the time and credits were running out before the students were even equipped with adequate general English and EAP competence. In his own words, 'we [content teachers] do not bother to request language classes to help students with enough ESP in order to catch the English in the content class'. This comment explained his previous statement, in that he would reduce the use of English in his class based on the students' English capabilities. Another interview with the language teacher further alluded that the language teaching had its curriculum, schedule and teaching goals. The teacher explicitly said there was no, or very little, communication with the content teachers; at least there was no such intention proposed from either side.

As well as the external limitations, another content teacher believed that a productive collaboration was still under exploration with ambiguous policies and direction, especially in terms of how to define language support and how exactly language could support the content teaching. According to him,

Defining language (English) education roughly has gone through three stages. The first stage was the national guidance on English education with the benchmarking of national English tests such as CET-4/6 and TEM-4/8, followed by the introduction of business programmes into the school with English turning to ESP. Now, in the third stage, though it was commonly agreed on English as a supporting role, it was still uncertain how to reshape the English curriculum, how to navigate English teachers and how to implement the cross (between content and language) to get the best result. (language support & content teacher Zhou, 10/05/2016)

It can be seen that the teachers were confused about how the English support would develop

and, thus, it was not difficult to imagine their pedagogical practice without a clear goal and structure. Therefore, it makes sense that another content teacher perceived English classes as beneficial to the students, but not necessary to be entailed for his class. Partially, this was because he used English as the medium in terminology only. The teachers' opinions of the language support and collaboration further confirmed the finding in Section 5.4.1 (p. 96), in that the curricula of English and business subjects were separate and there was no sign of collaboration.

At the J-U, all of the language support teachers showed a clear understanding of the role of their classes and described a synchronised curriculum to serve the content. As one teacher summarised:

> *(we have) ESP class that is taught by business English teachers, so he has three professors that rotate and the lecture for the class. And then we have our own class, which is ESP, which uses the same textbook, and, we teach, the same material but more having the students practice the material, whereas the business professors are, lecturing about the material and hopefully giving more information. As teachers we are not experts in business, so we have the students practice, explaining the material to each other essentially, or doing some extra research and then presenting, using the business models such as strategies and ways of analysing that they learned in the other class and so that kind of class has some coordination. (Language support teacher B, 30/06/2016)*

Three other language support teachers also mentioned meeting on a regular basis with content teachers to update the progress and adjust the teaching according. However, on the content side, which did not entirely consist of the international faculty, one lecturer expressed his desire to have more content teachers who are capable, willing and, more importantly, comfortable teaching in English. He believed the shortage of such teachers presented a challenge.

> *It's really sad we just don't have enough instructors who can teach in English, effectively…Content course, not language, it's content courses who feel comfortable teaching in English and were not just willing to teach in English just, TOO few. And if anything that's going to be restrictions, for any kind of further development in Japan. (Content teacher T, 24/06/2016)*

His insight on EMI was quite representing, because he further brought in the teaching culture issue. Only if there is enough staff training, with not only sufficient English, but also the western teaching style, can EMI develop in Japan.

> *People confuse is that it is not always about teaching, in English, that's one issue. But when*

you teach in English, (you) also bring in a particular kind of teaching culture. People misunderstand that. And unless our instructors have been trained outside of Japan or trained in Japan in particular, and the teaching style becomes the soul. Even if you have professors were teaching English, (but) their basic approach to material can be very traditional Japanese and then that doesn't always make sense. I think it goes beyond language and, there are those kind of issue(s), so a good teaching culture issue which is… make(s) it out too difficult for us to promote this kind of teaching in Japan. (Content teacher T, 24/06/2016)

Regarding NL-U, it seemed that the content teachers were only aware there was a language centre for students to go to as they wished. None of them would regard the content teachers' English proficiencies or the language support as a potential challenge. On the side of language support, similar to the language support staff at J-U, the language coordinator from the academic writing centre had a clear understanding of her role as language support. She mentioned the centre worked very closely with programmes to help students with their paper writing for assignments in their content classes. Her explanation further clarified the teachers' perceived difference between the content and the form (English). Basically, the centre was helping the students to enhance three aspects: academic language, structure and referencing (citations).

What we do from the language centre (is) we teach the language aspects and how to write a paper, how to structure in the type of vocabulary that could be used, etc. And referencing, citations things like that. Then at the same time there is a content course running… and so they tie in together, so at the paper that they must write, is on that subject, so it's content. (Language support teacher D, 09/03/2017)

7.4 Teachers' perceived EMI benefits and drawbacks

7.4.1 Benefits and advantages

The teachers at the three universities shared the students' perceived benefits and advantages brought by EMI programmes, such as improved English proficiency, enhanced career competitiveness and deepened understanding of western cultures, and particularly business concepts through original textbooks. The general idea emerging was that English, as a lingua franca and world language, empowered the students to access an interrelated world under the internationalisation and globalisation. Comments from a tutor at NL-U could be a good summary:

It makes it easier to communicate with foreign people. And you'll see the world is getting more and more interlinked so, everyone speaks English nowadays. And (it is) not true but more and more, so I think it also helps outside the business life. But first of all, business life is always in English, and you really need it. The second thing when you travel you know, you can more easily adapt to foreign people because you do not have this language barrier because you can communicate with almost everyone. (Content tutor S, 06/03/2017)

Additionally, other teachers also mentioned the benefits brought by the specific pedagogical approach. At J-U, two language support teachers elaborated the curriculum's emphasis on English as a world language, rather than native-speakers' English, and they believed the students were introduced to broader forms of English.

We have a nice focus on English as a lingua franca specifically with respect to world Englishes. So we can introduce English not as, a language, sort of monolithic idea for native speakers. You've noticed that we have three speakers[28] today, one of those is from outer circle, and another one of the speakers is from the expanding circle. And so we make an effort to integrate that into our program, and develop, students as uses of English, for, English as the lingua franca for business. And then we see that from instructors as well. We can see Japanese instructors who can and do a proficient using, English as a medium of instruction and (grading) things like that, so it is I think some of the benefits which, help develop, global resources for Japan, so we're good at that. (Language support teacher G, 01/07/2016)

The interview extract above echoed one of the student interviewees at J-U, who shared her growing interests and acceptance of different accents. Moreover, the external benefits, namely to develop global resources for Japan, apparently fit the purpose of the Top Global University Project.

At NL-U, one tutor appraised the positive influence on the students and on himself brought by the PBL approach, which is communication with people at all levels.

I think the most important skill they learned and I learned is this communication. And of course you need a common, here is the language, and I think that's what they've been taught here. The communication, so PBL is perfect tool to get acquainted with communication and how different, how communication works among different levels in businesses, and I think that's perfect tool. It's also for myself, I think that's the one and only thing that I learned here yeah, communication with different persons. It is not (only) students, coordinators, it's the dean, it is, all these levels require communication, and that's the most interesting part I think. (Content tutor S2, 09/03/2017)

It can be noticed that this tutor mentioned the benefits for him as a teacher, which was not

[28] Speakers refer to the TED Talk speeches adopted as part of learning materials.

the only case. Using English as a professional language, to another lecturer at NL-U, improved her English and also further facilitated her research career. She shared an anecdote about choosing the interview language for her research funding application. In the beginning, she had decided to conduct the interview in Dutch. However, she soon realised she could not remember well and speak with confidence in her native language. The switch to English made her preparation much more manageable.

> *So at a certain point, (after) a couple of weeks and I decide, no I cannot do it in Dutch. So I switched to English and I really notice that I was more confident and I could remember better and I could explain it better in English. You read the research in English and you always work on it in English so I just, did it in English and that was much better. So I really notice that, it got much better English. (Content teacher K, 10/03/2017)*

7.4.2 Drawbacks

In fact, in responding to the question *'Are there drawbacks, disadvantages or downsides to EMI programmes'*, most of the teachers hesitated, as they perceived the drawbacks rather as challenges or things in need of improvement. The teachers at the two Asian universities were mainly worried about the compromised content learning, especially for the students with relatively low English proficiencies. A language support teacher at J-U elaborated on his critical view of the balance between English improvement and understanding the content:

> *You're making a claim that you're able to do both, to improve the language ability enough and that you can teach the content material at that same high level as they were for others. I think that you're always deceiving yourself at least a little bit if you believe that's be true, and that's actually, my thinking on that goes back to my knowledge of Japanese private international schools in Tokyo. (Let's) say great school in high school level, what they find is that yet the kids they're studying in English, they pick up a lot of English, their English improves a lot. But they never really get to the level of understanding of the content information as native speakers would be able to in that situation. So I think you're always going to be, sacrificing a little bit, at the highest level of content knowledge, by teaching it in English. I think that you'd be better off, admitting that and saying we have a program that, strikes a nice balance, between improving language skills and improving the content knowledge of business. (Language support teacher D, 01/07/2016)*

Another language support teacher explained a similar concern from the perspective of cognitive processing. He believed that not all students were able to attend to two demanding cognitive challenges, namely English and content learning, at the same time. Some students might be busy enough processing one task, which was trying to understand what was going on,

and, thus, deeper learning of the content could not be achieved.

At NL-U, the teachers were more concerned about the English's pervasion into the national language, which has also been discussed in many other studies (Wilkinson, 2013). For instance, one tutor said, in a jokingly manner, that her usage of Dutch was impaired by the high exposure to English at the workplace.

> *Personally, while I am studying in the economics field and finance. I don't know how to explain things in my own language. So if I listen to the that Dutch TV, well I hear some words and I can kind of understand, but I cannot even understand like it fully, because I'm so focused on English. And I am sometimes dreaming in English, so sometimes it's hard to switch back to your native language. (Content tutor S, 06/03/2017)*

Such views generally echoed the students' perceived drawbacks at NL-U, such as one student mentioned her mother noticing that the way she spoke Dutch was not right.

7.5 Summary

This chapter continued to report findings on the third research question, i.e. do teachers' perceptions of student progress in English language proficiency align with students' self-reporting? The results started with students' perceived students' English proficiencies from the perspectives of perceived English abilities and English improvement as the EMI programmes progressed. Then the findings on teachers' perceived challenges in content delivery were presented with an in-depth analysis on language-related challenges, pedagogical approach influenced by cultures and institutional support-related challenges. A general finding can be identified that teachers tended to associate students' English proficiencies with students' learning outcomes. Further, teachers generally took students' English proficiencies into consideration when it came to pedagogical practice and process, i.e. learning approach adoption, class activities organisation, choosing learning materials, assignements/exames and assessment design. The chapter concluded with an analysis on teachers' perceived EMI benefits and drawbacks upon their reflection.

Chapter 8 Discussion and conclusion

8.1 Introduction

This chapter concludes the thesis through a summary of the significant findings based on the previous three chapters, followed by a discussion of the significance of the findings. It continues with an elaboration on the findings' implications, accompanied by recommendations for EMI programmes of a similar kind to the three case studies. Moreover, it provides recommendations for potential research topics in the future, followed by the study's limitations and a summary of the thesis structure.

8.2 Summary of the results and discussion in relation to the research questions

This project attempted to discern the differences, at both the macro and micro levels, in the EMI programmes at three institutions across three English Expanding Circle countries.

8.2.1 RQ 1: How were the dimensions of the ROAD-MAPPING framework enacted in each research site?

The examination at the macro level was addressed in Chapter Five and a general report was presented on the status quo of the EMI implementation in each case, based on the five dimensions from the dynamic ROAD-MAPPING framework. Table 8.1 below summarises the most distinctive features of the EMI programmes at the three universities through the five dimensions.

Table 8.1 Summary of dimensions of ROAD-MAPPING framework for EMEMUS at each case university

	C-U	J-U	NL-U
Role of English & Language Management	- Academic language only - No prerequisite requirements on English upon students' admission - Encouraged but not required in teachers' recruitment	- Academic and communicative language - TOEIC scores were required from students for purposes of admission and English proficiency-based class division	- Academic and the lingua franca. - No English requirements for EU and Inner Circle students except ones from the Outer Circle - Language proficiency not required, but hoped, in teacher recruitment
Agents	- **Students**: Chinese students with homogenous linguistic backgrounds (**Local)** - **Teachers**: Chinese teachers with overseas experience (studying, teaching or researching) (**Local)**	- **Students**: Majority Japanese students, some of which had overseas experience (**Local)** - **Teachers**: Language support teachers from Inner Circle countries, such as America and Australia; content teachers mixed with Japanese (with overseas experience) and Inner Circle nationalities such as America. (**International)**	- **Students**: 60% German and the rest around the world. Heterogeneous linguistic repertoire consisting mainly of European languages. **(International)** - **Teachers**: Majority Dutch teachers with rare overseas experience (**Local)**
Process & Practice	- Pedagogical approach: a mixture of learner-centered and traditional learning - 'Separated' integration of language and content modules - Language class: English most of the time - Content class: depending on teachers - Limited collaboration - Learning text: English, Chinese or mixed	- Pedagogical approach: learner-centered - Highly integrated curriculum with ESP modules attached to content topics - Language class: English only - Content class: English most of the time - Consistent collaboration - Learning text: English only, simplified English to original according to students' levels	- Pedagogical approach: learner-centered and active - English academic writing support attached to subject curriculum - Structured and straightforward collaboration -Learning text: Original
Internationalisation & Glocalisation	- **Motivation:** Bilingual and EMI as a school attraction and development goal for a first-class institution, corresponding to national HE development strategy - **Future development:** Continue to expedite the process of internationalisation of HE while eagerly improving teachers' capabilities comprehensively	- **Motivation**: Bilingual programme as an innovation and competitive edge with other domestic universities - **Future development**: Continue to improve the programme to face the increasing competitions with similar bilingual/EMI programmes	- **Motivation:** EMI as a strategy to attract international students and follow the trend of 'business in English' - **Future development:** Continue to accommodate the growing number of students with the increasing challenge of teachers' English proficiencies and the expanding culture dynamics of the whole community

Horizontally examined, the findings of each dimension of the ROAD-MAPPING framework for EMEMUS across the three universities revealed two major differences between the NL-U and the two Asian universities in terms of the institutional drives (see the last dimension Internationalisation & Glocalisation at Section 5.5) and how EMI was approached in the Process & Practice at Section 5.4. Firstly, the institutional motivation for the NL-U corresponded to what was outlined in Chapter Three (p. 40), that is three higher education schemes for the purpose of Europeanisation (Unites, 2014, pp. 54-61), that was to attract international students, mobilise students within Europe and enhance students' employability in an interrelated business world where English is dominant as the lingua franca. In comparison, the institutional drives of the two Asian universities were more focused on elevating the university and the business school's competitiveness, using EMI as an innovation, against other domestic universities whilst being part of the national strategy of HE internationalisation. The findings on institution drive aligned with previous studies on EMI in Asia (Hu & McKay, 2012; Rose & Mckinley, 2018; Wu *et al.*, 2010).

Secondly, the EMI programmes were approached differently in the Process & Practice. Notably, on a range of CBLT settings (Met, 1998, p. 4), NL-U demonstrated a total immersion pattern, which meant language improvement was not, or merely a part of, the curriculum goal, whereas the bilingual curriculum in the two Asian universities showed a similar pattern, which was the integration of content and language support (content courses + language), implying that the programmes bore the dual goals of language improvement and content comprehension, as their name suggested. However, although sharing a similar integration pattern, the two Asian universities approached EMI differently, reflected in the degree of integration and teaching collaboration of the two sides. Such a difference, in that the language support in J-U was more specifically designed and organised around content than in C-U, had to do with the school's strength and resources. While C-U leveraged EMI with the additional introduction of business courses to their existing, reputable and already structured language education, J-U seemed to establish the language modules around the grounded content courses, to be flexible as well as to maximally produce classes suitable for the content's need.

Another interesting finding in the Process and Practice was discerned from the differences between the agents, which further impacted on the role of English and language management.

Addressing the students with similarly homogenous linguistic backgrounds, as well as situating in the East Asian context influenced by the Confucius culture, the bilingual programmes in J-U demonstrated a much more proactive learning approach than the C-U. In other words, the learner-centered approach demonstrated by J-U, an Asian university, was much similar to that of NL-U. The teachers played a key role. The fact that the entire language support faculty consisted of English native speakers and the content faculty was mixed directly reflected the teachers' pedagogical ideologies and methodologies. Additionally, because of the strict language requirements and assumedly high level of English proficiencies demonstrated by the teachers, the students were pushed to adapt to the proactive learning through high exposure to English. Such findings echoed the EMI investigation of Japanese and Chinese universities by Galloway *et al.* (2017), in which the exposure to English reported by the students, in terms of lectures, course materials, classes and exams, showed contrasting differences among the Japanese and Chinese students. Thus, beyond each university case, it can be generally concluded that among the interrelated framework dimensions, the linguistic backgrounds and language competence of the agents, especially the teachers and students, had impact on the role of English and language management, as well as the pedagogical practice and process. The agents' linguistic backgrounds and language competence could be the result or the reflection of the top-down policies and strategies at the school level, or even higher ones.

8.2.2 RQ 2: How did EMI programmes impact on students' perceived English language proficiency in each research site?

Chapter Six and Chapter Seven then turned to EMI perceptions in each case at a micro level. Chapter Six presented the majority part of the results, namely the students' perceptions towards EMI, through a combination of quantitative and qualitative inquiry. Regardless the specific university, a general finding among all students indicated the perceived language competence and improvement had significant positive correlation with their perceived academic performance, motivation and benefits, and an inverse correlation with language obstacles. Individually, C-U students perceived EMI significantly differently to the students at NL-U in all aspects, namely self-assessed English proficiencies, English improvement, English ability in performing academic tasks, EMI purposes, EMI benefits (including the satisfaction with teachers' English

capabilities) and language related obstacles. The NL-U students demonstrated more positive perceptions in all aspects than the C-U students. The interviews further confirmed such differences in perceptions. The underlying reason could be the consistent primary and secondary language education before their enrollment, overseas living experience in English-speaking countries and possible opportunities for exchange programmes that the European students received, which was confirmed by the questionnaire and interviews. Compared with the NL-U students, the C-U students expressed that they had limited access to the above-mentioned resources and they further attributed the absence of such opportunities to their unsatisfying English proficiencies. Even though the majority of the C-U students indicated, in the survey, that they had learned English from primary school with even extra personal efforts, the students stated, in the interviews, that most of this English learning was test-oriented with a limited focus on communicative skills development. For the J-U students, the surveys indicated that a higher percentage of their students, when compared to the C-U, had overseas experience, which was regarded as being of help to their English development, as advised during the interviews.

Interestingly, the J-U students showed similar perceptions (no significant difference), that is more positive perceptions, to the NL-U students in the cases of English improvement and EMI benefits, while, in the cases of EMI purposes and EMI language-related, the J-U students showed similar perceptions to the C-U students, meaning that they tended to show less clear goals in enrolling for the EMI programmes and perceived the challenges in a more difficult way in the content learning than the NL-U students. In the remaining two cases, the J-U students reported a significant difference to the other universities on perceived English ability in academic performance and English proficiencies. The J-U was sitting in the middle. Additionally, regarding the satisfaction with the teachers' English capacities, the J-U students also rated significantly different to the other two, but with the highest percentage of *'yes'*. The interviews further revealed that, while some of the C-U and NL-U students showed disapproval regarding their teachers' English, the J-U students unanimously demonstrated approval. To explore the underlying reasons for such a phenomenon, the faculty constitution and pedagogical approach in J-U can again be drawn upon, as outlined in the previous section. The demanding, and high quality of, English classes delivered by the Inner Circle teachers with high qualifications, as well as the consistent collaboration between the language support and content, gave the students a

proactive and effective learning experience, which could be reflected in the similar perceptions as the NL-U, in terms of English improvement and EMI benefits. However, on the other hand, the students in J-U shared similarly homogenous geo-linguistic backgrounds as the C-U students, implying that Eastern Asian students tended to carry the Confucius influence and bear humble attitudes to self-ego (Bradford & Brown, 2017; Li *et al.*, 2017). This could possibly explain the similar perceptions towards the EMI purposes and language-related challenges of the students in these two universities.

8.2.3 RQ 3: Did the teachers' perceptions of student progress in English language proficiency and content learning align with the students' self-reporting?

Chapter Seven analysed the interviews with the teachers to address the third research question that presented a contrastive interpretation of EMI perceptions from the teachers' side. In terms of the teachers' perceptions towards the students' English, the findings generally supported other studies. The teachers generally demonstrated great concerns about the Asian students' English proficiencies, while the teachers tended to approve of the English of the students from, especially, North Europe, which was believed to have to do with the dominant English in society, as well as the consistent primary and secondary language education (Dimova *et al.*, 2015; Wächter & Maiworm, 2014).

Regarding how to implement EMI effectively, the teachers mainly addressed three challenges: language-related challenges, namely students' English proficiencies, pedagogical methodologies deeply influenced by national/local cultures, and institutional support. Among the three universities, the C-U teachers expressed their concerns about the students' English that prevented the teachers using more English in the class, students' weak awareness of autonomous learning, such as previewing, and ambiguous institution policies that made the teachers confused about whether there should be collaboration between the language support and the content and how to organise the collaboration. The J-U teachers perceived the students' English and the teaching/learning cultures as challenging. In the J-U, on one hand, the international faculty (non-Japanese) mainly showed their dissatisfaction regarding the students' limited reading and writing capacity, which resulted from the traditional pre-tertiary education and relatively passive learning approach among Japanese students. On the other hand, the local Japanese teachers

perceived the teaching culture as dual-tailed: both the (Japanese) teachers and students needed to adapt the active teaching/learning with critical minds; whereas, at NL-U, although other EMI studies in Europe identified and summarised similar challenges among teachers (Klaassen, 2018; Klaassen & Bos, 2010), the teachers seemed to perceive fewer challenges than the teachers in the two Asian universities.

In terms of the perceived EMI benefits and possible drawbacks, the teachers shared a lot with the students, except for the teachers tending to be more aware of the potential risks. Holistically, similar to the students, the teachers perceived positively the English progress, communication skills at both the linguistic and personal skills levels, potentially increasing job opportunities and high competition in professional fields that EMI empowered the students with. In relation to the disadvantages, whilst the teachers at NL-U pointed out minor concerns, such as the decreasing proficiencies in their native languages, the teachers at the two Asian universities believed that either English improvement or content delivery had to be compromised throughout the EMI implementation. The teachers had to make a choice when it came to difficult content that made the comprehension delivery challenging, due to the students' English limitations. Such concerns echoed the empirical investigation into the inverse relationship between the *'linguistic demands'* and *'cognitive demands'* by Tsuchiya and Pérez Murillo (2015) regarding students' perceptions towards CLIL in a Japanese university and a Spanish university, and the doubts proposed by Hu & Lei (2014) in the exploration of students' English improvement through EMI and Non-EMI programmes. The teachers' opinions further corresponded to one of the three critical issues in relation to EMI agents' linguistic competence summarised by Shohamy (2013), which was the compromise between content and language.

8.3 Implications and recommendations for EMI implementation

As outlined at the start of this thesis, one of the cross case and contrastive research aims was to drawn upon common lessons and experiences by exploring EMI programmes in different contexts. As the summary of the significant findings indicated, NL-U proved to be a 'benchmarking' case, in terms of its long history in EMI implementation, highly structured curriculum and consistent support from the academic writing centre. More notably, the perceived

EMI experience from both the students and teachers showed positive recognition and satisfaction. As Bradford (2013) concluded, for Japan, there was utility into EMI implementation from a European perspective, and the two Asian universities, as the growing EMI universities, could draw on NL-U. Furthermore, the findings also suggested that the J-U case emerged as the 'middle' case on the continuum of this contrastive study based on its vastly different faculty constitution, collaboration and the students' perceptions from C-U; therefore, there are undoubtedly valuable insights and implementation experience that C-U can learn from J-U.

8.3.1 Explicit and specific EMI goals at the institution level: Content learning, language improvement or both

As one language support teacher at J-U concluded that it would be deceiving to claim that both learning outcomes could be achieved through the EMI in Japan, as echoed by the comments from a teacher at C-U that it was ambiguous and difficult for them to figure out the delicate relationship between the language switches, it is evident that the 'ambitious' and comprehensive goals and policy statements are highly likely to end up 'ignored or replaced by what the relevant agents believe to be appropriate' (Dafouz & Smit, p. 406). This was evident in C-U's case. While the school stated 'to seamlessly combine ESP and content learning and eventually achieve EMI', in reality, the teachers relied on their experience and judgment to implement the integration of language and content (CLIL), due to the absence of explicit explanations and specific requirements to enforce the statement. Consequently, such an absence leads to ambiguity in responsibilities, further resulting in no responsibilities. It is not difficult to imagine a minimum learning outcome at the end. In taking a content teacher's practice at C-U as an example, as he described, he used English to explain the vocabulary only because he did not bother about the students' English. For him, it was good news that the students' English had improved, and the higher the English level the students demonstrated in his class, the better. However, English was not necessary in his class, as he could advise students to read Chinese materials after the class. Additionally, he believed it was the English class' job to help students with their English. Regarding the students' assessments, he rated the students' exam answers based on the content, regardless of the language choice. In considering that teaching in English and learning in English are time-consuming and cognitively challenging in nature for both teachers and students

(Bas ̧bek et al., 2014; Hellekjaer, 2010; Tsuchiya & Pérez Murillo, 2015), it is safe to conclude that the motivation among the students and teachers only become increasingly lower. Fortunately, in C-U, the passing of the TEM-4 and CET-4 are one of the conditions for graduating with a Bachelor's degree, and the students had to, at least, work for the language certificate. In this case, however, the students would not significantly attribute the certificate to their bilingual programmes. During the interviews, one student at C-U particularly mentioned that her peers in other Chinese–taught programmes at other universities achieved the same, or even higher, score in the English tests. She did not 'thank' the programme at all. Another student with strong internal motivation and high expectation of enrolling in the school indicated that she was disappointed about the dramatically different teaching, in that some teachers used English while some used little, as well as the limited English improvement in her case. For the schools and programmes not having a similar international language support faculty as the J-U, in which students are pushed into using English with no options, clear goals, explicit requirements and effective enforcement are necessary to help teachers to establish clear perceptions of their responsibilities and rules they can rely on. Furthermore, the students would also have a clear understanding of what they will get and how they will be helped. For instance, if there was a specific (language) policy that students must use a certain percentage of English, if not English only, in their assignments and exams, and there are specific rubrics for teachers to follow in assessing students' works, more active work and cooperation from both the students and teachers could be expected.

8.3.2 Pedagogical approach

As Bradford and Howard (2017) illustrated the transformation that the EMI pedagogical approaches in Japanese universities have been experiencing, a significant change underlying teaching the content in English is the proactive and communicative approach in the teaching culture. One content teacher at J-U particularly discussed the teaching culture and the Japanese students' relatively passive studying attitude when compared to western universities, which presented a great ch allenge for the EMI implementation. Generally, Eastern Asian students are, more or less, influenced by the Confucius culture and social hierarchy. Thus, the NL-U case in which pedagogy was highly students-centred through the PLB approach offers some insights into

a pedagogical approach for Eastern Asian universities.

The PBL approach at NL-U puts students at the centre and the teachers are facilitating the learning, which prompts students to conduct intensive reading, writing and discussion throughout, in which students are exposed to linguistic (English) and cognitive (content) tasks more frequently and intensively, possibly rendering more effective learning outcomes. At J-U, the Japanese content teacher believed the exchange programmes sending Japanese students to western universities was an effective method and, therefore, such programmes should be encouraged. The administrative and teaching staff at C-U and NL-U also held such a point of view. However, a fundamental pedagogical shift at a large scale at universities seemed to be more impacting, especially for such universities as C-U, where there are a relatively smaller number of students than in J-U and NL-U, as far as the researcher is concerned, having such lived experience in the west.

8.3.3 Importance attached to collaboration between language support and content

As EMI is expanding exponentially across the world, especially in the Expanding Circle, where people are not exposed to English as much as in the Inner and Outer Circles, there is a general belief and action of an active integration of language support into the academic literacies. (Jocob, 2007; Dafouz & Smit, 2014) As Galloway *et al.* (2017), in their investigation into EMI among several Chinese and Japanese universities, recommended that collaboration and transparent communication are necessary and urgently needed for consistent and focused EMI programmes, the academic writing centre at NL-U proposed a doable mechanism for 'mature' EMI programmes, referring to those in which content is the primary focus, since both teachers and students generally have sufficient English, while the language support team at J-U sets a good example for Eastern Asian universities with dual goals, namely both English and content. The frequent communication and meetings made the language support team well informed about the needs and issues of the content teachers and, thus, the language modules were designed and implemented feasibly according to the evolving communication. Regarding this aspect, such universities as C-U might reflect on their less transparent collaboration. Despite there being goodwill between the school management level and the teachers, the absence of clear policies and concrete efforts in practice limited the teachers to experiment on a consistent collaboration

and reflect on the possible positive effects.

8.3.4 Training support for teachers with a focus on pedagogical methods and language skills

As a vice-dean at C-U concluded, the education quality came down to the teacher quality. As proven by many EMI studies, there were urgent calls for supporting teachers in terms of linguistic competence and teaching methods. Teachers' English capacity was the most controversial and concerning area in EMI implementation. Efforts can be made from two aspects: the specific English requirement at the recruitment and continuous training throughout the teachers' career. Teachers have to demonstrate their linguistic competence by submitting certain certificates or using English in the interview. Such policies can bring tangible effects, such as students' satisfaction with the programmes and more internationally recognised academic contribution. On the other hand, teachers could be given opportunities to constantly improve their teaching quality through training, workshops and visiting programmes across the world for their professional enhancement. Such efforts may also increase the school's budget.

According to the research findings, although the education developer at NL-U hoped that English proficiency could become mandatory in teacher recruitment, it was still currently optional. For the current teachers at NL-U, they had options, at their own expense, to attend language courses for English improvement. J-U approached this issue by initially employing qualified international faculty from the Inner Circle countries to formulate the language support team, and lecturers of mixed nationalities and overseas experience for the content side. Here, it has to be mentioned that the popularity and availability of international teachers in Japan resulted from the JET programme (Chapter One, p. 7) and other various cultural exchange programmes that the Japanese government and MEXT, in particular, have been promoting at a global scale for years (Rose & McKinley, 2018). Comparatively speaking, the teachers at C-U, the majority of whom were Chinese, received such opportunities as the overseas scholar visiting programmes and voluntary continuous professional studies, such as a further pursuit of a PhD or post-doc. Such opportunities were also part of the national China Scholarship Council[29] and other HE schemes promoting HE internationalisation by the Chinese government (Chen, 2017, p. 14-19).

[29] www.cscscholarship.org

However, this particular vice dean believed that the school should make escalated efforts to attract teachers of high standards for their research dynamics, teaching achievements and influence in the international academia. The three universities in this current research facilitated the faculty support differently, given their specific circumstances, but the ultimate goal was to 'internationalise' the faculties to increase the teaching standards through English and a fundamental embrace of a proactive pedagogical approach.

8.3.5 Positioning EMI in a multilingual setting

As the proposers of the dynamic ROAD-MAPPING framework for EMEMUS, Dafouz and Smit (2014) underpinned that the framework is positioned in multilingual HE settings inclusive of any universities in which bilingual or multilingual learning exists. Such positioning corresponds to the emerging trend of multilingual education across the globe. In other words, the pursuit of EMI is not the equivalent of a forced 'English only' or monolinguistic classroom, especially when the learning outcomes are significantly compromised. Different languages and cultures should be valued as assets that benefit the HE internationalisation.

At NL-U, although English was the dominant language in action, due to the agents' sufficient English, the teaching and learning were certainly conducted in a multilingual and multicultural manner. The students and teachers had to adapt to different ways of English usage defined by the various geo-linguistic cultures. World affairs, regional events and local news were drawn upon to establish a mutual understanding of business topics, while at J-U, although the international faculty tended to 'police' the language, as said by one language support teacher, and to promote English as the only academic and communicative language, they integrated the concept of Global/World Englishes into the teaching materials and brought in dynamic cultures through the various Englishes across the three Circles. Such deliberate treatment of World Englishes was not explicitly discerned in the other two universities. At C-J, although one or two content teachers believed that the use of Chinese was not only a forced choice against the students' English, but also sometimes necessary and, hence, a deliberate choice, it seemed that some students tended to associate the use of Chinese with the teachers' lack of English. As Galloway *et al.* (2017) point out, such awareness, of both teachers and students, was not strong among the Chinese and Japanese universities under investigation. They recommend that a clear

policy should be in place to raise the agents' awareness, followed by actions and practice (p. 34). Fang (2018) also calls for support and training for the EMI agents among the Chinese universities to recognise the potential benefits of a multilingual environment (p. 36).

8.4 Suggestions for future cross case research

During the investigation, some questions not included in the research questions emerged as a future research focus for contrastive research of a similar kind. The questions include a comparison of localised EMI consisting of local/domestic faculties and local/domestic students, and relocated or *'borrowed'* consisting of international faculties and local students, the EMI experience of exchange students across the English Circles that could contribute to an understanding of how the EMI in different countries is approached, the impact that the pre-tertiary English exposure and education have on EMI learning outcomes in HE, and the EMI reflections of graduates and alumni whose insights into their previous EMI education and career development would shed light on the benefits of EMI in the real world.

8.4.1 Localised EMI or 'relocated/borrowed' EMI in Asia

As outlined in Section 8.1, the EMI model showed an 'international faculties + local students' pattern at J-U, a 'local faculties + local students' pattern at C-U, and a 'local faculties (within Europe) + international students' pattern at NL-U. As the world is becoming increasingly more fluid and multilingual, EMI in HE is certainly evolving in forms and models more rapidly than the empirical investigation. Notably, in the context of Asia, where HE has seen an exponential expansion to empower domestic students in international competition (Hu & Lei, 2014; Rose & McKinley, 2017; Wilkinson, 2015;), there have been different combinations of faculties and students among the various EMI programmes. On one hand, there are EMI programmes that have been designed and initiated within the institution and from scratch, such as in the three case study universities. Particularly, the EMI at NL-U and the bilingual programme at C-U demonstrated more 'local' features than J-U, as the faculties at NL-U and C-U mainly consisted of European/domestic teachers. On the other hand, there are also EMI programmes being run completely by a western university, an English-speaking university in most cases, as a

joint campus or overseas campus (Fang, 2018, p. 34). In this case, the entire faculty, teaching approach and administrative system are 'relocated', or 'borrowed' from the home university. Recent years have witnessed a growth in the number of such universities or programmes in China (ibid). Generally, such an EMI model tends to be more expensive and selective for students (ibid). How does the relocated EMI integrate itself into the country's education context and adapt to the domestic students bearing different cultural, social and educational influences? Comparatively speaking, which EMI model proves to be more effective in terms of learning outcomes, and what lessons can the different models draw upon from each other?

8.4.2 "Marginalised' exchange students: live EMI experience across nations/English Circles

During the research, some exchange students at NL-U participated in the survey and interviews. Unfortunately, their responses were not included in the data set, as they normally stayed for only one year, or even less, and, thus, did not meet the participant criterion. However, the interviews with two exchange students from the Outer Circle regions of Hong Kong and Singapore prompted interesting findings regarding the contrastive EMI experiences across nations. For instance, the student from Singapore who attended English instructed schools at all education levels found that the teachers' English at her home university was with accents, less precise and sometimes confusing, when compared to the teachers' English at NL-U. This was because the faculty at the university in Singapore consisted of teachers from different countries. However, on the other hand, she found that her peers' English at NL-U presented obstacles for her to understand. According to her, the group discussion at NL-U took forever, because it seemed that the students had different understandings of vocabulary or a business theory. Thus, it was confusing and it took her much time to figure out her peers' intended meaning, whilst back at her home university, since nearly everyone spoke English and shared a similar understanding of concepts and theories, the communication was clear and straightforward. However, she would only regard the confusion caused by the usage of English a minor issue, as she was more inspired and enriched by the dynamic cultures and proactive learning approach at NL-U. She found the experience of adapting to people's ways of English that were significantly influenced by their cultures challenging and rewarding. Additionally, she believed she benefited from the classes in

the academic writing centre. In the future, more focus on exchange students' EMI experience across nations would, undoubtedly, identify more contrastive features and characteristics of the EMI implemented in different regions. Such studies would also present opportunities to track the updated EMI development worldwide.

8.4.3 The impact of English exposure and education prior to third level education on EMI learning outcomes

During the research, the students' responses to the question regarding their pre-tertiary English learning experience were collected through the multiple choices in the survey and interview questions. Although an attempt to statistically identify the relationship between the pre-tertiary English education and EMI learning outcomes was not made, the interviews revealed a positive association between the pre-exposure and English education. However, in the future, studies could expand further to how students explicitly make use of their pre-tertiary English experience to adapt to the tertiary EMI focusing on EAP and ESP. Furthermore, as Macaro *et al.* (2018) call for investigations on the challenges students confront when transitioning from secondary schools to university EMI or CLIL programmes (p. 69), future contrastive studies could scrutinise the underlying factors that cause students in different countries to face different obstacles.

8.4.4 Inclusion of new agents: EMI graduates and alumni: How would they reflect on their EMI experience?

As highlighted in almost every HE EMI study, one of the major drives was to enhance students' competitiveness in the job market in the context of an increasingly fluid and integrated world. However, the documentation on EMI graduates and alumni, who are climbing their career ladders in real work, is absent. What advantages did their EMI education experience bring to helping their career, and what could have been done differently in the HE EMI in their reflection? Although it is now difficult to position the graduates and alumni in the context of EMI HE, their feedback could still be constructive.

8.5 Limitations of the study

The limitations of this study include the methodological limitations, theoretical framework limitations, and the researcher influence and behaviours at the different research sites. As listed in Chapter Four (p. 84), there are methodological limitations mainly focusing on the discrepancies in the sample sizes at each research site and validity constraints. Compared with C-U and NL-U, where more than 200 student surveys and 20 interviews were collected at each site, about 60 surveys and 12 interviews were attained at J-U, due to the limited access granted. Therefore, although instrumental, the case studies in this project limit the generalisation of the results to other similar contexts. However, detailed introductions of the contexts in which each university was situated are available in Chapter Three to enable other researchers and readers to draw their conclusions.

With regard to the validity constraints, firstly, in ensuring that all of the research instruments were investigating the same research questions, discrepancies in the research instruments did occur, due to the limited research time allowed. For instance, while both quantitative, namely the questionnaire, and qualitative, namely the interviews, methods were employed to examine the students' EMI perceptions, only interviews were administered on the teachers to investigate the teachers' EMI perceptions. Therefore the comparison of the agents' perceptions was not analysed through the same research instruments. Secondly, the ways of administering the research instruments at each site were different concerning the languages used in the questionnaire and interviews. Chinese and Japanese vocabulary translations were provided along with the English questionnaires at C-U and J-U. Additionally, while at C-U Chinese was the communication language throughout the interviews and the research in general, English was the only communication language at the other two sites.

The ROAD-MAPPING framework for EMEMUS that was used to answer the first research question at the macro-level was proposed to examine the EMI in the multilingual HE universities, being a framework designed to study EMI among European countries. However, this framework was applied to C-U and J-U, where the geo-linguistic backgrounds were not as diversified as in NL-U. Bradford and Howard (2017) adopted this framework and examined the EMI in Japanese universities, which eventually provided valuable insight from the European perspectives in a

multilingual context. Additionally, even though the framework was established in 2014, being relatively new to be seen in most of the current EMI studies, given the growing multilingual nature among universities worldwide and suggestions of positioning EMI in a multilingual setting, this theoretical framework served the purpose for a contrastive study across the Expanding Circle nations.

Moreover, regarding the possible influence by the researcher, in considering my Chinese nationality background and personal relationship with the C-U, it is possible that the teachers and students at C-U felt more relaxed and free to communicate with me, as we had an alumni bond, while at the other two sites the participants may not have had such familiarity. However, efforts were deliberately made to ensure smooth and relaxing communication with the participants. I managed to establish trust and openness with the participants through friendly emails and casual talks prior to the interviews, which helped the interviewees to relax and remain worry-free.

8.6 Summary

This thesis attempted to conduct a cross case study regarding the EMI implementation at HE in three Expanding Circle countries. Under the light of three research questions exploring how EMI and EMI programmes were approached in each university, and how major stakeholders, i.e. students, teachers and school management levels, perceived EMI, as well as the perception alignment among different stakeholders, the findings showed some significant differences and sparkled interesting discussions. The quantitative analysis of student questionnaires indicated statistically significant differences among C-U, J-U and NL-U students in relation to their perceptions of teachers' English proficiencies, their self-reported English abilities, English proficiencies in performing academic tasks, English improvement over the time, motivation and purpose in enrolling into EMI programmes, as well as the language-related obstacles.

Holistically speaking, NL-U students showed the most positive perceptions and the C-U students the least positive perceptions, with J-U students sometimes showing similar perceptions with NL-U in relation to teachers' English proficiencies, English improvement, sometimes showing similar perceptions with C-U students regarding self perceived English proficiencies and EMI motivations. The qualitative analysis of the semi-structured interviews, archive and

classroom observation provided an in-depth explanation of such significantly different perceptions, and also further consolidated the quantitative findings.

Though significant differences existed in three contexts, especially between NL-U and two Asian universities, there were general findings and similarities to be reflected on. First, the EMI stakeholders' language competence, together with the top down policies and strategies at the school level or higher ones, had impact on the role of English and language management, and the pedagogical practice and process. Second, students' perceived English proficiency had significant positive correlation with their perceived motivation to enrol the programme, English improvement and capability in undertaking academic tasks, as well as the benefits and gains. Consequently, the more positively students perceived their language competence and overall EMI experience, the less they thought of the language challenges and obstacles.

Based on the research results, especially the concerns and challenges expressed by teachers in two Asian universities, recommendations were proposed in relation to institutional policies and support, teaching philosophy influenced by different cultures, and the pedagogical practice. Notably, for Asian universities such as C-U and J-U that wish to draw upon European perspective such as NL-U the consistent training should be given to teachers to ensure a continuous support at the top-down level. Furthermore, this thesis called for more cross case and contrastive studies in the future to enrich the dearth of comparative EMI studies at the moment.

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Appendices

Appendix A Research ethics approval, participant information leaflet and participant consent

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Application Academic Year 2015/16

Applicant: **TT45 Lijie Shao**

Title of Research: Multiple Case Studies in Three Expanding Circle Countries regarding the EMI in "Internationalised" Higher Education-Business Programs: Japan, China and the Netherlands

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Dear Lijie,

Your submission for ethics approval for the research project above was considered by the Research Ethics Committee, School of Linguistic, Speech and Communication Sciences, Trinity College Dublin, on 6 May 2016, and has been approved in full. We wish you the very best with this research project.

Dr Lorna Carson
Chair, Research Ethics Committee
School of Linguistic, Speech and Communication Sciences
Trinity College Dublin

TRINITY COLLEGE DUBLIN
SCHOOL OF LINGUISTIC SPEECH AND COMMUNICATION SCIENCES
Participant Information Leaflet

Multiple Case Studies in Three Expanding Circle Countries regarding the EMI （English as Medium Instruction language） in "Internationalised" Higher Education-Business Programs: Japan (East Asia), China (East Asian) and Netherlands (West Europe)

Conducted by a researcher from the School of Linguistic, Speech and Communication Sciences at TCD

Ph.D Researcher: Lijie SHAO
Ph.D Supervisor: Dr. Lorna Carson

You are invited to participate in this research project that is being carried out by Lijie Shao. Your participation is voluntary. Even if you agree to participate now, you can withdraw at any time without any consequences of any kind.

The study is designed to put lens on EMI (English as Medium Instruction) implementation in one particularly undergraduate business program in each higher institution in three countries respectively. Your are invited to participate in the research on **Business Leadership Program** (BLP) at **XX University**, Tokyo, Japan. If you agree to participate, this will involve you to answer a short series of questions about your experience of EMI in this business program, either in a short face-to-face interview or by email. A telephone/Skype interview will be also arranged if it is more convenient or suitable to you. The interview will take a maximum of one hour. You will receive the questions in advance. The choosing of place or way of conducing the interview is absolutely up to you.

In the case of a face-to-face interview, the interviewer (researcher Lijie Shao) will record it on a password-protected digital device, and it will be transcribed. You can ask to see the transcription following its completion, and you can ask for portions to be edited or removed within one month. Any identifying information will be removed and your responses will be stored in a separate document (not the original email). You can also ask to see the document containing your responses, and ask for portions to be edited or removed within one month of the email.

Your responses will be treated confidentially at all times. They will be kept in a secure location at TCD, which will be locked when the researcher and supervisor are not present. The original recordings of interviews will be available only to the researcher and supervisor named in this leaflet, for a period of five years. Data from this research may be published in future.

You will not benefit directly from participating in this research, it is hoped that sharing your experiences of EMI in your BLP at XX University will be interesting and enjoyable.

If you have any questions about this research you can reach Lijie Shao (E-mail: shaol@tcd.ie, Telephone: Ireland +353 (0) 873390747. You are also free, however, to contact her supervisor Lorna Carson (E-mail: carsonle@tcd.ie) to seek further clarification and information

TRINITY COLLEGE DUBLIN
SCHOOL OF LINGUISTIC SPEECH AND COMMUNICATION SCIENCES
Consent Form

Multiple Case Studies in Three Expanding Circle Countries regarding the EMI （English as Medium Instruction language） in "Internationalised" Higher Education-Business Programs: Japan (East Asia), China (East Asian) and Netherlands (West Europe)

Conducted by a researcher from the School of Linguistic, Speech and Communication Sciences at TCD

Ph.D Researcher: Lijie SHAO
Ph.D Supervisor: Dr. Lorna Carson

I am invited to participate in this research project that is being carried out by Lijie Shao. My participation is voluntary. Even if I agree to participate now, I can withdraw at any time without any consequences of any kind. It will involve me participating in an interview/semi-interview about my experience of studying/teaching/designing full time undergraduate program in Business Leadership Program (BLP) at XX University, Tokyo, Japan. I can also request for the questions to be sent to me via email, and I can respond via email or telephone according to my availability and preference. The interview will take a maximum of one hour.

In the case of a face-to-face interview, it will be recorded on a password protected digital device, and will be later transcribed. I can request to see the transcription following its completion, and I can ask for portions to be edited or removed within one month. Identifying information will be removed from the transcription. In the case of email responses, all identifying information will be removed and my responses will be stored in a separate document. I can also ask to see the document containing my responses, and ask for portions to be edited or removed within one month of the email.

The data will be treated confidentially at all times. It will be kept in a secure location at TCD, which will be locked when the researchers are not present. The original recordings of interviews will be available only to the name investigators, for a period of five years. Data from this research project may be published in future.

I will not benefit directly from participating in this research. This research may benefit understanding of EMI in this business program at XX University in particular and other two case studies carried out in China and Netherlands in general.

If I have any questions about this research I can contact the research team to see further clarification and information:

Lijie Shao shaol@tcd.ie
(Telephone Ireland: +353 (0)873390747)
Lorna Carson carsonle@tcd.ie

Signature of research participant

I understand what is involved in this research and I agree to participate in the study. [*I have been given a copy of the Participant Information Leaflet and a copy of this consent form to keep.]*

Signature of participant Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

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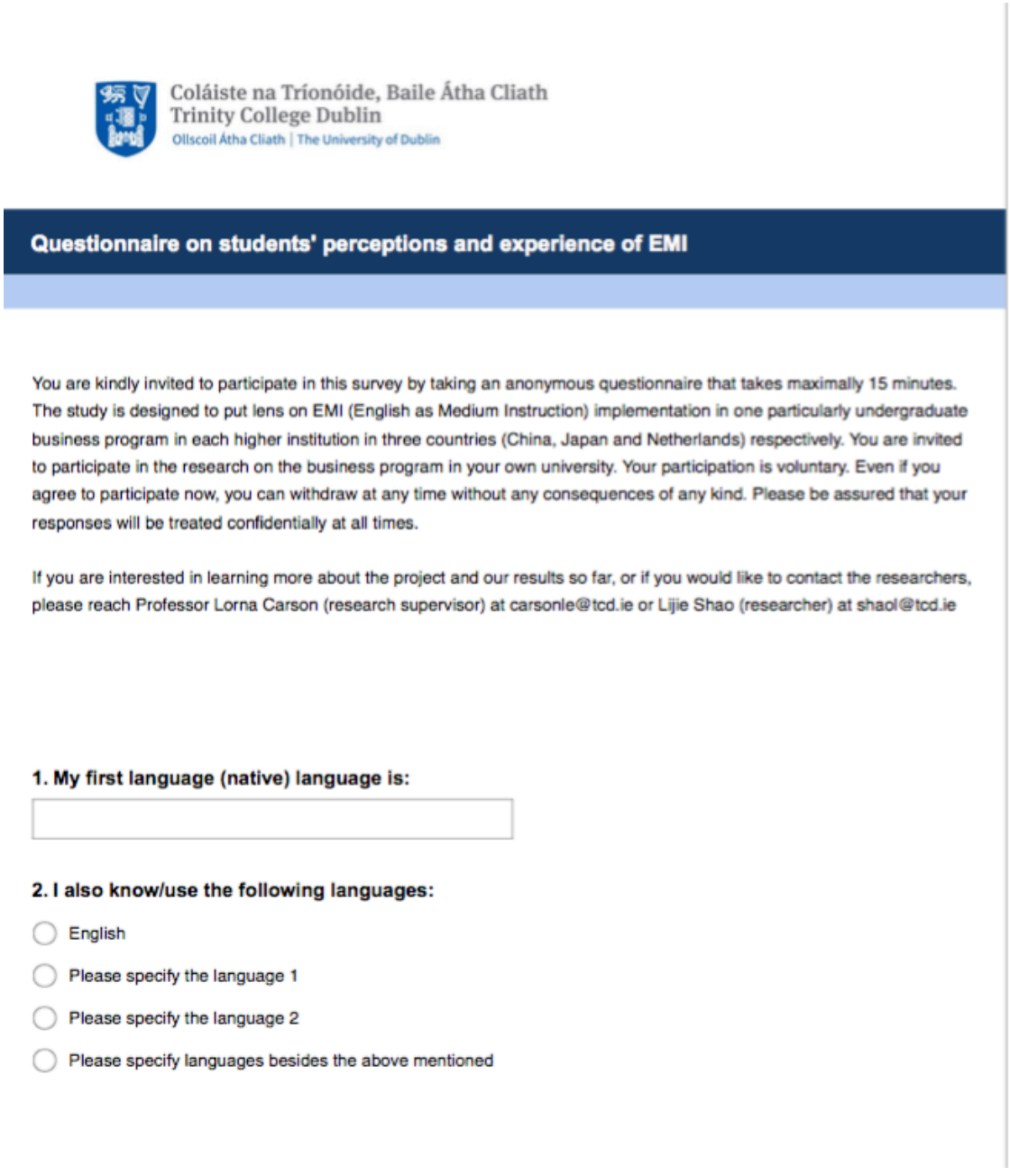
Signature of researcher Date

Appendix B Questionnaire on students' perceptions and experience of EMI

B1 Original questionnaire



Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

Questionnaire on students' perceptions and experience of EMI

You are kindly invited to participate in this survey by taking an anonymous questionnaire that takes maximally 15 minutes. The study is designed to put lens on EMI (English as Medium Instruction) implementation in one particularly undergraduate business program in each higher institution in three countries (China, Japan and Netherlands) respectively. You are invited to participate in the research on the business program in your own university. Your participation is voluntary. Even if you agree to participate now, you can withdraw at any time without any consequences of any kind. Please be assured that your responses will be treated confidentially at all times.

If you are interested in learning more about the project and our results so far, or if you would like to contact the researchers, please reach Professor Lorna Carson (research supervisor) at carsonle@tcd.ie or Lijie Shao (researcher) at shaol@tcd.ie

1. My first language (native) language is:

2. I also know/use the following languages:

- English
- Please specify the language 1
- Please specify the language 2
- Please specify languages besides the above mentioned

3. What is the level of your English (proficiency)?

- ◯ Elementary level
- ◯ Pre-intermediate level
- ◯ Intermediate level
- ◯ Upper intermediate level
- ◯ Advanced level or above (e.g. native like)

4. What subjects you are currently taking are taught in English?

Subject 1	
Subject 2	
Subject 3	
Subject 4	
Subject 5	
Subject 6	
Subject 7	
Subject 8 and More	

5. On a scale of 1 to 5, please choose what suits you the most.

	1 (poor)	2	3	4	5(excellent)
My overall English ability is	◯	◯	◯	◯	◯
My listening ability in English is	◯	◯	◯	◯	◯
My reading ability in English is	◯	◯	◯	◯	◯
My writing ability in English is	◯	◯	◯	◯	◯
My speaking ability in English is	◯	◯	◯	◯	◯

6. Does this sound like you? "By studying my program in English"

	This sounds a lot like me	a little like me	undecided	not really like me	not at all like me	N/A
I believe my English ability has improved since entering this program.	○	○	○	○	○	○
I believe my listening ability has improved since entering this program.	○	○	○	○	○	○
I believe my reading ability has improved since entering this program.	○	○	○	○	○	○
I believe my writing ability has improved since entering this program.	○	○	○	○	○	○
I believe my speaking ability has improved since entering this program	○	○	○	○	○	○

7. On a scale of 1 to 5, how would you rate your ability in performing the following tasks?

	1 (poor)	2	3	4	5 (excellent)
Reading course materials	○	○	○	○	○
Taking notes from course textbooks	○	○	○	○	○
Doing course assignments	○	○	○	○	○
Listening to and understanding lectures in class	○	○	○	○	○
Taking notes during lectures	○	○	○	○	○
Dealing with instructions	○	○	○	○	○
Seeking information orally	○	○	○	○	○
Giving information orally	○	○	○	○	○
Making formal oral presentations	○	○	○	○	○
Participating in class discussions	○	○	○	○	○
Writing academic papers	○	○	○	○	○

8. Does this sound like you? "By learning business through EMI, I am trying to"

	That sounds a lot like me	a little like me	undecided	not really like me	not at all like me
Communicate with international students in my department (or university in general)	○	○	○	○	○
Access international publications	○	○	○	○	○
Enhance my career advantages	○	○	○	○	○
Prepare myself to work in an international setting	○	○	○	○	○
Participate in exchange programs in my university	○	○	○	○	○
Further study abroad (including moving up to post-graduate level)	○	○	○	○	○
Participate in international conferences	○	○	○	○	○

9. Do you think learning business program in English is beneficial to you?

- ○ Yes
- ○ No
- ○ To some extent
- ○ I am not sure

10. Does this sound like you? "I think EMI is beneficial to me because it"

	This sounds a lot like me	a little like me	neutral	not really like me	not at all like me	N/A
teaches me English	○	○	○	○	○	○
makes me competitive in a global market	○	○	○	○	○	○
makes the lesson more interesting	○	○	○	○	○	○
motivates me	○	○	○	○	○	○
makes the concepts easier to understand	○	○	○	○	○	○
makes problem-solving easier	○	○	○	○	○	○
gives me a challenge	○	○	○	○	○	○
is what I expect	○	○	○	○	○	○
is what my parents expect	○	○	○	○	○	○
makes me part of an elite	○	○	○	○	○	○
provides me a high level education	○	○	○	○	○	○

11. When learning through EMI, how difficult do you find it to

	very difficult	quite difficult	not easy not difficult	quite easy	very easy	hard to judge
preview the lessons	○	○	○	○	○	○
know the subject vocabulary in English	○	○	○	○	○	○
motivate yourself	○	○	○	○	○	○
pronounce words properly	○	○	○	○	○	○
link sentences when you are speaking	○	○	○	○	○	○
translating your subject knowledge into English	○	○	○	○	○	○
speak fluently	○	○	○	○	○	○
explain clearly	○	○	○	○	○	○
study the textbooks and related course materials	○	○	○	○	○	○
deal with the assignments, tests and exams	○	○	○	○	○	○
do the individual or group presentations	○	○	○	○	○	○
communicate with peers and faculty of other linguistic backgrounds	○	○	○	○	○	○

12. Do you think that all teachers are capable of teaching in EMI?

- ○ Yes
- ○ No
- ○ Would rather not to comment
- ○ Comment

13. What level of English do you think a teacher needs to teach in EMI?

- ◯ I am not sure
- ◯ intermediate
- ◯ CEF (specify level)
- ◯ same as the students
- ◯ advanced
- ◯ higher than students
- ◯ other accreditation
- ◯ would rather not to comment
- ◯ Other (please specify)

14. Had you taken the English level test before you started an EMI course in this business program?

- ◯ Yes
- ◯ No
- ◯ Depends on the situation, please specify

15. Have you ever taken the following international English proficiency tests? If yes, please specify your highest score?

TOEFL - Test of English as a Foreign Language (computer or internet based)	
IELTS - International English Language Testing System	
TOEIC - Test of English for International Communication	
Cambridge English Language Assessment	

16. How do you reach the level of English proficiency necessary before starting your course?

- ◯ I learn English at home
- ◯ I learn English at primary school
- ◯ I learn English at secondary school
- ◯ I have lived abroad (English speaking countries)
- ◯ I make a personal effort
- ◯ I do extra studies, please specify
- ◯ I follow special courses at university, please specify
- ◯ Other (please specify)

17. What is your nationality:

18. Which category below includes your age?

- ◯ under 18
- ◯ 18-24
- ◯ 25-29
- ◯ 30+

19. At what email address would you like to be contacted?

B2 The questionnaire administrated at NL-U

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

Questionnaire on students' perceptions and experience of EMI (English as Medium of Instruction)

You are kindly invited to participate in this survey by taking an anonymous questionnaire that takes maximally 15 minutes. The study is designed to put the lens on EMI (English as Medium Instruction) implementation in one particularly undergraduate business program in each higher institution in three countries (China, Japan and the Netherlands) respectively. You are invited to participate in the research on the business program in your own university. Your participation is voluntary. Even if you agree to participate now, you can withdraw at any time without any consequences of any kind. Please be assured that your responses will be treated confidentially at all times.

If you are interested in learning more about the project and our results so far, or if you would like to contact the researchers, please reach Professor Lorna Carson (research supervisor) at carsonle@tcd.ie or Lijie Shao (researcher) at shaol@tcd.ie

Note: For those whose first language is English, please cross the number of the question (e.g. 6) to indicate the question does not apply to you, thanks!

1. My first language (native) language is:

2. I also know/use the following languages (please specify in the text boxes)

language 1

language 2

language 3

language 4

language 5

language 6

language 7

3. What is the level of your English (proficiency)?

- ◯ Elementary level
- ◯ Pre-intermediate level
- ◯ Intermediate level
- ◯ Upper intermediate level
- ◯ Advanced level or above (e.g. native like)

4. What subjects you are currently taking are taught in English? (Please skip this question if your entire program is taught in English)

Subject 1	
Subject 2	
Subject 3	
Subject 4	
Subject 5	
Subject 6	
Subject 7	
Subject 8	
Subject 9	
Subject 10	

5. On a scale of 1 to 5, please choose what suits you the most.

	1 (poor)	2	3	4	5 (excellent)
My overall English ability is	◯	◯	◯	◯	◯
My listening ability in English is	◯	◯	◯	◯	◯
My reading ability in English is	◯	◯	◯	◯	◯
My writing ability in English is	◯	◯	◯	◯	◯
My speaking ability in English is	◯	◯	◯	◯	◯

6. Does this sound like you? "By studying my program through English"

	This sounds a lot like me	a little like me	undecided	not really like me	not at all like me	N/A
I believe my English ability has improved since entering this program.	○	○	○	○	○	○
I believe my listening ability has improved since entering this program.	○	○	○	○	○	○
I believe my reading ability has improved since entering this program.	○	○	○	○	○	○
I believe my writing ability has improved since entering this program.	○	○	○	○	○	○
I believe my speaking ability has improved since entering this program	○	○	○	○	○	○

7. On a scale of 1 to 5, how would you rate your English ability in performing the following tasks?

	1 (poor)	2	3	4	5 (excellent)
Reading course materials	○	○	○	○	○
Taking notes from course textbooks	○	○	○	○	○
Doing course assignments	○	○	○	○	○
Listening to and understanding lectures in class	○	○	○	○	○
Taking notes during lectures	○	○	○	○	○
Dealing with instructions	○	○	○	○	○
Seeking information orally	○	○	○	○	○
Giving information orally	○	○	○	○	○
Making formal oral presentations	○	○	○	○	○
Participating in class discussions	○	○	○	○	○
Writing academic papers	○	○	○	○	○

8. Does this sound like you? "By learning business through EMI (English as Medium of Instruction) , I am trying to"

	That sounds a lot like me	a little like me	undecided	not really like me	not at all like me
Communicate with international students in my department (or university in general)	○	○	○	○	○
Access international publications	○	○	○	○	○
Enhance my career advantages	○	○	○	○	○
Prepare myself to work in an international setting	○	○	○	○	○
Participate in exchange programs in my university	○	○	○	○	○
Further study abroad (including moving up to post-graduate level)	○	○	○	○	○
Participate in international conferences	○	○	○	○	○

9. Do you think learning business program through English is beneficial to you? (Multiple Choice)

- ○ Yes
- ○ No
- ○ To some extent
- ○ I am not sure

Other (please specify or comment)

10. Does this sound like you? "I think EMI (English as Medium of Instruction) is beneficial to me because it"

	This sounds a lot like me	a little like me	neutral	not really like me	not at all like me	N/A
teaches me English	○	○	○	○	○	○
makes me competitive in a global market	○	○	○	○	○	○
makes the lesson more interesting	○	○	○	○	○	○
motivates me	○	○	○	○	○	○
makes the concepts easier to understand	○	○	○	○	○	○
makes problem-solving easier	○	○	○	○	○	○
gives me a challenge	○	○	○	○	○	○
is what I expect	○	○	○	○	○	○
is what my parents expect	○	○	○	○	○	○
makes me part of an elite	○	○	○	○	○	○
provides me a high level education	○	○	○	○	○	○

11. When learning through EMI (English as Medium of Instruction), how difficult do you find it to

	very difficult	quite difficult	not easy not difficult	quite easy	very easy	hard to judge
preview the lessons	○	○	○	○	○	○
know the subject vocabulary in English	○	○	○	○	○	○
motivate yourself	○	○	○	○	○	○
pronounce words properly	○	○	○	○	○	○
link sentences when you are speaking	○	○	○	○	○	○
translating your subject knowledge into English	○	○	○	○	○	○
speak fluently	○	○	○	○	○	○
explain clearly	○	○	○	○	○	○
study the textbooks and related course materials	○	○	○	○	○	○
deal with the assignments, tests and exams	○	○	○	○	○	○
do the individual or group presentations	○	○	○	○	○	○
communicate with peers and faculty of other linguistic backgrounds	○	○	○	○	○	○

12. Do you think that all teachers are capable of teaching your program through English? (Multiple Choice)

- ○ Yes
- ○ No
- ○ Would rather not to comment
- ○ Comment

13. What level of English do you think a teacher needs to teach in EMI (English as Medium of Instruction)? (Multiple Choice)

- ◯ I am not sure
- ◯ intermediate
- ◯ CEF-Common European Framework of Reference for Languages (please specify level)-
- ◯ same as the students
- ◯ advanced
- ◯ higher than students
- ◯ other accreditation (please specify)
- ◯ would rather not to comment
- ◯ Other (please specify or comment)

14. Had you taken the English level test before you started an EMI (English as Medium of Instruction) course in this business program? (Multiple Choice)

- ◯ Yes
- ◯ No
- ◯ Depends on the situation, please specify
- ◯ Other (please specify)

15. Have you ever taken the following international English proficiency tests? If yes, please specify your highest score

TOEFL - Test of English as a Foreign Language (computer or internet based)

IELTS - International English Language Testing System

TOEIC - Test of English for International Communication

Cambridge English Language Assessment

Others (please specify)

16. How do you reach the level of English proficiency necessary before starting your course? (Multiple Choice)

- [ ] I learn English at home
- [ ] I learn English at primary school
- [ ] I learn English at secondary school
- [ ] I have lived abroad (English speaking countries)
- [ ] I make a personal effort
- [ ] I do extra studies, please specify
- [ ] I follow special courses at university, please specify
- [ ] Others, please specify

Comments

17. What is your nationality:

18. Which category below includes your age?

- ◯ under 18
- ◯ 18-24
- ◯ 25-29
- ◯ 30+

19. At what email address would you like to be reached?

20. Which year (grade-level) are you currently studying in (at)?

- ◯ Second year
- ◯ Third year

Other (please specify here)

B3 The questionnaire administrated at C-U

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

Questionnaire on students' perceptions and experience of EMI

You are kindly invited to participate in this survey by taking an anonymous questionnaire that takes maximally 15 minutes. The study is designed to put lens on EMI (English as Medium Instruction) implementation in one particularly undergraduate business program in each higher institution in three countries (China, Japan and Netherlands) respectively. You are invited to participate in the research on the business program in your own university. Your participation is voluntary. Even if you agree to participate now, you can withdraw at any time without any consequences of any kind. Please be assured that your responses will be treated confidentially at all times.

此项调研活动的内容为：在高等教育国际化和英语成为世界通用语言的背景下，通过在英语世界延伸区域里的三个代表性国家（荷兰，日本和中国）中进行实地案例分析的形式，研究*英语作为教学媒介EMI（English as Medium Instruction）*在该三个国家高等教育机构里的商科教学领域中表现出来的现状，分析在各个案例中每个学校的商科项目用英语进行商务教学面临的挑战并深入分析各个案例中其项目的推行历史，动机，发展过程等方面。

If you are interested in learning more about the project and our results so far, or if you would like to contact the researchers, please reach Professor Lorna Carson (research supervisor) at carsonle@tcd.ie or Lijie Shao (researcher) at shaol@tcd.ie

1. My first language (native) language is:

2. I also know/use the following languages:

- ◯ English
- ◯ Please specify (写出) the language 1
- ◯ Please specify (写出) the language 2
- ◯ Please specify languages besides the above mentioned

3. What is the level of your English (proficiency)?

- ◯ Elementary level
- ◯ Pre-intermediate level
- ◯ Intermediate level
- ◯ Upper intermediate level
- ◯ Advanced level or above (e.g. native like)

4. What subjects you are currently taking are taught in English?

Subject 1	
Subject 2	
Subject 3	
Subject 4	
Subject 5	
Subject 6	
Subject 7	
Subject 8 and More	

5. On a scale of 1 to 5, please choose what suits you the most.

	1 (poor)	2	3	4	5(excellent)
My overall English ability is	◯	◯	◯	◯	◯
My listening ability in English is	◯	◯	◯	◯	◯
My reading ability in English is	◯	◯	◯	◯	◯
My writing ability in English is	◯	◯	◯	◯	◯
My speaking ability in English is	◯	◯	◯	◯	◯

6. Do this sound like you? "By studying my program (program 指代专业，比如国贸，经济等) in English"

	This sounds a lot like me	a little like me	undecided	not really like me	not at all like me	N/A
I believe my English ability has improved since entering this program.	○	○	○	○	○	○
I believe my listening ability has improved since entering this program.	○	○	○	○	○	○
I believe my reading ability has improved since entering this program.	○	○	○	○	○	○
I believe my writing ability has improved since entering this program.	○	○	○	○	○	○
I believe my speaking ability has improved since entering this program	○	○	○	○	○	○

7. On a scale of 1 to 5, how would you rate your ability in performing the following tasks?

	1 (poor)	2	3	4	5 (excellent)
Reading course materials	○	○	○	○	○
Taking notes from course textbooks	○	○	○	○	○
Doing course assignments	○	○	○	○	○
Listening to and understanding lectures in class	○	○	○	○	○
Taking notes during lectures	○	○	○	○	○
Dealing with instructions	○	○	○	○	○
Seeking information orally	○	○	○	○	○
Giving information orally	○	○	○	○	○
Making formal oral presentations	○	○	○	○	○
Participating in class discussions	○	○	○	○	○
Writing academic papers	○	○	○	○	○

8. Does this sound like you? "By learning business through EMI, I am trying to"
下面的描述符合您的情况吗？"通过用英语来上（商科）专业课，我努力达到（如下目的）...

	That sounds a lot like me (非常符合对我的描述)	a little like me	undecided	not really like me	not at all like me (完全不符合我的情况)
Communicate with international students in my department (or university in general)	○	○	○	○	○
Access international publications	○	○	○	○	○
Enhance my career advantages	○	○	○	○	○
Prepare myself to work in an international setting	○	○	○	○	○
Participate in exchange programs in my university	○	○	○	○	○
Further study abroad (including moving up to post-graduate level)	○	○	○	○	○
Participate in international conferences	○	○	○	○	○

9. Do you think learning business program in English is beneficial to you?

- ○ Yes
- ○ No
- ○ To some extent
- ○ I am not sure

10. Does this sound like you? "I think EMI is beneficial to me because it"
下面的描述符合您的情况吗？"我认为用英语上专业课对我很受益，因为（如下原因）...

	This sounds a lot like me （非常符合对我的描述）	a little like me	neutral	not really like me	not at all like me (完全不符合我的情况)	N/A
teaches me English	○	○	○	○	○	○
makes me competitive in a global market	○	○	○	○	○	○
makes the lesson more interesting	○	○	○	○	○	○
motivates me	○	○	○	○	○	○
makes the concepts easier to understand	○	○	○	○	○	○
makes problem-solving easier	○	○	○	○	○	○
gives me a challenge	○	○	○	○	○	○
is what I expect	○	○	○	○	○	○
is what my parents expect	○	○	○	○	○	○
makes me part of an elite	○	○	○	○	○	○
provides me a high level education	○	○	○	○	○	○

11. When learning through EMI, how difficult do you find it to

	very difficult	quite difficult	not easy not difficult	quite easy	very easy	hard to judge
preview the lessons	○	○	○	○	○	○
know the subject vocabulary in English	○	○	○	○	○	○
motivate yourself	○	○	○	○	○	○
pronounce words properly	○	○	○	○	○	○
link sentences when you are speaking	○	○	○	○	○	○
translating your subject knowledge into English	○	○	○	○	○	○
speak fluently	○	○	○	○	○	○
explain clearly	○	○	○	○	○	○
study the textbooks and related course materials	○	○	○	○	○	○
deal with the assignments, tests and exams	○	○	○	○	○	○
do the individual or group presentations	○	○	○	○	○	○
communicate with peers and faculty of other linguistic backgrounds	○	○	○	○	○	○

12. Do you think that all teachers are capable of teaching in EMI?

- ○ Yes
- ○ No
- ○ Would rather not to comment
- ○ Comment

13. What level of English do you think a teacher needs to teach in EMI?

- ◯ I am not sure
- ◯ intermediate
- ◯ CEF (specify level)
- ◯ same as the students
- ◯ advanced
- ◯ higher than students
- ◯ other accreditation
- ◯ would rather not to comment
- ◯ Other (please specify)

14. Had you taken the English level test before you started an EMI course in this business program?

- ◯ Yes
- ◯ No
- ◯ Depends on the situation, please specify

15. Have you ever taken the following international English proficiency tests? If yes, please specify your highest score?

TOEFL - Test of English as a Foreign Language (computer or internet based)	
IELTS - International English Language Testing System	
TOEIC - Test of English for International Communication	
Cambridge English Language Assessment	
公共四级	
公共六级	
专业四级	
专业八级	

16. How do you reach the level of English proficiency necessary before starting your course?

- ◯ I learn English at home
- ◯ I learn English at primary school
- ◯ I learn English at secondary school
- ◯ I have lived abroad (English speaking countries)
- ◯ I make a personal effort
- ◯ I do extra studies, please specify
- ◯ I follow special courses at university, please specify
- ◯ Other (please specify)

17. What is your nationality:

18. Which category below includes your age?

- ◯ under 18
- ◯ 18-24
- ◯ 25-29
- ◯ 30+

19. At what email address would you like to be contacted?

B4 Japanese translation attached to the original questionnaire

Japanese Translation for Certain Words throughout the Questionnaire

-about the research
今回の調査活動の内容は以下の通りです：
高等教育がグローバル化され、また英語が世界通用言語になるという時代を背景に、代表的な三つの国（オランダ、日本及び中国）の大学の経済学科を対象に EMI(English as Medium Instruction 英語を使った専門科目教育)運用現状を英語を通じて実際に分析する。英語での知識教育に直面している問題を探し、また各教育プロジェクトにかかわる歴史、動機及び発展を深く分析する。

Page 1

1. Anonymous questionnaire-匿名アンケート
2. EMI (English as Medium Instruction)- 英語を使用した専門科目教育（EMI）
3. Participation-参加
4. Voluntary-自主的
5. Withdraw-撤退
6. Consequences-結果
7. Confidentially-内密
8. Specify-特定
9. Intermediate level-中級レベル
10. Upper intermediate level-中級上レベル
11. Pre-intermediate level-準中級レベル
12. Elementary level-初級レベル

Page 2
1. Subject-科目
2. Overall-総合的

Page 3
1. Does this sound like you?-こちらの事例はあなたに当てはまりますか?
2. Major-専攻科目
3. Improve-改善

Page 4
1. Course materials-教材
2. Assignment-課題
3. Lecture-講義
4. Instruction-指示
5. Seek information orally-口頭にて情報を求めます

6. Give information orally-口頭にて質問された情報を応えます
7. Formal oral presentation-口頭による発表
8. Academic papers-学術論文

Page 5
1. Communicate-コミュニケーション
2. Access international publications-国際的な出版物の理解
3. Enhance-自分の仕事への強みを高める
4. International setting-国際環境
5. Exchange program-国際交流プログラム
6. International conferences-国際会議
7. Beneficial-メリット

Page 6
1. Beneficial-メリット
2. Competitive-競争に勝つことができるために
3. Global market-グローバルマーケット
4. Motivate-モチベーション
5. Challenge-チャレンジ
6. Expect-期待
7. Elite-エリート
8. Provide-提供

Page 7
1. Preview-プレビュー
2. Peers-ペア
3. Faculty-教職員
4. Linguistic backgrounds-言語の背景
5. Capable-可能なこと

Page 8
1. CEF-ヨーロッパ言語共通参照枠
2. Accreditation-認証評価/アクレディテーション

Page 9
1. English proficiency-英語能力
2. Extra studies-追加研究

Appendix C Semi-structured interview themes and questions

TRINITY COLLEGE DUBLIN
SCHOOL OF LINGUISTIC SPEECH AND COMMUNICATION SCIENCES

Interview Themes and Questions

Multiple Case Studies in Three Expanding Circle Countries regarding the EMI （English as Medium Instruction language） in "Internationalised" Higher Education-Business Programs: Japan (East Asia), China (East Asian) and Netherlands (West Europe)

Conducted by a researcher from the School of Linguistic, Speech and Communication Sciences at TCD

Ph.D Researcher: Lijie SHAO
Ph.D Supervisor: Dr. Lorna Carson

Interview Schedule
Interviews and semi-interviews will be conducted as the following up step after the questionnaires circulated among research participants. Participants will be invited to the interviews out of their willingness.

The general issues (to all participants) to be explored will be:

- Status quo of the EMI implementation in business programs
- Benefits and *"side effects"* of EMI perceived by students and faculty (including the administrative) in the business program
- Perception of students'/teachers' proficiency in English language skills (listening, reading, writing and speaking)
- Perception of students' improvement in language skills throughout one or two years of study
- Problems faced due to language ability and how they are dealt with
- Types of perceived language support available

General Interview Themes (Students)

Explore the reasons and further explanations behind the answers given in the questionnaire:

- Do you think your English skills have been improved through the EMI in your business program?
- Do you face any problems in your courses due to your English-language ability? If yes, what are they? How do you deal with these issues?
- What types of academic support in general and language assistance such as EAP (English

for Academic Purpose) does your department (or university) provide to help you with your English?

- Have you taken advantage of any of resources and courses mentioned above? If yes, how do you find those kinds of support? If not, why do you intend not to reach out such support?

Explore ability to cope with course delivery in English:

- What is the general format of your courses? (lecture, group work, course materials, handouts)
- How do you study for your courses? When you study with friends do you use your national (native) language Japanese or English to discuss the course content? Do you take notes in your native language or English?

General Interview Themes (Faculty-teachers)

Explore the reasons and further explanations behind the answers given in the questionnaire:

- Do you feel that your students' general language skills meet the expectations required of undergraduate students studying in an English-medium environment?
- Do you think that the students' English proficiency has improved after one or two years' study?
- What are the most persistent language-related problems your students face?
- How is your teaching in your current university different from teaching the same content in your previous institutions (if you have worked elsewhere before)?
- Do you adapt the materials, delivery, or assessment in anyway because English is a second language for you (if it applies) and your students? If yes, how? If no, why?
- Do you offer any type of support to students? If so, what?
- Do you feel your students' English proficiency is adequate to study at the undergraduate level?
- What do you feel your role is in your students' language development, if any?
- What does the university do to help with student's language development after they are admitted to the baccalaureate program?
- What does your department do to help with student's language development after they are admitted to your program?
- Do you feel there is a need for ongoing language support in the third and fourth year of a student's studies?

General Interview Themes (Faculty-policy makers and administrative staff)

- What was the impetus for the school (department) to teach business programs in English?
- What is the constitution of the academic teaching team? Do you have language support teachers and content teachers? If yes, what is the rational? If no, what is the rational? What nationalities do they have?
- How do you find the coordination between the language support and content teaching staff?
- What is the story of EMI in this business program (in this department in general)? How did it get started and how is it going now?

- Compared with the original motivation to promote EMI when your department started it, what are the new or different motivations for EMI now?
- Overall, how do you think the EMI has benefitted the program? In what ways?
- Overall, what disadvantages of the EMI implementation have you concluded so far? If there are, what possible strategies are you currently discussing?
- What are your overall aims/goals for the development of EMI in this business program?
- What possible obstacles would you anticipate for EMI development in the future (e.g. in five years' time)?
- How do you measure students' English language proficiency before they started EMI?
- How do you design the curriculum (decided by individual teachers or approved by the department)? Do you adapt the curriculum (e.g. teaching materials) to cater for students' capabilities? If yes, how do you adapt?
- How flexible do the teachers could be in relation to their teaching plan, student assessments, assignment and exams, etc.?

Appendix D Classroom observation protocol

PRE OBSERVATION DATA

Teacher _____ Date _____

School _____ Level _____

Observer _____ Program _____

(***Fill this out prior to observing classes.***)

Class period or time of class:

Topic or topics:

Purpose (objectives):

Intended outcomes (pre-communication with the teacher):

Materials Used (teacher-made, manufactured, district or department-developed; characterization of materials):

How students will be assessed-Assessment strategies (per activity/task if appropriate)

CLASSROOM ACTIVITIES

Teacher: Date:

(***Fill this out as you are observing classes.***)
Introduction to Lesson: provides introduction/motivation/"invitation"; explains activity and how it relates to previous lessons; assesses students' prior knowledge

Student Grouping _____ Duration _____

First Activity/Task: Content; nature of activity, what students doing, what teacher doing; interactions.

Student Grouping _____ Duration _____

Second Activity/Task: Content; nature of activity, what students doing,what teacher doing; interactions.

Student Grouping _____ Duration _____

Third Activity/Task: Content; nature of activity, what students doing, what teacher doing; interactions.

Student Grouping _____Duration _____

State whether activities are sequential or are different activities/tasks done at the same time

OTHER OBSERVATIONAL DATA

Teacher: Date:

(***Fill this out as you are observing classes.***)

1 - Description of the classroom (including the teaching facility):

2 - Teaching aids / materials (per activity / task if appropriate):

3 - The teacher's overal English proficiency-four skills (1-5 scale).

Also refer to the item 12 in the questionnaire on teachers' perceptions:
a. know the subject vocabulary in English
b. pronounce words properly
c. link sentences while speaking
d. speak fluently
e. explain fluently
f. give alternative explanation
g. others while the teaching is taking place

STUDENT DATA

Teacher: Date:

(Fill this out during/after the classroom observation.)

1 - Number of students, nationalities, linguistic backgrounds

2 - Describe the content of a student's journal or notebook for the class.

3-Students' overal English proficiency (group them according to different levels) using 1-5 scale on four skills

Student Behaviors (please dot on the line to indicate the percentage/portation):

most students off task	----------	most students on task
students interact with each other around non-academic or procedural issues	----------	students interact with each other around content issues
students are hesitant to enter into the discussion/activity	----------	students actively and enthusiastically participate in the discussion/activity

REFLECTIONS AND INTERPRETATIONS

Teacher: Date:

(***Fill this out as soon as possible after the classroom visit.***)

1 - Overall, what happened during the classroom observation (e.g., did the outcome meet the objective or expectations?)

2-What didn't happen (e.g., students didn't grasp the idea of the lesson)?

3 - Alternative ways instructor might have handled the lesson/question/ situation:

4 - Characterize students and their attitudes toward the subject matter and the teacher:

5 - Notable non-verbal behavior:

Appendix E Demonstration of Explorative Factorial Analysis (EFA)

EFA process explanation

Apart from the descriptive statistics and correlational analysis on individual question item, it might be worthwhile to conduct a factor analysis first on the scale rating questions, which are the major and also the essential part of the questionnaire, given the fact that the sample size is satisfyingly big enough, either as three case studies separately or as a whole. Also, there are five questionnaire items with multiple sub-questions, indicating quite many variables in the questionnaire. The purpose of factor analysis is to reduce the number of variables to manageable factors to identify those underlying factors that are invisible but have significant internal correlations as well as the considerable influence (Karami, 2015, p. 3). In other words, it is necessary to examine the variables and themes in a multi-dimensional way and present a summary of comparisons among three groups more neatly and explicitly. And the following findings and discussions will be able to centre on those factors after the data reduction.

The exploratory factor analysis (EFA) is used in this project because there is no prior research on the questionnaire construct, neither is there any pilot test on the questionnaire (Karami, 2015, p.3). Below is a demonstration of fundamental considerations and operation at each step.

The first step of the process is to check the suitability of EFA technique. First of all, the sample size is quite satisfying, according to Comrey and Lee (1992) and Kahn (2006), which is over 500 in this case. And this number still stands the criteria if taken into the recommended ratio of cases per variable, which is a ratio of10 to 1 by Nunnally (1978). Second, according to (Fabrigar et al., 1999; Russell, 2002), an EFA would be ideal if the commonalities among the variables are high, based on *the common factor model*, and there are adequate items for each factor (de Winter, Dodou, & Wieringa, 2009). Mundfrom, Shaw and Ke (2005) recommend a minimum of 7 variables for each factor. In this project, there are five scale-rating questionnaire items chosen, i.e. Q6, Q7, Q8, Q10 and Q 11, each with the minimum of five or maximum of eleven sub-questions (variable) accordingly, indicating a suitable condition. Finally, a KMO and Barlett's Test is conducted to test the sample adequacy and the relationship strength among the variables (Field, 2009, p. 788). Generally speaking, the acceptable threshold for KMO is 0.5 on

the condition of adequate sample (Field, 2009, p. 788) and higher, while the Barlett's test is less than the *significant* value of 0.05 (Field, 2009, p. 612). The results at Table 3 show excellent suitability for EFA, i.e. 0.959 for KMO, which is superb, and the Barlett's test is less than 0.01.

Table 3 Table X KMO and Bartlett's Test output

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.959
Bartlett's Test of Sphericity	Approx. Chi-Square	12978.458
	df	630
	Sig.	.000

The next step is to determine the conditions for factor extraction. Principle Component Analysis (PCA), one the two very commonly used techniques in applied linguistics (Thompson, 2004) has been adapted to get the initial communalities matrix. The purpose of the application of PCA is to *"reduce the number of variables by creating linear combinations that retain as much of the original measures' variance as possible (without interpretation regarding constructs)"* (Conway & Huffcutt, 2003, p. 150). Here the following four rules (Field, 2009, p. 662) are applied in reducing or deleting (sub) questions. They are: a. component loading less than 0.05; b. communalities less than 0.60 on the condition that the sample size is over than 250; c. more than 0.05 on dual or multiple components; d: less than 3 components left. Table 4 below shows the commonalities of the initial factor extraction.

Table 4　Communalities output with the PCA extraction

	Initial	Extraction
Q6-1-Does this sound like you? "By studying my program (or major) in English,"	1.000	.758
Q6_2	1.000	.775
Q6_3	1.000	.668
Q6_4	1.000	.683
Q6_5	1.000	.775
Q7-1-On a scale of 1 to 5, how would you rate your English ability in performing the following tasks?	1.000	.747
Q7_2	1.000	.745
Q7_3	1.000	.771
Q7_4	1.000	.760
Q7_5	1.000	.653
Q7_6	1.000	.820
Q7_7	1.000	.765
Q7_8	1.000	.791
Q7_9	1.000	.737
Q7_10	1.000	.714
Q7_11	1.000	.639
Q8-1-Does this sound like you? "By learning business through EMI, I am trying to,"	1.000	.667
Q8_2	1.000	.700
Q8_3	1.000	.692
Q8_4	1.000	.695
Q8_7	1.000	.612
Q10_3	1.000	.652
Q10_4	1.000	.566
Q10_5	1.000	.737
Q10_6	1.000	.728
Q11-1-When learning through EMI, how difficult do you find it to	1.000	.651
Q11_2	1.000	.641
Q11_4	1.000	.521
Q11_5	1.000	.738
Q11_6	1.000	.673
Q11_7	1.000	.725
Q11_8	1.000	.752
Q11_9	1.000	.706
Q11_10	1.000	.708
Q11_11	1.000	.705
Q11_12	1.000	.743

Extraction Method: Principal Component Analysis.

With the initial factor extraction output, the next step is to the factor selection involving the rotation method to render the results more comprehensive and interpretable. One of the most commonly applied principles is applied in selecting factors, which is eigenvalues. Kaiser (1974) suggests that the components with eigenvalues above 1 should be selected. This project adopts this criterion. Besides, the eigenvalue-based method scree plot (Cattel, 1966) is integrated into factor selection as a crosscheck or reference. Usually, the number of factors to be selected is advised to follow the spots above the eigenvalue 1. Below shows the emergence of five factors with the eigenvalues of 16.463, 3.325, 2.216, 1.805 and 1.603 respectively, accounting for 70.6 % of the variance.

Table 5 EFA factor selection output: total variance explained

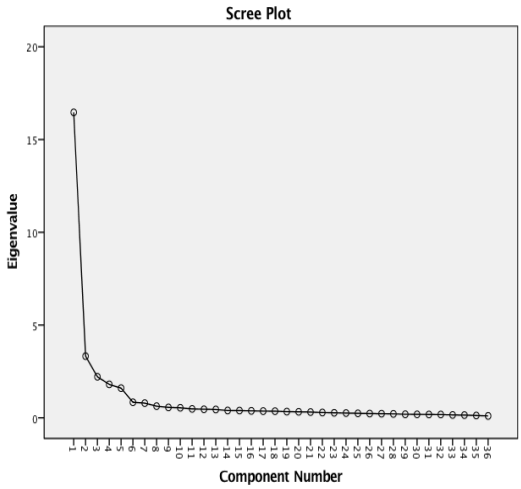
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	16.463	45.732	45.732	16.463	45.732	45.732	13.137
2	3.325	9.236	54.968	3.325	9.236	54.968	14.416
3	2.216	6.155	61.123	2.216	6.155	61.123	7.850
4	1.805	5.015	66.138	1.805	5.015	66.138	9.278
5	1.603	4.452	70.589	1.603	4.452	70.589	4.567
6	.840	2.333	72.923				
7	.791	2.198	75.121				
8	.628	1.744	76.865				
9	.561	1.559	78.425				
10	.540	1.499	79.924				
11	.482	1.339	81.263				
12	.462	1.284	82.547				
13	.450	1.250	83.797				
14	.395	1.097	84.895				
15	.390	1.084	85.978				
16	.374	1.039	87.017				
17	.362	1.006	88.024				
18	.359	.998	89.021				
19	.335	.929	89.951				
20	.323	.897	90.848				
21	.310	.861	91.709				
22	.286	.795	92.504				
23	.270	.750	93.254				
24	.257	.714	93.967				
25	.241	.670	94.638				
26	.229	.635	95.273				
27	.222	.617	95.890				
28	.211	.587	96.476				
29	.190	.528	97.004				
30	.186	.517	97.522				
31	.182	.507	98.028				
32	.179	.496	98.525				
33	.155	.431	98.956				
34	.147	.410	99.366				
35	.126	.351	99.717				
36	.102	.283	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

The scree plot established indicates that the first five factors could be selected as they are above the eigenvalue 1.

Table 6 EFA scree plot



Finally, the EFA factor selection results are roasted into a component matrix for a more visible layout and more straightforward interpretation (Karami, 2015, p. 10). Oblique rotation type is widely preferred in applied linguistics (T.A. Brown, 2006; Conway & Huffcutt, 2003) and the Promax technique is chosen (Table 5). It shows that the selected five factors have component loadings bigger than 0.6, implying a valid and justified questionnaire. In addition, each factor corresponds to one of the questionnaire construct themes, yielding an easy and consistent factor naming.

Table 7 Rotated component matrix

Pattern Matrix[a]					
	Component				
	1	2	3	4	5
Q11_5	.926				
Q11_4	.838				
Q11_8	.833				
Q11_11	.831				
Q11_7	.820				
Q11_6	.810				
Q11_2	.804				
Q11-1-When learning through EMI, how difficult do you find it to	.749				
Q11_10	.736				
Q11_12	.734				
Q11_9	.733				
Q7_2		.984			
Q7_3		.967			
Q7_4		.863			
Q7_5		.858			
Q7_6		.825			
Q7_11		.823			
Q7-1-On a scale of 1 to 5, how would you rate your English ability in performing the following tasks?		.804			
Q7_8		.790			
Q7_10		.781			
Q7_7		.720			
Q7_9		.713			
Q6_2			.933		
Q6-1-Does this sound like you? "By studying my program (or major) in English,"			.883		
Q6_5			.879		
Q6_4			.814		
Q6_3			.751		
Q8_2				.865	
Q8_7				.841	
Q8-1-Does this sound like you? "By learning business through EMI, I am trying to"				.772	
Q8_3				.725	
Q8_4				.710	
Q10_5					.856
Q10_6					.838
Q10_3					.776
Q10_4					.731
Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.					
a. Rotation converged in 6 iterations.					

The five factors attained from the EFA are as follows, introduced by order of the questions appearing the questionnaire.

The first factor (F1) has received the component loadings from all of six variables in Q6 that intends to describe students' perception of their English ability improvement through studying through EMI and thus named assumed English improvement through EMI.

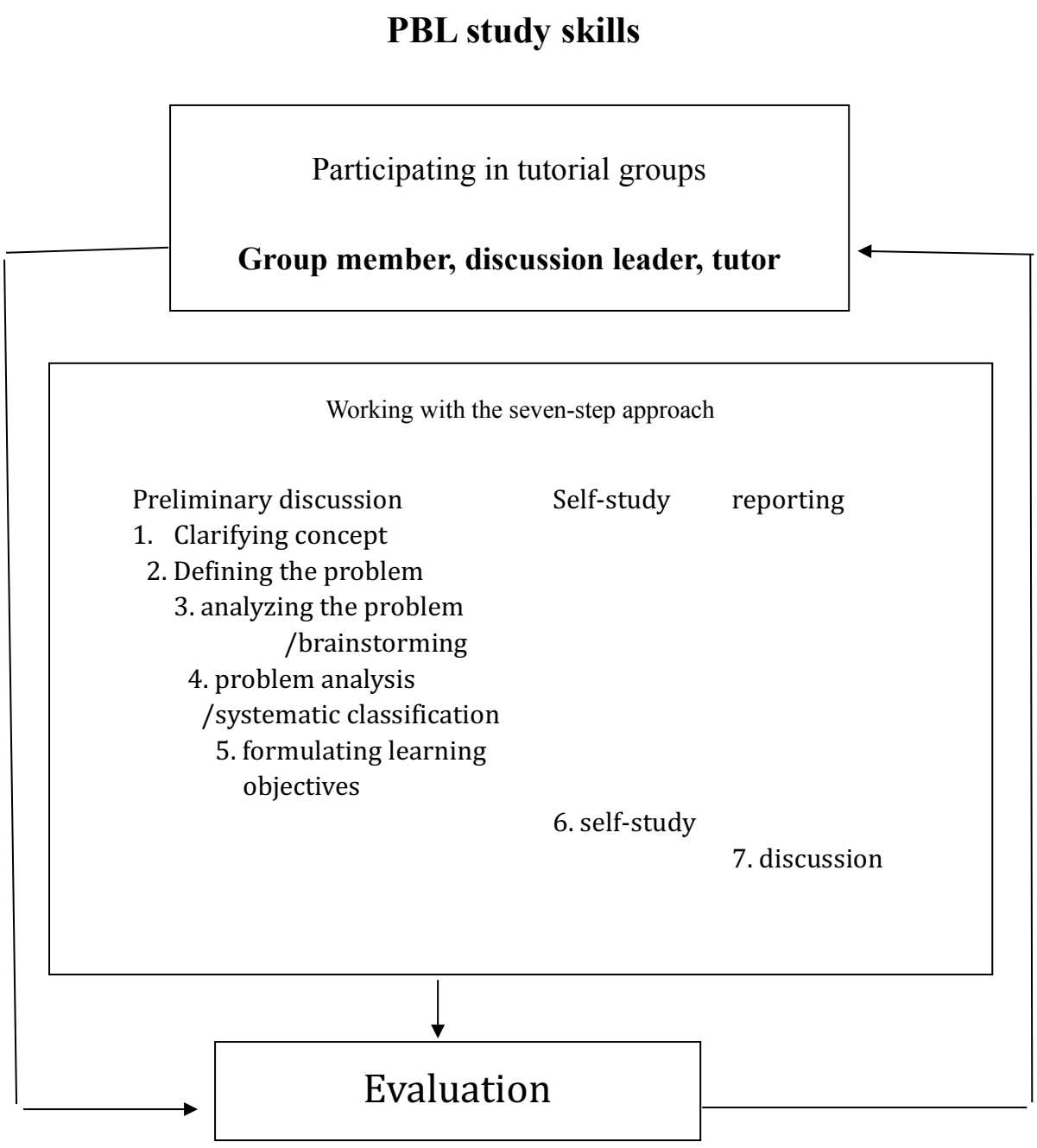
The second factor (F2) has received the component loadings from all of eleven variables in Q7 that intends to describe students' perceived English abilities of theirs while performing various academic tasks and thus named English ability in performing academic tasks. Here it is worthwhile to point that initially the sixth rating scale question of the questionnaire, i.e. Q5 asking students perceived overall English ability and specific four skills (five variables in total), was included in the factor selection and it turned out that all Q5 questions and Q7 questions shared the same matrix, implying Q5 and Q7 belong to the same factor, i.e. asking students the same questions. Given the fact there would be sixteen variables from two questions, which is too many, and also Q5 sub-questions are not as specific as Q7 variables asking students' perceived English abilities in specific academic situations covering reading, writing, speaking and listening abilities, it was then decided to exclude Q5 into EFA. Q5 is treated individually as an inquiry into students' perceived English ability in a broad and general sense.

The third factor (F3) has received the component loadings from five out of seven variables in Q8 that intends to describe students' purposes and motivations to study a program through EMI and thus named EMI purposes.

The fourth factor (F4) has received the component loadings from four out of eleven variables in Q10 that describes students' perceived benefits from EMI and thus named EMI benefits. Initially, there are eleven sub-questions (variables) designed, and four variables proved to be valid and reliable students' answers. Therefore the rest seven variables will not be discussed in the following sections.

The fifth factor (F5) has received the component loadings from eleven out of twelve variables in Q11 that intends to describe students' assumed obstacles and challenges while studying through EMI, and thus it is named EMI obstacles.

Appendix F Diagram of components in PBL study skills



Appendix G Correlation Test result of five factors on the whole data set

Correlations							
		Assumed English Improvement through EMI	F1Q6Asumed EnglishAbility	Assumed English Ability in Performing Academic Tasks	EMI Purposes	EMI Benefits	EMI Language Obstacles
Assumed English Improvement through EMI	Pearson Correlation	1	1.000**	.478**	.463**	.324**	-.337**
	Sig. (2-tailed)		0.000	.000	.000	.000	.000
	N	560	560	553	552	544	534
F1Q6AsumedEnglishAbility	Pearson Correlation	1.000**	1	.478**	.463**	.324**	-.337**
	Sig. (2-tailed)	0.000		.000	.000	.000	.000
	N	560	560	553	552	544	534
Assumed English Ability in Performing Academic Tasks	Pearson Correlation	.478**	.478**	1	.601**	.337**	-.741**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	553	553	562	558	547	536
EMI Purposes	Pearson Correlation	.463**	.463**	.601**	1	.410**	-.529**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	552	552	558	561	547	536
EMI Benefits	Pearson Correlation	.324**	.324**	.337**	.410**	1	-.291**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	544	544	547	547	551	534
EMI Language Obstacles	Pearson Correlation	-.337**	-.337**	-.741**	-.529**	-.291**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	534	534	536	536	534	541
**. *Correlation is significant at the 0.01 level (2-tailed).*							

Appendix H Transcriptions of audio interviews

Keys for Jefferson style symbols used in the study

(.)	short pause
( )	inaudible or unclear speech
(gestures)	additional descriptions for movements, laughter etc.
(information)	guess at unclear speech
_____	stressed syllable
[	overlapping talk
> <	the talk between the arrows is noticeably speeded up
< >	the talk between the arrows is noticeably slowed down
…	prolongation of the sound
=	no break within turns
↑	the sentence shifts into higher pitch
↓	the sentence shifts into lower pitch

Transcript of audio interview 1

Location: C-U
Date: 23/05/2016
Interviewer: Lijie
Interviewee: Yue
Duration: 11:58 minutes

Lijie: 请简单介绍一下，你目前是大二，对吗？
Interviewee: 对。
Lijie: 那你进行语言的学习、英语的学习，在该学校名称应该有两年的时间了吧？
Interviewee: 对。
Lijie: 你能简单地介绍一下，你觉得你在这两年从语言这个方面，你的一个提高有哪些呢？可以给我举一些例子。
Interviewee: 语言的提高，我觉得在口语方面应该是有一定的提高的，但是虽然就是学校没有开设关于口语类的课程，就大一的时候开设的视听说，但是我真的觉得在那个课上学不到啥，就整个视听说课上提到的，可能就是因为自己接触的英语比较多，然后听新闻听的也比较多，就是可能我觉得课真的是没有啥提高，因为他课上就基本上开始的时候给你一个 topic，然后就讲一下讨论一下，然后就听课本了，我们课本用的是[00: 01: 01]那个课本。
Lijie: 好的。那因为你是大二嘛，专业课应该没有涉及到太多，就从你的那个课程表上看，那你能给我简单介绍一下，到目前为止，只要是跟你专业课相关的专业课程，有哪些是用英语进行的呢？这个英语包括教材、PPT，或者老师上课的讲义、讲课内容讲话内容，你都可以简单介绍一下都有哪些什么？
Interviewee: 我觉得主要是在大二的时候，大二的时候开设了一个课是《国际经济与贸易》，然后刚开始的时候它的教材是全英的，就是原版教材，但是到最后又换了，又换成了中文的，然后这个就相当于还是中文授课。然后下学期就是《国际贸易实务》，它是英文的教材，但是老师的 PPT 是中文的。
Lijie: 回到第一个课程《国际经济与贸易》，你自己觉得它为什么最后从英文教材换成中文的教材？是教材还是老师用中文说呀？
Interviewee: 把教材都换了。
Lijie: 从你个人角度，你觉得你更喜欢换之前还是换之后？或者说你自己对于这个更换你有什么想法？
Interviewee: 我觉得刚开始你接触全英的教材肯定会有一定的难度，或者是有点抵触心理，但是我觉得这是一个渐进的过程，就是当时我们应该就只上了一节课，然后就换了，我觉得应该再多试试，毕竟接受有一个过程，我觉得像那个 CFA 专业，他们也是从开始慢慢接触到全英文的教材。
Lijie: 那在你上过的这些专业课中，只要是老师用英语的部分讲的东西，你觉得老师的英语能力会是阻碍他们还是让他们能很好地把专业课内容给传达下来？你觉得他们英语能力在这个过程中是什么样的一个角色呢？
Interviewee: 我觉得他们的英语能力应该还不错，就是感觉，就是可能用英语讲的话，因为我们接受不是太好，然后，所以就是像那种专业知识可能讲得不是很透彻，用英语的。
Lijie: 那你观察到专业课老师的英语，从听说读写这几个方面，你觉得还有哪些问题呢？就是你整体来看，或者说你印象中。
Interviewee: 专业课的是吗？
Lijie: 嗯，他在用英语来对你们进行专业课的那个内容的传达的时候。
Interviewee: 我第一个老师是那个党军（音），然后我觉得他挺好的，发音挺好的，他好像在斯坦福留过学啥的，就是英语能力挺强的，然后第二个老师我觉得口语也行，就是不是很好，但是我能听得懂，就是还行那种。
Lijie: 好。那你在上专业课的时候，你接受到的这些专业课老师们的教材、PPT，还有对你们平时的一种测评方式，比如说是小组作业，或者说 group presentation，或者是个人 presentation，还有卷子，这些都是用什么语言来进行的？
Interviewee: 中文。
Lijie: 中文。你有接触过老师用英语要求你们去做什么，然后你们用英语来回答或者用英语来答他的试卷吗？
Interviewee: 专业课上基本上没有。
Lijie: 那你个人的一个看法是什么呢？你是希望有这样的英语的东西进来，还是说保持原样也可以，或者说你有自己的想法吗？
Interviewee: 我觉得我们现在用的是英文的教材，但是老师上课讲的是中文，好像考试的时候也是中文的，我就是觉得你既然用了就应该如果考试你要是英文的话就可以督促你一下，更好地学英语，我还是比较倾向于就是用英语的那种。
Lijie: 好。那就你目前已经有了这些双语课体验，你觉得你从中有哪些受益？它的优势是什么？你觉得它的问题、不足，如果你认为有的话，是什么？可以简单介绍一下吗？
Interviewee: 我觉得开双语课的课程就给你提供一个就是说英语的环境或者是听英语的环境，我觉得学习语言环境挺重要的，我觉得如果在课上开双语课的话，就因为老师肯定是用英

语讲的，然后你听的是英语，然后你回答的时候也是英语，我觉得这样就是对你的英语成绩可能会有潜移默化的影响。

Lijie: 它的问题呢？如果有的话和不足。

Interviewee: 它的问题我觉得可能就是刚开始接触的时候比较困难，要有一个过程，而且就是每个班的学生他的层次不一样，可能老师针对的一般就是中等水平的那种。

Lijie: 那你个人是如何去克服这些问题的呢？或者说克服一开始不适应，你是如何去通过什么样的方式去解决这个问题呢？

Interviewee: 我觉得老师肯定基本上是按课本讲的，然后首先你得预习，比如说把不会的单词查一下，然后理解一下课文，我觉得上课的时候认真点就差不多吧。

Lijie: 好。就你目前开始接触专业课来讲，你觉得在学习专业课内容，比如去看专业课原版教材等用英语来进行专业课学习的时候，你觉得你的英语哪些方面的问题一直是困扰着你无法去更好地学习专业课呢？

Interviewee: 我学英语最大的问题是我单词词汇量不过关，我就属于记不住单词的那种，就是。

Lijie: 你给我举个例子，它就困扰着你学习专业吗？

Interviewee: 对呀，你看那个专业课上那个课本上有好多不认识的单词，然后我就需要一个一个的查，这样既浪费时间，然后可能就是查完了，也不一定能记住。

Lijie: 那你在学习英文版的教材和专业课的时候，你的笔记是用什么语言来进行的？

Interviewee: 笔记？

Lijie: 嗯。

Interviewee: 笔记基本上是中文。

Lijie: 会有英语的时候吗？

Interviewee: 会。

Lijie: 什么时候呢？

Interviewee: 就比如说老师说一个名词，比如说*“绝对优势”*之类的名词，我可能就会要用英语记。

Lijie: 那你觉得你为什么要选择那样的记呢？

Interviewee: 我觉得其实经济你肯定要知道那些就是专有名词的英文是什么，怎么写之类的。

Lijie: 据我了解，就是咱们学院的一个课程设置是对于你们专业学生大一大二给的语言知识是比较密集的，到大三的话会有一定的减少，那从你个人角度看，你觉得大三大四你在进入到更多专业课学习的时候，你认为学校应该继续给你这些语言支持吗？

Interviewee: 我觉得就是没必要给那么多，就比如说像视听说、中英、泛读、阅读，这些我觉得没必要全给，我觉得只要给一个最基础的中英就行。

Lijie: 主要原因是什么呢？

Interviewee: 因为它就是当你不学习你的专业课的时候，它的学习就是让你不间断地接触英语，我觉得这个很重要，然后中英基本上就是基础，我觉得这个对专业课应该挺有帮助的。

Lijie: 好。两个问题，第一个问题是你当时选择学校名称的国际贸易这个专业的时候，你的动机是什么？然后你了不了解它是双语课的这样的一个特色？

Interviewee: 我当时就是报志愿的时候挺草率的，因为当时我就是分考得还挺不低的，然后就是想来西安，我就特别喜欢西安这个城市，然后我就看了一个该学校名称，然后我就搜，就是我是河北省的，然后我就搜我们省这个学校的各种专业在往年的录取分，然后我就看国际贸易是最高的，然后我就报了这个。

Lijie: 因为你分数是比较理想的，对吧？

Interviewee: 对。

Lijie: 那你当时知道学校名称的这个双语课的项目吗？就是这种上课方式吗？

Interviewee: 我觉得国际贸易应该是双语课的。

Lijie: 好。那你现在已经两年下来了，你觉得跟你当时的一个期许相比，它现实中是什么样子的，你觉得跟你当时的期许有哪些区别？

Interviewee: 我觉得可能就是开的还是挺少的双语课，然后就是我觉得是不注重英语基础吧那种，虽然中英课就是我感觉也没啥用的，提高基础。

Lijie: 那比如说你现在已经通过公共四级了，那你是通过什么方式通过了这个四级呢？你是自己的课下努力还是因为大一大二这两年的密集型的英语课程对你的帮助呢？

Interviewee: 我觉得主要是自己，靠自己的基础，然后自己就是刷题嘛，进行努力。

Lijie: 好。那你对于这两年接触的英语语言帮助英语课，你对它的一个评价是什么样的呢？积极的、消极的都可以去评价。

Interviewee: 我觉得接触的就是像这种英语写作呀啥的。进入我现在学的英语写作，我其实说实话，我觉得当你在考试中写一篇文章的时候，真的没有时间去思考那些，然后按照那些步骤呀啥的，但是我觉得就是可能培养你一种思维吧。

Lijie: 好。最后一个问题，其实你有可能已经回答，就是想明确一下，就是专业课的老师，他在让你们分配一下，让你们比如做小组作业，或者让小组讨论，课堂的、课下的都

包括，或者让你们小组组织一些人进行一个 presentation，你们在与组成员之间进行沟通交流的时候，你用的是什么语言？

Interviewee: 中文。

Lijie: 中文。那你们会用英语吗？如果老师要求的话，你们会用英语吗？或者出现过用英语的情况吗？

Interviewee: 我觉得如果老师要求的话，应该会的，但是没有要求过。

Lijie: 没有要求过？

Interviewee: 对。

Lijie: 谢谢你。

Transcript of audio interview 2

Location: C-U
Date: 23/05/2016
Interviewer: Lijie
Interviewee: Zhuo
Duration: 11:38 minutes

Lijie: 首先问一下，就是你当时选择学校名称和选择这个专业的动机是什么一个情况？完了之后你了不了解当时你是要过来学双语课程这个项目的？

Interviewee: 我是了解的，因为一开始我父亲想让我学关于经济类方面的专业，然后因为我比较喜欢英语，但我一开始是想往翻译方面走，然后我父亲是拒绝的，然后他说觉得还是学那种，比如说我选一个有语言类的那种背景的，然后再结合我的经济，会双方面的发展，这样就会对于以后的就业，就是以英语为工具，然后能寻找到比较好的那种工作。

Lijie: 那你现在两年下来之后，你能就你个人体验来说，你对这个双语课做一个整体的评价，就是你是否有收益，然后你觉得它有没有什么问题？这是一个。另外就是我知道大二的学生好像专业课都没有开太多，所以你完全可以从英语课程这个学习角度去讲，也没有问题。

Interviewee: 我觉得就是如果是对于在专业课有英语技能的话，我觉得是有提高的，因为我们现在学的那些经济类的，它都是西方的那些经济的教材，然后如果说是中文硬翻的话，它就是感觉比较怪异，比如说我们之前学的一本微观经济学，它的那个就是中文翻译，我就看得很费劲，但我们也没有接触英文类的教材，我觉得就是如果说是英文类直接翻译的话，因为它的语言会比较简单一点，我们会了解的更透彻一点，但是就现在我们的教学资源的话，就可能比较局限，就做不到这样，但我还是希望以后能够真正有这种师资支持。

Lijie: 好。那你目前有上过用英语上的专业课吗？它这个英语包括教材，包括 PPT 展示。

Interviewee: 有，但是 PPT 展示有的时候应该是中英文穿插的，最多的就是我们的英语教材，但是老师上课基本上就使用中文。

Lijie: 能列举一下这些科目是什么吗？然后你帮我举个例子。

Interviewee: 比如说《国际贸易实务》，然后还有我们的精读，还有写作，但是写作我们是偏向于都是英文，其它的就是比较跟我们专业课搭边的那种，就比较是偏向于老师讲中文，然后看英文教材。

Lijie: 好的，那在这几门专业课学习中，比如说《国际贸易实务》，你们的教材是英文原版还是说是老师经过一定的改动，比如说是英文的节选呢？

Interviewee: 我们的《国际贸易实务》教材，它不是外国人编的，它是中国人好像把它翻译过来的。

Lijie: 那你对这样的教材，你的一个个人感觉是什么呢？

Interviewee: 我觉得看起来还是比较累。

Lijie: 原因是什么呢？

Interviewee: 原因可能就是它是作为我们第一个专业知识的英语的教材，所以一开始他老师讲的就是中文，然后我们自己看就觉得很怪。

Lijie: 好，那你从你个人角度出发，你希望老师是用英语去讲这个课教材还是用中文呢？

Interviewee: 用英语，因为他如果用英语的话可以，就是我们在课堂上有疑问的话，他可以用更简单的英语来跟我们讲述，会更了解透彻一点。

Lijie: 好。那经过这两年的英语的一个学习，因为这两年大一大二你们的英语课程相对来说还是比较密集的，那经过这两年的学习，你觉得你的英语整体和每个方面具体一点的方面，你觉得是否有提高还是有持平还是下降，你可以简单介绍一下吗？

Interviewee: 我就单独从各个方面嘛，就是说听力，在大一进来的时候就比较抓听力这部分，我觉得一开始在大一的时候进步还是有的，但是到后来可能就是因为学风比较散漫，然后就是比如说精读那些的词汇量一开始积累的还是比较稳固的，到后来就是慢慢慢慢的态度就感觉有点不对，然后就开始松懈，处于一开始就是往上，然后现在是往下。

Lijie: 其它方面，如果你想评价一下的话。

Interviewee: 其它是，其余还有写作？

Lijie: 对，可以这几个方面，就是你觉得你的英语能力在这两年的英语支持中，因为老师们给你们上课相当于 language support 嘛，这方面你觉得经过这 language support 两年，你的英语能力的一个提升情况。

Interviewee: 就写作的话我是真正的系统上面了解了我到底应该怎么写作，但是怎么说，就是那个写作，它也是不是有针对性的，写的也是比较就是大概的那种，系统的，中国人还是带了一定中国人的思维的写作，没有真正地融入到西方的那种感觉。

Lijie: 你为什么觉得他带了中国人思维的那种写作呢？

Interviewee: 因为就觉得大家写作都是套模版，因为老师也会跟我们讲说，如果你真的不会写了，你就按照什么三段论之类的写，所以说还是没有那种强制的思维吧。

Lijie: 明白。那马上你就要进入大三的学习，那据我所知，咱们学校从大三开始针对专业的学生，他的专业课要增加，然后语言课程要相对减少一些，那从你个人的角度，你觉得大三大四你需不需要或你认为学校应该继续对你们进行 language support 语言支持吗？

Interviewee: 我觉得整个大学都需要，因为我觉得现在经济已经大家各个国家都在交流，语言支持就更重要了，在一般学经济的都是以语言为重点嘛，但是我们大学就是到了大三以后英语什么听力就没有了，然后精读课就是老师上课也并不是很严肃的那种，就觉得，但是我们学经济的还要考一些证，就比如说我，我就是计划要自己自学考那个 BEC，我就觉得其实对于我们之后的一些个人的英语技能提高还是有一定帮助的，所以要一直学。

Lijie: 我能确认一下 BEC 是不是 business english certificate 吗？

Interviewee: 对。

Lijie: 好。在你已经接触的有限的这几门专业课当中，你觉得你在用英语去学习这些专业课的时候，英语这块哪些问题或哪个具体的方面的问题一直困扰着你去用英语来学习专业课的呢？

Interviewee: 这个我还是不是很了解这个问题是什么。首先就是我觉得还是词汇量的问题，然后除了词汇量，还有整个句子的含义我也拿捏不到，就是说断句或者说整个句意，它到底要表达一种什么意思，我就会比较模糊，然后模糊了以后就不想看了。

Lijie: 好。那你在平时，老师们会对你进行测评吗？比如说出卷子，对吧？或者让你们做专业课这一块，或者让你们做 presentation，有可能是个人版的，有可能是小组的，像对于这种情况下，你一般会用什么语言来进行呢？

Interviewee: 一般都是中文，但是我们上次的老师给我们布置的作业都是英文的，他讲解还是中文。

Lijie: 他是哪个课程的老师？

Interviewee: 《国际贸易实务》。

Lijie: 他是用英文来要求你们做什么呢？

Interviewee: 就是一个小测验，就是选择题，然后翻译题，还有计算题之类的，简答题。不对，他是中文，我想起来他是中文。

Lijie: 好。那其它有没有英文的例子，有印象的？

Interviewee: 没有。

Lijie: 没有，是吧？好，那下一个问题有可能你已经回答了，只不过想让你再明确一下，就是你自己对付老师的一些要求，然后一些安排下来作业，或者你跟小组进行讨论的时候，你用的语言一般是什么语言？

Interviewee: 一般都是中文，然后到那种，就是我有时候条件反射，或者说我想不出来我到底用中文怎么表达的时候，就会蹦出几个英语单词这样。

Lijie: 好。那你平时在对专业课进行学习的时候，有可能是在自己自习，也有可能是在跟别人，就先说跟别人，自习有可能是去学习课程内容，有可能是看教材，还有可能是干别的相关的，总之是为了专业课学习吧，你做笔记的话会用什么语言进行呢？

Interviewee: 中文，但是我有时候上课的时候，其实我有时候有强迫症，比如说我看到一些英文生单词，我可能偏向于去找它对应简单的英文单词的解释。

Lijie: 你觉得这样做的好处是什么？你为什么选择这样做呢？

Interviewee: 因为我觉得这样子可能就是让我更能了解这个单词到底是什么意思，因为中文总归是模糊它的一定的意义的。

Lijie: 好。那你现在对即将进入大三用英语来学习专业课这一块，你对自己有什么期许，或你对这种双语课的项目的想法或者期盼是什么样的呢？或预想是什么样的呢？

Interviewee: 我预想就是说老师能够真正的以一种不是读课本的英文的形式，然后是真正的自己摆脱了课本，然后大家一起来讨论，不是自己一个人在上面讲或者就是小组讨论的形式出现，然后就是也会在课程安排一些任务下去，然后自主完成，也会就是对课上课程就会更了解一点，这样。

Lijie: 好。那最后的话，就是你能不能从整体上介绍一下，你觉得从已经有两年的双语课上学习这个经历中，你得到了哪些益处？它给到你什么帮助？然后你觉得它的不足、它的问题是什么？如果有的话。

Interviewee: 主要就是我对英语的综合能力还是有一定的提升的，但是如果是偏向专业课的话，我觉得它并没有一种给我多大的益处，我就希望以后老师能够真正的就是落实到每个专业课专业名词真正的英文解释上面，它会偏向于专门的英语化。

Lijie: 好，非常感谢你。

Interviewee: 没事。

Transcript of audio interview 3

Location: C-U
Date: 13/05/2016
Interviewer: Lijie
Interviewee: Liu
Duration: 15:51 minutes

Lijie: 行。第一个问题，就是你当时是怎么选到咱们学校名称的这个项目？然后你了不了解它是用双语来上课的呢？

Interviewee: 学校名称的这个项目经济性吗？

Lijie: 是，或者是经济金融学院它整体的这个特色。

Interviewee: 当时选这个学校的时候本来是想去学英语的，但是就是被分到了这个系，当时选也，一开始学的是理科高中，然后我觉得自己应该比较适合学文科类的，后来就是填了几个文科的院校，大连外国语、该学校名称，最后被该学校名称录到了这个学校，也属于那种双向选择的感觉。

Lijie: 是是是。那你现在大学三年已经差不多完事了嘛，你整体评价一下咱们这个双语课程，就是用英语来上专业课，你觉得你受益了吗？如果受益从哪些方面？然后它有什么优势，它有什么不足？你都可以聊一聊。

Interviewee: 其实我觉得这个好处是占很大一部分比例的，因为毕竟我是学商科的，商科是，我觉得虽然我现在才大三，但是我看这个问题，我觉得它是个国际化的一个领域。然后你现在用英语教学，虽然你每天都觉得可能学的时候有一点生词不懂，然后英语比较差，但你慢慢积累的话，就说现在我看 FT 文章的话，慢慢积累，慢慢积累，你做研究难免都得会遇到什么外文，你肯定或者是以后进行交流的话，对自己有很大的优势，我觉得。

Lijie: 所以这些优势你受益的地方，对吗？那你觉得它的不足呢？你整体可以评价一下。

Interviewee: 不足，我就觉得我们学校选的英文教材偏简单，平板值那种感觉。

Lijie: 你说的是英文的专业教材吗？

Interviewee: 对，而且老师教学还是属于偏中文多一点。

Lijie: 好，那回到这两点，第一个就是英文的专业的教材，平板直你指的是什么呢？

Interviewee: 就是结构松散，然后知识点可能涵盖的不全，然后可能是难度，就是说对问题分析的难度也不是特别够。可能还是需要，因为我们老师也说，毕竟考虑到我们本科的这个分数线嘛，他在选教材的时候宏微观这类教材可以选的是相对简单的英文教材，简单是怎么说呢，占了他的思考就是选出的标准的 50%吧，这样就影响了他对那个书本身深度的这种选择，我感觉。

Lijie: 明白。好，整体出来之后，第二个不足是什么来着？你还记得吗？

Interviewee: 就是还是老师上课是。

Lijie: 以中文多一点，对吗？

Interviewee: 对。

Lijie: 那你个人是希望他更多地用一些英语还是就这样？

Interviewee: 就是说拿英语去学商科的话，我觉得听也是很重要的一方面，我觉得还希望他把英文带上。

Lijie: 明白，好。那咱们现在就是大概分一下，就基本上咱们所谓的双语课程，就是我们既有语言的帮助，就是上英语的课程，纯英语的课程，然后有专业课的吧，有专业课学习，所以是两个方面，那从 language support 语言支持这一块，你能简单介绍一下你大一大二到大三它整个的对你的帮助的一个情况吗？包括就比如说是课时的安排，都有什么课安排进来？你都有哪些收获？

Interviewee: 其实我们学校是这样安排的，大一大二的时候都会有一些英语方面的那个，就是跟像英语专业的人学的一样，对于我们就是英语水平打基础还挺重要的。最重要的课我感觉应该相当于视听说吧，因为我属于是东北来的嘛，在那边就是很不重视英语的教学，从小学一年级一直到高三都没有就是关于听力的教学，然后到这边才开始渐渐地接受听力。我觉得这些课程对我的英文听力，然后在后期进行一些，怎么说，老师推荐一些视频去看嘛，然后我觉得英语的听力还，怎么说呢，让我过了四六级嘛，至少。

Lijie: 是。说到这儿，我能问一下你当时高考英语成绩是什么吗？因为我想测一下进入到这个专业的一个情况。

Interviewee: 高考英语成绩 125。

Lijie: 很高哎。

Interviewee: 还行吧，因为我们没有听力考试。

Lijie: 对，那你的专四成绩，你能给我说一个区别。

Interviewee: 我专四成绩 68。

Lijie: 公六的话呢？

Interviewee: 公六是 506，都不是特别高。

Lijie: 你不介意就是我记录一下，有可能我会需要。

Interviewee: 没事的，我觉得这样数据精确一点，应该会对你有一点点帮助。

Lijie: 是。那你觉得你的英语这一块，英语语言能力这一块，在这三年有哪些方面的提高，或者说你有哪些方面觉得还不错，有哪些方面觉得还可以再提高？

Interviewee: 我先说再提高方面吧。
Lijie: 行。
Interviewee: 再提高方面，我觉得就是大学三年基本上没有再捡过语法，然后每次考试之前就是做语法题都特别痛苦。然后比较好的方面，就是说读了很多文章，然后也是看了很多商科的文章，就不但拓宽了单词量，还拓宽了，就是怎么说呢，也算一个看问题的角度，商科的英文文章跟中文最大的区别，就是我觉得他的文章写得就更加直接，让你理解这个问题，像中国比较生涩，我还是偏向读外文的。
Lijie: 明白，好。那我们现在转到专业课，首先就是专业课，有可能你刚才已经回答了，但只是我现在想更加强调一下，就你认为专业课这些他用英语上课的比例大概有多少？你可以不用给我很明确的数字，你只是就大概感觉一下。
Interviewee: 专业课，就是老师说英文还是 PPT 是英文也算上？
Lijie: 对，我们等会会分着说，都算上，比如说老师可以说英文，他用 PPT 展示也是用英文的。
Interviewee: 就只包括专业课方面，是吧？
Lijie: 对，只包括你的专业课，就是以你经济学的学生来讲。
Interviewee: 我们上专业课，就是英语教学的话，只涉及到了 PPT 是英文，老师说的全部都是中文，而且这些科从我开始上专业课一直到现在，也只有三科，三科是全英文的。
Lijie: 哪三科，能跟我讲一下吗？
Interviewee: 《国际贸易》、《国际经济》，还有一个。
Lijie: 《国际金融》？因为我是从另外一个学生那里得到的。
Interviewee: 我们没有《国际金融》课，我们《国际经济》上的是国际贸易和国际金融和在一起的。还有一科是啥？我想一想，还有个 WTO。
Lijie: 好。那针对这种纯英文，他是怎么个纯英文上课法呢？
Interviewee: 他上课就只教材和老师的幻灯片是英文的，但老师讲的是中文的。然后像特例就属于 WTO，老师会给我们放那个英文的无字幕的案例，就是那种影片，就国际贸易那种感觉。
Lijie: 这个老师是谁讲，WTO 这个？
Interviewee: 叫李莉荣（音）吧。
Lijie: 好，我就是随便打听一下。那往下接着走的话，就是这些老师他对这些课教材的选择是什么样子？比如说是国外的原版，还是他原版进行了一些改装、改造、修整、添加，还是中文的一些教材，或者是上课内容。
Interviewee: 我们经济系选的那个教材，他要求全部要用外文，或者是外国作家写的那个教材。
Lijie: 这是谁要求的呢？我问一下。
Interviewee: 好像是院长吧，反正就是我们学校上课都是要求这么讲的，不是院长就是校长。
Lijie: 明白，要求最起码要用国外的作者。
Interviewee: 对，然后就是基本上像我刚才说的那三科教材都直接是国外的那个教材我们买回来的，然后其它的可能是一些经过译者改编的，就像我们学的那个萨米尔森的《宏微观经济学》，然后它都是蔡真翻译过来的。
Lijie: 这种就是英文原版翻译成中文的，但仍然是国外的著作，是吗？
Interviewee: 对。
Lijie: 好的。然后针对这种纯英文版的你有什么体会？然后这种翻译版的你又有什么体会？
Interviewee: 可能是中文的，就说因为是自己的母语，可能马上读起来的速度比较快，然后可能能多过几遍，然后英文的可能读起来就慢一点，但是英文的可能原版的，它就不像中文给翻译过来的案例会给你删一些，但是英文的原版就会案例多一点，就会对知识点的理解加深一些。
Lijie: 是，好的。那老师在测你们测评的时候，比如说咱们一般的考试只是一种测评方式，还有一种课堂 presentation，个人的 presentation 或者是 group presentation，你都经历过这些吗？
Interviewee: 嗯。
Lijie: 那考试从考试卷子这一块都是用什么文来出，你用什么文来答呢？
Interviewee: 像我们学的国际经济就是纯英文的，然后自己用英文答，然后也有涉及中文的，然后中文答，大多数都是中文的，只有部分的课是纯英文的，英文来答。
Lijie: 好，那你平时的 presentation，那无论是 group 的还是那种个人的？
Interviewee: 都有。
Lijie: 都有英语的是吗？
Interviewee: 嗯。
Lijie: 那我想问一下，就是你在用英语来上这些专业课，或者是看这些专业课的教材，英文部分，或者说用英文来准备或应付这些作业来考试，你在这个过程中，你觉得你英语

能力哪些问题一直困扰着你，让你希望你更好，但是总是因为这个问题而打折，让你的效果，就因为你英语语言能力这一块。

Interviewee: 对，我觉得英语语言能力是我需要提高的一大块，它就是许多，比如说读国际经济里面后半部分国际金融那块，关于许多就是专业词汇，然后专业表达，读起来读不明白，需要看中文，中文的版本看完之后，再去看英文的版本才能读懂。就比如说那些什么头寸、远期，看到那个单词，比如 future 那个单词，那是个期货的单词，但是我想到的就是未来，就是还要读中文的，再去看这个词到底是什么意思。

Lijie: 明白。所以那你能稍微的总结一下，你觉得是英语能力的哪个方面一直困扰着你呢？

Interviewee: 说。

Lijie: 说？

Interviewee: 嗯。

Lijie: 为什么这么讲呢？

Interviewee: 就是还是交流的少吧，我一直觉得自己的英语口语就是因为从小没练过，然后就感觉自己的口语带着浓浓的家乡口音，而且看到想表达自己的意思的话，就表达起来可能是有一些困难，尤其是从专业角度来讲的话。刚才那个英文课本上好像还有跨国公司的那个。

Lijie: 什么？

Interviewee: 就是英文课本 WTO 后面应该还有一个跨国公司与直接投资。

Lijie: 是另外一门课吗？

Interviewee: 对。

Lijie: 直接投资。

Interviewee: 对。

Lijie: 好，感谢。那还有一个问题，这个问题你有可能已经跟我讲，但是我希望还要明确一下，就是那你平时比如说你跟同学们讨论问题，要做一个 presentation，或你自己学习，你主要用什么语言来进行，或者说你用什么语言进行呢？

Interviewee: 中文，肯定是中文。就是基本上除了上课以外，很大的问题就是不会说、不愿意说、机会还少，就是自己除了上课以外，就是上外教课或者是上那些英文课的话，会说英语，就像上英语老师课，但是自己平常的话不会说。就像大一的时候曾经修过一门西班牙语课，考完之后就全部都忘了，到现在就基本的打招呼都快忘光了。

Lijie: 是。那你平时在看书的时候、学习的时候，你做的笔记是用什么语呢？

Interviewee: 英文教材的话，一般我们都会拿英文做，就比较直接，要拿中文的话，想想这个单词怎么组，都挺费劲的。

Lijie: 是。我再检查一下，有没有其它的漏掉的问题。

Interviewee: 没事。

Lijie: 问你一个补充问题，就是你刚才也讲了，因为你说的这块你觉得一直是你无法更好，困扰你的一部分，因为你语言这块的问题，困扰着你更好地去学习专业课，那你是如何去解决呢，或你试图如何去解决这个问题呢？

Interviewee: 说这个问题。说这个问题我就曾经下过软件，然后自己读，然后像我本来想就是在自己保完研之后，如果能成功保研之后，等下学期自己考个 BEC 的话，那个也是涉及到口语训练的问题，我就回去以考试来督促自己可能更好一点，但我感觉说这个问题从一开始有到现在的话，也没有怎么太提高。

Lijie: 但是你大概想这样方式去解决，对吧？

Interviewee: 对。

Lijie: 另外还有一个问题，就是你为了学习英语，都通过哪些途径呢？

Interviewee: 学习英语的途径？

Lijie: 对，比如说跟着老师正常的课时上加课下自己作业，这是一种学习英语方式。你没有去过培训班或者一些额外的渠道，这是一个辅助问题，跟咱考没有关系，我只是顺便说一下。

Interviewee: 英语培训班吗？没有，我基本上就是跟着老师学，然后下课做作业，就为了拓宽专业课嘛，然后就会看那些像《金融时报》FT 纯英文版或者英文对照版的。像现在的话就读一些英文的论文，然后他们发表的。

Lijie: 非常好，谢谢。

Interviewee: 没事。

Transcript of audio interview 4

Location: C-U
Date: 13/05/2016
Interviewer: Lijie
Interviewee: Jiao
Duration: 26:23 minutes

Lijie: 你好，我想先问一下你当时为什么选择学校名称这个经济学专业，或者说你之前有没有了解过它是有双语课程这个项目的？

Interviewee: 这个我是之后才了解的，因为我是高考之后，因为我本来是想学个语言，我特别想学日语，因为我特别喜欢那个动漫之类的，但是我家长就觉得学那个没有用，就是学日语就觉得女生不是特别好找工作，然后就非要让我读一个什么经济金融这些比较火的专业，又特别想过来，然后就选了这个学校。双语这些我是进了学校之后才慢慢了解的，我觉得这个也是挺好的。

Lijie: 你现在已经大三快结束，所以你基本上有三年的双语体验了嘛。

Interviewee: 对。

Lijie: 然后我想大概就是从整体上你评价一下，你觉得你从双语这个课程中有什么受益的地方吗？就是你得到了哪些提升？从语言方面可以重点说一下。

Interviewee: 其实我觉得受益最大的方面就是英语的学习上，因为我感觉我们学校就不管是什么专业，它的英语抓得都是非常紧的，包括就是我们大一大二的时候，它用的教材其实是和一些英语专业，就比方说是商英这种英语专业的教材都是一样的，然后包括一些，就是专业一点的说，像什么英美文化之类，跟他们其实都是一样的，所以我觉得如果你能真的好好学的话，比别的学校在英语上是有很多优势的。

Lijie: 好，停一下。

Interviewee: 还有一点，我就觉得就是在咱们学校接触外国人的机会还是挺多的，就比方说你通过无论是埃塞克呀或者是外面一些，或者直接是你的老师，就是这些老师，就我以前有个来自爱尔兰的那个老师，他确实就是方法跟中国那种传统老师是非常不一样的。

Lijie: 比如呢？

Interviewee: 比方说他跟我们讲文化，他跟我们讲文化并不是说就是照书本上的讲，然后给你做PPT，就是传统一点的这个方法，他有时候会让我们就是自己去感受，就比如他有一次特别好玩，给我们布置的作业就是让你们去喝多少瓶啤酒，然后看直到能把你喝醉，然后写一篇就是你喝完酒特别晕的时候的感受是什么，但这种中国老师肯定是不会布置的，但是他这个样子就是为了让我们体验一下真正的在外国一些人他们的生活观念和思想。然后还有一次我记得就是特别清楚的是他给我们布置的一个作业，然后他说得很清楚，就是不许我们抄袭嘛，因为是在中国，所以有些同学还是抄了，然后当时那个老师的生气程度就是把我们基本上都吓到了，因为他平时是那种很聊得开的，甚至是特别喜欢聊妹的那种人吧，但是他在那个时候是真的生气了，然后他就说，虽然说他可能不是一个很好的男人，但是他敢打赌自己是一个特别好的老师，所以他不希望，当时他声音特别大，你可以感觉出来是真的非常生气，然后这样我们就觉得跟中国确实是不太一样，因为中国老师他非常在意，就比方说你这个作业写的怎么样或者交的怎么样，但是这个老师就是他更在乎的是你们自己真正的一些去做，就是去感受的一些事情，这个让我觉得就是非常好，就是感觉是非常理想当中的一种教育。

Lijie: 学习状态。

Interviewee: 对对对。

Lijie: 非常好，那我可不可以把你们的这种双语课特色表达成它既有语言支持，就 language support，相当于比如说你们学的精读，就是跟商务英语一样的上专业英语课程，另外一部分就是你的专业课程，我们叫 content，就内容，就是比如说你是经济学专业，那你的内容就是经济学展开的专业，所以就基本上是这两个部分的课程，所以从 language support，从语言支持这一块，你觉得它能够跟专业英语水平教学已经很像了，所以你觉得还是非常好的，这是一个很大的优势。是吗？就可以简单概括是这样。那从language support，从这个双语课对你的语言支持方面，你觉得这几年下来，你的英语技能有哪些提高？比如说从听说读写的方面，如果你有其它的角度你也可以去讲。

Interviewee: 听说读写上整体我觉得还可以，但是主要是我觉得口语上感觉蛮大的，因为口语的话，你是要经常听、经常说，你才能提升的，然后别的学校可能就没有这个氛围，但是在我们学校的话，就是也有外国人，然后上课的时候老师基本上也是用这个语言来讲，所以就是会比较好一点。然后还有一个就是我觉得是翻译上，翻译上，尤其是我们，因为我们一些老师他会针对我们这些专业，比方说我是学经济学的，他在给我们上就是跟翻译有关一些课，他会就是专门举一些和我们专业相关的例子，比方说我们的翻译老师，他就是跟我们讲术语翻译的时候，他就会找一些比较古典的，像是《经济学原理》，就是这些书来给你翻译，但是他也跟我们说，就是当然如果你专业不一样，比方是说学法学的学生，他可能就会重新做一份 PPT，然后那上面的例子就是关于法律之类的，就是针对性比较强。所以在翻译这些课程，包括等我们上一些翻译课之后，就再来看我们的一些英文资料的课本来说，上面一些就很好理解了，因为它有时候术语翻译你不能就是从字面上翻译嘛，但是对我们来说，就是你看一下联想一下，很可能就知道它这个术语到底是什么意思，就是翻的比较精确一点的。

Lijie: 是，非常好，这是语言支持这方面。我想问一下大一大二大三它的语言支持，它的那个量，比如说课时安排，包括你们练习英语的这个机会，它是逐渐上升的还是下降的还是持平的？

Interviewee: 我觉得逐渐下降的。就是在大一大二它是比较注意你的基础，当时我们还有一些英语的就是精读课之类的，然后像是语音这些都有，但是到了大三大四，我觉得它可能是更偏向你个人的专业了，所以英语方面就会少一点，像现在我们就基本上只有一门，就是翻译算是正儿八经的语言类的课程，别的虽然说是有双语的，但是基本上也是以专业为主，就不是特别是英语这种。

Lijie: 是是是。那你觉得你是希望能够继续得到这方面来自语言英语的给你的帮助，还是说这样也可以？或者换一句话说，你觉得学校应该继续在大三大四后面，双语课的后面阶段，还要给你们继续提供类似于这方面的英语支持吗？

Interviewee: 这个两个方面来说吧，因为如果是我个人方面的话，我确实是希望这种越多越好的，因为我是属于那种希望可以有机会，比方说去外面实习或者去外面看看，所以我就会觉得这个特别重要，就不管是不是专业类的，哪怕平常的口语，我也觉得很重要，因为我想去跟别人说嘛。但是如果另一方面，有些同学他们可能就是想从事特别专业的金融方面，他们可能就会觉得这个就不是那么重要了，而且就算学校给他们大量的资源，他们上课有可能不会特别认真地去计较英文方面。

Lijie: 是是是，所以你觉得就这样也。

Interviewee: 我觉得这样就是得看个人吧，因为就有些人，因为我有一个同学，他比方说就是从大一开始，他就是一定要去加拿大，所以他就是所有都是在冲着那个努力，所以我觉得对他来说，金融知识可能就反而不是那么重要了，然后这就看个人了，但是个人我觉得你要是真的有心好好学的话，资源还是比较充足的。

Lijie: 明白，好，这个是语言支持这一块，我觉得谈得非常好。下面就是专业课这一块，我想问一下专业课，你们的老师首先在运用英语上专业课这一块大概能占到多少？比如说这个老师大概百分之几十能用英语来上课呢？

Interviewee: 上课，我觉得这个百分比还是小一点的，有百分之。

Lijie: 就首先专业课中有多少门？

Interviewee: 二三十左右吧，我觉得不是很高。

Lijie: 比如说你上过的这些专业课中大概有几门，哪些课，百分之多少是最起码用英语上了一下的？然后在这些课中那具体用到英语又有多少呢？

Interviewee: 这个就是只要是用了一点英语都算上的话，我觉得其实没有过半的，还是在 50%以下，然后这些就是至少大部分是在用英语讲专业课的可能更少，就百分之十差不多吧，我觉得真的不是很多，我也不敢太说多。

Lijie: 是是，明白明白。那我想问一下，就是你整体来看，你觉得教专业课这些老师，他的英语能力，我们并不是单纯去评判他的英语能力，他的英语能力，你觉得整体来说，假如说我是一位老师，我说我要用英语来上课，就是你觉得他的英语能力达到了他的那个效果吗？比如说他的英语能力是不是阻碍了他把专业课内容很好地传达给你们呢？

Interviewee: 我觉得这个。

Lijie: 你整体评价就可以，不用很具体的话。

Interviewee: 那大体上来说，我觉得其实没有他的就是专业课程那么好。因为我们上课的时候感觉，就是上至少是专业课的时候，他们如果涉及到英语，他们只是把英语作为一个辅助，而不是说是一个专业，他们很可能就是大部分是用中文来给你讲，但是比方说 PPT 上就有英文的翻译，你要是自己想认真学的话，就是你看那个英语的话肯定是也能好好学的，但是大部分来说，还是以中文为主的多，所以英语没有应用的那么广泛一些。

Lijie: 好的，那这就涉及到另外一个问题，就是你们老师上课，他的 PPT 或者他给你们发的讲义，包括他的教材，你能给我讲一讲吗？比如说从教材这个角度，他会用英文的教材吗？如果用的话，原版的多一点，还是说是那种咱们国内出版社进行了相应的改编，或者说你的老师进行了相应的改编，但仍然是以英语为主的那种呢？

Interviewee: 这个我们的教材只要是双语课的教材，它的教材绝对就是全英的，就是原版的。

Lijie: 你能举一个课的例子吗？比如。

Interviewee: 比如我们那个《国际金融》和那个《国际贸易》,《国际金融》吧,《国际金融》没问题，绝对是原版的，但是都是复印的，然后这么说是不是不太好？

Lijie: 没有，没问题没问题。

Interviewee: 就是一本书然后给我们印出来，这个绝对是正版的，起码是拿正版书印的。

Lijie: 是是，没问题。

Interviewee: 但是它怎么说呢，就是作为专业来讲的话，它这个英语就是相当于没有中文教材涉及的很深，然后老师们在讲的过程中，我们的教材是英文的，但他讲基本上是拿中文讲

的，当然像是一些术语，他重视的就是一些术语定义，就是对我们翻译有帮助的一些，然后在 PPT 上多做展示，但是其实真正讲起来的话，不是靠英语，我们理解也是先听他讲，然后我们即使是看英语的原版教材，最后也是要和中文的稍微有一些对比，我们才敢。

Lijie: 就才能有理解，是吗？

Interviewee: 对对对，差不多。

Lijie: 那结合你这个问题，那假如说你就在看《国际金融》这门教材，是原版印刷的，那你会去找一些相应的中文材料去辅助你去理解这个英文中的东西吗？

Interviewee: 对于我来说是这样子，因为可能每个人的学习能力不太一样吧，对于我来说的话，就是至少如果看英文的话，我觉得应付考试还是比较足够的，但是如果你真的说就是要好好学习，就是深入地去学习去理解的话，我觉得还是得用一些中文教材。

Lijie: 对，你在平时是这样去做的，对吗？

Interviewee: 对。

Lijie: 比如说《国际金融》中讲一个什么概念，它有可能讲一堆，然后再给你举一些例子阐述一下，那有可能你会拿一些中文的东西帮助你更好地去理解，是吗？

Interviewee: 对对。

Lijie: 好，这是教材。那平时老师都给你们什么形式来测你们能力呢？比如说考试、出卷子，还有做 presentation、group work 这种，都会有涉及到吗？

Interviewee: 小组合作是有的，然后 presentation 也是有的，但是大部分时候就是 PPT 或者是上课直接就是去叫你回答问题，这种是最常见的。然后小组工作也有，但是没那么多。

Lijie: 那比如说从考试出卷的这个角度讲，比如说卷子一般都是用什么语言来出呢？

Interviewee: 这个就是科目不一样是不一样的，像是我们的话，它的《国际金融》、《国际贸易》，就是用英语出题、英语作答。然后别的一些就是中文的了，像是以前比方说我们的《宏观经济学》之类的，那就是纯粹的中文。

Lijie: 是，好的。那平时的 presentation 要求你，比如说要求学生做 presentation，那你们是要求用英语做吗？

Interviewee: 并不是，基本上都是要求用中文，用英语的就是除非它特别要求，就是专门是为了练习英语，比方说我们就是一些课程，像是以前有那种语音或者是一些，这种课程上面它是会要求你用英语，但是像是专业课的话，即使你的教材是英语，你做那个还是基本上都是用中文。

Lijie: 那另外一个问题，虽然我可以猜到，但是我还是需要你的答案，就是你跟同学们在进行 group work，或者说你在准备作业的时候，你用的那个语言是什么语言？

Interviewee: 可以说是基本上就都是中文，但如果老师特别要求的话，也就是特意为了去训练你的语言的话，他会要求你去做英语，但是这也是非常少的，而且是比较基础的那种，和专业关系就不是很大了。

Lijie: 明白。那你平时假如说在上课或课下学习中，做笔记的话，你会用什么语言呢？

Interviewee: 我的习惯，就我个人的习惯，就是中文书就用中文做，然后英文书的话我就会直接写英文，因为记笔记有时候记很多就是关键词嘛，所以是英文书上你那样记关键词到时候也好找也好学一点。

Lijie: 是，明白。你在用英语来上专业课或英语来学习这个专业课，包括读那个原版的英文的一些教材，你觉得哪些你语言方面的问题一直在困扰着你，让你就是更好地去进行专业学习呢，通过英语的形式，就是说几个你觉得你的英语这一块的难点或一直是困扰你的。

Interviewee: 我觉得首先一个就是那个作文吧，因为就是像那种大作文的话，如果是用英语写，有时候其实还是比较费力的，这就是一个英语，我觉得应该是英语基础的问题吧，它也没有那么专业，这也可能是普遍的一些问题吧，就中国学生因为写那种非常长的英语还是很少一点的，像 assignment 这种都是很少的，然后我觉得这是一个问题。然后还有一个问题就是跟专业要是联系起来的话，就是非常好玩的，我就是觉得它的翻译有时候，像是金融经济有些术语它不按套路出牌，就是你看着这个是一个意思，但其实跟那个意思就是没有多大关联。

Lijie: 是是是。

Interviewee: 所以这些就需要你特别去记忆，或有些你只能靠死记硬背，因为它就是这个意思嘛，它可能没有别的意思。我记得当初有一个笑话，说我们学期权那个时候，那个翻译过来是一个 future and options，然后这个有时候有人就看什么未来和选择，他就说就觉得很有意思，但是其实是那个期权那个远期。

Lijie: 专业术语了。

Interviewee: 对对对。然后就这些有的时候会让你觉得也是很不好，就虽然你也是学这个的，但是它们的翻译其实没有特别大的联系，甚至它们的翻译就是拐很多弯，你才能想过来，这种会有一点。

Lijie: 那你如何去克服这些问题呢？

Interviewee: 这一点的话我觉得就是还是要。

Lijie: 假如说我是用死记硬背的形式，那你呢？

Interviewee: 是这样，因为我就是以前跟小组他们是合作过，有一些从业经验，比方说做股票跟做外汇，我跟一些那个金融，就是有学长他们创业项目，跟他们一起做过，所以我是先接触到，就比方说我是先接触的这些外汇，然后就是 foreign exchange，然后我是先接触的中文，而且理解也比较多，因为我是在已经做过那些交易过程，然后你再过来看，也无非就是这样翻译一下，你就会觉得好一点，但是我就感觉大部分人还是，如果是通过书本的话，那肯定就是，当然它也有一些方法，比方说你可以看这个词它是怎么来源的，追溯到很久以前，就资本国家刚成立要怎么发生一件什么事情，然后出来这个词，然后这是一种方法，但是这个就要求理解的背景非常多了，然后再不成的就只能死记硬背，它就这个意思嘛，没有别的。

Lijie: 所以这个是一直比较困扰你的一个问题，是吧？

Interviewee: 对。

Lijie: 好。其实你说得非常快，你说一下，我说太快了。假如说让你给咱们这个双语课或你经历的双语课做一个评价，你已经说了它积极的、很好的一方面，如果你觉得它会有一些缺点的话，你也可以评论一下。

Interviewee: 缺点我觉得其实还是挺多的，因为我以前就是去港大上过一些交流课嘛，然后就觉得他们是整一节课就是纯英语，包括就算是中国老师讲课，他也是纯英语，可能会夹杂几句中文，但是中文才是夹杂的，然后他们的 PPT，包括我们发的资料，都是全英的，就是都是英文，你只能用英文去想、去学、去问。但是在这边的话，就感觉英语才是附加的一些，你即使就是上课，你用中文随意用就是去问去怎样，老师也不会说什么，就感觉没有那种特别强制你去说英语的那个环境吧，我是这么想的。

Lijie: 是。那所以你觉得分析没有达到比如说你在港大上课的那种状态，你觉得有哪些原因呢？

Interviewee: 这个原因我觉得最主要一点就是它的地理位置吧，因为咱们学校是在那个西北嘛，然后就这么一所语言类的学校，跟沿海比起来还是比较落后，因为它现在咱们学校引进这个就是把英语跟专业结合作为一种特色，但是在很多沿海的地方，就是已经成为一种常态了，就是不管你是不是学英语，是不是学专业的，你学专业的时候都是要去学英语，就是一种很常见的，包括从小孩就从高中开始或怎么样，就已经开始了，但是这个好像就是感觉有点新潮一点，就是刚引进的这种感觉，它才刚开始发展，但是这也没有办法，因为这就是事实嘛。

Lijie: 经济发展决定的。那你了解到的，哪些大学已经是很常态的在用英语去上一些专业课呢？只是一个随意的调查而已。

Interviewee: 好像是，据我了解，我没有就是说多么专业的调查，只是自己就平常一些接触到或者是这样，我觉得就是在沿海的地方，像是江苏一带，然后香港不用说了，然后北上广，北京我不知道，但是上海确实是很好，因为我有亲戚在那里，他们的小孩就是从小学就开始学英语，而且他们不是说像咱们这种就在课本上学，他们很可能老师随口就说几句就是去引导，或者是这样，然后至于在江苏的话，就是沿海那一带，不能说光是江苏，就是沿海那一带吧，它们本来就已经有很多什么外国语高中或者外国语初中这种，所以说像是一些就是想去培养，就他们在初中高中就已经接触这种，可以就是互相翻译，就这种环境是已经，然后就觉得这边还是有一点就是滞后。

Lijie: 是，的确是这样。那最后一个问题就是关于你以后的发展方向，这个方向可以是你继续走学术，也可以说你去就业，你觉得你的优势跟其他，比如说没有上过双语课的，跟其它学校的经济学的专业同学相比，你觉得你的优势在哪？你又觉得你的劣势在哪呢？只是一个很单纯的想象。

Interviewee: 因为我未来的发展目标还是以就业为主的，因为我本身也不是特别喜欢学习的人，然后我就觉得就是根据我工作的一些经验来说，就是英语上面还是蛮有优势的，就比如说你要是去申请实习嘛，申请实习，如果你的英语就是相当于是六级或者是专四，如果你成绩好一点的话，还是比起一些，因为咱学校是理工科，他们其实就很难，他们过了这个的人不是那么多，很难过，然后即使过了也没有多大的优势，然后这方面就是对我来说比较好一点。然后还有好一点的就是口语吧，我觉得就是因为如果是别的学校，他们即使英语学得很好，但是没有机会经常说嘛，就是交流上面还是有一些劣势在的，因为我们有时候就可以找老师或者怎样，还是有一些锻炼的，就至少比那些他们是有一些优势的。然后至于劣势吧，我就觉得我们学校对专业这方面抓得其实并

没有别的学校紧，就是说我们学的没有别的学校他们的经济金融之类这些专业那么专，比方说，我听说就是他们，像是一些理工科的大学，他们的经济金融就感觉像学数学一样，数学的推演这些特别多，但是在我们这里就是把它弱化了，很可能就是你没有推演的这个过程，你只知道一个结论，但是就是要求你把这个结论会用英语这样说一下，这样互相理解互相说一下。但是我觉得也是有利有弊吧，只要看将来就是怎么发展，而且我们最主要的还是看个人的一个能力，因为我申请实习的时候也是有人指导或者怎样，然后我后来才觉得确实还是主要是看个人能不能把这些技能就是熟练运用一下，或者就是用得灵活一点，不要太死板。我觉得其实这些还是最主要的，要是真的说是英语跟专业到底是哪边强会好一点，我觉得没有一个确定的答案。

Lijie: 是。好，非常感谢你参加我的访谈，谢谢。

Transcript of audio interview 5

Location: C-U
Date: 11/05/2016
Interviewer: Lijie
Interviewee: Liu
Duration: 39:05 minutes

Lijie: 我想首先问一下，你当初为什么选择这个项目？
Interviewee: 支持学姐工作呀。
Lijie: 不是，你当时为什么选择来学校名称学这个东西？因为你知道我这个项目主要是针对于用语言来学专业，你为什么会选择学校名称来学习法律？
Interviewee: 是这么回事，我从头开始说。
Lijie: 可以。
Interviewee: 我本来报学校名称是报了 6 个小语种，然后可惜它们都不要我，就把我调剂到法学来了，所以学的法律。
Lijie: 但你本身对哪个语言感兴趣吗？
Interviewee: 我本身现在都没什么兴趣了，之前最喜欢学的是俄语，本来想学俄语来着。
Lijie: 那你现在二外学俄语的吗？
Interviewee: 没有，就学了个英语。
Lijie: 那你看，我这个想法主要是用英语来学习你的专业嘛，你们有一些所谓的双语课。首先你大概想一想，你现在已经大三了吧？
Interviewee: 对。
Lijie: 你觉得你都收获哪些？就是你觉得这个双语课跟你其它，比如说你跟其他学法律的同学相比，你觉得有什么收获，或者有什么不一样的地方？
Interviewee: 收获吗？
Lijie: 嗯，随便聊。
Interviewee: 就是我借用我们老师一句话说吧，我们这个学校法学肯定是比不上专业院校的。但是我们有英语作为一个，就是算是另一个专业，就是做一个补充，比较复合性，所以就能强一点。
Lijie: 那你真的是感觉到这种优势了吗？当然你还没有去工作，没有去就职，去找工作。
Interviewee: 怎么说呢？
Lijie: 但是你目前现在感觉到那种。
Interviewee: 目前的话，没有，我就是觉得英语比之前有所提高，这是我非常欣慰的一点。
Lijie: 表现是什么呀？比如说你通过什么考试了，什么比如说大公。
Interviewee: 对呀，我四六级都过了呀，好高兴，专四也过了，想当年你们也考那个嘛。
Lijie: 对，我们专业是考的，都考都考，咱们商学院所有的专业都考。
Interviewee: 对，然后就目前的到这个水平。
Lijie: 我们当时学的是商务英语，我是抱着学英语学语言来的。所以当时觉得心里特不平衡，就凭什么他们其它专业，比如当时我们也有法学、有国贸，凭什么他们既学英语还来专业，我们就学个英语？
Interviewee: 我跟你说，学姐，你不用想这个。
Lijie: 我们当时特不平衡。
Interviewee: 不用不平衡，其实学两门的往往是一门都学不好的。
Lijie: 好吧，那我心里，是。那我能问一下，你当时进到学校名称，你的英语水平什么情况？如果你不介意，你可以告诉我高考分数。
Interviewee: 行，高考分数，我考挺高的，满分 150 我好像都考了 140 了，我以前英语还可以。
Lijie: 那你为什么，题外话、题外话。
Interviewee: 我直说，我数学不好，我数学勉强及格，多的我就不说了。
Lijie: 那你英语 140 非常好了，也就是说 140 的水平的话，相当于你当时在开这个双语课的项目的时候，你整体的英语素质还是有的。
Interviewee: 还好吧。
Lijie: 是吧？所以你在大一一开始接触这个双语课的时候，你觉得从语言这一块，你觉得它有什么特点？或者说你觉得他教你的时候，会有跟专业的相连度有多少？你有感受吗？你可以谈一下你大一、大二、大三整个课程的一个结构的变化。
Interviewee: 行，我想想。
Lijie: 包括老师的讲课特点。
Interviewee: 老师，我们法学教研室只有 5 名老师，所以的话就是。
Lijie: 你这 5 名老师都是教你们什么呢？
Interviewee: 就什么都教，因为法律专业课很多，它主观课程就有。
Lijie: 不好意思，所以这 5 个老师相当于专业老师，是吗？
Interviewee: 对。
Lijie: 然后他们的。
Interviewee: 英语水平。
Lijie: 对。
Interviewee: 英语水平。

Lijie: 这个你不要有压力，我不会跟别人讲。
Interviewee: 教研室主任他比较厉害，他是学校名称的英语本科，然后高翻的硕士，然后到交大读的法律博士，他这个水平非常棒。然后其他的，还有一个老师，他是博士在读，他英语估计也差不了了。然后还有一名老师，他是西大的硕士，英语很好。
Lijie: 西大，西南政法？
Interviewee: 不是，就隔壁西北大学。
Lijie: 然后那他们上课的时候会给你用英语讲吗？
Interviewee: 会。我说这三个老师，有两名老师是开那种双语课程的。还有博士在读那位老师，他可能年龄就是比较大一点，他就讲一些比较简单的。
Lijie: 这个很自然，更新换代嘛。
Interviewee: 然后剩下那两名老师，我想一下，那两名老师好像就是。谢谢学姐。
Lijie: 没事没事。
Interviewee: 我自己就可以。
Lijie: 没事没事，这是你直说，跟我一样表示一下。
Interviewee: 他俩就是可能实务特别厉害，但是英语这个没见他们给我们展示过。
Lijie: 那他们从专业上对你是没有什么大问题的，是吗？
Interviewee: 没有，都是比较合格的专业老师。
Lijie: 是。那我在想，那你们的这个双语课，你认为它体现在什么呀？
Interviewee: 体现在什么，我们双语课好像，我想想。第一门是一个《涉外法律翻译与写作》。然后有一个《合同法比较》，都是那种 70%是用中文讲的，剩下 30%给我们渗透些专业的词汇之类的。至于收获，其实现在。
Lijie: 就是你有没有跟其他学法律的人进行过讨论呢？你觉得他们没有什么，你有什么？然后你没有。
Interviewee: 他们没有四六级呀，我有。
Lijie: 这个很好是吗？
Interviewee: 是。
Lijie: 这个你就相当于，就是说你能过专四能过四六级，还是因为在双语课这种项目下，包括整体该学校名称的一个环境，它给你的一个。
Interviewee: 对，整体该学校名称环境应该占的比重比较大。
Lijie: 是，就是它整个是一个学英语的好地方是吧？
Interviewee: 对，我学过英语的精读一到精读四，我感觉特别棒，老师也特别棒。
Lijie: 是。也就是说，你看你现在讲的另外一个问题就是，你有 5 个专业老师。然后你还有是不是语言类的老师，给你上英语的老师？
Interviewee: 对呀。
Lijie: 那个你能谈谈吗？也就是说，我大概了解咱们双语课的项目是由专业老师加。
Interviewee: 研究生老师。
Lijie: 语言英语老师，类似的这种，我们叫 language support 语言支持，加 content 内容。也就是说，我们大概分为专业老师 content，还有一个 language support 语言老师。你刚刚大概讲了你的专业老师，那你能不能现在讲一讲，你语言老师这一块，他都给了你什么 support，什么支持呢？如果你没有思路，你可以从听、说、读、写这几个方面。
Interviewee: 行，我这么说吧。比方说英文专业老师能教到 100%的程度，我们老师大概能教到 80%的程度。
Lijie: 英语这一块吗？
Interviewee: 对。
Lijie: 为什么这么讲呢？
Interviewee: 因为首先一个课时的问题。我们毕竟要学两个专业，所以课时不一定能够保证，所以英语就会砍掉很多课。比方说精读，别的英语专业应该是 100 多个课时，我们只有 60 多个、70 多个这样。然后还有一个就是，主要就是课时的问题。还有一个个人吧，英文学院的。
Lijie: 不好意思。
Interviewee: 没，然后出门马路对面。
Lijie: 所以你觉得总体还是课时的问题，是吧？
Interviewee: 对。
Lijie: 想一想。你看，你现在说这些，你觉得你认为咱们经济金融学院，它这个双语课，你觉得它有什么问题？作为从学生角度，你可以提一些想法。
Interviewee: 随便说，是吧？
Lijie: 随便说，这个没有任何人能知道。
Interviewee: 首先我要提一个，课时量太少了。

Lijie: 你指的是 language support 语言支持还是专业？
Interviewee: Yes，language support。我觉得就要和英文学院的开得一样多，这样才可以。然后毕竟我们这个课时是充足的，并不是说每天都排满了还排不完。只不过是让学生多上一些课，但是这个毕竟我感觉对那种有需要的学生就是，当然我这种学渣除外。
Lijie: 你不是。
Interviewee: 然后那种他们可能会有更多的收获。然后第二个就是老师这个方面，当然了，我们有些研究生老师他们也是特别棒。但是就是想，如果老师这个方面能有一些其它的改善的话。
Lijie: 再加强，是吗？
Interviewee: 对。
Lijie: 你指的是什么呢？你觉得你指的是什么呢？
Interviewee: 不是指什么，就是我觉得研究生老师他肯定。
Lijie: 高度。
Interviewee: 对，自己也有事，他不可能说每天给你专门上课。不过我觉得这个不是啥大问题，这个都是随便一提，主要问题就是课时。我觉得课时是。
Lijie: 还是多想上一点，是吗？
Interviewee: 对，其实课时，你开了多少课这是老师的问题，学生上不上是他自己的问题。学姐你懂得。
Lijie: 我懂，这个我帮你解释一下。我问过同样的问题，然后给我解释是这样。因为你们的专业定性是法律，如果给你开同样的英文，从专业审核度你就不应该叫法律专业了，你就应该叫英语专业了。所以从这个角度，它没有办法给你开，所以为什么它砍你英语部分的课时，是因为如果它想通过国家的审核，把你定性为法律专业，那你就必须要配备多少比例的法律。就是你这个首先你的专业必须要保证的前提下，是咱们该学校名称再给你配 language support。
Interviewee: 那就是我不懂了。
Lijie: 没有，就是我就给你解释一下，的确是这样。但是我的建议是，你可以去蹭课呀，我们以前经常蹭课的。我不知道现在，你们昨天咱们那个班隔壁有一个英文学院的一个老师上文学课，如果你感兴趣，那个无所谓什么文学，你去练一下听力，整个写作非常好，给你个建议。
Interviewee: 好，谢谢学姐。
Lijie: 你可以去蹭课，然后我有时候会去西北大学蹭课，蹭《管理学》，就是感受一下。因为当时我觉得我 language 很懂了，我想搞专业，然后我就去那边会蹭一下课，好吧？我想问一下关于你们专业课教材的问题，你们都是用原版的，是吗？
Interviewee: 不是不是。
Lijie: 你们大概是一个什么情况呢？
Interviewee: 我们教材就是那种初级入门吧。
Lijie: 怎么讲？
Interviewee: 就是比方说专业的书它有一千页，我们发的时候大概就八百页，是这种的，会比正常的就是那种法学专业的，纯法律专业学生的要简单一些。你是说英语还是这个？
Lijie: 对，我就在想，比如说你们有一本。我想问的是，就是你们教材，比如说你给我举个例子吧，你学哪门课你们用的是原版的教材，结果到你们手里是简本。
Interviewee: 原版的教材？不是不是，就发到我们手里的都不是原版的，就是那种简单的。
Lijie: 那它的教材形式是什么样的？比如说是学校重新，比如说我们当年我们国际金融，就是我们学校印了一本书。
Interviewee: 那不是，就是。
Lijie: 那是中文的还是英文的，作者是国外的还是国内的？
Interviewee: 我想想。
Lijie: 或者你给我举几个例子，因为你上了肯定不止一门课了。
Interviewee: 我就举这个《比较合同法》吧，这是中国人写的英语书，就是这个样子。
Lijie: 作者是中国学者，他用英语写的书？
Interviewee: 对。
Lijie: 然后呢？你的感觉呢？
Interviewee: 我的感觉就是，你一看就能看出来中国人写的。
Lijie: 从哪些方面？
Interviewee: 就是包括它句子啥的，跟我们写作文挺像的，然后。
Lijie: 那我再深问一下，那为什么这个学者能出这种书，他为什么用英语写而不用中文写？因为他的受众面整个读者群众是全世界范围内的吗？这个我瞎聊，我问你，我不知道。

Interviewee: 他应该不是全世界，他主要就是给那种法学本科学生看的，因为那比较入门基础一点。而且他预设的情境是法学学生对英语的了解不是很多，它就做一个入门引领的这种教材，所以难度也不是很大，然后就这样子。

Lijie: 那你们上课的时候，老师如何运用这本教材呢？他是让你们读还是怎么的？

Interviewee: 老师如何运用，夸张点来说，就是老师照 PPT 讲，讲完之后回去看书多少到多少页，就这么用。

Lijie: 好，还能有另外的课的例子吗？另外不一样的那种上课方式。

Interviewee: 另外的课例子有，就是老师说今天我们讲第几章，然后把书翻到 32 页，巴拉巴拉，老师就在上面读，我们坐在下面听，就是了。

Lijie: 是这样哦？

Interviewee: 是的。

Lijie: 好，那老师平时给你们发 handout，就是他组织的课堂的一些，他组织的一些教课内容的东西，有吗？

Interviewee: 极少。

Lijie: 极少，是吧？还是以教材为主。

Interviewee: 对，以教材。教材 PPT，PPT 你在他那拷了，你得自己去印，他不给你发的。

Lijie: 现在都这样了。

Interviewee: 是吧。

Lijie: 现在都这样，经济都没钱。那我想问一下，就是你们基本上所有老师都是用这种教材，而不是用原版的吗？或者说你们觉得还没有到那个程度用原版，或者说你们的上课内容。

Interviewee: 外国原版教材？

Lijie: 对，或者说你们上课的内容压根也不需要，这些国内的学者出的就已经可以了呢？

Interviewee: 怎么说呢？就是有一些课程不需要的，因为法律这个东西，它毕竟不像是语言类的，还挺国际化的。它这个东西，因为它和国家是密切相连的， 我是这样感觉，所以就是它就要有一定的这个。

Lijie: 国家的这个概念是吗？

Interviewee: 对，它有自己的一些学科特点。我们现在学了一本叫《冲突法》，就是。

Lijie: Law of Conflicts，是吧？

Interviewee: 对，差不多。大概意思就是说，举个例子来说，比方说，一个法国人和一个德国人他俩在英国结婚，到底具体要适用哪一国的法律，就主要是讲这个，关于法律适用的这个法。然后这个它就是用了一个英国人写的教材，但是它还不是那种 100%原版，它就是把那个教材一页纸，这些是原版，它还要写点自己的那种。

Lijie: 标注嘛。

Interviewee: 对，类似，还有就是，反正。

Lijie: 那是国内的学者把国外那本书进行了一个标注是吗？解释一下。

Interviewee: 对，感觉介绍一下。

Lijie: 那是他用中文写的？

Interviewee: 对，中英都有。

Lijie: 那你觉得哪个更适合你呢？或者说你有没有自己去主动看过原版的东西？

Interviewee: 没有看过原版的，然后我觉得这些书其实挺好的。

Lijie: 挺好的，已经够用了是吗？

Interviewee: 对，因为毕竟我学得不好嘛。

Lijie: 没有没有，就普遍情况都是这样。然后我想问一下，你平时大概，你从大一到大三，所有课你回想一下，一般测评你能力的，就是测试你[0: 16: 33]的方式大概是什么呢？比如说考试、考卷，或者还有没有 presentation？

Interviewee: 有。

Lijie: 或者还有小组作业或小论文，你能给我每个都讲一讲吗？

Interviewee: 好像就是你刚才说这几个形式我们都有。

Lijie: 太好了，就给我讲一下，每一个挑一个讲一个。

Interviewee: 挑一下。

Lijie: 比如说考试吧。

Interviewee: 考试那就是期末考试嘛。

Lijie: 卷子是吗？

Interviewee: 卷子，然后就唰唰写。

Lijie: 那它是用中文出还是用英语出？然后你是用中文写还是用英语写呢？

Interviewee: 90%全是中文出中文写，然后剩下的那个是英文出英文写。

Lijie: 你给我举一个英文出英文写的例子是什么呢？

Interviewee: 就是那个《法律翻译与写作》嘛。
Lijie: 这是属于专业跟语言相，就是必须语言要介入的这个情况下。
Interviewee: 对。
Lijie: 那比如说你专业类的，它有没有？
Interviewee: 专业类还用外语答的，我没有印象。那个《合同法比较》是用了点外语，但是没有全用。
Lijie: 你的点是什么意思？它的题目用的是英语，然后你用中文答的吗？
Interviewee: 对，因为就有些题目它就可以说，你可以用中文来答，然后有些题目你必须用英文来答，就是这种混合的。
Lijie: 那你能给我举，还能想出来它必答题是什么类型吗？必须用英语来答的。
Interviewee: 必须用英语来答的，就是老师上课强调的，这个期末会考而且会让你们用英语答。
Lijie: 然后你们回去赶紧练一下，是吗？
Interviewee: 对，就这种。然后别的也没什么，有些那种比方说名词解释什么之类的。总而言之吧，其实用英语答卷的比较少，除了那种英语课。
Lijie: 是，当然。英语课要再让你用中文，太对不住老师了，是吗？
Interviewee: 对。
Lijie: 行，还有呢？考卷呢？presentation 呢？
Interviewee: presentation，这个算是我们的课堂表现分，就作业做一下就行了。每个课都有，不管是英语课还是那个法律课。
Lijie: 一般还是专业课，是吧？
Interviewee: 对，都有，老师都特别喜欢这种。
Lijie: 是，因为能折腾嘛，就是给你两个评语，基本上这一节课就完事了嘛。
Interviewee: 对。
Lijie: 那你们一般小组的形式还是个人的形式还是都有？
Interviewee: 都有。
Lijie: 那一般你觉得是用英语做还是中文做？如果要是都有的话，再给我举一两个例子。没关系，你可以看手机，没关系。
Interviewee: 都有，我不看。英语做的，就还是我就一直说交大读博那位老师，他的课基本上就是让我们全是英语做的，用英语解释某个法律怎么怎么样，然后弄得上面的然（音）下面的然，大家都听不懂。
Lijie: 然，是吧？我太喜欢这词了。
Interviewee: 然后再就英语，英语就是。
Lijie: 我能倒回去那点吗？为啥上面然大家然呢？是你也解释不清楚大家也不想听吗？
Interviewee: 对，上面的也说不好，下面的也听不懂。而且大家都有手机，然后就。
Lijie: 就玩是吧？
Interviewee: 你懂得。
Lijie: 那你有没有想过，我一定要，那老师的评语，针对这种情况他是怎么评的呢？
Interviewee: 老师很认真，老师要给你解释，你讲的哪儿好哪儿不好的。
Lijie: 他会用英语去给你做这方面的解释吗？如果有必要的话。
Interviewee: 会，而且一般用英语解释之后，他还会给你翻译一遍，他怕你听不懂。
Lijie: 非常好。
Interviewee: 是这个样子。
Lijie: 那这是 presentation。然后还有其它的形式吗？比如说。
Interviewee: 小论文。
Lijie: 对，小论文你们有吗？
Interviewee: 小论文有呀，不过那写的都是啥，我根本就算不上论文。
Lijie: 不是小论文，就是所谓的 essay，小文章。
Interviewee: 对，就这种东西，然后从网上直接 down 的，不敢说没有。
Lijie: 是他一般要求你用中文，还是用英文去写这个东西，或者去做这个调查呢？
Interviewee: 大部分都是中文，英文的我想想，应该是有过，记不太清了。
Lijie: 记不太清了，然后针对这个考试评价你的这个方式途径，你说这么多，我就想问你两个问题。第一就是，你觉得有没有必要专业课用英语去考这个东西呢？
Interviewee: 有呀。
Lijie: 原因是什么？就是你还是个人是比较向往或者比较赞同的，是吗？
Interviewee: 对呀，那现在这个叫什么经济全球化形式下，我觉得开这种课程还是非常好的。尤其是我们作为一个外国语言学校，如果连这个就是。
Lijie: 学生都搞不定的话。
Interviewee: 对，我觉得要有我们的特殊文化。

Lijie: 就真没有那么优秀。是，那你觉得你想增加吗？或者你觉得有些东西应该用英文的东西，它没有要求，反而是用中文，这方面的你觉得应该用英语，有这种想法吗？曾经有过吗？或者说你认为有没有必要用？

Interviewee: 我觉得现在，怎么说呢？现在这个状态就挺好的。

Lijie: 现在这个状态你指的是啥？

Interviewee: 就是这个课程开设目前的比例，中英文的比例我觉得是挺好的。反正可能是怎么说呢？太高了吧，就有点高处不胜寒了，本来上课听课就少，你再这么一讲，就没人听了，对吧？

Lijie: 是。

Interviewee: 然后，我这么说是不是不是很礼貌？就是感觉。

Lijie: 没有没有，很好，这个我们就是闲聊，是的是的。那我想问一下就是，你觉得你这已经是三年马上就要结束了，相当于三年的这个双语课程，你觉得专业和英语它真的是融到一起了，或者说它有往一起融合，就是互相帮助的这种感觉吗？或者说你的 language support 真的是在 get up 你的专业学习吗？

Interviewee: 帮助肯定是有的。

Lijie: 比如说，我能假想到一个场景。就是比如说其它，比如说是某个，比如说是西北政法，有可能学生特别牛，什么法都懂，但他有可能英语不太灵通。那有可能其实就是同样的一件事情，你给他英语看他就不明白了，或者同样一个概念，有可能他不知道英语怎么讲，或者他不知道怎么去英语去解释那个东西，那你有可能就会懂。就是这种情况下， 让你感受多不多？或者说你有没有机会在你的专业中真的接触到你的专业中需要的英语呢？其实这个问题类似于刚才对你教材的那个问题的一个补充。

Interviewee: 就是说那个跟其他同学比较的话，我觉得是。因为就是感觉他们好像对这方面真的学的不多，然后我们老师也这么说，但是我自己说实话我并没有。

Lijie: 没有去比较过。

Interviewee: 对，并没有见过那些同学们，所以我就，

Lijie: 传说中的同学们没见过。

Interviewee: 对，我借用我们老师对我们的介绍，我就说还是对，是有这种情况，他们英语好像并没有我们的好。

Lijie: 是，的确是。补充，继续补充。

Interviewee: 然后还有，补充就是关于英语和专业的融合是吧？

Lijie: 嗯。其实你知道吧，这个命题很世界范围都在讨论，就是说用英语学这个专业有必要吗？现在大家都在讨论这个问题，就是会大家觉得，你这个英语好像把老师和学生都限制住了。老师因为自身有可能不是英语国家出身，他讲的时候有可能就给你打折了，把你的 content。而学生们在用英语听的时候，有可能吸收也不够，反而他对专业的精进程度就不够。其实现在学术界在争论这个事情，而我其实也主要是想看看有没有这种情况确实发生。所以就是想问你，你觉得你双语课学法律，跟你就学法律，你觉得哪个会更好点，哪个给你的帮助更大一些？当然因为你没有自己经历过就单学法律那一块，但是就像你刚才说到，最起码我四六级过了呀。

Interviewee: 对。

Lijie: 对吧？那其它方面你觉得还有哪一些不一样？或者说你觉得你真的是受益的方面呢？

Interviewee: 我觉得怎么说呢？这个东西它毕竟是属于个新鲜事物，因为之前都是，传统上来说都是用自己的语言来讲专业课。然后现在就是说，管他能不能讲明白，他如果在这个专业课程当中是加入了英语的话，至少给人一种感觉，就是说现在有这样一种趋势，你是要更好地去学习外语。我个人观点就是觉得，上这个课还是挺好的，但是就是不要像学姐你说的那种，为了学英语还把专业耽误了。两者之间这个平衡，我觉得就要找好。

Lijie: 对，所以我就在想问你另外一个问题，就是你觉得它们俩互相耽误了吗？目前来看，因为你很有资格讲。因为你已经大三完事了，你明年就要，换句话说，就要滚蛋了吧。

Interviewee: 对。

Lijie: 是，就是要去求职，无论求职也好，研究生也好，是吧？那你觉得它俩互相耽误了没有？或者你觉得谁耽误了谁？

Interviewee: 互相耽误了，谁耽误了谁？

Lijie: 这个问题有点 miss leading，有点倾向于往那个沟讲，但就是说如果你有这个想法，你可以去举个例子一下。

Interviewee: 就是说它俩之间有啥关系是吧？

Lijie: 就是两个人双语课进行到这个地步，你已经相当于是一个成品了，你是这个项目的成品了，基本上可以这样讲。那你觉得它们俩，真的是在你的这个学习的过程中推了你，

它们俩是互相合作，还是说它们俩是互相耽误，谁把谁拽了一个后腿，反而没有到那个份上？

Interviewee: 对，是这么说吧。就这个完全来讲的话，就这个整个对学生培养来说，我觉得英语是少不了的。因为你现在英语说不好的话，不是说说不好，就是英语学不好的话，那你肯定不行的呀。

Lijie: 是，四六级都过不了的，基本上没有工作了，是这个意思吗？

Interviewee: 对，哪儿哪儿都说，你英语课得达到个啥水平，你要是达不到你就别来我们单位啥之类的。

Lijie: 真的呀？

Interviewee: 很多就出现这种情况。但是就这两个专业来说，那肯定呀。因为不光是时间，还有精力上，就是感觉你要是一门心思钻某一个学科的话，它还是能让人更有一个感觉。

Lijie: 没事，你不要紧张。

Interviewee: 然后如果要是两门都学的话，就是互相影响，不能说没有。但是如果说多大的话，那你就得看每个人了。

Lijie: 是，我觉得就你自己情况，我能这样讲，就是说你认为，我觉得你还是从双语项目中受益的，是吗？

Interviewee: 对，我对自己能到学校名称来学一次外语，我觉得特骄傲。

Lijie: 是，我也是这么认为的。的确是，这个很好很好。

Interviewee: 是吧？

Lijie: 对，反正我感觉对于学校名称的感情就是别人骂不行，你自己骂可以。

Interviewee: 对。

Lijie: 我想问一下，那你以后的就业方向，现在咱们抛开现实不讲，你希望是从哪个方向走的？

Interviewee: 希望，也不能说希望吧，现在肯定是法律，没得选了。英语你学这个样子的，人家还有这么多专业人等着呢，跟他们比不了。

Lijie: 不能，行，我后面跟你讲，然后呢？

Interviewee: 之前一直对法律，因为我来学校名称本来是想学语言的嘛，然后给我搞到法律这个来。就是之前有一段时间并不是特别喜欢这个法律，但是现在磨了这么久，还磨出点感觉来，就这个样子。

Lijie: 是，所以你希望往法律那个方向走？

Interviewee: 对。

Lijie: 那你当然，这个有可能是，你当然是这样想，但是我还是希望你自己去讲。就是那你会不会觉得，我就业的时候，自然而然我就想考虑到，我要把我的英语优势体现出来，从而你会往那个方向去就业，那个方向去找，你会这样去做吗？如果你有计划的话，类似于这方面的打算的话，你会觉得英语就是我的优势。你或者说，我就要跟别人说，OK，我学法律，但是我用的英语学。

Interviewee: 对。

Lijie: 你可以这样，你认为你会这样。

Interviewee: 之前我还没这么仔细想，但是学姐你这么一说，我觉得挺有道理的，我会把这句话加进去的。

Lijie: 我这个问题完全的就是逼你说出来，这是不对的，应该是你自己。好，现在你会这样去觉得吗？

Interviewee: 会。

Lijie: 是吧？所以说你整体来说，你的这个个人对这个双语教学的体验还是积极的是吗？

Interviewee: 对，五星好评。

Lijie: 真的吗？

Interviewee: 嗯。

Lijie: 太棒了，这个我会透露出去。我再看看我还有什么问题需要补充，我能了解一下你专四和公六的一个成绩吗？

Interviewee: 行。

Lijie: 完全匿名。

Interviewee: 六级 560，专四 71。

Lijie: 哇，专四很厉害。

Interviewee: 现在已经完蛋了，因为水平很久不学下降了。

Lijie: 很厉害，因为专四它是分优秀、良好和合格，你是属于良好，因为 70 分了嘛，当年我们商务英语无非就是 76。

Interviewee: 感谢学校名称。

Lijie: 真的真的，所以我又心理不平衡了，专业。没有，就是说它这个英语不错。

Interviewee: 没有，抢不了学姐饭碗的。
Lijie: 没有没有，我已经早过了那个年龄了，早过了要抢。我看看我还有没有要补充的，如果没有的话。我再问你最后两个问题，有可能很短，有可能涉及到。就是你认为，当然，给你的 language support 从大一、大二到大三，肯定是递减的，我可以这样认为吗？
Interviewee: 对呀，就是这样。
Lijie: 大四呢？基本上是没有了，是吗？
Interviewee: 大四连专业课都不怎么上了。
Lijie: 所以从你个人的感觉，你觉得大三大四应该再继续给这种 language support 吗？你可以从你自己的角度讲。
Interviewee: 我觉得应该给。
Lijie: 为什么呢？
Interviewee: 英语这东西，感觉就是每天都要学一点吧，你要是一天不学的话，就是忘得很快的。
Lijie: 所以你还想保持那种状态是吗？
Interviewee: 对，就是哪怕你，这个精读课我觉得应该，如果有条件的话我还特别想上。因为感觉学了那个高级英语才能就像学过精读的样子，一到四没什么特别难的。
Lijie: 是，我也很怀念我那几本精读书，我好像都卖了，太惨了。另外一个问题，你同不同意这个观点，就是英语就是听、说、读、写这方面的训练呢？
Interviewee: 那肯定不是呀。
Lijie: 怎么讲？
Interviewee: 学英语，你学一种语言，肯定不能就是单单的只机械地会那些东西。我感觉要是只会那些东西的话，那也称不上是会把英语学好。单就这个英语学科来说，它肯定还有很多文学什么之类的好多。
Lijie: 是，但是就是你在训练的时候，你会认同就是说我的确是要训练我的听、说、读、写呢？
Interviewee: 我借用那个叫什么？《新概念》里的一句话，它说的我觉得非常认可，就是说成绩只是学习的副产品，我觉得你要是综合各方面你把英语学上了，就是你学得有感觉了，那些各方面都是能相应提升的。如果说专门训练的话，这个它还是有帮助，但是帮助不会像那种，比如说你把英语当作一个整体来学，学了之后就能提高了。但是我觉得，就像我说这种，把它按照一个整体来学，这个可能也比较难，弄不出来这个东西。
Lijie: 我明白，还想补充一个问题。我也是刚才突然觉得，我觉得有必要问这个问题。就是专业、语言学习，你是用哪个来，就是用哪个来推动另外一个学的？比如说我是商务英语，我当年我的目的是学英语，我说这英语，这浩瀚的海洋可大了去，就像你说还有文学。我说那好，那我就要学商科的东西，我用商科来补充我的英语、来提高我的英语。
Interviewee: 好，我明白了。
Lijie: 那你是说，我主要是学法律，我英语，所以我要用法律去学英语。
Interviewee: 这么跟你说吧，我个人而言，就是前两年没学过法律，我学法律应该是从大二下学期到大三刚开始那个时间，才开始慢慢学一点法律的。所以我之前法律各方面来说，就是除了说那种老师潜移默化让我学了一点的，我自己主动学的就基本没有，我大部分时间都去陪伴我那个精读书了。
Lijie: 看来是学语言的料。
Interviewee: 非常惭愧，哪个都没学好。
Lijie: 没有，所以你还是语言这一块，就重点学语言这一块，你并没有说，我今儿要学法律的这个专业的东西了，我为了多学点英语，我就多去看一些专业方面的英文的东西材料，这样的话，我英语也掌握了。就是你学这个专业，是因为你想提高英语，还是说你学这个英语完全是为了专业服务？就你认为 language 和专业，你更侧重于哪个？你自己再选。
Interviewee: 就是可以这样说，我根本就是没有这种说互相推动联系之类，完全就是脱节。前两年学法律是被迫学的，然后学英语是主动学的。
Lijie: 可以。
Interviewee: 然后从第三年开始，觉得法律还可以，那我再学一点吧。然后就学法律了，当然就把英语给扔下了。就这样，是这么个状况。
Lijie: 那你有没有以后就业想往英语这方面走呢？
Interviewee: 我倒是想过，但是感觉并不很现实。
Lijie: 为什么？
Interviewee: 因为水平不行呀，英语我觉得他们，
Lijie: 好，你说吧，你觉得有可能你拼不过那些英语专业的学生是吗？但是你完全可以去尝试一下呀，因为咱该学校名称特色还是语言嘛。

Interviewee: 对，有机会会去尝试。
Lijie: 最后一个问题。
Interviewee: 没有，随便问。
Lijie: 忘了。
Interviewee: 慢慢想。
Lijie: 我最后一个问题就是，你都通过哪些途径来提高过你的英语？我的意思是，如果你还对问卷有印象的话，就是你去参加过什么培训班吗？这是一种途径，还是你就跟着咱们学校的走，再加上自己的课下努力。就是你有没有通过额外的途径来增强你的英语学习？
Interviewee: 没有，我就说下我自己咋学的是吧？
Lijie: 对。
Interviewee: 上课听课，然后下课背背单词，然后自己练听力，然后自己去补课文，然后就是练这个整体感觉。别的什么特别的也没有了，就是这样，考试之前刷刷题。
Lijie: 好，非常好，能再问一个问题吗？
Interviewee: 嗯。
Lijie: 就是你三年下来之后，你有没有什么时候你就开始感觉，我看这些教材的时候，我不用再查那么多单词了，就是英语的确是属于已经被我拿过来用了。你就一直是需要在语言这块挣扎是吗？
Interviewee: 对，非常遗憾，学来学去，感觉自己还是差得太多了。如果，当然不能如果，如果我要是专业学英语的话，我也许可以达到你说的这个水平，但是因为没有专业学英语，所以就可能还差了。
Lijie: 就是一直在学习专业的时候，你也一直在特别留意英语这一块，对吗？
Interviewee: 没有，我学专业就是学法律，我并没有说还和英语咋联系一下。
Lijie: 就是比如说你阅读一些英文的法律的东西，就是 content in english。
Interviewee: 非常少。
Lijie: 非常少，还是独立的是吧？
Interviewee: 嗯。
Lijie: 明白了。

Transcript of audio interview 6

Location: C-U
Date: 13/05/2016
Interviewer: Lijie
Interviewee: Ma
Duration: 21:06 minutes

Lijie: 是这样，我从第一个问题问，就是你当时是怎么选学校名称的这个经济学的项目，然后你当时了解双语课吗？

Interviewee: 当时不太了解，然后就是选学校名称的这个经济学专业，是因为高考分数，然后通过高考分数的高低选的学校，先确定了学校名称，然后再就是，专业是因为根据个人的兴趣，还有当时结合分数可能录到的比例，就可能性最后学了经济学，好像第一专业还不是经济学，是金融学，调剂到了第二专业，是这个样子。

Lijie: 那我能问一下你当时的英语成绩吗？高考的英语成绩。

Interviewee: 应该是 129 左右，将近 130 吧。

Lijie: 很高啊，很高的。

Interviewee: 对，我就是笔试能力比较好，但是我的口语，我们那边因为是榆林嘛，高考的时候就没有听力测试，其它什么都有，所以我们就是听力这块特别欠缺，所以这个就直接导致了上来大学的时候听力成绩不好，没自信，然后不敢开口说，这个我觉得可能都是连锁反应吧。当然也不排除说我们榆林那边也有个别英语特别好的，当然这也可能是地域情况还有我个人的情况，就是这些。

Lijie: 是。那你现在已经大三完事了，这三年中，其实你们的专业结构基本上是这样子的，我不知道你认不认同，就是有语言课、英语课，这叫 language support，还有内容，就是专业课 content。所以你这三年下来，总体上而言，你觉得双语课给你什么？就是你受益了吗？在双语课这方面，它有什么特点、优势让你觉得还不错？

Interviewee: 我觉得因为是在学校名称，所以这个双语课的教程，较其它学校来说，优势更明显，因为我有朋友，比如说在西北大学，虽然学校比我的好，但是他们可能双语课不太注重，所以我就发现，虽然他们以前高中的成绩比我好，但是现在他的四六级成绩反而没有我好，就是我觉得可能双语课程，第一个就是确实对你语言学习有一定帮助，第二点我觉得就是双语课程对我自身而言，虽然说我英语不好，但是我发现通过这个双语课程让我不再排斥英语，让我依然对它有种熟悉感，虽然成绩可能还是不太好，然后第三个我觉得双语课程对我的一个帮助就是，我觉得自己可以，最起码增加了你对学习的一个兴趣吧。对，差不多就这三点。

Lijie: 那我想问一下，你大一、大二、大三这几年，对你的语言支持，也就是你的语言课程的安排，你觉得有什么变化吗？或者说你讲一讲你大一是怎么安排，语言课程都有哪些？

Interviewee: 是说我自己安排吗？还是说学校？

Lijie: 是学校课程，学校对你的课程安排。

Interviewee: 因为确实就是学校特色，我觉得学校名称的英语课程特别多，因为我记得大一的时候很清楚，基本上英语课程占所有课程的一半，比如说什么精读、泛读，然后你的口语、听力什么支持这些特别多，然后觉得大一的时候特别多。大二的时候，就是专业课的成分加了很多，然后就是专门你学英语的少了。大三上来更是明显，基本上就是英语课没有了，基本就是专业课。就是这样子。

Lijie: 那你觉得这三年，你的英语提高了吗？如果你想从听、说、读、写这方面讲也可以，就是各个方面都提高了吗？

Interviewee: 就我自己而言，我觉得就是，可能大一的时候对那个比较排斥，觉得我的听力好像一直没有提高。然后读写能力的话，其实我觉得，较我高中而言，我觉得反而可能是相对程度的下降，但肯定绝对程度是提高了，就是可能这个说法不太好，但肯定是有提高的，但就是从我自身的积淀来说，我感觉可能是因为太注重其它的一些活动，反而学习好像没有特别的提高多少，我自身感觉对英语这一块是比较虚的。

Lijie: 是。那你觉得大三以后，因为大一大二，你也说了，学校重点给你英语课的培养，给你加了很多英语课，那你觉得大三甚至大四，你认为学校应该继续给你这种语言上的帮助吗？

Interviewee: 我觉得不必要，因为大一大二从你刚开始进学校的时候，因为结合咱们学校名称的优势，你的英语课程肯定要多，而且对于你的培养也肯定要好，但是因为大三大四的话，你每个人从大一大二不知道自己该干什么或者什么，大三大四反而有了自己一个更清晰的目标，这个时候的话，可能喜欢英语的，他可能读硕士或者博士，他肯定就会选这个方向，但是反而不想读的话，他可能需要利用更多的时间学习他自己喜欢的东西，所以从整体上来说，我觉得大三大四不应该再从大家的方面来说来加这个课程。对，应该给更多个人的选择。

Lijie: 明白，是，非常好。

Interviewee: 应该是这样子。

Lijie: 那把你英语帮助课程这一块说完之后，那专业课，你们专业课上，老师用英语讲，或者说涉及到英语的内容，或者说你课下作业要求用英语来做，你觉得这个比例大概有多大呢？专业课。

Interviewee: 专业课这些，我觉得好像比例毕竟不是太大，专业课比例我可能说的不太准。
Lijie: 没关系。
Interviewee: 但我感觉就 20%左右吧。
Lijie: 是用英语上的，对吗？
Interviewee: 就是你所说的这个上是双语同时进行还是纯英文还是？
Lijie: 纯英文你可以这样理解，也可以是双语，也可以是对一些概念、特定的一些东西的英语解释，他用英语来强调一下。
Interviewee: 其实专业课这块，不涉及我们以前学的英语那些课程。
Lijie: 对，因为是英语帮助加专业，现在讲的专业课，比如说你经济学的专业课。
Interviewee: 我觉得应该，可能我自己对英语不敏感，所以对这个比例也不太敏感，我觉得应该是 20%左右，因为毕竟就是我们，首先我们专业课本来中文解释都不太通，然后再用英语解释的话更，首先英语这个就是个坎，毕竟是个另外的语言，我觉得应该 20%左右。因为学校名称的话，像我们经济学的设置的话，他可能就是上课给你用英语的 PPT，然后用中文讲，或者是你课本是英文的，然后给你用英文讲这样子。然后我觉得好像比例应该是 20%左右，或者高一点，但是基本考试那些都是中文的。
Lijie: 好的。那我想问一下，你对整体这些讲专业课的老师，假如他运用了英语，你觉得他的英语能力怎么样？不是他的，而是这些人，一般决定用双语上课的人，老师，你给一个整体评价就好。
Interviewee: 反正我觉得他们的英语比我高，也比我好，然后觉得就是人家讲的也挺流畅的，读音都很好，所以我跟我们同学也在私底下探讨，就是说能进学校名称当老师的，肯定第一条件就是英语要好，然后我觉得这个可能有特例吧，就是因为学校名称这个大环境，肯定英语要求就比较高，所以我觉得老师的英语都挺好的，虽然可能不会发音特别准或者是怎么样，但是他们基本的教学好像还没有问题。
Lijie: 是。那你们的专业课指定的教材都是什么情况？是纯英文的、纯英原版的，还是说做了一些改动，也是英文为主，还是说是中文的？
Interviewee: 我们的课程，尤其是经济学这块用的，基本都是外国的内容，但是翻译过来的，但是今年有一些就是原版的。
Lijie: 是原版的翻译成中文吗？
Interviewee: 对，比如说我们用的《宏微观》就是萨米尔森的，他的《宏微观》可能就是翻译过来的，是中文版，然后给我们上的时候也是中文版，然后今年我们大三下半年专业课比例有增加，《国际金融》和《国际经济》这一块就是全英文的，然后上课的时候老师会用英文 PPT 讲，但是他说的是中文，大致这个样子。因为学校名称的教学宗旨就是说要跟国际化交流，所以它的很多的课本，我了解到的，其它专业的也是这个情况，就是引用国际教材比较多，可能就是考虑到你的一个英语水平，刚接触的时候都是翻译过来的吧。
Lijie: 你说的刚接触是指大一大二吗？
Interviewee: 我觉得应该是大二。
Lijie: 因为大一很多都是英语课。
Interviewee: 对，因为大一毕竟都是一些公共课为主，就是让你整个对大学有一个认识，一个基本的大学的一些基本技能，或者计算机培训，像思修道德这些课程比较多一点，大二可能全面开始接触专业课。
Lijie: 明白，所以是大二一开始的时候，很多是一些原版的东西，但是是中文的翻译，然后大三慢慢开始引入原版的东西。
Interviewee: 对，差不多就是这个情况。
Lijie: 非常好，那你们考试呢？你们专业课的考试都是用中文还是英文呢？
Interviewee: 都是中文，但是今年我们老师说有一个是英文的，现在还在考虑怎么办。
Lijie: 是哪一门？
Interviewee: 是《国际金融》。
Lijie: 这个老师谁，你能告诉我吗？
Interviewee: 是杨蕾（音）。
Lijie: 杨蕾，女的吗？
Interviewee: 对，女的，讲的还挺好的，说要给我们英语考试，现在还在担心。
Lijie: 要英语回答是吗？
Interviewee: 对，就是卷子全面是英文的，说要考概念什么的，都要用英语答的。
Lijie: 你们下周有她的课吗？
Interviewee: 下周有。
Lijie: 周几？
Interviewee: 都是在周四下午 1 点-4 点。

Lijie: 周四下午，我看我能不能有机会过去，1 点-4 点，是吧？
Interviewee: 对，咱们学校名称这个安排。
Lijie: 怎么了？
Interviewee: 每次都是三节课三节课这样子，因为我们周四的课比较多，然后从 10 点-12 点上，下了以后只有一个小时休息时间，1 点-4 点上，然后 4 点-7 点上。
Lijie: 上什么课呢？其它的了？
Interviewee: 对，1 点-4 点就是这个《国际金融》，然后 4 点-7 点就是一个《经济预测与决策》，所以就是中间休息时间特别短，不管是冬天还是夏天，就特别累，一节课。
Lijie: 你们的课集中在周二和周四是吗？
Interviewee: 对，二、三、四。
Lijie: 三也有是吧？
Interviewee: 对，二、三、四，我们就是这三天有课，虽然说这个集中度比较高，也可能是各方面，大家也喜欢赶快上完，然后其它时间有自己的安排，有实习什么的。
Lijie: 那你二、三、四的课中，有哪些老师是用双语上的呢？用英语比较多的？
Interviewee: 还有一个是《国际投资》，那个就是我们课本也是英文的。
Lijie: 谁讲的呀？
Interviewee: 是曾倩（音）。
Lijie: 不认识。
Interviewee: 她是国贸教研室的，好像还是副教授。
Lijie: 是吧？
Interviewee: 嗯。
Lijie: 行。
Lijie: 这个《国际投资》是什么时候啊？
Interviewee: 是在星期三的 4 点-6 点，我看下星期二是有什么课。
Lijie: 好的，非常感谢。你们除了考试以外，还有什么要评测你们的，比如说你们课堂表现，比如说 presentation 算是一个评测内容之一吗？
Interviewee: 学校名称的一个传统就是，平时表现 40%，期末成绩 60%，没有期中成绩，然后这个 40%基本上就是平时你回答问题了或者怎么样了，感觉也不会特别刁难你，除非是那种比如说，还有很重要的一块，就平时的表现的话，就是关于你迟早的情况，出勤率，这个也是一块，基本上我觉得现在大学生，提起来回答问题，也不怎么回答，或者上课的专注度也不够，就是可能跟老师的能力有一方面关系，还有就是可能诱惑太多吧，就是玩手机或者怎么样。
Lijie: 是。比如说有的老师会要求你们做 presentation 吗？比如个人的或集体版的？
Interviewee: 会，就尤其是像这两个，杨蕾老师和曾倩老师，她们的要求就高一点，像曾倩老师，她就让我们一个组做了一个 presentation，我们组 7 个人做的是一个华为手机和苹果手机在中国市场上的一个对比，就是我讲的。
Lijie: 问卷，手机商。
Interviewee: 对，做了问卷，然后我们做了一个 PPT，那个老师确实对你要求特别高，学习特别多，但是把你批的也很狠。
Lijie: 你们是用英语做吗？
Interviewee: 没有，没有，那是中文的，我们那节课课本是英文的，但是她用中文讲，然后学到的知识还是蛮多的，那个老师知道的很多。
Lijie: 那她用中文讲英文的东西，那她对于一个概念解释怎么去对接呢？
Interviewee: 她主要是这样子，因为这个课程《国际投资》，她比较好的一点，就是她会每周给我们一个新的案例，都是以纸质的形式发下来，比如说今天讲宜家，宜家这个公司它的全球投资或者什么什么，她会先给我们一个英文的资料，让我们先自己看，到时候她会让你自己理解主要大致意思，然后她会给你讲，主要的时候，她也会带你读一些中心段落或者怎么样，给你翻译过来，然后就是大致还是比较清晰地能给你摄入一个客观的知识，但是这个知识主要是以中文的形式讲的。
Lijie: 那你们是不是得提前做好准备，得提前读啊？
Interviewee: 对，有提前读，但是一般那个资料发下来的时候都比较晚了，上课之前发，所以基本上都是课上她会给你留四五分钟，让你先通读一下。
Lijie: 然后你用英语去读那些东西吗？
Interviewee: 对。
Lijie: 都是国外原版的一些案例，是吗？
Interviewee: 应该是，老师说她都是在网上找的一些最新的案例，因为课本就是比较旧，所以她没有用那个案例。
Lijie: 这个是曾倩的《国际投资》是吗？

Interviewee: 对，所以我觉得那个老师的课还挺好的，我也挺喜欢她的课的。
Lijie: 非常好，我们回答问题特别流利，都快弄完了。下面一个问题，虽然我有可能知道答案，但是我仍然希望你来回答一下，就是两个方面，第一个，就是你平时在课下跟同学们一起组织作业，一起做作业或者做小组活动的时候，你们的语言是用的什么语言呢？
Interviewee: 肯定是中文，但是因为比如说，如果我们老师特别要求说你这个作业必须要用英文的形式展现出来的话，我们 PPT 上展示的会是英文的形式，然后讲的时候也会用英文，或者是加一点中文，肯定要有中文的。
Lijie: 那假如说老师要求你是用英语展示，那你在最后展示的时候，有的时候也需要加一些中文是吗？
Interviewee: 如果老师必须，我们大二的时候有一次，我记得 PPT 展示，就是说你必须要用全英文展示，那也没办法，你就得自己提前做好功课，然后要用英文来说，肯定会有卡壳或者什么情况的话，你肯定会求助别人或者怎么样，用中文。
Lijie: 那你平时做专业课的笔记是用什么语言呢？
Interviewee: 中文。
Lijie: 中文，假如说是针对英文原版的教材呢？你也是用中文来做笔记是吗？
Interviewee: 会用，但是比如说老师说出了一个什么比较重要的概念，说考试必须要考这个概念，那你肯定得把这个英文写下来，然后对照着弄个汉语意思什么的。
Lijie: 明白。那我想问你，就是你觉得老师在讲专业课的时候，由于他用了英语，而造成他的那个内容，没有很好地传达出来，有可能你们是因为英语问题，没有很好地 get 到他的那个点，或者因为他自身的英语问题，没有很好把这个东西讲清楚，你觉得有出现过这种情况吗？
Interviewee: 肯定有。
Lijie: 比如？
Interviewee: 因为我觉得最大的问题可能就是自身英语问题，没有把这个东西给理解到，然后我觉得这是一个最大的困难。
Lijie: 是从学生的角度吗？
Interviewee: 对，我觉得学生角度肯定是最重要的一个方面，因为学生首先参差不齐，还有第二个就是，本来大家对一个知识的获得的能力就不一样，这个能力主要包括，尤其是这种双语教学，就是你的一个英语能力，这是一个非常大的坎，就是像可能很多人英语就是不行，可能也没有重视这个，也觉得自己日常生活中可能用不到这个东西，没有用心去学，所以老师讲这个的时候，基本上就是我觉得不够好，课堂效果不好，当然也存在第二方面，就是老师他讲的本来就燃火（音），不管他用中文讲，还是英文讲，他本来就燃，然后你肯定听不懂，然后这方面也会有，但是毕竟老师上课用双语的话，都是一些简单的知识的讲解，就出现这个情况比较少，对。
Lijie: 明白。那你觉得，你在用英文来上这些专业课的时候，你觉得你的英语哪一块的问题一直困扰着你？
Interviewee: 单词，还是单词词汇量不够。
Lijie: 单词你指的是词汇量吗？
Interviewee: 对，就是词汇量，因为你听力不好，感觉把这个单词写下来你能认识，他讲出来你。
Lijie: 好吧。
Interviewee: 我自己的情况的话，就是这个单词量的问题，因为你基础不好的话，首先你对理解不够透彻，然后老师讲的可能也听不明白，毕竟这个就是听、说、读、写能力都很重要，尤其是你的单词量，就是你学习语言的一个基础，你不管学习中文或者英文，这个单词都是你首先第一步一个门槛，我自己的情况就是因为这个单词量不够，然后老师上课可能提到的某一个知识点，直接我都不知道他说的是什么意思，所以更不能理解他说的这个概念，或者给我传达的这个知识点是什么，就是这样子。
Lijie: 那从老师的角度，你觉得专业课的老师他们用英语在上专业课的时候，由于他们英语这方面，语言能力的哪一个问题，造成他们没有办法把东西很好地传递给你们，你觉得他们的问题是什么呢？如果有的话。
Interviewee: 因为毕竟是老师，所以他的积累量肯定够，所以我觉得单词这一块肯定不存在问题，我觉得他可能存在一个比较大的问题就是他的发音，中国的老师还比较好一点，他的发音可能还比较准确，不会有很大的偏颇，但是有些老师，可能他就是发音不太好，然后可能给你感觉就是你听不懂他的意思，或者是你觉得他的意思表达的不够清楚，都会有这些问题。
Lijie: 非常好。最后一个问题，我想能介意告诉我，你公六或者是专四的成绩吗？
Interviewee: 成绩不太高。
Lijie: 你可以给我一个区间，比如说是良好还是合格？

Interviewee: 一般，合格。
Lijie: 合格？
Interviewee: 对。
Lijie: 我能记一下吗？
Interviewee: 一个是四百六十几。
Lijie: 专四是合格，是吧？
Interviewee: 嗯。
Lijie: 那公六呢？
Interviewee: 公六的话，我想刷一下成绩，现在。
Lijie: 那你可以不用告诉我，因为我大概就是有一个评判就可以了。
Interviewee: 对，差不多就是这个区间。
Lijie: 非常感谢你。
Interviewee: 没事。

Transcript of audio interview 7

Location: C-U
Date: 17/05/2016
Interviewer: Lijie
Interviewee: Nian
Duration: 12:44 minutes

Lijie: 你好，我的第一个问题就是你当时报考大学专业的时候，为什么报考了该学校名称这个经济学的双语课程？你当时就选择它的一个动机目的是什么呢？

Interviewee: 其实当时是那个啥，我姑姑，然后因为她之前当过老师嘛，所以她其实是想让我学外语的，然后经济学其实是被调剂的。

Lijie: 好。那现在你已经用英语来学习经济学大概有三年的时间了，马上就要到毕业，三年了，你做一个整体的评价，就是你觉得这个双语课是否带给你好处，你从它是否受益？如果有，你大概可以从几个方面给我们讲一下吗？

Interviewee: 对我来说的话，不知道是不是因为我对这个专业不太感兴趣或者是，我觉得其实我在英语上的受益会大过于在这个专业课上的受益。

Lijie: 非常好。这样的话，那你能不能从英语的角度给我讲一下，你是怎样受益的呢？

Interviewee: 英语，只能说其实就是基础知识上还是我感觉没有多大进步，但是我觉得就是口语方面吧，口语方面其实有部分提高，但是虽然现在让我自己很流利的表达一遍，但就是让我读的话，我会比以前还能拿下来。

Lijie: 那你介意我问一下你公四、公六或专四，专四你可以给我说一个合格、良好那个就可以了。

Interviewee: 没有没有，我就刚过四级。

Lijie: 专四吗？

Interviewee: 不不不。

Lijie: 公四吗？

Interviewee: 对，六级都还没过。

Lijie: 没关系，这个我就仅仅是采样而已，你不用担心，四级。

Interviewee: 因为我们宿舍那几个都算是就是学得特渣的，真的。

Lijie: 不要这样说，没问题的。我停一下。那接下来关于语言的问题，就是这三年你觉得你的英语能力有哪些方面提高呢？比如说你可以从传统的听说读写这样去说，你也可以从其它角度去说，你的语言能力有哪些提高呢？

Interviewee: 提高，这样说吧，因为其实我们高中的时候，就我们的学校，我们是相当于我们那个地方算是比较偏远的，所以对听力这东西，其实听这部分就是没有做多大练习，然后大学可能听力上有一部分提高吧，然后就是说，因为课堂上互动的机会相对来说比以前要多很多嘛，所以说和听这方面。至于写的话，可能真的就是也没有多少机会去写这些东西，然后一般，因为像我们这种就平时，可能总体上真的没有感觉多大提高，因为平时老师安排作业不太想做那种，就这样，这是真实情况，所以具体其实感觉没有多大上升，就这样。

Lijie: 好。可以有不同声音，当然这就是我访谈的目的嘛。那我想问一下，咱们双语课嘛，就是专业是一块，然后又给你加英语的一个课程，然后我们称之为是 language support，就是在语言上帮助你去更好地学习专业课。那现在你能给我简单介绍一下，大一大二大三，它这个 language support，就所谓的英语课程的设置有什么变化、有什么特点？你能给我整体介绍一下吗？

Interviewee: 变化的话，其实我感觉就是大一的时候英语使用好像会更多一点，然后越到后面包括现在，我感觉就是好多课程汉语其实更多，就是包括我们现在的专业什么，就是国际贸易什么之类的。

Lijie: 不好意思，我打断一下，我现在讲的是 language support，就是专门上英语的这些课程。

Interviewee: 专门上英语的课程的话。

Lijie: 就大一大二大三，它的一个设置安排有什么特点吗？比如说有的同学跟我说，大一就安排了很多精读，那大二有可能什么方面又增加了，大三它又是一个什么样的特点？

Interviewee: 对对，大一的时候确实会是精读，然后之后就什么叫写作，然后到现在是翻译，就是这种，它可能会，我也不知道它是按照一个什么样的提升的，但是对我来说，我觉得这种就是变化吧，从某种意义上来说，我觉得就是没什么影响，它如果之前让我们学翻译或者什么的，我觉得也是可以接受。

Lijie: 是吗？好的。那我们再转到专业课来说，就你刚才你提到的什么国际经济这些专业课，你能给我简单说一下专业课这些老师们，他们能用英语来上课，或者说是 PPT 的展示内容是英语，上课的内容是英语，这个比例大概有多少呢？

Interviewee: 上课用英语的话，我觉得。

Lijie: 包括中英文夹杂。

Interviewee: 其实 50%不到吧，因为更多的其实是用汉语，包括 PPT，包括讲课，其实更多的是用汉语上专业课。

Lijie: 好。那在这些能用英语或者说用 PPT 来进行英语展示的老师们中，你觉得他们的英语能力就是能够帮助他们把那个专业内容传达出来吗？或者说你认为他们英语能力有优势吗、有劣势吗？

Interviewee: 我觉得目前这边老师，就是你所说的，他就是用英语展示出来给我们上课这个，其实能力都还是很不错的，我觉得，因为毕竟，尤其是专业性的东西，他如果用英语能讲出来，我觉得真得很厉害。劣势的话，我真的说不出来，因为我对英语这方面，就是我自己感觉他们很牛逼。

Lijie: 那你觉得他们会不会有这种情况？就是因为他们自身英语能力有可能没有达到那个要求，没有达到很高的一个水平，导致于他们无法用英语很好地把专业课内容传达呢？你觉得会有这方面的情况出现吗？

Interviewee: 对，如果他英语能力没有达到那种程度的话，他可能更多的就是用汉语跟我们交流，就是要有专业课，所以在英语就是相当于是，尤其是英语和汉语这种就是连接起来的东西，他可能会传达的不够到位，所以他可能更多的会使用汉语，所以英语能力我觉得其实对于这种双语教程还是很有必要的。

Lijie: 好。这些专业课老师他们肯定会通过各种形式来评测大家，比如说通过考试发卷子出卷子，你们来答，还有平时做的 presentation，就是演示，有可能是个人的形式，也有可能是 group，团队的形式。这些考察你们的方式中会用英语让你们去做吗？

Interviewee: 之前就像比如说视听课，或者说写作，还有精读之类的，他可能会有用英语的，然后专业课的话，到目前来说，不管是小组的或者是个人的东西，都没有用英语做。

Lijie: 那你个人是倾向于用英语去做，希望用英语去做，还是说现在就可以？

Interviewee: 其实专业性的东西我还是更喜欢用汉语去做，因为我觉得这样做出来，第一就是更省心嘛，而且然后做出来自己能够都懂，就是从头到尾可能会比较流利地给大家表达，然后我觉得汉语更好。

Lijie: 好，那你看，三年过程中，你觉得用英语来上这个专业课，因为你自身英语问问题，哪一个英语问题能力问题一直困扰着你，让你不能很好地去学习专业课呢？

Interviewee: 听，绝对是听。

Lijie: 为什么，可以说一下吗？

Interviewee: 因为我觉得听这部分很重要，上课以后，就尤其这种双语课，老师他如果用英语来授课的话，上课我如果听不懂的话，这就是最基本的问题，我要是根本听不懂，慢慢就开始开小差，然后就根本听不进去了，所以听这块我觉得很重要。有的老师他讲课，所以我喜欢那种，就是他会讲一些比如简单的教学方式，他会用英语，然后讲到复杂的时候他会用汉语给我们陈述，这样我就会比较容易接受，因为这样都能听懂。因为有的老师他是这样的，老师他就会这样想嘛，这很简单，就是我觉得大家都应该能懂，但其实有一部分同学是不能懂的，所以感觉根本就听不懂。所以我觉得听真得太重要了。

Lijie: 好，听，这也是一直困扰你的问题，让你就是不能更好地用英语来去学习专业课，是吗？

Interviewee: 对。

Lijie: 好的，还有两个问题。第一个问题，就是老师们指定的教材和给你们上课发的学习资料，或者说在 PPT 中展示的，尤其是教材这一部分，他是用英语原版的教材，还是用他自己改编一下的，或者说是咱们国内出版社进行一些改编的？就是这一块，你有什么观察没有？

Interviewee: 有，因为我记得之前有一个世贸那个，本来他是有汉语教材，也有英语教材，但老师一直给我们使用的是英语教材，然后包括现在的《国际经济与贸易》，我们都是用的英语教材，虽然他授课可能会有一部分是用的汉语，但是教材我们一直是用的英语。

Lijie: 好。那你在看这些英语教材和听老师讲课之间，你觉得有很好的过渡吗？你觉得是可以很好地结合在一起的吗？

Interviewee: 太难了。

Lijie: 怎么讲？

Interviewee: 因为英语教材我觉得，就尤其是这种，它不像精读阅读内容，它可能会涉及很多，比如文学，包括就各种方面都有，有的文章其实很简单的，你可以自己读，但是就是专业性的，像经济这类的，它有的东西很难很难，光看英语其实根本看不懂，然后老师授课的话，所以也多亏老师他没有完全是按照英语教材来，不然根本就听不懂，所以他需要一些汉语的东西来辅助我们去了解英语。

Lijie: 好，那这个问题有可能你已经回答过我，但是我只是希望再次明确一下，就是你在平时跟同学们做 group work 或者自己要做 presentation 的时候，你是用什么语言来进行呢？

Interviewee: 汉语。

Lijie: 那你在平时学习的时候记笔记是用什么语言呢？

Interviewee: 那也是汉语。

Lijie: 有用过英语的时候吗？

Interviewee: 有，因为也是为了应付考试吧，肯定要记英语笔记的，因为老师，就比如说这现在上的《国际经济》、《国际贸易》，因为考试的时候我们都要用英语表达，所以好多专业性的词汇，他都会给我们提醒，反复提醒，那我就会用英语记在书上，就是这个东西到时候会用到。

Lijie: 好的。那最后一个问题就是你能从目前你所经历的这个双语项目，你觉得它有什么需要改进的地方，还有你觉得它已经本身有很好的优势，你能简单评价一下吗？

Interviewee: 因为我觉得，就简单对我而言，因为我觉得，就是我对经济学这一块真的我觉得好枯燥和乏味的，这样相对来说我学起来就比较困难，然后如果是这样中英结合的话，就更让我觉得难以接受，所以其实。

Lijie: 为什么讲中英结合更让你觉得难以接受呢？

Interviewee: 因为中文的时候其实本来就不太能听懂了，然后有英文其实难度更加增加了，你需要了解它英文专业性的东西，你还要本来那个专业知识就要过硬，所以其实对于像我们这一类型就比较普遍，就属于学习成绩偏低的嘛，就是不太能会的话，真的算是很难的一个东西，你要说建议，我也提不上来，真的，就这样说。

Lijie: 好，非常感谢，你还有什么问题吗？

Interviewee: 我唯一一个问题就是为啥会抽到我？

Transcript of audio interview 8

Location: C-U
Date: 17/05/2016
Interviewer: Lijie
Interviewee: Peng
Duration: 13:37 minutes

Lijie: 第一个问题就是你当时选择该学校名称学习经济双语课程的项目，你的动机是什么？包括你当时选择的时候，知道咱们这个双语课程吗？

Interviewee: 没有，其实我本来报的是，之前的专业都是跟语言有点关系，然后经济学是写到第六个专业，就是充个数，结果就被第六个录了。其实没有什么动机，就是特别巧合。

Lijie: 是，那现在你大概三年已经完成了，你整体来看，双语这个课程，用英语来上专业课，它整体你能做一个评价吗？

Interviewee: 我觉得这个模式非常好，但是感觉跟我在高中时候预期的那种大学的双语教学，还是有一点出入。

Lijie: 比如？

Interviewee: 比如说专业性非常强的老师，可能英语方面没那么强，但是商英教研室的老师我觉得都蛮好的，然后有的时候还能提供一些语言方面的帮助。

Lijie: 好，那咱们现在开始分，因为这个双语课程基本上就是有个 language support，就是所谓的你们上的专门英语课，还有就是 content，就是专业课，对吧？在专业课上英语只是一个媒介工具而已。所以从 language support 这个角度讲，它主要是为了提高你的英语能力嘛，你觉得这三年下来，你的英语能力整体的一个情况是什么样子的？

Interviewee: 我觉得有提升，但是效果不是特别明显，就因为我们大一大二的综英课全部都是研究生带，我没有其它意思，但是我觉得他们跟专业课老师的水平差距还是比较明显的。而且我觉得一个老师的发音跟语言的流利度，刚开始的时候就会比较影响他的学生，但是像研究生的话，他们刚进来，可能语言能力什么的，我觉得跟我预期的差的有点大。

Lijie: 是吧？

Interviewee: 对。

Lijie: 那如果从听、说、读、写这种传统的分法，你觉得在听、说、读、写这几个方面，你的英语能力在这几个方面有哪些提高？或者是后退，或者是维持原样，你可以简单总结一下你自己。

Interviewee: 听力的话，因为有视听说的课，我觉得有一直在进步，而且我个人方面，因为我考了两次雅思，之前都要经过备战的过程，有时候我也听 BBC，就感觉听力是一直上升。然后我觉得口语方面没什么变化，就是感觉一直都是维持在那个水平，因为我还参加了很多比赛，比如说商务英语实践大赛的，就这种情况跟队友保持一个英语沟通或者是交流的层面，所以口语稍微有点进步，但是可能进步不是特别大。然后读的话，其实我也坚持过看原版书，但是就没怎么坚持下来，我觉得基本上还是从，因为要应对考试或者怎么样，然后会看一点文章。然后写的话，我觉得写作，基本上有时候框架可以出来了，可以填笔，但是有时候词语的拿捏什么的，还是稍微欠缺一点，但基本上框架是有的。

Lijie: 好。那我们移到专业课，你认为这些专业课中老师用英语来进行教学内容展示，或者是用英语来进行说的这种课，你觉得他所谓的双语，它的比例大概能占到多少呢？随便评价一下。

Interviewee: 如果是纯 PPT 是英文，然后老师也是英语，老师是中文也算在这里面吗？

Lijie: 可以。

Interviewee: PPT 是英文，老师是中文，也算在整个的里面？

Lijie: 也算，可以。

Interviewee: 七比三吧，三是既带英文又带中文。

Lijie: 就是中英混杂，是吗？

Interviewee: 对，中英混杂，都算在里面。但其实中英混杂，我觉得没有什么特别大的参考价值。

Lijie: 是，为什么呢？

Interviewee: 因为老师还是在用中文给你讲，偶尔可能让你看一下 PPT，上面都是一些特别基本的英文，然后除了一些专业性的词汇，他可能还是在用中文给你解释一下，但是他还是没有告诉你，怎么样去英语理解这个东西。如果不看原版书的话，就是按他的理解来说，可能跟原版的书说的稍微还有一点出入。

Lijie: 好，那在这些中英混杂也好，有英语成分在里面的这些老师中，你认为他们的语言能力和他们的专业传达这一块，是一个什么样的关系呢？你可以评价一下。

Interviewee: 我觉得商英教研室的老师大概没什么问题，但是如果是其他教研室的老师的话，可能就因为他们自身的英语水平有限，所以感觉像是纯字面翻译，没有特别的深入的引导或者是怎么样。

Lijie: 你觉得你能举个例子吗？

Interviewee: 我想一下，比如说我们学资产负债表，比如说每一项，老师只会说这一项是什么，然后用英语给你读一下，之后可能就不会再怎么说，还是会给你看中文的解释，回去的话，你自己对照英文看一下，就是这样的，就没有特别的用英语去进行深入的交流。

Lijie: 好，那老师平时在给你们指定教材的时候，这个教材或者是给你们发的讲义，他的一个语言形式是什么样的呢？

Interviewee: 这要分学科，基本上如果这个书是英文的话，然后老师可能给你发一个配套的中文版的资料，所以这样的话，大家就可能不会怎么去看那个英文版，就会先看中文版。比如说像《国际英语学》这个学科，可能大家都是看中文版，然后英文的话，比如说老师有一次在电脑上投影出来一个英文版的试卷，然后好多人还是单词不认识的。

Lijie: 假如他是用英文作为一个教材语言的话，那它是英文原版的还是说是老师经过了一些修改呢？

Interviewee: 是原版的，但是老师可能会跳过某些章节这样。

Lijie: 那你在学习这些教材的时候，你觉得你自身的英语能力，不仅是用英语来学习这些教材，用英语整个学习这个专业课，你觉得是因为你自身英语的哪个方面一直困扰着你，让你不能很好地去用英语进行这些专业的学习呢？

Interviewee: 举个例子，比如说我之前学过了这个国际贸易的理论，然后我再去看这个国际经济学的东西的话，我可能会觉得比较顺，因为我知道它在讲什么。但是有时候我在看国际金融，我们之前没有学过，然后直接在看国际金融原版教材的时候，稍微理解上有那么一点困难，可能是因为知识的相关性没有达到，去直接看这个文章里东西的话，可能能大概理解它在说什么，但是并没有特别专业性地去理解这个东西。

Lijie: 那你觉得是英语能力中的哪个方面造成了这个问题？造成了总是理解上有一些偏颇。

Interviewee: 阅读吧，还是阅读的能力，可能跟阅读速度有一点关系，还有就是阅读的那种专注性，比如说给你一整章，觉得有点厚，然后可能就想大概过一下，如果说你追求速度的话，过的很快的话，就不能特别精细地理解它在讲什么。但是如果你特别精细地去理解，然后每字必究的话，你可能就特别耽误时间。所以我之前就要花很多的时间去看国际经济学跟国际金融的东西。

Lijie: 好。那你整体上认为大一、大二、大三，学校在给你们进行 language support 这一块，你对它的一个评价是什么样？你觉得是很有必要的吗？

Interviewee: 我觉得挺有必要，而且我觉得大三的英语课程太少了，因为大家都知道，去学英语，如果一段时间不说不写不读的话，英语水平真的是直线下降的。然后大三的话，就只有跟商务写作，就是跟书面有关的一些东西了，就没有整体的让你去好好地看看一篇文章，然后仔细分析一下，或者是老师再给你进行交流。老师基本上都是在传输一个东西，没有进行交流的过程。但是大一大二的话，比如说像综合英语课，像视听说课，老师跟学生会有交流的一个空间，但是大三的话，老师就是一直给你讲，你要不停地接受接受接受，这样。

Lijie: 那你认为学校和咱们学院这个双语课程，它在你大四期间，你觉得有没有你需要更进一步地给你进行到 language support 呢？有这个需求吗？

Interviewee: 其实我觉得他可以开选修课，比如说可能以那种不用特别正式，但是还是跟英语有一点关系，比如说像那种什么阅读鉴赏或者是语言培训，可能就给那些有这方面需求的学生去开一下，而不是整体的，你不想来，你也必须得来，然后上课又比较死板，你就全部要接受他讲的东西。

Lijie: 明白。这个问题有可能你已经回答过了，只是想再次明确一下，你在做老师的作业的时候，或者说老师要求你们进行小组课下讨论，那你用的语言是什么呢？

Interviewee: 是中文，而且要看小组成员，我觉得我上大学最失败的就是小组作业，因为就是好像很多人都在搭便车，即使我很想跟他们交流的话，可能也没有太大的交流价值，他们就说你看怎么来，合适你就怎么来，有好几次小组作业，我都是一个人完成的。

Lijie: 好。那你在学习专业课的时候，你的笔记是用什么形式呢？语言方面是用哪种语言呢？

Interviewee: 用中文，基本上 85%-90%都是中文。

Lijie: 好，那如果你在学习英语原版教材的时候呢？如果你碰巧要进行笔记呢？

Interviewee: 那基本上是英文，但是如果是需要注释的话，我觉得还是英汉对照会比英英对照要更直观一点，所以还是会用汉语。

Lijie: 汉语是吧？

Interviewee: 嗯。

Lijie: 好。那专业课老师们肯定对你们进行评测吧，比如说出卷子、答卷子，还有就是 presentation 个人版的或者团队版的，或者是平时你做一些作业，做一些小 S，写一些小文章，那这些都是什么语言进行的呢？或者说分情况吗？

Interviewee: 对，要分学科，基本上如果跟英语不太沾边的学科的话，老师不会强制你用英文，因为老师会说就用中文吧，大家都懂。如果是英语学科的话，老师会比较推荐用英文，但是如果执意用中文的话，老师也不会再说什么，这样。

Lijie: 那专业课老师给你们进行的评测呢？

Interviewee: 基本上都是会用中文回答了，我觉得可能因为专业课老师他自己，第一，时间不够，第二，跟经济学有关的这些老师，可能跟自身英语水平会有一点关系，而且可能觉得如果你用英语回答的话，对整个班来说，对他们的整个未来的影响其实不是很大，所以就没有必要。

Lijie: 好的。那你现在从一个学生的角度或者说从任何角度，这个不管，你觉得目前双语项目这个情况，它的一个整体的评价，包括你觉得它希望有哪些方面的改进，或者说继续保持哪些方面的优点，好处？

Interviewee: 就我们学院而讲，是吧？

Lijie: 或者你自己的个人感受吧。

Interviewee: 我要是给它打分的话，可能就打个 40 分，因为跟我上大学之前的预想真的是差异挺大的，而且大家都说学校名称是学英语的殿堂，我觉得特别好，然后我就来这之后，发现感觉反差挺大的。如果提建议的话，我觉得第一个先从老师讲吧，老师如果在备课方面能多加一点英文东西就更好了，因为像我们之前，如果学经济学专业课的东西，基本上不会出现什么英文的，很少很少。就比如说微观经济学这个东西，它可能后面有附录，然后他每次在讲的时候，其实中文版它也会有英文的注解，我觉得这个就挺好的，有时候我不听老师讲课的时候，我就会去看这个对应的是什么，我觉得这个帮助挺大的。但是老师就不会在意这些东西，老师就只会跟你大概知识点讲一下，然后差不多时间到了，你们自己回去再复习复习什么的，老师根本就不会强调中文跟英文这种双语结合的一个过程。

Lijie: 好的，非常感谢你，你还有什么问题吗？

Interviewee: 暂时没有了。

Transcript of audio interview 9

Location: C-U
Date: 13/05/2016
Interviewer: Lijie
Interviewee: Xiu
Duration: 31:36 minutes

Lijie: 我想问一下，就是你最初选择咱们学校名称，当然咱们国家有那种学校选择学生的这样一个情况比较严重，但如果你聊一聊你为什么选择该学校名称经济学这个项目，或者说你知道它是用双语上课的吗？你当时是怎么选择来该学校名称的或者来经济学学这个专业的？

Interviewee: 首先该学校名称它是在那个，首先它在西安，我是因为信仰伊斯兰教嘛，所以有些地域限制，因为有一些地域去的话就生活上不方便，所以就首先选择了西北的这些地方。然后西安是我们公认的就是比较好的地方，然后该学校名称只是一个偶然吧，因为我这填的都是别的学校，在后面就扫了一眼，就发现漏掉这个学校，然后就填上去，填上去也是很幸运能选上，因为选不上我就留在本地了。因为我下面它当时招的是提前二批的，二本的，然后就招上了，下面就是我最后就可以真的是留在本地。再一个专业，专业当初选的是阿语，什么英语之类的。

Lijie: 是语言类的，对吗？

Interviewee: 阿语什么。

Lijie: 阿拉伯语，是吗？

Interviewee: 对，阿拉伯语，还是英语，商务英语之类的，然后后来经济就调剂过来了。

Lijie: 调剂过来了，那就你了解咱们这个经济金融学院它的一个特色吗？或者说你来之后有没有人跟你介绍过？

Interviewee: 特色？

Lijie: 或者说你看你现在也快三年了，你跟在其它学校学经济的同学相比，因为我们号称是用英语来上这个专业课，你觉得你有得到哪些帮助吗？或者你受益哪些吗？在这种项目下。

Interviewee: 英语上课，这可以算是一个特色，因为以后还是很多会涉及到用英语来表达的情况。

Lijie: 是。

Interviewee: 其它学校的，怎么说呢？就经济类的同学很少。

Lijie: 很少。

Interviewee: 几乎都是别的语言。

Lijie: 别的语言，你还是喜欢学习语言是吗？

Interviewee: 我本身喜欢，我以前是喜欢这个工科类的，什么工科，就是理科之类的，很少喜欢文科，文科需要很多记忆嘛，我本身是不太喜欢记忆地学，喜欢理解一些东西，所以就。文科还是家里意思，就是女孩子文科比较好一点，所以就当时想让我选文科。

Lijie: 其实经济也是完全可以用理科的思维来学，因为经济如果学好了是理科。

Interviewee: 对，这很多时候真的是可以说用理科来解释。

Lijie: 是。

Interviewee: 对，一些高数这些真的很难的，反正觉得我们学校还不错，各方面都还好。

Lijie: 你能介绍一下，就你到目前为止，你哪些课程都是用英语来上的呢？不一定全英，就哪怕涉及到的这方面？

Interviewee: 从开始到现在吗？

Lijie: 是，简单介绍几门，你先给我大概说一下都有哪些课，然后你再挑几门你觉得印象比较深刻的，给我简单聊一聊。

Interviewee: 精读这就不算了吧？

Lijie: 可以，也算的。

Interviewee: 可以，这是专门的英语课。

Lijie: 是。

Interviewee: 有些上学期上的《商务写作》，这学期上的《商务翻译》，还有什么 WTO，《世界贸易组织》。

Lijie: 《世界贸易组织》，这是一门什么课呢？

Interviewee: 是一个选修课。

Lijie: 选修课，也是用英语上的吗？

Interviewee: 但是课本是纯英的。然后这学期《国际经济学》也是纯英的课本。

Lijie: 《国际经济学》，是吗？

Interviewee: 也是纯英的课本，然后课程也是把半汉语半英语。

Lijie: 是的。

Interviewee: 然后还有什么，其它的好像不太记得。

Lijie: 没关系，大概咱们这个双语项目，其实就是英语加专业课，可不可以这样去理解，你认为是不是这样的一个情况，就是有一部分是学习英语的，有一部分是专业课，然后专业课中有一部分是用英语去上这个专业课的，是这样，对吗？

Interviewee: 要大一大二的话，我们大一刚开始的时候，因为大一第一学期好像没有开专业课，第二学期只开了一门，然后大家大一的时候有一种错觉，就是我是来学英语的。不过到

大二慢慢地开展，到大三的话，英语已经就是，我们这学期《商务写作》，上学期学习一门，这学期学习一门，就是英语课。然后上完之后，下学期就没了，所以说就是毕竟是该学校名称嘛，一开始进来还是。

Lijie: 语言关，是吗？

Interviewee: 对，有一点这个想法，而且我觉得是大学生嘛，刚上来的话一下子就是过渡阶段接触这个专业知识的话，或许学校里也会有别的想法吧，就是接受能力或者做什么的，也不知道是怎么回事，反正就慢慢地递进，不过现在课程几乎 99%都是专业课。

Lijie: 专业课，是。

Interviewee: 感觉这挺好的。反正就是刚开始他们就说，大一大二的这时候说，你就闲着，大三大四你就忙着，就是这样的，就是专业课程是这样的一个。

Lijie: 是，我回想起来我们当时也大概是这个情况。

Interviewee: 是这样的。

Lijie: 那我想问一下，专业课中你能给我挑一两门，你觉得用英语上的比较好的例子吗？或你比较喜欢的？

Interviewee: 用英语？

Lijie: 嗯。

Interviewee: 这个怎么说呢？上学期有一节就《世界贸易组织》那课，上的感觉还挺好的，就老师讲课什么的，反正就几乎是 60%英语吧，反正上的这个正好不错的。

Lijie: 那从你的角度讲，他这样上 60%的英语，你都能听懂吗？

Interviewee: 英语我是能听懂，但是说就是。

Lijie: 但是你能听懂，是吗？

Interviewee: 听懂。

Lijie: 那你个人喜欢这种上课方式吗？用英语来上专业的课程？

Interviewee: 可以，我觉得很好。

Lijie: 可以说几点理由吗？为什么吗？

Interviewee: 首先我们平常就说这个英语课慢慢地也就没了，所以就说，这个英语就在插入到专业中也是对，怎么说呢？也是一种长期的复习吧，算是，之前也一直在巩固。第二个，专业知识上面用英语的话，就是怎么说呢？双语的话就有很多是理论什么的，都是用外语，就英语写的有些课本是外籍人编辑的，用英语编辑的，这样有助一些你理解，而且也有些专业词汇什么的，用英语表达的话，其实也助于以后的什么就业之类的。现在英语毕竟是通用语言嘛，所以还是必须得会。

Lijie: 是，的确是这样。那下一个问题就是，你觉得整体上你们专业课这帮老师，你觉得他们的英语本身能力是够的吗？你可以就简单地做一个评价，也没有问题。

Interviewee: 老师的英语水平还是挺高的，怎么说呢？就是这个。

Lijie: 没关系。

Interviewee: 不知道怎么说了，反正根据老师上课或者是一些什么聊天之类的，反正你可以感觉到他的英语功底这方面真的是很不错的，这没有什么可以说啥的，其它的我也说不了。

Lijie: 那在上课的时候或者说课下，你觉得因为英文方面的问题或不足阻碍了你更好地学习专业课的内容吗？或者说用另外比较，假如说你用中文来上这个专业课，你觉得效果会更好吗？或者你觉得效果会有什么差别呢？

Interviewee: 这个说不定吧，就英语反正，怎么说呢？全部的汉语也有汉语的弊端，就我而言，我还是喜欢双语课上课，我个人还是喜欢这个，只不过就是，不要英语全英考试就好了。不过有时候，就像我们《国际经济学》，它是我们课本就是全英的，所以上课老师就是用到很多部分也是英语，说的时候也是汉语，翻译自己有时候会注释在书上。那考试的时候，要是用汉语考的话，这个。

Lijie: 又不知道。

Interviewee: 对，因为平常就是看英文课本嘛，用汉语所以就，就是这个双语然后导致记的不是很专一，然后就不知道，汉语考的时候也有点问题，英语考的就觉得也有点问题，那个。

Lijie: 是什么问题，就是英语的话写的不是特别好，是吗？

Interviewee: 对，汉语的话就。

Lijie: 对不上那些东西，平时课上学的。

Interviewee: 就是有一点，就是真的是去记忆，就说你本来是汉语的话，你背的话就这一句话一背，但是英语的时候，你有时候用英语理解了，有时候就不会去想汉语，有时候用汉语理解，也不会去想英语，就这个样，有一点点的错差吧。

Lijie: 错差。那我想问一下，你们专业课在上课的时候，它的那个教材内容是英文原版的吗？还是说老师做过一些调整，还是中文的？

Interviewee: 这个是出版社它的那个原版调整的。

Lijie: 是。那你们一般的上课内容是用英语来，就是上课的比如说老师的 PPT 或老师给你们发的内容是用英语来进行的吗？

Interviewee: 就是课本是全英的这种课的话，一般课老师的 PPT 是全英的，然后商科的话，老师就是会一边说英语或者有时候会解释，懂的话也就不解释。这个课本就是，毕竟是中国人嘛，所以课本就是出版社它还是会按中国人的思维方式在原版上进行一点点的改变，就像我们现在学的某些书，就是不管是汉语的还是英语的书，它就是，之前有一本什么精选，就是之前在原基础上把一些重点、经典的内容给它摘出来，所以就说有一些不太必要的就是给它删掉，因为原版真的是很厚的。

Lijie: 是。是老师进行的调整吗？

Interviewee: 不是，是书本它本身，就是我买的这个书，它是已经进行了调整。

Lijie: 好的。那专业课老师平时测你们都是通过什么形式呢？考试、做卷子、或者是 presentation、PPT、还有团队合作？

Interviewee: 也有 presentation，也有团体的调研活动，就是小环节调研，然后组织起来，然后就是作业，然后也有课后布置一点练习题，你要做一下这些。

Lijie: 这些是用什么语言来进行的呢？

Interviewee: 汉语。

Lijie: 汉语是吗？

Interviewee: 都是汉语。

Lijie: 那你考试的时候有用英语出题、用英语回答吗？这种情况有吗？

Interviewee: 有吧，上次那个《世界贸易组织》它就是全英的考试，这次好像什么，老师说了啥我忘了，好像《国际经济学》还是什么也是英语考试，其它的英语专业英语课就是用英语考试。

Lijie: 当然是，好的。那你认为就是通过这几年用双语课，就用英语来上专业课这种形式，包括自己又有一些英语方面的课程，你觉得你英语语言能力提高了吗？如果是的话，都从哪些方面呢？

Interviewee: 我觉得是好像退化了。

Lijie: 是因为考完试就退化了吗？

Interviewee: 因为毕竟是，怎么说呢，也不是专门学语言的，就相比刚上大学那会，真的是，或许是知识储备什么地方也是增加了，但是就语言能力这块没有以前那么强了。

Lijie: 你说的没有以前是指什么时候呢？

Interviewee: 就是大学之前吧，因为大学之前的话。

Lijie: 高中的时候，是吗？

Interviewee: 高中和大一那会，都是刚开始那会，那时候英语就是专门的来学习，是必备课程，进入大学就像我们语言的话，就是对英语的要求并不是说要 50%来的那种，所以说有时候我们自己也会对这些就懈怠吧，然后就是平时课程上面的还是会，但是英语你想肯定是平常要多交流、积累什么的。我们平常也不会说，待在宿舍里你跟我说英语，不会，也不会那样，我们还习惯了汉语，所以慢慢地就会语言方面。

Lijie: 语感，慢慢那个环境，是吗？那我想问一下，你介意我了解一下你是否考过任何，比如说公四、公六或者专四？

Interviewee: 没事，我四级过了，专四还不知道呢。

Lijie: 还不知道分数，是吧？

Interviewee: 不知道，然后六级还没考呢，上次考了差了一二十分没过去。

Lijie: 公四已过了，对吗？

Interviewee: 公四过了。

Lijie: 你介意我问你多少分吗？如果不愿意无所谓。

Interviewee: 五百多，忘了，就靠近五百一二吧，差不多那个，我忘了多少。

Lijie: 五百一到五百二之间。

Interviewee: 差不多，我忘了。

Lijie: 明白，好，我再看一下。

Interviewee: 说不定还是五百零几呢，我也不记得。

Lijie: 没关系，这个不会反映的。我想问一下就是，回到刚才那个问题，就是你因为有的时候要看原版的英文教材，你们老师发给你的，或者是说上课的时候老师用英语讲，那你学习这些专业的时候，有没有因为一些语言的问题而让你，比如说我用中文学这个专业课，我有可能能达到这个水平，但是我因为学英语，我有可能比如词汇各方面英语能力问题我就达不到，我就没有那么好的吸收，会有出现这种情况吗？

Interviewee: 会有，因为毕竟英语储备什么的，词汇什么的储备方面不是特别好，相对于专业的英语来说，这里没有那么好，所以就有时候真的是不太懂，还是需要去查一查，这个一开始的话比较困难，但后来就慢慢地，老师也就会意识到这方面的问题，然后就会把

汉语版的用电子版发给我们，所以有时候有一些不懂的话就很少去查了，然后就会把它用汉语注释在教材上面，所以这样也边看英语，边看汉语，不懂的地方或者重点内容什么的会标记下来。

Lijie: 好。那你觉得你在专业学习中，英语的哪些方面出现的问题一直困扰着你，或者说一直成为你充分得到专业内容的一个障碍？

Interviewee: 词汇量吧。

Lijie: 词汇量，是吗？

Interviewee: 词汇量很少，而且现在慢慢地就是语感不太好了，没有以前那么好了，以前就怎么说呢？算是一个学渣吧，但是语感很好，所以说每次考试都是比较好的，不过现在这方面丢失了，这语感丢失，所以就算有些词，这句话里面你懂，懂这些词都是什么意思，有时候翻译起来就觉得有点困难。因为反正就是语感不太好的话，翻译起来就，你知道它怎么翻译，但是连成一句脑子突然之间就懵了。

Lijie: 是。你看咱们双语项目一般是专业课加英语课，然后英语课老师会给你一些听、说、读、写方面的训练，你觉得这种模式你是赞成的吗？或者说你持一个什么样的态度呢？

Interviewee: 这个。

Lijie: 就是既有对你的语言支持，就是那些英语的课程，然后还有专业课，因为专业课有的时候老师会给你用英语来上课。

Interviewee: 之前挺反感的，因为开始我刚大一大二的时候课程很少嘛，专业课很少，你几乎就是学英语了，但是老师布置作业还是布置很少，但是还是觉得有点无所事事的，在专业方面来说有点无所事事，所以也就的确有点反感。但是现在是挺好的，现在是因为专业课，加上有些专业课是双语教学，这些方面都挺好的，都是蛮好的。反正就是不要把学英语看得比专业课重要的话，都能接受。大一大二都觉得自己好像是来学英语的，其实那样的话就真的是你作为一个经济学的人，然后学经济的话就是脑子里怎么都拗不过那个弯，还是觉得有些不妥。

Lijie: 明白，还是觉得不妥，大一大二的时候就应该安排相应的专业课上，是吧？

Interviewee: 是有一点，我们专业总觉得课程有点少，因为大一大二的时候都学的挺少的，现在就算是你再补，也是大三大四的了，怎么说呢？既然是学这个经济专业嘛，我们也是零基础开始的，所以就是还是希望课程从大一开始的时候就开始加，就是多一点，因为像我们这个老师有时候我们学会计，但是我们没有学，可是我们这个经济学会计还是必须得有的，因为它包括了这些东西你必须各方面都得有一点了解，可是我们好像没有这课程，但是我们闲的时间很多呀，为什么没有这课程呢？就是给我们补充一下各方面的知识。

Lijie: 知识。

Interviewee: 对。

Lijie: 相对来说，大一大二的语言课太多了，相对来说。

Interviewee: 对，占了主角。

Lijie: 占了主角，然后你觉得它并不应该太占那个主要地位，是吗？

Interviewee: 并不是主角嘛。

Lijie: 好的，这个问题你已经回答过了，不过还是想问你一下，就是你在课下学习包括跟同学们进行小组作业，是用什么语言进行的呢？

Interviewee: 汉语。

Lijie: 汉语，英语基本上不会太涉及，对吗？

Interviewee: 对，总觉得别扭。

Lijie: 是，那你课上或课下的笔记呢？

Interviewee: 笔记双语都有，有时候会记英语的，有时候会记汉语的。

Lijie: 你记英语的时候是大概什么情况，可以举个例子吗？

Interviewee: 一般是术语或者是术语含义之类的会记英文的或会双语记，算是，然后像其它的课一般都是汉语记，涉及到会记的。

Lijie: 明白，那我再问你个问题，就是你觉得大三大四了，因为慢慢地要加专业课，你觉得你是需要更多的语言支持还是说你可以不需要这种语言支持，我就直接专业课，我已经有的英语可以够我专业课上去学习，用英语来学习专业课呢？

Interviewee: 这个好像并不冲突，因为现在这学期英语课只有一门，上完下学期也就没了，大三的时候英语课并不影响，因为大三的时候，上一学期的《商务写作》，它是很必要的一门课嘛，这一学期《商务翻译》也是很必要的，所以大三的时候也就没什么影响，专业课的双语教学也是很好的，所以英语不是很打扰的，觉得有些时候算是学习方面的提升吧。

Lijie: 是，所以你还是希望大三大四的时候，如果能有学习英语的机会，也是最好的，是吗？继续学英语的机会，有这方面的比如说老师的支持，课程的安排，是吗？

Interviewee: 这只是说专业上的，双语教学的话是可以，如果是专门单独地安排英语课的话，就不太好了。

Lijie: 就是你希望专业课来用英语上，你觉得还是挺好的。

Interviewee: 我觉得能接受，挺好，因为毕竟现在琐事挺多的嘛，明年就大四了，琐事挺多的，你说你现在给我大三大四的时候，我还在上英语课的话，就觉得不太好了，就说这《商务写作》和《商务翻译》什么的，这些跟我们专业课是挂钩的，你说现在给我们上精读什么的话，那就疯了的感觉。对，是这样的，只要挂钩就好。

Lijie: 只要挂钩就好，也就是说语言支持这方面的安排。

Interviewee: 它是辅助嘛。

Lijie: 辅助，对。

Interviewee: 毕竟我们还是要专业化比较好一点。

Lijie: 就是希望专业方面的，在专业内容上边如果用英语来多多体现，你会觉得比较好一些。

Interviewee: 我可以接受。

Lijie: 是吧？那我想问一下，你目前回首一下你大一、大二、大三，你觉得你的英语能力，假如咱们从听、说、读、写这四个方面，然后 1 是特别差，咱们那个问卷里边也有，5 是特别好，那你觉得你听、说、读、写分别大概是一个什么样的水平呢？

Interviewee: 听的话就是比较好一点，然后说的话就不行，说的时候就比较差一些，而且读的话也还好，写的时候就，因为怎么说呢？中国人弊病吧，就大多学生都是这样。

Lijie: 是，是这样。

Interviewee: 就是说和写上比较算是一个中间吧，就听和读是稍微偏上一点。

Lijie: 那写还是可以的，说也是？

Interviewee: 如果说选择不的话，我可以选择不。

Lijie: 可以。

Interviewee: 就是我的意思说，如果是说和写，如果我可以选择不说、不写的话，我肯定偏向于不说、不写，因为说和写的方面真的是比较困难一点。

Lijie: 是，那在听、说、读、写这四个方面，老师们给你们的机会去展示或去锻炼，你觉得哪个比较多一些，哪个比较少一些，哪方面？

Interviewee: 这个大概听吧，老师就讲课我们听呗。

Lijie: 所以你这个感觉锻炼的机会就相对来说比较多一些，是吗？

Interviewee: 因为是课程双语，这个是常有的事，其它的我们很少用英语来做作业之类的，回答问题什么的一般都是汉语，所以就说，说跟写上面就不太那个。但是读有时候英语课本必须还得读嘛，所以这两方面还是一直在。

Lijie: 读和听，是吧？

Interviewee: 读和听一直在发生，其它两个就很少，专业的时候一般都用汉语。

Lijie: 明白，看一下还有没有其它的问题。

Interviewee: 好。

Lijie: 你在通过英语来学习专业课的时候，你会遇到一些语言上的问题吗？那你会一般通过什么方式去解决呢？这个问题比如说，你听这块有什么问题或你说这块有什么问题，你会试图想什么方式去解决吗？让你学专业更加顺畅一些。

Interviewee: 这个平常在宿舍里或者有时候出去跑个步什么的，会听一听就是那种下载的或者什么英语广播之类的，会听一听。然后读，也尝试过读原版小说，但是读不下去。写的话就很少了，之前一开始的时候，大家都会想着写个日记，老师也建议写个英语日记，慢慢地写，但是这习惯保持不了多久，所以就还是被中文打败了。没有太那个啥了，有些方式还是可以的，比如说学校里会有一些外国人，你可以交一交朋友之类的，但是我们学校的外国人很多都在老校区。

Lijie: 那你们有上过所谓的外教课吗？

Interviewee: 有，我大二的时候上的。

Lijie: 怎么样，你感觉？

Interviewee: 挺好的。

Lijie: 他是讲哪些方面呢？

Interviewee: 讲英美国家概况。

Lijie: 是外教讲吗？

Interviewee: 对，是纯英的外教。

Lijie: 它大概什么内容呢？或者说你们的课程名字叫什么？我记一下。

Interviewee: 就是《英美国家文化概况》还是啥来着，我忘记课名，就是这个。

Lijie: 明白，纯英，他上课教材是什么呢？或者说上课的 PPT 是什么？都是他自己做的吗？

Interviewee: 都是自己做，他有 PPT 吗？有，都是自己做的，都是。教材大概就是这个名字，这课程名。然后就是一个美国，不是美国，也不是南欧人，我忘了，反正挺有知识的一个人。

Lijie: 是吧？

Interviewee: 讲得还挺好的，挺幽默的。

Lijie: 好，这样的用 native speaker 这种模式来上课的课多吗？大概有多少门，你经历的，到目前为止经历过的？

Interviewee: 应该算是有两门，但是我们大一的时候有一门是一个中国人上的，所以就。

Lijie: 但他是用英语来上课，是吗？

Interviewee: 是英语，但是中国人避免不了用汉语，过程中有些不懂的地方，还是用汉语比较方便一点嘛，但是就是减少了一些同学自主探索的一种学的兴趣。比如英语的话，全英的话，你自己不努力去听的话，你听不懂。

Lijie: 听不懂。

Interviewee: 没有人可以给你解释，比如同桌之类的，有时候同桌也没听懂怎么办？所以说还是得自己听，就是还是找一个 native speaker 比较好。

Lijie: 比较好，是吧？他能更带动你去做这个事情。

Interviewee: 他说话还是做事的原则之类的，还是带有一些他们当地的文化。

Lijie: 是，这样可以让你更近距离地去接触。

Interviewee: 接触一下。

Lijie: 好的，行，非常感谢你今天，谢谢，你还有什么问题吗？

Interviewee: 没有什么。

Lijie: 没有什么问题了，那我就结束了。

Interviewee: 好。

Transcript of audio interview 10

Location: C-U
Date: 17/05/2016
Interviewer: Lijie
Interviewee: Yan
Duration: 14:34 minutes

Lijie: 首先我想问你，就是当时报考大学的时候，为什么想到了报考我们该学校名称经济学这个专业？然后你当时了解它是一个双语的课程吗？用英语来上经济学。

Interviewee: 开始报的时候是因为本来想报的是财院，财院有会计，后来改成该学校名称，该学校名称里面有英语经济学嘛，商科，就能更好地发展，所以就报了该学校名称。

Lijie: 可以这样理解吗？那你当时报该学校名称还是想考虑到它的语言优势，是这样的吗？

Interviewee: 是。

Lijie: 那现在基本上三年已经过去了，是吧？我想了解一下就是你觉得该学校名称你这个专业，用英语来上专业课这个情况，从语言这个角度讲，你觉得你的英语有得到提高没有？

Interviewee: 我觉得提高了。

Lijie: 从哪？比如说假如说把它划分为听说读写或其它方面，你可以给我大概讲一讲吗？

Interviewee: 一个就是听方面是提高了，因为老师上课老拿英语教，然后你听了就多了，然后我觉得说没有什么太大提高，因为回答问题还是汉语，读和写也都还好吧，主要是听。

Lijie: 那从专业的角度，或者说从你整体的专业学习情况，你觉得你学习经济学，从用英语这个角度来讲，你受益了吗？就从这个双语课的项目中，你觉得你受益，那从哪些方面，你可以简单讲一讲呢？

Interviewee: 受益了。因为学经济学，从英语方面，第一个。

Lijie: 那用英语来上专业课，大概三年之后，你觉得整体来讲，你都从这个项目中有哪些受益的方面呢？如果有的话你可以给我们讲一下。

Interviewee: 我觉得用英语讲经济学，对经济学可能就是更了解一些，因为好多经济学都是从国外先引进来的，然后就是用英语讲的话，可能自己的那个对以后就业也好，因为毕竟用英语讲的话，因为经济到时候大部分都要进一些那种外企吧，然后所以就觉得这样教挺好的。

Lijie: 是。那现在咱们从两个方面来去探讨一下。第一个就是你的这个双语课项目其实就是你的专业经济学和英语部分，对吧？你们也有英语课，那我们把上英语集中上英语，比如说听说读写类似这方面的课程，我们称之为 language support，就语言支持。所以咱们先从语言这个角度讲，你觉得你在这几年中，老师给你的语言这方面的帮助有没有？然后你是怎么去评价的？比如说它的优势或你得到的受益的地方，然后它的劣势也可以去讲一下。

Interviewee: 用英语，老师上课用英语讲的话，就是。

Lijie: 打断一下，英语部分，比如说你们上的英语课。

Interviewee: 英语课？

Lijie: 就是 language support，专门给你做语言辅导这一块。

Interviewee: 如果用英语课教的话，优势的话，就是英语能力能提高，能帮助更好地学习那个经济学专业。然后我觉得劣势的话，就是英语中的内容有的与经济没有关系，有的就是文学方面的，感觉，这个太劣势，不太感兴趣，要选那些课文，应该选择与经济相关的这些东西。

Lijie: 就更加符合你专业的方向，对吗？

Interviewee: 对。

Lijie: 好，那从专业的角度，你觉得你所有经济专业的专业课老师，他们用英语上课，包括用英语来给你们讲，或中英文对照，中英文掺杂，还有就是比如说 PPT 也是英文的，你觉得这个比例占了多少？就英语部分有涉及到的。

Interviewee: 我觉得占了一半 50%吧。

Lijie: 然后你觉得那些专业课老师们在通过英语给你们上课的时候，你觉得他们的英文能力本身能够达到水平吗？或者你评价一下他们的英语能力，不用点名道姓，直接就是。

Interviewee: 我觉得有时候老师英语也不能够很好地传输那种经济学的东西，他们还得要用汉语来辅助一下，所以我觉得也就是占了 60%了，就是不是特别能够把那个东西传输给我们。

Lijie: 是，你答这个点非常非常好，所以你认为老师他因为自身的英语水平，他有可能也是没有达到更好的一个教学目标，是吗？

Interviewee: 嗯。

Lijie: 那老师们在上课给你们发的什么 hand out，就是发一些学习资料，或让你们去阅读的教材，还有包括上课给你们展示的一些内容，他一般是用什么语言来进行呢？他的那个内容是什么呢？语言形式，不好意思。

Interviewee: 有的是英语，有的是汉语，分课。

Lijie: 分课？

Interviewee: 对。

Lijie: 能举一个用英语的例子，能举一个用汉语的例子吗？

Interviewee: 像那个跨国公司，那个是跨国的课，那个用的就是英语。

Lijie: 好了。那在针对教材这一块，老师会用原版的英文教材吗？还是他会进行一定的修改？

Interviewee: 教课，书是原版英语教材，但是教的内容不一定全部是按那个来的。

Lijie: 好的。那你觉得你在用阅读，或者说你在学习这些英文教材，或者说在上这些专业课，他用英语来上专业课的时候，你觉得由于你自身的语言能力问题，会有什么样的问题一直让你觉得达不到吸收不了那个专业内容呢？你会有这方面的？

Interviewee: 有有有，每次在那个提前预习课的时候，好多东西都不认识，你就要每一个每一个查，以至于你都不想去学这门课了，就是自己的英语水平不够，词汇量太少了。

Lijie: 是。那我能再次问你一下，就是你觉得自身英语能力的哪方面一直困扰了你这三年，让你无法更好地去学习专业课呢？

Interviewee: 我觉得那个听力吧，上课有时候听不太懂，这也是最大的问题。然后再一个问题就是自己的词汇量太少，好多东西都看不懂。主要就这两个方面。

Lijie: 好的。另外一个我想问一下，就是从大一到大三，咱们学院在对你进行 language support，进行语言支持这一块，它的课程设置有什么样的变化吗？你能简单介绍一下吗？

Interviewee: 从大一到大三？

Lijie: 嗯。

Interviewee: 就是大一到大二一直学的精读，然后大一主要就是有那个听力课，等到大二往后就开始注重写作课了，大一就注重听，大二大三就注重写。

Lijie: 然后大三呢？

Interviewee: 大三主要就是写，大三和大二都是写。

Lijie: 好的，那我想问一下，就是你觉得你有没有，比如说你要马上步入大四了，你觉得学校应该继续给你进行这方面 language support，继续给你语言这方面的支持吗？

Interviewee: 应该。

Lijie: 为什么呢？

Interviewee: 因为大四的话马上找工作了，好像英语方面还应该再提高一点，因为我觉得单靠大一那个听力和大二那个写作远远就是不够，应该加一个那个什么，商务翻译课，我们现在有一门翻译课，但是感觉和我们专业毫无关系。

Lijie: 为什么这么讲呢？

Interviewee: 因为他那个翻译话感觉就是那种文学翻译，我们学经济学的应该来点商务，应该上个什么商务翻译课。

Lijie: 好。那回到咱们专业课老师，专业课老师他也会平时测你们吗？比如说考试出卷子，让你做 presentation 课堂上的，或者说 group work，那他们会要求你们用英文进行考试，用英文进行 PPT，或用英文进行什么团队的一些集体展示吗？还是说也是分情况的？

Interviewee: 还是分情况，有些课那种考试就是英文的。

Lijie: 比如？这样的例子多吗？

Interviewee: 不多，大部分还是汉语，PPT 也是汉语，小组合作也是汉语，英语还是比较少。

Lijie: 那这种卷子用英语出，你们要去用英文答，这样的课程大概能举几个例子吗？

Interviewee: 就有一个那个《国际经济学》，今年刚上了一门课，然后其它都是汉语考试。

Lijie: 好。那像这种用英语来给你出卷子，要求你用英语来回答，你整体做一个评价好吗？你觉得对你来说，你适应还是不适应？你有什么顾虑？你有哪些评价对这这种形式？

Interviewee: 我觉得有优势、有劣势。优势的话，就是毕竟是拿英语学的话，如果你回答，就应该是拿英语这样的形式。但是劣势的话，好像就是英语水平不够好的话，可能你汉语表达有时候比英语更好，但是非要拿英语表达的话，可能就是不利于你去回答这个问题，这是它的劣势。

Lijie: 那你自己个人觉得，如果要上课用英语来上了，出题或者 presentation 这种情况，你觉得你更倾向于用哪种语言进行呢？

Interviewee: 我觉得我更赞成用英语，毕竟这门课是英语来教的，就是应该去发挥它的这个好处，应该就是去拿英语做这些东西，包括期末考试也应该是按英语出题。

Lijie: 那你刚才也提到，由于咱们自身英语能力的问题，没有办法去更好地表达自己，是吧？那你觉得你可以通过哪些方式，假如说让你去尝试，那你通过哪些方式去解决这个问题呢？

Interviewee: 我觉得这种东西，一个方面是自身因素，一个方面是外界因素。自身因素的话，就是自己的英语水平还应该提高，这个方面是靠自己，另一个方面就是学校应该再多加一些与经济学相关的那些英语课程。

Lijie: 还是你要求的，应该继续给 language support 是吧？

Interviewee: 嗯。

Lijie: 好，非常好，谢谢你。这个问题有可能你已经回答过我，但是我还想你很明确地告诉我，就是老师布置作业的时候，老师让你们进行团队讨论的时候，你会用什么语言来进行呢？

Interviewee: 对于我自己的话，就那个课我是更希望用英语去做这些东西，因为学的这个专业，就应该把英语用得更好一些，我自己偏向于是英语，但是如果要和团队合作的话，考虑到综合因素的话，还是用汉语比较好。

Lijie: 好。那你记笔记的时候，比如说你在上专业课，你在进行专业这方面学习的时候，你记笔记是用什么语言呢？

Interviewee: 汉语。

Lijie: 会用英语去做吗？

Interviewee: 很少。

Lijie: 很少？

Interviewee: 对。

Lijie: 好。你还有什么问题需要问我的？

Interviewee: 我不知道，我脑子有点乱。

Lijie: 那我最后问你一个，就是整体评价性的问题，因为你通过学习双语课已经有三年了，那你对这个项目，对双语课这个形式，你有什么整体的一个评价吗？或者说你对未来有什么一个想法，对这个它的发展？

Interviewee: 我觉得这个课还是就是自己的英语能力的提高，再一个就是我觉得学校应该多开一些这种和这个专业相关的英语课，不仅仅就是开一些什么英语课，就笔试那种，就是英语专业的，课程的内容设置应该和经济学和商科更相关一些。

Lijie: 你说的意思，现在它的结合程度，就 language support 和那个内容 content 不是特别紧密，是吗？

Interviewee: 是。

Lijie: 好，你还有什么问题吗？

Interviewee: 其实我觉得还有我们的老师。

Lijie: 你可以继续讲，你说。

Interviewee: 你不可以告诉别人我说老师。老师的话，因为现在好多课都是汉语课，就只有个别的是英语课，其实我觉得应该让更多的老师都拿英语课教，虽然大家听不懂的，但是慢慢的就听懂，我觉得还是应该这样做，我觉得汉语课太多了，应该英语课多一些，汉语课减少一些。

Lijie: 那跟着你这个问题，那如果老师他专业性非常好，学术非常好，他只是仅仅是因为自身英语能力问题，没有办法达到用英语来上课，那你还是希望他尽量能用英语去上课吗？

Interviewee: 对对对，还是希望他尽量能用英语去上课。

Lijie: 我再补充一个问题，就是在这些能用英语上课的老师们，你觉得他们的英语能力哪些方面是不足的？哪些方面是欠缺的呢？

Interviewee: 我觉得他们讲有时候讲不出来，就是像你刚才说的，自己那种专业能力非常强，但是他英语不行，就讲不出来，有时候就会转为汉语再继续讲。

Lijie: 那从听说读写这一块，你觉得他们的问题有哪些呢？

Interviewee: 读吧，还有说。

Lijie: 那从说这个角度，他是哪方面不是特别满意呢？比如说是连接句子，比如说是发音，比如说是词汇。

Interviewee: 那主要还是词汇。

Lijie: 他说不出来，是这个意思吗？

Interviewee: 对对对。

Lijie: 好，你还有什么要评价的吗？

Interviewee: 我觉得其实我们学生也有问题，看学生的英语，第一方面。还有就是学生的话英语不行，然后他们就更倾向于老师去拿汉语教学，其实这也是对自己的一种不好。

Lijie: 那你觉得有什么解决方案吗？或者你觉得作为一个学生，你要从哪些方面努力？

Interviewee: 就是那种学校多开英语课，然后学生们都要去上课，然后课下把自己英语能力多往上提，然后多读一些经济那类报纸，就是英语的，不要是汉语。

Lijie: 好，非常感谢，非常感谢，谢谢你。

Interviewee: 没事。

Transcript of audio interview 11

Location: C-U
Date: 18/05/2016
Interviewer: Lijie
Interviewee: Jun
Duration: 23:12 minutes

Lijie: 老师，第一个问题就是您能阐述一下咱们商学院它双语教学这个课程的一个整体的特点、整体一个介绍，您可以跟我说一下吗？

Interviewee: 行。咱们商学院的这个双语教学，整体上首先就是说，这是属于咱们学院高度鼓励的一个课程体系，因为现在商学院咱们是以国际化作为一个定位的，是希望能够培养出更多的国际化人才，包括我们各个专业，比如说我们现在开设的国际商务，那就是国际商务带头的，国际的，包括我们说开设的这种市场营销，我们也是希望培养这种具有国际化视野的影响人才，所以我们把国际化是放到很重要的位置上去了。所以从这个角度上讲，我们对双语是很重视的，现在商学院整体上，我们双语授课的比例课程应该是可以达到 20%左右的，全部来说。那么另外一个是我们也建设了有一批双语师资队伍，全院 60 多个老师里边至少应该有十多位老师是可以用双语来教学的。这是一个整体的情况。

Lijie: 老师，第二个整体的一个问题就是，您觉得咱们在实行双语教学这些年过程中，就您参与到其中的，你能整体给一个评价，就是它的这种积极效果都有哪些？然后您觉得您发现的问题或者大家在讨论的，觉得它有可能还需要更加完善的，或者说产生的一些有可能并不是积极的效果，您能整体的从两方面做一下介绍吗？

Interviewee: 先说积极因素，对吧？

Lijie: 是。

Interviewee: 积极因素，肯定是双语教学，就咱刚才提到的这个，因为我们提到的这种国际化的目标嘛。那么肯定是有利于学生的培养这个国际化的视野，因为这个会采用英文的原版教材。像咱们商学院还有引进了国外的两个认证考试机构，一个 ACC，是英国注册会计师，CIMA，英国皇家管理会计师。那么这些学生他的英文的教材全部是由英国提供的，14 本书我们摞起来有一米多高，也就是说学生要在四年里面把这 14 本书全学完，那么这 14 门课程就会是我们完完全全的双语课程，因为我们会用全英文的教材，还有英文的 PPT，老师授课过程中会以英语加汉语的形式来上，那么这对于我们人才培养目标，我觉得首先起了很大的一个促进作用。另外一个，因为该学校名称大学的优势也在语言上，就是我们学生将来毕业以后，他能够用英语可能从事一些专业性的东西，那么这对学生的就业也很有帮助。此外，就是说由于给学生我们在一二年级的时候还有大量的英语课程，那么我们这个双语课程主要我们指的就是拿英语来讲专业，还不是讲纯粹的语言课程，那么在这些双语课程的开设，其实也是把学生的语言的应用能力得到提高，那么学生就知道在具体领域中怎么去使用。这个我觉得都是积极因素。

消极的一些因素或者是一些不利的因素在什么呢？就是说学生的水平，因为我们在班级里面开设这个双语课，学生的水平实际上是不对等的，有的学生的水平会好一些，那么双语授课的时候，他的理解效果会好些，但是有一些学生他的英语能力可能要相对弱一点，那么全英文教材的使用可能会出现这么一个，班级中可能有些学生会出现分化的现象，有的学生他会学得特别好，英语语言能力全面提高，那么总会有一些少数的学生可能有跟不上，有这种现象。这也是一个不利的因素。

Lijie: 好。那老师，咱们从师资建设这一块，您或者说咱们院里面在对专业课老师这一块，它会有一定的语言要求吗？或者说您把语言要求这一块放在评选一个老师一个什么样的顺序上呢？

Interviewee: 咱是这样子的，就是说对整体上来说，因为咱们学院是，我说到了，就是说到一个定位问题嘛，因为我们定位是希望培养国际化的人才，所以在老师这块，我们在入口的时候就有一些要求，比如说如果我们要招一个上课的博士，我们在试讲的时候可能就会用英语测试他一些问题的，然后让他用英语回答，就是测试看他有没有一些将来能够用英语双语上课的潜力，这是入口关。另外一个，我们现在也大量的支持，像咱们这种学院支持大量的老师就是交叉型的这种知识结构，比如说有的老师可能是英语老师，但是我们鼓励他去读硕士的商科的层面或者是去读博士层面的一些商科专业，这样子就是实现一个专业的附和。另外一个，就是我们也鼓励院内的商科的老师和英语的老师进行互相学习，互相搭团队，这样就是说能够把商科老师的英语能力也提高上去，让他们有能力去从事这种更多的双语课程。

Lijie: 好的，老师，从您回答这一块，我想再拓展一下，就是语言知识这一块老师跟专业课老师，他们之间是要进行互相配合的。

Interviewee: 对，互相学习，互相配合。

Lijie: 互相学习，那您简单介绍一下他们之间互相配合的方式都有哪些？或者说目前在磨合的过程中有哪些问题？如果有的话，老师您可以简单说一下。

Interviewee: 对，主要就是我们让老师们相配合的方式，比如说鼓励英语老师去听商务老师的课程，商务老师去听英语老师的课程，这样子相互之间就有一个很好的学习。另外一个，也鼓励他们搭成团队，比如说不管是搭成教学团队还是科研的团队。另外一个，就是甚

至也鼓励老师采取不同层面的这种甚至说研究课题的合作等等，这是我们在鼓励的这个方面。当然这个也有不利的因素，不利的因素在哪呢？是因为目前咱们国内的老师，尤其是我们这种性质的学校，就是说比较重视教学，所以老师的教学工作量任务都会比较大，就是说让老师们完完全全有很多的时间完全地待在一块，完全地去做这种工作，可能有时候时间上的保证并不是特别得好。

Lijie: 是，好。那老师，现在就是从您作为老师的这个角度，我有可能要问你更细一点问题。首先就是您有可能已经回答我，我只是想让您再给我明确一下，就是您觉得学生们经过一年到两年的英语知识这方面的英语学习，您觉得他们英语能力有提高吗？就是您觉得在表现上您是如何观察到的呢？

Interviewee: 英语能力肯定是有提高的，这个答案是肯定的。因为按照我们现在这种课程设置的话，一二年级的时候我们给学生的英语课时量还是蛮大的，像英语的精读、阅读，还有听力，这些课程都会上的，那么学生每周至少都会有八个课时到十个课时左右的英语课，我指的是一二年级就合起来。这样子的话，学生他整体的英语听说读写的能力，包括他词汇一年里面也会积攒不少，语法能力、阅读能力都会得到一些提高，所以我们的课程设置也是在一二年级时候，就是主要以提高通用的语言能力、英语能力提高为基础。到二三年级的时候，开始加双语课程，所以等于是这些语言课程，对双语课程他会有一些提高。那么提高的一些方式，就表现出来的一些方式，这肯定是我们从学生的这种语言表达，还有他甚至课程考核中能体现出来，还有我们要求甚至非商务英语专业的学生还要考那个英语专业四级的，这一点就是很多学生，我们每年大概是有40-50%的非商业英语专业的学生，他们也会在考题中取得比较好的成绩，就会拿到专业四级的证书，这也是一个证明。

Lijie: 好。那老师您刚才也提到，就是大一大二的话，咱们院里给学生的语言支持还是比较多的，那您觉得到了大三大四，咱们这个语言知识应该继续提供吗？可以是量上的减少，这个没有问题，但就是您觉得应该要继续给学生们提供这种相应的语言支持吗？

Interviewee: 你指的这个语言是纯粹的语言课程，就是听说读写译，是吧？

Lijie: 对，类似就是英语部分的。

Interviewee: 这个我觉得还是要提高的，但是量肯定是要减少的，因为这有个课程设置的一个比例关系，因为对专业课程。我以国际商务专业举例来说，一二年级我们的英语课程比例比较高，那么到三四年级时候，他肯定要多上一些国际商务的专业课程，这会存在学分上的一个比例关系，所以这肯定会减少，而且到三四年级的时候，我们英语的课程就会减少到每周可能就 2-4 节的样子，那么但是还是我们希望继续有，为什么呢？因为学生的语言学习，它是一个连贯性的，我们也担心到了高级阶段，我们把语言课程完全停下来以后，可能会对学生后边的学习连续性造成影响，所以我们还是继续会有课程，但是更多的希望当然是他语言课程的学习放到他这个专业中去，就是我们的专业课也开双语课程，希望他在学双语课程的过程中，当然语言的阅读能力、语言的整体认知水平也得到提高，这也是我们的一个想法。

Lijie: 好。老师，还是咱们从就亲身教学的老师角度讲，您之前在其它高校或者说其它学院做过类似相应的，比如说用语言来上专业课这样的教学经历吗？

Interviewee: 这个倒没有，这个我一直是在商学院，就是全部在商学院里边是给上这些课程的。

Lijie: 如果没有，咱就可以跳过这个问题。

Interviewee: 对对对。

Lijie: 那下面一个问题就还是回归到老师设计课程这一个角度，您在给您的学生上专业课的时候是用英语上，您会在教学内容或者是教材这块做一些相应的改编吗？就改编有可能是因为我也不是 native speaker，我的学生也不是 native speaker，您会做这方面相应的改动吗？然后能阐述一下为什么？在这背后的动机是什么？

Interviewee: 其实现在主流的方式或者我个人的主要的方式，我们还是采用原版教材引进的方式，我们会在上课中主要会使用原版的教材，比如说我在管理学的时候，我们使用的是斯蒂芬先生编写的《管理学基础》，其实这个书在全球范围内，它是最受欢迎的书，而且我们发现我们的学生的英语水平能力基本上是可以接受这个课程的。当然在上课过程中，我们会根据这个书的特点和我们教学的需要，也会进行一些改动，也就是说你所说的这种改编吧，就是我们会加入一些，比如说这个案例中可能，比如说我们在讲这节商务课程，它更多的是基于西方的视野来编写的，我们可能也会加一些中国的案例，我们也会加一些中国的东西，然后让这个课程的讲解或者课程的设计更加趋于合理化。然后还有一个就是，我们在教材选用的时候，除了我刚刚说的引进的原版等等，我们一般也会经常给学生会指定，让学生再去买一些我们中国人出版的这些教材，也就是说希望他一方面去学这种国际化的英文的原版的东西，另外一方面也希望他能够了解中国的情况，另外一个或者说用中文编写的教材的情况，就是这样的话，也有利

于他认知，他如果在双语课程上或者是我们英语教材上有一些没有搞懂的问题，通过他去看中文教材或者中国的一些案例等等，他会把这个东西搞得更清楚一些。

Lijie: 好。那老师说到这个问题，从您是领导这个层面上讲，院里给专业课老师在做自己的教学任务和教学计划的时候，他们的灵活度、自由度大概是多少？就是说他们是可以决定自己的上课内容和自己的要求学生们阅读学习的教材吗？

Interviewee: 就说我们实际上给老师的自由度还是很大的，因为我们会给各专业提出要求，各专业它会，首先它的教材、它的课程设置、它的人才培养方案要顺着我们所说的国际化，顺着我们的应用型这个特点去开展，所以在大体的整体的框架之下，各专业会给老师们提出大的框架要求，老师们在选择他们的教材甚至教课的教法，甚至课程的组织方面，还是具有蛮大的灵活性的，也就是说这些老师会根据自己上课的需要，他会去组织教材、组织课堂。

Lijie: 也就是说在课堂上老师他的一个上课自主性还是很大的。那比如说考试或测评学生能力，他在这一块的那个测评内容，老师们的自由度大概是什么样一个情况呢？

Interviewee: 就是说首先我们是有一个整体框架的，比如说我们对考核这一块，我们有个要求，学生这一学期的课程的考核，那么整体的框架是成绩的构成一般是由平时成绩、期中成绩和期末成绩构成的，那么一般而言，平时成绩加期中成绩会占到 40%左右，然后期末成绩的比例会 60%左右，当然老师是有权利在这个范围内调整，比如说可以调整为平时加期中 60%、期末 40%。那么在这样一个整体的大的框架要求之下，那么老师相对而言，他在考核的具体的内容上面，他还是有一定自由度的，但是我们肯定是要求希望，因为本科生的课程希望他重基础，他在考核的时候重基础、重学生的理解认知，然后另外跟学生的学习实际水平相匹配，也就是说只要能够实现这些、达到这些的基本目标，能够达到这些条件，那么老师在自己的任务教课的范围内，他可以做一些对应的调整。

Lijie: 好。老师，您在咱们院应该也是有一定的时间了，就是我们简单介绍一下咱们学院当时推行这个双语教学它的一个动机是什么？那这些年发展过程中它这个目标动机有没有进行相应的改变或调整发生过变化？那未来假如说咱们想五年之内您是怎么想的？咱们商学院的双语课程的发展。

Interviewee: 就是从我们的角度来讲，因为可能大家都所公认的这样一个事实吧，也就是说全球的商学院，不管你处在哪一个国家，你都不可避免地要参与国际竞争，你都已经被国际化，对吧？就是说我们的商学院也一样，我们这么多年来一直跟全球很多的商学院在合作，我们每年都有大量的学生，就像你一样，甚至到法国、到国家去交换等等。我们为什么就是说要实现一个全球化目标，实现一个国际化目标？所以这个是从我们商学院建院开始到现在，就是我们一直坚持的目标，因为一直坚持这个目标，所以这个英语课程的双语化，甚至我们现在因为有留学生教学，我们现在甚至在倡导，学校也在推动，我们可能会建设数几十门的全英课程，不仅是双语，可能是全英，那么这个是毫不动摇的。那么具体在实施方面，就是我们这么多年一直也在努力，一直也在倡导，就是我刚才提到的，因为一直也在倡导老师们在进行双语课程的自我提升，而且我们的确有很多的老师也在不断地进行努力，甚至我们每年都会有相当数量的老师出国去进修，都是奔着这样一个目标去走的。我们五年之内的目标肯定是要大力地提高双语的比例，甚至要提高英语的比例，我们甚至计划可能在一些商务课程中邀请一些高级别的商科的国外的教授给我们来上课，然后邀请一些短期的国外的学者给我们学生来做英语的讲座等等，那么这也是目标，还是为了推动我们的国际化的进程。

Lijie: 好。老师，我可不可以这样总结，就是说您基本上对双语教学这个推广还是持一个积极的态度的，对吧，老师？

Interviewee: 是。

Lijie: 那无论是您从一个政策决策者还是领导层面，还是您作为一个老师，您觉得双语课它有哪些就是无法去解决的或者说就是本身的一些困难和问题呢？比如说学生会觉得双语课给他们造成了什么困扰，那老师觉得双语课给他们造成了什么困扰，您觉得会有这方面的顾虑吗？

Interviewee: 其实还是有很多问题的，这个问题主要体现在什么地方？一个就是我刚刚提到的，双语课事实上我们就指的首先保证的必须是英文教材嘛，首先这个教材是一个大问题，因为我刚刚也提到了，因为目前的教材我们如果采取原版引进的方式，那么这是站到西方管理者，就从管理学科的角度讲，这是西方管理者思路上思维上来编写的，那么对中国的管理者来说，那么它也许有很大的差异性，就是我们要怎么样在引进原版教材的同时，又保持中国的教学的一些独立性或者是体现我们的特征，这可能是第一个大的问题，就是教材问题。第二个大的问题就是说，如果站到我从政策制定者的角度来说，我们双语课程有时候因为限于学生的语言水平的能力，可能有时候双语课程，因为老师要拿英语来讲，他可能有的知识点不能像老师一样用中文来讲，讲得那么深

刻，会出现，有时候可能会讲一些知识点等等的时候，可能是不能做到很深入，这会出现了一个问题。还有一个就是学生，就是我提到的，因为学生的英语水平差异性有时候会存在，所以可能会出现有些学生学得很好，有些学生就会掉下去，会出现这个情况，还有就是。总体来说，如果现在采取双语授课的这样一个形式的话，对于双语授课最后所达成的，就是说我们说想让学生掌握知识的目标，或者是想让学生把，就是我前面提到的，就是什么国际化这个目标，是不是能够百分百的把这个目标完全给实现了，这也是一个值得探讨的问题，我们只能说是可能部分的实现了，对有些学生来说可能真的实现了，对一些学生来说可能看未必。

Lijie: 好。老师，最后一个问题，我们在进行双语课整体的探索推广的时候，有没有借鉴过其它高校或者说其它国家的高校这样的一些教学经验呢？

Interviewee: 也就是说这个肯定我们在双语课程设计的时候，不断地也会去跟其它高校等等进行学习，因为我们经常会让老师去参加各种各样的会议，去参加各种各样的甚至校外国内其它地方的讲座等等，就是说让老师们能够不断地与其它的先进的思想进行碰撞。然后我们不断地也在鼓励老师横向的去研究与我们性质可能相同的或者是相似的国内的甚至国外的这些学校，它们的双语的发展，它们的理念，课程理念、目标等等这些东西，那么肯定还是要不断地进行学习和相互沟通的。

Lijie: 好，非常感谢老师。

Transcript of audio interview 12

Location: C-U
Date: 18/05/2016
Interviewer: Lijie
Interviewee: Nan
Duration: 11:20 minutes

Interviewee: 就是说还存在一定问题。
Lijie: 老师，您对学生要求要有一定的语言能力吗，来上您的专业课？
Interviewee: 那最好是有一定的语言能力。
Lijie: 您的要求大概是什么条件呢？
Interviewee: 起码是四级吧，非英语专业四级，这是最基础的。
Lijie: 那您上课的时候，会用英语去涉及到上课内容吗？
Interviewee: 有时候用英语，有时候用汉语。
Lijie: 老师举个例子，什么样的情形，或者说您的教材，还是您的 PPT。
Interviewee: 你看我在讲贸易合同的时候，合同全部都是英文的，用英文讲一些术语，然后有的地方就用汉语讲，因为有的地方你用英语表达的话，可能会说不清楚，或者说是他们理解不到位，母语会学的更深刻一些。英语只是你现在必须接触的一种方式，比方说你做国际贸易，你发这些报盘，签合同都是英文的，这是最起码的，是基础。你要理解，跟别人去谈事或者是谈价或者谈条件，要更深的，那你必须得中文先了解是怎么回事。
Lijie: 好。那老师，您在教大二的学生和教大三的学生，您会觉得因为他们语言能力，假设是大三比大二的要提高了，您会觉得他们在学习专业的时候，他们的英语能力、英语的高低，对理解专业课内容，会有差异吗？
Interviewee: 有帮助，那肯定是有帮助。
Lijie: 老师您能简单讲一讲或举个例子吗？
Interviewee: 举个例子，比如说他学一些 LC 方面的，还有好多原版的[0: 01: 56]条款条文，你要读不懂的话，你没法去跟人家商谈，他读不懂的话，我就去给他大量的讲解，那英语水平好点的话，可能看得懂基本意思，我再给他一点，他马上就明白了。一般英语不好的，学这个要吃力一点，所以我给他们上这个课，我就建议他们在学原版教材的同时，自己再去找一些相关同名的中文教材。
Lijie: 进行一些辅助。
Interviewee: 就是熟悉一下。
Lijie: 那老师，您作为专业课的老师，您会希望比如说英语这些课的老师们，您希望跟他们有个沟通或者说希望他们能够在哪些方面帮助学生，让在您的专业课上学生更好地表现，您有过这样的想法或者是这样做过吗？
Interviewee: 没有，没有必要。
Lijie: 原因是什么呢？
Interviewee: 他学学就够了。原因是你语言老师能使上多大劲，能从什么方面去帮他？你就是交代好，学生他总提不上去，对我这没什么帮助，所以我这就要求你有个基本的，到这你学的话，你英语如果差点的话，你去找个中文版的书，对照看一下，水平一样能提高。
Lijie: 是的。
Interviewee: 只要他发的一些基本的函件你能看懂，你也能处理，至少能简单处理。
Lijie: 那老师，您在课上比如说测评学生吗？有试卷的形式，还有比如说让学生们做 PPT。
Interviewee: 没有 PPT，都是做练习。
Lijie: 练习是什么样的形式呢？我想问一下，您在测评学生们的时候，您是用什么语言去做这个测评的指示，学生们是被要求用什么语言来进行的？
Interviewee: 我一般用中文。
Lijie: 您是要求学生们用英文是吗？
Interviewee: 学生用中文和英文都行，只要答对，包括我那个考试，期中和学期末的考试都是英文版的卷子，但是你答题的时候，你答英文或中文都行，只要能答对算数，因为咱们不提示中文。
Lijie: 是，那老师您在评这个卷子的时候，您会因为学生的比如说语法错误或语言能力上的问题，而去给他减分呢？
Interviewee: 很少。
Lijie: 还是以什么？
Interviewee: 只要把这个问题解决了，关键点答对了，语言不是最重要的，它只是工具而已。
Lijie: 是，好。老师，您除了在咱们商学院教课，您之前有在其它学校或其它项目教课的经历吗？这个只是简单的想进行一个对比而已。
Interviewee: 那是很早了，很多年前在广东商学院给导师带过。
Lijie: 那那个时候有双语课这个说法吗？那边有英语的成分介入吗？
Interviewee: 那时候还没双语，都早了，十几年前了。
Lijie: 对，就是这么一个对比而已。老师，再回到教材这一块，像比如说您的这门课，您是属于把国外的一些原版东西进行一定的调整，来适合国内的学生去学习，您是这样的一种做法吗？或者说您是什么做法？我这个问题有点引导了。

Interviewee: 我的做法就是它国内和国外对这个教材的框架是不一样的，国内的话，这门课多少年来缺乏实用性，实用性差一些，国外的话，它实用性很强，但是你完全按照国外来的话，怕学生接受起来，他不太习惯，所以我把国内、国外的框架融合在一起了，就是以实战为主，只要实用，不实用的那些我全踢掉了，大部分内容都是我的一些经验，因为原来我做这个做了九年，在深圳、香港、广东这些地方，整个的一套流程，从开始到最后结束，之前听过，所以我基本上就写在这本书里了。

Lijie: 老师，正好介于您这个专业的背景，问一个题外的问题，现在不都说商业领域里，其实越来越多的人他并不是母语是英语的国家，所以对语言的要求有着商业领域自己的一套体系或者一些要求方式，那您自己个人有什么心得吗？就是从业者对于英语这一块，如果英语是通用语言的话。

Interviewee: 语言如果好的话，加分，你这个语言越好，对咱做跟商务相关的事情越有帮助。但如果你语言不行，但是你商务这方面很了解，很清楚，那也可以，不碍事，你到时候请个翻译。但是你自己会的话，会给你个人能力上或者施展业务上会有加分，会拓展，有很大帮助。

Lijie: 是，好。老师，您作为专业课老师，据我了解，一般咱们商学院的项目是大一大二给学生们密集地进行语言这方面的辅导和帮助，大三的话有相应的减少，那您觉得在学您的专业课的这些学生中，您觉得大三大四有必要继续给他们提供语言帮助吗？比如说以上英语课的方式。

Interviewee: 还是应该加强。

Lijie: 能再多说一点吗？

Interviewee: 我意思是你人生那么多年，大学才学两年就不学了，我觉得你能力是不够的，你大三大四肯定还要继续添加语言方面的能力。

Lijie: 您是从您专业老师要求的这个角度吗，觉得他们应该继续加强语言学习，这样能够更好地去。

Interviewee: 不仅仅是专业，从你个人发展上，你也要加强，你毕业以后，你还要继续加强，你老不用，你又忘了。

Lijie: 是，好。老师，从一个整体的角度，您能给我介绍一下咱们商学院这个双语课程它的整个的发展情况，如果您有了解的话。

Interviewee: 经济学院吧。

Lijie: 好，咱们这个经济金融学院双语发展情况，您能给我做一个大概的介绍吗？比如说它当时的一个目的、动机是什么？然后这几年过程中，它的目标上有什么调整？

Interviewee: 这个我还不是特别清楚，因为这个李老师应该清楚，他在外面制定一些政策方面的。从开始，从英语专业的发展过程，大概是这样的。

Lijie: 您说。

Interviewee: 从专业到从专业加英语，现在还有一部分是纯英语上这个课程，就是走这么一个过程，先不讲国际化与母语接轨。

Lijie: 是。那老师，还是从整体的角度，您觉得双语课这个项目，它整体的优势是什么？或者说给学生们也好，给老师们也好，给这个院的发展带来什么好处？如果它有什么问题，如果您认为有的话，您也可以讲一讲，就从正反两个方面，从老师的角度。

Interviewee: 我就觉得这个双语课是既能学语言，还能学专业技能，肯定是好事。另外你如果一点语言都不懂的话，你在理解原著的时候，肯定会有一些偏差，假如懂语言的话，你去看它这个东西，原汁原味的东西，你可能会更加有帮助，加深你的理解。

Lijie: 是。那不积极的方面或者如果有的话，它的劣势或者您的一个顾虑，您如果有的话，也可以说一下。

Interviewee: 没啥顾虑，现在人都懂点英语，英语他都有点基础，有点基础的话，学这个东西就比你单纯学要好一些，你要学的话，你能有两方面收获，一边可以提高语言，一边可以提高专业技能，挺好的。

Lijie: 那老师，最后您希望您的学生在您的专业课上，他的英语水平，这个问过了。

Interviewee: 中高级就行了，你像非英语专业四级够了，能六级就更好，一般英语专业，专四肯定足够了，你专八的，那当然没问题，他专八精力可能就主要集中在专业技能上。

Lijie: 是，好。谢谢老师。

Interviewee: 没事。

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Location: C-U
Date: 10/05/2016
Interviewer: Lijie
Interviewee: Pu
Duration: 22:02 minutes

Lijie: 就是从一个政策问题，您能给我分析，就是跟我说一下当初咱们建立双语课，它的一个动机是什么样子的？然后发展到现在，您觉得咱们有什么问题？或者说您看到什么好处？就是受益的地方，然后以后想怎么发展呢？基本上其实就是这个问题。

Interviewee: 我跟你说一下，就是说我们的情况，我先跟你说一下我们的情况，首先是第一点，当时就是说为了突出这个特色，因为专业的发展它遇到了一个困难，那就是说你在专业领域内几乎没有立足之地，因为别人把能做的都做了，然后别人已经把你的路，走别人的路，让别人无路可走，应该就无路可走了。再加上本身我们的老师他也没有这个方面的优势，准确地来说，毫无优势。所以在这种情况下，它就需要做一种准备，就是说那你总是要寻找出路，那你的出路呢？它就想到了那我们能不能和语言结合，实际上这也是一种无奈之举，当然了，就是说这份主动还是说你有意识这样做的，还是说你迫不得已这样做的，就是说在这个方面算是学校它主动提出来，那就是说我们要多开一些双语课或者多开一些全英课，有别于这些在这个科学研究领域内作出突出贡献的学校。但是就是说它的初衷是这样的，再一个就是说希望突出学生在这个该学校名称大学学习之后，就是进一步渗透他的专业英语水平，就除了他的 special english 之外，还有他的专业英语水平，希望通过这些课程的学习，能让他将来在参与这个商业活动的时候，更多的能向国际业务交流的这个方向去发展。

当时的这个思路大概就是这么一种，就是说既有主动的想法，也有被动的这种选择，就是它最后做出了这样一种。走着走着呢，他们就发现了一个问题，发现什么问题呢？就是现在可以讲，就是咱们学校现在遇到了一个很大的瓶颈，那就是第一，海归越来越多，很多其它的学校它都有了，它的学生呢，比如说很多直接就是国外的老师，西安交大管理学院，它得到五星级认证之后呢，这些五星认证，比如说欧美的国家的五星级认证，认证本身就要求他的工作语言是英语。这样的话，就是说原本咱们所设想的，就是在语言方面占据优势的这个想法，现在由于这个大面积的国际化，使我们这个特色受到一定的影响，可以讲就是现在国内一流高校的，它原来还比较土，应该这么说，但是因为国际一流高校，它想进国际化其实很容易。

Lijie: 找老师是吗？

Interviewee: 对，它可以高薪聘请很多的老师过来，然后迅速组织国际化团队，而且这个国际化团队它的层次更高，因为咱们这里的教书它仅限于就是说是一种注解性，就是只是给本科生讲所有的注解性，但是国内的一流高校或者说好一点的学校，他是一个国际的研究对话能力，比如他可以发 SSCI，可以发 SCI，可以去参加很多高级的国际学术会议，甚至可以发到 Review，什么[00: 03: 47]，就是类似于这种很高级别的杂志。所以说实际上咱们最初所设想的那种国际化，其实从现在来看是有些狭隘的，就是说只教学生就是要培养国际化的品质，什么国际化无障碍阅读能力、什么沟通能力、跨文化交际能力，就是以前被我们挂在口头上这些话实际上被别人这样轻轻的一下就冲散了。

实际上现在对于，就是说人家的国际化是全面的，可以讲，第一，高层次级别的交流，就是因为它一旦意识到这个问题之后，因为这些人他具有所谓的对话能力，而我们这个级别的学校，他只有注解能力，就是别人的英语书我拿来，用我的英语能力给你解释一下，他没有对话能力，我讲的这个对话能力是平等的对话能力，就是说你可以问啥问题，这当然没有问题，但是真正是在学术上的平等对话能力，我们这种学校它是没有的，就是说你可能去问人，人家不屑于回答你这个问题，但是对于交大或者说北大这些学者，他具有了同等水平的国际对话能力之后，他把好多东西就变成了一种互利互惠型，而我们现在很希望从别人那里就是得到好处，就说我和你合作，别人能给我什么好处，它现在还停留在这样一个层面，就它在意识上，就是说它搞国际交流的时候可以把学生都送上去，就我的学生学完双语之后，他就能出去，像这种是一个很低级别的国际化。真正高级别的就是我刚才说的，首先要有国际的对话能力，你达到了一定的对话能力之后，很多东西它就愿意在平等互利的基础上实现双赢，而且也能够长久，比如说开展同样课题的项目研究，比如说像欧盟的很多项目，就是说北京大学和清华大学以及或者交大，欧盟的项目就可以所谓的开展这种互利合作，双方可以进行这种战略合作，就双方可以研究一些问题，比如交大的人口所就跟欧洲一流的欧盟研究机构开展关于中国人口问题的研究，包括跟 MIT 还有这个肯尼迪国家政府学院，它这样的一种研究会让它觉得就是说，我们不再是一个，我们是一个 unit，我们就可以一起做一些事情，这样的话，他一旦成为一个行动者，对学生的培养以及后面的这些东西，成为了一个附件性的内容，它就顺理成章的就这样做。

而我们现在还停留在无法向别人产生一定的对话能力，然后它依然停留在十年前，就是说有几门双语课，注解，继续注解，但是实际上这样的能力已经被别人这样一冲，轻轻的轻描淡写就冲没了，实际上它存在的价值就只是停留在语言和纸面上，就是要想提升是很难的，就是别人因为两步迈出去，你在想，其实现在就是追赶别人了，从一眼就可以看出来，就是说，首先，别人的这种频繁交往能力就是提高了，别人的这

种，比如说，首先，这些大学，人家直接就把国际这些杂志的一流主编，就像美国经济评论什么语言评论，他们这个主编或者全世界诺贝尔奖获得者全部叫过来，然后组织论坛，在这里上课什么，它可以不用你这里的老师，你国际化不了，它不要你，如果没有国际对话能力，占用了国际资源。

而我们现在它仅仅依靠的是所谓的国际化资源的回流的利用问题，就是学生出国回来了，开个双语课，然后让他告诉你国际是怎么样的，它还停留在这样一个水平，而别人就是说我做不了的不要紧，我可以调动全球资源，然后让全球资源来带动我去做这件事情，然后我们所以说现在它的瓶颈，我认为它不能克服，像我们这样的学校，它很难克服，它所讲的国际化实际上只是停留在一个非常低的层面上，咱说句难听的话，它是在这其实就是自我安慰。就是你看，我的外语特色，我也国际化，我的学生怎么怎么样。第一，他没有国际对话能力。再有一个，国际化，啥叫国际化？就是我们培养的学生能得到别人的认可，就是国际用人单位的认可，这种认可不是说它[00: 08: 50]。

就是说上一次我去光华管理学院，那个王老师跟我说的，还有就是它那个副院长周老师给我说的，说是我们今年培养三个博士生，一个进入[00:09:05]大学，一个密苏里州立大学去教书，就做助理教授，这就是光华管理学院国际化教育的成果。那就是说我的学生直接就是在国际范围内具有同等的就业机会，这就是真正的国际化，就是说我的国际标准、我的研究对话能力、我的很多东西，这是一流的。所以实际上我觉得我们更像是一个就是专业的语言培训机构，而且还不够专业，应该这样说，自己想做一些专业的事情，但是就是又做不过别人，做不过别人呢，想套一个国际化语言的帽子，但大多数人又做不了这个工作，然后仅仅停留在所谓语言上，真正行动成体系还需要很长的时间，而且需要换人，需要一批人，它学习是不行的，这种东西它靠学习是不行的，它必须是颠覆式的改革。就是它需要财力、需要物力、需要人力，这三个哪一个少了都不行，就这一批人要回来，他是国际化的，他进来了，他这个国际化的人带动了一批，一个学院里面没有十个海归，它就无法形成一个气候，所有的人都是习惯于，比如咱们学院你走在走廊里就可以感觉到，他都是看你的，你的 international 就无法得到体现。再一个交往的所有的邮件都是汉语，所以我觉得实际上这个双语课在这个层面上，它的重视只是为了让别人听起来好听，就是说你看我和语言这个结合的，你们没有这个结合，实际别人已经结合得很高级了。

Lijie: 已经是无形中的结合，都感受不出来了。

Interviewee: 对，就是无招胜有招，它都不强调这个问题了，因为它不存在这个问题，因为我们现在还逾越不了这个语言和专业之间的融合问题，比如我所有课都是英文的，你做不到这一点。

Lijie: 老师，您觉得怎么做不到这一点？从老师和学生。

Interviewee: 首先是没有老师这一批资源，其中就是专业课老师 80%以上的人都无法使用英语上课，40 个老师能用纯英语上课的也就六七个，你怎么工作呢？

Lijie: 是引入不来？

Interviewee: 嗯。再一个，纯正的英语，比如国外毕业的，这是经济类的宝石，他根本不愿意到我们这样素质的学校来，然后你就所谓的国际化，就是你想打通这个环节，比如说我们在国内就有这个感觉，我们在交大在悉尼大学毕业的博士，我们想从悉尼大学请一个人，那很容易，那么打个电话就叫来了，比如我们有一个哈佛的学生，一个麻省理工的学生，那我们就把哈佛的人就给叫来，就这么简单，那么现在我们就没有联系，这种所谓的裙带联系你就是没有了，所以这种国际化最终的结果只有一点，那就是仅仅停留在一个自我满足，就是自我感觉很良好，然后我觉得有特色，实际上别人已经把这个东西逾越了。

Lijie: 是，已经是自身的一部分了，没有什么可说的了。

Interviewee: 对，就是说我不需要说这个东西，因为我觉得它就是我生活的一部分。

Lijie: 对对对。

Interviewee: 因为我上一次去中科院，就是中科院社科院参加那个 85 个青年医学交流的时候，东南大学来了两个人，就是在世界的 OP 杂志，就是《最优化理论》，他们研究那个集装箱怎么样调，就香港纽约港，还有新加坡港的这个集装箱的分散问题，就全部是英文说，讲课过程中说得很烂，我跟你讲，就用英语说的 this is，但是麻省理工比，它不妨碍他进行交流，然后他也不觉得怎么样，然后他把意思表达了，下面人也都听不懂，然后老外。

Lijie: 现在的确是这样。

Interviewee: 他最后就是说我们也不需要翻译，我还给他开玩笑，他是湖北的，说我说英语就这样，他经常说 this is，他想说但是突然就说不出来。所以实际上就是这样，我们认为就是说实际上还是它的核心专业。

Lijie: 它自身的专业的东西别人代不了的。
Interviewee: 就是语言那个东西人家已经逾越了，应该不是问题。
Lijie: 是是是，如果他有东西大家愿意听，说再烂我们也听，是吧？
Interviewee: 所以我觉得如果你研究这个问题，实际上应该把双语放在双语课上，我觉得应该放在这样一个问题，当然这是我个人建议，就是将来做国际化研究，你可以看，就是说它的国际研究水平越高，它就需要语言沟通能力水平越高，因为将来你所写成的文章你要改，你必须要符合惯例，就像人家说美国经济评论的风格就是美国《华尔街日报》的风格，然后[00:14:13]的风格，主流写作就是美国主流经济学家喜欢的，它很多东西就是向这个方向靠拢改出来的，实际上这要靠这些研究学者他的主流风格，就是说他的研究能力越高，他的专业的外语水平就要求越高。
Lijie: 那整个这个专业。
Interviewee: 对，这个方向，比如说数学吧，要求不是很高，数学这个领域内的，虽然可能他们都能写数学的英语论文，但是他的语言沟通不行，但是经济学、社会科学这些人，他肯定是语言沟通极强，否则的话他就无法充分表达这个意思。我觉得实际上这个东西就还不是双语课这样的一个问题。就是这，我觉得主要的问题就是这。
Lijie: 就是看这个专业。
Interviewee: 是一个国家国际化研究能力，就是这个方向的国际化研究能力，你的国际化研究能力代表你的国际核心竞争力，国际核心竞争力里面核心竞争力是不能复制的，不可模仿，短期内不可复制，不可模仿，它其中你有国际化的核心竞争力，语言就不是问题，语言一旦不是问题，那用什么上课都无所谓，只不过是承载的一个工具而已，是吧？它首先语言就没有问题，说什么都能说，那他就说英语上课就完了，是不是？那学生也能接受，因为他有这么高的研究能力，他一定会带动这个整体的状况往上走。他没有这个研究的能力，他自己比如英语老师写的文章都想写成汉语，是不是？你怎么可能带动你的学生所有的东西都是英语思维的。
Lijie: 所以要从老师这个层面上，研究领域这个层面上，你首先要做起来。
Interviewee: 这个才是切入的一个，你比如说欧美国家和日本，什么荷兰，它的国际化应用能力是很高的，所以它的语言，虽然日本人说英语大家都听不太懂，但是那日本人都基本上不犯语法错误。
Lijie: 老师，你给我一个特别好思路，因为我也要去日本和荷兰做，我就要先去看他们这些老师有什么发表，是不是？先看一下。
Interviewee: 对，就是说他的国际化英语能力决定了他的国际化注解能力，一定是这样的，否则的话他都不熟悉国际惯例，他在给你讲国际惯例，那不是开玩笑嘛，是吗？
Lijie: 对，而我们本科阶段注解就可以了，一个注解水平就可以了，是不是？
Interviewee: 是，其实本科就是注解，就是说无非把西方的东西拿来给别人讲清楚，你知道吗，就是这样。
Lijie: 谢谢老师，非常好。老师，我再能最后追一个问题吗？就是您说这个特别特别对，然后我之前也跟其他老师沟通过，就是说我想用英文，咱学生好像不太反应，那从学生这一块，您觉得如果想要继续往下发展，怎么去弄他们呢？
Interviewee: 为啥要从学生这儿做研究？做研究的角度一旦确定，你不管你写什么样的模式的论文，做研究的角度它要反映问题呢，就是以问题为导向，就是说你这篇论文主要要解决什么样的问题，就是说你实际上无非就是想研究一个语言的运用能力是如何提高的，就是这个地方，就是这个非英语国家它的英语教育，就是说它是专业化程度的水平嘛，是不是？
Lijie: 是。
Interviewee: 那这个东西就是从这个角度嘛，这个角度你无需管学生，老师的注解能力强，学生的水平肯定强，你根本不用担心。一个老师连英语都说的磕磕巴巴，他怎么样给学生讲课？你说是不是？
Lijie: 这一点的确是。
Interviewee: 你根本就忽略了这个，就不用讲学生的问题，是不是？
Lijie: 从老师这边讲。
Interviewee: 嗯，从老师，首先的研究能力达到什么水平，其实比如你这个老师有没有国际论文发表，你没有国际论文发表，那你就讲国际问题呢，你写作就成问题。
Lijie: 是，他怎么能传给学生什么，是吧？
Interviewee: 语言这个东西就是听说读写，它是一体化的，你哪一个能力缺少你就短板，短板最后影响你综合实力，他肯定到最后就是这么个结果，所以我就觉得这才是很关键的。
Lijie: 从老师这一块。

Interviewee: 就是全世界肯定是这样子，你可以看，金河老师不是美国就是台湾的，老师就有好多人说英语，PPT 都是英语，然后跟你讲课你不懂，你不懂就算了，那你就得看，你不懂，一下子看着他英语，你就翻译成汉语他认识单词就行了。

Lijie: 对，他无形中就学了。

Interviewee: 是这样的，所以实际上就是这么一个问题，至于说多少门双语课，这些东西数量的话就没有意义，它 50 门双语课都没有用，你知道吧，它没有用。

Lijie: 那老师，咱要是存活，survival 的话，那以后大家对未来有什么想法吗？你们领导层面。

Interviewee: 我觉得如果以目前这个发展方式，基本上存活可能性很低，将来就等着别人来整合你的。

Lijie: 咱现在高校还能存在整合吗？就是说。

Interviewee: 中山大学、华南理工大学、华南农业大学还有第三军医大学四校合一。

Lijie: 真的？

Interviewee: 嗯，形成广东联合大学。

Lijie: 不知道，老师。

Interviewee: 马上就放出消息了，就是大概再过一两个月可能就要挂牌了，挂牌就是广东省要冲击全国大学前十名名额，至少两个主体，就是这次把中山大学、华南理工大学、华南农业大学、第三军医大学四校合一，理、工、农、医都有了，然后广东省就说，所以它现在都有这个目标嘛，天下分久必合，合久必分，将来一定是这种资源要被整合掉的。

Lijie: 是，老师，您说的资源整合其实更多就是这些老师们，就发表这帮学者们，是吧？

Interviewee: 它就要分流嘛，它就是必然的，比如说西南大学经管学院把你们全部歼灭，西南这一块的你符合这个条件的我要你，你不符合这个条件的，你做后勤嘛。

Lijie: 老师，好悲惨啊。

Interviewee: 那就是这样的，交大当时歼灭我们财院的时候就是这样的，我给你画一条道，符合就上，不符合走人嘛，你知道吗？所以就是这个，所以将来一定是这个，因为我们现在已经没有了机会，可以这样的，现在基本上已经没有机会了，因为别人已经很，别人两三步，就两三年的时间一旦错过，实际上已经错过了这一波机会。西安交大现在每年往外派学生，公费了，光往香港派博士都能派五六十个，各个方向的，往新加坡、英国，都是剑桥、牛津、帝国理工，是不是？连这种伦敦政治经济学院都不去，所以你想想这种国际化的程度，人家学生像香港中文的就是联合培养，你到那边导师给你那个啥，我就认识一个人，就管院的，就没咋发文章，就很普通的一个学生，派到香港中文，现在在跟着就是香港地区很有名的一个研究金融的人才研究金融，你想想四五年毕业以后就业没有问题，是不是？所以这个东西。

Lijie: 老师，我觉得您说的特别一针见血，感谢您。

Interviewee: 将来如果学校的高层没有清醒地看到这一点，那这个学校基本上可以讲现在就不存在，只是等时间，因为你存在的价值已经不大。

Lijie: 对，如果你不想从根本上去直视这个问题的话。

Interviewee: 对对对，已经不大，因为一个它就。

Transcript of audio interview 14

Location: C-U
Date: 23/05/2016
Interviewer: Lijie
Interviewee: Yan
Duration: 15:40 minutes

Lijie: 老师，您能整体地概括一下，就是从您对学生的要求，您认为您授课的这些学生，他的英语达到您想要的一个要求了吗？或他是否符合双语教学的一个条件？

Interviewee: 我觉得就是从整体上来讲，有一部分学生是达不到的，但是我们还是有一小部分学生，他的英语这个能力还是能够达到的，但是我觉得的确是有一部分学生他的要求是达不到的，然后我也能够看出来，在我授课的过程当中，那么就是跟你的这种视线的交流或者是这种反馈能够看出来，其实他不太能够整个跟上我的这个全英文的教学。面对这样一个情况，所以我就对他们的要求是比较高的，但是我因为是大课，因为我这是选修课，不上小班课，我会要求他们你必须要去预习，但是实际上从我每一个周，我每一个周的每一次都会问他们，你们预习了没有，你们预习了没有，但是预习的人真的是比较少的人，但因为他的这个就是非英语专业的学生，他的英语的这个学习的自觉性会差一些，如果这个课是给商务英语的学生开，我觉得效果会好一些，但是目前的话，我这个课程开设的是以工商管理学生为 98%以上，所以我觉得这个还是挺大的一个问题。

Lijie: 老师，那从像工商管理专业，他们就是用所谓的英语来上专业课，也正好是在我的 research 符合的那个群体方向。就是您针对这一群学生，您觉得他们在用英语来学习您专业课的时候，一直困扰他们的英语问题，您觉得是什么呢？从一个老师的角度。

Interviewee: 英语的问题，首先我觉得就是说他们这个 listening comprehension 可能不是能跟的上，当然 listening comprehension 不能达到我的预期的要求的原因，可能还有一些这个专业的词汇和术语，但是碰到这种专业词汇和术语的时候，我会穿插一点这个汉语，我会加一些汉语，或者在我发现大部分学生可能有点困惑，我会问问题嘛，我会问是否明白或者说我让他们去做一个这种练习，然后可以去 check 一下他是不是能够明白，那如果不能明白的话，我还是要加汉语的，而且我在不同的班级加的这个汉语量还不太一样。

Lijie: 比如呢？您是根据什么样一个情况去调整？

Interviewee: 我要根据学生跟我的，就是上课我会问他们问题，比如说大家听懂了没有？然后如果有人摇头或者是有人也就没有说话，那这个时候我就会夹杂一点汉语，把我说过的英语实际上用汉语很简短的话再表述一下。

Lijie: 那老师，说到这个问题，我想了解一下，您上您的课的时候，您的教材是一个什么样的形式？它是英文原版？

Interviewee: 英文原版。

Lijie: 是这样，那您给学生发的一些比如说教学内容 handout，然后您上课的一些展示是用什么上的？

Interviewee: 全部是英文原版，全部是英文。

Lijie: 那老师，我再问，您会因为学生是非英语母语，您也是非英语母语，两者其一或两者都有的原因，会去做适当的调整吗？这个问题有可能您答过了，但我是希望您能再说一次。

Interviewee: 我会做适当调整，会做的，因为如果达不到这个课堂的效果的话，实际上这个教学是比较失败的，所以我会做调整，调整的方式主要就是我夹杂汉语来解释，或者是我会找一个同学，是吧？比如我有时候 PPT 上的文字是英文，那我会让他把这个，这个你理解了没有或者就那个 PPT 的内容我会再问他问题，我会通过一问一答的这种反馈，或者说甚至于是翻译我 PPT 上的内容，我来看他是不是理解了。会做调整。

Lijie: 明白。那老师，您对学生进行评测，有可能是通过让他们做小组或个人的 presentation，还有一些课堂作业、课堂讨论，当然还有考卷了，对吧？就像这几种评测方式，您一般的语言？

Interviewee: 全部是英语。

Lijie: 那您要求学生也是要？

Interviewee: 全部是英语，我对他们的要求是比较高的，但是实际上，就像今年带的这两个班，现在已经中期靠后了，然后我心里面还是觉得有一部分同学应该是不能达到这个目标的。

Lijie: 明白。那您在评测他们或者说帮助他们的时候，您会有一些什么样的方针或者一些指导的标准吗？比如说你在评测他们的时候，你会怎么去，会因为他们这一方面。

Interviewee: 就评价的话，就像你刚才说的，评价也是多方面的，然后小组的 presentation 是在期末考试之前要进行，那么这个小组 presentation 之外，我还要求他们以小组的形式写那个，就是文字的东西，所以我觉得文字的东西是给他们很长时间的，因为开学初就给他们下去了，就这个任务已经布置下去了，所以他们可以从时间上来弥补自己英语能力的这个缺陷。这是一个方面。

然后另外一方面就是这个小组作业的话，我也要求就是说到时候每一个成员他都必须要写另外的成员他所做的一个 contribution，也许最后你不去做这个 oral presentation，

但是比如说你在找资料方面，或者你在做 PPT 的这个方面，或者是 technical spoke 这
方面，你也有贡献的话，我也会给他们算成绩的。
Lijie: 算成绩。
Interviewee: 对。然后这个是小组的 presentation，然后平时也有一些书面的以及口头的一个作业，然后书面的作业的话，就是我是一个鼓励性质的，就说你觉得你能够完成，我就鼓励你交，你交了以后我会给你打分，但是如果你不交的话，那我就不给你成绩了，我可以让他们不交，但是不交就没有成绩。是这样子。
Lijie: 就是比较多元化，就是从各种途径可以争取到我的分数。
Interviewee: 对，再包括期末的话，按照往年的情况的话，也就是全英文的答卷，但是考虑到他们英语水平比较差的话，简答题就会比较少一点，然后也有很多其它类型的，比如说选择题或者判断的，这样子。
Lijie: 老师，您之前除了在该学校名称教课，你有在其它学校和其它院教课的经历吗？如果没有，这个问题我们就可以过了。
Interviewee: 没有，我一直都是在该学校名称教书，只不过是在不同的学院，以前曾经在别的学院待过，然后后来成立商学院以后才到商学院的。
Lijie: 行，因为这个问题主要想让您跟我说一下，就是您觉得跟之前的学校或之前的教学对比有啥区别？如果没有的话，我们就这个问题没有。
Interviewee: 没有，我基本上就是在这儿上学，在这上班，一直就这样，没有太多的变化。
Lijie: 好，血统纯正的老师。老师，是这样，你能整体介绍一下，您觉得双语课这个项目它的一个整体的优势是什么？然后您觉得它有什么问题？您的一个关注的点。
Interviewee: 双语教学？
Lijie: 对，您的评价。
Interviewee: 我觉得首先全国就说大家对于双语教学可能定义是不太一样的，也就是说双语的这个双那里面，因为我是英语专业出身的，所以其实我定义的双语教学应该是全英教学，我觉得这个应该是一个最完美的状态，但实际上，包括我们该学校名称或者是我们国内的很多其它的院校，它其实没有能够达到全英的这种状态的，各种各样的原因，咱们就不去说了。那么很多的话，他可能就是说在所谓的双这个比例的问题上，可能根据学校是不一样的，或者说根据老师自身的这个条件是不一样的，那有的老师可能是百分之五十、五十，有的可能这个比例再有调整。然后还有就是在授课的过程当中，这个用英语作为媒介的时候，可能 PPT 是英文的，教材是英文的，可能在讲课的过程当中更多的还是汉语，所以这个比例的分配，我觉得真的是因为老师他可能也想全英，但是他有时候达不到这样的一个能力是吧？但是人家专业方面，比如说你现在是商科的，你调研的是商科这种教学，商科专业人家很擅长，对吧？所以这个是根据老师的个人的情况，像我个人来讲的话，因为我是英语专业出身的，所以我在教学的时候，我期望如果我的学生的英语水平足够好，或者是这个能力能够达到的话，我期望是百分之百的这种英语教学，然后用的是英文的教材，然后 PPT 是英文的，然后整个的语言全部是英文的，我的考核方式都是英文的，是这样子。这是一个最完美的状态。
Lijie: 是。那老师，现在从您是一个专业课老师这个角度讲，您有没有希望 language support 那边的老师能够给你的学生有一个怎样的支持和帮助，这样能够让他在您的专业课堂上有个更好的学习呢？
Interviewee: 那肯定，language support 方面。
Lijie: 那你们这两类老师之间试图有个交流或者是？
Interviewee: 交流比较少。
Lijie: 或有一个这样的意向。
Interviewee: 没有，交流比较少，其实我们交流的话应该还是比较方便的，因为我就在语言老师这个教研室里面，其实交流起来是比较方便，有过交流，但是很少，但是并没有说我们达成一个意向，让他们怎么去做，然后让我这个教学效果更好，没有这样子，因为语言教学的话它有语言教学的任务，然后因为像我所教的学生他所处的这个年级他也有英语等级考试的要求，专业四级也要求他们考，但是可能有一些学生也不一定能够达到要求或者是过关，没有这种意向。
Lijie: 好。那老师，现在您从一个 language support 这类老师这个角度讲，你现在转换一下，您觉得您在提高学生们的英语能力，让他们更好地去进行专业课的学习，您觉得您在帮助他们提高英语能力这一块，您的一个角色是什么样的呢？
Interviewee: 角色？
Lijie: 嗯。
Interviewee: 那你说就是 language support 老师的这个角色？
Lijie: 是 language support，就是您自己怎样去帮助学生在语言这块提高呢？或者说您可以就一个您教过的英语的课程。

Interviewee: 因为就是从 language support 这方面来讲，像该学校名称的话，他就是做的是相对比较细的，我们老师会细化成比如说精读老师、泛读老师和听说老师，那每一个老师他的这个角色是不太一样的，比如说精读老师，那我们会有指定的教材，那么从指定的教材当中有指定的一些课文，通过课文的讲解，然后提升他们的这种英语的理解能力，包括语言的规范性、语言的使用、词汇量的提升，包括写作能力的提高。就是他课程不一样，他的教学的中心也不一样，我们有单独的写作老师，专门是让学生来提高自己的写作能力，我觉得我们在这方面应该比别的学校做的要更细致一些。

Lijie: 那老师，您觉得，假如说您赞同我这个说法，就是大一大二大三这三年给学生进行 language support 它这个比例是不太一样的，因为我从学生那里了解到，大一有可能就密集型，那学生假如说大三或者大四的时候，您觉得学校应该继续给他进行 language support 这一方面的输入吗？

Interviewee: 这个是非商务英语专业，是吧？

Lijie: 对，非商务英语专业的。

Interviewee: 其实我们最近也在探讨这个问题，因为对于非商务英语专业的学生来讲，我们希望他们的英语能力得到提高，但是我们也不希望英语课，也不是说我们不希望吧，或者说从学院的整体层面来讲，也不太希望英语课占用太多的课时，因为他们毕竟是非商务英语专业，他们还有他们其它的专业要学习，所以这个一直来讲是一个矛盾，然后我们一直在使这个矛盾能够得到解决的话，最近也有在探讨这样一个问题，但实际上从我们之前的课程设置来讲，就是大四的时候对他们来讲是没有英语课程的，因为他们已经到了四年级是没有英语课程，然后大三的时候，我们的英语课程只有两个小时，每个学期两个小时，然后大三第一学期是开一个商务英语写作，大三的第二学期是开一个商务翻译，然后就是说通过每个学期只有两个小时的这种学习，能够强化一下他们的英语应用能力。那么实际上在大一大二的话是比较集中的，然后目前我们也在有一个想法，就是说我们再继续加大大一英语的这个授课的时间，然后更加地去强化大一的这个语言基础的一个功底，然后大二的话，可能就会比以前再适度地去缩小这样的一个课时了。

Lijie: 就是整体的态度，就从你个人角度，您觉得大三大四有必要继续对他们进行 language support？

Interviewee: 其实我个人觉得应该是可以，就说是有必要的，因为我们的学生，我们给他的定位就是说他的专业不错，是吧？然后他的英语要很强，那要很强的话，其实大三大四，就说你如果能再多开一些英语的课程，我觉得是有好处的，但是对学生来讲也是一个矛盾，他要把两方面的东西都去学好、都去 hand 好，然后都去平均地分配好，那么他们自身也是有一定难度的，但是如果我们能够加一些就说侧重于应用的这种课程，比如说大四我们可以开商务的口译，是吧？我觉得可能对学生来讲还是有好处和有益处的。但是这个在操作起来，如果你统一设置成这种必修课，那有的学生可能他没有达到这个能力，你让他上这个课，他也很痛苦，然后也没有效果，如果说能够开成选修课，我们可以选一些尖子的学生，就说他能够把自己的专业学得不错的状况下，他也愿意，他有这个需求，他有这个愿望来提高自己的英语能力，其实我觉得是可以给他们在高年级的阶段增加英语课程的，但是对于英语基础比较差，或者自己本专业学得不太好的这种学生，你再加的话可能意义不太大了，所以在这个过程当中，可能还得对这个非商务英语的学生，我觉得有一个这种区别对待会比较好一些。

Lijie: 好，非常感谢老师。

Interviewee: 不用谢，不用谢。

Transcript of audio interview 15

Location: C-U
Date: 10/05/2016
Interviewer: Lijie
Interviewee: Zhou
Duration: 36:00 minutes

Lijie: 老师，我想问一下，就是你自己认为你的学生的英语能力能够符合你们双语教学的要求吗？或者说你们有一个要求设定吗？

Interviewee: 目前来说，学院层面和学校，我觉得对于双语课它都没有一个硬性的要求，也就是它可能有一些书面上的东西，但是实际落实是很困难的，因为这涉及到三方面的原因嘛，老师本身的水平、学生的接受能力以及教材这门课的特点。所以这个东西它的变量太多了，所以基本上双语课没法用一个统一的标准去衡量。

Lijie: 那比如说你们会不会讨论什么叫双语？就你们的定位是什么？你有了解吗？你们当时那个什么大纲的。

Interviewee: 目前来说，这个东西它是这样的，巧妇难为无米之炊嘛，它现在没有办法从客观上，它只能是从以人为本，从人出发，那么就这个老师他能带双语课，就以这个经济的方式去鼓励他。然后他基本上形式是这样子，就是说大多数内容拿中文讲，关键的问题，把英文的术语或者关键的段落拿出来拿英语讲一下。但是它的大多数老师，就是如果他不是英语出身的话，他的核心基本上就说是我给你个术语就行了。那么英语老师又带不了很多的专业课，所以基本上双语课就是很尴尬的一个问题。

Lijie: 明白。老师，那你们用教材，我看你今天用翻译都是你自己去选的，就是你们老师对于教材的灵活度特别大是吗？你们是可以自己控制自己的教材？就比如说您这一门或者您几门。

Interviewee: 我的课这样，比如说有的课，你像纯英语课，它就要对教材要非常的忠实，像这门课，因为它传统教材其实已经过时了，但是又没有一个特别好的新的教材能够完全地满足我们的要求，所以我们就采用了由老师来选这样一个方式。那么在这种情况下，就是每当教学内容不符合要求的时候，我就会去找新的。

Lijie: 每当教学内容不符合要求，那这个要求是谁定的？就不符合你认为的要求？

Interviewee: 不符合我认为的要求，对。就是我认为我这门课应该达到一个什么样的效果来满足语言和知识的双重需求的时候，我认为教材不合适，我就会摒弃这一章，我就会自己去找。

Lijie: 也就说你们还是有指定的教材的，对吗？

Interviewee: 有指定教材，就是要求事实上绝大多数的课都是要有指定教材，但是这个指定教材就是很多不尽如人意的地方。

Lijie: 那老师，我想问一下，你一共带了多少门课？

Interviewee: 从什么时候算起？

Lijie: 你都带过什么课？老师，就自从有了双语教学这个概念，因为从我那一届就开始有，甚至更早。您都带过什么课？

Interviewee: 我觉得我还是有一定发言权的，因为我带过《国际管理》、《国际商务》、《国际营销》、《商业伦理》、《商业概论》。

Lijie: 好吧。

Interviewee: 然后就是这种，它虽然是英语课，但是我也会给里面加专业内容的课，也有很多。

Lijie: 像您说的《国际管理》，这就完全是专业课、内容课呀。

Interviewee: 对。其实我可以拿全英上，但是为了教学效果体验，我可能会有 3/4 的内容英语，1/4 的内容中文。

Lijie: 好。那老师，你觉得咱们这个院目前它对双语教学老师划分，是分 language support，还有一个 content teacher 吗？

Interviewee: 它确实其实就这么划分的。

Lijie: 是吧？那您能给我讲讲吗？老师。

Interviewee: 它是划成教研室嘛，教研室其实就是 department，是吧？然后它的其中几个主要的 department，就是经济、金融、贸易，对吧？然后这边是英语，它以前叫商务英语，那么所谓的商务英语其实还是一个 language support。

Lijie: 语言，对。

Interviewee: 其实就是 language support，商务英语实际上是试图把这个 language support 拔高的一个途径或者是策略，但是就目前来说，这个效果还有待于进一步观察。

Lijie: 就是当时他们想的怎么个拔高法呢？就是它 language support 是怎么 support 的呢？

Interviewee: 它的意图是想这样，就是说是。

Lijie: 原本怎么想的呀？

Interviewee: language support 它是拔高专业课。

Lijie: 它想怎么去 support 那个专业呢？

Interviewee: 就它一开始的出发点是这样子，就是说专业课我增加外语的内容，让它变成更国际化的一个课程体系，外语课我让它增加专业课的内容，来让它变得不再单纯是语言，而是一个两者结合的东西。然后现在的难点就在于它卡在人的问题上，对吧？

Lijie: 你是说的师资吗？

Interviewee: 嗯，师资问题，学生也算。
Lijie: 对。
Interviewee: 就双方都是这样，就说是因为本身这两个是两种不同的思考方式和制学的方式，对吧？你想把经济学得很好，语言通常不能学得很好。
Lijie: 你是指的老师还是学生？
Interviewee: 老师跟学生是一样的，老师只不过是很多年以前成功的学生，对吧？
Lijie: 对。
Interviewee: 所以就说是他只是在经济领域成功的学生，或者说在管理领域成功的学生，但是他的英语一般是不行的。这些英语老师中有少数是走上商科道路的，但他学的也比较皮毛，对吧？就说能跟上这个时代就不错了，他不会有太大的建树。
Lijie: 那老师，您会觉得是因为我们的引入师资不够吗？你懂我的意思吗？老师。
Interviewee: 我明白。
Lijie: 比如说假设都是清华、北大，它们是不是就没有这个问题？您觉得呢？从你的经验。
Interviewee: 我相信清华、北大也好，或者说再说远一点，比如说香港、新加坡这些地方，它是华人社会，那么就是越开放的地方，它的理念我认为是越先进，越值得去尽快排除弯路的。就是认清事物的本质，就是说到底英语在中间扮演一个什么样的角色，它是一个medium，那么这个 medium 到底是什么？对吧？是 terminology 的 medium，还是 syntax 的 medium，还是 logical 的 medium，还是[00:07:35]的 medium。这些我们是不讨论的，而我认为恰恰这个是一个很关键的问题，就是在哪一个层面上，英语作为一个媒介应该去介入其它专业的教学。很明显，有些很传统的，他就认为就是在 terminology 上介入就行了，我们现在双语课就是这么干的，就 terminology，就最简单的，就[00:08:04]的问题，对吧？
Lijie: 对。
Interviewee: 然后可能有的老师，比如说商务英语出身的，他说这怎么能行呢，我们不仅强调这个，我们还要强调 syntax，有更多的 culture，对吧？然后可能再有一些人，他还说那还要更远，对吧？就是前面那部分人说的可能什么跨文化商务交际这些的，然后更再远，比如说我，我也能给你吹出很多东西来，对吧？比如说认知科学，对吧？比如说这种语言经济了，我也可以跟你说，但是这些东西其根本目的是为了拔高语言的地位，而不是为了完全服务于其它学科。
Lijie: 专业。
Interviewee: 对，换句话说，我是感觉到，就是在遥远的将来，当事情已经按部就班的时候，这些学科互相之间还是应该各安天命的，这是对的，有交叉课程和交叉研究，那是正常的，但是不能为了交叉而交叉，或者说不宜过于拔高交叉的作用。
Lijie: 明白。所以在教学内容上你是有调整的，首先你要是觉得它不符合实际情况了，你就会弄一些更新的，如果你觉得它不符合你这个课程的设置了。那在引用材料上，假如说你之前不教专业课嘛，专业课不有一些，你们会去指定原版的英文材料嘛，不能说英文，就原版的东西去做去学。
Interviewee: 我相信就说是，因为我最近两年没有再带这种专业课，都是三四年以前带的这个双语课。那么我相信就说我们这个双语课的理念是这样子，如果老师能上原版教材，顺下来是最好的，顺不下来，就是如果能用英文的原版教材，拿中文讲是等而次之，如果说实在不行，英文教材啃不下来，那就是中文教材，中文讲夹杂英文的 terminology 解释，这可能就是一个上、中、下三个等级的纲领性的一个指导思想。这是我的理解，这个还要看学院领导是怎么解释。
Lijie: 明白明白。那老师，涉及到一个对学生的测试，你们或者说您教过的课，一般测试是什么形式？
Interviewee: 这种测试。
Lijie: 考试加平时的作业吗？
Interviewee: 一般来说就是考试加平时作业，就是单个课程。整体来说，就说作为一个学生，比如他的这种毕业前的整体成绩测试，目前好像还没有一个特别好的方案。按道理来说，如果他是学这个专业的，我是不是应该给他一个综合性的测试，你看你不只是一个经济学专业的学生，或者说你不只是一个管理学的学生，你是外语院校的走双语路线的学生，那我是不是应该给你一个大考，里边有语言、有管理知识，然后也有这种交叉学科，但是目前没有一个综合测试。这个综合测试目前由谁来担任呢？就是国内的一些商务英语考试，但是它在多大程度上能够做到这个测试作用，也很难讲。
Lijie: 你鼓励学生们参加吗？
Interviewee: 我既不鼓励也不反对。因为在这个事情成熟之前，就是说你去考，那么我肯定是不反对的。但是鼓励的话，我担心就是说是当别人也在争议是应该考什么时候，我们就盲目地去考。这个可能对于测试更有帮助，对于学生帮助不是太大。

Lijie: 明白。老师，我想问你，你都教过大几的学生？

Interviewee: 大一、大二、大三、大四都轮了一遍。

Lijie: 都交了。那老师我现在叫你回想一下，就是关于大二大三，为什么选大二大三，就是说最起码大二的学生经过一年了，大三的学生经过两年了，所以我就想他们就是无论怎么样，双语教学在他身上已经有了时间的一个印记了，所以希望应该是有影响的，这是我们的一个假设。所以我想问你一下，比如说针对大二的学生，你教的时候，你觉得他们在专业课学一种语言，他们遇到的障碍是什么呢？一般情况下而言，或者说挑几个例子来讲。

Interviewee: 我觉得对于大二的学生来说，大多数人面临一个瓶颈的问题，就是说他高中大一阶段学的东西是很基础的，然后大三大四马上对他们的期待却是非常的高端的，对吧？至少从我们的教学理念来说。然后就希望他们在大一大二这两年解决这个问题，事实上学院也在摸索，就是说能不能大一大二用一种集中或者说一种非常高效的手段，帮助他们通过这个瓶颈期。

Lijie: 您说的这个瓶颈期就是语言，是吗？语言哪方面的？英语语言具体的。

Interviewee: 我觉得这么说吧，就是说当大多数学生学完那么三四千个词汇以后，他也不知道该怎么进步，他也进步不了，对吧？比如说我们其实希望再下来就是运用，对吧？写作、翻译这些东西，但是学生可能更多停留在基础的东西。所以最后就导致这个情况，我相信就是在上双语课的时候，学生能听懂、能读懂，但是他写不出来，更不要谈去研究什么东西，所以这是一个断层。

Lijie: 那您觉得大三呢？他们又有什么样的特点？就他们在面临语言中，他们的问题又基本上是什么呢？

Interviewee: 因为到了大三的话，他们的专业课程非常多了，所以他们在语言上花的时间会更少。然后这就面临一个情况，就是大三应该是一个分流期，少数的英语学得好的同学就以英语为主了，然后大多数同学就说，英语嘛只要过关就行，那他把精力放在专业课的学习上，最后就导致到大四，少数同学英语极好，大多数同学可能英语还不一定有大二大一的好。

Lijie: 对，因为他放松了，是吗？

Interviewee: 对。

Lijie: 放松了学习。然后老师，我想问您一个问题，就是现在您教的课相当于 language support 了，是吧？相当于。

Interviewee: 对。

Lijie: 就是目前，或者说咱先讨论相当于 language support 这种角色的课程，你觉得在教这些课中，你把自己是怎么定位的呢？

Interviewee: 就是我主要的目的是，首先肯定要保证一个语言基础，同时要 prepare 他们是吧？和专业课去接轨。所以我会在，比如说不管是综合英语，还是这种翻译课程，我会在里面加很多的词句和甚至于阅读内容的例子，但是从目前的效果来看，就是说效果不一定好。所以为什么我就是一直还是很疑惑的，就是英语应该在哪个层面去介入 language support？

Lijie: 对。那咱们学校，比如说院里开一些教研会或怎么样，它会给大家一个大概的方向吗？就你们怎么去定义这个 language support？或者给没给一些具体的，让大家去感受到那种 idea。

Interviewee: 就是这可以分为三个阶段，以前那个阶段就是改革之前或者说是那什么，就是四八级四六级，那时有一个全国统一的测量体系，然后后来当商务英语出现了之后，就改为考虑，就是说是进行一个专业上的融合。后来，现阶段就是说基本上大家可能有这样一个共识了，就是说可能在这个问题上，英语还是要处于一个 support 或者从属的地位。但是英语老师、英语课程怎么发展，大方向肯定是有交叉是最好的，但是怎么交叉，并没有一个明确的方针或者政策。

Lijie: 明白。老师，我今天看你的课，有可能是因为你课程的原因。就是你能跟我讲一讲你上课的时候大概都有哪些方式吗？我想得到，比如说你是以你来 output，他们来 input，就来听为主。还是你会 organize 一些学生的活动，或者他们是课下完成，进行一些作业的这方面，就是他们有自己创造力出来的东西，就是他们自己去发现问题、解决问题。

Interviewee: 因为今年我比较忙，特殊情况，正常情况下我肯定会这么上。就首先课堂上是我 output 理论上的东西，他们 output 对于练习或者说翻译实践的一种反应，然后我来进行一个引导，对吧？就说我的 output 主要是从学者的角度去思考了，然后他们就说是。因为翻译也好，或者说英语也好，它是一个实践性很强的，它理论性其实没有那么强，所以就需要学生不断地去，他们来反馈这个东西，通过大量的反馈来进行一个学习和共享，是吧？课堂本身是一个共享的机制。然后他们也要在课下做独立的练习，我在课

堂上去讲评，这个是一个比较正式的评估，再加上期末考试，所以基本上我的一般的课堂应该是这样上的。

Lijie: 明白。老师，那你交给学生的作业或者说平时的，就是最后的期中或期末考试，你能给我讲讲大概是什么形式吗？比如说卷子答，还有什么形式吗？

Interviewee: 我其实就说，比如说有一些像基础的课程，像综英，他肯定得答嘛，如果是就像翻译这种课程，答卷子就没有太大意义了，更多的是对翻译实践的一种考察，就是说我在这个学期讲过这些技巧，讲过这些内容，那我就会希望在学期末去反应它，然后看看他们学习的情况如何。平时的作业也是这样，就是说这个作业我可能不一定最高分给这个他真的就是翻得很美，而是说他这个翻译中体现了我们翻译课上所讲的一些策略，一些技巧，可能是这个目的。

Lijie: 明白。老师，我想问的就是你会分布一些任务，让大家是 group work 吗？

Interviewee: Group work 是一个理想状态，但是后来。

Lijie: 或者说你教过的所有课程，不一定非要限于 language support。

Interviewee: 我教过的所有的课里边，我使用过小组作业、课堂小组讨论，这些都用过，在我看来效果一般，好处是锻炼了少数那些有领导力的学生，缺点是大多数人在搭便车，所以后来我的课堂基本上不再组织小组，我只是怎么样呢？就说是如果说这个东西真的非常适合小组，我会安排，但我不会刻意地说，咱们每学期每周都有小组作业，咱们一定要做，我倒不一定这样做。

Lijie: 明白。那老师是这，英语，咱们现在一般不都说英语 skills，四大嘛，听、说、读、写。假如说你认可这种划分的话，那咱们作为 language support 的这种 teaching staff，我们怎么在听、说、读、写这几个方面，希望通过什么样的形式去加强各个方面呢？

Interviewee: 我觉得这个问题还是挺关键的一个问题，为什么呢？就是说其实我相信国外很多这种 language support 也是围绕这个展开的，你包括托福、雅思，它也是这样的。那么这个东西的好处是它非常地量化，听就是听，说就是说。缺点是如果一个学生他听很好，他通常说也不会太差，对吧？他读很好，他写也不会太差，这四件事情之间的 correlation 是非常高的。那么这就说明了一个问题，就是说究竟应该是分项练习好，还是说这个东西应该背后有一个机制去练这个机制？听、说、读、写只是一个平台，对吧？而我们应该练背后那个东西，我是倾向于练背后那个东西。

Lijie: 那你认为是？

Interviewee: 我觉得背后这个东西应该是，比如说思考能力、推理能力、修辞能力，就这些东西事实上跟听、说、读、写都相关，而且它们可能是更深层面的一个技巧。但这个技巧却在我们过去的这个外语教学当中是含糊其辞，就这东西很重要，但是老师可能也不知道该怎么讲，学生也不知道该怎么学，过去就是那种 taxi knowledge，我教不了你，你就去读，你就去写，我慢慢地能够把你带出来。但那个仅限于过去小班精耕细作式的消化，现在就是这个知识也爆炸，班级数量也爆炸，你很难再用这种精耕细作的方式去传授这种知识，学生需要的是，我一来，你就把这个最关键问题给我解决了，所以现在可能在客观上也解释了，就是说当学生刚一开始来，有新劲，冲着外语院校的这个牌子来了，学了半年、一年、两年之后，发现我不是这块料，他就放弃了。

Lijie: 他不是什么料？语言的料？

Interviewee: 他认为他不是学语言的料，但事实上，第一，我们也得承认，就是说语言的成才率并不高，但同时现在这些成才率是不是一定是终极的成才率，还是说这个成才率还可以再提高？而我们没有发现，对吧？所以我感觉到，就是说好像就这些深层次的训练，一来是稀缺，第二，我也感觉没有这种深层次的训练，也无法招揽到好的师资跟学生。因为大家就会觉得你这是一个基础的听、说、读、写练习，那如果我有能力、有抱负，我为什么要到这儿来？对吧？如果说你这个学科，你的一些这个课程，它就是不仅接地气，而且它还能比天高，是吧？他可以申到国家级的课题，那么他的发展前途就比较好。对吧？你肯定不能申请一个基础写作国家级课题，你肯定申请这个基础写作的什么什么样的一个机制，什么什么样的一个原理，对吧？它对于社会有更为广泛的用途，你才能申请这样子比较好的课题嘛，就这个意思。所以。

Lijie: 那老师，也就说我们并没有有意义的 purpose/on purpose 那种，有意地去强化所谓的学生听、说、读、写，对吗？

Interviewee: 我们当时有。

Lijie: 或者是你作为一个个体老师。

Interviewee: 我个人是不强化，因为我觉得听、说、读、写是目、耳背后的这些能力，认知能力、思考能力，是纲，那东西，我认为就是外语院校也好，或者是 language support 应该做的。它把这个先做好之后，或者同时做动作，就是我没有否认听、说、读、写的价值，我只是说要让学生理解为什么要去做听、说、读、写，对吧？它不只是磨耳朵、磨嘴巴，它更多的是说我是想通过这个来训练你们深层能力，没有更好的方式，只能靠听、

说、读、写来训练，也就是说我们好像有点本末倒置，就本来听、说、读、写是训练那个的，结果现在反而变成听、说、读、写最重要了，对吧？因为你没有背后的能力，你说不出来东西，写不出来东西，是没有意义的。

Lijie: 是的。那老师，最后两个问题，也是一个问题吧。首先就是您认为，你刚才已经说过了，有的学生大三大四因为是分流的原因，专业的那个走像的问题，有可能大三大四的学生还没有大一大二的学生英语好。那我就想问一下，自然年针对大三大四的学生，你觉得他们的英语能力进步了吗？如果他们的专业能力肯定是有进步的前提下，那你觉得英语能力进步了吗？

Interviewee: 我觉得进步可能从绝对意义上讲有，他们肯定会认识更多的单词，然后也会有更多的见识，这都会帮助他们的英语能力提升，但是他们的这个提升肯定不是线性的，对吧？它可能是递减趋势的这样的一个进步。因为也正常，就是越到后面，英语学习可能需要加倍的投入才能有一定的进步，他们也没这个时间，也没有这个动力了。所以我觉得有进步，但是看似就是退步了。

Lijie: 明白，那老师，现在把你定位是 language support，你认为大三大四或者说你谈一谈咱们的那个课程设计，大三大四 language support 这一块还有吗？

Interviewee: 大三大四就只剩下可能就是翻译跟写作课。

Lijie: 原因是什么呢？就是他们这么设计的背后想法是什么呢？

Interviewee: 首先有一个客观无奈的想法，就是说国内的所有专业是要经过专业评估的，你不能在总课时里边介入大量的英语课，这样他们的专业课没有办法通过评估，这就意味着他们的英语课必须得拆东墙补西墙，只能是选最有代表性的课程去上。那么这个做法有利有弊，好处就是说保障了学生的这个正常教学，缺点就是说没有人知道在不断地去往出抽的情况下，这个教学效果是不是减，减的话，它是否是一个相关关系的？这些都是不知道的。

Lijie: 我也就顺便在你这问题上评论一下，就是目前我知道日本这个大学它也是一样，大一大二 language support，然后大三大四就 shelter 了，就是没有语言了，直接就去专业课了，我感觉好像应该也是差不多的。

Interviewee: 对，因为如果只是 language support，它在大三大四缺乏开设的合法性。

Lijie: 否则你就不能叫那个 program 了，你应该叫这个。

Interviewee: 对，你可以把它叫做 public speaking 课程，或者把它叫做认知科学课程，但是你不能再叫语言类的课程了。因为你如果叫语言类课程，它是不行的，如果你要叫的太专业，比如说应用语言学或者是西方文学，你不能开设在经济管理的学科里面，所以这个里面就说是。

Lijie: 这是国家教育政策相关的吗？

Interviewee: 对，这也是一个学科规律，它既是一个政策，也是个规律。

Lijie: 好的。老师，我现在想问一下，就是把你现在又定位成一个 content teacher，当你想用英语直接上你的专业内容的时候，你从学生那边，你认为学生他遇到了什么问题？你能不能直接 deliver，就是直接传达掉这个专业内容，用英语？

Interviewee: 我相信我和该学校名称的少数老师是可以做到的，我可以百分之百地传达我的内容，但是学生应该无法百分之百地接受。这中间可能有语言的、知识的以及思维的几层困难，所以最后我假定他能够达到 50%就不错了，我讲的他有 50%能够听懂就不错了。

Lijie: 所以你选择怎么做呢？在现实中。

Interviewee: 现实中我就选择了一半中文一半英文，每当我看到学生反应迟钝的时候，我就会赶快拿中文再说一遍，就是我说中文不是那什么的，不是随机的，而是有目的性，目的性很强。每当我判断说，我认为这段有难度，而学生的反应也尤其的低沉的时候，我就会拿母语来说。

Lijie: 那老师，在专业课的考察中，你们是用什么形式出卷呢？或者说假如它是一个考试一个试卷类的，你们怎么出题呢？以你的经验。

Interviewee: 因为这两年我没有带了，但是如果是我，我肯定是全英文的。

Lijie: 学生也要求全英文答对吗？

Interviewee: 如果是他答了中文，是要有一定的扣分的，就是期待他是全英文思考、全英文作答，其它的双语课我不敢去说，还需要再进一步的了解。但我猜测应该大部分是中文的卷子，它可能会考一些后面会写翻译之类的。

Lijie: 好的，说完了？

Interviewee: 嗯。

Lijie: 好的。那老师，是这样，因为您是既当过 content，又当过 language support，对吧？

Interviewee: 对。

Lijie: 就你从这个学院的高的一个角度讲，你认为 language support 老师们跟 content support 老师们他们之间有交叉吗？比如说他们需要合作吗？他们需要交流吗？如果有，他们之间有矛盾吗？或者他们之间对方的诉求是什么？

Interviewee: 我觉得首先不应该强求去交叉，因为这样的话，对于专业的老师他很痛苦，他的时间本来可以去冲击各种发表或者是奖项的，他却花掉大量的时间，因为咱们也都知道，英语学习是有规律的，超过一定年龄他的效率就会降低了。然后对于英语老师来说也是一样，对吧？如果他一直以来研究的是一个文科的东西，现在让他研究商科或者经济的东西，对他来说是非常困难的。但是这两个群体当中都有那种他本身对英语确实有兴趣、有能力，对吧？对于 content 来说，对于 language support，也有可能有些人他想转型，我觉得这种你可以给他充分的空间，你可以去鼓励他，但不能假定说每一个老师都能转型，这是不可能。所以就是说，我认为所谓矛盾，应该就是说当强求以后会有矛盾，你不强求你只是奖励先进嘛，你又不惩罚落后，你们叫落后吧，你又不惩罚这种他以他自己的学科为依托，你要不惩罚他，其实我觉得无所谓。然后对于 language support 来说，他能去交叉，他就教一些高端的课程，如果他不能交叉，他可以教一些基础的课程，但是别强求他一定要去教这个经济管理的课程。

Lijie: 那比如说两个之间理论上院里希望这两个队伍能够合作，把这批学生弄好，会有这种会议吗？或者会有这种合作的形式吗？比如说某一个会上或者说某一个专业老师或者一批专业老师说，你能不能在你的英语课上怎么怎么样？然后能够达到让学生们在我的课上能更好地 respond。

Interviewee: 这种呼声一直都存在。就说现在我们的首要问题是学生的语言在退步了，这可能有生源，也有可能那个什么。但就长期来说，我们是希望我们互相之间有一些叫什么，要求也好或者说一种建议也好。

Lijie: 你们互相的一种 request。

Interviewee: 对，比如说我们也可能会 request 说，请你们在这个经济课堂上，你们也一定要强调这个语言和文化的重要性，这也是有可能的。它就是现在，就是长远来说，应该是这样子。目前来说还做不到，目前来说就说是专业老师对 language support 的要求，就是你赶快先让学生达到这些基本的听、说、读、写就行了，我已经不求你能够把这个专业课融汇在里面，你能融汇是最好的，但是你融汇不了，也没办法。现在就已经是这样一个问题。

Lijie: 老师，最后一个问题，因为这个问题有可能不应该问您，但是我觉得因为你比较久，所以你应该了解一些，因为咱们是外语院校，咱们 language support，我相信老师应该不差，没有什么大问题，那你们在引进 content 的老师的时候，你们对他的英文会有标准吗？

Interviewee: 英文是一个加分的，但是就是说它首先考虑的肯定是这个老师的学源关系，对吧？他是从哪个学校毕业的、他的发表情况如何、他的专业是否过硬，然后如果在其它条件等同的情况下，或者说其它条件稍有不同的情况下，英语可以作为一个重要的衡量指标。但是我自己参加过好几次面试，英语都是最后问的，它就作为一个加分题，它并不是一个必须有的。

Lijie: 那我想的问题是这样，咱们学院是要打造所谓的双语，那它为什么没有在英语好像有要求呢，也就说老师在后面的教学实践中是完全可以中文，没有英语介入的，对吗？

Interviewee: 对。原因是人力资源问题，能很清晰地运用英语讲专业课的老师，他会有更多的选择，来这就很少了。

Lijie: 明白。行，老师就这样，谢谢老师。

Transcript of audio interview 16

Location: J-U
Date: 29/06/2016
Interviewer: Lijie
Interviewee: B
Duration: 19:39 minutes

Lijie: Uh, okay thanks for coming (.), um... my first question is (), do you think your English skills have been achieved..., through the... through the program that will learn your business through English?

B: Yeah(),i (.), I feel (.), I feel...my... English skills (.), and...ur...(.) [have improved a lot...

Lijie: Yes.

B: Because... you have...to (.), read↑ a lot of... English↓ article↑ and...they have to... do... the... summary and note taking... also in english↓ so we can know... a lot of...new vocabulary...also have some...quiz, uh...uh... from article... (.), and new vocabulary↑(.)...

Lijie: OK.

B: so... these lessons force me... to (.) spend a lot of time to use English, (three) English, listening English and speak english,

Lijie: Okay, so um do you face any problems in your course... due to your English language ability. For example when you're learning business courses and, do you have some problems in understanding those material (.), because of your English.

B: Um (.), yeah(.), because my vocabulary is not enough..., so (.), when I read business report I have to (.) search a lot of words (on circuit) in the dictionary and (.) you know many words have a lot of means and... i'm not sure this word... in this article...is (.) which means... so if one... one...uhh... one sentence and...uhh... maybe three or four...urr...vocabulary word(.) i don't know, it's difficult to understand because... i don't know what it actually mean... yeah...

Lijie: Okay... um... how do you deal with the issues↓?

B: Yeah...

Lijie: How do you solve such problems? What efforts to you make?

B: So when i do my (.) reading homework, i (.) i (.) read it once or twice and... (do not notice), taking my note... and (.) after that i talk with my friends... and... i ...not in English, but in Japanese... and... make sure... if i understand... what i understand it's right or not.

Lijie: Oh yeah um... um... next question on the list, what type of academics support..., in general..., and language assistance..., such as EAP, does your department provide to help you with your english and with your business study?

B: err..., in my first grade, (all of the students) have three English class, one is the presentation, second is... the presentation, and... writing and discussion. And (all of these) is (called) 必修课 compulsive course. So it forced the students to use English(.), and also something like presentation, is not only you can see in English but also learn a lot of skills of the presentation something like how to begin your(.)presentation you have to say good morning(.) and (.) i divide my presentation to what what part (.) and something like that... skills in English is very helpful. And also we have the overseas EAP to one month to find your country and..., can know (.), have an image of that country. Actually i went to Australia Sydney University (in) a month...

Lijie: how did you... how did you find it? i mean how do you think about the your experience in University of Sydney, in Australia?

B: I had a...after that i have a clear image of Australia (.). Before that i don't know what kind of ,what is Australia like. It's just a country's name. And after that i have a very clear image about.

Lijie: Okay yeah um..., next one have you taken advantage of any resources and courses mentioned above, i think you already answered that i just want to um... make it clear because it is a required question, how do you make advantage of the support?

B: What is advantage mean?

Lijie: Advantage means benefits. How do you benefit from like the support you have mentioned, overseas program, EAP... you just, you can add more if you want.

B: Before i go to the university in my mid medium school (.), also in the high school in japan, we don't have any chance to speak English (because) we only have the paper test. Also the centre exam, at the (core), we don't have speaking test... we listening and writing. So, most of Japanese, grammar is very good, vocabulary is very good but speaking skill is very long because they don't have chance to practice it before university, but through this kind of program they have a lot of chance to speak English.

Lijie: Okay, thank you. um next one is now you're in your second year almost finished, and in your thirty year , in coming year i know...

B: not finished, half.

Lijie: so in the next year i know... well, based on my research on your program you are going to learn more and more business courses. There will be less english support. So from your perspective do you think school should continue to give you language support even in your thirt year and final year and why?

B: I think, the language(.) if you stop, you will forget it. So it is very important to continue to use your English. yes so i think i agree that, the university continue to give the kind of lesson to students.

Lijie: Okay, would you like to be more specific, 更加具体的, what kind of support do you want to continue to receive?

B: Um, could you give ma an example?

Lijie: for example, this term you are taking how to write academic paper... by studying essays. So is this kind of support is what you want and you want? you you want to continue to have it ?

B: Um... basically this EAP lesson teaches us to write some some report used in the university not use in business because you know business email don't have to write (but north) or something. But i want to exchange (.) by the exchange system to study aboard one years. And it is very helpful for me to learn how to write a English report...

Lijie: Yeah yeah so you would like to have continuous support of that kind.

B: Yeah, and you know the Japanese university study is different from a western country. So this kind of listen↑is very good to a student to know and get used to of western kind... you know, this kind of lesson. If they don't take this kind of lesson, ah... go to go abroad is... very... hard for them to study. It's very different.

Lijie: Okay yes and now continue to have the following question(.) so what is the general format of your course? for example today you do group work. What kind of other forms , do you have like lectures?

B: We have personal (.) report and i have done one is the uh, the title is about woman manager in in Japan. Why japan has less woman manager, it's kind of social problem. We have to write a very long report,by myself, in english and also the teacher forced us to do a very perfect reference (.) and logic. So the report writing skills through this lesson will grow very big.

Lijie: Yes, and uh how about your evaluation for example, how do your teachers evaluate your abilities, paper exams? Presentations? and some assignments like papers you write? How do they evaluate you?

B: We have, reading homework and after reading homework, we have to start to make note taking sheet, also in the note taking sheet you have to not only not do the note taking, you have too summery and also writer the discussion questions and write your response and you have to submit and after that you have to presentation what you read and you have to present it (indoors) and and also after that we have a quiz. The quiz have two parts. One part is the question about this article and the second part is the new vocabulary of this article.

Lijie: Okay and do you have any paper examinations like final examinations, you need to write down...

B: The quiz is the exam, also we have to write a lot of report, 论文, essay. We have uh two personal essay and one group essay. And about the essay we have to... not just to submit it... We submit it once and then the teacher gave us comment and we rewrite it and submit it, comments, rewrite it. And we also have to do a presentation about my essay.

Lijie: Okay very good... um and when you're writing your own essay or preparing your homework, and you also discussing with your friends, what language to use?

B: Uh... my class teacher Thompson is a very strict guy and he didn't allow us to use Japanese in his class...but actually we are doing my groups essay...after class, we are using Japanese.

Lijie: And when you are taking notes, what language you use like Japanese only? English only or sometimes mixture of them?

B: Because i i told you that we have to submit our note taking sheet..so the note taking sheet forces us to write in English so we write it in English.

Lijie: How about where you are studying your tax by yourself? You don't need to submit any notes, what kind of language when you're doing your notes?

B: Maybe my own language.

Lijie: Okay one more question and we are done. How do you evaluate this kind of program, to judge, 评判, how do you evaluate this programme, like you learn business through English

and, what are the advantages, benefits, at the disadvantages and bad aspects of this kind of learning?

B: You know different from other english classes, in this class we can learn a lot of vocabulary, related to business. and also all the article is about the international trade. So it is good to learn this vocabulary and learn how to write a English style report on something like this.

Lijie: Why did you choose this program in XX university? And maybe that's the motivation for you to study you know what i mean?

B: first i want to study abroad for one years so this lesson is very good for me to prepare all that, and this programme gives me a clear image of wonder western style and study. This EAP have three lesson one week, so i had a lot of chance to listening in English, speaking in English, read in English. And i have a chance to force me to do something in English.

Lijie: When you enter into this program did you have to ah, submit satisfied satisfied english scores? What kind of scores did you submit?

B: All of the students in XX university have to take the TOEIC test because the TOEIC test is related to their score, to their... class. And our class is very decent on the TOEIC score.

Lijie: What is the passing (.) passing score?

B: They don't have a passing score, but you know this EAP class... this e universe has business college and in the business college they have to kinds of 学科 （subjects）, one is business and one is international business. And this class for international business students is compulsory and I am business not international, so mine is selective. So you know this is kind of compulsory, so a lot of take this class, so we have a lot of class. And i know eight students take the business class and they have a lot of class and we are divided by the TOEIC test. So you know, low English skill studied in one class. Our level is not so different.

Lijie: Okey, now you discussed the advantages of this programme, so do you think there are any problems, or that you are not happy with in this programme.Feel free to talk.

B: When I choose this lesson, I don't have enough information about this lesson. I don't know this lesson have too much work to do. Actually I take a lot of lesson and, it is too hard for me to do the time management because, i find i don't have time to do the homework, okay i want to do but, my english, level is low. So I have to spend a lot of time to read the article. So, i wish when i take this lesson i can get some information that teacher suggest me don't take... other lesson too much. You have to save time to do the homework.

Lijie: Thank you so much, do you have any questions for me?

B: No...

Lijie: Okay, thank you for the interview.

Transcript of audio interview 17

Location: J-U
Date: 01/07/2016
Interviewer: Lijie （L））
Interviewee: Guo (G)
Duration: 10:56 minutes

Lijie: 我第一个问题，就是嗯当时当初你为什么选择来学这个项目，国：学 EAP 吗?
Lijie： 呢学业听学这个商科项目，你知道他他的这个上课项目是用英语来上课的吗？
Guo： 你说我当时为什么要选国际学科？
Lijie: 对，
G： 嗯当时当时我就在就在上海读书，吗然后要回日本，然后呢因为在国外学了很多，所以我想学那种那种国际方面的东西，然后也觉得那个经营经营现在找工作很有用，所以就选择国际。
Lijie: 啊那你当时有没有了解到这个项目是用英语来进行的呢
G: 嗯听说过，但是其实没了解很没有了，
L: 所以它并不是说你来选择这个项目的一个很，他并没有说因为这个原因而吸引你是吗？
G: 是的，啊哈哈
L: 嗯那你你经过了大概一年半的学习，你觉得你的英语能力有提高了吗？都在哪些方面呢
G: 感觉稍微提高了点。比如说听力吧因为课都是用英文上，所以什么都是要用英文回答而且要用英文听，所以听那个 listening and speaking 都好的，
L: 啊那你在学习这个经营学科这个这个项目的时候，你觉得哪你的哪哪些语言问题上语言方面的问题让你没有办法更好的去学习这个你的专业，呢
G: 你说用英文上就刚刚那个课吗？嗯感觉上那个课的时候因为我我英语不是很好所以所以感觉学经营这些东西对我没有太大的帮助，
L: 用英语学吗！
G: 对
L: 为什么呢能再讲一讲吗
G: 因为就是英语因为我我初中去了中国吗！ 但是中国已经就是在初中的时候他们已经在小学学过(英语)一定的基础，所以他们就已经开始阅读了什么。但是我在日本上了小学，所以我很多基础没学到。
Lijie: 你的意思是你在日本上小学的时候没有没有学很多英语，
G: 对，然后我就去那边然后我就什么都不懂，然后我就学那些比较难的东西难的英语，但是所以说我即使没学过就我很多东西还不明白的，
L: 嗯那如果按这个思路来，那你现在用英语去学习这个商科应该对你更有帮助啊
G: 是有吧。又有帮助又觉得很难，
L: 啊那那这样的话我就问你，你现在觉得这个项目给你带来的好处是什么？然后它给你带来的你觉得不好的地方有哪些？
G: 好处的话应该是就是说因为课上要用很多英语，然后我们的 assignments 也很多，所以我平时是日常生活中就要用到很多英语.就是这个是对我的帮助，而且我我自己想也想提高英语，嘛英语因为找工作都都有帮助，然后坏处的话你说用英语学习的话出来是他这个课的，
L: 啊就是你用英语来学习你的商科这种形式，这种方式它有什么不好的方面吗？
G: 我倒没觉得有什么坏处，就是这个课的作业实在太多，嗯好的，
L: 嗯嗯嗯你们老师是如何去评判你们的？呢通过什么形式考试？presentation?各种各样子一样的都是用英语吗？嗯那你在课下的时候嗯啊我再问你那老师们给你们 textbooks,还有给你们发的 handouts 也都是用英语的吗！

G: 全都英语，

L: 那你在课下学习,阅读这些 handouts，按照这个时候你做笔记呀都是用什么语言呢？都用英语都用英语是吗！

G: 是
L: 那你在课下跟其他同学一起学习或一起准备一个比如说 group work 的时候，你是用什么来交流交流日语，那你们会用英语啊
G: 对啊就这个这个地方是可以用这样来表示的时候用英语，但是详细的内容的时候才会用到英语。

L: 啊好的。我看我还有什么其他问题没有？哦，嗯嗯因为你现在是在大二，然后嗯慢慢的你会进入到大三大四的学习，嗯你希望在大三大四的时候继续有这方面的语言帮助吗？语言支持吗？类似于这样的语言课程来继续帮你提高英语，

G: 嗯我需要，

L: 原因是什么呢可以讲一讲吗？

G: 因为我英语基础不好，所以我想多学点英语来涨点知识。因为我们的进度很快，所以基本上都已经完成了。你可以再问我一点深度的问题。

Transcript of audio interview 18

Location: J-U
Date: 24/06/2016
Interviewer: Lijie
Interviewee: T
Duration: 25: 39 minutes

Lijie: Thank you time. So my first question is do you have any specific requirements when your students start or enter your course, in regarding their english proficiency?

T: When you say a course, you mean a class...

Lijie: yes, for example you are teaching in global business or finance?

T: yeah, ah okay, yes and no. As an individual instructor, no; as a program yes. okay so within department of global business, you have, requirements that students have to take some english, language test, prepare them for, taking content class in English. So to take my class for example there be no language requirement that the TOEIC score, TOEFL score or so that has been gone through the program, and that's the prerequisite, in terms of language. uh, and within the department of (global) business, () college business i think better, no this uh, is that we break our courses into three different groups, in highest would be in the mainstream, and...I think we have (print-outs) in the office, which I can show you later. So there will be three groups. So this is highly recommended class line and absolutely enforced. Okay, so that is as much as we can (serve)... students in terms of language.

Lijie: yeah so, so can i can i assume that you're facing students with multiple levels of english proficiency...

T: Beyond multiple....and extreme distribution of...

Lijie: of course(.), so in that case how do you adjust, your teaching plan, or how do you organise your class?

T: That is a good question, so (harsh) (.) (laughter), this is something i don't know i've been able to do. i, mean... my whole career has been entered around, teaching content courses in english to non-native speakers, obviously I've been doing this for more than twenty years..And that's always been the charge. So you have to deal with this in different ways. Fortunately for me i teach finance, economics, a little bit data analysis, so i can get away from economics and to live at number crunching. And i saw that allows me to(.) reduce the amount of actually(.) (wording) english, but still no mathematics involved english as well so that makes it but if his student sees the math and equations on the board and they can sort of get what is going on, so that helps. So that is part of the issue uh, that... i guess, a lot has to do with, speed at which you speak, alright, you have to speak slowly, diction(.), word choice is very very important. Uh, I find myself repeating the same thing at least two to three times i would say something once, look at the class, see how they sort of, respond.., then rephrase it in easier words if sometimes i can find easier words, but sometimes I can't, but this's the easier way to express on trial try to find that, and so I (do it) two or three times now, my first start teaching a powerpoint was not quite there i was still using, slides. With powerpoint, it's really changed the way we work because the way i'm using is... it..I am (nutritionise) my lecture stuff the slides at least they have all the main points sitting up there in english, uh, with with some of the more difficult terminology I have the Japanese there(.) parallel, Okay, so (in case) they loose track of talking about and still pointing at the same time so they...the the visual plus listening at the same time. And, and over time i've tried to post the slides up beforehand and look out the stuff now an ideal thing is for students to read the material before coming to the class. And, that's not I sit up reading, it is not always realistic, yeah they all come in and cold, and that's another challenge but so, to make it easier for them, i would try to set up, the reading so that this is sort of like one page, you have to(.), this is absolute (minimum) and try... your best to read this, and (influence) have no time and be stronger your skills another set, a break up, really simple reading into maybe two or three levels so absolutely necessary, then they won't read it, are kind of necessary and kind of skin through type thing out here, uh those are ways of trying to come to mind right now but

Lijie: so, um, can i say you don't have any Japanese... appear in your teaching materials such as your PPT slides?

T: They do i have, but not a whole lot it's uh, but are basically with a special vocabulary.

Lijie: yeah,so in your ordinary delivery of your account, do you sometimes desert Japanese, and would you like to give me some situations?

T: It's hard, generally speaking no, uh uh the principal i try to avoid that as much as possible but, they are taught their of times every now, i sense that, it is absolutely lost so, you know one or two sentences in Japanese so, bring students back on track. If i have to do that, do that. But i prefer not doing.

Lijie: sure and, and then, on the other hand in terms of the, your teaching materials, um do you just use the original, english editions, of your..., like your professional courses?

T: text books you mean,

Lijie: yeah.

T: this is... (laughters), different.

Lijie: do you have you ever done any adjustment on your content?

T: okay well i don't usually come straight from the textbook, most of my material is kind of originally developed with, uh unfortunately with it feels like finance economics there's a core, content so, but no matter where you go in the world, and no matter what textbook used, the content is pretty much the same at the core part but it's the application which is very important any, and talking about EMI it is not always about teaching, it IN english, we also have to take into consideration the fact that you are teaching students, in japan and, predominantly they are from Japan, or Japanese education so, the the issue with these textbooks are that applications don't, or the examples don't always like click because they're not Japan oriented okay and they might be Asian oriented but still doesn't click, so i have to create my own material with my own examples, so it's, and that makes easier for students to connect with the material so it, i guess this is what is really about i mean (CLIL with content like) so you have to teach in a Japanese context, in english, and i think that makes it easier for some of us to so connect the material, but so the answer for question is yes i follow the text, but half, and then the other half is largely material I did on my own.

Lijie: um, and in terms of evaluation, how do you evaluate your students performance in your class.

T: depends on the size of the class, so I have a finance class right now, the students are a hundred fifty to two hundred fifty students per (course), and in that case it's a straight standard final test, which is about half of the grade. And then like what i do a lecture for about an hour or so, and that from Japanese courses in my, standard units ninety minutes for class so, I would teach about sixty to seventy minutes, i'm trying to make it interactive, asking questions and things like that but, they don't always response (laughters) but at least I try and in the last twenty thirty minutes it would be the in class (summery) based on the material from the previous week, and i get the students talking to each other as much as possible and and that relieves attention of times because i do this is the hard right but i do allow them to speak in Japanese, apart from themselves at that time, okay . But my instruction is in english so they ask me questions i said ask me in English. But among themselves, Japanese.

Lijie: You allow Japanese.

T: That's for the large class.

Lijie: yes, so can i assume that your evaluation, is entirely english you require students to respond english, and the all of your evaluation form is in english?

T: The tests are all in English. And if they write answer in Japanese and I told them i will give zero even if it is correct. But fortunately again this is financed, so sometimes just calculation, so the english is not the issue. But for those sections which require one sentence or a few words like i said, who answered it as a dividend and they all high talking Japanese it is zero, although it is correct as they have to write different. Even if they misspelled dividend i would prefer that they write dividend in English instead of in Japanese.

Lijie: Do you have any coordination between your content teachers, and language supported teaching team?

T: um right now the course i'm involved in there is no direct contact. () to the program so, uh, the way our program is the, they start, in the first year, the first semester, they get, they prepare themselves to go abroad, in the summer for three weeks and (the whole) department were brought abroad for three weeks, just for English and and they come back and they do their first english year in EAP, and then the second year first semester they do a more intensive EAP , and that's in this, second term second year with the contents to emerge as (), and in that course we call international, its title for international business EAP and ESP (), and this is where the tremendous amount of coordination uh, or at least i perceive to be, and this is this is a difficult issue ah, i was involved in this (football) four years, you are content, english language and instructors always have slightly different priorities, and then i think we're, on a relative scale i think we did pretty well and continue can do pretty well and this

is what makes our program quite innovative and that we have, we spent equivalent to eight credit unites dedicated to this, just a sizeble among us, four times ninety minutes per week, two times nineties language, and, two times nine years for the content, so there is a package of for um hum, that that's, something that my colleagues do, i'm not involved in this time.

Lijie: um, as far as i i have checked your diagram of the program, so basically you give a much more language support in the first, one year or two years and then the content came in, so do you think, uh in students like third year old final year do you think school should continue to give them language support, or is it necessary?

T: it is in any respect. The thing is, the stronger students get stronger, and the weaker students don't always catch up, at the same way, so it is always a question why do we do with, the lower performing twenty to thirty percent of the class, this is something soon ongoing debate, there has to be ways to (forget the longest), well, i don't know if if, pure languages make, better or kind of a mixture of content and language or, accounting professor who is more sensitive to an (), IT's a good mistake on prices are many kinds right again i mean there we have conflict come straight from the United States, ah, and they speak it, standard north american speed, um they don't care for understanding about don't (laughters), and professors, who lived here for a long time and very very sensitive to needs, understand, you know the kind of high school training that they had and tried work with the students, so it's hard to say back down, depending on the professor. If you have good (professors) with sensitivity to english language issues, that(.) that's that can get around the facts you don't need a whole of english language. If you don't have that then we need more english language and we're still in its kind of fussy zone right now, and we try to work it out. The top ones perform extremely well, many of them go on exchange and when they come back and even stronger.

Lijie: yeah, okay, so three more questions, um, based on your teaching experience, what kind of language related problem that's persistent in his students, trying to approach to the content, what is their resistant language problem, in your perspective, or problems.

T: This's something I have been struggling with and trying to come to grips with. Sometimes I am not sure if it is a language issue, or it is a motivation issue. So because I find (.) (laughers) students with very good language skills but they don't perform always. It is a motivation issue, or a lack of interest in the content and so, from instructor's perspective sometimes it's very difficult to, you know, break up, what percentage is the language and what percentage is the content, and what percentage is just pure motivation. And so it's a mix of that's that's really hard for me, just say well,

Lijie: uh, do you have, experience in teaching in different (.) universities or countries?

T: uh most of my teaching has been in japan so this business (college) is my third full time school huh all of my, i've been fortunate to be able to teach in universities where, the english as a media instruction is actually very well known. I start off my career called International University in Japan (only program remaining attack), which is one hundred percent in english but, there are the student body is very interesting because there's MBA programs we had about incoming fifty to sixty students, from forty different countries, so it's not just Japanese students inside but Indonesian students who could barely understand English questions well . So i saw that was interesting. Then I moved on to a place called International Christian University, ICU. I taught there for eight year. Eight years in ICU and eight years in ICU. ICU is well known for the english, and then i came hear Tokyo, because they were going to start up this program in english. I also teach at (the last us, school in fashion their pro) as well.

Lijie: So you have quite an impressive timeline of teaching business in english, so and i i'm aware that japan has been, constantly promoting universities to teach programs in english because they want to attract students around the world, so, from your perspective what kind of development that EMI, you know, has witnessed, or you have witnessed, the development of EMI, content or CLIL whatever you think?

T: Almost twenty years it's just incredible, the (spirit) is not quite as you expect in terms of international standard but a Japanese standard. It's remarkable how far we've come, to offer courses, to offer programmes in english. This is, (longest) unthinkable even our () right now unthinkable twenty years ago, and and and so, i think we may (stress for), just said, in (districtly) business, in the world business, uh, it's really sad we just don't have enough instructors who can teach in english, effectively.

Lijie: you mean, can I say it's content.

T: content course, not language, it's content courses who feel comfortable teaching in english and were not just willing to teach in english just, TOO few. And if anything that's going to be restrictions, for any kind of further development in Japan. IT's not because people confuse is that it is not always about teaching, in english , that that's one issue but you when you teach in english also bring in a particular kind of teaching culture. People misunderstand that. And unless our instructors have been trained outside of Japan or trained in japan is particulars, and, the teaching style becomes the soul. Even if you have professors were teaching english, them, they'll their their basic approach to material can be very very traditional Japanese and then that doesn't always mix (laughters). I think it goes beyond language and, there are those kind of issue, so a good teaching culture issue which is (), so, english, make it out too difficult for us to promote this kind of teaching in Japan. I think.

Lijie: So you may have implied your attitude towards EMI, teaching programs in english, but i need to ask you clearly . Would you like to give some comments on the pros and cos of teaching business program in english at the tertiary level? The advantages and disadvantages of doing this? You can talk about it from the students perspective and talk about from the teachers perspective.

T: Well i guess ultimately we're here for students, to provide services for the students, so it has to be for the perspective of students. Yeah this is a difficult issue. So the pros are there for sure, Japan is slowly changing, globalization is forthcoming even an island country like japan, and Japan is no long isolated, whether english is the the the dominant language is hard to say but in the business world i think it's kind of standard. So at the end i think it is good for students, to be learning English for sure. Because I am hoping if you do this for years, it is not just speaking and talking in English. You begin to think in english, and thinking in english also involves (great thinking), involves cultural issues as well and so it is languages mixed between kind of strange culture but in fact in the case i think it's a class, uh, if it is a downside to this is that, it is because level is not always a problem but, you might end up gaining students who cannot function properly in one percent english or Japanese, instead of sort of in betweenish. And therefore a Japanese company, I am not fond of them terribly useful and (john nothing like my father), because (and that message please proficient in law together and if you're sort of like semi cushioned and both you may) it is difficult for companies to work work with them at times simply the downside for students that could not be ().

Lijie: one more question, so do you have any, suggestions is it just your random suggestions or otherwise on, the continuation of EMI just in the contest of XX university or just in this business school.

T: I think at the end, it is again a, teaching culture issue. We need to get us to outside japan at the end, so, in a ways we have a three week(.) program in the summer for all our students but two weeks is not long enough any more. Or so something like five, six, and seven weeks, wether we schedule this on a regular term, summer term or make it two to three weeks things, ready. It's not until the students actually go abroad, that they really encounter, a different learning culture now when i mean here this is the motivation issue, is that even if their english skills are good, on average the Japanese student are less, motivated to study.I would find that in america, i'm sure in the UK school. So until they actually go abroad, see their counterparts,studying, contributing in class, most important see their counterparts not sleeping in class. Japanese students are notorious sleeping in class, right in front of the instructor (laughters), right. i, uh in some sense i'm lucky i only have a few, i'm lucky i think i scare them. But chatting is very very common in Japan especially if you (fill above) two hundred. But when you go to north america, that's that's, not the norm and so, what i find as soon as our students come back the first thing is, i shall say, students don't sleep in class, I know that! (laughers) So, until they experience this and see this, and once if they realise they are missing out something, then their English part is secondary thing, () thing to catch up. So that is the general way I see it. How do we develop that kind of learning environment, where students are more focused on learning not just in english but in Japanese as well. So once we bring more students from abroad into our classrooms that helps, that helps, uh, I am the (examine) in charge of exchange program that's the way I see it. I will give you a book. That is the way i'm trying to contribute to, had a stronger EMI program through the exchange program.

Lijie: okay, end of interview thank you.

Transcript of audio interview 19

Location: Online
Date: 18/01/2017
Interviewer: Lijie
Interviewee: H
Duration: 19:27 minutes

Lijie: Let's start, so my first question is, when you were working at XX university, what was the motivation for the school or the department of college of business to teach business programs through english?

H: i think the motivation was that it was a newly developed faculty ,um so the faculty just used to be i think it was called the department of faculty economics and business. They wanted to create a new business school because i think there was a recognition that this was a kind of growth area and a lot of people wanted to get into in this because business degrees the very popular. Because there's so much competition in japan with so many different universities, they kind of wanted to do something a little bit unique or different that would give them the edge over their competitors, and so seeing as english is such an important part of business, may think they thought that they could be one of the first, business schools in Japan to offer a program that taught business, not only through Japanese but also through English, and so i think it was probably just more about wanting to stand out and look like they're doing something new and innovative.

Liji: okay and um do you know when did this school start this EMI kind of teaching business programs through english?

H: yes, the first year was 2006, they accepted the first students.

Lijie: okay and when were you there?

H: well I joined in 2007. Because it was new, there were only first year students um and so the first year of the program had been built, and by then as they progress through the four year degree, and the rest of the program needed to be developed.

Lijie: okay my next question uh during your teaching time there, um do you know what is the constitution of the academic teaching team, uh, do they have language support teachers? and cpntent teachers, and if yes what is a rational behind that?

H: ah yes, there were people work at the business side so business academics, and there were language, specialists, and um that was like that way right from the beginning, because there was this understanding that, although they wanted to teach these courses particularly in the later years of the degree, in english, then some of the students would struggle so they would need some language support, so there was a lot of language related curriculum built into the first and second year.

Lijie: oh okay um, how do you find, during your time there, how do you find the coordination between the language support an content teaching staff.

H: i actually thought it was quite good, um i think going there in the first year, and in japan the the degree is that they a lot of students have to take compulsory subjects,it doesn't matter what they're studying, they have to take these kind of core subjects, so there's not a lot we can do. ah but from the second year they start to specialise, and so in the first semester of the second year, there are a lot of english language classes as EAP classes and centered around business content, and there was something the language teachers to independently,but what we needed to do was consult with the business teachers that would be teaching the business content, to find out what kind of skills that they needed students to be able to do, um and so really based on the needs of the business, professors, we built the EAP curriculum and then later on after they finished EAP, the students went into the, i think they were caught sheltered business content courses, in that they studied business and business lectures on topics like marketing, um international business, ah, um, i think of the other one, let's just say marketing and international business, i think human resources was another. We had a lecture in english but um the kind of language of the lecture was simplified a little bit, and they would have ESP classes with the language teachers there would help students understand the the content of the lectures by teaching them, you know by going through the readings and helping them with their reading strategies by pre-teaching vocabulary and, things like that. and so this team of teaching, a lot of coordination between the business professors and the language teachers, so in the beginning days we met every week, talked about how the content and what the students needed to be able to do.

Lijie: okay, okay so the next question is if you are still watching the development of the programs in XX university, if you are still doing that um um a, any differences in terms of motivation and the EMI program development you have observed, uh between when it started and now as it is going?

H: i think there is, things change all the time and so they do develop as we learned things. It was like i said because it was a new program, it wasn't until the students were taking the business content courses in their third and fourth years which were not sheltered , so that means they didn't have language support for them on the third and fourth years, um that we kind of understood more about what the students needed to be able to do, and so by the time those students reach third and fourth year we could see areas that they were struggling with things and they had problems with things and business professors were unhappy with, that we then took that information and went back, you know to the EAP courses is to try to make changes to, to better prepare them, and so i think they're those kinds of changes happened all the time.

Lijie: okay, and how do you design the curriculum, when you were there like, do you adapt the curriculum, for example the original teaching materials to cater for students' capabilities? That's one of the aspects.

H: Yes all of the materials were original um we didn't use any existing text books, mainly because we couldn't find any that really matched our needs, also i think like i said in the beginning, and we were trying to teach them EAP before they took their business courses, so it was a little unclear to us what they would need to be able to do. So at that point we just based things around to a general understanding of the EAP so you know we think students should be able to present in english, they should be able to write academic paper in english, they need to be able to understand and read like text books on business content in english. and so we built their curriculum around that . So you know we had a module on presentations, a module on academic writing, a module on reading um, and then later on when we discovered, you know that, actually the students didn't have to write academic essays. Business classes, is more like summary business reports then we went back and we you know adapted and changed the existing materials um, and so everything was done, from the ground out, hm i think one of the biggest changes that happened was there we moved from, the modules they were teaching like presentation skills and, writing skills to modules that were theme based, and so we've developed modules that were talking about ethics and business or the environment and business, a gender equality in business, and we built all the skills into those things, um, but so i think it was you know very much adopted , i would say it adopted a CLIL structure and, um that it was, integrating language and content quite successfully.

Lijie: and the following up to your answer, can you elaborate little bit more about EMI and CLIL? because, if you agree that EMI is kind of stemmed from CLIL, so how do you define the business programs in XX university? Is it pure EMI, english as the medium instruction program or it is something, else?

H: yeah i would classify it all depends on the definition. um i think sometimes EMI there's no indication and the definition of EMI that you should teach language. it's mainly that english is the language of instruction and so all it's saying, um where is at XX university, there was an obvious understanding that students needed help with their language, if they were going to study in the kind of EMI context, so i would say is probably more closely related to CLIC, that then moving into more of a pure EMI in the final years, and so i think um especially in those in year three and four, and maybe more best described as EMI because students were just studying business through english, and there was no language support, whereas in the first two years, I think it was very much like a CLIL or bilingual english, sorry bilingual education model, where people were given a lot of language support so that they could study in the second language. And i i would say that's very typical of programs in japan, that's, are most programs in japan then called themselves EMI, actually do give a lot of language support and language is very important.

Lijie: okay, and then following up this question, and when you were working there, um both as a curriculum designer and also as a teacher, do you feel there is a need, for ongoing language support in the later years of of a student?

H: yeah almost definitely.

Lijie: Did you continually support students with any english language related courses?

H: no we didn't, um because in the structure that was designed, that support would finish on the end of their second, and so even though i felt students needed the support, the system wasn't there, in the design of their structure of the degree to give them lessen support.

Lijie: and would you like to tell me more why do you think uh students should continue to receive this kind of language support in their later years?

H:well i don't know whether i don't know whether you use the word should, i think they would benefit from it .but i think sometimes taking away that support, does force them to grow and challenge themselves in other areas, you know in those sheltered courses that i talked about, i think students relied too much on their english language support classes, and often they wouldn't even pay attention in the lecture, because they can figure i can go to my english for specific purposes class and we'll get it explained much more easily. um with a lot more help and so i think maybe taking away that support, i think it did help some students that kind of force them, more to kind of challenge themselves in quite a challenging environment, to try to cope with the readings themselves become more independent.

Lijie: okay okay thank you and then go back to uh to the original question on the list, how flexible could the teachers be in relation to their teaching plans and students assessment, assignments and exams, do they have to strictly follow your curriculum design and any teaching materials included?

H: The curriculum actually was quite strict, um in that, there were usually three or four english classes are run by three or four different teachers, and it was really really important that the students got the same, experiences in those four classes, so that when they went into their next year we understood that they had all reached the same outcomes in study, the same content, and so i would say it was quite a rigid curriculum, that teachers had to follow, the curriculum, almost to the point that each teacher taught, um you know even though they're teaching different students . Even in the same week the students were all studying the same thing, so actually i would say it was quite an inflexible curricula.

Lijie: okay, and then in terms of students' english proficiency, um did you measure students' english language proficiency before they started the program, the business programme?

H: so they have a test in japan called TOEIC, and that's quite commonly used and so all students took TOIEC and at every semester actually, and so they kept a track of their TOEIC progress from semester to semester um hum, um we may we used we would have preferred to use something like TOEFL or IETLS but TOEIC was a lot cheaper for university to run them. and so we did have that information, every semester.

Lijie: okay so also checked their proficiency once they finish their program, because you checked their language proficiency throughout.

H: yes, that's right.

Lijie: um ok last two questions, so overall, how do you think that the EMI has benefited the program and in what ways?

H: i think i think the students were very very motivated, um and um i think they understood that they were doing something unique and different and i think that had a real positive effect on them, um, i would say, my my argument always was that often, in the twenty first century, majoring in english is not enough. i'm that's not going to get them a job, um but if they could learn and progress in english plus get a degree in business, then they will kind of, getting to outcomes in one degree, oh so i think a lot of the students saw that, as as a very positive thing and we're very very motivated, and i think more than any other universe students i taught in japan whose was the most motivated bunch of students and that i'd seen. um, but i think you know there's a negative side of that that it didn't put a lot of pressure on the students. Upon graduation, i remember, you know the dean was there asking the students what was the most difficult part of your university degree and they were hoping they would talk about the difficult business content, conceptions and difficult business theories that they have learned. but the students responded EAP. So i i think it is an indication they did find it very challenging.

Lijie:, okay so to this end what kind of disadvantages of the EMI implementation have you concluded so far? for that program in XX university?

H: yeah i would wonder whether knowledge or development of their college business was affected for some students particularly those at the kind of lower proficiency level? um and so i would wonder, were there disadvantages in some way that maybe they were very intelligent, hard working students, but because they lacked the proficiency, you know they couldn't do as well in the exams and assignments as they may have done if it were in

Japanese, and so i think some of those students may have been disadvantaged a little bit, um, but this is just anecdotal evidence you know i don't have, any proof that that's the case.

Lijie: okay and uh if you still keep track on the EMI programming in xx university, what possible obstacles do you think would you anticipate for the EMI development in in the future for the programming in XX university?

H: i think the program is going well i think the main challenge actually is competition from other universities. I think XX made this program got into a good position being one of the first of its kind. because you know i'm sure it's the same in many places where universities are ranked, um and so they have the top ivy league of universities ,and then they have the second one. and XX was in this second lot. So it is still very good but not the Ivy league, but i think because it was doing something unique in its business program, they were competing with a lot of the ivy league universities and attracting really good students, uh the problem in lot of the ivy league universities, starting to adopt EMI business degrees and so suddenly a lot of those good students, you know if they have a choice between going to prestigious ones, or XX, you know, with the program started to lose some potentially good students, and so i think, it did not raise many challenges in the program itself is more just the competition. Just EMI is booming at the moment in japan.

Lijie: okay thank you very much, that's the interview as a management level.

H: OK.

Transcript of audio interview 20

Location: J-U
Date: 30/06/2016
Interviewer: Lijie
Interviewee: Teacher B
Duration: 18:45 minutes

Lijie: Thanks for this interview. My first question is, do you feel that your students' general language skill, are adequate for them to perform in your class?

B: yes um that's largely because um, we accept that we generally accept a certain level of students so, um we don't have a lot of very low students. There is a range of of, ah, ability i think that TOEIC is probably run, um, probably, four hundred to... maybe lower than four hundred..., um, but the classes are divided into different sections. but because, the curriculum is designed kind of in the middle, that most students generally seem to be able to, to handle the material.

Lijie: okay, um, based on your experience, do you think that after one year, or maybe one term's study, your students' language ability, has significantly improved or just improved, can you feel that or observe increase, in the performance?

B: uh i'd say improved yet, uh, significantly it's hard to say. i'm i'm not sure, how would i would mean and how to measure significant.

Lijie: That could be my misleading, so that's why i dropped significantly no.

B: okay yeah i think they they do improve, depending on the individual student.

Lijie: um, oh, what are the most persistent language related problem you think your students generally face?

B: um, the most persistent language related problem, uh so do you mean including all different skill areas?

Lijie: yeah

B: okay um, i think it definitely be writing, and including, a grammar level of writing our sentence grammar level, as well as larger organisation of ideas. i think that's just large because they don't have a lot of experience, with writing. or, there is another class that they take outside of our program which is um, not we are not involved in that curriculum or those classes but they do take some other english classes, but still when they come to our class they tend to have, they tend to be a little bit weak in those areas.

Lijie: and writing, you mean academic writing?

B: year, but also i'm i'm more of a writing person so i kind of notice that also i think because, uh we have to go through so many papers, it's kind of more obvious as well. we do a lot of evaluation based on we value based on writing, and also on comprehension of reading and vocabulary, and presentation skills, mostly, little bit of note taking skills as well, but a large chunk of the grade is either presentation or, actually I guess a large part of the grades is reading comprehension, and...presentation and writing.

Lijie: okay, do you have any textbook or teaching materials for those classes?

B: we have our own materials that, we um use otherwise, as far as readings, some of the readings have been developed by, have been written by former teachers in the program um but otherwise the readings are either taken from, uh they're either reports or newspaper articles taken from the internet.

Lijie: are you all original and without any adaptation?

B: uh the reports are original the the, i think the articles have been slightly adapted a little bit.

Lijie: for the purpose of teaching or for the students' needs?

B: for the students needs. i'm not i'm not sure how they've adopted, but, i think uh if it does indicate that they were changed a bit. but i'm not sure what the original look like, but those are the reading articles that we use, other materials the actual teaching materials like how to do something or how to give a presentation or how to write an essay, that's developed by our program,.

Lijie: okay, um, um do you have a multiple teach experience in different, countries or universities?

B: just here and in the U.S. And i've taught in universities here a few different universities, in the U.S i've taught at one university and a a few, two-year colleges, yeah and i've also taught language schools in japan also.

Lijie: okay i asked these questions is because if you do have such multiple experience in different places and universities, um would you like to make some comments like um, what are the linguistic backgrounds of your students? like if you have experience of teaching native speakers business, and non-native speakers business. do you adapt different approaches because of their linguistic backgrounds?

B: i see, i haven't taught business to native speakers um because i'm an english teacher that's my main thing. So when i was in the U.S uh when i i've only taught composition to native

speakers, ah, and yet there is if there is, kind of a different focus um, it's a little more rhetorical than just, structural but it does include structure as well. but i did teach business, language classes, in japan i don't know if that's, is that relevant.

Lijie: yeah definitely.

B: okay i mean is, ah i worked as an onsite business english teacher so, ah one contractor company would employ me and send me two different companies for onsite, business english teaching and, those were all based on, spoke ability, so interacting with customers or, yeah mostly that interacting with customers like what kind of language used in different business situations.

Lijie: now since you position yourself at the language support part, do you or your team like language support team, have communication and collaboration with content teaching team, like with the content professors? and how do you find the coordination?

B: i'm not for the class that you saw uh we have one class that is special uh, that's not taught this semester but taught next semester it's called ESP, english for specific purposes that is a that is a companies, a class that is taught by business english teachers, so he has that other class, um, has three professors that rotate, and the lecture for the class and then, we have another we have our own class which is ESP, which uses the same text book um, and, we teach, the same material but more having the students practice the material, whereas the professors in the business professors are, lecturing about the material and and hopefully giving more information as teachers we are not experts in business, so we have the students practice, explaining the material to each other essentially, or doing some extra research and then presenting, using the business models such as strategies and now, uh ways of analysing that they learned in the other class and so that kind of class has some coordination and, but it's more um at before the semester starts there's some agreement about what, each side will do um and what chapters are going to be covered, ah, yeah so if there's some, i agree um, negotiation that goes on before the semester starts.

Lijie: yeah, okay um, as far as i know um as the students progress in their grade, i mean from freshmen years, sophomore year, thirty year and forth year, ah it seems their language support, is less and less? Is that the case in XX university? in your program department?

B: um, let's see, i think it kind of goes in a hill, scenario. Because, the earlier classes they take only one day a week, then, so overseas EAP is one day a week, and there's, not a lot of english skills that used in that class . There is more preparations for them to go overseas, to study. All the students have to go study for three weeks overseas in a foreign university. so it's kind of preparing them for some safety regulations in group, law, leadership things like that and then the second class EAP one is once a week. then the third class which is the second year, first semester second year is EAP two, that's what you saw. yeah so that's three days a week, so that's their intensity of english goes up, in that class. So there's a lot more time to, talk about how to do presentations and how to do, have write papers, so the other classes before that are kind of like little tasters, as a little intro to how to do a presentation or have to do how to write a paper, and then that EAP Two class that's where it really gets into a lot more detail. And then back down again, with ESP, ah where, there's very little specific english instruction, and that class is more um, about the students, interacting with material themselves.

Lijie: okay and, do you think students should, receive, continue to receive, same amount of language support, do you think is necessary? How do you think about that?

B: i think most of us agree here that other reason why we have the use U shape system there's a lot of historical, dynamics that that set up a particular sequence of courses that we have. um it's unfortunate that it spread out that way, we would prefer that it's more towards the beginning they have a lot of, more contact with english instead of that, kind of it's it's i guess it's kind of in progress and usual time low contact and high contact and then low contact and less contact again at the end. um we all wanted to be, more focused on english or to have more classes, at the beginning basically there's just not enough time at the beginning to really, ah, teach a lot because it's just one one a half hours a week you know is this, that's not enough unfortunately. but the other thing that's strange about our program is that maybe it's not strange but maybe this all the universities have that this is that as i mentioned there's another program going on at the same time that's not part of ours, so they are taking other english classes, at the same time as this class, so, and are those two departments are not coordinated.

Lijie: okay, i may miss a part so, what's the job for that english support part?

B: that's another departments, and, all of us do i think believes all the students at this university have to take those classes, they are general english classes. As far as i know there's no business focus i think there's a lot more freedom in that department for the teachers to do, but they want, depending on the classes, but for the writing classes in particular i think, there's, um, there is syllabus in terms of what skills they need to cover but the content they use to cover it, is their choice, also if they wanted to do business they could but i'd imagine there's probably unusual because they wouldn't have a lot business students.

Lijie: okay, you mentioned that you evaluate students' presentation, conversation, note-taking something like that and, all those kind of evaluation, are conducted in english?

B: yes.

Lijie: final question is, generally speaking, would you like to comment on, this kind of program that students learn business through english, ah, ah what kind of strength and advantages of such program? What is the downside to that, from your perspective?

B: um i think the other teachers could, answer this much better i can um i i can't walked in, this is my third semester. So i walked in to this program and i wasn't involved in developing it, and um they also had much more experience than i have in this uh, ha it is a new, it is new for me this focus on content, an, but i do feel that, um, let's see the strength, of it, uh in terms of, having that same content throughout, all of the classes, i think it's something that students can build on and they have a base of vocabulary and conceptual knowledge, versus if every classes have different content, you have to teach the skills through something right so if you like if one class you know they start talking about, science and another class starts talking about ethical issues another talks about internet privacy or something like that, if you go across a range different issues then you don't have consistent conceptual framework, sort of analytical frame works that the students can use or vocabulary or, understanding of the field of the area, but because the students do have that and the these classes do build on that so they have by that ESP class, they have, tools thinking tools to be able to analyse a company, in ways that other people will understand other people in business will understand so it takes a load off of, um, the the english part, the english skills part, because their cognitive load is not divided so much in having to figure out new content and out of have think about it and new vocabulary and then also having to form that into english year, so i think that's, definitely a strength of it, uh and another strength in this is more for ESP, because it is much more student focused, is that, you know it's a matter of, the students are, teaching each other and discussing among themselves, um so i think when they have to explain the ideas to each other, then that makes it much more um, i think it makes, in terms of content, it helps them understand it more make sure that, they can be aware of what they themselves do understand and don't understand, once they try to explain it, um and it's also a great way to use the language when they're actually communicating with others and negotiating language, and, using it in an authentic way to convey information, that the other side doesn't necessarily know and actually this is something we do in all our classes is they teach each other, um when they have to do that it's real communication it's it's communication that, the other side, generally needs to listen to, because its content that they need to know, an, so i think that that kind of english use is important, and useful.

Lijie: thank you very much.

Transcript of audio interview 21

Location: J-U
Date: 30/06/2016
Interviewer: Lijie
Interviewee: D
Duration:

Lijie: Here, so are you the teacher from the language support part?

D: Right.

Lijie: Do you feel that your students in your class have adequate english, abilities or capabilities to perform their tasks?

D: right to perform tasks, yes in this college you have probably seen already, are in the, BBL program we have divided the students, uh in the class is usually, according to their TOEIC score we used. And you may have seen in the EPA two classes that basically we have, a high level class and a low level class. We actually sometimes it, changes, per semester or according to the class sometimes you might have one class which is very high level ,all just the highest twenty five students, sometimes we have two high level classes, and two medium level classes and two low level classes.

Lijie: it depends on the number of students that they enroll each year, am I right?

D: and it depends on the decision that we make in a meeting before, there probably has guided by the interest of the, course leader. right now there is the course leader , and so we discuss each year how to divide the groups and and even i'm not sure haven't been paying attention, uh i know i have a higher level at a lower level class this time, and so the higher level class, are usually our higher level classes have quite a number of, returnees of those who have studied overseas for a certain period of time. maybe they lived with their parents overseas often, a question times they might have gone to high school overseas, or gone overseas as international student for one year yet so we call those returnees. And they have, usually quite high level of english. for those returnees for those students in about the top half of our program, i would say it's no problem for them to study, even, almost, in a kind of native speaker level in study. Like like you would expect to have at a college undergraduate program, um hum, ah maybe, if it was with all native speakers in a native speaking country, then it be a little hard but for example in somewhere like the Netherlands, France or Germany or, wherever, they often have these days english and, whole business college for four years' degree, all taught in english. and so that is the uh, the highly advanced, the second language learners of english, and so our students could compete at that level, in the top half. The ones at the bottom half range fairly far down, so there are some who maybe even, are below the qualification level that we should have, we don't have an official, qualification cut off, for the lowest level students and we might have a few some coming through the, system of recommendation from the partner schools, um and some get the kind of athletic scholarship, or athletic admissions, some of them might have language ability which is really too low for i think what you're talking about kind of the english as a medium of instruction class. They're not ready to really take a class that's a full on content course.

Lijie: okay so the following up question is, it may be not in your position to do that ,but for those students who may not be qualified for the english medium instruction classes, um how do you deal with the situation?

D: yeah it's a good question. um, you know in our program i think there are some students who just are not really, who are not completely being reached or who are, uh, not having a really successful experience, i would say those would be at the bottom ten percent, and, but, over the years i've come to think that, well, even, in the class of all native speakers, in an english class, probably the bottom ten percent are failing, also. and so you can't say for certain that it's uh, you know the third english ability is not enough, they may be just poorly motivated students, who might do poorly otherwise. But that said yes there are some students i think who are not really, reaching our expectations.

Lijie: um from the perspective of a teacher, language support teacher, uh what, are the persistent language related problem do you think the students are facing, in learning their business?

D: i think that the goal of EMI, or CLIL, the idea it should be integrated right, um, anyway the uh, as I was saying for those types of courses, one expects that they're able to compete, uh, in an international program that is, usually going to be quite intensive with reading ability, and then the ability to write and write reactions, two things or to write based on, some expectation you know they're given an assignment that it should be a personal reaction paper, should be a position paper, or they should argue a case, or they should do a case study. For our students, they have, the problems split in two ways. One in japan there isn't, anywhere near as much of an emphasis on that in the education process, are their high school students don't have to write a lot of papers, whereas american high school students, for example, do have to write a lot of short papers and short essays. and then they're not

expected to read that much it doesn't seem to be, even in their native language. And certainly in uh, our program, reading a lot of college level text, is very challenging for them, and the number one problem there is a vocabulary knowledge. So they don't have enough uh, you know they're having to stop regularly to look things up, and so you can't read fluently, if you're having to do that, so fluency in reading is probably the most serious challenge. And then the uh, the the level of intensity, of the study that is expected is a challenge for them.

Lijie: So the tax book and the teaching materials you are using in your class, are they all in english? Maybe it a silly question but i need to make sure (laughters).

D: No, it's a good question and it's pretty much our policy to operate the class completely in english. and to use materials that are completely in english.

Lijie: And are they original? Or do you make any adaptation for students' needs or for this Japanese culture context?

D: i think in the decision making is to what has chosen to be there, there is adaptation both in choosing things that they would be able to read, uh and in choosing things that, they're not necessarily culturally sensitive but that um, might, ah meet with the spirit of the times here or be uh, topics in business which are, we say trending, that are in the public eye in which they would have some background knowledge of, and so um, for example, we're doing the lesson, we just finished women in business, and that's a very big topic in the news, and the Prime Minister Abby is talking about it a lot, that the name is: Womenomics is something that has been introduced by a research named Kathy Matsui, she is actually a uh, she's an investment analyst i think for Goldman Sachs. she was born and raised in america but her parents are japanese so she's a second generation japanese american, and she coined the term, i think Womenomics, uh in a TED talk where she is explaining that, ah, Japan is losing out in its, international business success, because they're not putting women to work, anywhere near at the level of other countries, japan has something like six percent, of, the company top managers are women, where is in Europe that might be forty percent, whereas in China it's almost fifty percent, and in America, thirty percent. And so japan is one of the lowest of the developed countries, probably the lowest developed countries, well that is a topic it's very interesting and important to our students. And in the news here today, and we have materials about it so the TED talk by Kathy Matsui and another TED talk by Sheryle Sandberg. She is the COO of Facebook,She's the chief operating officer of Facebook company and she graduated from Harvard, and she has written a book called Lean In, which is about women in business, okay, and so, ah that's a combination, so it's things that's of interest to japan, that's important topics in business today, that we have good quality materials in english on those, and so we choose them in that way and we can update each year because we do choose the curriculum each year um, the articles that they read often, are changed every year, every other year with new articles, and those articles are, ah yeah let's say we're not modifying them, i don't think i think we download them and print them, or used them directly, but there probably chosen, with the idea that the students at their level, could could understand probably. It is not easified, but it is chosen to be reasonably easy for them.

Lijie: okay, and then regarding to evaluate students' performance? how do you evaluate students? and are they all english?

D: yes, so the evaluation that has done is all in english, ah there's no content questions or tests and quizzes in Japanese or whatever they are learning, and um, the evaluation is, at least as much based on the language, as it is on content probably more on language because especially, let's say that the classes as they go along in our program, become increasingly content centred, but they start out as being more like language centered, EAP one is very much language centre an EAP two is less language centred but still quite language centred, and then ESP is where they begin to, worry more about the content, I think.

Lijie: okay so um, i may have asked, so as far as i know not time, the students, in their third year, or their final year, they received less than language support? and how do you think about that? do you think students should continue to receive, same or even more language support in their final year?

D: right yeah yeah it's a good question for us and it's one that we think about, definitely our BBL program is basically, in the first year with overseas EAP one and everyone in the second year with EAP two, in the first semester and then uh ESp. but then after that there's

just, what we call that the international business project, and that is in their third year. i really i think they could sign up for that in the fourth year as well i'm not sure where they're allowed to take it when they're four year students. and, but, basically from the third and fourth year, it's mostly just a question of them taking the courses which are, taught in english, and probably taught at the level of an international, english, a business major curriculum. , but i'd say you know that bottom level of students probably avoids doing too many more classes in english and probably, does only a few and then does other major level courses in Japanese, and they probably join their Asenmi, which is, are done in Japanese. asenmi is is um, advanced seminar usually, so you should start from second years, fourth year students, and they are, closely affiliated with their asenmi professor, and they are studying the (field) the that professor, is uh, is majoring in, and this is something you don't have in the U.S. except for maybe at the master's degree level, but maybe they have in Europe and I'm not sure what they called them a seminar, and it tends to be a group entered and they work together with this group members that they might be in the same city for two or even three years, and they usually do a big group project by the end, or and that may or may not be tied with a, they could also do the uh, undergraduate honours thesis, and, i think very few of our students probably write an undergraduate honours thesis in english. i don't know the number, anyway i think the the short answer is, um but, we probably don't think they have as much language support as they could use, and we would like them to be working more on improving their, english ability as they go on. but in this college i think we need still to work on that.

Lijie: One more, final question. so generally speaking , what advantages and a downsides, to this kind of program, EMI, to learn the business through English? or to learn science through english? So here we are talking about to learn business through English, do you think there are any advantages and downsides to that?

D: yeah, in a program where you are saying that it's an english program, and you are saying but we have the same level of achievement in content, as you do uh, in a program that is taught in the native language Japanese, um you're making a claim that you're able to do both, to improve the language ability enough and that you can teach the content material at that same high level as they were for others. and i think that you're always deceiving yourself at least a little bit if you believe that's be true, and that's actually, my thinking on that goes back to my knowledge of Japanese private international schools in Tokyo, say great school in high school level, what they find is that yet the kids they're studying in english, they pick up a lot of english, their english proves a lot, but they never really get to the level of understanding of the content information as native speakers would be able to in that situation, and so i think you're always going to be, sacrificing a little bit, at the highest level of content knowledge, by teaching it in english and, i think that you, you'd be better off, admitting that and, saying we have a program that, strikes a nice balance, between improving language skills and improving the content knowledge of business, so that's probably the uh, the one kind of downside to it here, maybe students who come in do it without the right attitude um, will not do that well in other words, you would think that just being in an English all through this program you will learn english and learn very well but actually that's only true if you study very hard at it.

Lijie: exactly.

D: that's true by everything.

Lijie: thank you and that's the end of our interview okay.

Transcript of audio interview 22

Location: J-U
Date: 01/07/2016
Interviewer: Lijie
Interviewee: G
Duration: 27:53 minutes

Lijie: Okay, uh my first question is do you have specific language requirements when your students start your course?

G: to the best of my knowledge no we don't, we have a series or, expectations per course, but students, usually don't have to meet those expectations to enter that course.

Lijie: do you think after one year or two years' study your student' english ability has improved and in what ways, if you may comment?

G: generally speaking i think that we see improvement along students' time with us. we collect uh proficiency data from students every semester, and the, specifically in our program we use the TOEIC test, and as a a basic explanation we can see that on average across the cohort we usually see about a fifty points' increase on average um, from one administration to the next administration. So if you could consider that they're about six months apart you know we see about fifty points, yeah, each time, on average, fifty. You know that's a bit bit of a generalisation, on average, yeah but of course we should mention that there are a number of students who, so they always go there.

Lijie: okay yeah of course so they are required to take a TOEIC?

G: yes twice a year. Not all students take it by yet,

Lijie: um otherwise they couldn't continue the course?

G: that's a good question i don't think it's a graduation requirement . A number of universities have, specific schools as they said as a requirement but we don't.

Lijie: you don't. you just use it ask them to take to the administration to say...

G: IT's a really good question about why we do IT. Nowadays uh TOEIC is usually used, ah, for, course distribution and so we use that to help, i divide our students up for classes. So, in the past, they used,a test, for diagnostic purpose, but nowadays they use TOEIC. Lijie：okay, um from your perspective what is the most of what are the persistent language related problems, your students have when they are learning business through english？

G: uh well, really depends on the students you know you've, you've observed that classes so you see we've got really, big variety, in the level, and accordingly, you know as a generalisation remain said that, the problem is that students experience, change according to their level, uh huh a number of students, for example, you know, have difficulty interacting with the amount of english that they need to, particularly in this second year, so when we used authentic text from business reports, and so the extent which they can interact with us, we might, might suggest that for a number of students, they don't have, the vocabulary resources to be able to interact with the text for this, let's say forty percent of fifty percent of the language used is below who are far above them if we are too far above the level for them to be able to really, work with text, so they have to focus on, understanding, cultural parts. but at a higher level, for our students i think their language resources are not necessarily the problems. i think that's, depending on our students' level.

Lijie: yeah, okay and since you talk about the text book, and handout or any teaching materials you have, are they all in english and original ? or in another words, do you make any adaptations for students needs or for the cultural considerations?

G: we, by the end of during the second year this, quite kind of very little adaptation of materials. i mean of course, the instructional materials that we use, that are designed by teachers, are designed for our students. So generally speaking, there are designed to be pitched in about the middle to lower third of our students . So lower students, may have difficulty interacting with it. it will be somewhat easy in terms of language for a, advanced students and then to make the tasks more difficult. We rely on, complexity of task, or the difficulty of an analysis for example, uh broad difficulty of language. but, as already mentioned we integrate authentic texts particularly from, this second semester of first year and then extensively through second year, are in a second year second semester that we're working, directly with the business text, that's written in english and is that text does not designed for you know, international, users of english; it is designed for people who are supposedly, using it as the first language. Right now in the first semester, that been introduced to texts like that such as business reports and chapters from such textbooks, uh but that's also, somewhat scaffold it, with, authentic texts which had been changed, so at the start of the semester they were using, an authentic texts which have been (edited) by the course. and by the end of this course we were using text which are not be edited, and in their first semester after in the first year second semester when we start to introduce authentic texts, they're heavily edited. So we are making effort to do them, the extent to

which was successful is a different question but, at times your question yes there is something, TIMMED, a scaffold their introduction to those texts, particular with respect to their lower level of vocabulary.

Lijie: so can i make it clear you do the edition, you add it the material, the text, you make the adaptation, because, um it suits the students language proficiency? besides the content consideration, and besides the culture thing.

G: yeah well because we're (a CLIL) program you know you want to balance the three, you know maybe the easiest way to think about this is, um, i'll bet you know essentially its existing language resources that they bring to it then language resources that you develop in the course and then language resources that they will somehow automatically develop yet throughout the course, we could talk about these three english, inner resources, what we might need what we will develop and what will be developed as part of the continuum. And the timmed to it is the authentic texts is a way of, trying to make sure, that the texts which are introduced at somewhat related to their existing resources when they (enter) the study. And by interacting with those texts, their language resources will be developed and it's probably also important to remember that we are any english classes that the student have. So they have specific english language classes which they've taken. So, in the first year that's four times a week, and in this second time i think that's at least twice a week I am not exactly sure.

Lijie: okay, and I assume, in this case you use english or english only to evaluate students no matter in that paper exams, essays, reports and presentations, only english?

G: yes. And our program as you probably see, we, have pretty strong emphasis, on, the program being managed almost entirely in English. So there is very little, bilingual approach, towards the instruction in this program, even to the extent that we ask our students to talk, discuss, check instructions, manage the classroom, all things in english. We are English mediated but we encourage our students to use english as their language of learning as well.

Lijie: yes, um what is the motivation behind that?

G: well i think the idea of using a a vehicular language like english, um, is, that, the theory of it would be that we can uh, help our students to, interact with language in a dialogic fashion, and so that they're going, not only developing knowledge of, language, but also being able to build relationships between the different aspects, of the content related, to the language, which i think is you know probably one of the underlying ideas of like a (CLIL) methodology for example.

Lijie: yes, um, do you have any multiple teaching experiences in different countries or different universities, in the same country?

G: ah yes, I've been teaching in a number of places.

Lijie: Are they all non-native speakers? Well my point is if you happen to have experience of teaching native speaker and non-native speakers like business or language related, do you make any different approaches to different groups with different linguistic backgrounds?

G: Yeah, it is a good question. i do a lot of, professional development activities for teachers who are working in Japan, so which generally speaking people who speak english is their primary language and they're working here as english teachers. I do a lot of workshops for those types of people, and it's a good question do i change the approach, the way uh, of instruction. Absolutely because, ah, you know when we're, approaching instruction for, people who we might have an assumption, about the extent to which they can interact with, you know, the language of, the texts which have been presented to them. In that situation then we can really jump straight into the content we need to do. But with our students , i don't think we, we uh, we make such assumptions, to, confirm comprehension i think is probably, the biggest area of which is the difference between, working directly with people who we might have an assumption that they can work with these texts as opposed to our students who cannot work with these texts, about making an assumption that they can work with these texts is not necessarily a good idea. and providing with them with opportunities, to confirm their comprehension of these texts and, ask questions, study any extra language which is new to them from mistakes, so i think there's a an extra step which is required, which we build in our program.

Lijie: do you have any coordination or collaboration between the language support teaching staff, and the content staff? and how do you find such coordination?

G: IT's a good question. IT's been traditionally a difficulty for us, and I would suspect it would be a difficulty for all situations like this, for that reason a teachers is busy uh, teachers all plan and work at different times, ah, and so coordination is always a bit of a tricky thing to do, do we have it? Yes, we usually have, a series of meetings over the year, but would i say that we call and i really closely no, not so much uh, and in more recently we are coordinating a (meet) lists as our program gets more developed. Only when the program, was younger um hum, the requirements for us to work together would, i think, considered more necessary and as the programs become more mature, each group of, instructors appears to have a strong understanding of their role and how that works. Having said that then each year we've met at least twice usually, planning meeting, so we would be teaching a course which starts from September, and we had our planning meeting about three weeks ago, and then at the end of that course, usually during the course at least once we will meet and then at the end of the course we will meet and having an evaluation session, usually the evaluation session also involves us, are collecting student evaluation data, evaluation surveys which students complete, and then working out that data, looking at the data together, and as as part of that survey we asked students for some specific ideas about how to, improve the course, have a discussion with the teachers, and then go away. So that meeting usually happen in January, so between January and May you know the individual instructors in charge of each course might be working individually and may will come back and ask what are we going to do and try and make a specific plan, usually at that point there is a proposal, and in the last two years this year are not coordinating so, i can't, specifically say how it is gonna work, in past, in the past two years, the, support, the instructor who is coordinating the course was used to be me, based on what was discussed based on the plan that we decided, we would make a specific proposal, and so for example that person made, the course schedule for both courses so from past two years i made them the course schedule for the content class and our class, and then she had that with, you know let's get some feedback on this we made some small changes, and then once we had that decided we knew what the schedule would be what would be studying, whose responsible for things, and then the individual instructors broke up again, because the business instructors preferred to work at their own pace, while we prefer to work on our own. That's how we've done.

Lijie: yeah, ah, um, as far as i know, as students are progressing to the third year or the final year they may have more and more content coming, solely content, so do you think as the language support teaching side, do you think students should continue to receive language support in their third or final year, the same amount or even more, or could be less?

G: i think, from the (input) i hear they, ah choice is, students, would make it, would be supported if there was a availability of such classes. do i think that they need it? ah i'm not sure that all students need it, but i think that there are a number of students who would benefit from that and that we don't know, so, if we talked about it for our department when i say well, you know it's compulsory for students to do this in their first and second year, but from their third and fourth year we might say look, if you, are working below the (scale) or if you feel that you'd like more support, here are some elective courses that you can take and, there is a little bit of anecdotal evidence from students that they would like that, so yeah i think that would be a possible on potential addition to the course, we do have some, content classes that are available for students which had a talk by support staff and it's usually quite popular with students because they, are quite commonly students who are advanced in their proficiency would choose those classes and perhaps because, they may, have content introduced ().

Lijie: yeah from the class observation, not only in the XX university program, but also at other universities as well, I have observed that in some classes students who, for whatever reason, they are loafing around, they do not participate in the, group discussions so, what actions do you normally take to try to bring those students back? Let's assume students loaf around because they don't want to speak english.

G: well, i think we've got a reasonably good discussion, system, uh which is across the school and so because of that we can be pretty confident that students have been exposed to strategies that they can use to participate, and, in my particular class, no, i mean we're doing those types of activities, monitor the class, try to make sure all students are participating, and you see a group (which is the (best) group to join). Generally speaking, as we're a

leadership class, i'll ask students who are participating, why they aren't, getting enough input from the students who are not participating. so probably one strategy that we often use here, that I particular use, is challenging students to get, what we call (free riders to join). We talk about them as free riders people who aren't, uh contributing, to the extent that we, expecting them to do so, so this is a discussion activity and somebody sitting there not contributing, in many cases that maybe because they are nervous, but you know, there are also sometimes other cases, and in that situation, we would usually challenge the other students to (sit up), why is the one of the people here is not contributing as you guys contributing to the situation. If that's still not working, then it is time for discussion with that student, usually it means, organising a meeting with the students and let them tell what's going on. So here is what we might expect from you and is there a specific reason for it. and occasionally students will tell us , we just don't speak english in front of these people, because () and why. um, that's very common for students who are taking our classes, as an elective course. we have students studying this, because they're part of the global business department, but students from the business, yes students who, are coming from that department to study with our students sometimes may find, joining them, class, you know this kind of culture of participation, which is developed from the first semester of the first year, and such students who are joining from outside at department, it's some what common for them to say look I don't speak english as well as these people, and I am not a member of this department, so i don't have the reasons to contribute.

Lijie: They may not be familiar with the, system like how to contribute.

G: year or they may not be familiar with our expectations of as well.

Lijie: yeah, um as a summary, would you like to comment on the general advantages of EMI in this particular business program and the downside to that, if you have any comments?

Lijie: yet, where we are we good and where we are not. Firstly, some of the benefits, EMI for us, we, one, structure in this mediated instruction, ah, relatively well in school classes, two, we have a a nice, a focus on english as a lingua franca specifically with respect to world Englishes. so we can introduce english not as, a language, a (neolithic) idea for native speakers you've noticed that we have three speakers today, one of those inner and outer circle, and another one of the speakers is from the expanding circle. And so we make an effort to integrate that into our program, uh and develop, students as uses of english, for, english as the lingua franca for business, and then we see that from instructors as well. Japanese instructors who can and do a proficient using, english as a medium of instruction and (grading) things like that, so it is i think some of the benefits which, help develop, global resources for japan, so we're good at that. On the other hand, you know, probably biggest downside we've got, you mean downside of the program of downside of the EMI?

Lijie: downside of the EMI carried out in this program.

G: so uh well we might say that you know maybe one of the risks? For us, by focusing on EMI is that, for certain students, we may not be developing the content knowledge, uh well enough for them to be able to apply it necessarily, so you know we might argue, someone might argue, that, are a number of the skills with students, need to master, may not be, being, necessarily, mastered by students, because they still need to (attain to) language resources and so, you know we were having a debate the other day about argumentation for example, now so the problem is teaching students, a rhetoric argumentation, straightaway in english maybe that we're asking students to attend, two different times of cognitive, are learning, and for a number of students they may, be only able to a attend to the language of instruction and trying to understand what's going on it may not necessarily, be able to interact with something you know what we might go deeper learning if you(), so some people would argue and occasionally that's true, that, a number of students may not be developing as well.

Lijie: yeah, thank you.

Transcript of audio interview 23

Location: NL-U
Date: 10/03/2017
Interviewer: Lijie (Q)
Interviewee: Jene (A)
Duration: 23:32 minutes

Q: First, thanks for this interview. And my first question is: if you have any knowledge of that, what was the motivation for the school, for SBE, to teach business programmes through English?

A: ah… the main reason is that it started with international business, the curriculum of international business, in English. (and) It should be in English so when it started I think it was in 1991. I think when they started the programme, they really wanted from scratch on from the first moment on in English. Because it focuses on international business, working in an international environmental, and then it makes sense to offer a program in English. So that is from the content perspective. Then from the strategic perspective, it attracts international students, because it was the first programme in the Netherlands, on international business taught in English. So There were business programmes but they were all taught in Dutch. In the beginning It attracted many (many) (many) Dutch students all over the country, and that was one. And another thing is if you want to teach international business, your students are going to work in (an) international environment and extends also to have an international student population so when you offer in English, you attract students from everywhere. Because the lingua franca is English so there are several reasons. So in the beginning most of our students were the Dutch, because it was a unique program offered in the Netherlands. Nowadays almost all the universities do offer this. At certain moment the number of especially German students increased very much as it has a very high reputation in Germany. all right that is the main reason why content-wise and strategy-wise

Q: Yes…When you are implementing this, the English-taught programme, gradually you increased more and more programmes that are taught in English.

A: yes because this school used to be a Dutch economics faculty, the economics program was in Dutch so I don't know how many years, many many years, we had a double language. So we offered the economic programme in Dutch and international business in English then we also had international economic studies which is in English, but economics still in Dutch. And at certain moments of the same courses we offered in Dutch and English, and at certain moments, we decided no, everything should be in English.

Q: Ok. And any difficulties in implementing, if you have any knowledge, any difficulties or obstacles, challenges when you were gradually promoting everything?

A: of course because most of the programs used here in school were Dutch are not used to teach in English and that is also a process, which we have to learn. So in the beginning there was a lot of the material course material should be written in English. But we have support. So there is the language support from the language center or we could take so for example I could take a course from (a particular language institute's name) a language institute in the Netherlands that is well known, especially people from embassies um go there yeah and there you have a very intense course so all a staff had the opportunity to, to improve their level of English. um that is to the education related but also I was supported and with supportive department so for example our exam regulations, our description of the of the curriculum for a prospective students. Everything should be changed into English. yeah so it took at least ten years so the transition from totally Dutch to totally English. This transition period has been almost ten years.

Lijie: okay and you mentioned that the teachers can receive language support from university, how about students? Do they receive, did they, or do they now still receive kind of language support from university?

J: no no no so it's all our Dutch and uh European students um we expect them to be a basic level of English on their high school, um and according to the European law we are not allowed to check on the mastery of English, only outside europe then we do this, the language assessment, uh if student think that they are lacking of fluency in English, then it's up to them okay to go to the language center or there is a student on campus Ju (a particular language school) where they can have spend less money and they can take some course, but it is up to them.

Lijie: but there is support.

J: There are possibilities but they have to pay oh yeah themselves. So it is not offered by school for free, it is offered by students themselves.

Lijie: yeah and uh, uh well now put your put yourself in the position as a teacher, have you ever taught students?

J: i taught students yes.

Lijie: So do you think your students language skills meet your expectations or meet the requirements set by the school?

J: um what we see, because you have to distinguish between the different levels of students. so why i looked a first year student and i am involved in courses in the first year and in the first period and well there you see big differences between students. yeah um so mostly the students french speaking belgium students so more from southern europe they have more difficulties say in the fluency in English. but what you see and that's very nice to see is that they improve very fast, yeah for the learning curve is very high. and because they are reading in English, they are talking in english, all courses are in english so you really see that the that the improvement that if you are more confident and comfortable in in speaking reading and writing in english okay yeah so you see it very fast, then we do have exchange students who were here for one semester well again you see very difference uh levels or fluency in english and feeling comfortable in expressing in English. so there there are differences.

Lijie: okay and as far as i have interviewed other teachers um i have learned that all the teaching materials and all the evaluation like for example to evaluate students based on their presentations and papers, all of this is conducted in english right?

J: everything is in English, nothing is in Dutch.

Lijie: how about it how about the evaluation and teachers' performance, uh uh are they conducted in english as well?

J: The teacher performances also uh evaluated in in english for example part of my job is that i observed them in one of the tutorials or the lectures. I tape the ssession and then they have to do a self assessment the self assessment form is in english um i write also a feedback report and we have and an oral feedback meeting. The oral feedback meeting is in Dutch if the teachers in Dutch. however my report is always written in English. Even with my Dutch colleages i always write them in English, okay partly due to the fact that um uh i'm sometimes i have difficulty in expressing myself in dutch because my work is in english yeah um and also uh we are here in the academic environment so maybe they are going to work elsewhere in the world and, maybe they need to have this report that i have written that we can use it as evidence we have feedback how they perform their work in english, so it is also for maybe the future career if they want to show this to someone, it can be read.

Lijie：My next question is uh i'm not sure if you are involved in recruiting teachers for your program?

J: Within the department i'm i'm involved not because all the departments do their autonomy themselves that to recruit others. So i'm not involved in that. i see all the new teachers before they are going to teach in a tutorial training so i have a tutorial training and sometimes um i'm i think they need some extra support and then I contact the department as a this person is really in my opinion needs some extra support and being a tutor maybe he or she can be mentor it by a more senior staff member yet maybe she can go on two to one of the tutorials for examples, um and some sometimes i'm involved when um or i am invloved when teachers are not functioning well so then i'm contacted and department chair ask me can you have, um some support for them.

Lijie: and in relation to their english proficiency is i meant to ask, is english proficiency one of the criterion when you are recruiting teachers, and also the english proficiency one of the criterion when you're evaluating your teachers?

J: um it's unfortunately it's not. Because what we see that often we have difficulties with um tutors especially Ph.D students from non european countries uh wheras the fluency of english is, not optimal to say like this. and then automatically you have problems in the tutorials because they can express themselves less uh so english but english is not in criterion and in my opinion it should be as a criteria, at least that they can express themselves. so this a combination so sometimes it's not that they are lacking um how to say vocabulary. it has also to do something with social skills with the people, finally you can communicate in a group and there is something you can learn. but at least and in the recruitment you must have the idea okay there is potential that they can develop this and sometimes i'm doubting if they really take this as a as a criteria but this is really really only a very small small absolute number and where this happens. okay yeah so but it's not the criteria. But we do ask other students if, the teacher really really focuses on to keep english as their common language in the tutorial because we know that for students it's very

important that, english is the only language in the tutorial and that's what we asked the students and tutors uh get a lower evaluation, lower grade if they do not keep, to english as lingua franca and so when they allow to speak German the nearer german yet to speak german to each other and or Dutch or Spanish with the spanish we see for the check.

Lijie: yeah yeah and how about the teaching plan? Do teachers have a total autonomy on their own teaching plan like what they are going to teach and what kind of materials they are going to use, or how how much is the flexibility there?

J: um the autonomy is rather high but it's very important is that for example when you are teaching in the bachelor um certain topic for example marketing then within the marketing department they discusses each other so what would be the focus in a year one, focusing year two, what is the major uh uh becauses what kind of literature, European literature, or American literature because that's, different yeah different them so that they that the students have a mix so that they don't do don't only have american literature but also on the from the uk and which is much more less pictures, much more academic yet a style of writing yeah uh know within the department the responsibility is within the department yet and then uh in the end and it has very high so at least on, objectives what are the objectives and what are the topics to be dealt with, that is discussed with the way how they uh develop their course, there is freedom.

Lijie: yes okay, and then um, generally speaking um this is about your personal opinion or your general idea uh what kind of benefits or advantages do you think your students and also as of perspectives of teachers they received they have received from this program, that is taught english, the idea of teaching everything in English?

J: i'm working now in this school since the early nineties so i've seen the development and the change of the student population and of the staff population um and i think it makes us a much richer learning environment in a sense that for example also our stuff and i think sixty five percent of our stuff is non Dutch. uh uh so we have and they are they are not forced to learn dutch though it is really an international uh uh, environment and the same holds for the student population. and it makes sense in our school because we are talking about international business and international business is our largest curriculum and and we have also international economic uh studies which is also international more focus on Europe less less on on on the whole world um so and i in my opinion and also personally i find it a very attractive and uh, a very rich learning environment because you learn from different cultures here from difference a difference perspectives um you learn to to place yourself in shoes of someone someone else um within the tutorials and courses i see that are much more, uh to say it are examples yes because people take examples from their home countries or they refer to how is it done in a my home, oh it is really different from your country for example, here yeah and but we see in most of our courses the Netherlands is not the center, is Europe or the world's were. i think it it fits and here it fits.

Lijie: yes and how about drawbacks, do you think are there any drawbacks or downsize to this programme to this kind of, English taught programs?

J: The drawback might be that if for example when i look at the Netherlands.um that's uh uh to express themselves properly in Dutch, and so for example now didn't write in english speaking english to present in english, uh but especially the writing in Dutch, that is what they don't learn here anymore so if they stay in the very Dutch environment um hm, that's could be a drawback, um but on the other hand i i'm not sure so because this is in discussion also political discussion in the Netherlands why should you teaching english in the Netherlands and why not in Dutch anymore and the other hand i also think i think more than advantage because you take people out of their comfort zone because they have to speaking another language yes and which opens their horizon uh and and i think, nowadays where we are so international and with internet and everything as everything is anything in english yeah with other throwback no. for this specific program i don't see any drawbacks okay i don't see this for for business and in economics i don't see the drawbacks.

Lijie: yeah, and and my last question is um, ah since you have been involved in in this with the school like for many years, and do you anticipate or do you see any possible obstacles or challenges in the future, in terms of the development of english taught programmes may be in this school?

J: ah yeah that that has more to do also with the number of students we are expecting so i think the number of students is very high we had last year eleven hundred first year students

here uh the the more students you have the more heterogamous the group will be. uh the more teachers you need so the more heterogamous the group of teachers uh will be here. and then i think this might have an effect on the quality, and quality also and also related to English. yeah um but um i don't know for the future i i don't know, what would be yeah yeah yeah i i really don't know i don't think it's so much in english i much more concerned about quality of education and the number of students, we are we are having yeah yeah more and more students and having to your your school.

Lijie: and then can i ask one more extra question, and the from the very beginning you talked about the motivation when you first you know switched, uh from Dutch to english jackie, and do you think the motivations have involved over the years or do you still have the similar motivations as as you started now beginning?

J: What we have changed and changed because then we had bologna declaration in in europe is the bologna declaration of where we change from the bachelor to the master program and where we agreed that the master program should be offered in English yeah had to get is more international exchange of students so that's also something which, IT's a nationally disagreed so that the amount of the reason why all master programs in the Netherlands are offered in English yes as accept studying and Dutch and Dutch law that's of course as a different watch so that this is European development so yes something, uh which increases. another very important reason for this school is accreditation and we do have an international accreditation they are triple a credit is which is very very important for us in those then it means that you're a high standard yeah a high quality university yeah and then you need to offer your program in English attract also hire researchers high level researchers high quality researchers and so in the beginning of us much more we saw nich in the market yes and now we want to keep our very high standard yes so an english is then of course of the requisite yeah because this is the basis to attract international stuff and to attract especially for the master program um high level uh master students,

Lijie: yes so your school apparently has become one more internationalized can I have a kind of summary like this?

J: yes it's really much more internationalized but still if you look at the school board yes it's all Dutch speaking, the department chairs, i think they are yeah but it's a lot of them they are from austria from germany and they are influent in dutch yeah so as soon as they are staying here longer in the Netherlands and living and having a kids in a year they learned dutch you know that's also what you what you see yeah because it's more more practical but Dutch still, we we do have our reports in English but they talk Dutch, yeah, okay yes yes but we all our report of faculty board they talk Dutch but the reports are in english yeah also from the university boards it's often in dutch but to report an english yet so that everyone has access to what has been discussed and what is decided.

Lijie: yes, and that okay that's the end from my from my said. Do you have any questions or do you have any comments you don't you don't think you had a chance to express yourself?

J: i'm thinking but yet and so so what may be too to add because some universities they do have the requirements, that their staff should have a uh oh there is a degree in english, uh the cambridge certificate the cambridge certificate yeah that's not here in this uh in this school. okay there has been in discussion should be yes or no. okay at the moment it still is no. It is very pragmatic because of its at the moment that you require that they must have a cambridge certificate almost certain level you have to offer them causes the which means time which means money, yeah yeah okay so and and so far the complaints of the students or someone else, okay it's okay but we do realize that sometimes they are joking here that were some typical Masstricht english, so DETERMINE for example, you hear many many students say determine determine here instead of determine they say deter mined okay or does the many many students say it, and how was it possible? so staff members said some students said and then i often it's not correct, okay and there are more of those words which with you immediately realize and i think maybe Denises told you about it also this week, uh so some some uh words in some expressions are very very typical pronunciations of [city name], so that is called [city name] English.

Lijie: It is very interesting. and you give me a very good example here. And thanks for your time and here is the end of our interview.

Transcript of audio interview 24

Location: NL-U
Date: 07/03/2017
Interviewer: Lijie
Interviewee: R
Duration: 19:26

Lijie: Thanks for this interview. My first question is how many teaching experience do you have?
R: Teaching experience? Since 1993, so that's uh almost twenty four 24 years.
Lijie: wow and teaching in a similar field business?
R: No first i taught quantitative methods, uh since 1999 I teach accounting.
Lijie: right so i assume you you must have taught in more than one universities in your past experience?
R: No in the same university here.
Lijie: All right, so my question is do you feel that your students' general language skill meet the expectations, of this program, of the idea.
R: In general yes.
Lijie: yes, ah do you have any exceptions? or do you have any any students that might not be capable of catching up everything and learning in the classroom because of the language?
R: no no, it's not the case. it's just at the, some students they use uh, they are not native speakers and so they have their own way of saying things. And it's not always correct, how they pronounce things, so when i'm at tutorial group and, uh, uh listening for hours to this kind of uh, uh, uh,poor english.
Lijie: (laughter).
R: so my own English also determined (actually he meant to say deteriorated) , they get worse as just because i hear out all these things, wrong and at some point i also don't know anymore how to (laughter) because you don't,
Lijie: yeah just to give you a heads-up, my research is also about global englishes, so no one claims the ownership of English, or native English.
R: no, for example, she say, she said, she says,
Lijie: like grammar mistakes.
R: uh the wrong pronunciation, that's not something the content wise, it is no probelm.
Lijie: no, because it suits the purpose of communication.
Rogier: Yes,you can put it that way.
Lijie: So let's say in terms of english, let's see uh, they are fine with learning. But if i have to ask you, do you think there have any like language related problems that, prevent them performing better in a class? like they could have performed better from your perspective, but because of some language related problems, not other problems, language related, english related, what are they?
R: um, no i think i think that that's not the case.
Lijie: okay, uh, uh, uh you're a content teacher, in my research that means you teach accounting, or...
R: Yes, but also quantitative, corporate governance.
Lijie: Yeah, so, do you have to, have you offered any help, with students, they could not find a word to express themselves, expressing themselves or have you ever offered a language support to students in your classroom?
R: yes.
Lijie: Can you give us some examples?
R: No i i don't recall anything specific but sometimes they they are looking for a word and I am able to fill that.
Lijie: yeah so you you are aware that sometimes you you can give them help.
R: It's it's a group proposal so, typically before i can say someone else in the group filled in for them so if they can offer the word someone else helps. But it's really it's quite rare that I have to help.
Lijie: okay and because you just mentioned you have like more than twenty years experience teaching in XX university, so i i assume you must have seen the different levels of english proficiencies over the years that demonstrated by your students, so would you like to give some comments on your whole timeline of teaching experience?
R: in the it started it was all in Dutch, so it was...
Lijie: so were you experiencing in giving teaching in Dutch as well in the beginning, then you switched back?
R: Yes, recall when i studied there was a lot of program in english, no my language of instruction was Dutch. I think i wrote my final thesis in english and that is quite difficult at the time because no experience in writing in english, and um, i think also the teaching at the start was in Dutch, in 1999, 2000, and, at one point the university decided to do everything

in english. all the teaching, in english. I, I, gave a presentation, the research wise, so for me that wasn't too difficult. and so, but, as i think the students they, um, they picked up at quite, no, i haven't, no i haven't noticed any any progress. i don't think their English is better now than it was, five years ago,

Lijie: No, so it's like a similar.

R: Similar, yes.

Lijie: okay, uh, but it's enough adequate enough to to learn everything in English.

R: Yes.

Lijie: and and then um in terms of the teaching materials, you design or you give to the students, will you make any or have you made any modifications or adoption of the teaching, or for example if they are if your books are in the english written have you ever made any modifications on the teaching material just to suit students like, needs?

R: No, they are all original.

Lijie: And how about your assessment, like uh do you still use english to do all of your assessments.

R: Yes.

Lijie: yeah, you're yeah are including your feedback.

R: Yes.

Lijie: For example, if you grade essays, you use English.

R: Yeah.

Lijie: even between, may I know your first language?

R: Dutch.

Lijie: even between Dutch students and you?

R: Yeah, in the bachelor, masters program, it is about supervising master thesis, um i discussed with them in dutch. I write in English but i discuss in Dutch.

Lijie: if they are Dutch (laughter).

R: If they are Dutch.

Lijie: So it's the same, IT's the same for all of the assessment and feedback, in the same language english.

R: Yes, I must. Yeah.

Lijie: And um, i have noticed in a tutorial time that all the students were communicating in english, you know because i went to several tutorials. My interpretation was of course they don't speak the same language, what else language they have they have to speak is english. So in your teaching experience have you ever observed at a tutorial, or common... public class time and and anyone spoken other language than english?

R: No English only.

Lijie: Dutch students themselves? Roger: Yeah, also in the, uh during the breaks i think uh they uh, all the Dutch speak English, otherwise you can you give this kind of, yeah, some groups... (did not finish).

Lijie: yeah yeah. okay yeah um are you aware that, uh or do you know there is if there is any language support to students no matter what nationalities in this university?

R: uh uh, i guess there is but i don't know. i know that students want more language, a skill, but i don't know the details of that office. but it's i think for their for further exchange program they want more language courses, for example they want to go to Spain, there was a Spanish courses . And the discussion is should the university pay for that, something that can happen. I don't know whatsoever, the current situation.

Lijie: yeah, um as far I have researched, that dutch people tends to have very high level of proficiency so that's why everybody told me, Lijie, everyone speaks english in holland so you don't need to practice Dutch at all. so um from your perspective, um have you observed any differences in terms of language proficiency level between, for example dutch students or german students and other students from, with different nationalities?

R: general it's difficult to say i would say that the german students had come in and their English typically quite good, and for for dutch students it varies it more so more so i would say some of them are able to better express themselves in Dutch. But I cannot say there is a big difference between German students and dutch students. of course for exchange students, sometimes it's more difficult of the Japanese guys in the tutorial. For them, it is sometimes the first time teaching them in english but it's, definitely different from what they used to.

Lijie: So what advice or suggestions would you like to give to those international students who come from may be different languages background or different learning approaches background? If you have any.

R: i think it's a matter of screening in front of, to the check in student...efficient enough to participate in the tutorial, because at the moment at the tutorial it's too late to (did not finish). When i go to japan and I don't speak Japanese, it isn't too late to learn at this point, to speak a language. So from there they should check a little bit. The proficiency in students i think for a foreign exchange student. Not personally, the international relations office i think her, yeah, and in general i don't have big problems with these students. So they are certaily less a proficient, but it's also a matter of their presentation skills, but sometime problematic.

Lijie: okay, you're not a native speaker neither, so when you are teaching, when you are delivering for example, accounting, quantitive analysis or anything content, have you, have you ever made some compromise because of your if there are only language problems you have, and you have to compromise so you can deliver your content successfully to a full extent?

R: Yeah, certainly. IT's more difficulty to explain yourself in english the dutch, so certainly.

Lijie: Do you think there is a kind of compromise, for example, if you deliver your content in Dutch, one hundred percent delivered, but english maybe... while i'm only suggesting maybe eighty percent or ninety percent, so do you think there is, this is your case as well?

R: yeah, I would say eighty or nighty five? I have no clue but estimably that's not worth a lot but yeah and the, business languages for a limited vocabulary, relatively easy, but if i ever read a book an english book, just the literature and then i need to look up a lot words because it's outside of my regular vocabulary than the business and books that I don't use. i'm and teaching i need to learn, um when i'm teaching for a couple of months uh i don't teach all year in English and just certain periods and after a couple of weeks you pick up again, but it's not something that immediately you (did not finish).

Lijie: yeah so what are or what is your strategies, um you have taken to to to make this kind of compromise, you know reduce this kind of compromise to make it as near to the original native language as possible.

R: actually not much, it's when i'm doing research that's also work in english as on reading papers, etc. You think you start thinking in English again and then it's easier to speak, to explain myself. but uh my work also changed as i noticed, that i read that, and less time to do research, less time to read and a lot of my expressions are in Dutch. So it's a different kind of work, and that's more difficult to make the transition... to explain myself .yeah yeah that's what I notice when I am at the tutorial now, i need to. i want to say something but it's not so easy as it is used to be.

Lijie: Very good end up, and that leads to my final question. do you think there is a, relationship, between the academic performance, and the english proficiencies? for example , can i say that, if some of your students are native speakers from speaking countries, and they are better they have they will end up with better academic performance?

R: no no no no.

Lijie: so what kind of relationship do think there is, or what kind of correlation?

R: The correlation is that the students i think from U.S. students are typically not the most academically, not necessarily the best academic performers, so they they they speak perfect english but, it doesn't mean that their academic level is this high all over. But as I said that i think the (south) selection is the opposite so that German students who come here so no native-speakers um, i think these are typically good students. They score academically, probably higher than for example native speakers from U.K. or U.S. And there are quite a few, not many students from U.K. it's difficult to judge, yeah no.

Lijie: This question is also additional, because I am inspired by your answer that's why?

R: No, for me personally I think there is a correlation because if you are able to do research and write paper in English and get it published then your english is at a certain level, so that, so by writing the paper you practice, uh uh, is this the correct way to say or is this way the correct way to put it, that also helped them in teaching. So i think for here i'm working on academic projects in English it helps me uh in my teaching. but uh, and on the other hand if i'm not working on research and I am not surrounded by native speakers, and i'm only in tutorials with, let's say, the European English, it is you call global english?

Lijie: Global English, everyone here is the owner of the english.

R: but that doesn't help me in uh, my my own language deteriorates (.) quickly because it's i think that's how our brains function, you copy what you hear, and maybe I need to watch more BBC (laughters), original English. I am not complaining, their English is fine, content wise. It is Okay, but is how to pronounce VARIABLE, it is variable and variable (different annotations)? At some point... i yeah, i forget myself I heart it ten times wrong, which one is right (laughters), because I have to check, my memory.

Lijie: Good, good, to share your thoughts on that.

R: it is just thoughts. I think it is always good to be, if you want to learn a language, it is good to be exposed to the native language.

Lijie: Yes, of course.

R: It is the only for you to pick up a language. You have more knowledge on it (laughters).

Transcript of audio interview 25

Location: NL-U
Date: 06/03/2017
Interviewer: Lijie
Interviewee: S
Duration: 11:21 minutes

Lijie: Okay so my next question is, did you choose XX university for particular reasons or the university picked you up?

S: no actually because i grew up in [city name], I study here, i continued working here which was not a perfect choice but just like a natural flow, so stay here.

Lijie: So when you were studying in [city name], were you studying all of your subjects in english?

S: yeah all of them. That's from the first year.

Lijie: okay so when you came back to work for XX university, you didn't find any difficult to switch back to, english as your working language? Bona: No, especially because the company i work before we also had to communicate in english, so it was just natural. It is easier to speak english than to speak dutch, which was my mother language, because this subjects i always studied and worked was in english with it. so it is normal.

Lijie: yeah, so was XX university your first university you work as a teacher?

S: Yes.

Lijie: ok so you didn't have any previous teaching experience in any other country so and other universities.

S: correct, no.

Lijie: okay and so do you feel your students' general language skills meet, the the program's requirements?

S: yes i think in general yes, especially the regular students.

Lijie: Yeah, and do you have any comments on their language skills? for example, do they have any like a constant language problem that stop them from, catching up, like from learning this program in English?

S: uh no, not the regular students but the exchange students, that's another thing. There are some of them, you might have some troubles with their english levels. but not for the regular XX university students.

Lijie: okay so would you like to give some comments on the kind of language related problems for the exchange program students? Just name a few if you want.

S: Well, in XX university a lot of teamwork has to be done and and uh especially their, I've i figure out that the exchange students sometimes have problems in communicating with the xx university students as, their english level is not as high as the regular students' level. so therefore usually those students get a bit more isolated, and uh and i'm also wondering whether the social life, uh like the students' friend life is gonna be high or lower because they have some english issues but i don't know them in their private life. So I have a feeling that they are more like isolated, more on their own.

Lijie: okay um uh so you're a teacher, do you give students, the teaching materials, like do you design your own teaching?

S: no, mainly i am teaching courses that are coordinated by someone else.

Lijie: okay, and so would you even be able to give comments on the teaching materials? for example do you think the teachers adapt some teaching materials, to cater for the students that are non native speakers? , do they adapt or do they modify the teaching materials? Or they just gave them like original english written materials?

S: yeah i think they they are not adapted simply because the students, but as it is required for students that they have a specific level and then learning materials that are made are based on this level. so if they are not able to catch up with the level of the study materials then, yeah it is their problem basically. So yeah they might get into trouble yeah.

Lijie: okay, um, are you aware, or do you know that's in this department, or this school, or this university in general, they offer students, uh english language support?

S: I am aware of that, no the details.

Lijie: of course.

S: i know, we have a language centre where students can follow courses and I think also that it's not particularly expensive so everyone that wants to learn a little more has the chance to do so. i don't know whether that's done a lot of, but i know there are possibilities.

Lijie: okay and in today's class uh uh, are these students like second year students or third year students?

S: Second.

Lijie: Are you also involved in the third year language students' teaching?

S: Yes.

Lijie: Well from your personal perspective, do you think there is a difference in the language proficiency, that different year students demonstrate?

S: i think what you will see is that they are a bit more fluent especially because i think they practice a lot with presentations here.

Lijie: Are you talking third year students?

S: yeah. This is a second year course and this is actually the course where they have to present for the first time and so they are all bit nervous and shy. So you will see progress. so for the second year and also in the third year i think you will see improvement.

Lijie: um do you see any specific or obvious improvement, in terms of their english language skills?

S: um yeah more fluently, the more professional words and that's was it. Longer sentences, more complex structures, yeah, less like one by one translation from their own country to english, more like natural english.

Lijie: yeah yes, and uh do you think their improvement in terms of language skills, um should give some credits to the language support from the university or from this department, just some comments?

S: Well i think it also what i experienced as a student myself that you have to do it yourself. So if you want to study if you want to keep up with the level of education, you have to make sure you get the english whether you learn that yourself or follow a course. i don't really think it's university, to be honest.

Lijie: and okay but like another question is do you think students should or will benefit if they they receive or they continue to receive support from the department or from the university?

S: i think it should i mean i don't know how it is communicated to students that there are possibilities, but i think it's good to make them constantly aware that there are possibilities uh also have further in the studies but i don't think it's like the department's rule, to, really facilitate this. It is more to really point them at the possibilities.

Lijie: Good. Okay and uh i have noticed that your students will be assessed, by paper and presentation and essays, if I am correct?

S: Not by paper but my presentation and by exam and by written exams.

Lijie: So uh during your experience as a teacher, did you ever, or have you ever made some efforts to have students or to help them with english skills in their presentations, or in their tutorials?

S: Yeah i think particularly for instance the tutorial before i was teaching and uh the one that your joined there was the student who was like looking for a word and eventually i was helping sometimes a bit. But that's more like in class with no outside class.

Lijie: so your main job, your main role in a classroom so often is to organise the whole class, to focus on the content?

S: to make it run smoothly but help people express what they want to say, so if they have issues with that yeah so i've i know content wise they know what i want to say but they just don't know the words or the language things then i helped them like i give them a little input sort of, so they are over nervousness.

Lijie: yes, very good and then i i just realised that when you were studying in XX university, you were already studying everything through english, but still i want to ask for this question like, what are the benefits, do you think that, this program, like this kind of way, that to teach students everything through english, brought to the students? like uh what kind of benefits the students got?

S: well i think that it makes you easier it makes easier to communicate to foreign people and you'll see the world is getting more and more interlinked so, everyone speaks english nowadays, and not true but more and more so i think it also helps outside the business life but but first of all business life is always in english, and you really need it. The second thing when you travel you know, you can easily more easily adapts to foreign people because you do not have this language barrier because you can communicate with almost everyone.

Lijie: yes, and do you think there are any disadvantages or side effects, of, teaching students through english,

S: uh personally while i'm studying in economics field and finance. i don't know how to explain things in my own language. So if i listen to the that Dutch TV, well i hear some words and i can kind of understand but i cannot even understand like it fully, because i'm so focused on english and i am sometimes dreaming in english, okay sounds really in your

system so sometimes it's hard to switch back to your year, natural language (laughters), it is really in your system because it is hard to switch back to your native language.

Lijie: Can I say that because you are teaching you are organising the tutorial and you have to are you have to make sure everything is, everything aligns with teachers' plan, and do you have any flexibility in, adjusting the teaching plan a little bit or be flexible according to students language skills or according to students learning needs?

S: yes i am flexible to a specific extent that some courses allow more flexibility than others especially this course. It is really fully booked, so I was like presentation, a long presentation, short break and long presentation. i might not always have time to do this. i have in courses where there is more flexibility i can do that much better.

Lijie: okay and now one more question, final question that is a very general about the future question, is um do you anticipate, any obstacles or difficulties that this program like that is taught in english will be challenged or will be facing any obstacles or difficulties?

S: no i actually think it's good that it is an english because it attracts like many people from everywhere in the world and that makes it very interesting as well and you get different few points and angles so i don't forsee any difficulties.

Lijie: okay thank you very much.

Transcript of audio interview 26

Location: NL-U
Date: 03/08/2017
Interviewer: Lijie
Interviewee: J
Duration: 10: 55 minutes

Lijie: First of all thanks for this interview. Would you like to introduce a native language and your nationality background. I'm Dutch I'm from them.

J: And my mom and dad are Dutch as well. And.

Lijie: I would like to know where it is and why. Why did you choose Daviss Grammy masturbation anniversary when you were finishing up finishing high school and thinking about that. Well the ranking was really high and I really like that aspect that it was it was all in English.

J: And before I studied when I went to study I set up my own company and put it winter clothing from Canada. Since my mom lived there for.Seven years my grandpa immigrated to Canada but she immigrated. Yeah okay. And. That's why I thought it would be nice to improve my English.

Lijie: So can I. Can I put it this way that you watch trying to decide who is the worst go English was kind of important consideration. Well.

J: I think the international aspect was really important. Could also be good it could have also been in other language but since English is right now the lingua franca. Yeah yeah I jus hope so.

Lijie: So now you are 30 your student and have been studying for two years. One and a half years and a half years. So do you think from the perspective of the English language stick skills do you think your skills have been improved and in what ways. I think Grammar wise not really but I think my.

J: Vocabulary has improved. Yeah that's I think that's the thing. And also like. The organ like the way we talk within the economic environment I think that's good for them. And of course you speak more frequently because you use it way more often.

Lijie: If there is any if there is any assistant language related problem that prevents you from performing better. If there is any what AIDS is or what are they. Well I guess there there one. Night it would be if there would be one it will be.

J: Maybe even more vocabulary. Yeah yeah that's it.

Lijie: So English is not a problem for you to learn this. No no no. And how about your teachers including tutorials Professor lecturers you think the law for delivering delivering their content to you sorry English.

J: Yeah I think they are. OK. And.

Lijie: Do you think there is any compromise that teachers have to make because of their language related. Competencies I think this is just chatter general comments.

J: Why. Well maybe one or two but most people are almost native. Yeah.

Lijie: And how about your learning materials including books articles journals and anything your teachers commands you to read. Are they all regional like English written. Documents without any modifications. Well I think there might be some.

J: Typos but furthermore it seems fine.

Lijie: Yeah yeah cell phones until I realized I noticed that you have a reading e before you come to you. You come to the classroom and join the discussion. Do you have a reading list of books that authors and titles are they all like original. They are not more modified by professors about teachers just because no not as primary source. I'm writer. Okay and how badly our assessment. Like all of your assessments conducted in English for example the presentations the exam papers you write. No everything is language everything and the how about the feedback. If you have received any feedback retail feedback from your teachers or your English as well. And because you are Dutch maybe you have. You have Dutch teachers around like in terms of feedback to receive some feedback that is written in Dutch. Your own mother language from the Dutch teacher.

J: No no actually the course I'm taking right now is actually the first teacher that is Dutch and for the rest of world German or Swedish or somewhere I don't know.

Lijie: Okay and how about the conversations if you have an informal or formal commercialization suites for example your first teacher. What language do you like to use or what language did you use while students.

J: Usually I'm the only person in the classroom. It's international.Yeah I usually speak English or German or French because there's also French people. Yeah.Sometimes there is a Dutch person outside of the classroom who speak Yeah.

Lijie: And how about your or your private study when you are doing independent study and only you study language like you do lose some more in terms of taking or in terms of writing

down notetaking is issue. Do you like to collaborate more like why would you like to use English taking lessons.

J: If I write it down in English it sticks better in my brain because then I'm just used to the area and logistics better. Yeah yeah yeah. Translate it back yeah.

J: How about study funds. We'll have to come together with your team members to figure out a presentation to work out on something together. What language to use in terms of discussion. Yeah discussion is usually English. Is there any exception.

Lijie: The only exception is when there's only Dutch people.

J: But I think that has not happened. No. OK.

Lijie: And then the next question is I should have asked you in the beginning but I've forgotten back. So how did you learn English from the very beginning. Would you like to. Share you like learning experience.

J: Yeah. So it started when I was quite young because. We as a family like my family or we went to Canada almost once every two years or once every year depending on. The season or what was happening in Canada because my family lived there. So yes. So for example when my grandpa got sick we went there more often. And.

Lijie: Yeah that's how I just learned. So I've been there I think in total around ten times. Yes. And how about your formal education in primary school your secondary school.

J: Where you're studying English.

Lijie: There are no primary school nothing. And then secondary school you have English. I think two and a half hours a week. And did you choose to study English.

J: When you were your secondary school. No it was obligatory.

Lijie: Sorry I was it was obligatory so everyone had to. From ClassOne Yeah. So you.

J: Can I put it this way that you know started like your formal school English education it seems a secondary school. Yeah. Okay. Because you are probably the first person that ever told me that you didn't study lack of formal education in primary school. So how did you pick up your English. Did you realize that there was a difference between your English proficiency and others. For those who study English education earlier than you do you haven't noticed that.

Lijie: No I think I have an advantage because I have my family but I would not have Canadian family. I might be trouble might have been in trouble but I wasn't you was it was okay.

J: And then the next question is Are you aware or do you know that there is language support. For example language for general skills English for general skills and English academic performance. Is there any language supporting in Massachusetts university or your school in particular.

Lijie: Well for me there was no necessity to get up so I actually don't know what there is.

J: And now the next question could be a very general answer first why is generally speaking what kind of benefits have you received from this program that is taught English. Ma'am.

Lijie: I think because it is international and it isn't English. It attracts a lot of international students and you can also see that if you look at the figures there's more people from outside of the Netherlands there are from inside India as B. Yes. And I really liked that recently. So yes that's really good.

J: OK. And after all though the vantages we have discussed what are the drawbacks of this program that is targeting English charities. If there is any you.

Lijie: Know I think it's there there isn't really one is quite targeted.

J: And do you have any sense for me that you want to share but I I didn't I didn't give me the chance to share with me. I think it's clear for me. Thank you very much.

Transcript of audio interview 27

Location: NL-U
Date: 10/03/2017
Interviewer: Lijie
Interviewee: Z
Duration: 16: 59 minutes

Lijie: First of all thanks for this interview. Would you like to introduce your background a language background a little bit like when you Native and other languages do so like a second year student here.

Z: Certainly two years and I'm originally from Germany and for the Frankfurt area that matter I guess when I first started learning English was in fifth grade. And then when I was in 10th grade and you went abroad.

Lijie: So I lived in the U.S. for a year then I guess this is also where I learned most of my English. I just word became over habit. Yeah. So then I stay in touch with friends over there. So I just continued speaking English and eventually it was time for me to apply for college. And I actually actually considered going abroad and not studying in Germany because it was easy to me so I guess I came here with maybe like a little more knowledge on English than like other people. But I was obviously still.

Z: Yeah yeah. All right. So go back to your former education. We wish. So did you just say that you know you'll start restarting your English education in fifth grade in fifth grade in primary school. No that's so when I was like 10 or 10 years old which was a compulsory. Yes. Yes so. So you could you kept studying English since then to show off your high school. Yeah exactly. I'm not aware you are not me. You are not business study. No major bodge but like your faculty. Do you say anything. So your face. Yes. INTERVIEWER And do you sorry. So when you are deciding wishing for so long was the English one of your top criteria. For example I go to this university course because that is English.

Lijie: Well I guess the main feature for me was really the study content. But like it was a really great asset that it was in English because I generally enjoy speaking in English and I don't know like I just I guess I just like the language so it was something that just drew me to this university also I guess since so I'm not completely German like my my dad's German Columbia and so I grew up in between languages between cultures. So I guess I was just naturally drawn to like yeah like multilingualism and like the more international context this university can ask more specific lay that.

Z: Why did you choose maths tuition University. What is the position of the English.

Lijie: Okay okay so well. Like why did I choose it is definitely the content. Because I'm studying public health and it's something you can study in a lot of places although in Germany there are like three universities but they're actually like a lot farther away from my hometown than [city name]. So. But then but then I would say like English and internationalism is is second really. OK.

Z: Yeah yeah. And now you're while Saturday your students rage. Do you think about your English skills your English proficiency has been improved since you came here.

Lijie: And you studied English just so I like the way I guess I like just general English common day every day English was pretty good beforehand.

Z: But obviously the professional English definitely improved. And just not not not only in specific words but using the language but also like the more analytical part of it. So like how do I formulate. Like research articles like how do I you know rind in a scientific manner in English. So this definitely improved like obviously I didn't know anything about that before when I was living there.

Lijie: Yes. And as year goes by are there if you think are there any lack of English or language really to problem that prevents you from performing badgering in a classroom your content classroom like the experts or just your daughter. My Yeah I'm.

Z: Not. No I wouldn't say so. I don't really like it but I guess sometimes like I said it's sometimes hard to communicate with people that have a different level than me in English like obviously this isn't about me it's just like that I sometimes cause cause because I mean so I'm from Germany so am I. Although I don't go through the process of like translating German to English to be able to speak English. Other people do that like me they were just me basically translated word by word from their language to English. And then sometimes the kind of the translation gets lost like it like becomes another meaning so sometimes you do have to go back and forward to like make sure that you actually understand like the right what they actually try to say Oh yeah yeah.

Lijie: So and then and that that this will be related to my next question. So do you think all the teachers your own faculty or your business classes who have business courses you have selected are those teachers capable of teaching everything and actually delivering their content to use free English.

Z: I mean I would say definitely like 90 percent of old tutors or lecturers or professors are there. English is quite well for teaching. I mean it doesn't have to be perfect but they definitely get their point across. I guess there's some where you would have wished for them to you had to maybe freshen up a little bit or like. I know that we we sometimes have lectures and then we still don't have the slides in it when when there's I mean there's some people in the room that speak that but others just don't get it kind of unfair. This is an international university can you need to change that. Like how long is it really take. Yeah. So more but other than that I would say yeah they mastering do well in providing English. STAFF Yeah.

Lijie: And then two more specific. Do you think your teachers sometimes have to compromise in each. Year. Deleveraged because they are speaking English. They can't hear me hear any compromise.

Z: You could imagine. I guess so like for some definitely. Or they would just like start a sentence and then stop and ask how do you say and then say word and then hope that somebody in the audience would have a good way of.

Lijie: Bringing this across and English but that doesn't happen too often. OK. So yeah.

Z: OK. So my last question maybe you have already mentioned that but do you need to ask these questions. Do you know or are you aware that there is language language support or jingly language support in this school or this university. Or have you received Have you received any support from that from having lunch. Have you ever sought salt out of this kind of a support.

Lijie: OK so I've personally never looked for support to increase my English ability but. So we do have a language center. I don't know if they actually have English classes as well or is it if it's only other classes like learning Dutch or so. So in the second year now but last year in the first year we had a lot of help from. That was also the language center. So they do courses but they also teach classes where it's really specific about. How do I make a good coherent English sentences. What are the most common mistakes like what should we watch out for. And then they fall for my first papers. We always had the chance to send them in and then they would correct them and give us feedback.

Z: So I think that like that definitely helped me as well. But I'm not sure how it works with students that truly.

Lijie: Have some you know like lack English knowledge. I do have a couple of friends that came here and they are English was really not that great men.

Z: It's just because everything isn't English. They pick it up quite fast. So I'm not sure.

Lijie: Like I never I like I know any case where somebody actually needed help. Yeah in English.

Z: Yeah. All right. And then back to your contents. Good luck to all on major on your own studies are the teaching materials or learning to speak English like the original English. Yeah yeah they're in English. All of them. Are there any adoptee adaptations or modifications made by o lecturer on your professors to suit your neck to suit a student's neck language needs no language and language.

Lijie: No no I don't think so. So the original and the primary sources of learning. Well I think so. I've noticed that a lot of the articles Burzum that we get have. Are from Dutch researchers but they're written completely in English or is still a regime. Hong says Yeah yeah. I mean not modified as I know much is known now. Okay.

Z: And how about your assessment how you evaluate everything through the language of the English your presentation essays or maybe you have your reading exam papers.

Lijie: Well for the exam I honestly don't well I guess if it gets too horrible they they probably lower your grade. But I guess as long as they can understand when you're trying to say it's mine. But I don't know because we never get the exams back for papers. It's usually 50 50 so 50 percent content 50 percent language and then obviously and then you can you need to pass both you know to get your final grade. If you fail the language part of all the content is really good then you don't need to redo and then they and then you actually get support so and then they provide you with feedback so you can improve it and then resubmit it.

Z: So in that case UAH that your content is okay. Body language is not. Who decides that this has it's what it in the assessment.

Lijie: So for us it was the language center. And these are all native speakers senior from the U.K. or from the U.S. or our allies. Alright. I just interviewed this teacher from. Any native

English speaker which I think is really good because obviously they haven't. They have a different feeling for the language than does anyone else who's not a soul.

Z: So in this case that they are two part that decides your desires see or not feel they speak your paper. Do you have to go back and forth between two sides from your content teachers and almost no support no.

Lijie: Well you just usually just get one male saying okay this is your language grade. This is your content grade. You pass fail whatever it both won. None of them. And then this is your overall grade. And then if you need to go back to fixing the length of the speech in your paper then then they tell you OK go to them. But it's not really you like a back and forth.

Z: So so so if you feel Dean to part forced prostitutes the content teacher if you feel in the language and then you just go to the language support center. Yeah exactly. OK. And how about all your study when you what do you look for when you are studying with yourself an independent study what language do you see in terms of not taking into exercise practice.

Lijie: For me it's usually English because then I can just related bag easier to the to the original paper that I was reading. The only time when I make comments in English is just when when it refers to something specific so let's say a German advertiser when I watch them I'm not going to translate it into English. Aw yeah but that's that's really. Like other ways they do everything in English.

Z: And how about a group work if you have any group work for you. Oh yeah. And what kind of presentation. Well so if. If there's just one person that it's not that it's not German or like.

Lijie: Yeah then it's always in English sometimes I do work with the person that's German and then we speak in German. But actually like all the all the content related words are still in English so yeah we're kind of Swedish Yeah. So we speak in German and then we have like an English word and then we could do this in German. Yeah. So so so we don't make the effort of Tranzit trying to translate it into a professional language in German. Yes I understand yes.

Z: And then my last two questions could be very Jarno just for your personal opinions. So overall speaking what kind of benefits do you think as a prospective student what you have received from.

Lijie: Do you miss talk programs. Well just so for me personally.

Z: Or Yudkowsky behalf of Martha Stewart Yes I can relate Yeah.

Lijie: So I'm studying your public health which is alive. So basically your policies and health and for that I think it's really essential to be able to communicate in English because it's just the like the official line if you want to work internationally then that's a big ask what else.

Z: I mean to me it's certainly fun consensually speaking in English and learning English.

Lijie: What else. Yeah I do think that it's.

Z: That it can be important. And yeah like in my future career.

Lijie: Yes. Are there any drawbacks or downsides English. Yeah. He's taught English.

Z: I think it's just that sometimes confusion happens between what I mean and what somebody else understands or the other way around. So I guess it's not as straightforward. It takes.

Lijie: Probably more communication. Also I know I've never studied at a German university so I don't know how easy that but sometimes I think that.

Z: Or I have friends that have felt treated unfairly because they felt like the whoever says their paper and didn't get what they're trying to say. And so yeah but then I didn't read the papers I don't know who was because their English was bad because the person that assessed it didn't have abilities to read between the lines where they were.

Lijie: Yeah but that's that's really about it. I don't. I don't generally see myself as having a lot of problems dealing with language as in speaking learning reading doesn't matter. Like I also I also don't read like longer to read English. But there's probably students that do. Yeah have more issues with that.

Z: OK. And can I ask one last question that I missed. So in terms of your evaluation you said everything was is conducted in English. You write everything. And how about the feedback if you if you have received any feedback from your teachers. Formal ones like written ones and also informal ones of moralise are they or are you English for example how about who receive feedback from a German teacher.

Lijie: Yeah. So we do have professors that are German that you work here and have been my professor because Korean music but they provide everything in English like they don't. I

mean I could sit next to my tutor but he would still speak to me in English even although he knows like we both have the same mother tongue and the terms as I read to him seatback in.

Z: English. Yeah. Yeah. Yeah. And that's. And for my right to me. And do you have any questions or do you want to sing somebody else that you can have just to express yourself.

Lijie: No I think I'm fine now but if you have any more questions than male me since. Thank you very much. You're welcome.

Transcript of audio interview 28

Location: NL-U
Date: 07/03/2017
Interviewer: Lijie
Interviewee: F
Duration: 12:02 minutes

Lijie: First of all sensible thing to ask. What is your native language and what is your nationality. I'm german and my native language is German. And how did you learn English from the varying scratch from the beginning. So I started I was about ten years old I think so when I started high school in Germany. Yeah.

F: The first my first foreign language was English. Not until I've finished high school basically and I've went on exchange. Yeah that's I guess. And then I decided to come here to study full time.

Lijie: So can I ask why did you choose XX university. Why did you should this program. I. Must You Must because of.

F: Some problem also because of the specific program because it offers something along the sciences that I can focus on economics and finance which is why I chose to study and I think I will be like an international company or a public institution good to study English.

Lijie: I expect we work with nature.

F: Okay so were you were trying to decide which university all these programs where you were going to apply. Was the English a key if you list your priority of considerations was Englisch there where was your consideration for English. I wish.

Lijie: Might outline might wish to be to university.

F: Okay yeah. Okay.

Lijie: So now you are Sadeh or a student so reflecting on your 0 2 years pre previous experience do you think your English skills have improved have been improved and in what ways.

F: I think that have a specialty not to give me time to academically. I mean. At school right.

Lijie: I mean we have got something to back up and just being able to express myself in a more coherent way also present better in the English language you're more confident. And also you bring up a child trauma center from that. People here come from so many different places. Yes. At the beginning it is sometimes difficult to understand what's making the Axis I was used to a that was basically nothing about the the few years.

F: Oh yeah. And.

Lijie: What else are you like are you what's your way exposed to English through learning English learning. You know a former education also they train for were in college and what else lack of resources are you that enables you to expose yourself to our environment. So I think when I was a.

F: Teen I stopped reading books in front of my. Something that was one major source. Apart from school lunch program.

Lijie: And now you this university. Do you know or are you aware that they are if there is any language support to international students or you in terms of English. I honestly don't know. So you never attended any language. I never larcenous. No I never knew anything and you did it so did research. Exactly yeah of course. And. So. In terms of the learning materials all the learning that a book lists references that your teacher recommended you to read before coming to the class. Are they all in operational English.

F: Yes yes. I've never encountered another language.

Lijie: And those start learning materials adapted or modified in a certain ways to suit your like because we well like me included who are not native speakers.

F: And so just so original Ragia just I think that be the same material used an English speaking country.

Lijie: And how about your assessment was that you valuator to be some Aziz participation. Yes it depends.

F: Really. Sometimes participation grade. So what you're saying should would count that much because some food. Signed. Exams.

Lijie: And they all conducted English and everything. And how about the feedback from your teachers like you get any feedback from your teachers like Rita feedback can say oh yes for me it was always something that I have.

F: I think one surprise that when my professor was German let me to talk to them in German but that was very early only also I think if the professor initiated that because I felt weird because just so I knew they were German.

Lijie: I wouldn't go up to them. Okay yeah. So basically overall speaking what kind of banning sex do you think you have received.

F: You have got you know through this so far. Two years of learning experience. You must choose first. So I hope they find me fine.

Lijie: Because I think it's an advantage that I can say I've actually studied English in English Yeah. So Hosken galumphing. I can actually do everything in English and so that that will. Kind of broaden the job market that is available to me because I can observe what my native language is German also apply to these in a lot of other people like and so.

F: English is on a level. Is it OK.

Lijie: Yeah. And after all the advantages we have discussed a lot of other negative sides of this program like the program that he's taught in English.

F: One drawback would be that sometimes that can be hard to find the right time in German. Sometimes I don't know what I can mix. I can probably explain what a German car on actual top and then to look it up off.

Lijie: Someone explain when someone would be oh but this is about right. So that's OK. Oh okay.

F: So someone knows where you are doing LEGO Group discussion for example.

Lijie: Now back to what you are doing in South independent study with yourself.

F: What language what language mode you speak in terms of notetaking for English if I'm reading something in English and if I'm discussing with people Yeah there's obviously what we can dangle this. Deutsch was German Yeah and then English of which use English terms but then mentions in German just kind of.

Lijie: Sucks. Yeah yeah yeah.

F: My last question is do you think all the teachers here are capable of teaching senior neighbouring their content sorry English.

Lijie: Think so. Of course that some hard knocks and I think overall that will take. Action on immigration as well. I think it's just a matter of getting accustomed to that sometimes. Yeah I think that's the same story.

F: Exactly. Okay. And how about this apple this way. Do you think there is any compromise that teachers have to make when they are delivering content we English for example even if they are teaching in their own language maybe the 100 percent is delivered. How about they teach English. Do you think. Do you observe. Have you ever observed noticed that kind of compromise. I mean. Probably I imagine that some lectures might be a bit lively if they were presenting in their own language because.

Lijie: You know sometimes my mother makes jokes sometimes this often. But yeah. So I could imagine that that doesn't happen as much if you're talking in a foreign language. But overall I don't think it compromise the quality of the lecture and what with respect to the content and sometimes probably the. Variable comes with the atmosphere they convey. Probably not that would be different in the native language but since I can't have the classes having held lectures in native language in English you say first of France because I've never had like lectures in two languages. Yeah. OK.

F: And then I said OK. Have you ever. Have you ever had any broader learning experience that you can experience your third level education your higher education.

Lijie: I Winchell's surely you must approach. About OK and how how is that. How. Did you meet a lot of the international students for example. Yes I lived in a house with a lot of international students.

F: And so that was nice. And I think. It's I was a bit like it was here because the Marshall Plan which was so stunning actually also very unpopular says one Australian. So yeah that was nice but. I think it was I think it was really wonderful because I didn't really feel the difference or see a difference.

Lijie: And this is just your personal opinion. Okay so do you think there is a correlation or direct relationship between the language proficient in English proficiency and your academic. Performance or your academic outcome.

F: I think so because other people who have deficiency. I just had to ask what their thinking was their arguments for example might be more refined or also able to ask more refined questions. So I think that is. A correlation especially when it's about subjects that I'm not about right and wrong. I mean if that's right and wrong you can just do lot in the arts quite hard just for calculations you can learn how to do with peculation. Yeah. First when it comes to. Arguing. Give me the prominence of Hobart it definitely helps if you will level off. Yes. Yeah and I have argued wow some people have arguments with me like for example if you are a native speaker for example if you're a market student or you are British student does that mean that it gives you a advantage or they they give you certain Lambies leverage for you to become top of top class or.

Lijie: I think it does. I mean it probably gives you the advantage that never anyway. But then again you have to understand the quantum. I think at this university. Level of intercessions top is generally quite high and the differences are very small you might. Have. Genes.

120 F: When you do that language isn't it's good enough. But of an average I don't think keeping an eye. On. All of these. Thank you very much.

Transcript of audio interview 29

Location: NL-U
Date: 09/03/2017
Interviewer: Lijie
Interviewee: K
Duration: 11:05 minutes

Lijie My next question as you have mentioned a little bit to how you build up your English skills and how about your former education. How did you get to know English to reform education from the very beginning.

k: So you mean English right. Yeah yeah. And you started in in Germany. I have 12 grades of school. Yeah the first four are elementary school and then we had secondary school for entry and eight years. And we started in the third grade in an elementary school some basic English basic words sentences and then went on in secondary school just like English. But two to four times a week just normal course. And I think generally you don't really have that much energy in the course. I travelled a lot like America stop my family always had like the confrontation and like I actually had to talk English from time to time. So I guess that's why my English was better than generally English of German people when they come out of secondary school.

Lijie: So yeah it was just like from like just from Yeong abroad experience many from no Lebanese. You have a sense a lot to like people said the Dublin people when I came to Ireland. My English was already as good as when I left.

k: So I think that we're talking about it and learn anything I guess like I was fluent before but yeah I of course picked up a kind of the extra little bit of food because I mean in the end like as soon as you know the language and the grammar and stuff it's only about when you come that is gone. So I guess that it's that it's that improved a lot when I was in Ireland.

Lijie: All right. And you were deciding which university to go with. Why did you choose masturbation. The first question is do you consider your English as one of the top consideration so you to come here because it is taught English.

k: So my I have four universities and my selection to German ones. Yeah. [city name] Trinity College and I didn't pick the German ones. They were like to caution I didn't really like that that much fewer there. They were in English as well. I think the one of them wasn't even English both like English was definitely one of my top three criteria for university no one is studying business owners in English and I want to have a university which is like a high ranking. So I got accepted into situations like this. I got accepted into Trinity as well. Then I went to Ireland like a few weeks before I had to choose. And I know I didn't really like it that much more than I chose. Just thinking that event my dad also is closer like way closer to where.

Lijie: I'm from. You just mentioned the actual Actually you already once before or after you came out of that school. Do I want to ask you. After one year and a half studying here. A A be averted. He said everything's weekly show. Do you think your English skills have been improved and in what ways lacking we Chastang.

k: So since there are so many German people in my business program like I would say 60 70 percent and many speak German and that is official numbers are 61 percent so because there's so many Germans and is really hard for us to speak English to them. I speak German a lot. So I think like from a from a purely English speaking Specter I think my skills went down a little bit on a business from a business perspective of course my vocabulary is improved by a immense Yeah. So I know the business language got pretty good so I know all the words. In the business context for just normal English conversations I've been. Made my skills like decreased.

Lijie: Okay I hear you say that decreased a little bit. And are you aware or do you know there is any language support for example English language support from this university or from this school. You. Know I'd never consider that because yeah so I'll assume you never sorry about that. Do you think you will benefit from the language you support. Now you ask. Oh man hours to go to.

k: I wouldn't do it because I'm just like I say my English skills decreased a bit but it's still through and so I wouldn't say it's business suin so I mean I'm still fluent I know how to talk I know how to make all the stuff so yeah I mean as soon as I have problems building sentences and as soon as I notice that my my vocabulary is going down maybe I would consider it right now yeah.

Lijie: Norman and just for collaboration clarification I'd imagine that about asking I need to ask this question what kind of English language related problem that you think that has been constantly preventing you from performing bad during the class in your business study. If there is questions or do you think if there is any English related language problem that prevents you from performing battle in the classroom.

k: If there is any or you are totally fine.

Lijie: I don't think so no. I think there's a problem at the point where you like as soon as you're not confident with the language this is a problem because you can't really like because we have to present so much in that. So if you're not confident with it that's a problem but no no no for me not just for clarification.

k: Now I want to turn to your Sassaman Channy learning process. You also asked Siri English your presentations your essays your exam papers that you have to write down in English. Yes. Yes. And have you ever received feedback from your teachers. Like a form always make reading and feedback or informal language skills and so no I just you all just your and the studies that have you received any feedback for example you handed the IOC and it did you ever receive any feedback that we had one with one cause when schools period soft schools period where we had to write a paper with academic writing and we had that in the mail was like 50 percent content 50 percent.

Lijie: Your form basically yeah.

k: So have you ever received any feedback from your teachers. And it's a feedback Hinglish.

Lijie: Even the oral feedback like yes we had all the fees beginning for presentation fees but fees as well would like the language formal pardon. It's mainly content and fulfillment things. It's mainly like you present it freely without any notes.

k: Yeah I steal. The feedback is English is delivered to English.

Lijie: Yeah yeah okay. How about your teaching your learning materials. Are all of your vocalists or journalist papers that you are you are supposed to read a primary source like the original English. Yeah everything's English there are no adaptations or no modifications from our teachers you know. And generally speaking what kind of band is this Do you think you have received from this program that has taught you to focus a little bit on the language.

k: Yeah I think that that's the main reason I want to study in the U.S. as well is because when you study I wouldn't want to study in German. I'm kind of locked in tune with German area music was and still is nowadays pretty international everything is just just yeah just better be doing it because when you get to English You can go to every country and you're just not limited to your choices and that kind of stuff.

Lijie: Yes. And how large how about the job acts or the downsides of it. If you think there is any.

k: I mean it depends because I have a lot of contacts in Germany physiologic career decisions and loads of them are in German and the folk think about the consequences and they all in German and it can be kind of difficult sometimes because the business vocabulary is in German and I only know English as the cavalry. I mean all the large companies or English speaking nowadays.

Lijie: So it doesn't matter who's done so and then the last question because I forgot that I have to come up to compensate on that. How about when you are doing South Leckey independence that you are studying what language to use in terms of note taking English English only like Go do everything should I'm phoning everything on I'm not really speaking German anymore except for like with my family and friends. How about your study work.

k: Sometimes you have to come together result numbers to work out of presentations in university when we have lecture tours and stuff. We are kind of like at fies to speak English we're supposed to be Danish only but if you have like group works and it's it's like only German people can really like I tried in the beginning to get them to speak English. It's also easier if you have juggling this presentation and you speak English why preparing it. Well it's only German people which is the case sometimes.

Lijie: Then there was bickering so sometimes you end up speaking German. Okay do you have any questions for me that you think you didn't have a chance to express yourself.

k: No maybe in the beginning I didn't mention when you asked me about my language skills you should have managed not to be in school for five years so that's no point. I think it's all. All languages are really down the.

Lijie: Latin based language. Okay thank you very much. The end of our interview.

Transcript of audio interview 30

Location: NL-U
Date: 10/03/2017
Interviewer: Lijie
Interviewee: Leo (L)
Duration: 14 minutes

: So first of all thanks for this interview. My first question is can you introduce your language background and what is your native language languages to speak.

L: So why is everything. Voice teacher in Italian I had some introduction to German 18 I went to Germany in Germany for two years in Berlin for two years. Idc yeah me too. I could go to university. I actually began to study in Germany. Yeah but then I moved here OK let's put it in English that could be my next question. But before that.

Lijie: Can you introduce a little bit about your formal education with the English. How and how how and when did you start learning English next year. My education is to learn English.

L: I know how it works for you. But we have five years more than three years of two years of school and then we have five years of high school. So we began to learn English.

Lijie: A third year of elementary school elementary so when you were like 11 years old and 10 years 10 years or so is the compulsory every day you learn English language which is good for my kids was French frak level was very very bad.

L: And then you mentioned that you moved from the other university in Germany to here. So what was your motivation to do that.

Lijie: So I just didn't like much of the city and I always said something completely different. I was studying German computer science was not the easiest.

L: Yeah yeah so but when you were designing like when you were picking up universities was English one of your top criteria was beat up the country.

Lijie: Yeah let's let's study in English. Let's do this let's decide afterwards what to study. Yeah Katarina was English so let's it's interesting let's get to economics that's got to go to. So what's your top criteria would you like to a cricketer with like have to say so yeah.

L: Why. Can you give me more reasons. Can you explain more about why English is your top cause its lingua franca toward English.

Lijie: Particular for you it's slash like some parts of Asia and America obviously it's the language we have no business to do. I mean because a lot of senior reporter like to say you've got to go around. Yeah.

L: So the trouble is so English society and you are now a 30 year student here. So do you think after after you enter this program do you think your English proficiency have been improved.

Lijie: And in what ways you want to mazelike in Max improved in technical language you can say that the specific language for example. Because I mean my base level of English did not improve so much much as vocabulary for example of economics. Yeah I could not explain things in even if I would have to explain them in English. So I learnt economics still of course.

L: Do you think there is any persistence like always the English problem problems that you know that it prevents you from performing badly in the class. Do you think there is any. Is Always There is always there is very persistent.

Lijie: If there is any that prevents me to perform better I would do so. So I would say that although some problems my english if there is any example in your mind how to find the sentence it's very hard for me sorry.

L: Finding. Yeah the name's Yeah yeah okay. It's pretty hard to say. Like the scene of acceleration and you find other words which are serious consideration. But I have a different approach to me because I'm not I never actually studied the whole. Curriculum of my English like all subjects are just English which is just tailored to learn English which look to learn history geography English and never learned everything everything English you learn hearing university economics normal business in English. Learn from their subject outside of the university you do have more. Possibilities to speak to us. Yeah but it's still more or less related to the original subjects. Yes or the comics or.

Lijie: Yes. And are you aware or do you know there is any English language you supported in a school or in the university in particular. You don't know. So you never try to seek such kind of problem.

L: Sorry sir no I've already tried to work for example and you took a one off Chinese. Yeah yeah yeah yeah. So go to other languages. Yeah OK. Because it means full proficiency you will be achieving the 20 30 years but it's a life okay. It's really great to do to do it right. Yeah you learn everything you want to yeah okay. And do you think all of the teachers in your program the IQ of all for delivering everything English many times were not able to speak very understandable in the sense of hearing their sentences were written more often

very confused. Yeah. If you have any mind set a simple sentence or anything like that do you think is confusing I mean to do were using a Dutch expression which is not understandable for not always switching for some particular words were switching to Dutch English because they didn't know the word you were just off. Yeah not so many there are examples.

Lijie: Now how about you are reading like a learning materials. Are all of the learning materials given by our teachers. English English and they all are regional like have your teachers done any adaptations or modifications on them 12.

L: No material thing to those modified and everything is mostly produced by English speaking but it depends. I mean obviously there are some resources which are like Germans who speak English and write in English. So we read papers original original original yeah yeah yeah okay.

Lijie: And how about your assessment and evaluation like how do you do your presentations do you do your essays and exam papers all year. How about your feedback if you have ever received any feedback from your teachers for example like just like informal like just oral feedback or written feedback. Are they all English.

L: Because I mean that is a few teacher I never encountered just one teacher who could speak a bit of Italian. That's all you have known for the average university does this policy of Lingua Franca inside and outside class. So they ask you since the beginning to say okay you don't speak your main language and when you're inside a building. SB Yeah and they try to push it to the first year more than anything else because given that there is a huge population of German as you as you know Yeah yeah I can the after class during the break Yeah. The biggest street Germany because the majority of the people here don't speak German and it excludes people so a policy of of Moscow some say you know.

Lijie: Yes. And how about your study where you are doing independent study when you are yourself what kind of language you use in terms of not taking all.

L: Practising your exercise. No I take mostly English. I was thinking of something else which is for example I'm doing a bit of physics because we like physics and computers we do everything obviously because I mean most of the interesting literature material is in English and how about the group study always oh gosh I mean and live with it at home I speak Italian.

Lijie: Yes. But everything is in English. When you are studying this I still like to enjoy reading some books romance.

L: Yeah I read an Italian and then here at home our last two questions very general so the first two lines maybe you have mentioned it but I asked you I have to ask this question again.

Lijie: What kind of benefits do you think from the perspective for you as a student that you have received from this program that is taught English.

L: What kind of benefits the benefit of being able to adopt in different countries or a possible working life in the economic consulting watering everything. What can I can going to be able to present a new way to write and be teaching you will do everything in English in English. For me it's the possibility of turning around to connecting more and more countries more globalized world.

Lijie: Yes. How out do you think the teachers have received benefits from this English top program. Wow. If you have any comment on that is actual question but I think I think maybe you want something to say something.

L: I mean the teacher as you well even if they receive any benefits from this apart from learning a bit more English I mean learning English obviously English is always improving.

Lijie: What aspects what other aspects do you can think about.

L: It would seem obvious. Now they're able to communicate with people from Marshman decommissioning. This is they get not only the benefit of learning English but get the benefit of knowing or trying to know a bit more kosher courage and being able to to have discussion with Italians in English and read Brazilians or Chinese or Indians gives you a bit more insight into the way of thinking way of approaching things.

Lijie: Issues are there any drawbacks downsides to this. Taught English taught programs as a prospective student.

L: Yeah I mean because the material that you you select it's obviously restricted. And in particular in economics. I just think it's a comic's economics. If you teach in English then you go back to certain currents of economics which are not all the current Liberal I mean

that is a way of thinking which is mostly American what we have yeah then that is judicial review a way of approaching the problems also from China's point of view. But there is much less literature in English from Chinese academics.

Lijie: Yes.

L: OK so what do you mean by current current framework of thinking Oh yeah I feel I'm from New collegians cool but an academic from Beijing University thinks not in the same way as Harvard. Yes. OK. He thinks for example of central planning is a bit better because of these disorders you can read what he wrote because it's nobody who translates. Yeah it's on him.

Lijie: Yeah yeah. Nowadays the Chinese Académie are now trying their best to the. Is a good thing. So we can understand each other. Okay that's the end of our interview. Do you have any questions for me.

L: You don't think you have no desire.

Transcript of audio interview 31

Location: NL-U
Date: 09/03/2017
Interviewer: Lijie
Interviewee: A
Duration: 16:49 minutes

: OK first of all thanks for this interview. And would you like to introduce your language I want.

A: What is your native language and what other languages do you speak as well.

Lijie: Ok so my native language like my mother tongue is Filipino whom my parents speak Filipino. I think that was the first language spoken. Then I went to school with I studied in Singapore. So this stuff was taught in English and the language is now my second native language against offline.

A: And then I took Mandarin for ten years more at a higher level. So that's I would say fluent. And then I took French for two years to come to like to level on the European framework by haven't used the ages. I also learned a bit of Spanish. And now I'm learning Slovak. OH MY GOD IT'S REALLY GOOD. Good for you.

Lijie: Good for you.

A: And how about you tell me your experience of a formal education English a formal English study reading us through our school education.

Lijie: When did you start a certain thing like my whole school education was in English from your primary school yeah. But how I was taught English was very like we didn't really learn things like nouns and adjectives they just kind of threw us into English. I think I remember in preschool we did a lot of comprehension and vocabulary tests but we never really learned. As part of our English curriculum. And then from there we did everything else. I think later on in high school English classes were more about literature than anything else.

A: So what you had when you were deciding wishing or worse Tishkov was the English one of your career terrorists who Selak to universities.

Lijie: Yeah I think for sure I wanted to study in English even though I could problem like I could speak Chinese I don't think I could and in the Philippines I couldn't go back there because even though it's taught in English that was officially used by people still speak not straight English like not fluent English so it wouldn't be as good. I felt I felt it wouldn't be as good a standard to in Singapore everyone everything is in English and has quite a high standard of English. Oh yeah. So English was one of the criteria Yeah it was important that it was not just English nor my English but has to be like a good level of English so either Singapore or England or Australia Young a kind of thing.

A: Yes and now I know that you have your English education Maxence very very small primary school but still after your entry into university and then learn and start to learn business program sorry English do you think your English language Skuse how steel have been improved and in what ways.

Lijie: I think yeah definitely it improved because at the start of uni we had some classes about critical thinking and writing. So specifically business kind of writing. So instead of my high school education was love literature and a lot of imagery symbolism but that takes too much time and now they taught us a little bit more structure and how to be more concise and use more accurate wordings so that you don't have miscommunication. I think that really really improved my this my right my academic writing. And when I do proposals and things like that it became a bit more concise and accurate. FISHER Yeah.

A: So now you are an exchange student and you must Drishtipat and to your home universities in Singapore. Right. So I don't need to know the name of your home university.

Lijie: Black would you like to do a little bit comparison between these two universities. Not this universal but just to kind of English taught programs in your home country I'm hearing overnight for example you Singapore. Do you think being a home university you all the teachers are capable of teaching delivering their content to English. And what is your comment on that.

A: And my home university we also have professors from all over the place and I think not everyone is actually capable of speaking good English. Sometimes they don't know how to explain something. Sometimes it may be their acts. It's not really their accent it's just the way they chose to explain it. It's a bit weird automatically and then you don't understand it happens because they're from all over the place. But so far in my state like the as far as I know the tutors usually have more like have been doing business courses in English so they know the term properly whereas back home like you sometimes have professors who have only started teaching in English but their education might have been in like some other country so you can assume that they do really do it in English to begin with. But we're really talking about professors though because I felt like also the classmate. Yeah. Yeah it

changes the dynamic of Yogyakarta compared to as well like back home because everyone speaks English more. Most of the time. And you do all the readings in English. Just like when you have questions or discussions and everyone tends to understand the word similarly by hear what I've realized is that sometimes you have discussion questions that just go on forever because people have different understandings of the same word. Yeah cause of the different nationalities that are in [city name] like the Germans they give a different meaning. And it's just somehow maybe a translation problem somewhere because we all speak something else.

Lijie: Okay so any example I'm on your mind right now.

A: Sometimes.

Lijie: So the other day taking this class where it talks about a lot about relationships or something like how one factor would affect something else. And sometimes you can see confusion like what is the. Which one is influencing which. Because people cannot mess up the direction. Wonder what the word actually means to them they think it means different so than it like this defriended and then it takes a long time for us to resolve the problem. The problem is just that we have different definitions of different understandings of knowing more. Yeah I took a similar class by home and that was the thing about that is it easier because when you talk about a theory everyone has the same understanding of the words in the yapped the global one theory. Yeah that is the same yeah.

A: So that was their friend here okay and either your home in the worst thing or here you must first do no or are you aware there is language support for students to study to try to study English so they can perform better in the content classroom.

Lijie: Yeah I'm in my home university in Singapore and you're an international student from certain countries where if you can't prove your English proficiency they give you a bridging program until two months I think before your first year. You go through like classes and teach you English and also English specifically to like our classes and the projects that you have to do in Finland. So they have practice with our teaching staff in the languages one for two months.

A: And since your college postings your college education. Have you ever sought out of this kind of language support for yourself. You also have an English centre.

Lijie: Then I gather from university there and helps you with your academic writing. And so one time I did actually. But just for fun you can go there and they can look at you you anything you're raising me your reports your proposals and they can give you advice on how to improve it. Okay.

A: So do you think A it is Browning-Ferris show that students can receive such kind of language support from the university yet terms of English and English study.

Lijie: Yeah definitely. Because sometimes like obviously you want the quality of your work to be better and sometimes you have these great ideas but then you're reports if you can't speak English well it's hard to read. So it's good that there is this centre that we have in our school and it's nice that they have a very nice atmosphere also because they knew more where you'd want to go more. I think it's important.

A: Okay.

Lijie: And then that's the comparison focuses on the learning materials and other your home in the Burstall here are all of your learning materials required by the professors or primary resources or regional or are there any adaptations or modifications on the learning of the materials just because all because of the students language proficiency.

A: So I think they're old originals in English unless maybe they have international editions. But generally I think they're all equal. They're all original except in the case of case studies Yeah and then they change it from the original like newspaper language into English. How did that change.

Lijie: Back at my home universe holding foot so in that case who did that change on modifications. I think they just found the translation so Elkadi so you mean the primary resource was not yet again useful in. I don't know let's say some German newspaper or a French newspaper here they made it into English. So but most of them most of the time. Okay.

A: And how about your assessment in your home universe and I hear you are assessed by English extruding English like your presentations your in your essays Sandy exam papers

say USSR didn't like the language they use. Yeah yeah the way you Persian you had to these assessments.

Lijie: Yes so for back home we have presentations. One of the rubrics this the language that you use where there is clear concise and in the same for reports whether your language is clear accurately fluent whether the way you presented was not just fluent in English but fluid. Yeah yeah. So definitely your grasp of English reading is graded in a back in my home university.

A: Okay.

Lijie: And how about the feedback if you have ever ever received any feedback from our teachers maybe formal written ones or maybe just oral feedback. Were they all year English as well.

A: Yes most of the time that we do and like you know another teacher who share the same we share the same native language as you do.

Lijie: I've seen personally no but I've seen sometimes if someone struggling with the Morson let's say the teacher is from China and then person especially with financers something that's hard to understand. So they do give. They do. You can't you can't have consultations in your own like native language if if it's applicable it is possible.

A: OK. And when you are studying Maxxam we are conducting independent study like you are studying with yourself. What language do you see in terms of notetaking and the practicing.

Lijie: Usually I take notes in English stone because your textbooks are in English and you write in English here should be English.

A: And how about when you do group discussions or group work Solectron you have to come together and work out a presentation sometimes it most the time it's in English.

Lijie: But if you're working more with Singaporeans who are Chinese even then sometimes some of them like Chinese words come in. Because maybe that comes to you first. But the old can that translate into some into English. After the concept maybe is more in the Chinese vocabulary first can then come.

A: Yeah and how do you find the English taught programs in this room or something much faster.

Lijie: Yeah I think so far it's it's pluses are good. But I've noticed maybe sometimes the course materials they give you have some weird English in it. Oh yeah. I mean it isn't grammatical errors or spelling errors in the course book.

A: How could that happen.

Lijie: I think because the professors are also like not native English speakers. You mean the teaching materials and the volume. Yeah but they all wrote like instructions at their core background information. Yeah I think textbooks generally there's no problem because they don't use their own written like someone else wrote was Yap is like a published book The ones that they provide.

A: They give guidelines and notes and tips in their course manual and sometimes there's like problems on their own. And I think also sometimes when we have discussions with the tutors. Not clear yet what we're saying. It takes a while to like your whole life understand what you meant in English. Now that noncareer shit with something like that like you can see that the comprehension takes a bit sometimes more time or more.

Lijie: Yeah of course. Generally speaking in terms of learning English I learn sorry learn the business I'm sorry english is kind of English taught programs.

A: What kind of benefits. From the perspective of a student. Do you think you have received or Jarrin. You can't speak for the four other students as well.

Lijie: You think I think coming from my home university we had lots of academic writing at the start of when we first started so that really really helped. When it came to the next few years where you were you have to write more more proposals more business plans. You know how to use more professional language. I think that was really helpful. Also when you then go I've done an internship and then you need to read like. You understand much quicker because you're used to seeing it in school. Yeah I've had people tell me like it was hard for them to go into an English speaking university even coming from maybe French speaking because they don't know the words and it takes more effort. So I'm happy that I'm doing everything in English already so that when I go to the workplace I know what in English I don't have to study Business English in that way. That's actually very useful. Yeah. And animal comments on that I think especially and lastly I think what's interesting is that you work with people from different nationalities. So sometimes people have different grasp of

English but the fact that everyone studying English you either learn what it means to me be a French person then you say this but like maybe doesn't translate well. So you kind of learn how to say it in English but in a different way that they would understand which is similar in Singapore when you're good exchange student who worked with some of the international students you have because although you speak the same language but then you just have to find a different way to explain them. Now I know like Okay if you know if you're Indian there's something here. Maybe this would be a better way to turn to Israel. Yeah. So Miss those who speak the same language but at least there is no miscommunication is really interesting.

A: So that's kind of like a year you large your horizon all kind of like how you can communicate with the. You don't need to learn their language but learn how they understand your lines the way they say hammerings play those words. Are there any drawbacks. Do you think drawbacks.

Lijie: Always talk programs I think because it depends on where you're going to end up doing your work.

A: Eventually I think doing everything in English in Singapore is good but it makes you lose out a little when when it comes to because we do a lot of business with China with India even around the region Malaysia and Indonesia they speak Bahasa and we don't. So then you're kind of limited when it comes to talking more to like maybe less international firms because we do everything in English and we have no idea how to do anything. I mean we can we may be able to speak Chinese fluently in conversation but when it comes to the technical terms and you don't know anything so it's the same like coming to Europe if you had to do business in France true German you wouldn't know anything that you're so fixed on English.

Lijie: I think that that might be the only drawback you have to put more effort into learning the regional language.

A: The young need yeah OK OK that's the end of our youth for you. Do you have any questions for me.

Lijie: Are you do you think you didn't have chance to express yourself. No thank you.

Transcript of audio interview 32

Location: NL-U
Date: 09/03/2017
Interviewer: Lijie
Interviewee: S2
Duration: 10:28 minutes

: And my next question is your classroom.

S: Do you feel that your students English language Crossett efficiency meets your expectations or meet the requirement of this program. So in general in January of course they do really delimited. Is there any exception or that something you may be concerned. Yes this is the third year we have.

Lijie: These Most classes are open to exchange students and they are once in a while there is an issue with language in the English language. But apart from that I think that that's a problem here.

S: Teaching sorry you're a student and a second student as well like they do teaching students at different levels.

Lijie: Yeah because my next question is if you are teaching students at different years and second third year do you feel like hey have you noticed that as time goes by your students English proficiency skills have been improved over a year passes my mainly.

S: If that is if that would be the case.

Lijie: I see that in the first year the second year. But apart from that I don't see anyone. It's simply up to par so it's up to the standards.

S: Yes. Okay.

Lijie: And based on your teaching experience what kind of language is related to problem that you have observed that are preventing your students from performing battery in the classroom. The language the English related problems I don't think there is a thought for example I can be to leading to you.

S: But for example other teachers they shared maybe some of their vocabulary because of the terminology in the business field sometimes leader not having enough or they have an adequate vocabulary in the business field and that sometimes they feel that they struggle to get the word of.

Lijie: But I think that that's more content related rather than language related so that they're not up to the set of Khandan over of course rather than having issues with the language. I think that's the issue rather.

S: Yeah.

Lijie: And there are called regarding to teaching materials. Do you give me sustenance or raging primary source source of reading and writing materials journal. So you don't have any modifications or adaptations to some student's language skills.

S: No. In our primary. OK.

Lijie: I know you can't teach her a license to teach. Yes corporate corporate governance and finance. But do you think there is any occasion that you step out and have students with their language for example if they do not find that word and stuff out there.

S: But that happens maybe four times a year. So yeah it's very hard times or so it's said that they don't understand a term and then I explain it in Dutch or German or someone else explains it in there. It's a language that happens just a few times a year.

Lijie: Yeah. And then your relation to the exact amount of students that could do is ask your students everything based on English. Yeah. Yeah.

S: And you mentioned to you your native language Dutch. So is there any occasion for example if you give feedback to a Dutch students maybe maybe reading feedback on maybe moral feedback. Do you use your own language for the king for the sake of convenience.

Lijie: There is always the English do you are aware or are aware or do you know that there is language support you must teach in a city or business school in particular.

S: If I'm aware of that yeah.

Lijie: Are you are you aware or you know there are language classes these that offer language classes.

S: I'm aware whether the students are at home as a teacher are you aware I'm aware that where there is language support I took them myself.

Lijie: So yeah okay.

S: And then just up your general opinion do you think that students should shood receive this kind of language support from school when they are allowed out.

Lijie: I would say yes programs Yeah I think that should be an entry level requirement so if they study here. So if they're allowed to enter this university I think there should be a check whether or not the English proficiency is up to standards. So I don't think it should be a requirement that I think it should be a requirement if they go if they're on an exchange let's

say to a Spanish speaking university that they are offered courses in English in Spanish. I think that should be checked rather than yeah yeah something fixed or something.

S: Okay so now you think there is a need for students to get a kind of language support whenever it is needed of course.

Lijie: And also if they don't feel confident with their English or I think that should be definitely part of the program there but it's up to them to decide that.

S: And then the question is do you have multiple multiple teaching experience in different countries.

Lijie: Our universities constantly continents.

S: No but I'm also teaching in other schools also mosque improvement some other location in a college is a different college.

Lijie: I'm asking I'm asking this question because if you do my next question is are there any differences in terms of students English proficiency proficiency that you have observed in different colleges on this. I think it's the same. It's quite the same. So the are of all of the average sensory English. Okay. And then let last the two questions. Sure he could be very general. Just for your opinion. Is it the first. What kind of benefits do you think that the students have received from this kind of program that is taught in English and what benefits do you think as a teacher you have received.

S: I think for both the most important skill they learn and I learned this is communication. And of course you need the common divider here and that's language. And I think that's what they teach here are that they're being taught here communication. So PBL is perfect. I think a terrific tool to to get acquainted with communication and how different how communication works among different levels in businesses.

Lijie: And I think that's perfect. Yeah. So also for myself yeah I think that's the one and only thing that I learned here. Yeah communication with different persons persons is those students coordinators is it the dean.

S: Is it all these levels.

Lijie: Every life requires communication and that's the most interest. Also for students finished this year.

S: I think after the advantages would we have discussed what kind of job do you think if there is any thing about this program that it's taught English for the students for the program. Like a yo yo yo opinion on the program. If there is any child back of this program your back job at catlike downside negative I'll drop that job back yeah. From a from a language point of yeah from the language of the program is taught entirely. Yeah.

Lijie: I see it as one Rob and one it's not even a drawback it's rorter concern.

S: Yeah they call it.

Lijie: It's here it's really focused on economics business and economics right. I think it's more you know it's also I think we should have a more societal approach to problems or issues we target class. Like give me an example. Yeah it's narrow focus here of course. Yeah. Think about worldwide business problems is not only financial issues or college it's it's complex. Exactly. It hits different factors and environmental and social cultural and that's something from a language point of view I think and also discussion wise I would say that that's something we do but not to the extent that I would have seen from a language point of view then I would say and there's also really focused on our field business here. And it's touching on cultural issues and of course there's not a culture factor here. But still I think that's something we might introduce in order to have a more solid language package.

S: Yes. And that's the end of my interview.

Lijie: Do you have any questions for me that you think you didn't have a chance to express yourself.

S: No I think all or simply comments. So you're using it for research. Yes sir your they.

Lijie: Think this is the.

Transcript of audio interview 33

Location: NL-U
Date: 08/03/2017
Interviewer: Lijie
Interviewee: H2
Duration: 25:57 minutes

: So my next question is since the beauty of teaching all of the problems read English.

H: Yes that's correct John. Yeah.

Lijie: Because yes as a the education is an officer he he informed me that in this particular business school owner one program under a program is taught in Dutch and the last of the programs are taught English. So our. You teach English teachers to teach all the programs that are English. Yeah. So do you think that your students are generally English language language schools meet your expectations that you know enable you and as our students continue to continue to count and to learn that in the classroom.

H: Overall yes.

Lijie: Back to have a com for the comments on that.

H: It's not that I have been teaching both undergraduate and graduate students. That you might think that some of the graduate students because there have been more experience that there's somewhat more fumes but it is not necessarily true. Then the bachelor parameters for Monsters University students compulsory to go abroad which additionally helps them to improve their English especially if they go to North America U.K. or any other countries like Australia. So you might also see sometimes that students who come here for mix change that. And then it's difficult to disentangle whether it is their English proficiency or whether it is just the nervousness that in the beginning of the courses some of them might have a bit more difficulty expressing themselves than others. But that often also goes away over the running of the course.

Lijie: Yeah.

H: Do you have any experience of teaching students more now like year so that allows you to observe the areas of improvement of the English skills. Because if you do. My next question is to have seen your student's English skills. Generally progress as time goes by.

Lijie: We don't because most of my teaching experiences at the monster level yet. I've been thinking of the older musicians on the organization of course at professional level not only for two years. And so it would not be for me the first time ever that I have the chance to also surf development of bachelors to sing at the Masters level. But no I've not had the chance to see how would develop across them separately.

H: Yeah. So based on all these teaching years you have you have in this university. What kind of English language related problem that you think that prevents your students performing better in a classroom.

Lijie: Any language related problem.

H: I mean students used to basically master two skills simultaneously. They need to be somewhat fluent in the English language but they also need to acquire a new technical vocabulary. And often it is that you can compensated lack of or weaker performance in the English language by having technical vocabulary. And the other way around. So the students that might have difficulties in expressing themselves that typically they have some problems with grandma the English language. And at the center I'm also not a very good understanding of the technical vocabulary and if that that happens then you'll see that just because all of our teaching is in a group setting that then they themselves would get nervous if they don't find the right words. And they feel a few under pressure and that that could mean does does what what my wife observed a couple of students that this can also inflict the self enforcing negative spiral and that students over the course of the day instead of gaining confidence they might they might increasingly remain inside.

Lijie: Okay so first to this Chris this question I am aware that you are teaching content that you are not an English teacher so you only focus on the content delivery. What do you think from time to time you will have students with their language problem in case if the opportunities arise in a classroom.

H: I do some guess you can distinguish between spoken and written language spoken language as language whose skills proficiency in the English language that is most evident when when students themselves and to facilitate a session.

Lijie: And if they would then make mistakes in terms of intonation of particular terms or if they I guess this is probably the key mistakes in the nation or that they have.

H: If it's something like if they would say characteristics instead of characteristics that is that it's always easy to correct or b have technical terms like conscientiousness which is often for students consciousness. And here it's again helpful and productive for the learning of students to correct them. This is much easier to do than to intervene and correct more

substantial grammar problems that students have. Like word order or just miss them mispronunciation can be addressed but if you just look at certain understanding of the English language grammar then it's more difficult to defeat for the year for the written language skills that have sometimes indicated to students that there is also the academic language centre which they would say which you can get help from and that for students. As far as I know that they have at least one hour that they can use consulting services of the current language centre for one hour will not be in touch. So I curse of course students to do that but that is often more at the Masters level and also for students who who in the master's thesis.

Lijie: Okay so you are aware that the reason that we're supporting this particular school are living in the very strong Jaegar I'm aware of that yeah yeah and I would like to suggest or do you think students shouldn't get this kind of support it alongside with their account in the classroom.

H: Eric prolapsed any students need to be aware that the possibility exists not no because the thrust of the first is some shoes they benefit others not some students they are proficient that they would not necessarily meet that others will need it. So. As long as they are there for as long as it is easy for them to also get appointments and that they've got swift help in the words necessary.

Lijie: OK. Thank you. And then my next question is regarding the learning materials and the students assessment in relation to the learning materials. Do you give your students like a big list of recommendations. Are they all primary sources. What I mean is are the all original. Have you ever modified or adapted later bid to a certain extend it to suit the students Newspeak. Speak with the consideration of the language proficiency and that the question.

H: So I'm a make make changes to the reading material regularly so I update the reading material regularly. But that is basically it's most foremost driven by content and this is going back to what I've said before that it's might be that students have difficulties with English but also with the technical vocabulary and could remember very few selected cases decided to not use an article again because that was overburdened with technical language that make them just complicated to really understand the main findings of the article.

Lijie: And ask What did you do in that case you'll find this article on Liddick the complicated for the students and what to do instead.

H: You finally ask identified and articulate is of equal quality but just Kuzbass similar such an easier terms. Duse depends of the courses that I teach. Whenever whenever there one of the examination methods is innocent or written. Simon also points students to for instance the booklet entitled The economics of writing from the other McClosky which is why I believe that she is a professor of linguistics at Oxford and might be wrong I believe she's also an economics. But but she has published a wonderful booklet with marvellous writing tips on how to how to write well in academia. I believe that this is something that the students find worthwhile reading. Another more and more recent example just just because I just had 4 for this Almanzo she gave you of course had to go to some proposals that students had to write just two pages of proposal for the fine paper and in there also commented on the academic write in and we then compiled all the. Main mistakes made but also guidelines on how to prevent such mistakes and document and uploaded it so that students can come home again to Kate themselves so academic writing them means not only but I guess not only about the spoken word on what is written.

Lijie: Okay back to you. But just in case you don't make the grade 8 or your updated and your modified nonteaching let you see that that's only driven by the content mainly made by the content and many other counter the purpose. Okay. And they are really. We got very good in regards to the Art Student's assessment. Do you evaluate your students performance in English only slowly. For example group presentations and individual presentations or essays for the proposal is the way to lines and also for them the final paper exam paper exams. Do you evaluate students suing only.

H: Are you asking whether both of them need to do them or these papers in English. Yes. Yes.

Lijie: So solely. And how about the feedback spoken feedback informal feedback or informal feedback or lack of reading feedback. Do you do or the feedback. Sorry english i feel you send your feedback to students rebuying yellowish. Yeah yeah. Eh. Is there any chance that

you may use your phone number your language your your native language communicate with one of the student maybe who is also who share the same native language with you.

H: Or easier and exactly.

Lijie: Everything that this this this does happens in the rarest of occasions. So it's no during class certainly not during the breaks and close students to stick to English and often enough it is that you have a group of students who you address and again then it would just not make sense to switch to German minorities because not everyone would be fluent in Germany. So again might happen. The rarest of cases but not that I would be aware of it in systematic ways in which it would then switch to churn.

H: OK. Yeah.

Lijie: And then I have two more questions to go. So Jeremy overall speaking what kind of benefits or advantages do you think the students have received funding from this kind of program that has the business business.

H: Tarty English I'm aware is a little bit too generous to be coming at this from different perspectives.

Lijie: I mean most obvious is of course that English is the lingua franca of business. So if you want to if you want to survive in the job market you will need to master the English language that's obvious. Kherson could increase globalisation and international teams etc. Pretty obvious but I think it's also about that that if something that matters nowadays then also see that some of them at least the judge advocate themselves even though that they're out out of university for years. And again it's it's important that they also feel confident reading also English literature. And there might be a benefit in that if you if you taught in English then you're kind of looking at that one the same problem potentially from from two perspectives. You can look at them like if it is about performance or if it is about leadership you can look at this light from your from your own native tongue perspective but also from the English perspective and you probably have a bit a rich understanding of the concepts but thinking it through in your own tongue but also in own.

H: Yeah and what kind of benefits from that perspective some teachers and teachers have escaped from this kind of English taught programs.

Lijie: I wouldn't I wouldn't be here if if if this if this university were were run and Dutch and German obviously enough Kenyan of knowing a single word of Dutch. And so I think it just increases certainly the quality of teaching in general a few if you don't limit if you don't limit yourself to a particular language leaks and you just go with the expertise of people and then recruit globally. Yeah I'm sure I mean I'm reading here very interesting colleagues from different places in Europe and if this place would not be run in English it would be probably much much more difficult to communicate.

H: Yes yes you finish this question yeah.

Lijie: And after all the advantages that we have discussed do you think even there any drawbacks of these programs even when you start with the from the prospect of students or from the perspectives offered you as a teacher in the minute the selection criteria in a sense I mean students students learn Dutch students who would otherwise end up here if that if if if the university would offer courses in Dutch. So some students might just decide not to join the university because if you're not confident enough and your main research talent I mean people who who would would be you would be great business students just not come because they don't feel comfortable with English that can imagine as Robert but I guess overall this will be this The benefits will dramatically outweigh the disadvantage for teachers. I mean the institutions of course when you have in the classroom a substantial number of native English speakers that you and teacher you will be evaluated not only on your content expertise but also on your language expertise and might sometimes also be somewhat unfair that that be who who have great content expertise. But but but maybe you have something to boost efficiency so that they will that they will be valued by students more poorly. I'm going to match that design. So in that sense it's important to to also I think it's important to offer a tool to make sure that also teaching staff has access to two English courses in language courses and that they can continuously improve their English if they wish.

H: Yeah okay.

Lijie: Actually it should be the end of the class average to me but I just realized asking how me is the one guy CSK asking this is a Massachusetts University or University you have a work teaching or you have multiple teaching experiences in different countries all continents in the world.

H: So if a study in Germany and in Australia and Hoss's did do a bit of teaching in Australia and that was then obviously in English. And I did my pitch to you in Switzerland and had. Both I courses as well as in German as an English and German as German LS1 also in Switzerland. I had to give a couple of courses in German while I was still doing the pitch and then later but also in in Switzerland also gave methods some methods not told of course but a couple of sessions in English okay. I still remember being vaguely that that took me quite a bit of effort to pay these lecturers English in English because at that time. My mission was it was not as fluid as it is today.

Lijie: Okay so based on multiple teaching experience that history English Nicola like some comments on the differences between did detuned students that are different to work place skin is their language proficiency is when their language the character characteristics of their language proficiency is that you have faced different different groups of students. Just want to see if this is this is very eclectic memories that Dutch students have the great advantage that the movies are that they don't.

H: Doubt that the day they grow up watching television movies in English German students they take raw watch in movies in German. The White might say that that you can hear more distinct German accent in the English of some of the German students than you hear. This is the Dutch and Indian students and I think it's also common knowledge that in general in Europe the most proficient English speakers and I'm proud of the fact that they know multiple languages. Yeah but other than that wouldn't be able to to really pinpoint significant differences.

Lijie: So your previous universities do they also have a similar kind of language support into studios to have them perform better in their classroom.

H: That would not I would not I would simply not know because I'm not been a teaching experience in other countries but not comparable to what I have now. Yeah I wouldn't know how much language support was offered for instance in Switzerland or Germany.

Lijie: And that's the ready to go. You were.

H: Perfect timing.

Transcript of audio interview 34

Location: NL-U
Date: 09/03/2017
Interviewer: Lijie
Interviewee: D
Duration: 22:40 minutes

: So first of all thanks for this interview. First up would you like to introduce your your teaching position here. You must treat you first.

D: My I'm an English the coordinator of the English academic writing program for the School of Business and Economics. That course is all load to all first year students.

Lijie: After a program saw approximately 1200 students so we do an academic writing program course with them in the second block of the year. It's over eight weeks they do they receive two lectures to plenaries delivered by me and then they have four tutorials or they have one lecture initially to tutorial where they're split into groups of 15 and they have one per week and then in the fourth week they have a second plenary and then they have two more tutorials which then they have to write and submit. A final paper.

D: Okay well my next question is should be very Bard at least. But since you are very specific on this the mass mind ask questions so you do you do collaborating with the content teachers. Yes do you.

Lijie: Because we have the content and language integrated programme here. What we do from the language center we teach the language aspects and how to write a paper how to structure it the type of vocabulary that needs to be used etc.. Referencing the citations and referencing things like that and then at the same time there is a content course running. So for the microeconomics students they have three different courses so they could be taking part in at that point in time for example economic tricks. I think General economics and then for the international business students they're doing economics and a business course so they tie in together.

D: So their paper that they want to write is on that subject.

Lijie: Also its content. Yes. So. So I assume you do you do communicate with accounting teachers directly regarding that could be a requirement.

D: Well why I want all my students to achieve not only my class to the world class not me not not as such because this program has been running for a very very long time and it's very structured in terms of from the language side of what we deliver.

Lijie: However we do tight and we meet the content tutors at the beginning of every academic year and one of the requirements is that they provide us with the titles for the papers they have to provide us with. So they give us the actual question that they want answered. They come up with you know some sample references or whatever and guidelines as to where the students have to go. But the paper requirements are the same every year that they write a 2000 approximately 2000 words and they need to be able to demonstrate more that they have grasped the language aspects but they need to also pass the content as well. But at the same time the students do a separate exam where they'll be tested only on content. So what they write in our paper they have to pass them it's not final. What they have to do but what they do need to be able to do is demonstrate that they know how to write. Yeah and that's that's the main thing that we're looking at from the language center.

D: And would you like to introduce the leader of the cars since you offer your student body their nationality and their native languages just mentioner feel if you can.

Lijie: The majority I think it's kind of about 40 percent 40 percent dodgy German.

D: From my experience then maybe even more 45 45 but there's certainly a lot of both of those.

Lijie: And then you always have a few Chinese people occasionally O'Clery in public regions and then a few from other European countries not Toumani though you might have an occasional Irish person an English person of course but not Toumani Imbolc tend to be made up of Germans and.

D: Okay. And from your perspective what kind of language is related skills you think your students have that approved them from performing Badagry in their account in the classrooms. Can you clarify what kind of language to problems do you have you observed from your students that you're saying keep them back preventing them from performing batter.

Lijie: I think the biggest issue when you're in a country like the Netherlands where the standard of communicative English is so high. One has happened is there are these errors that have come into the language but because everybody makes them believe that they don't know that they exist. They think they're correct. And when you correct them on them they say all books blah blah blah uses this all the time so I the English teacher was being correct even though I'm the expert in the book because every other person in the class and their tutors

use you know these and reinforce these errors because their content tutors aren't native speakers either and quite often those errors come from the content tutors down into them into the students and into their writing. So I think that tends to be one of the biggest issues in terms. The other thing is of course because they're sort of communicative English they believe that they don't need to have academic writing training because they think well were really good at English already and they don't understand even native speakers need training in how to write and taper. This one doesn't mean that you've been good at one doesn't automatically mean that you're going to know how to do the other. So quite a lot of the time it's about demonstrating to them from the very onset what we're teaching them is going to be essentially something new and then the other I think the final thing would be where they have received some kind of academic writing training in school for school papers and things and they assume that once they've received that training then that's the same as writing papers for a university or if they've they've learned how to write an academic paper in their home language. And we would see errors coming across from that region that doesn't tell us how something is done and Jayaraman doesn't necessarily mean it's the same way in English.

D: So what. Yeah. And do you mean Assam's or well to be safe examples like how they are that they are not aware of the inherent like adds standard but actually according to native speakers kind of our era and you think of a word.

Lijie: I can think of one right now but I'm sure it will come up. Yeah. I've learned that's all.

D: And you just mentioned the language support centre. It's quite a structure. So I was wondering how flacs what are your is your own teaching for that. Like how do you use your own teaching Pleyel or you'll follow the teaching for that. Is it organised or designed by the top level.

Lijie: No no no. Well the materials I took over coordinating this course three years ago and I have adapted the materials quite a lot. I'm the one who does them okay. So I've adopted the materials quite a lot of time to try and reflect a more modern approach to teaching. I'm still tweaking and twisting as I go and trying to try out how you know what needs to be put in. But in terms of say for example when I took over the course there is a heavy emphasis on citing and referencing. In the meantime now the library have come up with you know an online training as well for citations and references. Yeah. So I would encourage the students to do that in their spare time and that allows me a little more time to spend focusing on are they things that hadn't been included before or like paraphrasing. So I'm trying to you know were trying to identify from my own experience of grading the papers as well. Paraphrasing tends to be something a bit of difficulty we get a lot of direct quoting but very little paraphrasing and that's understandable too because they are only in the second block in the first year and yeah you know this is the first time that many of the Marine in English or program sought to to read and undertake to read and replicate what someone has written is fair and is easy enough to read and understand what someone has written and then to reproduce that in your own words there's a bit more thought process that's a bit more difficult and there it's kind of a practice makes perfect.

D: Okay. And though regarding teaching materials you mention you adapted Sam teaching. So does that mean that you made some modifications and adaptations are on the origin of teaching materials in order to cater for those studious language proficiency. Yeah yeah. So some exam hall.

Lijie: Well I mean in terms as I said just now that the original materials three years ago where have you gone. Yeah. There is two tutorials that were mixed on citations and references and so many other things like paraphrasing and weren't included reporting verbs hadn't been included. So now I've included activity's in those tutorials so now only the final tutorial looks at citations and references and we've been able to incorporate and in reporting verbs paraphrasing summarizing and things like that into into the third tutorial sort of adaptive materials and that way I have tried to make some of them some of the materials a bit more user friendly as well. There were certain items that maybe the students find a bit tedious and they were a bit long winded so I've tried to make them a bit more user friendly and tried to bring the students into the material a bit more and try to have them a bit more involved. But it's an ongoing process but it's not a case that I go into my class and I do as I read the materials for all of the tutors so they all use my materials and they stick to them and the tutors stick to them on the basis that we need to make sure there's a uniformity. There's 1200

students approximately on the course so we need to make sure that there's a uniformity in what they're informing the students to do and how to do it. So when you'll mention to your Turse yeah there's about 17 tutor is referring to the tutors they don't know the language and the language tutor okay the thing because as I said there are tutorials of groups of 15 unlive one tutorial per week so I couldn't possibly get around to every single one of them. So we've Aboudi 80 81 groups this year. So we have about 16 or 17 tutors so maybe 17 tutors this year our language tutors so they're just going and teaching the language aspects Yeah.

D: And I assume you have been teaching students at different year levels first year second year and third for this course only the first year.

Lijie: Oh but I mean all of the faculty for teaching for example at the moment were running the second year academic grading program and the faculty of science of psychology and neuroscience. And next week they're finished this week and next week we're going to be working with the research masters students over there. I also coordinated the academic writing program for the department of knowledge your engineering masters students. So were in every faculty Faculty of Arts and Social Sciences Faculty of Health Medicine Mantooth and life sciences all of those.

D: Okay. Well my point is have you ever had a chance to follow the Students for a while now why are you so you can observe very well in the English now. So only in aquarist national.

Lijie: Yeah we go in. We teach them for eight weeks and then they submit their paper and it's a pass affair. In the case of this course I would probably see more of them than their regular tutors one's regular tutors. Once the course is finished the tutors are gone. The only one who continues on in terms of the link with this school.

D: Yeah. Those who have field get an opportunity to write a new paper. On any topic they're currently doing so. And that would be submitted in early April. Yeah I will give them another Plen the reset students will receive one Flanary from me in that time. And then the cycle is finished.

Lijie: Yeah. What can you clarify one thing. We will see some students feel with their paper. Yes they are fielded by our count and teachers.

D: Or they can fail on either. They need to pass both content and language in order to pass the paper okay. Alani either means a fail across the board or on the whole okay. Yet there are three criteria that they must pass for on language and one on content. Are one grade for content or for the three criteria for language are accuracy structure then citations and referencing and formatting all in one.

Lijie: Yeah allowing one so that this paper will be graded by two to tutor for international business and one for just the language tutor for the microeconomics papers.

D: They have to pass content as well but the content do. We are informed are given some guidance from the content co-ordinator on what needs to be what we need to check for in terms of content for the microeconomics for this sort of thing so we are talking about a average shall again you can count antigens in your language centre.

Lijie: So how do you find the collaboration between the two sides.

D: Yeah it's pretty good.

Lijie: It depends on whom there's been a change in coordinators in both programs so there's there's a content coordinator for microeconomics and there's a content coordinator for international business both of the co-ordinator for microeconomics has been there for quite a while but he actually has someone who works for with them that would actually be the representatives they work with me they come up with the question and whatever else and that person changed to this is the second year that the new person is in the same international business core and needs to change. Two years ago. So we've had a change over so they're very different working relationships. My working relationship with the international business coordinator is very good is very hands are very quick to respond and very helpful.

D: Yeah microeconomic side would be a little more hands off yeah.

Lijie: So you'll be leaving this kind of collaboration is beneficial to the students think and I think their willingness to collaborate with us really is reflected in the quality of the education that we can give them. Obviously the better that we work together the better it's going to be for the students.

D: Okay and then my last two questions are quite valorize like your comments or your personal opinion on the program that is tardy English.

Lijie: So what kind of benefits do you think. Do you believe from the prospect of students they have received from this program that it's taught in English.

D: I think this is an essential program for anyone who is studying through the English language.

Lijie: I think if you want to take your career seriously and you want to have a future in academia even in your business and you want to be able you need to be able to write and you need to be able to put your thoughts on paper.

D: You need to be able to support your arguments effectively and I think it is fair for them for the long term in terms of their time here for the when they go on to write their bachelor pieces and if they want to do a master's or whatever to have a foundation at this point at this early point is such to such a benefit and such a boost for them and I only wish that I'd received the same training myself when I was in university because I didn't it wasn't until I was doing my masters and was studying this that I was in a position to actually learn about it but we didn't get the support and a limited supply. But I think that this is not only essential for the students themselves in terms of how they see the quality of their writing in terms of career progression but I think also in terms of the reputation of [city name] University if they can show that and demonstrate their students that are coming through this year my guess education our able to produce rating at the same level are superior to students in universities for their native speakers in our native speaking countries.

Lijie: But it shows it supports the new MS position and ranking in Warroad university's top world universities.

D: And if I were to have that then on their CV is when they're going in to look for a job they will have the leg up front you know and they will have the advantage if they're going in for an interview against somebody who hasn't had this kind of education and doesn't come from a University of such standing there if they're by far the position that you want to be in more advantage is position.

Lijie: Of course I do think there are any job backs of these program or downside drawbacks.

D: I think that's I I'd love to have more tutorials I would I would love to have more time to to include more materials and to spend longer getting into details and more tutorials.

Lijie: Not a lot to try and teach all of this.

D: Every aspect of academic writing and it's very hard to get that across so obviously we have to put emphasis on the things that we specifically need. I think there other than that I think a bit more support from the microeconomic side would definitely be beneficial. As I say things are going. The relationship is really good and the international and business side but I definitely like more support to feel that I was supported in terms feel support from the microeconomic side as well. But overall I think otherwise it's very good.

Lijie: So you mentioned you wish you could have more tutorials with this student. So does that mean that you will. Well I think the the a need their students should continue to receive language support.

D: All you do from PDVSA in theory. What would be fantastic. I would really love to act because I can of teaching academic writing.

Lijie: I often think that we're trying to teach students a wrong before they can walk and I would love to have an academic reading training because teaching students how to read materials how to find meaning. Years and major details how to if they can find this in a text and become used to reading academic texts first then it's easier to tell them. Right now you have to go and do the same. Whereas when they're not really sure of how to find things like major details and years and stuff and they haven't learned how to summarise note. Take for example things like that. It's a bit difficult then to say okay right you're starting from point C instead of starting from point A. Your presumed already know this but you haven't actually received any training in it and he's going to do it. So I would love to be good.

D: If there was some way that we could actually incorporate an academic reading class first and then our time the two of them together but with the current. There just isn't enough time. Okay.

Lijie: Do you have any questions for me. Do you think you didn't have chance to express yourself.

D: No I dont think so. Think of K then that's the end of the.

Transcript of audio interview 35

Location: NL-U
Date: 10/03/2017
Interviewer: Lijie
Interviewee: K
Duration: 14:42 minutes

: And first of all thanks for this interview and to introduce a little bit about your language background. What is your native and what other languages to speak.

K: Okay so I'm Belgian in Maine My mother is French and Belgian knew that. It's a it's three language countries. So you're also a French and a little bit of German because that's the third language in and in English also as a language.

Lijie: And my French was really good.

K: But then when I started working as an academia. Yes. And then in French there wasn't much use anymore and then English got better. So yeah. So no English in Dutch itself is okay.

Lijie: So generally speaking do think that your student's English proficiency is meet your expectations in the classroom or meet the requirements set at a school. Yeah.

K: So I'm I'm teaching a first year course and a 30 year course for the first year course sometimes. I notice that some students really have difficulties to talk English and a lot because they're not able to do it but more because they are afraid to make mistakes and then when some there's a purpose also say things for home so that they also see who it's actually okay to make a mistake admit they didn't start out being more honest but in the third year it's it's I don't notice it though you know that although English Hugo knew sufficiently Yeah so.

Lijie: So you do think that's to stude as a year ago a year goes by your student's English skills have been improved. Yes yeah and you like to elaborate more like you. What ways their English skills have been improved or just ampalaya some examples.

K: I think in the beginning they have difficulties to build up their arguments sometimes so they have a good idea but they don't know how to bring it into a group but also by taking the different roles in the female system discussion leader and the secretary in these kinds of roles. They get used to to guide the discussion and to present. And that also helps them to get more confidence in Dundee Yeah. So that's what I noticed today. They get more confident and I think their capability remember that of course they will learn by the way medic's it's water confidence in Dokki initiative that improves and yes the confidence is of speaking English.

Lijie: And my next question is you may already have cowed the answers but still I have to ask this question because everyone has to answer the same question. So what are the most persistent English language related problems.

K: You're saying you're stupid your students have that prevent stop them from performing back to the classroom.

Lijie: Don't be afraid to make errors.

K: So the answer is they cannot really processes because they are always there that that stops your students from performing badly that's dead.

Lijie: Other studios locksmith's what they say because they say it's from hard and that they kind of get our message across sometimes they want to say something but they're afraid that they cannot really express themselves in English so then they done that and then were hesitant to say so then it helps to do if I see it as someone who's like shuffling around on a chair to knock out say something but I told their student to say do something that you want to share and that and then they this day they start to try it out.

K: Tippett Yeah and I know you like teaching Alec content like not english not a language but do you sometimes that step out and how can students who were there when they have language problems.

Lijie: Do you have done me that way.

K: And what kind of occasions if I see that that's a student really has severe issues. After initially he doesn't know how to talk and dish sufficiently that I Darod into the study advises toolmaking. There are some language courses or there are some some extra things that you can follow to help you with this issue because if it's really an issue that they don't know the language well enough then they have to do something about it but that doesn't happen that much. But if that's the case then I'm attracted to this city Yeah.

Lijie: So I know the answer for my next question because my next question is do you know or I know where there is language support to my students in this university.

K: His parents they tell you you are aware I mean you know and you give students such Yanto offer twice.

Lijie: So do you think that students shoot as a would be beneficial for students. Do you see this kind of language support from the school. Do you think it is beneficial for the schools.

K: Yes really it is yeah. Normal for those tutors that really have issues with the Langrish and they really need that because otherwise it kind of follows a program you can see here it's really necessary in the classroom.

Lijie: Are there any occasions that you work with the teachers from language support send turn can you work together.

K: No no not no no.

Lijie: Do you think he would be it could be a good idea if you both sides can work together or yeah that could be in some cases that could actually be a good idea of a compound or do we do you know to undo that.

K: Okay.

Lijie: And now my next questions are related to the to the learning 12 rules and a student assessment. So your relation to the learning materials like the book liste or the reading means that you give to your students at the All primary resources like ABA all your English. Yes an original yes and due to any lack of adaptations or modifications of the language so to suit a student's English proficiency is not low.

K: Now there is the original sources in the text books are written like a normal English settlers and the papers are also just of. Yeah. So no don't give me like a dog. No are modifications.

Lijie: Knock No. And then how about a sacrament. Do you evaluate your students like all these English. No. What do you mean.

K: So you mean you asking Retter I evaluate them on how good they got it.

Lijie: No I like how you like you evaluate your students and the language and of your evaluations the English. Yes. All they had presentations you you Masche yes. And access these have made Ainslee to English and that exam papers out everything in the English yes everything is in English. Yeah.

K: And how about if you ever have the chance to give feedback to your students for example. Formal feedback like a reading feedback or rhotic back not just talking to students to give them a little bit feedback. What language do you use. It's always English Yeah.

Lijie: In some cases if if it would be a Dutch person that really has issues with the language or any other thing that we've talked to the students in the like really separately from the group that the other students on hearing that I might switch to that to make sure that the school understands that that actually rarely happens and also the feedback is always given in the group or an overview isn't included because the program as it young. Everything is just English. Yep. I never I really rarely used language in English.

K: Okay. And then they ask Do you have like a multiple teaching experience in different universities or countries or continents or musterers University.

Lijie: The first although I thought a nerd in Belgium and there it was in Dutch hill not seeing Melhuish.

K: And then one year was knavish yes yes. So would you like to make some comparisons to the English tonta program in this university or any of your previous university an English talker but does he have to make difference also was it that in Belgium in those lectures system yes.

Lijie: So there did gave lectures in English. Yeah the exam was in English. Burton Yeah. You're very. The students. Okay so I can really compare how proficient in words religion or. And they also have to check. So as of questions in Dutch or English on the exam Northallerton they have the chap they have a choice you have the choice. Okay yeah. So it's really hard to compare. I thought I think it was a try out to do it in English one year and then I set out to do that. But yeah for me it was what it was at that time it was a big effort because I was so used to teaching English. Yeah.

K: So it's yes.

Lijie: And my last two passions are quite general. So from your personal perspective what kind of benefits do you think that students have received from these programs that is taught in English. And what benefits do you seek as a teacher you have received from this program that taught English.

K: Doesn't this fall in English. Yeah that is the way they meet they teach you teach and the students learn the program. So English what kind of benefits do you think they have received.

Lijie: I think for the students a big benefit is that they are ready for a multicultural Avira international environment. They're all working to build a national figure and they have to express and present that in English. They are used to it.

K: So it's a make that a fit for them.

Lijie: For me it also helps to teach an English to do research. Because the research is also in English you after writing a signature to read in English. I was able to do that when I was teaching in Dutch but not always soppy initiative and teaching it it helps to learn English better. So I agree and I notice that it's easier to write things in English. Yeah for example I had to do a very important interview yesterday the another for her to get a body for research. And Erica also chose to do that in Dutch or English and then at a certain point I thought okay let's do that and that it I prefer it I don't practice it here in Dutch and I've really had difficulty still remember and do to be confident in it. So there a certain point that a couple of weeks they decide like I'll do it in English. And as I switched off in the head I really noticed that I was more confident about Pennicott remembered better and could explain it better in English because I also read the research and business are always to go to English so I just did it in English and that was much better. So I really noticed that yeah yeah I got much better.

K: Yes. What else. What kind of what kind of advantages do you think about it. I mean that and if you don't how many we move to the job back of the program I don't have any other actually you know okay and how about the job do to is there any job acts like.

Lijie: Nactu size of this program that is taught in English that could downsize home. From the perspective of student learning from the perspective of you as a teacher maybe as I said in the beginning a lot of students are using those less fortunate than themselves and more has bedsteads than.

K: Course an international school. So for people from the Netherlands asylum seekers from Belgium or Germany or any other country it's the same issue says that Ignatius is not their native languages not her mother tongue down the same situation. Yeah for those some students it's their mother language. For them it's a bit easier. But like at home I don't see that many topics in the media and that's fine. I think students also make a conscious choice to come here the only is in English. So I think they thought up front about what they want to do that and whether they can gain a lot from it. Yeah. So maybe it can have some drawbacks. I mean people are forced into this English system. They don't want to but I think in this case they sold new shoes for its own the and has drawbacks. It might be in the beginning a big adjustment to study in English and read everything in English if you don't use it. So it might take some time. Do you have to study at the University. It's more material and it's in English so the adjustment time might take a little bit longer do you. Yeah that's what St. Paul said.

Lijie: I think it'll be okay.

K: Do you have any glasses for me. You think you do not have the chance to express yourself.

Lijie: No I like it. There you go.

K: Thanks for the interview.