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**Challenges and expectations regarding
business courses in which English is the
medium of instruction: Crossing views from
students and teachers in Taiwan and Spain**



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LIST OF ABBREVIATIONS

EMI	English Medium Instruction
HEI	Higher Education Institutions
CLIL	Content and Language Integrated Learning
ICLHE	Integrating Content and Language in Higher Education
EFL	English as a Foreign Language
ESL	English as a Second Language
TESOL	Teaching of English as Second Official Language
CBI	Content-based Instruction
ETP	English-taught programme
ITL	International
LC	Local
UG	Undergraduate
PG	Postgraduate
X	Coded school name
XX	Coded programme name
NN	Non-native (English speaker)
N	Native (English speaker)
Ss	Students

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Abstract

Adopting English as a Medium of Instruction (EMI) has been a strategy employed by many universities in non-English speaking countries worldwide to attract international students. Spain and Taiwan are two of the countries in which universities offer most EMI courses. This research aims to understand whether there exist cultural differences between how both teachers and students in these two countries envisage EMI in higher education. To fulfil our goal, we conducted three small-scale case studies. In the first case, through the analysis of the results of an online survey, we examine the expectations of EMI students in Taiwan and Spain regarding programme design, teachers' profile and expected learning outcomes. In the second case, we interviewed students and teachers from several universities in Taiwan to cross compare their views regarding good practice in EMI. Finally, in the third case, we replicate our second case with students and teachers from Spain. Our results allow us to understand the challenges and expectations of students and teachers in EMI courses in both countries and to determine which demands are culturally bound and which are shared. We expect this study will shed light on which elements are to be taken into consideration when designing EMI courses.

Key word: EMI, HEIs, content-teaching, user's perspective, good teaching conduct

CHAPTER 1: INTRODUCTION

Education quality (McKimm, 2008, p.187) essentially results from ‘the output of individual student performance and the outputs of educational programmes’. The academic success and measures (York et al, 2015) that consist of academic achievement, career success, attainment of learning outcomes, acquisition of skills and competences, persistence, and satisfaction, all encompass students. English Medium Instruction (EMI) courses in Higher Education Institutions (HEIs) substantially differ from course of Teaching English as Second Language (ESL), Teaching English to Speakers of Other Languages (TESOL) and English as Foreign Language (EFL) that centre mainly the target English language acquisition, and it also differ from Content and Language Integrated Learning (CLIL) that focuses both language and content learning or learning content to improve language. EMI in high education focuses on curriculum, teaching methods, programme design, and school facilities to satisfy the targets of international mobility of teachers and students, and global and intercultural dimensions in teaching and learning process (Knight, 2004; Chen et al., 2007).

EMI programmes in those non-native English countries depend heavily on future recruitment of both local (LC) and international (ITL) students. However, most of EMI researches were done solely on LC students (Feixas et al., 2008; Espinet et al., 2009; Feixas et al., 2009; Paseka, 2000; Huang, 2012; Lei & Hu, 2014; Kym & Kym, 2014; Espinet et al., 2015; Chuang, 2015; Dafouz & Camacho-Miñano, 2016; Jiang et al., 2019) with no regards to the ITL crowds whose cultural backgrounds and learning are completely different and all the possible benefits or effects which the ITL students can bring into a lesson were not studied or integrated in the past studies. What’s more, the past studies focus more on ‘foreign language learning’ or the acquisition of English as the international language, but the instruction and learning quality of different subjects in English, students’ perspectives, and teaching issues that affect learning have not been fully examined.

EMI students were considered the stakeholders (Gabriëls & Wilkinson, 2020), the crucial group whose opinions contribute to quality education. Having students' needs at heart is one significant attribute to a school's excellent reputation in education (LeBlanc & Nguyen, 1997; Mazzarol & Soutar, 2002), hence standards of the good practice should be established and designed from students' viewpoints. Students choose non-native countries to study for a degree in English for many reasons. LC students cared more about English improvement (Paseka, 2000; Huang, 2012; Chang, 2010; Jiang, Zhang & May, 2010; Dalton-Puffer 2011; Huang, 2015) while ITL students chose the programme for lecturer's expertise (Ammigan & Jones, 2018). Ammigan and Jones (ibid. p.10) analysed ITL student experience in 96 HEIs in native countries of Australia, the UK, and the USA, and found English language improving was considered less significant. The cognitive influence (Meyer, 2010) of social interactions with students from other countries in CLIL that fundamentally enhances both LC and ITL students' learning is also non-existent in many previous studies. Good EMI programme should be a design putting students' needs and experiences into account and contain a lesson plan meriting both local and international students.

EMI programmes are said to be related to university ranking while the majority of top prestigious universities are in the UK and the USA. One may say having a good quality course in English that gives students the same results as those from English native (N) countries is the most important factor attracting and motivating students' decision to come to study. Taiwan, as a new developed country like other Asian Dragons, is trying to find its stance on the world stage and has yet only two universities listed on top 200 universities of *QS Top Universities (2018)*, while two universities are listed on the Spanish side. Arguably, some essential upgrading and better international profile have to be made for these two countries' HEIs to compete in the global market of education.

Overall, education should serve its purpose of enabling students' better future employability and competitiveness in the job market. EMI pedagogy should be designed for the learning success of students. The focus in those non-native (NN) English

countries should be different from the native countries, ensuring student's competences of distinctive geographic advantages and also skills that other N countries cannot imitate.

Based on the rationale, it is worth pondering how some teachers gave students better learning experience while some others didn't. Is it to do with the teacher's class design? Are there any specific instructor's qualities or teaching styles that are more preferable to students? A good class design that amalgamated components for both LC and IFL students is fundamental for enhancing the quality of those English-medium programmes. Students' liking for their teachers and their interest in the subject can affect students' rating in the evaluation for the high education (Greimel-Fuhrmann, 2003). How can we make our lesson plans more likeable to both LC and IFL crowds and the mix of the two? Good EMI course design should be done based on those EMI content teachers who actually gave students good learning experiences. The professional development of EMI lecturers was still underdeveloped and many past studies on EMI pedagogy were done by EFL or ESP teachers.

My motivation to embark on this PhD is based on several reasons. Different EMI foci can be found in Asian and European countries, and I have always been curious about educational systems in different countries. As an EFL/ESP teacher for more than twenty years teaching students of different levels and age groups in a number of countries and also a content teacher of business subjects, it has always been my aim to find a good design for a quality teaching and a better teaching solution to improve students' experience and knowledge as well as skills. From time to time, I often heard many colleagues in universities complain about issues regarding teaching subjects in English while students from different nationalities and cultural backgrounds talked about other issues such as their learning problems, cultural shocks and collegial phenomena. It is only natural that people from different cultural backgrounds see things from different angles and interpret information differently due to their cultural intake, but a good universally class design should be put forth to actually benefit non-native teachers of varied English levels and improve the learning of every students.

In order to market HEI education for a better international profile, what attracts foreign students should be put into consideration. Mandarin Chinese and Spanish along with English are in the top three most spoken languages by percentage of world population. By achieving the academic pursuit, foreign students on Spanish and Taiwanese campuses are also allowed a chance to learn and improve the local language, a plus benefit to their employability and mobility. This is not easily accessible by other English-native countries like the UK or the USA. Whereas, slightly different from ITL students, what is more relevant to LC students may not only be the development of their English fluency but also better cultural awareness and social interaction and cooperation with people from other national or cultural upbringings, of which in turns may contribute to their global mobility and is more relevant for the development of student's future career.

However, EMI instructors and students have varied beliefs that seem to be key element in education as it is the basis and nature for actions in learning and affects also the programme evaluation. Beliefs and perspectives are closely related, and beliefs that affect teaching and learning results can be communicated and modified. The class design and class focus may vary under this different teacher's belief while language acquisition and language use for more effective learning results were often ignored by EMI teachers who do not think English is their responsibility. On the other hand, the EMI pedagogy has often been done by the language or linguistic professionals who know little about the difficulties and different issues content teachers have to deal with. A better EMI class design and good practices should be based on experts who have knowledge and experiences in both content and language classrooms and those teachers who can actually give students good learning experience.

This study strives to identify the good practices of EMI programmes from user's perspectives that are the focus of HEIs and essential to the high education quality, providing insights about the status of EMI programmes in Higher Education institutes in Spain and Taiwan. Taken from multiple cause studies of online survey and interviews on EMI users, an overview of a country's national aims, its effects and issues of EMI programme and class execution, and learning difficulties from students' perspective was

investigated, and then a proposal of good teaching conducts were drafted from students' learning and instructors' teaching experiences.

The objectives of this study are to gain understanding of varied students' learning difficulties, their reflections about actual EMI courses in these non-native countries, to understand how EMI adapts to different cultural contexts by comparing the cases of Spanish universities and Taiwanese universities, and to ascertain what a quality EMI practice is actually like according to both local and international students' experiences. Finally, essential class components, teaching strategies and class design from those instructors who were recommended by EMI students were analysed to find effective teaching and class management techniques. This research with its cross-disciplinary nature from education and business departments also targets to offer insights to efficient class design for content teachers who need to teach subjects in their non-native language on tertiary level.

This thesis is expected to bring some insights on how EMI programmes and classes are designed and executed in two different regions for better student and learning experience. By investigating students' expectations before and during their participation, learning difficulties and their evaluations after the EMI course, we target to understand how different institutional policies promote quality EMI. Valued characteristics and qualities of effective EMI instructors and effective class design based on quality EMI practices from the students and the lecturers who gave students good experiences were investigated and theorized for future EMI practitioners.

After this introductory chapter, Chapter 2 and Chapter 3 present the state of art in the past studies which this research draws on. Moving along definition of EMI regarding EMI in HEIs, Quality EMI in HEIs, and geography of EMI programmes, the difference between CLIL and EMI with focus on content and English, Chapter 3 addresses user's beliefs, perspectives of students and teachers, and class design and teacher's education that centre on class design for both local and international students, cultural design and non-native effect.

Chapter 4 lays out a thorough version of the theoretical framework on which this thesis intended to address, the objectives and research questions of two analytic studies and one cross-analysis study, which constitute this thesis. Chapter 4 also provides the description of the research methodology, including the explanation of the context and participants, the adopted methodological approach, the sampling procedures, the research tools used in the data collection procedures, the analytical tools through which data were examined and ethical issues taken into account.

The next three chapters (5 to 7) present an analysis of the datasets carried out in one preliminary study and two analytic studies with the aim to achieve the overall objectives exposed above, beginning with a broader approach to the collected data to get a general understanding of the EMI elements and factors in different territories that might have shown some lights to good EMI practices.

Chapter 8 presents the themes across Taiwan and Spain in an attempt to know the similarities and differences of EMI programmes in HEIs in different territories to see how EMI adapts in different cultural and geographic locations. Finally, Chapter 9 brings forth the main findings of this thesis and conclusion.

I. THEORETICAL FRAMEWORK

CHAPTER 2. CONCEPTS OF EMI

2 1. DEFINITION OF EMI

Not just the major English spoken countries like the United Kingdom and the United States, there has been a booming and a new trend of programmes taught in English to attract international students in many non-native countries, i.e. English Medium Instruction (EMI) programmes. EMI defined by Macaro et al. (2018, p.37) is ‘the use of the English language to teach academic subjects, other than English itself, in countries or jurisdictions where the first language of the majority of the population is not English.’

English has been required for research and communication needs within and across tertiary institutions (Altbach & Knight, 2007; Andrade, 2010). The implementation of a foreign language study programme at universities is said to be an outcome of internationalization (Doiz et al., 2012) while English has become a global *lingua franca* (Firth 1996, stated by Kirkpatrick, 2011) under such internationalization movement and the purpose of communication between different nations and fields. English setting in those EMI programmes give non-native students opportunities to study abroad and native students a second option to choose any city or country they want to have an easy entry to different culture and system.

The promotion of student’s cross-border mobility, culture learning, multilingualism in European Education has also attributed to the prevailing and drastic year to year increase of English programmes (Doiz et al., 2011; Smit & Dafouz, 2012; Macaro et al., 2018). EMI courses in Taiwan are considered ‘a prerequisite for studying abroad’ (Huang, 2010, p.18) for local students to get accustomed to the English-only environment beforehand.

Table 1 at the end of Chapter 3 presents the summary of all relevant past studies and scholarly approaches, key-notes and research remarks used in this thesis, which serves as a quick checker and also a future research reference. These concepts were outlined and some of them were used in data analysis as the most relevant while others are listed as the relevant and the related, inextricably bound theories and concepts to the study. Hence, it is assumed that the notions and big picture were found and presented in this paper.

2.1.1. EMI IN HEIS

High education is intensively becoming more international under the globalization movement whereas the implementation of EMI is crucial in such process of internationalization (Kirkpatrick, 2011 cited by Doiz et al., 2012). Internationalization of education (Knight, 2004) includes the inclusion of an international, intercultural, and/or global dimension into the curriculum and teaching learning process. Adopting EMI is considered an important process of internationalization (Macaro et al., 2018) for the instrumental focus of language use right from the beginning.

In Europe, English is the dominant foreign language used in teaching in HEIs and then is predicted to be the dominant instruction language in the future (Coleman 2006). The use of English as an available international language is required in student mobility while ‘Englishisation of university education’ (Nikula, 2016, p123) enables students and teachers’ mobility, international communities, and collaboration or competition with other HEIs. English-medium content courses were also created to promote student and teacher mobility in Taiwan (Huang, 2012). Many studies support the growing and becoming more salient of such global trend of EMI programmes. Furthermore, English in the globalization movements has shortened geographic distance and reduced geographic diversity (Coleman, 2006).

EMI programmes lead to better employability (Bozdoğ̃an & Karlidağ̃, 2013; Hu, Li & Lei, 2014; Yang, 2015). Enhanced English and better job prospect were two confirmed benefits of EMI classes (Phuong & Nguyen, 2019). In bilingual education in Europe, it is believed that learning academic content in the foreign language will increase motivation to better performance (Seikkula-Leino, 2007; Dalton-Puffer, 2008; Lasagabaster, & Sierra, 2009; Dalton-Puffer et al., 2010; Lasagabaster, 2011).

EMI programmes are said to be related to university ranking (Cho, 2012). In China, EMI is one key guideline promulgated to improve the quality of education (Lei & Hu, 2014, p. 100). Spain and Taiwan are two rising stars for the design of international course, with a total of 40,843 international students from 148 countries recorded studying in more than 23 different fields in Taiwan (*Higher Education in Taiwan 2012-2013*), while Spain has 94,962 enrolled international students (*Project Atlas 2017*) from mostly neighboring countries such as Italy, France and Germany. The attempt to boost international recruit in Taiwan is obvious when many Taiwanese universities have or are in the process of acquiring AACSB (*Association to Advance Collegiate Schools of Business*), a worldly well-known American accreditation for business teaching quality that scrutinizes school and allows a more recognizable academic reputation.

Rather than English-native countries, English setting of EMI programme open opportunities for other countries and locations. To describe Taiwan, 'friendly, safe, convenient and dynamic' are some expressions commonly used by international friends (*High Education in Taiwan, 2012, p.23*), whereas 'bubbly life style, fine learning environment and good weather' are some of the reasons students choose Spain to study. *QS Top Universities* (2018) reports, apart from Taiwan's official Mandarin language which is spoken by one of the biggest populations, the high quality of the country's academic resources, the rich cultural environment and future job prospects are the top reasons for international students to study in Taiwan. As the most popular destination for international students, the same report (*QS, 2018*) points out that Spain offers a wide range of life experiences, some award-winning good universities, attractive lifestyle, and Spanish is one of the world most spoken languages.

English is often listed in HEIs as the third language or a foreign language and EMI programme is becoming prevailing in both Spain and Taiwan. Individual plurilingualism and societal multilingualism are said to be the two factors for language policies in Europe (Coleman, 2006; Doiz et al., 2011). Medium of instruction has a socio-political implication in some HEIs in Spain when language is generally believed ‘a symbol of ethnic, cultural and national identity’ (Cots, 2013, p.108), and the shift to Catalan as the dominant of educational language in Spanish Catalan regions has been going on for more than three decades. The government in Taiwan, however, gives funding exclusively to support EMI (Macaro et al., *ibid*, p.49), and 29 Taiwanese universities offer EMI courses through English by 2013. Unlike other Asian countries whose teachers are enforced by school and policy-makers (Cho, 2012), Taiwanese universities do not have top-down authoritative influence or control but started conducting EMI through English one university after another, and its teachers have the option to choose how the curriculum is implemented.

2.1.2. QUALITY EMI OF HEIS

‘The output of individual student performance and the outputs of educational programmes are the essence of education quality (McKimm, 2008, p.187). Quality of high education is often related to teaching quality and students’ experience (Stephenson, & Yorke, 2013), and the priority of HEIs is down to enhancing students’ capabilities, equipping them competitiveness successfully in the fast-changing environment and complicated sociality (Stephenson, & Yorke, 2013, p.122). The promotion of student’s cross-border mobility and culture learning were stressed in both high education and EMI programmes (Doiz et al., 2011; Smit & Dafouz, 2012; Macaro et al., 2018).

EMI programmes are flourishing in Asia and Europe under different aims and foci and the previous literature delved into a plethora of EMI aspects. EMI issues cover the programme effectiveness and EMI implementation in different countries (Chen & Kraklow, 2015; Cho, 2012; Cho & Palmer, 2013; Corrales, Rey, & Escamilla, 2016; Cots,

2013; Duong & Chua, 2016; Fenton-Smith, Stillwell & Dupuy, 2017; Hengsadeekul et al., 2014; Lei & Hu, 2014; Seikkula-Leino, 2007; Yang, 2015), lecturers' language abilities (Colement, 2006; Ma, 2014; Vinke et al., 1998; Vu & Burns, 2014; Wilkinson, 2005), students' language competence and learning styles (Dafouz et al., 2014; Colement, 2006; Vu & Burns, 2014; Yang, 2015), and the pedagogical and resource availability (Ball & Lindsay, 2013; Doiz et al., 2011; Smit, & Dafouz, 2012; Vu & Burns, 2014).

Many EMI studies focus on language learning and its effect and some local students may come to EMI programme with an expectation to improve their English. From Yang's research (2015) on the correlation between language competence and content achievement, the benefits of the CLIL approach that centers on adapting content to improve English are confirmed by students. Furthermore, the effects of EMI have drawn much attention because it is generally assumed that making academic content the goal of the learning in the foreign language will increase motivation that leads to better performance (Bozdođan & Karlidađ, 2013; Dalton-Puffer, 2008; Dalton-Puffer, Nikula, & Smit, 2010; Hu, Li & Lei, 2014; Lasagabaster, & Sierra, 2009; Lasagabaster, 2011). However, the opposite can be seen in Seikkula-Leino's (2007, *ibid.*) and Yang's study (2015, *ibid.*) where only confident and more proficient English speakers are more motivated in the learning process and tend to succeed in improving their English through such courses. Similar examples can be seen in Thailand case of Hengsadeekul, Koul and Kaewkuekool's studies (2014) and China case of Lei and Hu's (2014).

Students who are not highly proficient in the instruction language struggle to acquire academic content knowledge (Doiz et al., 2013; Huang, 2012). Yet, in some cultures and societies e.g. Chinese and Vietnamese, the sociocultural or psychological rather than English linguistic competence was the reason some students cannot proceed smoothly. Students' fear and anxiety of speaking have been reported to counteract their learning success (Huang, 2015). Nevertheless, a benefit of learner's language proficiency can exist in the initial stage for learning motivation and content learning (Yang, 2015).

On the other hand, English ability of EMI teachers has been analysed and discussed because it is part of assessment of HEI quality (Chen et al., 2007; Huang, 2012). As pointed out in some studies (Coleman, 2006; Vinke et al., 1998; Vu & Burns, 2014; Wilkinson, 2005), lecturers' language proficiency can be an issue in successful EMI implementation. Instructor's nationality, i.e. L1 countries, is positively correlated with students' English comprehensibility and is hinted as a main reason for students' course satisfaction in Kym & Kym's research (2014).

2.1.3. GEOGRAPHY

EMI programme focus and results are highly related to the national aims. Macaro, Curle, Pun, Ann and Dearden (2018) updated a review on EMI growth in different continents and regions. The reasons behind the EMI implementation lead to different research focus. Language and content in education are often affected by globalization and migration (Nikula et al., 2016), and English education is often related to a country economic prosperity (Coleman, 2006, p. 3). For one thing, internationalization has led to the implementation of a foreign language study programme at universities (Doiz et al. in Wilkinson, 2013, p.17). Some countries use EMI a strategy for internationalization of their education and an attempt to attract foreign students, while language policy is the target of some countries' national agendas, aiming the improvement of general English capability. The former uses English as a tool and the focus is recruitment of international students and the latter is general English level. Following, EMI is important in social and cultural studies as it is often elite-related and 'reproduction and transformation of cultural capital' (Leug & Leug, *ibid*, p.6) where students from high social backgrounds as well as those with better English tend to choose EMI. The language use in EMI programmes is one important factor affecting education quality and cultural identity in Dutch experience (Gabriëls & Wilkinson, 2020).

It is English that is mainly focused and used in Europe and worldwide. As a lingua franca and also a work language (Kirkpatrick, 2011), education in English is a common

practice in many English non-native countries like Southeast Asian nations and European countries.

Adapting EMI in HEIs seems to be an indicator and strategy for internationalization in many countries, to name some, China (Hu & Lei, 2014), Japan (Ishikura, 2015), Latin America (Corrales et al., 2016), South Korea (Cho & Palmer, 2013), Spain (Cots, 2013; Dooly et al., 2015), Taiwan (Chen & Kraklow, 2015; Fenton-Smith et al., 2017), Vietnam (Duong & Chua, 2016). For developed countries, the implementation of EMI is driven to gain more understanding to different cultural mentalities, whereas EMI is needed in underdeveloped or developing countries for their request for modernization and a more progressive national profile.

Among non-L1 countries, Europe and Asia appear to be the most active in EMI studies and development. The growth rate of EMI programmes in HEIs of Europe has grown from 2% before 2002 to 229% between 2007 and 2008 (Macaro et al, *ibid*, p.47). EMI programmes in Europe are being dealt and measured quite systematically, while in Asia like in China, Japan, Korea and Taiwan, there are active support from the government and even direct policy and imposed order by the government, e.g. in Korea. Resistance also takes place in Asian regions with rapid growth of EMI programmes and some countries where certain language has dominated for decades, e.g. in Bangladesh. In Taiwan, EMI (called English-medium content courses, EMCCs in Huang, 2012) has been a way to enhance students' English proficiency in universities and promote student and teacher mobility.

The EMI programmes of the 'Inner Circle' countries in Kachru's three-concentric-circle model (1982) such as the United Kingdom and the United States of America, on the other hand, are different from those in non-native countries when multilingual and multicultural students are expected to 'adopt language and literacy practices (Doiz et al., 2011, p.346)' to the local standard. In those countries, students with native or high English proficiency do not choose the programme to improve English. Learning beliefs affect the learning results. The programme motivations of international students in non-native countries are worth being investigated.

English education boils down in the current education system & policies, national background and future expectations. Professionalism in the process of internationalization for local students is basic and the most pertained benefits should be mobility and intercultural learning. The ability to use English has been achieved before the enrolment of EMI programme courses as students learn and have learned English in EFL classes in secondary or as early as primary schools or even pre-schools. Whereas, the learning of terminologies have little to do with language as this has been confirmed in the study done by Dafouz and Camacho-Miñano (2016). The content can be learned in whatever language the course is conducted in.

2.2. DIFFERENCE BETWEEN CLIL AND EMI

Different practicum names in language-related education are used in different continents and regions, English-taught programmes (ETPs) in Europe and EMI in the Middle East and Asia, and also Language for Specific Purposes (ESP) which are often related to teaching English as Second Language (ESL) and Teaching English to speakers of other languages (TESOL), as well as Content-based Instruction (CBI), and Content and Language Integrated Learning (CLIL). CLIL which refers to the courses when a second language is used as the medium of instruction is an integrated multilingual education within subject-matter of curriculum design (Coyle, 1999), aiming in teaching the content and the acquisition of the target language naturally (Colman, 2006). CLIL is the umbrella term (Dalton-puffer, 2008) where ICLHE (Integrating Content and Language in Higher Education) is CLIL but restricted to the context of higher education (Wilkinson, 2004; Valcke & Wilkinson, 2017).

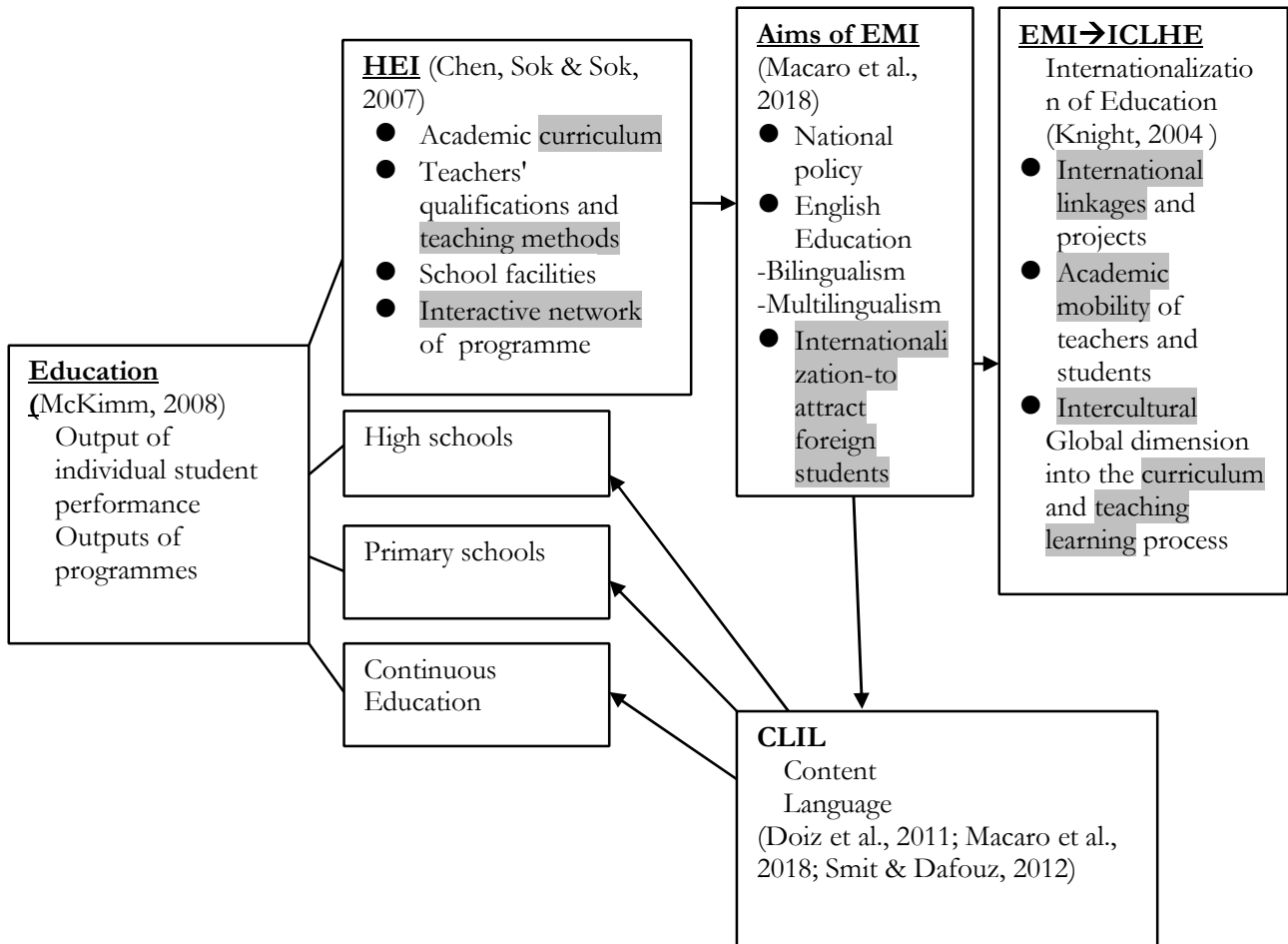
The outset of CLIL signifies the importance of conceptual development and language development. Integrating language learning with content learning can provide rich opportunities of language use in a meaningful and low-anxiety context and is believed to facilitate the development of target language proficiency and foster positive affect in language learning and use (Dalton-Puffer 2011). Similar to CLIL which

advances intercultural knowledge (Jappinen, 2005), EMI programmes in HEIs differ from EFL courses that focus mainly the foreign language acquisition and CLIL courses that measure both language and content learning.

EMI implementation is due to the different motivations of national policies or educational agenda. From the reviewed EMI studies (Macaro et al., *ibid*), the definition of EMI is fluid as in some countries EMI can be overlapping with CLIL or ICLHE, e.g. Finland, Japan, Vietnam in which English as class instruction medium is to boost students' English capacity, whereas adoption of EMI programmes in other nations is closely related to their request of internationalization, e.g. policy in Saudi Arabia based on a shortage of nurses that requires them to be trained in English, the UAE's policy in 1970s to employ only qualified international faculty who can instruct in English, Japan's 'Global 30 Project' targeting to attract 300,000 international students, universities in Taiwan increase courses or programmes taught in EMI in line with the number of enrolled international students, and Korea's imposed 'Globalization Project.'

Figure 1 maps out foci, the different trends and developments of EMI and CLIL from educational domains.

FIGURE 1. Educational Connections



It appears that, given language competence an important focus in many EMI studies, but EMI should not be examined in the same sense as CLIL since the language outcome is often not stated in instructors' lesson plans or curricula of international EMI classes. Most of the EMI programme instructors have the sole focus on content knowledge in the target subject with or without a regard to students' English development (Airey, 2016) while the course motivation of many international students is not just to 'improve their English (Leug & Leug, 2015; Ammigan & Jones, 2018).'

2.3. CONTENT KNOWLEDGE AND ENGLISH

Lecturers' language proficiency was analysed as an issue in successful EMI implementation (Vinke et al., 1998; Wilkinson, 2005; Tange, 2010; Vu & Burns, 2014). In Dutch experience of Maastricht University (Wilkinson, 2013), language staff had to work closely with EMI faculty to avoid the possible poor language ability that can jeopardize the programme. English certification remains an assessment of teacher's qualification to teach EMI courses (Dimova, 2017). The CEFR C1 level was standardized in Spain for lecturers to teach through English (Martínez, 2016). However, lecturers have good command of their field specific vocabulary and language use. From Tange's study (2010), English capability is not the reason instructor's English affects their teaching quality but the formal and dry tone those non-native teachers use to present their lessons, and this is the reason instructors have to spend more time preparing for their lessons. This emphasizes the importance of non-native effect and how content and knowledge can be learned more effectively with sensitivity to student learning issues due to different English levels in the same class.

Whether students' English affect learning results have caused some debates. Student's English proficiency affects content learning (Doiz et al., 2012), therefore student's adequate language proficiency was tested (Wilkinson, 2013).

In light of English native countries or native speakers when students have passed certain language requirement before the application and international students have usually adapted linguistically (Ammigan & Jones, 2018), English learning is not necessarily essential but the development of knowledge, professionalism or plus benefits the EMI programme or education can offer.

The focus of improving students' English through content teaching and learning may not be so ubiquitous in light of teaching content to local non-native students in HEIs since only the students with better proficiency progressed in this setting but those of lower English levels have not been dealt. From Lei & Hu (2014), only the students with better proficiency progressed in English settings. The students with lower English

proficiency and how they can improve in EMI setting were not taken into account. What's more, students with better English tend to choose EMI in Leug and Leug's study (2015, p.6). Furthermore, no direct effect from EMI course was found on students' English proficiency in Lei and Hu's research (ibid.).

English is basic skill that not only all business-majored students in HEIs should have, students from many departments also strive to improve. EMI is a widely practiced course design for the purpose of internationalization and academic lingua franca. In HEIs, intercultural skills and involvement of global dimension (Knight, 2004; Soria & Troisi, 2014) have been in the spotlight all along for their role in enhancing students' employability and improving communication between host and foreign students. EMI courses in HEIs substantially differ from those of EFL that focus mainly the foreign language acquisition and from CLIL that focus both language and content learning. Promoting English attainment in EMI courses was not heeded by most of EMI content teachers (Jiang et al., 2019), and most of the instructors have their sole focus on content knowledge in the target subject with or without a regard to student's English proficiency.

English as a Medium of Instruction is also a kind of CLIL but shifts the focus of attention from both language and content learning to teaching authentic materials in English. The same as in native countries, there are more and more international students who are native or speak high English proficiency in those non-native countries, and English language acquisition should not be the target of international courses (Ammigan & Jones, 2018). Students may enhance their English but whether or not their English has enhanced, it is the content performance and knowledge (Doiz et al., 2012; Dafouz et al., 2014; Dafouz & Camacho-Miñano, 2016) that are evaluated as a result of those international courses. When analyzing performance of students who were taught in an EMI and non-EMI courses in Dafouz, Camacho and Urquia's study (2014), no significant difference was found on students' performance outcomes. That is to say language use in class does not impede content learning. In the same study, students' learning difficulties are related to understanding of field or subject terminologies and there is no difference between EMI and non-EMI students

Table 1 in Appendix 4 contains a summary of key points of all the scholarly works that have contributed to the theoretical framework of this doctoral thesis and along with the research notes I put together throughout this doctoral journey. This summary intends to make future EMI research easier.

CHAPTER 3. EMI USERS

3.1. BELIEFS

In language learning, learner's beliefs play a crucial role as they affect learners' learning attitudes and preferences for teaching methods (Cortazzi & Jin, 1996), and the attitude and efforts they would put into engineering 'their environment toward their language learning process' (Barcelos & Kalaja, 2011, p.287), while teacher's belief affect how they design the course and their teaching style (Paseka, 2010; Smitt & Dafouz, 2012; Huang, 2012; Jiang et al., 2019; Airey 2020).

Motivations and expectations are related to beliefs that can be positive or negative force for progress. Learning motivation is what triggers the success of a lesson, yet beliefs are not fixed and may be communicated through some means. 'Language-mindsets are a key that organizes various related motivational factors in a meaning-making system that guides learners' emotional responses and behavioural acts across different situations (Peng, 2011).'

Beliefs are related to the culture a person was born in. 'Language learning does not happen in a culture-vacuum context and learner beliefs are born out of particular sociocultural contexts (Peng, 2011, p.315).'

Sociocultural influence on learning is relevant in some societies, e.g. China (Cortazzi & Jin, 1996), Japan (Bradford, 2016), and Korea (Kim et al., 2014). Cortazzi and Jin (1996) identified 'culture of learning' among Chinese students who act certain ways in class based on culturally-based beliefs they have. In China, students are used to classes of teacher lectures, so this is often what students prefer (Cortazzi & Jin, *ibid.*).

Content lecturers in EMI programmes have very different beliefs. Subgroup opinions and beliefs about what quality education and the best practices of EMI programmes should be often lead to different teaching design and results. Teacher's

beliefs also affect their way of teaching (Barcelos & Kalaja, 2011), and theoretical knowledge was often articulated and personalized in teacher's practical knowledge (Woods & C, akır, 2011 cited by Barcelos & Kalaja 2011, p.287). Teacher's own tacit beliefs about EMI teaching and learning are also determinant to the lecturer's choices about what skills should be taught (Farrell cited by Airey 2020). 'EMI lecturers do not consider themselves to be language teachers (Smitt & Dafouz, 2012).' EMI teachers think language improvement lies in language specialists, not their job (Paseka, 2010; Huang, 2012; Jiang et al., 2019). Furthermore, professional freedom in curriculum and course design was valued by many content teachers (Huang 2012) and teachers may wish to have more control over code-switching and time of English instruction rather than the policy imposed.

Nonetheless, learner beliefs are found to be emergent, dynamic, and context-responsive (Peng, 2011), and students' beliefs were found changed when they entered different learning stages. Belief can fluctuate and even act as the scaffold for students' participation (Yang & Kim, 2011, cited by Barcelos & Kalaja 2011, p. 287). We need to first know how students form their beliefs about EMI programmes and their expectations. Good experience can be then given to students to improve their perspectives while EMI programme objectives should be communicated to lower negative results due to possible local effects of not having all the faculty of good proficiency and the alienation of local culture.

'Through reflection, student teachers were able to distinguish and observe their own emotions and their own interpretations of events and their ultimate consequences (Barcelos & Kalaja 2011, p.287).' Perspectives may vary greatly in different circumstance, but student's and teacher's perspectives provide temporary presentation of beliefs and what present EMI programmes are like during this period of time and reflect the current conditions and development of teacher's course design and implementation (Feixas et al., 2009).

3.2. USER'S PERSPECTIVES

Students, instructors and school administration units are the integral EMI participants while students are the main users of EMI programmes. The classroom system consists of students, the teacher and the teaching context, and such desired learning outcomes that are only achieved by the interaction between students and teachers (Lee, 2014). Student-customer orientation has been polarized in HEIs (Koris et al., 2015). Several studies were conducted to analyse the teachers' and students' perspectives (Huang 2010; Huang, 2015; Ammigan, & Jones, 2018; Moosmayer & Siems, 2012). Students' satisfaction is significant attribute to a school's excellent reputation in education (LeBlanc & Nguyen, 1997; Mazzarol & Soutar, 2002). Believed by both students and instructors, EMI has high link to employability (Hu, Li & Lei, 2014; Bozdoğ̃an & Karlıdağ̃, 2013; Yang, 2015; Phuong & Nguyen, 2019). EMI even has its embedded function of transformation of a person's social condition (Leug & Leug, 2015).

EMI programme was analysed from the perspectives of students and instructors in Chang's study (2010) and it centers students' encountered difficulties about English during the EMI process. Vinke et al. (1998) studied Dutch lecturer's experiences and teaching behaviours, and an investigation of EMI instructors' opinions was done in the group discussion by Doiz et al. (2011).

3.2.1. THE VIEW OF STUDENTS

Based on elements contributing to the university reputation by *QS Top Universities* (2017), apart from the 40 % by the opinions from academic experts regarding schools and school facilities, approximately 40% of other metrics is highly related to the international students, students' employability and students' evaluations, namely students' perceptions and acquired capabilities. The integral part of internationalization process is international students who can bring the cultural enrichment and improve HEI reputation (Ammigan & Jones, 2018). Therefore, students' expectations and

experiences should be valued while a good class design amalgamated components for both local and international students is fundamental for enhancing the quality of those English-medium programmes. Nevertheless, the volume of studies examining both local and international students' views is limited, and many studies focus more on EMI as EFL or ESP courses.

Students' feedback and experiences should be valued, but local and international students may have different feedbacks (Huang, 2015) due to their varied programme motivations. Studying abroad (Paseka, 2000; Huang, 2012) that helps improve knowledge of a second or foreign language is an important motive. English as a dominant language in the market place, international exchange and global communication further fortifies its importance on every graduate's curriculum vita. The name internationalized education is also set to attract domestic students who pursue education to have better opportunities while 'studying abroad' is seen as a better way to prepare domestic students for better future career choices. Students view EMI courses or programmes as a way to strengthen English ability and professional knowledge (Paseka, 2000; Huang, 2012; Huang, 2015).

In Huang's case (2015) study, local students have low perceived English confidence but higher learning anxiety than international students, yet the study centred in LC students and motivation of ITL students was missing. From Dafouz & Camacho-Miñano (2016), EMI and non-EMI local Spanish students have similar learning difficulty, yet this study was done only on Spanish undergraduate students in Accounting department and whether it applies to non-native or native international students should further be investigated.

In these past studies, English competence was assessed as the result of the course, yet this is a bit different from EMI programme in which English is used to learn subjects like Accounting, Calculus, Economics, International Relations, Math and alike. Taiwanese students' learning needs and their encountered difficulties about English during the EMI process was understood in Chang's study (2010). Students didn't have high level of content comprehension about their EMI courses but the setting helped

their English listening. Local students' motivations were analysed in the study by Jiang, Zhang and May (2019) with medical students in China and the need in English learning was significant. Students learned English first to read discipline literature and seek information, and second to pass exams, earn credits, and get the degree.

On the other hand, English improvement was not significant in English-native country. Ammigan and Jones (2018) took students' experiences into account and analysed different dimensions to the programme satisfaction of undergraduate international students in native countries, and students cared more about the quality of lectures, the expertise of lecturers, and teaching ability of lecturers have a big impact on the overall learning experience. International students often choose EMI courses for the renowned lecturers in certain areas for the purpose of lingua franca to exchange knowledge (Yeh 2014 cited by Macaro et al, *ibid*, p.50).

Students' needs were taken into account in Huang's study (2010) and the importance of both 'pedagogical content knowledge and language awareness' was stressed. Student perceptions of the desirable qualities for EMI lecturers were discussed by Inbar-Lourie and Donitsa-Schmidt (2020). Students did not necessarily prefer EMI lecturer to be native English speaker and the important EMI lecturer qualities should be high proficiency in English, expertise in subject matter, and ability to simulate an international learning experience. Students also considered it significant that instructors demonstrate effective teaching pedagogies in both 'content and second language'. Nevertheless, students' expectations always exceeded what the HEI can actually deliver (Moosmayer & Siems, 2012), so there is a need to stress the significance of communicating educational aims to students, so that students' beliefs can somehow be modified and the negative non-native instructor effect in those non-native countries can be avoided.

Table 3.2 summarizes the first part of theoretical framework that this current thesis has built on and will be discussed later throughout the following chapters.

TABLE 3.2. Theories on Integration of LC and ITL students

Key concepts and ideas of content and English in EMI	
<ul style="list-style-type: none"> ✓ English-medium instruction is effective in improving students' English competence (Chang, 2010; Dalton-Puffer 2011; Huang, 2015; Jiang, Zhang & May, 201) ✓ LG and ITL students have different foci (Huang, 2015) ✓ Students have similar learning difficulties in EMI and non-EMI programmes and the difficulties lie in content and terminologies (Dafouz et al., 2014) 	
<ul style="list-style-type: none"> • Academic lingua franca (Macaro et al., 2018; Doiz et al., 2012) for local and international students and faculty • Marketplace skills: communication, organisation, team working, IT, problem-solving, leadership, and interpersonal (Bennett, 2002; Daud et al., 2011; McMurray et al., 2016) 	<ul style="list-style-type: none"> • Local students-English improvement (Chang, 2010; Dalton-Puffer 2011; Huang, 2015; Jiang, Zhang & May, 2010) • International students- request to learn and a focus on Quality of lectures, the expertise and teaching ability of lecturers (Ammigan & Jones, 2018)

3.2.2. THE VIEW OF TEACHERS

‘Instructor’ is normally used in high education while ‘teacher’ is used in primary and secondary educations, but in some Asian countries, instructor is often addressed by their students as ‘teacher.’ Hence, instructor and teacher are interchangeable hereinafter in this paper. The majority of the past EMI studies were drawn from teachers and teacher’s perspectives, and lecturers’ language proficiency can be an issue in successful EMI implementation (Wilkinson, 2005; Colement, 2006; Vinke et al., 1998; Airey, 2011; Vu & Burns, 2014). In Huang’s (2012) case study, many LC Taiwanese teachers in universities were mostly novice in teaching content subjects while many teachers didn’t have the confidence to teach content well.

Teacher’s beliefs affect many aspects of teaching and learning. Schön and Farrell (cited by Airey, 2020) analysed teacher’s own beliefs about EMI teaching and learning and also their language practices, and their beliefs can affect their choices of skills to teach in class. In Bradford’s study of international education (2016), many lecturers in

Japan seemed to adopt the more interactive Western classroom practices while some local instructors feeling compelled to adapt.

In the assessment and evaluation of high education, teacher's attitude affects students' rating (Greimel-Fuhrmann, 2003). As indicated by some past studies (Paseka, 2000; Jiang et al., 2019; Smitt & Dafouz, 2012), majority of content teachers do not think student's English enhancement is their job. Some content teachers in Huang's study (2012) did not think advanced English or good TOEFL/IELTS scores would be guaranteed in EMI courses but more students' abilities 'to communicate professional content in English'.

In terms of teaching and class design, teachers often encountered a lot of difficulties teaching content in English (Paseka, 2000). Content teachers usually require more time and efforts to prepare the lesson (Paseka, 2000; Huang, 2012). In light of teacher's professional curriculum freedom (Huang, 2012, p.25), some content teachers may go against monolingual policy and wish to be respected for their decisions on which subjects to teach in English and how long they apply code-switching.

Local and foreign teachers may bring different elements to class, influencing students in different ways. In Ma's study (2012) on advantages and disadvantages of native and nonnative English speaking teachers, nonnative local teachers understand students' learning difficulty in L1.

3.3. CROSS-CULTURAL LEARNING

The language and design of EMI programmes, teacher's teaching preference and student perception can affect the cultural identity. Lecturers experienced more issues with the 'cultural aspects in the EMI classroom' (Tange, 2010). EMI programme has an effect on cultural identity in Dutch experience (Gabriëls & Wilkinson, 2020) and can

lead to resistance to programme success. A concern arose among some teachers when ‘Western-centric practices may be perceived as better than, rather than different’ to the local mainstream teaching style or that those who speak English well might be seen as superior to those who only speak the local language’ (Bradford, 2016, p.347).

Culturally conditioned behaviour was found in some Asian cultures. In Bradford’s study of international education in Japan (2016), culture can pose some challenges. Student resistance to tasks may take place when students and instructors ‘have different academic and social cultural norms’ that lead to varied learning traditions and attitudes or even background knowledge. Such resistance may impede class success. ‘Culturally conditioned behaviour’ (ibid, p. 345) was found when international students who were minority in the class sat quiet like the local students did in class in the Japanese case while majority of the lecturers seemed to adopt the more interactive Western classroom practices leaving some local instructors feeling compelled to adapt. Similar case was also seen in Korean experience (Kim et al., 2014, cited by Martínez, 2016, p. 4) when complaint came from international students about classes being less interactive.

Table 3.3 illustrates the second part of theoretical framework that this thesis has drawn upon and will be discussed in the following chapters.

TABLE 3.3. Concepts of intercultural learning and understanding

Key concepts and ideas of cultures	
<ul style="list-style-type: none"> • Westernized practices or local practice (Bradford, 2016; Kim et al., 2014; Martínez, 2016) • Content-focused class design (McKinley, 2018) • The cognitive influence (Meyer, 2010) for LC and ITL Ss; Promotion of ‘Intercultural communicative competence’ (Dimova, 2017) and Intercultural competence (IC) (Aguilar Pérez, 2018) 	
<ul style="list-style-type: none"> • Local students are passive and quiet (Korea: Lee, 2014; Kim, Tatar & Choi, 2014; Taiwan: Huang, 2015; Spain: Dafouz & Camacho-Miñano, 2016; Japan: Bradford, 2016) 	<ul style="list-style-type: none"> • International student complained and need a more interactive practice (Bradford, 2016; Martínez, 2016)

3.4. CLASS DESIGN AND TEACHER'S EDUCATION

In education, involving students in class to improve student success and an emphasis on learning process are considered best practices. The importance of curriculum or class design was stressed in many scholarly works (Knight, 2004; McKimm, 2008; Chen et al., 2007).

The major mission in HEIs is to create a good system that can encourage, celebrate and foster the development of student capability. Desired EMI learning outcomes should be examined by all educational interconnected elements, i.e. students, professors, the teaching context (Lee, 2014), while faculty development in English for the medium of instruction can support a university's strategic policy (Corrigan, 2018). The factors of quality HEIs proposed by Chen, Sok, and Sok (2007) set forth in good academic curriculum, teachers' qualifications and teaching methods, school facilities, and interactive network of the programme. Schools should hire capable content instructors who can deliver content knowledge in English.

In order to create a good and effective curriculum that enhances students experience and capabilities, matching students' interests and needs to the curriculum is needed (Stephenson, & Yorke, 2013).

Zhang et al. (2019) urged the promotion of CLIL and English learning that can be facilitated through adjunct ESP courses when participants' English proficiency was inadequate. Content teachers may have training in their expertise but not in the effective 'English instruction.' Yet, teaching styles and learning activities included by teachers significantly affect class participation in EMI classes (Lee, 2014).

The pragmatic perspective seemed to be emphasized by most EMI teachers, and EMI courses themselves contain rich pragmatic features (Dafouz, 2011; Jiang, Zhang & May, 2019). For curricula, lesson plan and class implementation, an overview of strategic use of language by teachers of different subject was done by De Graaff, Koopman, Anikina and Westhoff (2007). Teacher-fronted lessons with little interactivity was found a problem in old EMI classrooms in Dafouz et al. (2007). Student-centeredness techniques that achieved higher levels of student participation in EMI university classes was also stressed in Sahan, Rose and Macaro's study (2021). The effect of course sometimes depends on the interactions of students and teachers (Haung, 2012, p. 22).

Faculty development in English for the medium of instruction (EFMI) can support a university's strategic policy (Corrigan, 2018). The Practicum has been the heart of teaching and learning, and pre-service training and a model of lesson planning to raise teacher's competence have been put forth in *TED for CLIL* by Escobar Urmeneta (2012). There are also TESOL course trainings or degree programmes in many universities, e.g. the one in University of Warwick (Banegas, 2012), yet most of the programmes are designed by EFL teachers who are native or have high level of English fluency but do not know what difficulties there would be for non-EFL and non-English native teachers to teach most of the content courses designed to recruit international students, some of which are native and some may not have reached proper English fluency to understand the course content effectively.

The importance of curriculum or class design was stressed in many scholarly works (Knight, 2004; McKimm, 2008; Chen et al., 2007). The pedagogy training and conferences were essential. Effective instruction, which depends on application of pragmatic strategies and course materials related to content, is indicated as mostly important by the teachers from Mary Coonan's focus group (2007).

For teaching strategies, Meyer (2010) took Coyle's 4-C, i.e. content, culture, communication and cognition to analyse what materials to be included for the success of content learning. Aguilar Pérez (2018) promotes IC (Intercultural Competence) in course design. A scarcity of good teaching materials based on students' evaluation is

apparent in most countries to enhance instructor's curricula and teaching quality, let alone a good EMI design based on good practices. This research intends to fill the gap.

An English-Medium Teacher Education Bachelor's Degree (EMI-TED) based on the "Internationalisation at Home" model was formulated in Urmeneta (2020) to focus the use of discourse competences in English. The unique challenges posed by the use of an additional language as the vehicle for learning was analysed and there were recommendations for L2 teachers for their class design.

3.5. NON-NATIVE EFFECT

The effect from non-native speakers was often discussed in the past in language learning and class performance, focusing more on the negative effect. Nevertheless, non-native effect can be beneficial to the population (Dustmann et al, 2011, cited by Geay et al., 2013, p.4), and zero non-native effect (Geay et al., 2013) was found in educational outcomes of native-speakers. Nobody wants to be labelled as it is often negative or related to stereotypes or cultural deficiency (Holliday, 2015), but the non-native that will be used in this thesis has no negative connotation but a pure description of phenomena that take place in non-native countries that adopt EMI programmes. Non-native effect in pedagogy tackles the insufficient English competence of students and teachers that impedes learning. Not having sufficient English ability was suspected a reason for local students who do not interact in class, but the real underlying reason is social-cultural (Huang 2015; Lueg & Lueg, 2015).

The low self-esteem of lower-strata students (Lueg & Lueg, *ibid.*, p.23) can lead to an apparent learning barrier. In Huang's study on local and international students in Taiwan (*ibid.*), LC student's learning anxieties exist in their beliefs in their low English proficiency and they have to ask other classmates when they encountered difficulties in class. Anxiety is high in this culture mentality.

In EMI courses, issues with LC students lie in learning and motives while IFL students seem to expect more from the course. From Ammigan and Jones's study on international students' satisfaction, international students are often satisfied with English command of academic staff in those native countries (2018, p.292). Likewise, it is not a surprise that international students may feel disappointed with lecturer's English non-native countries.

According to Moosmayer and Siems (2012), students in general often expect more value than what their programme can actually deliver. Nevertheless, what students expect from EMI is actually universalistic and ideals of which can be communicated through some coordinated opportunities by institute with students. The communication of programme targets should be communicated with students.

Reducing speed and code-switching were recommended for non-native local students in Chuang's study (2015), yet these strategies were for English learning courses. Code-switching was also a pedagogical technique by native local teachers for professional development and the models of EMI pedagogies in Sahan, Rose and Macaro's study (2021). Code-switching was also practiced and preferred as a scaffolding by some LC Taiwanese teachers in EMI courses for students whose English competence was not good enough to understand the target content (Huang, 2012, p.24).

LC teacher understands the difficulties of LC students (Ma, 2012), but the needs and the difficulties of international students have not been dealt. Nevertheless, class participation in EMI classes is a result of teaching styles and learning activities included by teachers (Lee, 2014). Teaching strategies were analysed from local non-native instructor in Chuang's study (2015), techniques such as reducing speed and code-switching were advised for non-native local students. Nevertheless, the non-native effect from teachers or students should be taken into account, and a good class design that incorporates cultural learning, cross-cultural interactions and cooperation can be further manoeuvred.

An overview of strategic use of language by teachers of different subject was done by De Graaff, Koopman, Anikina and Westhoff (2007). Some useful techniques were found by McKinley (2018) in the study of both native and non-native teachers' class strategies in a Japanese university, language support such as glossaries was useful and more focus was put on content in student evaluation by native content teacher to lower language effect. Some tips were given in Banks's study (2018, p.23), such as 'improving the accuracy of lecturer's use of content obligatory language and content compatible language', 'support in writing glossaries of key terms/core concepts and help with the pronunciation', 'the use of various markers for highlighting lecture phases and transitions' that could help improve the lecture organisation' can all help learners' comprehension of content. Yet, pedagogical techniques and implement effect depend on the HEI and student profile (Sahan et al, 2021).

Table 3.5 summarizes another EMI aspect that has been drawn from all the previous scholarly works about Non-native Effect for better class design and will be discussed further in the following chapters.

TABLE 3.5. Concepts of non-native effect

Key concepts and ideas of non-native effect	
<ul style="list-style-type: none"> ● Native content teacher lowered language effect and focus more on content in student evaluation (McKinley, 2018) ● LC teachers understand students' difficulties in L1 (Ma, 2012) 	
<ul style="list-style-type: none"> ● Communication of programme objectives (Moosmayer & Siems, 2012) 	<ul style="list-style-type: none"> ● Pedagogy for local students: reducing speed and code-switching (Chuang, 2015) ● Content-focused class evaluation (McKinley, 2018) ● LC Ss- providing glossaries (McKinley, 2018)

3. METHODOLOGY

CHAPTER 4: RESEARCH DESIGN

This chapter explains the methodological decisions made in the thesis and presents research design with a synopsis of the objectives and the research questions which guide this PhD thesis and briefly outlines the most important characteristics of the four studies which contribute the analytic part of the thesis.

4.1. OBJECTIVES AND RESEARCH QUESTIONS

As it was stated in introduction, the overall aim of this thesis is to look into present common EMI class designs and issues in two territories from user's perspectives with an intention to find good EMI practices from the perceptions of students who took EMI programmes in Spain and Taiwan and instructors from Spanish and Taiwanese HEIs who designed the lessons. Thus, we can summarize our objectives as follows:

Objective 1: To gain understanding of the expectations and challenges EMI students face in Taiwan and Spain.

Objective 2: To gain understanding how EMI adapts to different cultural context by comparing cases of Spanish universities and Taiwanese universities.

To fulfil these objectives, we posed several research questions and conducted three case studies. The first objective is attained through our preliminary study and the second objective through two other case studies. The first case study in this dissertation examines students' perceptions on EMI, whereas the other two case studies take into account the views of both students and instructors. It is believed that learning

experiences and class evaluation by local students (LC) and international students (ITL) who have taken EMI programmes in Spain and Taiwan can provide the first-hand information about class setting, programme issues in different territories, and instruction effect that led to overall programme evaluation. Additionally, the inclusion as informants of the recommended instructors by those EMI students can provide essential components on how a class can be designed and what teaching techniques can be applied to trigger and to have enhanced good learning experience.

Below we present our research questions and how they link to our case studies:

Objective 1 (RO1): To gain understanding of the expectations and challenges EMI students face in Taiwan and Spain.

Question 1: Why do students in Taiwan and Spain enrol in an EMI course?

Question 2: Which are the difficulties that students face when they enrol in an EMI course in Taiwan and Spain?

Preliminary Study (PS): Online survey and self-standing study (Chapter 5)

This preliminary study provides general perspectives of EMI status and execution of HEIs in Spain and Taiwan, the motivations of local and international students' EMI choice in two territories, expectations BEFORE taking the EMI course, opinions DURING the EMI programme, and reflections AFTER EMI course. EMI issues such as programme design, students' or instructors' English proficiency and English improvement, and content learning and performance were investigated. PS also refines the questions to ask in the interviews in the main study.

Objective 2 (RO2): To gain understanding how EMI adapts to different cultural context by comparing cases of Spanish universities and Taiwanese universities

Question 3: What is a quality EMI practice according to the perspectives of students who take the course and the lecturers who design and implement the course?

Question 4: What class components and teaching techniques do instructors include to engage students?

Question 5: How do cultures and beliefs of students and instructors affect class design?

Study 1 (S1): The case of EMI programmes in Taiwan (Chapter 6)

This multiple case study explores what good practices are exercised for effective EMI course in Taiwan. The elements and factors contributing to good EMI class design was analysed based on students' perceptions and their reflections about effective EMI teachers and good course experience, and then we cross-analysed effective teachers' chosen strategies and adopted teaching methods.

Study 2 (S2): The case of EMI programmes in Spain (Chapter 7)

This multiple case study explores what good practices are exercised for effective EMI course in Spain. The elements and factors contributing to good EMI class design was analysed based on students' perceptions and their reflections about effective EMI teachers and good course experience, and then we cross-analysed effective teachers' chosen strategies and adopted teaching methods.

Our analysis of the research questions linked to objective 2 concludes in chapter 8, where we examine the themes that emerged from the case studies in Taiwan (S1) and Spain (S2). We focus on the specific characteristics effective teachers possess and their used pedagogy and teaching strategy that have generated positive EMI course experience to students. Then, a good class design is postulated based on case studies of those effective teachers' class designs and teaching methods.

4.2. CORPUS

Our study generated the need to establish different data sets:

Preliminary study (PS) investigates common EMI phenomena, student's EMI motivations, and expectations before EMI, learning issues during EMI, feedbacks after the programme or course, and the differences/similarities between Spanish and Taiwanese HEIs in terms of different trajectories. The online survey contains 30 close-ended and open-ended questions.

✓ **Preliminary Data Set: Questionnaire** (Students from Taiwan and Spain)

A mixed random purposeful sampling was applied. The description of EMI course/programme in an online survey was plotted to target the students and graduates from business schools of Spanish and Taiwanese HEIs whose courses were taught in English, and survey participation was completely voluntary. The on-line questionnaire was designed and posted on some internet social media platforms like Facebook groups based in Spain and Taiwan in an attempt to attract as many participants who had taken EMI degree courses as possible and to get as many details in opinion from both local and international students, as well as undergraduate and postgraduate students. Before being employed in the survey, all questions were pretested. Online survey contains 13 close-ended questions and 17 open-ended questions. Further information of participants can be seen in Table 4.4.1.

Study 1 (S1) contains two parts, interviews with students and interviews with instructors from HEIs in Taiwan. EMI programme issues in Taiwan and characteristics of effective instructors based on students' experiences were analysed. Then, teachers' perspectives and pedagogy were investigated in interviews with the recommended instructors in Taiwan.

✓ **Data Set A:** Individual Interview 1 (Students from Taiwan)

✓ **Data Set B:** Individual Interview 1 (Students from Spain)

To further understand the consequences of EMI in progress, learning issues and teaching conducts, opinions of ten interviewees (see Table 4.4.2) were retrieved in the follow-up in-depth interviews. Under the nature of international mobility of those international students and the time availability of interviewees, the semi-structured interviews were conducted more flexibly in person as well as with applications such as WhatsApp and Messengers. The interviews were recorded and some answers to confirm some issues were sent to interviewees via emails and voice messages as well as to clarify some issues. The clarification content was also recorded as part of interview.

Study 2 (S2) contains two parts, interviews with students and interviews with instructors from HEIs in Spain. EMI programme issues in Spain and characteristics of effective instructors based on students' experiences were analysed. Then, teachers'

perspectives and pedagogy were investigated in interviews with the recommended instructors in Spain.

- ✓ **Data Set C:** Individual Interview 2 (Instructors in Taiwan)
- ✓ **Data Set D:** Individual Interview 2 (Instructors in Spain)

A question in the open-ended question in the online survey allows students to recommend effective teachers or teachers from their programmes who gave them good EMI experiences. All the recommended instructors from online survey were contacted for a target to retrieve opinions about good EMI practices and good teaching conducts. Seven teachers who were recommended many times by EMI graduates in the survey responded to the invitation, and interviews in the end were conducted with four non-native EMI content instructors from Spain and Taiwan. Informants' information can be seen in table 4.4.3.

Table 4.2 presents the data corpus collected through the three data collection processes and details regarding information about data sets and instruments in the research.

TABLE 4.2. Data Corpus

	Type of Data	Collected Data	Data Set Description	Total Number of Participants	Total Number of Words
Preliminary study	Quantitative Data	Questionnaire 1: close-ended questions	Preliminary A	32	-
	Textual Data	Questionnaire 1: open-ended questions	Preliminary B	32	3,821
Study one	Conversational Data	Individual Interview 1	Data set A	6	5,346
			Data set B	5	9,689
Individual Interview 2		Data set C	2	5,549	
		Data set D	2	11,856	
Study two					

	Summary	<p>TEXTUAL DATA: 3,821 words</p> <p>CONVERSATIONAL DATA: 32,440 words / 2h, 20 min and 31sec.</p>
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As can be seen in Table 4.2, three types of data were collected: quantitative data, written textual data and conversational oral data. The quantitative data consisted of the 13 closed-ended questions in Preliminary A (see section 4.5.2). As section 4.5.2 shows, each data collection had its own specifications regarding all students and instructors who participated.

4.2.1. SELECTION PROCESS OF PARTICIPANTS

Considering external validity (Cook & Campbell, 1976; Shadish et al., 2002), convenient sampling makes the sample a poor representation of the population.

The participants and/or settings are not drawn at random from the intended target population and universe; respectively; the true representativeness of a convenience sample is always unknown (Cook & Campbell, 1976: 422–433).

However, plenty of past studies on EMI were done in selecting convenient samples from the same school, same demographic and same programme setting, to name some, Chang’s study (2010) on 370 undergraduate students and six professors from six departments at the same university about students encountered difficulties and learning needs. Kym & Kym’s (2014) quantitative research on 364 students of the same university in 11 different EMI courses by seven instructors of different nationalities in Korea, measuring students’ satisfaction and ability to comprehend, or Ma’s semi-structured group research (2014) on 30 students studying in three secondary schools in Hong Kong. Dafouz, Camacho and Urquia’s study (2014) on students of both EMI programmes and non-EMI programmes taught in the same local Spanish university.

External validity concerns and ‘infers about the extent to which a causal relationship holds over variations in persons, settings, treatments, and outcomes’

(Shadish et al., 2002: 83). Data from the same school or same country are not representative enough when EMI programmes are internationalized involving more cultures and variances. Many years of practice of EMI programmes lead to more students from different nations and varied backgrounds which may complicate classroom setting and affect the teaching and learning conditions. On the other hand, research results which were traditionally done through teachers on their students may not reflect the real evaluation of instruction and students' true feelings (the halo effect, e.g. Fisicaro & Vance, 1994). Students tend to give moderate feedbacks to instructor's course-end evaluations, and only when students who had extreme experiences, per say 'very good' learning experience and 'every bad' learning experience, would give dramatic evaluations. Thus, these kinds of convenient samples cannot reach the core issues in which good conducts can be hypothesized and developed. Students' attitudes affect the evaluation result (Greimel-Fuhrmann, 2003). Arguably, the data selection should be done differently, and good class conducts should be universal, applicable to students from all backgrounds and can be examined and improved to be applied by different academics.

In contrast to convenient sampling, a survey in preliminary study was designed and put on some online platforms in Spain and Taiwan or Spanish/Taiwanese groups, and survey participation is completely voluntary and random. The online link to survey questions was based on the issues and elements, such as administration, programme design, and learning & teaching, which were discussed in past EMI literature to gather students' perspectives to funnel most relevant EMI components. The survey asked students to recommend and provide names and contact information of effective EMI teachers. On the second stage, the main study explores the data obtained from interviews first with students and then instructors. Interviews were conducted with students who expressed their willingness in the survey to participate and the instructors whom were recommended by students in survey to explicit good practices of EMI from users' perspectives. Class designs of those instructors who gave good learning experience to students then was further analysed to investigate what teacher's characteristics and class components meet students' needs and contribute to effective

EMI class results. The interview transcripts and written narratives were put into codes and coding analyses.

Sampling decisions are relevant in increasing internal validity, and the feature of ‘generalizability’ and reliability was emphasized in quantitative research (Henn et al., 2006, 16). While quantitative research involves probability sampling for better statistic inferences, qualitative research typically involves purposeful sampling to enhance understanding of the information-rich case (Patton, 1990). The key differences of purposeful and probability sampling techniques can be combined usefully for better understanding and was of right setting for our targeted EMI students in HEIs in two specific territories.

Past studies were done in selecting convenient samples from the same school, same demographic, same programme setting to name some, Kym & Kym (2014)’s quantitative research on 364 students of the same university in 11 different EMI courses by seven instructors of different nationalities, measuring students’ satisfaction and ability to comprehend, or Ma’s semi-structured group research (2014) on 30 students studying in three secondary schools in Hong Kong. Dafouz, Camacho and Urquia’s study (2014) on students of both EMI programmes and programmes taught in local Spanish in the same university. With the prevailing and years of practice of EMI programmes in different countries, the conditions of local and English-native teachers and students from different nations and varied backgrounds may become more and more complicated. Therefore, the analysis should be done differently.

4.2.2. PARTICIPANTS

Survey (Students): The 32 survey participants are 64% female and 36% male students who are from regions and countries, including Brazil, China, Ecuador, France, Hong Kong, India, Indonesia, Italy, Malaysia, Mongolia, Spain, Taiwan, and the USA, taking undergraduate (60.6%) and postgraduate degree (39.4%) courses in five Spanish universities and four Taiwanese universities. These EMI students are of the enrollment

from the year 2008 to 2017, with 1 student from 2008 and the rest mostly from the 2013, 2016 and 2017 registrations. Local Spanish and Taiwanese students take up 40.6% and international students 59.4%. Table 4.4.1 shows the breakdown of all online survey participants.

TABLE 4.4.1. Survey Participants

Spain		Taiwan	
Male 3	Female 8	Male 8	Female 13
Local 2	International 9	Local 11	International 10
China (3), Ecuador (1), Italy (1), USA (1), Taiwan (3)		China (2), Mongolia (2), Indonesia (1), Hong Kong (1), France (1), India (1), Malaysia (2)	

Interview 1-Students: To further understand the consequences of learning issues and teaching conducts, ten interviewees' opinions were retrieved in the follow-up in-depth interviews with open-ended questions. SP are from Spanish HEIs while TWs are from Taiwanese HEIs. The ten interviewees are coded as SP1 local Spanish, SP2 Taiwanese, SP3 Taiwanese and SP4 Ecuadorian from Spanish universities, and TW1 local Taiwanese, TW2 local, TW3 local, TW4 French and TW5 Mongolian from Taiwanese universities. The 10th interview participant SPTW Taiwanese was a student who took EMI programmes in both in Taiwan and Spain and expressed opinions about the EMI education she has experienced in Taiwanese and Spanish HEIs. Table. 4.4.2 summarizes basic personal information regarding each participant in the collected main study.

TABLE 4.4.2. Basic Personal Information on Each Student Participant

SP/TW	Name	Nationality	Local/	Gender	Graduate	Undergraduate
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			International		Year	Postgraduate
Taiwan	TW1	Taiwanese	LC	Female	2016	Undergraduate
	TW2	Taiwanese	LC	Male	2016	Undergraduate
	TW3	Taiwanese	LC	Male	2016	Undergraduate
	TW4	French	ITL	Male	2017	Undergraduate
	TW5	Mongolian	ITL	Female	2016	Undergraduate
SP/TW	SPTW	Taiwanese	LC/ITL	Female	2016/2018	UG/PG
Spain	SP1	Spanish	LC	Male	2018	Postgraduate
	SP2	Taiwanese	ITL	Female	2017	Postgraduate
	SP3	Taiwanese	ITL	Female	2017	Postgraduate
	SP4	Ecuadorian	ITL	Female	2018	Postgraduate

Interview 2-Instructors: The interviews were recording by Facebook messenger, WhatsApp, and zoom online meeting. Four out of the seven contacted instructors, of which two participants are from two universities in Spain and two are from national and private universities in Taiwan, responded to email invitation and agreed to participate in the interview. Table 4.4.3 summarizes basic personal information on regarding each participant in the main research.

TABLE 4.4.3. Basic Personal Information of Each Instructor Participant

SP/ TW	Name	HEI Type	Teaching Experience (Year)	Taught Subjects
TW	WANG	National Private	20	Accounting, Economics, Marketing, Financial Management, English
TW	CHIU	Private	15	Accounting, Financial Management
SP	JOAN	Private	8	International Relations, European Unions Integration, European Trade Policy for Specific Organizations, Institutional market
SP	JOSEPH	Private	10	Business Management, International Relations, International Political Economy

4.3. INSTRUMENTS OF DATA COLLECTION AND TREATMENT

The adoption of the case study methodology allows us to investigate and find "gaps and holes" that allow us to make positivist assumptions (Yin, 2013) on the focus of research. It also allows us to use a variety of instruments of data collection and combine quantitative and qualitative research methods.

4.3.1. QUANTITATIVE INSTRUMENTS OF DATA COLLECTION

Questionnaire has been considered a primary source of data collection (Bogdan & Biklen, 1997). The quantitative research which is based on numerical data to be analysed statistically allows a researcher to delve and compare the influences of different EMI elements proposed by past scholarly works. Response rate and answers to email and Web surveys are stated as much richer than in other survey modes (Kwak & Radler, 1999; Willke et al. (1999). The survey was designed based on issues discussed in previous literature review (see chapter 2) as a medium to understand EMI programmes in different territories and also helped to design the interview questions in our main study. It was also pretested before being put on online platforms and common social media used in Spain and Taiwan for voluntary participation. In order to achieve the sample representativeness (Hartas, 2015: 67), description of EMI programme was put in the beginning of the survey to generalize research findings from individuals of typical characteristics or attributes to the intended population from Spanish and Taiwanese universities. In terms of design, the questionnaire contains both close-ended questions and open-end questions. Answering close-ended questions is considered 'low cost' behavior web questionnaire to avoid non-response (Bosnjak, 2001). Having a list of issues to be identified, closed-ended questions are useful and easily analyzable for

quantitative data, while open-ended questions which are broad and exploratory allowing the respondents to express an opinion without being influenced by the researcher (Foddy, 1993: 127) were adopted to delve more details about both local and international students, as well as undergraduate and postgraduate students' learning difficulties and learning and teaching issues.

The close-ended questions in the preliminary research was put to quantitative analysis using SPSS based on students' gender, nationality, under- or postgraduate studies, self-rated English fluency, their instructor's English fluency and EMI quality. The closed ended questions in the survey were then put into statistical analysis, including factor analysis and Spearman Correlations. Correlation survey in questionnaire is not just simple descriptive but allows wider range of factual information such as background, biographical, knowledge and behavior (Punch, 2014: 241), whereas sampling can be purposive for comparisons and representative for the population (Punch, 2014: 247). The results from correlation study focused on EMI quality from students' perspectives in relations to student's English levels, course-end results, instructor's English proficiency, student's acquisition of local language, English learning, content knowledge acquisition, and employability which is enabled by the programme provided the connections and the difference between the undergraduate and postgraduate programmes in two territories and under different national education aims. The answers to the open-ended questions after data collection were put in content analysis with an appropriate coding tactic and content analysis.

4.3.2. QUALITATIVE INSTRUMENTS OF DATA COLLECTION

The humanistic orientation and ability to understand 'cultural values and social behavior (Strauss & Corbin, 1998)' are the significance of qualitative studies. Developing a full understanding is the focal of case studies (Punch 2009: 119) while individual interview allows 'spontaneity, flexibility, and responsiveness to individuals' to

explore topics in depth (Fontana & Frey, 2000). Questions are designed based on the significant elements in preliminary quantitative research. As stated by researchers (Jones, 1985; Punch & Oancea, 2014; Saldaña, 2015), qualitative interview approach with open questions is often adopted to analyse content in depth and explore perceptions, meanings, definition of situations and constructions of reality by participants. The rich data and powerful source for insights from an interview have also been emphasized (Gray, 2004; Bogdan, 2006). Having several issues to discuss and small details to understand in this thesis, this type of interview allows flexibility to conversations and participants to further develop their ideas. The openness of interview (Bogdan & Biklen, 2006) also enables participants the comfort to express themselves and expand their responses.

In the preliminary study, the voluntary student participants from PS research were contacted for individual interviews. The interviewed students recommended some instructors who were considered the ones with effective teaching methods. Followed by interviews with students, the recommended instructors in both Spanish and Taiwanese EMI programmes in business schools were contacted for individual interviews. Teaching strategy and class design of those instructors were analysed to know what essential elements contribute to good EMI courses that led to good student experience. After data collection, the answers to the open-end questions in survey and interview texts were put in content analysis with processes of data immersion, coding, creating categories, and identifying themes. The data were transferred to a computerized data base, and appropriate data analyses were carried out.

In general, case studies can be interpreted by either quantitative or qualitative approaches (Stake, 1994) or any mix of both (Yin, 2003). Analysing interview data is a 'multiple sense-making' process (DeCuir-Gunby et al., 2011). Taking 'immersion in the data (Green et al, 2007: 547),' good practices of EMI programmes from students' perspectives was maneuvered with two data sets, open-ended questions from the online questionnaire and interviews. Coding of data allows researcher make sense of the data whereas creating codes, codebook and coding is often adapted in qualitative research (DeCuir-Gunby et al., 2011: 138). Most of codes are theory-driven with constantly

revisiting of theories. Good class components and teaching techniques can be retrieved from the interviews with instructors and their curricula and class design. Core curriculum analysis, a tool for educational design, was adapted for curriculum and class design.

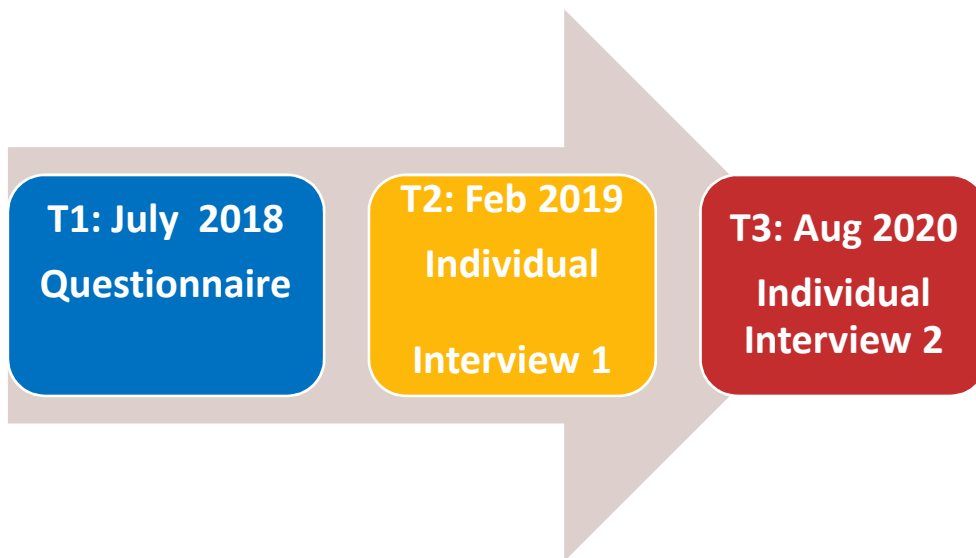
The use of different qualitative case studies as a research design is considered the most difficult in terms of collection, presentation, analysis, and logical conclusion in all social science research (Yin, 2009, 2012). However, the evidence that is generated from a multiple case study is believed to be strong and reliable (Baxter & Jack, 2008), for special units of data can be focused and dealt in a case study and case study involves systematic analysis with one or several methods (Thomas, 2011). As stated by Stake (1995), the use of case study is a good way to capture ‘the complexity of the object of study’ while multiple cases can be adopted to understand the differences and the similarities between the cases (Baxter & Jack, 2008; Stake, 1995). More than just a single case, according to Yin (2003) multiple case study also allows to analyse the data within each situation and as well as across situations. Thus, taking into account that user’s perspectives are closely linked to good EMI practices (LeBlanc & Nguyen, 1997; Mazzarol & Soutar, 2002), cases from students and teachers of EMI programmes were obtained in different case studies which were later cross-analysed.

4.3.3. DATA COLLECTION PROCEDURES

The first data collection took place in July to August 2018 before the due time of a report given to the Ministry of Science and Technology of Taiwan in Sept for the funding of this research from Taiwan. The second data collection took place in February 2019 after quantitative results from study 1. The last data collection took place in June to November 2020. Through the use of online survey, data of 33 participants were collected from July to August in 2018. The data obtained will be discussed further in following analytical chapters. Figure 4.3.4 summarizes the procedures undertaken each data collection time:

- **Time 1 (T1):** July 2018. In T1 one data set of preliminary research was collected: Semi-structured online questionnaire (Q1)
- **Time 2 (T2):** Feb 2019. In T2, one data set was collected: individual interviews (I1).
- **Time 3 (T3):** June 2020. In T3, one data set was collected: and individual interviews (I2).

FIGURE 4.3.4. Data collection procedures



The data collection and treatment procedures included the following stages:

Preliminary study (PS): Online survey

- Stage 1: Survey design and validation process
- Stage 2: Data were collected at T1 (Q1 online survey to students);
- Stage 3: Preparation for Statistical Analysis

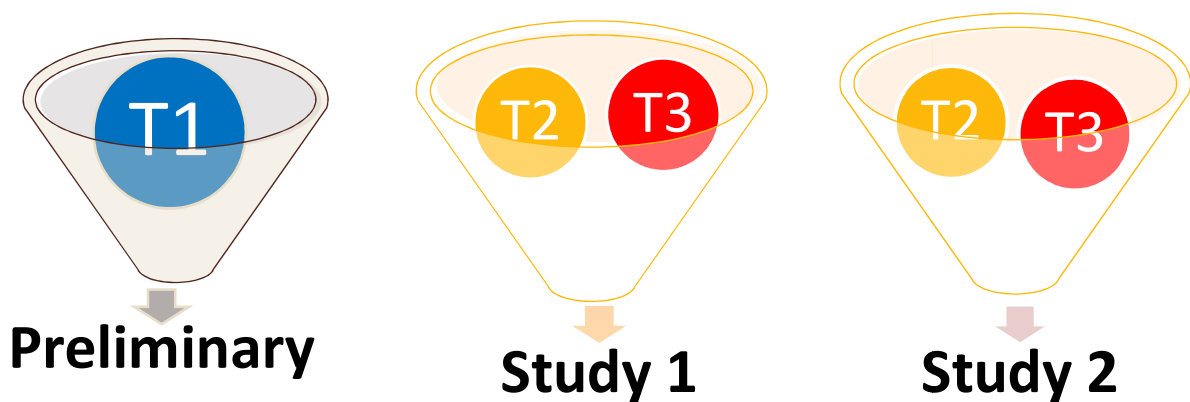
Main study: One (Spain) & Two (Taiwan)

- Stage 4: Invitation emails were sent to participants who showed the willingness to participate in the interview;
- Stage 5: Data were collected at T2 (Individual interview 1 with students from A & B);
- Stage 6: A request email with an invitation to participate in the research was sent to participants;
- Stage 7: Data were collected at T3 (Individual interview 2 with instructors from A & B);

Preliminary research contributed to general ideas and EMI issues and difficulties in two territories while main study of this research focused on good practices from the perspectives of students and instructors from Spain and Taiwan.

Data sets which were used in each of the three studies, how each analytical tool was applied for each study and the RQ it expressed were explained here. As Figure 4.3.5 demonstrates, data used in three studies come from different data collection period.

FIGURE 4.3.5. Data collection Time & Studies



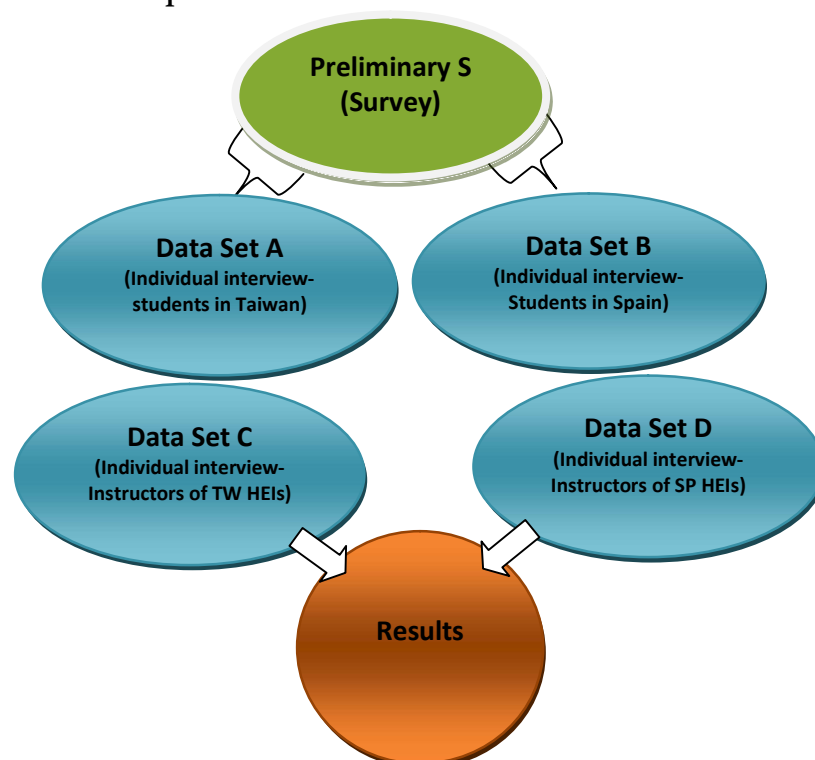
4.4. DATA ANALYSIS

As we said, approach of content analysis, quantitative analysis of qualitative data (Morgan, 1993; Hsieh & Shannon, 2005) to text data coded into explicit categories and described using statistics, was adopted in this data analysis procedure.

In the analysis stage, both the open-ended questions in survey and oral texts from interviews were put into content analysis. With content analysis, any kind can be put into identified categories of similar meanings (Moretti et al., 2011) for better and more scientific sense making. Class planning for better content learning and the intercultural communication and cooperation and graduate competence enhancement of the internationalization of EMI programme in interviews were the target of the research.

Figure 4.4 presents the data sets and how they are related and contribute to the results of this research.

FIGURE 4.4. Multiple Cases



Triangulation is essential when we analyse different sources of data . We need to use multiple resources to ensure validity (Bogdan & Biklen, 2006; Patton, 1999). As we will see, consistency was also guaranteed through different means when we analysed data following qualitative methods (Patton, 1999).

The validity can be achieved by triangulation of the quantitative and qualitative as using different methods and data sources can help develop a comprehensive understanding of phenomena (Patton, 1999). Questionnaire in quantitative method is 'helpful to know the thinking of a large number of individuals and facilitates its generalization' (Punch, 2014; Hartas, 2015) while qualitative research method is an intermediate type of limited generalization (Payne & Williams 2005: 296). The issues occurred in the questionnaire were of the starting point to proceed with the follow-up individual interviews to gain the in-depth data while they also served as the inspiration for the design of interview questions (Cohen et al., 2007). Quantitative and qualitative approaches are often used together, and open-ended interviews can be designed after questionnaire (Bogdan & Biklen, 1997: 37) to supplement, explain, or reinterpret questionnaire gathered from the same subjects or site (Miles & Huberman, 1994). Qualitative research is exploratory in nature, and data triangulation and pattern matching (Johnson, 1997) were also adapted to avoid researcher's bias for better research validity.

Interview through survey and internet is often applied for human and social sciences and critical psychology, whereas semi-structured thematic interview design (Attride-Stirling, 2001; Bogdan & Biklen, 1997; Brinkmann, 2014; Weiss, 1995) with open-ended questions allows participants more spontaneous descriptions and narratives. In-depth follow-up interviews were conducted with voluntary students from the preliminary survey to understand their expectations and experiences on EMI courses in details and retrieve appropriate class teaching conducts based on students' needs, expectations and perspectives. Open-ended questions which contain the participant's candid and honest opinions are considered appropriate exploratory tool for complex issues (Cohen et al., 2007). Effective and ineffective EMI teachers from their business

schools were then recommended by graduates from the survey and participants were contacted and invited for interviews.

4.4.1. DATA ANALYSIS PROCEDURE

4.4.1.1. DATA TRANSCRIPTION

Interview texts with students were put into transcripts and were coded. Clean read or smooth verbatim transcript (Mayring, 2014: 45) with transcription is done word for word coherent texts. Interview texts with instructors were put into transcripts in line with the convention practices by Escobar & Evnitskaya (2013) for better understanding of informant's tones and expressions. NVivo, which was purchased online for the use of two years, was applied for coding procedure. The NVivo 12-month student license was £84.7 for year 1 and £98.01 year 2 with QSR international software.

For validity of coding process, the emergent categories from the interview texts were verified by other researchers of CLIL and EMI before further analyses. Data chunks with codes were first grouped and then checked by each researcher. Six researchers from UAB and UIC commented on the codes and their opinions contributed to the development of reliable codes. Reliability is also necessary in qualitative research even though it is more talked in for quantitative research (Becker 1970; Campbell et al., 2012). In qualitative research, more attention is emphasized on appropriate determinant of result consistency across different coders, raters, or observers (Popping 2010; Campbell et al., 2012).

4.4.1.2. ANALYTIC APPROACH TO DATA: CONTENT AND NARRATIVE ANALYSIS

The analysis that was conducted here combined both content and narrative analysis. The transcribed oral data were put into content analysis. The content analysis as its quantitative research nature is 'a research technique for the objective, systematic,

and quantitative description of the manifest content of communication' (Berelson, 1952 cited by Cho & Lee 2014, p. 3). Content analysis is useful in identifying the intentions, focus or communication trends of an individual, group or institution, and revealing patterns in communication content. Narrative analysis (Riessman, 2005), on the other hand, is a powerful qualitative research tool that uncovers non-explicitly expressed behaviors, feelings and motivations, and it was said to provide rich linguistic data that may shed light on various aspects of cultural or social phenomena. The detailed information in narrative about the subjects was also something that couldn't be achieved through other methods. 'Storytellers interpret the world and experience in it; they sometimes create moral tales—how the world should be (Hinchman & Hinchman, 1997, cited Riessman, 2005).' Narrative analysis in qualitative research reveals hidden motivations and cultural element that are not easily perceived directly but are essential in this doctoral research.

The category system is considered the central point in quantitative content analysis (Mayring, 2014) while categories can be inductively developed out of the text materials. These categories represent either explicit or inferred communication (Hsieh & Shannon, 2005). Concepts and categories are pilot terms in the cognitive processes for general psychology and mental representation of the world. Explorative design which formulating new categories out of the texts and codes emerge from data analysis was adopted.

The thematic approach in narrative analysis is also useful theorizing across different cases (Riessman, 1993: 3). Thematic analysis that deals with attributes and codes driven from data and theories and finds the repeated meaning across a data set is a common qualitative approach. The data corpus was analysed and backed up by the concepts and theories. This thesis may be perceived as data-driven, as categories and codes emerged from data analysis. Yet, 'the active role in constructing and interpreting realities from meanings in thematic analysis (Xu & Zammit, 2020)' by the researcher was also valued in this research. Taken the flexible nature of thematic analysis, 'codes can come from both the inductive coding, i.e. the data itself, and deductive coding, i.e. particular theoretical or epistemological positions (Xu & Zammit, 2020: 2)'

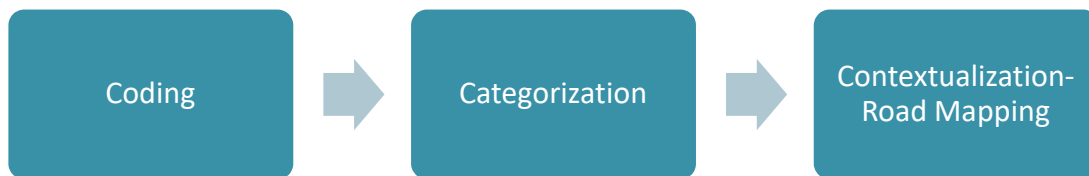
4.4.1.3. ANALYTIC PROCEDURES UNDERTAKEN

Six steps of the data analysis process (Braun & Clarke, 2006): 1) Familiarizing with data, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the report.

Preliminary Approach to data-The first stage of the data analysis process centers in familiarization with the gathered data, data display and data reduction that ensures the mass of data has to be organized and meaningfully reduced or reconfigured (Miles and Huberman, 1994). Data reduction and data display are two first levels in Miles and Huberman's modal of qualitative data analysis (1994). "Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions', while a display can be an extended piece of text or a diagram, chart or matrix to provide a new way of arranging and thinking. 'The participant of the research (Xu & Zammit, 2020)' to prepare, observe and reflect took place. After the individual interviews were transcribed, a preliminary analysis of each data set was conducted in search for relevant information to each research question and phenomenon under each study.

Thorough Analysis-A thorough deep analysis was carried out with content analysis regularities. Each informant's texts were analysed and labelled (Coding, Punch 2005) based on the theme they were related to. The key words of each theme appeared along the text analysis. With Nvivo, texts were highlighted and coded into groups. During coding and categorization in Nvivo, we continued with each theme and contextualized based on the repeated elements with each theme which then were emerged or diverged based on commonalities. Diagram in Figure 4.4.2a shows the analytical process.

FIGURE 4.4.2a. Data Analytical Process



Texts were coded separately by data from students, instructors, Taiwan and Spain, and then cross-analysed by informant type and then by region. Codes that are attached to chunks of words, phrases or even entire paragraph in data are labels that assign symbolic meaning (Miles & Huberman, 1994; Hilal & Alabri, 2013). Codes can be in a form of a descriptive label or a more evocative and complex one. Figure 4.4.2b shows the process how texts were first analysed based on the student data first with the instructor data, and combined into region categories of Taiwan and Spain. Key words of quality EMI based on perspectives of students and teachers, desired qualities of instructors, the class designs that had allowed good EMI experiences, the recommended instructors' professionalism & qualities, and instructor's teaching techniques were each put together for sense-making. Coding is time-consuming, and during this process, 'researcher is required to be alert, flexible and positively interact with data collected (Hilal & Alabri, 2013)'. Codes were grouped under the same category and divided into subcategories for conceptualization based on the same theme.

Tables 4.4.2c-e show initially how texts were highlighted and grouped in chunks in Nvivo and put into codes and then the categorization of each data took place from themes within codes.

FIGURE 4.4.2b. Data Coding Process

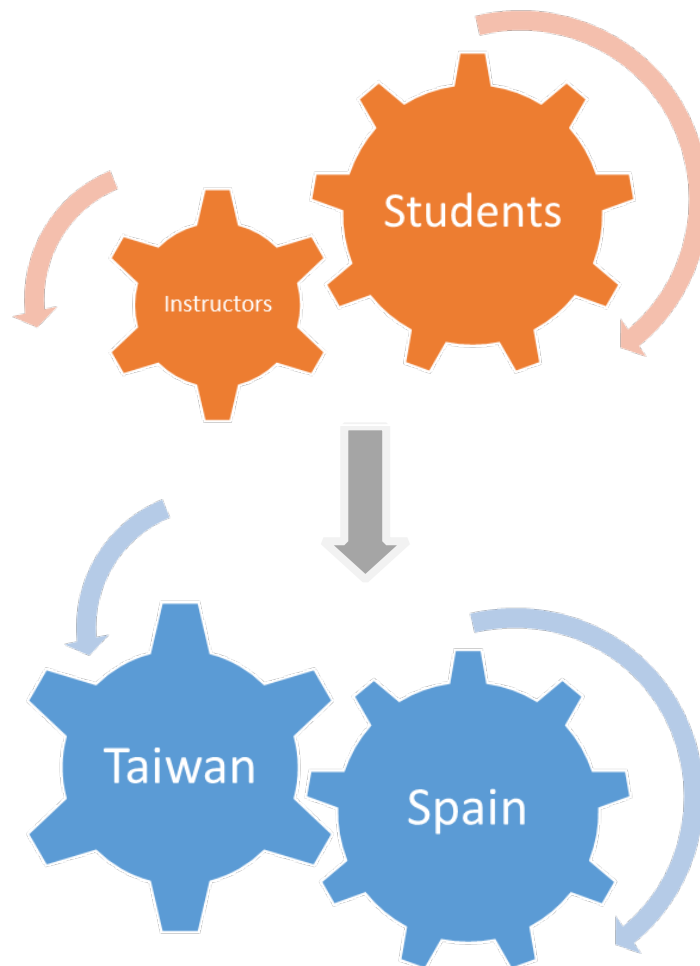


TABLE 4.4.2c. Interview Data Coding Process of Students

The screenshot shows a coding software interface. On the left, a sidebar lists 'Interviews'. The main area is titled 'Codes' and contains a search bar 'Search Project' and a table with the following data:

Name	Files	Referenc
Non-native Teachers	1	3
International Programm	1	36
Instructor's English	1	13
Good instructor's qualiti	1	13
English Enhancement	1	14
Employability	1	6
EMI Motives	1	9
EMI issues	1	24
Cultural	1	10

On the right, a text snippet is displayed with highlighted segments:

4.
R: What exactly do you think a
S: I think an international clas
express their opinions, in a

5.
(4:35)
R: Have the courses in BIBA r
S: No.
R: Why not?
S: First of all, **the professors**
and manage the class. Most c
programmes, and I **have to s**
good their English would be

The screenshot shows the same coding software interface as above, but with a bar chart titled 'Interview' on the right. The chart displays the percentage coverage for each code. The y-axis is labeled 'percentage coverage' and ranges from 0% to 20%.

Code Name	Percentage Coverage
Non-native Teachers	~19.5%
International Programm	~18.0%
Instructor's English	~13.8%
Good instructor's qualiti	~7.8%

TABLE 4.4.2d. Data Coding Process of Instructors from Taiwanese HEIs

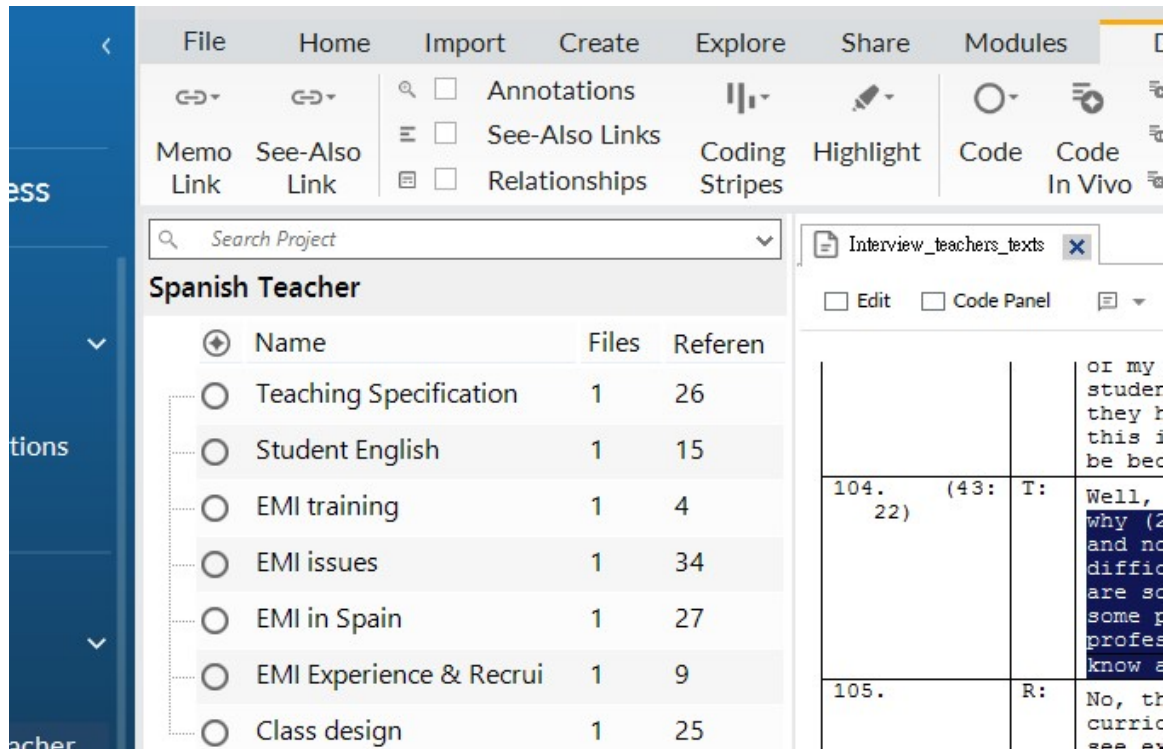
The screenshot shows a software interface for data coding. On the left, a sidebar lists categories like 'ESS', 'itions', and 'acher'. The main area features a 'Codes' panel with a search bar and a table of codes. The table has columns for 'Name', 'Files', and 'Refer'. The codes listed are: Teaching Style (1 file, 6 references), Teacher Recruitment (1 file, 5 references), Student English (1 file, 7 references), EMI Training (1 file, 7 references), EMI Issues (1 file, 10 references), EMI experience (1 file, 5 references), and Class design (1 file, 16 references). To the right, a text editor window titled 'Interview_teachers_texts' shows a transcript snippet with a yellow highlight on the text: 'Yeah, in sc language, i issue is th professor c case of pro I've known, their mothe English (.) guess eithe your 30 or with a 50, improve.'

Name	Files	Refer
Teaching Style	1	6
Teacher Recruitment	1	5
Student English	1	7
EMI Training	1	7
EMI Issues	1	10
EMI experience	1	5
Class design	1	16

The screenshot shows the same software interface, but with a different set of codes and a bar chart. The 'Codes' panel lists: Non-native Teachers (1 file, 6 references), International Program (1 file, 33 references), Instructor's English (1 file, 12 references), Good instructor's quali (1 file, 10 references), English Enhancement (1 file, 10 references), Employability (1 file, 11 references), EMI Motives (1 file, 7 references), EMI issues (1 file, 23 references), and Cultural (1 file, 6 references). To the right, a bar chart titled 'Interview texts_students' displays 'percentage coverage' for four categories. The y-axis ranges from 6% to 30% in 3% increments. The bars represent approximately 21%, 18%, 14%, and 7% coverage.

Name	Files	References
Non-native Teachers	1	6
International Program	1	33
Instructor's English	1	12
Good instructor's quali	1	10
English Enhancement	1	10
Employability	1	11
EMI Motives	1	7
EMI issues	1	23
Cultural	1	6

TABLE 4.4.2e. Data Coding Process of Instructors from Spanish HEIs



4.4.1.4. DATA TREATMENT

Teacher, lecturer and instructor are interchangeable in this doctoral thesis and data analysis as university professors are addressed as ‘teachers’ in both Taiwan and Spain.

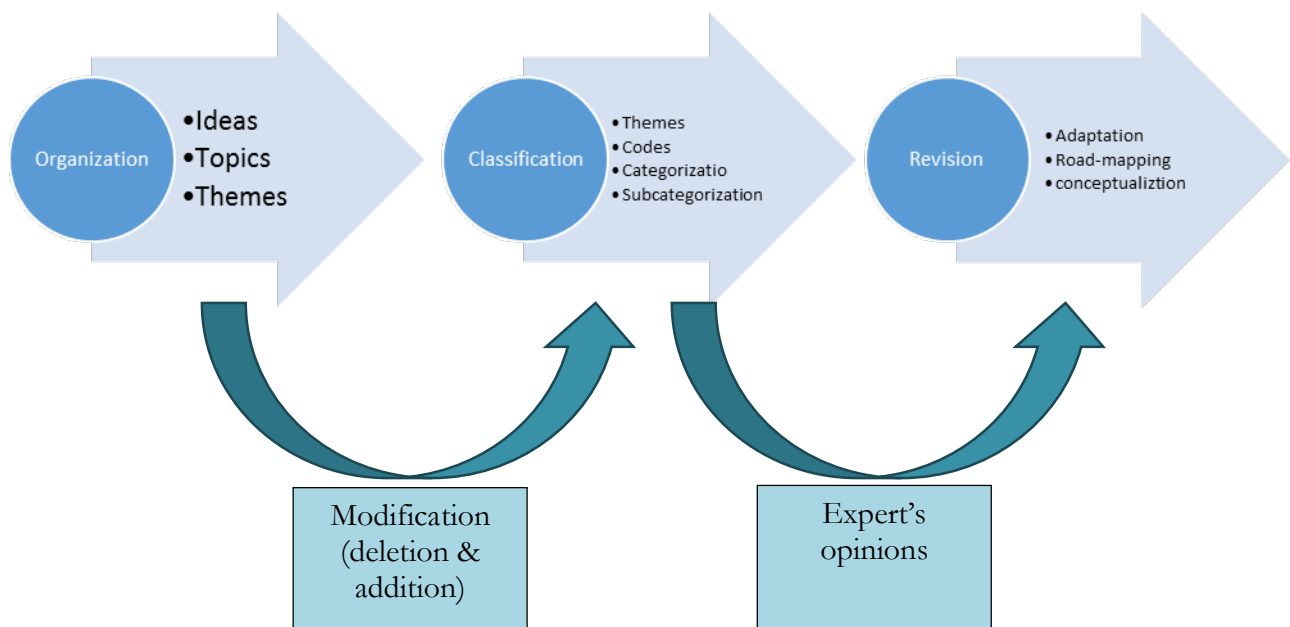
The brackets at the end of each quotation that was taken directly from datasets for data analysis are shown as: (Coded participant name, Interview question number listed in appendix, Dataset number, Exchange number). That is, (TW3, I1-2, DSA, 1) is #1 exchange chunk from student participant TW3’s comment from the interview text Dataset A about question 2 in Interview 1 and (JOSEPH, I2-4, DSD, 8) is #8 exchange chunk from teacher informant JOSEPH’s comment of Dataset D about question 4 in interview 2. This quotation and illustration will be used throughout following chapters except Chapter 5, in which students are labelled as LC (Local students) and ITL (International students) to focus on the differences and similarities on

perspectives of local and international students. Additionally, the keywords in coded chunks are in bold to mark the connections and ideas in different themes.

4.4.1.5. CONTEXTUALIZATION

The whole categorization and sense-making process took place with a lot of note-taking and constantly reflecting back to theories and data. Categories were checked for the contexts and the overlapping was combined and modified. Categories and subcategories that pertain to the same phenomena then came into existence throughout the road mapping process. Finally, development of propositions that can capture a thick interpretation of all findings (developing propositions, Punch 2005) took place. Figure 4.4.2.4 shows how the contextualization process.

FIGURE 4.4.2.4. Contextualization Process



After organizing all the text and having finished the coding process. Results writing started with finished codebooks, Nvivo code list. First, the categorization with student sections of Taiwan and Spain and each categorization started based on the theme occurred. After the student sections were done, I moved on to teacher sections.

After the categorization process was finalized, all the subcategories were put together as notes and bullet points, have I realized that the subcategorizations of student sections in two locations were different. I put them in comparisons and remapped them. The frequency of each element was checked for the most relevance. Subcategories such as choices of EMI, HEI environment & designs, international students' opinions about local students and class issues, local students' opinions about international students and class issues, issues in learning and teaching, local cultures, code-switching, and instructors and instruction. The elements of each subcategory started to show the meanings.

Table 4.5 aims to provide a summary of the connections between each study (and RQ) and the analytical procedures undertaken to answer the research questions.

TABLE 4.5. Analytic procedures: summary of the analytic procedures

Study and RQ	Theme	Type and amount of data collected	Method of analysis
PS, RQ1	EMI programmes in different territories & Current Status	Quantitative data: closed-ended questions from O1 (32 participants)	Interpretive analysis of quantitative data SPSS: Correlation Analysis, Factor Analysis
		Textual data: open-ended questions from O1 (32 participants)	Content analysis + Narrative analysis
S1 & S2, RQ2	Quality EMI practice from student perspectives & and the lecturers' class design	Conversational data: Interviews from I1 & I2 DSA (6 participants) DSB (5 participants) DSC (2 participants)	Content analysis + Narrative analysis

		DSD (2 participants)	
S3, RQ3	Adapting to different cultural and national context	Conversational data: Interviews from I2 DSC (2 participants) DSD (2 participants)	Content analysis + Narrative analysis

4.5. ETHICAL ISSUES

For anonymity, the informants' names were codified and the school names were also modified in transcripts and analysis illustrations. Coded name X represents all schools in this study while the coded XX is every programme name. Instructors and teachers are changeable.

4.6. CHAPTER SUMMARY

This chapter explains the methodological decisions, application, data sets, data analysis processing and contextualization that were dealt in this thesis. First, the context of the study, multiple cases, mixed methods and the definitions were presented. It followed with definitions of the quantitative and qualitative sections, and the interpretive applied in this study. Then, data collection, research instrument, data collection procedures, data analyses, contextualization, and ethical issues were presented. The information of datasets and the whole data corpus can also be seen here.

Section 4.1 presents the objectives and research questions. Section 4.2 shows the corpus of the study with section 4.2.1 selection process of participants and section 4.2.2 participants. Section 4.3 data collection and data treatment, and then, in section 4.4 provides data analysis with section 4.4.1 that provides mixed method and definition, section 4.4.2 that shows description of participants, and section 4.4.3 that presents the data analysis procedure. Following, section 4.5 explains ethical issues.

4. ANALYSIS AND CONCLUSIONS

CHAPTER 5: PRELIMINARY STUDY-SURVEY

SELF-STANDING STUDY

5.1. CHAPTER OVERVIEW

This chapter presents the data and result findings of preliminary research (PS) addressing RO1. RO1 addresses the expectations and challenges EMI students face in Taiwan and Spain to understand the current status of EMI programmes in different territories

An online survey was designed and data were gathered from July to August 2018 for a report of the findings for the MOST funding that endorsed the initiatives of this doctoral research.

First, Section 5.2 shows the design of the study, and Section 5.3 presents the statistical results of survey participants and close-ended questions in the questionnaire, and discusses the correlation analyses among constructs. Section 5.4 describes the results from open-ended questions and codes from texts. Section 5.5 presents the analyses from both close-ended and open-ended questions and outlines local and international Students' EMI motives, course difficulties, students' course evaluation, EMI issues in Spain and Taiwan, and finally the elements of good EMI courses desired by students. Finally, section 5.6 presents a discussion and overview of issues about local and international students in Spain and Taiwan

5.2. INTRODUCTORY TO THE STUDY

PS attempts to obtain a broad view of why students chose EMI course and programmes in Taiwan and Spain. The analysis conducted in this chapter is led by the following research objective (RO1):

To gain understanding of the expectations and challenges EMI students face in Taiwan and Spain.

Before the analysis, it was necessary to narrow down the main research question into two more specific parts, in order to clearly examine the phenomena addressed in this chapter. Thus, in order to understand such a broad research objective, two core questions will guide the analysis carried out in this study:

Q1: Why do students in Taiwan and Spain enrol in an EMI course?

Q2: Which are the difficulties that students face when they enrol in an EMI course in Taiwan and Spain?

In order to answer these questions, it was necessary to investigate students' experiences and general opinions about their EMI programmes, their choice motives, their expectations and learning difficulties. The following Table 5.2 summarizes all the online survey questions in PS that have been analysed in the present study. Basic information include two close-ended questions, i.e. gender, undergraduate/postgraduate and 5 open-ended questions, i.e. email, country of origin, name of institute, year of enrolment, and student's major. The other eight questions regard their motives of taking the course or programme in English, their expectations before, during and after the programme, student's self evaluation of their course performance, student' fluency, instructor's English.

TABLE 5.2 Question Statistics

Close-ended Questions (8 out of 13)					
Your over-all performance in your class?		Bottom 1/4	Third 1/4	Second 1/4	Top 1/4
		5	3	15	9
How do you evaluate your own English fluency?	1Terrible	2	3	4	5Excellent
		1	13	12	6
How do you evaluate your instructor's English?	1	2	7	8	14
Non-Chinese and non-Spanish students 'I come to Spain (or Taiwan) to improve my Spanish (or Mandarin).'	1Totally disagree				5Totally agree
			7	11	12
'I take EMI course to improve my English.'	1	2	5	10	14
'EMI course helps my employability.'		2	5	17	8
'My English has improved at the end of the EMI course.'		3	7	8	14
'The content, i.e. the target subject knowledge is more significant than language (English).'		3	8	15	5
Evaluate the overall quality of the EMI course you were in?	1Not Satisfying				5Very Satisfying
		2	2	6	14

Open-ended Questions (17)

9. What is your motivation of taking an EMI course rather than a course in your native language?
10. What were your expectations BEFORE taking the EMI course?
11. Describe your opinions and feelings DURING the EMI course?
12. Please give some feedback or reflections AFTER the EMI course?
14. Have you taken any English qualification examination before the EMI course, e.g. TOEFL and IELTS? If so, what is your exam result?
21. What resources are given to you at the international office when you need some help?
22. Please name some advantages of EMI course in as much detail as you can?
23. Please name some disadvantages of EMI course in as much detail as you can?

24. If you can name something to help improve EMI course, what would that be? Please exemplify.
25. For a possible classroom observation, can you name a GOOD EMI instructor? What is his/her institution name and contact detail (email)?
26. Following the previous question, can you name some reasons or give examples why this instructor is considered GOOD?
27. (Optional) For a possible classroom observation, can you name a BAD EMI instructor? It'd be appreciated if you can provide his/her contact email and institution name.
28. Following the previous question, can you name some reasons or give examples why this instructor is considered BAD?

5.3. RESULTS FROM QUANTITATIVE DATA. CLOSE-ENDED QUESTIONS IN QUESTIONNAIRE

A total of 33 participants from 7 Spanish and 6 Taiwanese High Education Institutes took part in the survey. There were private universities and public universities in Spain and private and national universities in Taiwan. One survey entry was invalid due to its incomplete answers, and in the end the 32 participants are 64% male and 36% female students who are from regions and countries, including Brazil, China, Ecuador, France, Hong Kong, India, Indonesia, Italy, Malaysia, Mongolia, Spain, Taiwan, and the USA, taking undergraduate (62.5%) and postgraduate degree (37.5%) courses in five Spanish universities and four Taiwanese universities. There were private and public Spanish universities and private and national Taiwanese universities. The enrollment of these EMI students is from the year 2008 to 2017, with 1 student from 2008 and the rest mostly from the 2013, 2016 and 2017 registrations.

LC Spanish and Taiwanese students take up 37.5% and IITL students (including students from China and Hong Kong in Taiwan) take 62.5%. There are 31 NN English speakers and 1 N speaker from the USA.

Taiwanese Universities require applicants to have achieved the required score on an internationally recognized English-language proficiency test (TOEFL ITP: 500; TOEFL iBT: 61; IELTS: 5.0; or TOEIC: 550) to be able to be admitted to an EMI programme. In Spain, students are expected to have achieved TOEFL (at least 90 on the Internet or 550 paper-based), IELTS (6.5 or above), B2 in Cambridge Advanced Certificate (A-C) or Cambridge Proficiency exam (A-C) before EMI programme application.

From Table 5.3, most EMI students have medium-high self-rated English levels (Medium=3.72) in the five-point Likert scale and only one participant evaluated his English level below 3.

TABLE 5.3. Data of Student English Fluency

In the scale of 1 to 5, how do you evaluate your own English fluency?	
(Point 1-5)	Number of respondents
5	6
4	12
3	13
Below 2	1

The 17 close-ended questions were put in factor analysis to first know their relevance and then the spearman correlations to know how all factors are related to each other. From the factor analysis in Table 5.3a, Factor 1 was comprised of 6 items (TW/SP, PG/PG, Teacher's English, Employability, Improved English, EMI Quality) reported on a 5-point Likert scale that explained 28.79% of the variance with factor loadings from .663 to .809. Factor 2 was comprised of 5 items (PG/PG, Self-Rated English, Local Language, EMI for English, Knowledge) that explained 16.63% of the variance with factor loadings from .416 to .737 while Factor 3 was comprised of 4 items (Gender, Class Performance, Self-Rated English, Knowledge) that explained 10.52% of the variance with factor loadings from .378 to .631 The overall EMI quality is affected

by the instructor's English and whether the students' English level has improved in the end of the programme.

TABLE 5.3a. Factor Matrix

	Factor				
	1	2	3	4	5
Gender	.129	.375	.631	.334	-.218
TW/SP	-.717	.294	-.029	.097	.415
LOCAL/ITL	-.426	-.120	-.104	.641	.336
UG/PG	-.728	.416	.015	-.037	.167
Class Perform	-.347	-.410	.610	-.151	.254
Self-English	.118	.494	-.409	-.514	.075
Teacher's English	.809	.032	.218	.012	.058
Local Language	.366	-.446	-.086	-.062	.728
EMI for English	.394	-.737	.060	-.242	.026
Employability	.663	.316	.286	.066	.099
Improved English	.663	.008	-.225	.451	.040
Knowledge	.293	.593	.378	-.296	.388
EMI Quality	.677	.374	-.290	.198	.208

Table 5.3b shows the Spearman correlations among all close-ended questions as well as Table 5.3c of LC and ITL undergraduate (UG) students and Table 5.3d the relations between all factors of LC and ITL postgraduate (PG) students.

No significance was found in gender or between LC and ITL students in their attitudes and needs towards EMI programmes, ergo, this EMI research applies to both LC and ITL students in Taiwan and Spain crossing different nationalities.

HEIs are significantly different between UG and PG courses (0.789^{**} , p -value= $.000 < 0.01$). Some differences are shown in Taiwan HEIs and Spanish due to the fact that there were more UG students in from Taiwanese HEIs while there are more PG students from Spanish HEIs, and UG students tend to care more about instructor's English. Instructor's English capability is more significant in Taiwan than in Spain ($-.483^{**}$, p -value= $.000 < 0.01$) whereas instructor's English capability is more significant to undergraduate students than to the postgraduates ($-.415^*$, p -value= $.000 < 0.01$). UG students concern more about instructor's English, the acquisition of local language and

their improved English. PG students concern about instructor's English, employability and the acquisition of knowledge.

TABLE 5.3b. Spearman Correlations Among Factors

	1	2	3	4	5	6	7	8	9	10	11
1. TW/SP	1										
2. Under/Post	.798**	1									
3. End-Class Performance	.240	.163	1								
4. Self-rated English	.008	.030	-.271	1							
5. Instructor's English	-.483**	-.415*	-.087	-.072	1						
6. Local Language	-.163	-.350	.098	-.078	.222	1					
7. EMI for English	-.229	-.290	.201	-.164	.298	.471**	1				
8. Employability	-.053	-.209	-.112	.035	.602**	.039	.330	1			
9. Improved English	-.217	-.215	-.283	-.028	.452**	.239	.405*	.572**	1		
10. Knowledge	-.064	.038	-.107	.299	.288	.174	-.256	.331	-.091	1	
11. EMI Quality (All Students)	-.175	-.215	-.409*	.235	.580**	.210	.109	.482**	.604**	.224	1
(Undergraduate)	-	-	-.361	.164	.548*	.513*	.309	.291	.713**	-.043	1
(Postgraduate)	-	-	-.442	.413	.668*	-.324	-.406	.866**	.382	.712*	1

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

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

TABLE 5.3c. Correlations-Undergraduates

	1	2	3	4	5	6	7	8	9	10
1. Local/Int	1									
2. Class Performance	-.100	1								
3. Self-rated English	-.237	-.356	1							
4. Instructor's English	-.218	.055	-.039	1						
5. Local Language	.076	.144	.230	.295	1					
6. EMI for English	-.097	.243	-.104	.392	.308	1				
7. Employability	-.062	.062	-.096	.637**	.167	.616**	1			
8. Improved English	.156	-.104	-.191	.555*	.217	.424	.590**	1		
9. Knowledge	-.203	.060	.318	.167	.471*	-.042	.156	-.127	1	
10. EMI Quality	.132	-.361	.164	.548*	.513*	.309	.291	.713**	-.043	1

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

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

TABLE 5.3d. Correlations-Postgraduates

	1	2	3	4	5	6	7	8	9	10
1. Local/Int	1									
2. Class Performance	.241	1								
3. Self-rated English	-.171	-.087	1							
4. Instructor's English	-.102	-.035	-.136	1						
5. Local Language	.276	.120	-.569	0.000	1					
6. EMI for English	.102	.423	-.325	-.015	.608*	1				
7. Employability	-.351	-.328	.264	.793**	-.135	-.248	1			
8. Improved English	-.122	-.450	.251	.231	.203	.261	.515	1		
9. Knowledge	-.194	-.368	.263	.499	-.242	-.695*	.603*	-.107	1	
10. EMI Quality	-.499	-.442	.413	.668*	-.324	-.406	.866**	.382	.712*	1

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

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

5.4. RESULTS FROM QUANTITATIVE DATA OPEN-ENDED QUESTIONS IN QUESTIONNAIRE

This section contains two parts, the codes from two open-ended questions: Why they chose to study in a programme or course in English rather than in their country or native language? (as Question 9 from O1 in Appendix), and their expectations and experiences before, during and after EMI programme/class (as Question 10 to 11 from O1 in Appendix).

Open-ended questions 9-14 in PS (see O1 from Appendix) gave students a chance to express their opinions more freely, and hence the data analysis in these questions added a higher degree of complexity. Students' comments added more interpretive possibilities to understand the factors that might have influenced their choice of an EMI programme and possible EMI issues and phenomena in Taiwanese HEIs.

Q9 can be seen in the following grid that was presented online for students to write their opinions and Table 5.3.1 breaks the elements into percentages based on LC and ITL, PG and UG students from Taiwan and Spain.

Open-ended question:

9. What is your motivation of taking an EMI course rather than a course in your native language?




TABLE 5.3.1. Descriptive Statistics for Programme Motives

Taiwan 65.6%	Local 52.4%	International 47.6%
Undergraduate 81.8%	Postgraduate 18.2%	Undergraduate 100% Postgraduate 0%

MOTIVES	<ul style="list-style-type: none"> English 60% Job 10% Global 10% Knowledge 10% Study abroad 10% 	<ul style="list-style-type: none"> English 50% Others 50% 	<ul style="list-style-type: none"> English 46.7% (Mongolia, Indonesia, Hong Kong, Malaysia) Job 20% Knowledge 6.7% Global 6.7% Study abroad 6.7% Local language 6.7% Others 6.7%
Spain 35.4%	Local 18.2%		International 81.8 %
	Undergraduate 0%	Postgraduate 100%	Undergraduate 11.1% Postgraduate 88.9%
MOTIVES		<ul style="list-style-type: none"> English 100% 	<ul style="list-style-type: none"> English 100% (China) English 33.3% (China, Ecuador, Taiwan) Local Language 13.3% Culture 13.3% Study abroad 13.3% Global 13.3% Knowledge 6.6% Others 6.6%

Table 5.3.1 shows frequency analysis each reason appeared as a motive and reason to have chosen an EMI programme, and more information about possible EMI expectations can also be seen in analysis and comments in details in TABLE 5.3.2.

Q2-4 can be seen in the following grid. BEFORE EMI shows the expectations and motivations, and BEFORE EMI and AFTER EMI in TABLE 5.3.2 reflect students' opinions on the status of the EMI programmes in Taiwanese and Spanish HEIs. The *Italic* are direct quotes from students with keywords in bold. EMI difficulties for students are shown in DURING EMI and EMI good practices can also be seen in AFTER EMI. White circles symbolize the frequency count from Taiwanese HEIs and black circles are the frequency count of Spanish HEIs.

Open-ended question:

10. What were your expectations BEFORE taking the EMI course?

11. Describe your opinions and feelings DURING the EMI course?

12. Please give some feedback or reflections AFTER the EMI course?

TABLE 5.3.2. Codes Counting of text results from open-end questions about perspectives of students in Taiwan and Spain before, during and after EMI programmes

	CODE	NUMBER OF TIME IT APPEARS Spain ● Taiwan ○	EXAMPLES	
BEFORE EMI- MOTIVE & Expectation	English Improvement	4 ●	<ul style="list-style-type: none"> - My English would be much better than before (China) - Improve my level of English (Ecuador) - Practice the language in an academic field (Taiwan) - Enhance the language (China) 	
		10 ○	<ul style="list-style-type: none"> - That my English can improve a lot - English (China) - English (Mongolia) - Maintain language (Malaysia) - Be better... - Definitely to improve my English ability to understanding relevant technical words (Indonesia) - I expect many English group discussions - My English skills can be improved. - I am able to use English in the class - To learn 	
	International experience & Culture Learning	5 ●	<ul style="list-style-type: none"> - Interact with people from all over the world - Share new experiences with international people (Ecuador) - Learn to think for a different perspective (Taiwan) - Learn different culture from others (Taiwan) - I expected that I would be able to learn in an international environment, with international students & faculties (Taiwan) 	
		5 ○	<ul style="list-style-type: none"> - Experience (Mongolia) - Learn knowledge in English and meet friends from different countries (Hong Kong) - To learn - I expect many English group discussions 	
	Knowledge & Subject Matter	Knowledge & Subject Matter	2 ●	<ul style="list-style-type: none"> - To have very full course, learn a lot, but also have time to do entrepreneurship projects and travel (USA) - High expectations. At least I expected to learn stuff about the subject (Italy)
			5 ○	<ul style="list-style-type: none"> - Be better... - Learn knowledge in English and meet friends from different countries (Hong Kong) - The course would be interesting in English

			<ul style="list-style-type: none"> - To learn - Definitely to improve my English ability to understanding relevant technical words (Indonesia)
	Instructor's		N/A
	English	1○	<ul style="list-style-type: none"> - That the teacher is supposed to have fluent and precise English proficiency, and able to adjust the course according to the students??English levels
	Employability and Internship	1●	<ul style="list-style-type: none"> - To have very full course, learn a lot, but also have time to do entrepreneurship projects and travel (USA)
			N/A
	Local Language	2●	<ul style="list-style-type: none"> - Practice the language in an academic field (Taiwan) - Enhance the language (China)
		1○	<ul style="list-style-type: none"> - Maintain language (Malaysia)
	Others	-	N/A
		3○	<ul style="list-style-type: none"> - Getting to graduate (France) - It would be hard (Malaysia) - Maybe I will be afraid when I speak on the stage. Can I do it? What should I follow? Teacher says?
DURING EMI- ISSUES & DIFFICULTIES	English	1●	<ul style="list-style-type: none"> - I was a little scared because my level of English was not good in comparison with my classmates (Ecuador)
		6○	<ul style="list-style-type: none"> - Not as good as studying in foreign country, cuz I still speak my own language outside of the class (China) - When I was freshman I had some challenges to interact and understand the whole lectures, textbook and homework. I needed to translate everything to my native language. Then, from sophomore year I started to get used to English courses. Also I found that rather than translating into my native language using English-English dictionary worked really well. Hanging-out with foreign students from all over the world to preparing exams, doing homework and discussions after lecture helped me a lot to improve my English ability (Mongolia) - Most of my courses did help with my English speaking, listening, reading and writing skills. Now I am able to present a paper summary in English with organized steps and structures. - IT is difficult in English - HUGE IMPROVE OF MY ENGLISH (China) - I can develop my courage to speak English.
	Content	5●	<ul style="list-style-type: none"> - Sometimes, there were many difficult vocabularies that I could not understand (China) - In the beginning I wasn't able to keep up the course very well (also because it was a new field which was different from my background), and I had to be very focused on the courses. After a semester, I got used to it and was able to ask questions and discuss during the class (Taiwan) - It was awful. Ridiculous lectures. It was literally impossible to learn anything. The worst experience of my life as a student (Italy) - All our materials are also in English. However, most of the professors were from Spain, and half of the professors didn't have the English level to teach and lead discussion well. This affected our studies, and made us very frustrated (Taiwan) - I feel challenged (Taiwan) - Logic form allows students to foster critical thinking (Taiwan)
		10○	<ul style="list-style-type: none"> - Most of my courses did help with my English speaking, listening, reading and writing skills. Now I am able to present a paper summary in English with organized steps and structures. - IT is difficult in English - I feel positive about the overall quality of emi course. I am able to achieve

			<p><i>my goal, including acquiring knowledge, meeting new friends, and also practicing English and Mandarin. However, during these 4 years, not all professors speak as good English as they are supposed to, which results in difficulties in learning (Hong Kong)</i></p> <ul style="list-style-type: none"> - <i>Challenging, interesting (France)</i> - <i>A little bit stressful for conveying opinion and quickly sort out a well organized summary</i> - <i>Listening improve but speaking no much (Malaysia)</i> - <i>It's fun and interesting (Malaysia)</i> - <i>It was a great opportunity to learn new things during the course.</i> - <i>The course is not only interesting but challenging at the same time</i> - <i>When I was freshman I had some challenges to interact and understand the whole lectures, textbook and homework. I needed to translate everything to my native language. Then, from sophomore year I started to get used to English courses. Also I found that rather than translating into my native language using English-English dictionary worked really well.</i>
	Programme	7●	<ul style="list-style-type: none"> - <i>Good</i> - <i>Very good (China)</i> - <i>Not as good as studying in foreign country, cuz I still speak my own language outside of the class (China)</i> - <i>The courses were very busy the first year, but quite relaxed second year. My classmates were very experienced and intelligent, a good network (USA)</i> - <i>It was awful. Ridiculous lectures. It was literally impossible to learn anything. The worst experience of my life as a student (Italy)</i> - <i>It's fun and interesting (Malaysia)</i> - <i>The classmates came from many countries, which were to my expectation...However, most of the professors were from Spain, and half of the professors didn't have the English level to teach and lead discussion well. This affected our studies, and made us very frustrated (Taiwan)</i>
		7○	<ul style="list-style-type: none"> - <i>Not as good as studying in foreign country, cuz I still speak my own language outside of the class (China)</i> - <i>I feel positive about the overall quality of emi course. I am able to achieve my goal, including acquiring knowledge, meeting new friends, and also practicing English and Mandarin. However, during these 4 years, not all professors speak as good English as they are supposed to, which results in difficulties in learning (Hong Kong)</i> - <i>It was a great opportunity to learn new things during the course.</i> - <i>The course is not only interesting but challenging at the same time</i> - <i>This is not a perfect place to improve my ability as an undergraduate</i> - <i>It's worthy (local)</i> - <i>I feel good after I am adopted in the EMI course.</i>
	Instructor	1●	<ul style="list-style-type: none"> - <i>The classmates came from many countries, which were to my expectation. All our materials are also in English. However, most of the professors were from Spain, and half of the professors didn't have the English level to teach and lead discussion well. This affected our studies, and made us very frustrated (Taiwan)</i> -
		2○	<ul style="list-style-type: none"> - <i>I feel positive about the overall quality of emi course. I am able to achieve my goal, including acquiring knowledge, meeting new friends, and also practicing English and Mandarin. However, during these 4 years, not all professors speak as good English as they are supposed to, which results in difficulties in learning (Hong Kong)</i> - <i>Sometimes it's difficult to understand the lecture if the lecturer has a strong accent.</i>
	Classmates	2●	<ul style="list-style-type: none"> - <i>My classmates were very experienced and intelligent, a good network (USA)</i> - <i>The classmates came from many countries, which were to my expectation. (Taiwan)</i>

		2○	<ul style="list-style-type: none"> - Hanging-out with foreign students from all over the world to preparing exams, doing homework and discussions after lecture helped me a lot to improve my English ability (Mongolia) - It was challenging to discuss with classmates(Mongolia)
AFTER EMI- GOOD PRACTICES	English Improvement	2●	<ul style="list-style-type: none"> - I felt more confident to speak, read and write English (China) - I think it is a very important to indulge myself in an English-only speaking environment. However, it also depends on the proficiency of the teacher on the topic, or his/ her ability to give a lecture in English. If he/ she couldn't master the language, the course would be difficult to follow and boring. Otherwise, it is a good training. Some important factors affect the EMI course are whether the teacher knows the subjects well, can describe himself well (including using different ideas, examples, analogies, and etc), are proficient in English (Taiwan)
		3○	<ul style="list-style-type: none"> - Not as good as studying in foreign country, cuz I still speak my own language outs - Sometimes you would still need to look up some theoretical terms in your native language because it's hard to comprehend them in English. But overall my English really improved a lot. - I got some courage to speak English out.
	Intercultural learning and cooperation	2●	<ul style="list-style-type: none"> - I learn a lot about other cultures - Had more international experience (Ecuador)
		1○	<ul style="list-style-type: none"> - I think that it's good to take EMI courses if you think of working in an international field (Mongolia)
	Subject Matter	2●	<ul style="list-style-type: none"> - I felt like I learned a lot about business, but did not feel like it was enough practical information. A lot of it was theoretical (USA) - It also depends on the proficiency of the teacher on the topic, or his/ her ability to give a lecture in English. If he/ she couldn't master the language, the course would be difficult to follow and boring. Otherwise, it is a good training. Some important factors affect the EMI course are whether the teacher knows the subjects well, can describe himself well (including using different ideas, examples, analogies, and etc), are proficient in English (Taiwan)
		5○	<ul style="list-style-type: none"> - Although it's quite hard at the beginning, I really learn a lot from the lesson. Also, I improve giving a demonstration of opinion. - Sometimes you would still need to look up some theoretical terms in your native language because it's hard to comprehend them in English. - I've learned to organize a small talk in limited time (Malaysia) - I learn more outside of school then in this course during these four years. School need to improve the structure and professors' English ability
	Instructor	4●	<ul style="list-style-type: none"> - It also depends on the proficiency of the teacher on the topic, or his/ her ability to give a lecture in English. If he/ she couldn't master the language, the course would be difficult to follow and boring. Otherwise, it is a good training. Some import factors affect the EMI course are whether the teacher knows the subjects well, can describe himself well (including using different ideas, examples, analogies, and etc), are proficient in English (Taiwan) - A good EMI course needs to ensure that faculties' English levels won't impede on their teaching quality. Also, it's better to have smaller groups of classes to have enough time for discussion when English is almost everyone's second language (Taiwan) - The professors don't need to have perfect English ability but they need to find a way to deliver knowledge to students (Taiwan) - I learn more outside of school then in this course during these four years. School need to improve the instructor and professors' English ability
		3○	<ul style="list-style-type: none"> - The quality of teachers should be examined before hands. - The idea of EMI is good. However I believe for EMI COURSE to be success, the instructor himself should have good English proficiency, or else this will just results in difficult to learn both English and the knowledge of the

			<p><i>subject itself (Hong Kong)</i></p> <ul style="list-style-type: none"> - <i>I like my teacher and they always give me a lot</i>
	Programme	5●	<ul style="list-style-type: none"> - <i>I felt like I learned a lot about business, but did not feel like it was enough practical information. A lot of it was theoretical (U.S.A)</i> - <i>Still awful. I completely regret to have taken this Master (Italy)</i> - <i>I think it is a very important to indulge myself in an English-only speaking environment. However, it also depends on the proficiency of the teacher on the topic, or his/ her ability to give a lecture in English. If he/ she couldn't master the language, the course would be difficult to follow and boring. Otherwise, it is a good training. Some import factors affect the EMI course are whether the teacher knows the subjects well, can describe himself well (including using different ideas, examples, analogies, and etc), are proficient in English (Taiwan)</i> - <i>A good EMI course needs to ensure that faculties' English levels won't impede on their teaching quality. Also, it's better to have smaller groups of classes to have enough time for discussion when English is almost everyone's second language (Taiwan)</i> - <i>Become more competitive in the market (Taiwan)</i>
		7○	<ul style="list-style-type: none"> - <i>If you have chance you have to take this kind of course (Mongolia)</i> - <i>The idea of EMI is good. However I believe for EMI COURSE to be success, the instructor himself should have good English proficiency, or else this will just results in difficult to learn both English and the knowledge of the subject itself (Hong Kong)</i> - <i>I like my teacher and they always give me a lot</i> - <i>I enjoyed the class in general, but I think we had too many students in the class.</i> - <i>Absolutely worth it</i> - <i>I learn more outside of school then in this course during these four years. School needs to improve the instructor and professors' English ability</i>
<p>Note: Statements of non- parathesis are local students.</p>			

Preliminary content analysis (coding and categorizing) of student online questionnaire showed similar themes and topics of programme motive, expectations and issues of EMI programme (see Table 5.3.1 to 5.3.3).

In Table 5.3.2, elements BEFORE EMI cover motives and programme expectations. Elements DURING EMI cover EMI in practice and students' learning difficulties. Elements AFTER EMI also concern EMI issues. There were more undergraduate students from Taiwan and more postgraduate students from Spain. UG students chose the EMI programme mainly for English improvement (4-10), while in both places, international experience (5-5) and knowledge (2-5) were significant. DURING EMI, the difficulties lie in the habit of using English and psychological matter that students may not think their English was enough.

As an extended analysis from Table 5.3.2, Table 5.3.3 demonstrates frequency counts of local (LC) and international (ITL) students.

TABLE 5.3.3. EMI Elements Before, During and After EMI for LC/ITL students

	THEME	NUMBER OF TIME IT APPEARS (LC/ITL)
BEFORE EMI	English Improvement	14 (6/8)
	International experience & Culture Learning	10 (4/6)
	Knowledge & Subject Matter	7 (3/4)
	Instructor's English	1 (1/-)
	Employability and Internship	1(-/1)
	Local Language	3 (-/3)
	Others	3 (1/2)
DURING EMI	English	7(3/4)
	Content	15(5/10)
	Programme	14(6/8)
	Instructor	3(1/2)
	Classmates	4(-/4)
AFTER EMI	English Improvement	5(3/2)
	Intercultural learning and cooperation	3(1/2)
	Subject Matter	7(4/3)
	Instructor	7(3/4)
	Programme	12(5/7)
	English Improvement	5(3/2)

5.5. INTERGRATING RESULTS

This section includes the interpretation of all the data included in this study: closed and open-ended questions.

5.5.1. Motives of the Choice

- ✓ *Improving English*
- ✓ *Cultural Learning & International experience*

✓ *Job Prospective*

The motives of choosing an EMI programme are similar among LC and ITL, and UG and PG students, while their foci differentiate. Unlike very different foci of LG and ITL students found in Huang's study (2015), both ITL and LG students were looking for international and cross-cultural experiences from the programme and from their international classmates. The text analysis of students' motives reveals that the major EMI function for NN students in both Spain and Taiwan is **to improve their English** (Number of time it appeared, 14). English enhancement was the reason they chose the programmes taught in English while **Cultural Learning and International Exposure** (10) is also the main reason for this choice. Furthermore, participation in an EMI course is **a means to study abroad** (4), **increase employability** (4), **acquisition of global vision** (4), **knowledge learning** (3), and **a chance to learn another language** (3). There were also fear and self-doubt for not being able to learn in English. Students expect not only to improve their level of English (14), but also to **gain international experience** (10) and **relevant knowledge and technical words** (5), and to **understand different culture and cultural perspectives** (3).

Table 5.3.1-5.3.3 summarize all repeated themes and domains among LC and ITL students in Spain and Taiwan, in which English improvement (14), culture learning (10) and knowledge learning (7) are the top three EMI motives. LC (60%) and 46.7% of ITL students in Taiwan are from Mongolia, Indonesia, Hong Kong, Malaysia who wish to improve English and the job perspective from the programme is essential (20%). LC students weighed job perspective (10%), global perspective (10%), knowledge (10%), opportunity to study abroad (10%) equally. In Spain, both LC (100%) and ITL (33.3%) joined the programme to improve English, and ITL consider the local language and culture equally important (13.3%).

The comparisons of open-ended comments between EMI motives and expectations BEFORE EMI also exemplify the target of improving the use of English to understand and gain knowledge and communicate better. From factors of 'Instructor's English' and 'others' in BEFORE EMI, we can also find that Taiwanese students are also lower-esteem students (Lueg & Lueg, 2015: p. 23) who do not seem to

be confident about their English. The Ecuadorian student's statement from DURING EMI also showed that Ecuadorian students are lower-esteem as well.

Table 5.4.1 shows the EMI motives that appeared in Open-ended Questions by students of high and native English level in Q13 and Q14.

TABLE 5.4.1. Motives of Students of High and Native English Level

What is your motivation of taking an EMI course rather than a course in your native language?	
Country of origin	Statement
Taiwan	<i>I did it for improving English. Besides, lots of original textbooks are written in English, so I believe learning the course in English helps to understand the content rather than the translated versions.</i>
France	<i>It gives me opportunity to sharpen my English skills</i>
Taiwan	<i>To sharpen my English abilities</i>
United States	<i>I wanted to live abroad in Europe and experience the culture</i>
Taiwan	<i>I get to learn from the professor</i>
Taiwan	<i>I wanted to learn with international students & professors, gaining more perspectives from different cultures & backgrounds. I couldn't get this kind of environment in my country</i>

English as a motive of choosing EMI programme does not only refer to 'enhancing English' but 'using English as a medium to learn'. For ITL PG students, English can be just an easy tool to start, and they also focused on the acquisition of local language and knowledge, cultural understanding and global vision. ITL students whose English is native-level or up to a par often have chosen the programme for subject matter and other opportunities the programme can offer, such as internship or networking with experienced individuals in the field.

From Table 5.4.1, the students, who had taken or achieved TOFEL ibt 100, TOEIC 900, and IELTS 6.5 and above, expressed that English is for the purpose of lingua franca to learn and communicate but they were still looking to improve their English further. That is, for students, English enhancement is still relevant for NN

students (3) of high and native level of English while content knowledge (2) and international experience, culture, and different lifestyle (2) were also stated.

5.5.2. Course Evaluation was related to Teacher's English

✓ *Ss have medium high English competence*

✓ *Ss marked down teachers and their class instruction*

Motivations and expectations can lead to students' differed evaluations on course quality. The differences can be seen between undergraduate and postgraduate students. Participation in an EMI programme to improve English is particularly true for UG students. Namely, UG students evaluated the quality of EMI programme in relations to their instructor's English proficiency ($r=0.548^*$), a benefit of local language ($r=0.513^*$) and mostly whether their English has improved ($r=0.713^{**}$) at the end of the course. Whereas, EMI quality was evaluated by PG students based on high correlation to a benefit of employability ($r=0.866^{**}$), their opinion on the acquired knowledge ($r=0.712^*$) and on the instructors' English ($r=0.668^*$).

The course material should be engaging and not too easy. A negative correlation ($r = -.409^*$, $p\text{-value}=0.022 < 0.05$) was found in this study between students' performance and their evaluation of their course quality when students were asked to indicate their end-result of course performance, i.e. top first quarter, second quarter, middle quarter and bottom quarter. A tendency to devalue their EMI course existed in the students who have higher performance result at the end of the course. Many students whether UG or PG students joined a course, especially EMI course, to learn, improve and gain international experiences, so it is relevant that teachers provide a course that is challenging enough and that allows them sufficient knowledge and necessary skills.

5.5.3. Difficulties & Points to enhance student experience

✓ ***Learning content in English is difficult***

✓ ***Lower-esteem students***

Despite that there is language requirement for the entrance to the programme, students seemed to have levels of English proficiency and comfort of using English. Students in the same course should be of certain or similar English level, however, as a stated issue by students in both survey and interview, students' varied English levels did exist. Some students were scared of speaking due to a concern or a lack of confidence of their English level. Some needed to translate words into their mother tongue in the beginning of the course. Different levels of English fluency can affect students' understanding of different course content as well as teacher's instruction sequence and teaching results. Advisably, the difficulties of first-year students and the fact that not all students are from the same field have to be noted and taken care of seriously by instructors.

The very reason to improve English, in which students had chosen a programme in English has also become a source of difficulty. It was obvious that students' English needs to be improved when students came to the programme for this motive. English environment helped improve their English but the setting of communicating and learning in English required some time to get used to. Students' learning issues include knowledge base, psychological matters, language proficiency of students and their instructors, and instruction and pedagogy of instructors.

DURING EMI and AFTER EMI in Table 5.3.3 are related to the problems and difficulties encountered by students and Table 5.4.3 shows some examples of each domain classified based on those key topics. The effect from lower-esteem students can be observed when some students were afraid that their English was not good enough. The difficulty doubled when students' English needed to improve but the content was delivered in inappropriate English. Instructor's English, teacher's instruction and instructor's professionalism were criticized when the content was not delivered smoothly to students.

As can be seen in the table, some issues of programme and content learning were a direct result of instructor's English proficiency. Apart from course instructors' English proficiency and accents aforementioned that often impede students' comprehension of some course content, students' first year abroad is generally hard for psychological and social perspectives when they have to adapt to new environment, new language use, completely new school systems, different teaching styles, varied curriculum designs and differentiated interpersonal matters. Negative opinion occurred in learning content in English when learning new words and terminologies is difficult but also positive when some students improved English during the programme.

TABLE 5.4.3. Frequency and Examples of Elements DURING and AFTER EMI

DURING EMI- ISSUES & DIFFICULTIES	THEMES	NUMBER OF TIME IT APPEARS (LC/INT)	TOPICS- EXAMPLES- (FREQUENCY)
	English	7(3/4)	<p>Positive (4)</p> <ul style="list-style-type: none"> - <i>HUGE IMPROVE OF MY ENGLISH (China)</i> <p>Negative (3)</p> <ul style="list-style-type: none"> - <i>I was a little scared because my level of English was not good in comparison with my classmates (Ecuador)</i>
	Content	15(5/10)	<p>Learning in English / English terminology (5)</p> <ul style="list-style-type: none"> - <i>Sometimes, there was much difficult vocabulary that I could not understand (China)</i> <p>Instructor's English (3)</p> <ul style="list-style-type: none"> - <i>During these 4 years, not all professors speak as good English as they are supposed to, which results in difficulties in learning (Hong Kong)</i>
	Programme	14(6/8)	<p>Teacher's English (2)</p> <ul style="list-style-type: none"> - <i>However, most of the professors were from Spain, and half of the professors didn't have the English level to teach and lead discussion well. This affected our studies, and made us very frustrated (Taiwan)</i> <p>Programme Design (2)</p> <ul style="list-style-type: none"> - <i>Not as good as studying in foreign country, cuz I still speak my own language</i>

			<i>outside of the class (China)</i>
	Instructor	3(1/2)	- Sometimes it's difficult to understand the lecture if the lecturer has a strong accent (LC) .
	Classmates	4(-/4)	Positive (4) - My classmates were very experienced and intelligent, a good network (USA)
AFTER EMI-GOOD PRACTICES	English Improvement	5(3/2)	Positive (4) - I felt more confident to speak, read and write English (China) Negative (2) - I think it is a very important to indulge myself in an English-only speaking environment . However, it also depends on the proficiency of the teacher on the topic , or his/her ability to give a lecture in English (LC).
	Intercultural learning and cooperation	3(1/2)	- I think that it's good to take EMI courses if you think of working in an international field (Mongolia) - I learn more outside of school than in this course during these four years (LG)
	Subject Matter	7(4/3)	- I felt like I learned a lot about business, but did not feel like it was enough practical information. A lot of it was theoretical (USA) - Some important factors affect the EMI course are whether the teacher knows the subjects well , can describe himself well (including using different ideas, examples, analogies, and etc), are proficient in English (Taiwan) - The professors don't need to have perfect English ability but they need to find a way to deliver knowledge to students (Taiwan)
	Instructor	7(3/4)	- If he/she couldn't master the language, the course would be difficult to follow and boring . Otherwise, it is a good training . Some important factors affect the EMI course are whether the teacher knows the subjects well , can describe himself well (including using different ideas, examples, analogies, and etc), are proficient in English (Taiwan) - A good EMI course needs to ensure that faculties' English levels won't impede on

			<p><i>their teaching quality (Taiwan)</i></p> <ul style="list-style-type: none"> - <i>School need to improve the instructor and professors' English ability (LC)</i> - <i>The quality of teachers should be examined before hands (LG)</i> - <i>The idea of EMI is good. However I believe for EMI COURSE to succeed, the instructor himself should have good English proficiency, or else this will just result in difficulty to learn both English and the knowledge of the subject itself (Hong Kong)</i> - <i>I like my teachers and they always give me a lot (LG)</i>
	Instruction	12(5/7)	<ul style="list-style-type: none"> - <i>I felt like I learned a lot about business, but did not feel like it was enough practical information. A lot of it was theoretical (USA)</i> - <i>I think it is a very important to indulge myself in an English-only speaking environment. However, it also depends on the proficiency of the teacher on the topic, or his/her ability to give a lecture in English.</i> - <i>A good EMI course needs to ensure that faculties' English levels won't impede on their teaching quality. Also, it's better to have smaller groups of classes to have enough time for discussion when English is almost everyone's second language (Taiwan)</i> - <i>The idea of EMI is good. However I believe for EMI COURSE to be successful, the instructor himself should have good English proficiency, or else this will just results in difficult to learn both English and the knowledge of the subject itself (Hong Kong)</i> - <i>I enjoyed the class in general, but I think we had too many students in the class.</i> - <i>I learn more outside of school then in this course during these four years. School needs to improve the instructor and professors' English ability.</i>

5.5.4. EMI issues in Spain and Taiwan

- ✓ *Instructor's English impedes content understanding and learning*
- ✓ *Class instruction isn't clear*
- ✓ *Cultural difference wasn't taken into account*
- ✓ *The use of local language in class*

EMI issues on policies primarily concern about students' learning process, i.e. teacher's class instruction, the ratio of local and international students in each class of class design for intercultural learning and cooperation, teacher's qualifications in terms of English instruction proficiency, varied student's English levels in each class that impedes smooth content learning process, and opportunities for intercultural learning, communication and cooperation.

The results about student's advices and opinions to improve the programme from Open-ended Q9 of I1 in PS are shown in Table 5.4.4a. Table 5.4.4b shows the ratios of classified issues in open question 9 from the detailed advices from Table 5.4.4a.

Open-ended Question

9. If you can name something to help improve EMI course, what would that be? Please exemplify.

TABLE 5.4.4a. Students' Perspectives to improve EMI Programmes

- **Be patient to cultural difference** (LC)
- **Limit student number.** Teachers should care more about their students one by one (Magnolia)
- Improve **the teachers' English ability** (LC)
- **Don't separate local students and international students** into different classes. This will deprive the chance for local students to practice English and the chance for foreigners to learn the local language (LC)
- Improve your involvement in class (Magnolia)
- More **networking for jobs** (LC)
- It would be better that teachers could speak English more slowly (China)

- **Better English test** to see who fits or not for this course (France)
- Guide some discussion during the class to make sure **everyone understands** the content, and provide them **opportunities to express an idea** (Indonesia)
- Hire more **international instructors** with very good English communication skills. Encourage the local government to make the regulations of employing foreign talents easier and more efficiently. Help students with adapting issues using different methods. Organise more activities connecting the **international students with the local society** (volunteering, etc.) (Taiwan)
- Teacher should strictly forbidden **other languages in the classes** (Malaysia)
- From my experience, I will **learn better** from the same teacher if he taught the **subject in Chinese** (Hong Kong)
- Try to help more students because English is not our mother language (Ecuador)
- Useless programme. I had the impression **the professors were making fun of me** **The professors were barely able to speak English** and the content of the lectures was ridiculous (Italy)
- 1. **Improve the teachers' English ability**. The English skills among the teachers in my EMI course are not balanced. 2. **Guide some discussion** during the class to make sure everyone understands the content, and provide them opportunities to express their ideas (Taiwan)
- **Organization** of the course (Taiwan)
- The **depth of the course** could be deeper and wider (LC)
- More **practical information** in the classes (USA)
- There **shouldn't be too many students** in one class and the teacher needs to make sure he or she can really **teach in English** (LC)
- **Professor's English ability** and **students selection process** (LC)
- To contain possibly **more nationalities** (Taiwan)

TABLE 5.4.4b. Descriptive Statistics for EMI Programme Issues

EMI Policies	Instruction (15.5%), Teacher's Policy (10.3%), Student's Entrance (6.9%), Intercultural Cooperation (5.6%), Course Design (5.2%), International service (1.7%), International Projects (1.7%)
Teaching Process	Class Design (17.2%), Content knowledge (10.4%), Intercultural Communication (8.6%), Teacher's attitude (3.4%), Classroom management (5.2%), Negative Use of the 2 nd Language (1.7%)
Learning Process	Student Psychology (6.9%)

Students' feedbacks after the EMI course in Table 5.4.4a reflect long-term issues they have experienced within the course period and should be taken into account for policy makers.

Instructor's English, student's lack of sufficient English to understand the course, school system and administration failure, ineffective class implementation, and a lack of

international resources were repeated issues. Students' advices to improve EMI programmes were compiled and analysed, some of which concern (1) EMI policies, i.e. instruction regarding teacher's curriculum, course design, the ratio of local and international students in each class, class design for intercultural learning and cooperation, teacher's qualifications in terms of English instruction proficiency; (2) Issues regarding teaching are mostly about how class and content should be presented. As stated by students, the main issues lie in teacher's class design (17.2%), instruction (15.5%), and professionalism (10.4%).

Not just for LC students but also for ITL students, the content quality seemed to be compromised when being taught in English. The course content was not clear or practical when instructors taught only textbooks or slides from textbooks in insufficient English proficiency. There should be small groups for discussions as students had the need to express themselves and NN students may need more time to express themselves. The use of local language in class was perceived negatively. Other than instructor's English, cultural elements were advised. Having more students and lecturers from different nationalities would be eminent in accordance with students' request for international intake. There should be more local or internship opportunities for INT students.

5.5.5. Elements for good EMI courses from students' Perspectives

✓ *Instructor's good English*

✓ *Both local and international students*

The results show high correlations between EMI quality and students' improved English and their evaluation of their instructors' English. Medium high correlations were found between EMI programme and students' improved English (0.604**, p -value=.000<0.01) and employability (0.482**, p -value=0.006<0.01). No significance, however, was found in our analysis between student's English level and other factors. Yet, it is not hard to find student's English level is negatively related to programme for

English improvement, instructor's English, acquisition of local language and their actual improvement of English at the end of the course.

EMI overall quality is affected by the instructor's English ($r=0.580^{**}$, p -value $=0.001<0.01$) and whether students' English level has improved ($r=0.604^{**}$, p -value $=0.000<0.01$) in the end of the programme. Students generally believe that an EMI programme of good quality can help them improve their English and get a good job, but being able to find good jobs relies on their improved English. Presumably, English capacity is a must for a job from students' perspectives.

5.6. SYNTHESIS AND DISCUSSION

What enhances student's employability and what attracts prospect students should be taken into account. English as the instruction medium of a programme is a good way for knowledge exchange and international learning. The needs and expectations of postgraduate and undergraduate students varied, and course design should adapt accordingly. Students chose EMI programmes out of different motives and foci which differed among undergraduate and postgraduate students as well as LG and IIL students. Improvement of English and culture learning were mostly stated in students' expectations about EMI courses and programmes while it was also to gain international experience and relevant knowledge and technical words.

5.6.3. EMI MOTIVES & EXPECTATIONS

As well as in several studies (Lueg & Lueg, 2015; Clark, 2018), perceived higher student's English capabilities were confirmed in this study. The choice of EMI is substantially the influence of social background of the local students (Lueg & Lueg,

2015:21). Students' evaluations for the end result of their chosen programme were closely related to their EMI motives and expectations.

For both non-native UG and PG, being able to improve their English is significant and related to their future career. The open question analyses from Table 5.3.1-2 demonstrate the interpreted definitions and underlying reasons for the factors of class motives from quantitative results. English motive was repeated by ITL students in Taiwan who are non-natives from countries and regions in Asia like China, Hong Kong, Indonesia, Malaysia, and Mongolia, while in Spain, many ITL students from China, Ecuador, and Taiwan also stressed English as EMI motive. In most domains, opinions did not vary between LC and ITL students, except their opinions in content and programme.

ITL and LC students chose an EMI programme under different motives; the former sought more opportunities while the latter intended to improve English, but the common aim is gaining more opportunities to be more competitive in the future marketplace as a result of the degree. For a plus benefit, the acquisition of Spanish and Chinese languages and cultures for mobility and employability was also a reason of choice for ITL students. Other main motive for international undergraduate students to register the course in Taiwan is of personal interest (France and Taiwan) while 'similarity of Spanish culture' to the participant's (Italy) could be other motive of programme choice in Spain.

5.6.3.1. *English & Content Knowledge for Employability*

Good performance output of individual students and of educational programmes are two keys to quality education (McKimm, 2008, p.187), whereas the success of a programme comes from its graduates' achievements and more future enrollments (Bradford, 2013) of both local and international students. Enhanced English and job prospects in the future are two major benefits of EMI classes (Phuong & Nguyen, 2019), and both LC and NN ITL students seemed to expect the same thing. Many non-native students expected to learn more subject-matter knowledge along to improve their

English. Most students regard the embedded English in EMI programmes as a better ability and skill.

- ✓ ***English as Lingua Franca for knowledge and communication***
- ✓ ***Being in English environment improves English***
- ✓ ***Having good English is considered essential and needed for employability***
- ✓ ***Ss improved their English through interactions with other Ss***

Content knowledge is acquired along the four English skills. EMI programmes improved NN students' English, especially English listening (Chang, 2010). Being in the all-English environment enhances English skills. Students become more confident in using English.

I think it is a very important to indulge myself in an English-only speaking environment (LC).

I felt more confident to speak, read and write English (NN-ITL).

HUGE IMPROVE OF MY ENGLISH (NN-ITL).

In the beginning I wasn't able to keep up the course very well (also because it was a new field which was different from my background), and I had to be very focused on the courses. After a semester, I got used to it and was able to ask questions and discuss during the class (NN-ITL).

Hanging-out with foreign students from all over the world to preparing exams, doing homework and discussions after lecture helped me a lot to improve my English ability (NN-ITL).

Most of my courses did help with my English speaking, listening, reading and writing skills. Now I am able to present a paper summary in English with organized steps and structures (LC).

Logic form allows students to foster critical thinking (NN-ITL).

Listening improved but speaking no much (NN-ITL).

Nevertheless, EMI students' English improvement is mostly a direct result of their interactions with other foreign students, rather than from instructors' lectures.

Hanging-out with foreign students from all over the world to preparing exams, doing homework and discussions after lecture helped me a lot to improve my English ability (NN-ITL).

I learn more outside of school than in this course during these four years (LC).

5.6.3.2. Intercultural Projects & Cooperation

Learning and integration of local and foreign cultures is an essential component for international class settings. Interactions with peers help cognitive development (Meyer, 2010) and provoke more ideas, mainly ‘acquisition of new ideas, and learning from different cultures and nations’.

✓ Incorporating cross-cultural experiences

The setting of EMI programmes is to create an international environment where students and faculties of different nations and cultures can come together and learn from each other. EMI course can be a good network with other students from different national and cultural backgrounds, who have more experiences and knowledge in certain fields, and EMI course provides access to some international resources or chances to be involved in internships, exchange programmes, and international projects. That is to say, the main locus of EMI should be intercultural and global dimension, i.e. intercultural learning and cooperation as the class and course design, and the intake of both local and international students in school or programme setting.

I expected that I would be able to learn in an international environment, with international students & faculties (NN-ITL).

Learn different culture from others and learn to think for a different perspective (NN-ITL).

It was a great opportunity to learn new things during the course (LC).

The courses were very busy the first year, but quite relaxed second year. My classmates were very experienced and intelligent, a good network (N-ITL).

Given the importance of international mobility, international opportunities are essential but not what students focus the most if there is sufficient interaction between LC and IITL students and integration of different cultures in class design. As well as English for knowledge acquisition and communicative purposes and international experience, the acquisition of Spanish language for mobility and job employability are the targets for international undergraduate students to choose the programmes in

Spanish universities whereas it is the targeted Mandarin Chinese in Taiwan for the big Chinese population in the world. Learning a different language can be a way to its culture. The chance to local language and local lifestyle sets these programmes apart from the ones in the English native countries. Nevertheless, intercultural learning has been ignored in the past studies as schools and instructors presumably assume students would acquire this directly by the fact that the programme is in English and the involvement of students from other nations in the same class.

5.6.4. LEARNING DIFFICULTIES & EMI CHALLENGES

The quality of high education is often related to the teaching quality and students' good experience (Stephenson, & Yorke, 2013). To learn knowledge in English was said to be '*interesting and challenging*' and some students have positive feedbacks of the overall programme and positive class evaluation and think the programme has fostered their critical thinking. Table 5.4.3 shows positive and negative elements DURING and AFTER EMI with examples from students. The difficulties exist in i) content learning (15), e.g. new vocabulary and terminologies, a lack of field knowledge, and instructor's insufficient English, ii) programme design (14) e.g. the use of local language outside the classroom, and iii) learning in English (7). A lot of EMI issues are also more related to programme design (12), subject-related (7) and instructor (7).

The difficulties in EMI programmes encountered by LC and ITL students and the domains in bracket that each difficulty belongs to are as follows:

- **Difficulties with terminologies (Content)**
- **Establishing a habit of using English to learn and understand (Linguistic/Culture/Psychological)**
- **Difficulties with content due to instructor's English (Pedagogical)**
- **Less motivation to learn when the content and topic cannot be understood well (Pedagogical)**

- **The class is too big and students don't have enough time to express himself (Programme Design/ Pedagogical)**

5.6.4.1. *Learning Content in English*

Students' first year abroad is generally hard for psychological and social perspectives when they have to adapt to new environment, new language use, completely new school system, different teaching style, varied curriculum design, and differentiated interpersonal matters. Like those English spoken countries, only students who have achieved certain English entry levels are accepted to the EMI programme in Spanish and Taiwanese universities, but the levels vary in schools and departments.

EMI classes were difficult for students whose perceived English proficiency was not good (Huang, 2012). Programmes in English and the English environment help students improve their English, but learning content in a foreign language can be difficult when there are also new terminologies to learn. To establish the habit of learning and communicating in English is hard for NN students. The apparent learning barrier of lower-esteem students (Lueg & Lueg, 2015:23) was discussed. English terminologies and special vocabulary in certain fields can be hard for students at their first encounter, not to mention when this subject-related knowledge is explained by non-native instructors.

IT is difficult in English (LC).

When I was freshman I had some challenges to interact and understand the whole lectures, textbook and homework. I needed to translate everything to my native language. Then, from sophomore year I started to get used to English courses (LC).

I was a little scared because my level of English was not good in comparison with my classmates (NN-ITL).

To learn the discourse for certain field is necessary. For the learning anxiety of local students, 'the comprehensibility of the students' English' rather than their adeptness on English-language exams should be stressed and explained by

administrators or teachers. Despite the requirement of similar student's English levels to enter the programme, students' varied English levels do exist. Some non-native students with lower English proficiency may feel stifled to proceed in their learning when some non-native teachers have different English phrasing and differentiated presentation of information in English.

In Chang's (2010) study, the students' difficulties were also discussed, and EMI programmes were confirmed to help students' English improvement. Nevertheless, students' learning issues are mainly knowledge-based. Dafouz and Camacho-Miñano's (2016) have found students of L1 and L2 have similar learning difficulties and the difficulty often evolves in developing academic literacy. On the other hand, EMI programme is a double-edged sword as EMI programme provides an easy entry for international students to learn and acquire a degree in English while being able to learn the local language. Yet, the same condition can be an issue for non-native students who can speak local language when they often switch back to their mother tongue after class and this may not helpful for their English enhancement.

Not as good as studying in foreign country, cuz I still speak my own language outside of the class (NN-ITL).

5.6.4.2. *Instructor's Professionalism, English Fluency & Class Instruction*

As pointed out in some studies (Colement, 2006; Kym & Kym, 2014; Vinke et al., 1998; Vu & Burns, 2014; Wilkinson, 2005), lecturers' language proficiency can be an issue in successful EMI implementation. As oppose to TEFL or EFL, EMI subject teachers in non-native countries may be professional in their subject but not in English. DELE B2 to C1 is required by Spanish universities, while no significant English requirement is set in EMI programme agenda in Taiwan to regulate the instructors' language proficiency. As a matter of fact, some instructors who have gone abroad for their master or doctoral degree or those who can speak English are appointed to teach a subject taught in English. As non-native speakers, many of these subject-content teachers may struggle with their limited English to make their class understood.

Insufficient language proficiency, whether of instructor or student, can impede course understanding and influence the quality of curriculum implementation.

Sometimes it's difficult to understand the lecture if the lecturer has a strong accent (LC).

Most of the professors were from Spain, and half of the professors didn't have the English level to teach and lead discussion well. This affected our studies and made us very frustrated (NN-ITL).

During these 4 years, not all professors speak as good English as they are supposed to, which results in difficulties in learning (NN-ITL).

I feel positive about the overall quality of EMI course. I am able to achieve my goal, including acquiring knowledge, meeting new friends, and also practicing English and Mandarin. However, during these 4 years, not all professors speak as good English as they are supposed to, which results in difficulties in learning (NN-ITL).

Lecturer's delivery of his content knowledge was marked down when he doesn't have sufficient English proficiency. This study has found instructor's language proficiency an issue in both Spanish and Taiwanese HEIs and has been repeated by both LC and ITL students. Funny accent is often addressed in Taiwanese universities. Many Spanish and Taiwanese instructors seem to have a problem clearly expressing themselves to convey meanings coherently and cohesively in class.

Structured lesson is crucial while sufficient group discussion and sufficient time for students to express themselves are relevant in content design. The majority of the instructors are local in HEIs in those non-native countries. Instructors were criticized for their poor or lack of English proficiency not necessarily because of the language capability but the cultural and educational backgrounds and the different logic system due to different language systems. Effective lecturing behavior in which instruction is done with proper lecture structuring and the use of interaction supported by the supplementary non-verbal is considered necessary for information processing in second language instructional contexts (Morell, 2020: 57). In terms of language use, course analysis and semantic language use in class were proposed in the EMI training in non-Anglophone universities and multimodal and interactive approach with the help of specialists in Languages for Specific Purposes (LSP) in Morell's study (2020), yet the

element of intercultural or cross-cultural content learning from local students and international students of different backgrounds was not touched on.

5.6.4.3. *EMI Design*

EMI adapts to different cultural context by hiring more LC instructors and some instructors use local language in classes for LC students. EMI issues lie in policies in different programmes in different HEIs and countries, and class implementation regarding teaching and learning. Firstly, in terms of policies, EMI programme targets cross-cultural and international learning so both LC and IITL students should be able to learn from each other. Yet, some programmes separate LC and IITL students. Staff from administration units and faculty does not seem to be ready and helpful enough to fulfill IITL students' needs and to resolve their problems. Non-native local students in Spain and Taiwan joined EMI programmes to improve their English and to gain international exposure while international students intend to acquire the local language. International projects and internship opportunities are insufficient. Postgraduate students seek better employability and believe that they can get more field knowledge and land on better jobs with the degree in English. Nevertheless, students inevitably have some expectations and certain needs e.g. EMI should be a balance of LC and IITL students, which may not be practical to achieve due to different conditions of HEIs or the yearly student recruitment and admission.

It's better to have smaller groups of classes to have enough time for discussion when English is almost everyone's second language (LC).

I enjoyed the class in general, but I think we had too many students in the class (LC).

More networking for jobs (LC).

Don't separate local students and international students (LC).

Forbid the use of other languages in class (NN-IITL).

Most of the lesson content was considered theoretical. Some universities have unified curriculum for certain courses while some others allow teachers to decide what they teach. On the other hand, despite English prerequisite, the students' English level varies in each class and programme which can impede the smooth class implementation.

The use of LC language in class is a dispute. In terms of content and class implementation, instructor's improper English was pointed out many times. Teachers should speak proper English and have good class design and professionalism in content teaching and discussions leading. Despite the quest of English improvement from EMI programmes by LC and NN ITL students, class and content design to allow English enhancement was often ignored by EMI teachers in the past. This study offers policy makers and teachers some insights on the proper course components to ensure better learning process. Better design of EMI courses shall contain elements of intercultural learning, communication, and cooperation in content that enhances students' employability.

I felt like I learned a lot about business, but did not feel like it was enough practical information. A lot of it was theoretical (N-ITL)

The depth of the course could be deeper and wider (LC)

Guide some discussion during the class to make sure everyone understands the content, and provide them opportunities to express an idea (LC)

Better English test to see who fits or not for this course (NN-ITL)

5.7. CHAPTER SUMMARY

Postgraduate students seek better employability and believe that they can get more field knowledge and land on better jobs with a degree in English/international programme. Nevertheless, non-native students' English improvement lies in the cognitive attribute of the class design and interactions between LC and ITL students. The quest of English improvement from EMI was often ignored by EMI teachers in the past. Some EMI programmes even separated LC and ITL students. Being able to improve English is considered relevant at the end of an EMI course, but not all students can achieve this goal.

It is a benefit for those who speak the local language to communicate with the local people easily on daily basis, but this local language benefit can also be an issue

when students ‘switch off English’ outside the classroom or ask the instructor to use local language in the class. Clear class instruction in English is the priority and non-native effect from instructor or students should be moderated and turned to positive local benefit of local knowledge, language and culture in class design and teaching methods. Intake of cultures and cultural cooperation which essentially enhance students’ English ability and content knowledge should further be incorporated in class design. A focus to promote culture communication and cooperation that lowers non-native effect and enhance students’ learning cognitive should be essential in course design.

The findings of this study also imply possible insufficient EMI resources and EMI guidelines in most universities for non-native teachers and the importance of teacher’s training for their class design and their use of class language for better efficacy. The limitation of this study indicates a need for a replicate research to achieve higher global survey participation rate and more detailed content instruction protocols.

The following are some questions driven from this PS to ponder for better class design and instruction that the following chapters of main studies with students and instructors will also try to answer:

- An EMI course should allow students enough intake of cross-cultural understanding and cooperation and NN students can improve their English at the end of the programme. Programme in English is mostly positive: EMI programme itself provides students an English environment to improve English and majority of LC NN students manage to improve their English at the end of the course.
- Can the difficulty of learning terminologies in English be taken into account in teacher’s class design? What techniques can be applied to give students academic literacy? How about student’s psychological reason such as a fear to use English in class? How can this be moderated?
- Being able to improve English is considered relevant at the end of an EMI course, but not all students can achieve this goal. How can this be improved?
- Instructor’s English fluency is relevant and should be sufficient to enable

students' smooth content learning. What teaching methods can the NN instructor implement to lower non-native teacher effect for better learning results?

- How can classes be designed to moderate NN effect to adopt varied English levels of students?
- It is a benefit for those who speak the local language, Mandarin or Spanish, to communicate with the local people easily on daily basis, but this local language benefit can also create an issue when students 'switch off English' outside the classroom or ask the instructor to use local language in the class. Is non-native effect a positive or negative attribute on students' learning in the long run?

CHAPTER 6: MULTIPLE CASE STUDIES. THE CASE OF EMI PROGRAMMES IN TAIWAN

6.1. CHAPTER OVERVIEW

This study presents Study 2 (S2), which examines the data and the findings addressing research objective RO2 and two aims SO3 and SO4, addresses the quality EMI practice in Taiwan according to the perspectives of students who took the course (SO3) and the recommended lecturers who designed and implemented the course (SO4).

The study first examines students' perspectives and their programme experiences, putting an emphasis on student's needs, difficulties and some phenomena encountered during the programme about class and learning & teaching in Taiwanese HEIs. A comparative analysis was conducted on some the stated incidents by student informants about lecturers who gave good and bad learning experiences. Then the study moves on to lecturer's perspectives and issues of programme, and students' learning & teaching. A special emphasis was put on Taiwanese teacher's specifications and elements in class design that allow good learning experience.

Section 6.2 is an introduction to the study and its characteristic. Included in section 6.3 are preliminary results. Section 6.3.1 outlines the result codes from S1, while in section 6.3.2 shows the resulting codes and topics from DSA students' perspectives, and in section 6.3.3 shows the resulting codes and topics from DSC instructors' perspectives. Next, section 6.4 provides the integrating results obtained through the interpretation of two data sets. Before concluding the chapter, section 6.5 synthesizes finding presented. Finally section 6.6 offers a brief chapter summary.

6.2. INTRODUCTORY TO THE STUDY

S1 attempts to obtain a broad view of what EMI programmes are like in Taiwan. The analysis conducted in this chapter is led by the following research question (RQ2):

What is a quality EMI practice according to the perspectives of students who take the course and the lecturers who design and implement the course?

Before the analysis, it was necessary to narrow down the main research question into three more specific parts, in order to clearly examine the phenomena addressed in this chapter. Thus, in order to answer such a broad research question, three core questions will guide the analysis carried out in this study:

- i. What are international and local students' learning difficulties and their reflections about actual EMI courses and teaching in Taiwanese HEIs?
- ii. What are components of quality EMI practice from students' perception & end-result performance and the lecturers' class design & implementation
- iii. How do lecturers in Taiwan arrange priorities of EMI content course design and their implementation of quality EMI?

In order to answer this question, it was necessary to know details of student's experiences and opinions about quality EMI programmes, their expectations and learning difficulties as well as the good instructors in Taiwanese universities from students' recommendations in which allow us know how instructors designed and managed the class to give students good learning experiences. Thus, for the purpose of this study, the following list summarizes the data sets that have been analysed in the present study.

- ✓ **Data Set A: Individual interviews 1 with students** (Section 6.3.2)
- ✓ **Data Set C: Individual interviews 2 with instructors** (Section 6.3.3)

All coded data included in S1 can be found in Table 6.3.1c.

6.3. PRELIMINARY RESULTS

6.3.1. RESULTS CODING

The codes that emerged from S1 are presented in this section. Most of codes correlate the notions, concepts and ideas that give shape to the literature review presented in Chapter 2. The qualitative data that were analysed were textual data in oral form (individual interviews 1 and individual interview 3) (Data Set A and Data Set C respectively).

As presented in methodological chapter, such data were analysed through content and thematic analysis, requiring narrative approach (Berelson, 1952; Mayring, 2013). S1 comprises two parts, data from students (Data Set A) and data from instructors (Data Set C). All data coming from open-ended questions from individual interviews were analysed using the same procedure.

In Data A, three main categories, 'Justifications of EMI', 'Factors Affecting EMI Qualities', and 'Class Design' take into account the theoretical framework of this study and aim to look at issues and phenomena that were considered important from students' perspectives.

As far as data treatment and coding, Table 6.3.1a shows the codes in which data from students were classified under data set A.

Table 6.3.1a. Data A Data Coding and Categories

CATEGOREIS	SUBCATEGORIES	THEMES
Justifications of EMI	Choice of EMI	English Enhancement Knowledge HEIs Go abroad Local Language International Experience
Factors Affecting EMI Qualities	Reputation & Programme Design	HEIs
		Pedagogy
	Textbook	Teacher's English
		Student's English
	English Gap	The use of local language
	Class Design	Culture Learning

In Data C, three main categories, 'EMI Issues', Instructor's 'EMI qualifications', and instructors' 'Class designs' take into account the theoretical framework of this study and aim to look at issues about teaching and learning from teachers' perspectives and as well as instructors' class design and construction.

Table 6.3.1b shows the codes in which data from instructors were classified under data set C.

Table 6.3.1b. Data C Data Coding and Categories

CATEGOREIS	SUBCATEGORIE	THEMES
EMI Issues	Internationalization & Localization	Local Students
		International Students
	Local Culture	English Environment
EMI Qualification	Instructors	Qualification
		EMI Experience & Training
		Teacher's characteristics
Class Design	Instructors	Culture Learning
		Good Experiences

Some codes were created due to the past studies but were deleted or integrated into other codes in the analysis of this study due to their low frequency counts. Let's present each of the identified codes:

- The code 'EMPLOYABILITY' marks the comments which refer to participants' EMI motives that contribute to better job prospective in the future. This code includes subcodes, such as 'GO ABROAD (1)'.
 - The subcode 'ENGLISH ENHANCEMENT' was a code chosen to mark those comments referring to the students' general motive towards improving English. Most of the participants referred to their motive towards English as one of the factors that influenced their choice of degree, and this code explained the reasons behind the choice.
 - The subcode 'KNOWLEDGE' marks those comments referring to the students' motive to acquire knowledge through the programme. This was one of the factors that affected their choice of degree and also where the difficulty was. This code explained another reason behind the programme choice.
- 'HEIs' was the code chosen to mark those comments addressing school reputation and programme design that triggered students' programme choice.
- 'LOCAL LANGUAGE' is the code chosen to mark those comments that triggered international students' motive of their EMI programme. This code explains another charm of the programme in Taiwan.
- 'INTERNATIONAL EXPERIENCE' covers the comments referring to students' motive of acquiring international experience through the programme. This code explained another reason behind the programme choice.
- 'TEACHER'S ENGLISH' addresses those student comments related to an EMI issue and an effect from teachers.
- 'STUDENT'S ENGLISH COMPETENCE/USE OF LOCAL LANGUAGE' is a code to address those comments about an EMI issue. Students and teachers have

to use local language because the LC students did not understand some content in English.

- ‘NATIVE & NON-NATIVE TEACHERS’ is a code to mark students’ comments about N teachers and local NN teachers, and their teaching styles and issues. This is a specific code to Taiwan and will be analysed in Chapter 8.
- ‘DESIRED TEACHER’S QUALITIES’ is a chosen code to mark students’ comments about good and bad teachers’ qualities and teaching styles. This is a specific code to Taiwan and will be analysed in Chapter 8.
- ‘CLASS DESIGN & TEACHING STRATEGY’ is a code chosen to mark students’ comments referring to class issues regarding teachers, and teaching and learning.
- ‘INTERNATIONALIZATION & LOCALIZATION’ covers teachers’ comments about EMI issues related to teaching and learning, and government policies and course design for integration of local and international students.
- ‘LOCAL & INTERNATIONAL STUDENTS’ is a code addressing teachers’ comments on students’ different learning issues and class behaviours based on their country of origin.
- ‘QUALIFICATION & EXPERIENCE’ addresses the comments about teachers’ EMI qualification, and experiences in teaching.
- ‘EMI TRAINING’ is the code of the comments covering the HEI training for teachers to teach content in English.
- ‘CLASS DESIGN & TEACHING STRATEGIES’ marks the code for teachers’ descriptions about their class designs for content teaching.

The following table (Table 6.3.1c) aims to provide a broad idea of the amount of times each code appeared on the analysed data from the Individual Interview 1 and Individual Interview 2. Bearing in mind the fact that in this study the weight of narrative analysis is great than content analysis, as RQ2 mainly looked for themes/factors that contribute quality EMI practice in students' mind and also the design by lecturers, this information was considered a positive contribution to the presentation of the results.

TABLE 6.3.1c. Codes counting S1

DATA COLLECTION INSTRUMENT	CODES	NUMBER OF TIMES IT APPEARS	EXAMPLE
Individual Interview 1	Employability	41	I interned in an import and export company. My boss could speak only limited English, she knew that I could speak English in a professional way, so she hired me. Especially in France, some Chinese can only speak both very good French and Chinese, but not English. That was why they hired me (TW1, I1-2, DSA, 12)
	English Enhancement	13	And, other reason why I chose X is because I thought that a lot of Taiwanese students, they don't really obtain the English skill very well, so I think that, so it's better for me to join an fully English environment that provides English (TW2, I1-2, DSA, 1)
	Knowledge	18	He was trying to make us have critical thinking and discussion with people, and be able to argue. Like try to defend yourself (TW4, I1-2, DSA, 5)
	HEIs (Programme Design)	7	Cos X they provide me the bachelor degree for 3 years. Only in 3 years, I can get another degree, like, kinda like another bachelor or master degree, so I choose to join X (TW2, I1-2, DSA, 1)
	Local Language	4	As you know Mongolia is between China and Russia. We do a lot of trades and cooperation with China. I need to learn Chinese and improve my Chinese. It would help a lot my future. Companies that I am currently working do a lot of investments with Chinese. Half of the workers are Chinese (TW5, I1-2, DSA, 3)
	International Experience	14	They put foreign students in a class and local students in a class. I really don't think that was a good idea. So simply, the international class should kinda force international students to assignments, exams, cooperate with the local students. So I heard that some years ago, X was like that and is like that again(TW3, I1-2, DSA, 2)

	Teacher's English	10	First of all, the professors don't have the ability to speak in English and manage the class. Most of them. I have been to two different English programmes, and I have to say, it's not about the proficiency, or how good their English would be, it's about being able to use it to speak and to manage a conversation (SPTW, I1-2, DSA, 5)
	Native & Non-Native Teachers	16	As a bad instructor, I had one. She is Taiwanese. Why my opinion that she was a bad instructor was because she was very narrow-minded. She would, I had a couple of arguments with her, the way I was thinking. Things were very different from her. For example, for me, she has weird weird way of thinking, have a big exam. I really don't like her way of thinking, and she was treating us like we were child children, and I really didn't like it because when I started the XX programme, everybody else, everyone was like 18, 19, I was already 25 and I thought I didn't have to be treated like a child (TW4, I1-2, DSA, 4)
	Desired Teacher's Qualities	11	Peter. He is from America as I remember. Actually, because he is nice. He is not racist. Alex L is a little bit racist. Like, when we Taiwanese or South Asian speak English, Peter would not judge us. He would ask us to speak again. He would try to understand. He would not just say 'You speak poor English. I don't understand you, so I would not care about you.' He was not like that. He was very passionate and patient. He is very tolerant (TW1, I1-2, DSA, 6)
	Student's English Competence/ Use of Local Language	6	Normally, if we don't understand what the instructors were saying, we say 'Professor, could you please explain it in Mandarin again?' So the instructor taught it again in Mandarin. Or we fully understand. We asked him again during break in Mandarin (TW2, I1-2, DSA, 10)
	Class Design & Teaching Strategy	34	He taught us the basic and fundamentals of international business. The knowledge helps us a lot to continue studying business major, especially during sophomore and junior years. And during the class, none of us were allowed to use cell phone. Every class, there was a quiz (TW5, I1-2, DSA, 2)
Individual Interview 2	Internationalization & Localization	13	As marketing specialists, we need to know how to market from and into different cultures, no? People from different cultures have different mentalities. I don't think you can get it directly from the internet. But when students talk to each other, when there is a group discussion, students learn more. They can relate more to the text book. At the same time, they get different opinions from students of different national backgrounds. Foreign students also learn more about local students and local culture (WANG, I2-1, DSC, 35)

Local & International Students	6	I think their capability is: PRETTY GOOD. Ya, hum (.) Like, they can (1), of course, in the beginning (.) if they never had EMI course ↑before, it's kinda hard for them to understand, because there are also some professional terms. ER (.) but I think, after 1 year, after 1 year of training, they would get used to it (CHIU, I2-1, DSC, 36)
Qualifications & Experience	8	They knew (.)I have been an English teacher and I came back from Britain. One of my master degrees is International business. I think I did a very good job with my teaching (.) de:mo (WANG, I2-1, DSC, 16)
EMI Training	7	No. Actually NO. I was just learning it by myself (CHIU, I2-1, DSC, 16)
Class Design & Teaching Strategies	12	I think the important thing is in Accounting, I always use some of the- creative tools? like Karhoot, some of interesting ways and creative teaching methods for them to understand the ↑topic. And sometimes I let them watch some videos(.) er (.) I also let them read the news together. I also let them do the exercise and the PROBLEM from the text book, and that includes group discussion (CHIU, I2-1, DSC, 42)

The students' and instructors' comments led to the emergence of more precise themes that needed to be taken into account. The interpretation emerges from the codes and themes obtained, also from the narrative analysis carried out, will be discussed in section 6.3.2 and section 6.3.3,

6.3.2. RESULTS FROM QUALITATIVE DATA. INTERVIEW WITH STUDENTS (DATA SET A)

This section shows the analysis of the conversational text results from student participants in Data Set A. The six participants were non-native participants from the PS survey who took EMI degree programmes. They were four LC students, coded TW1 (LC), TW2 (LC), TW3 (LC), and SPTW (LC), who are Chinese-speakers, and two INT students coded TW4 (French) and TW5 (Mongolian). Table 6.3.2a shows the basic information about the participants. Table 6.3.2b shows the codes of Data Set A. Table 6.3.2c shows students' EMI motives.

The result analysis shows that the reputation of a HEI or EMI programme that enhances English skill, knowledge, and international experience and also serves the function of the lingua franca for ITL students are closely related to student’s employability.

TABLE 6.3.2a. Basic Personal Information on Each Student Informant

Coded Name	Nationality	Local/ International	Gender	Graduate Year	Undergraduate Postgraduate
TW1	Taiwanese	LC	Female	2016	Undergraduate
TW2	Taiwanese	LC	Male	2016	Undergraduate
TW3	Taiwanese	LC	Male	2016	Undergraduate
TW4	French	ITL	Male	2017	Undergraduate
TW5	Mongolian	ITL	Female	2016	Undergraduate
SPTW	Taiwanese	LC	Female	2016	Undergraduate

The following table (Table 6.3.2b) aims to provide a broad view of elements that were repeated in each theme and topic under categories of ‘Justifications of EMI’, ‘Factors affecting EMI quality’, and ‘Class Design’. Table 6.3.2c aims to provide LC and ITL students’ Programme Motives that were overlapping between themes, e.g. English enhancement for LC students, and local language and English enhancement for ITL students.

‘Justifications of EMI’ contains themes of ‘Programme Design’, ‘Knowledge’ , ‘English Skills for Employability’, ‘Lingua Franca/Local Language/Go Abroad’, ‘International and Cultural Intake’, and ‘Local English Environment and Local Knowledge’. ‘Factors affecting EMI Quality’ contains ‘Reputation of HEI and Programme Design’, ‘Pedagogy’, ‘English Capacity and Language Gap’, and ‘Teaching and Instruction’. These themes will be presented in the following sections.

TABLE 6.3.2b. Data A Data Coding and Categories

CATEGOREIS	SUBCATEGORIES	THEMES
Justifications of EMI	Programme Design-Knowledge	Knowledge/Employability
	English skill for employability	English Enhancement
	Lingua Franca/Local Language/ Go abroad	HEIs/ Employability
	International & Cultural Intake	International Experience
	Local English Environment/ Local knowledge	HEIs/Employability
Factors affecting EMI Quality	Reputation of HEI & Programme Design	HEIs
	Pedagogy	Class Design & Teaching Strategy
	English Capacity & Language Gap	Teacher's English Student's English Competence
	Teaching & Instruction	Teacher's characteristics
Class Design	Non-native Effect	Class Design & Teaching Strategy
	Culture Learning	Class Design & Teaching Strategy

TABLE 6.3.2c. Topics of Students' Motives

Ss	Motives-Topic	ELEMENT (NUMBER OF TIMES IT APPEARS)
LOCAL STUDENTS (LC)		
TW1,TW2, TW3, SPTW	Employability (7)	<i>English enhancement (4) Programme design/reputation (2) knowledge (1)</i>
	Programme design (1)	<i>Go abroad (1)</i>
	No EMI knowledge (2)	<i>English (1), Programme design (1)</i>
INTEERNATIONAL STUENTS (ITL)		
TW4, TW5	Employability (4)	<i>Programme design/reputation (2) Local language (1) English enhancement (1)</i>
	Lingua Franca (2)	<i>Programme design/ reputation (2)</i>
	International Experience (1)	<i>Different Culture (1) Local language/culture (1)</i>

6.3.2.1. JUSTIFICATION OF EMI

LC and ITL students have different foci (Huang, 2015). From Ammigan and Jones's study (2018), international students' request was to learn and they focused more on quality of lectures, the expertise and teaching ability of lecturers. Local students were looking to improve their English (Chang, 2010; Dalton-Puffer 2011; Huang, 2015; Jiang, Zhang & May, 2010). From this study, EMI motives and expectations differ among LC and ITL students as well, and different foci and EMI motives vary much due to diverse factors but mainly about languages (English/Mandarin Chinese, lingua franca), HEI & Programme Design, and culture (international experience). The common ground is that students believed that EMI programme can lead to better job prospective, as we see in excerpt 6.1:

Excerpt 6.1.

University is not a place to develop your professional skills, it's about developing a person and how you think in the business way. In the future, you will do better
(SPTW, I1-7, DSA, 6)

In excerpt 6.1, SPTW gave a very straightforward statement about the functionality of education of HEI. It is interesting that her comment does not associate universities with opportunities of gaining content knowledge or developing professional skills. Instead, her answer illustrates that she focuses on issues like personal growth, even though, she also states we grow as the professionals we will become.

a) *Employability*

English skill is a key to jobs and good salary-English skill, ability to communicate, local language, and the reputation of EMI programme contribute to student's employability. English is an important skill to develop for the job market. Being able to improve English is relevant, particularly for LC students. University entrance examination is exercised in Taiwan and high-school students choose a university, programme and a major based on their grades in their exam results. Many LC students in Taiwan did not have sufficient information about the subject or faculty before they applied for the programme or the courses that are taught in English. LC students in general believe English is a necessary skill that most of students in Taiwan are not equipped with. Naturally, due to the name and the fact that the programme and

the courses are taught in English, LC non-native students would often choose EMI programmes with an expectation to improve English and the same applies to NN ITL student. Not having clear understanding of the subject matter was also a trigger for many undergraduate students in Taiwan to have chosen a course, as we can see in excerpt 2.

Excerpt 6.2.

*You know I was a highschooler and **I didn't have any direction** about what I wanted to do for my future life. I chose it only because **it is in English** (...) I thought **English is a really important language to learn and master**, and for **Business Administration**, it was just basic. I didn't get enough grades to attend, for example, engineering (TW3, I1-1, DSA, 1)*

TW3's comment illustrates the possibility that some students chose a programme because they did not know so much about the programme but thought English was a necessary skill to acquire. On the contrary, other students were in the programme because their personal study preferences did not match those of their parents, as it is the case in excerpt 6.3:

Excerpt 6.3.

*I wanted to **major in like English** or other languages like Japanese, but my parents wanted me to major in business. **XX is like combining business and English** (TW1, I1-1, DSA, 1)*

As we can see, an EMI course allowed TW1 to satisfy her parents' expectations (business studies) with her personal interest (English). English environment is what students need to obtain necessary English skill, so TW2 expressed this English setting in an EMI programme a good option for secondary new graduates, as it can be seen in excerpt 6.4:

Excerpt 6.4.

*Why I chose X is because I thought that a lot of **Taiwanese students, they don't really obtain the English skill** very well, so I think it's better for me to join a fully **English environment** that provides English (TW2, I1-1, DSA, 1)*

An ITL NN TW5 student also stressed the important of English skill as an international language to master and their choice of the programme was to satisfy such need, as can be seen in excerpt 6.5:

Excerpt 6.5.

*I wanted to **improve my English** and I always **wanted to work as international trade**, logistics that kind of career, so I chose X (TW5, I1-1, DSA, 1)*

As we can see, English is a necessary skill in many fields. Choosing an EMI programme can satisfy students' need to improve English. Other students rather than manifesting an interest in a particular subject focus on the possibilities that EMI courses offer them to develop professional skills and abilities that can be necessary to find a job not just in Taiwan but also elsewhere, as in excerpt 6.6.

Excerpt 6.6.

*My mom studied Business as well. They think that business runs in the world. If you study business, **you can get a job just any place in the world**, but **English and other languages is just a skill** (...) **It helped my employability**, like in France, the HR would know that I studied the course in English for at least 4 years. **They know our English ability is good** (TW1, I1-1, DSA, 11).*

The internationalisation of the studies seems to be what generates student's interests, as TW1 in excerpt 6.6, who has expectations to find a job outside Taiwan. Yet, for students like TW2, internationalisation is important because international teachers can help students develop abilities and capacities different from those that they would gain with the help of local (Chinese or Taiwanese) teachers:

Excerpt 6.7.

*A lot of brands came from **foreign countries** but not from Taiwan. Right? That also means that we don't really have the **ability, capability** to create something new than the foreigners. So, that's why international programmes, they provide us **this kind of environment** rather than Chinese or Taiwanese professors can provide. That's totally different. And for me, it's because of this (TW2, I1-2, DSA, 4).*

EMI programmes seem to equip students better capabilities, as TW2 in excerpt 6.7, and good English can help them to land on a good job and better salary. LC student SPTW and another IITL NN student expressed other opportunities and salary prospective by an EMI and programme design, as it is in excerpt 6.6 and 6.7.

Excerpt 6.6.

*XX students, **after XX, can get a better salary**, it's because **they had the experience to go abroad for a year**. Some of us can find good jobs if you have **good English ability** (SPTW, I1-7, DSA, 22).*

Excerpt 6.7.

*I met a man who **has good situation at work** and he is **earning easily** a hundred thousand nt dollars or more a month. I felt like, well, I want to have the same situation as he does. He told me to **study business in X**. I did a little research about X. After doing some research, I figured out X is actually a pretty **decent university**, so I chose that one (TW4, I1-1, DSA, 1)*

As we can see, students' EMI programme motives vary but the majority of them chose an EMI in Taiwan for the job prospective that can be generated by the English setting, international skills and opportunities offered by the programme.

b) *Programme Design*

Lingua Franca-Academic lingua franca (Kirkpatrick 2011; Macaro et al., 2018; Doiz et al., 2012) can be IIL students' programme choice. Programme location can also be a reason of choice. IIL students used the fact that the content is taught in English as a way to come to the country, to learn the local language, or to experience the life and culture. The IIL TW4's comment reveals about this in excerpt 6.8.

Excerpt 6.8.

I choose Taiwan mostly because my ex-girlfriend was is Taiwanese. We needed to move abroad (TW4, I1-1, DSA, 1)

Local Language-With an EMI programme, IIL students can learn the local language. Some EMI programme took place in a location that allows learning both English and Mandarin, and this can be seen in TW5's comment in excerpt 6.9.

Excerpt 6.9.

*Why I chose Taiwan, **I wanted to learn Chinese. A friend of mine studied** there, so she suggested me to study in Taiwan and X. At first, I went to X to learn Chinese in the Chinese language center. Then, I kinda get used to X, so I decided to continue my Bachelor degree there. At that time, I learned like 9 months of Chinese, so **my Chinese wasn't that good enough**, so I decided to my bachelor in English (...). And I chose XX because I wanted to meet people from different backgrounds and different countries (TW5, I1-1, DSA, 1)*

Going Abroad & Foreign Language- As part of internationalization studies of some HEIs and programme design that attract student's interests, the very EMI setting

in English, the design and reputation of HEIs can trigger student's participation choice, as in the cases of TW2 and SPTW in excerpt 6.10 and 6.11.

Excerpt 6.10.

*I care about **opportunity cost**. X provided me **the bachelor degree for 3 years**. Only in 3 years, I can get another degree, like another bachelor or master degree, so I choose to join X (TW2, I1-1, DSA, 1)*

Excerpt 6.11.

*Why I chose X is that I had an **opportunity to go abroad** and I don't **have to study 4 years**. I can have study-abroad **experience**. The course is taught in English. I think it would be a very good opportunity **to learn business in another language** (SPTW, I1-1, DSA, 1)*

EMI programmes promote students' mobility. Some EMI degree programmes reinforce a 3-year bachelor degree programme in Taiwan and 1-year abroad in a sister university to get a master degree. Students improved their English in a hope to study abroad afterwards while the content knowledge in English prepares students ready for going abroad. Followed by the SPTW's interest for another language in excerpt 6.11, TW2's comment in excerpt 6.12 also exemplifies this benefit of internationalized programme.

Excerpt 6.12.

*I took French when I did my postgraduate studies in France. **French is a plus in terms of jobs and employment** (TW2, I1-4, DSA, 9).*

As can be seen, not just English, students can benefit from having other foreign language skills or experience abroad within the internationalized programme.

c) International and Culture Intake: Communication and Innovation

International EMI programmes should incorporate LC and ITL students and their diverse cultures, combination of mainstream protocols and local knowhow, fostering students' capabilities, visions and innovative ideas. As well as lingua franca and English for knowledge acquisition and communicative purpose, the acquisition of Chinese languages and cultures for mobility and employability is a target for ITL students. LC students get the first-hand information from their foreign classmates.

The culture element of EMI seemed to be a popular trigger for programme choice. TW3's straightforward comment and belief illustrated this desired cross-cultural integration component about EMI in excerpt 6.13:

Excerpt 6.13.

*I believe EMI programme doesn't only stand for English programme only, it also stands to **embrace foreign cultures**, at least to **understand** more outside the border, **the ways they think, point of view**, etc, etc (TW3, I1-2, DSA, 3)*

The communication with people from different countries promotes cultural understanding. EMI programmes with teachers and peers of different nationalities and cultural backgrounds allow students to reflect their own culture and ways of thinking and living, and cross-cultural communication leads to better understanding of the world. As well as excerpt 6.13, the interactions with different nations and cultures were also stressed by LC TW1 in excerpt 6.14 and ITL TW5 in excerpt 6.15.

Excerpt 6.14.

*There should be **conversations** between instructor and students (TW1, I1-2, DSA, 9)*

Excerpt 6.15.

*And I chose XX because I wanted to **meet people from different backgrounds** and different **countries** (TW5, I1-2, DSA, 1)*

As we can see, EMI programme provides a local international environment that integrates LC and ITL students as well as and different cultures. Many students expected to get more international experience and speak to English native speakers in this setting. Such cultural experience cannot be retrieved virtually. TW1 continued expressing her EMI expectation about this in excerpt 6.16.

Excerpt 6.16.

*[EMI] It should have **foreign students in the class**, not just Sunday or a few classes only, because **communicating with native speakers** is very important (...) you can **know the world better**, know what South Americans are like, **not just through the internet** (TW1, I1-2, DSA, 3)*

Local English environment-As part of internationalizing local education and local students, with EMI programmes an English environment is created locally to internationalize LC students. Such English environment to interact with students from

different countries was the target of the choice (Chang, 2010; Dalton-Puffer 2011; Huang, 2015; Jiang, Zhang & May, 2010). The opportunity to communicate with English native-speakers in person locally and having this English environment locally is a good attraction. TW1, TW2, TW3, and TW5 in the previous excerpts all described such English environment that helped them to learn things out of their country.

Different educational system and lecturing style-EMI courses are also taught differently from the mainstream education lecturing styles and students behave differently. LC students were less participative in Taiwanese educational system while more dynamic element is embedded in EMI courses. LC TW2 from excerpt 6.17 and SPTW from excerpt 6.18 gave detailed differences between the local education and EMI course:

Excerpt 6.17.

*The most important part is **communicate and debate**, and to **foster global vision**. Communicate, you can think about a lot of Taiwanese students, when they study in college or university **they don't really talk or ask questions** to the professors or even to the classmates. And for me, this is really a big disadvantage for Taiwanese students. A lot of things **like brainstorming come out when people talk**. I think that is really a **critical issue** for all the students. And so, I think, **communicate** for like international programme is like a **strength**, cos, **a lot of thoughts** can just foster during the time you have **conversations** with others (TW2, I1-2, DSA, 3)*

Excerpt 6.18.

*I am fluent in Chinese and also my way of thinking is also very Chinese. **If I can use my English to think or learn, it would be another perspective** (SPTW, I1-2, DSA, 3)*

In excerpt 6.17 and 6.18, we know the westernized EMI courses that promote communications, interactions and global vision can be a positive advantage that gave students different perspectives that may not be taught by local language (Chinese) or local culture. Language is the key to its people's mind and cross-cultural learning take place in conversations and interactions.

Local knowledge (Language)-The integration purpose of EMI programmes also allows the IITL students know more about local life and mentality. The location of Taiwan, close to China, and the same language were what drew some IITL students' interests. TW3's and TW5's comments expressed these needs in excerpt 6.19 and 6.20.

Excerpt 6.19.

*The international class should kinda force **international students** to [do] assignments, exams **in cooperation with the local students** (...) An EMI class should be 1/3 up to 50% of foreign students, not less and not more as well...too many foreigners squeezing the classroom...not going to **experience the local life**, understand more about the **local culture and people** (TW3, I1-2, DSA, 2-3].*

Excerpt 6.20.

*I wanted to **learn Chinese** (...) As you know Mongolia is between China and Russia. We do a lot of trades and **cooperation with China**. I need to **learn Chinese** and improve my Chinese. It would **help a lot my future**. Companies that I am currently working do a lot of investments with Chinese. Half of the workers are Chinese (TW5, I1-2, DSA, 2)*

As can be seen, EMI programmes promote the interactions and learning between LC and IITL students. Being in Taiwan also gives INT students local knowhow and knowledge about Taiwan and another Mandarin-speaking country, China, and students can benefit from this..

6.3.2.2. FACTORS AFFECTING EMI QUALITY IN TAIWAN

The following table summarizes some factors that affect EMI quality and pinpoints the key elements and challenges in students' comments. The asterisked were preferred by either LC or IITL students but not both. The following table (6.3.2.2a) summarizes topics and key elements that were discussed by student informants.

TABLE 6.3.2.2a. Themes and Codes of Factors Affecting EMI Quality

TOPIC	THEMES	SUB-THEMES
HEI Reputation Programme Design	Employability	English, local language, job prospective
Non-native Effect	Teacher's English	* Criticized by LC Ss but didn't matter to IITL Ss. Taiwanese

		teachers have strong accent.
	Student's English gap	*Criticized by ITL Ss. Translation into local language.
Pedagogy	Class Design & Teaching Strategy	Textbook: Teachers only follow textbooks
The Use of Local Language	Class Design & Teaching Strategy	* Content Translation: Preferred by LC Ss but criticized by ITL Ss.
	HEIs	* Extra class in local language: Needed by non-native Ss

a) Reputation of HEIs and Programme Design

Students' past experiences are important as school or EMI programme reputation can be a lure for student's enrolment. Words-of-mouth are related to old students' experiences that contribute to new student enrolment. Followed by 'TW4's interest in a decent school in excerpt 6.7, 'TW5's comment in excerpt 6.21 illustrates words-of-mouth effect, and 'TW2's comment in excerpt 6.22 seems to indicate that some EMI programmes in Taiwan have not succeeded in improving students' employability.

Excerpt 6.21.

A friend of mine studied there, so she suggested me to study in Taiwan and X (TW5, I1-2, DSA, 1)

Excerpt 6.22.

For local or regional companies, in Asian area, that might have some help with the reputation of X, but now I am in a foreign company, the school X is not famous enough. Not only in Taiwan, it's for the Asian area, but western countries or other countries they are not really, XX is not really famous for them. The postgraduate degree in France helps my employability a lot. I have to say reputation is one and also I learned more in France than I was in Taiwan. My knowledge base is better than I was in Taiwan. I can really say something to interviewers and boss (TW2, I1-7, DSA, 10)

From excerpt 6.21 and 6.22, we know students' past EMI experiences and school reputation that can affect the enrolment of future students should be valued. In addition to programme design and result, the English language setting not only improves student's English but also trains them to communicate professionally in English. Not

just language capability, enabling knowledge is also crucial and this can be seen in excerpt 6.23. TW1 gave reasons and examples on how their Chinese and English skills of their EMI degree could help them for their job prospective in company or in other country.

Excerpt 6.23.

It helped my employability, like in France, the HR would know that I studied the course in English for at least 4 years. They know our English ability is good (...) I interned in an import and export company. My boss could speak only limited English, **she knew that I could speak English in a professional way, so she hired me.** Especially in France, some Chinese can only speak both very good French and Chinese, but not English. That was why they hired me (TW1, I1-7, DSA, 11-12)

In excerpt 6.23, we know that good school reputation, English ability and better knowledge generated by a good EMI programme enhance student's employability even in other countries (France) whose first language is not English. International programmes advances English that is required in the market place or jobs. Such international and English element is the benefit of such programmes, yet, as in TW3's comment in excerpt 6.24 some HEIs separated LC and ITL students.

Excerpt 6.24.

*When I was in XX, they **separated foreign students and local students.*** They put foreign students in a class and local students in a class. I really don't think that was a good idea. So simply, **the international class should kinda force international students to assignments, exams, cooperate with the local students.** So I heard that some years ago, X was like that and is like that again (TW3, I1-2, DSA, 11-2)

As in excerpt 6.24, when students chose a programme taught in English, they expected international experience that is the core to an international programme. The integration of LC and ITL students is the programme statement.

b) Pedagogy-Practicum and Student Involvement

Good class design with proper content that gives students sufficient knowledge is essential while the methods should be endeavoured to engage students. The design of EMI courses can diverge in different schools. Followed by TW2's comment on knowledge base in excerpt 6.22, the course and subject design in Taiwan are said to be very technical, which does not necessarily enhance students' English but discourses in

fields. Some EMI courses did not help students' English and this can be seen in excerpt 6.25:

Excerpt 6.25.

They were teaching us very technical things such as Calculus, Economics, Statistics, and something like that. It's not something you'll improve your speaking (TW4, I1-3, DSA, 6)

As can be seen, the adaptation of more practical materials or teaching techniques may be needed to improve students' skills. The need to redesign the course to engage students in class was stressed in TW1's comment in the following excerpt:

Excerpt 6.26.

*There should be **conversations between instructor and students**. 'Do you have any question?' In Accounting class, maybe you can ask students 'Why you see this item is not in balance?' I forgot. It should be **getting students involved** (TW1, I1-3, DSA, 9)*

Instructors need to enable **more knowledge and skills** that are helpful for students' employability. Followed by TW1's comment, some local instructors seemed to stick to the old teacher-front lecturing style and textbook-oriented lesson plan that generate bad student experiences and this can be seen in TW2's, TW4's and SPTW's comments in the following excerpts:

Excerpt 6.27.

*Cos it happens a lot. **A lot of professors, they just taught things from the materials** [text book] (TW2, L, I1-3, DSA, 7)*

Excerpt 6.28.

*The really **downside of Taiwanese teachers** is that they **just stick to the textbook** (...) not just follow the textbook, because it gets really **boring** (...) A good lesson should make you learn something at the end of the day (TW4, I1-4, DSA, 8)*

Excerpt 6.29.

*The problem with X is that most of the professors are more **focused on the things in the textbooks**, and I didn't get much business case. I did not get much working samples, I didn't do much practical works (...) The professors **in X are more like teaching the knowledge from the textbooks, or the format from the ppt presentation**. At the end, it doesn't matter. I can read the presentation at home. It doesn't help me to develop my thinking, the way I think, the way I structure my thoughts (SPTW, I1-4, DSA, 5, 12)*

The practicality and the embedded better knowledge in materials seemed to be emphasized. Due to the nature of some programmes and university policies in HEIs, teachers were given fixed curriculum and syllabi to follow and the course design of many instructors centres the textbook and the given answers. Yet, the use of only textbooks or slides provided by the publisher might not be considered an interesting way to learn. In IITL student's comment in excerpt 6.28 and a LC student's comment in excerpt 6.29 also illuminate the fact that some students registered an EMI course to learn knowledge and acquire capabilities. Instructors should pay attention to this learning goal.

In addition to teaching and learning that led to different experiences. Several students talked about teacher's good qualities and characteristics, of some can help students in certain areas. Both Taiwanese and IITL students also valued the friendship or friendly quality an instructor possesses and this can be seen in the following excerpts when TW2, TW4 and SPTW gave examples during the interactions with their teachers.

Excerpt 6.30.

He is Taiwanese. I have to say he likes to talk with the students after the class (...) I visited him a lot after the school or 6 o'clock or something. Some of them would say they are friends with him (TW2, I1-4, DSA, 7).

Excerpt 6.31.

He influenced me a lot because he was not just a teacher, he was also a friend. And through sharing moments together as well, like in class and outside the class, we, he made me realize many things, probably made me grow up a bit some way, and getting mature in some aspects (TW4, I1-4, DSA, 5).

Excerpt 6.32.

She is a good teacher because she cares about the students (SPTW, I1-4, DSA, 2).

In excerpt 6.30, 6.31 and 6.32, we know students enjoyed it when instructors cared about them. The friendship between students and teachers gave good student experiences. In addition to teacher's quality, TW4's comment also shows that some students might expect more than just teaching from a teacher.

As the knowledge based that was already discussed in excerpt 6.22, 6.29, and 6.31, some students chose an EMI course for their interest in content knowledge (real world business knowledge), different ideas (students' and teachers' experiences) and other capabilities that an EMI course could create. In cases of excerpt 6.33 and 6.34, TW4's and TW2's comments seem to illustrate teaching styles of some teachers in Taiwanese HEIs failed this expectation.

Excerpt 6.33.

*And sometimes, **just think outside the box**, don't try to be so **stuck up with the textbooks**, and **try to teach your own way**...The Taiwanese teachers should try to understand one thing is that sometimes they don't **let the students express themselves** as whenever you got a quiz or test, the answer has to be pretty much what the teacher tells you. But sometimes, you can have a **good answer** that is good to you but not the one (TW4, I1-4, DSA, 8)*

Excerpt 6.34.

*Not only just teaches something in the class, **he would like to share his experience and like to combine the theories to the practical to the reality**, so we can **get a lot of information, like really related to the real business world** (TW2, I1-4, DSA, 7)*

From Excerpt 6.33 and 6.34, rather than teaching from textbook or giving a fixed answer, teachers who allowed students to express opinions and teach with his experiences and can relate theories to real-world situations gave students good learning experiences.

c) English Capacity & Language Gap

Insufficient language proficiency, whether of instructor or student, can impede the quality of curriculum implementation and course understanding. As oppose to TEFL or EFL, EMI subject teachers in non-native countries may be professional in their subject but not in English. As pointed out in some studies (Colement, 2006; Kym & Kym, 2014; Vinke et al., 1998; Vu & Burns, 2014; Wilkinson, 2005), lecturers' language proficiency can be an issue in successful EMI implementation. No significant English requirement is set in EMI programme agenda in Taiwan to regulate the instructors' language proficiency. English capacity is not a problem for native instructors, yet as non-native speakers, many of these subject-content teachers may struggle with their limited English or other language-related issues to make their class understood.

Teacher's English & accent-Language fluency of teacher or student can affect the learning experience of the whole class. Students seemed to understand N instructor's classes more and could learn more. In students' opinions, half of the instructors in Taiwanese HEIs did not seem to have good English capacity. TW1 and TW2 expressed such opinion in the following excerpts:

Excerpt 6.35.

*I am honest. **Some professors don't speak English very well.** Maybe XX couldn't hire professors whose are professional in mathematics, who can speak English at the same time. **Some of my instructors are native and some are not. I understood more in native speaker's class** (TW1, I1-2, DSA, 4)*

Excerpt 6.36.

*I would say 50 % [of EMI satisfaction] from the course is that we really had some **tutors and professors who were good in English**, both English and their professions (...) **we can learn a lot.** But vice versa, the other 50% comes from those who aren't really good in English, and the **ability, capability of their profession is just like so-so** (...) English is a must (TW2, I1-2, DSA, 5 & 9)*

In Excerpt 6.36, students were more satisfied with course quality if the instructor's English was up to a par. As in excerpt 6.35 and 6.36, class satisfaction was closely related to instructor's English proficiency and professionalism. Instructors with better English capacity may be able to deliver the knowledge and give examples properly. TW1 in excerpt 6.37 continues to pinpoint the accent of some instructors the underlying reason that students could not understand and communicate with:

Excerpt 6.37.

*It can be a problem (...) **With strong Taiwanese accents**, nobody knows what the teachers were talking about (...) Most of time, the accents matter because **Taiwanese and foreigners cannot communicate** (TW1, I1-2, DSA, 4 &10).*

Followed by instructor's English issue, the need for instructor's good English to deliver a good class seems to be exemplified in TW2's and TW4's comments in excerpt 6.36 and 6.37 and as well as SPTW's comment in excerpt 6.38:

Excerpt 6.38.

*The [Taiwanese] professors **don't have the ability to speak in English and manage the class** (...) It's not about the proficiency, or how good their*

*English would be, it's about being able to **use it to speak and to manage a conversation**. The way they conduct their class and **the way they express themselves**. Because I think it's also about how they learned English (SPTW, I1-2, DSA, 5).*

From excerpt 6.38, we can know that some issues may exist in some LC instructors' way of expressing himself in English. As SPTW, TW3 and TW4 also explained the content knowledge of some subjects was not covered well due to lack of good English instruction or strong accents in excerpt 6.39 and 6.40.

Excerpt 6.39.

*I remember his English simply isn't good at all or maybe my English wasn't good, **I couldn't really understand what he tried to explain to us**, especially Calculus, you know you need methods to do the calculations (TW3, I1-2, DSA, 7)*

Excerpt 6.40.

*Fortunately not all my instructors are Taiwanese. **We have multiple American teachers** in the 4 years. There were also some instructors who have **great accent**. There were also some instructors who have great accent. And, K, even though he is from the Philippines, he has very **good English**. I was able to learn from them (TW4, I1-2, DSA, 6)*

In Excerpt 6.40, the content result due to instructor's accents or English proficiency seemed to be counteracted by other native teachers in the programmes. From excerpts 6.37 to 6.39 we can know that how important quality instruction English should be for students' good learning experiences. There were both native and non-native instructors but students tended to understand and progress better in good English setting.

Class instruction & content delivery-As can be perceived by SPTW in excerpt 6.38, LC teachers' English and lecturing style can be related to how they learned. However, content learning does not lie in English capacity of teachers but an appropriate class instruction that can be seen in TW1's in excerpt 6.41:

Excerpt 6.41.

*A little bit accent doesn't matter. If they **made and constructed the slides and examples better and neater**, even if we could not understand what the instructors were saying, at least we could **understand from the slides** (TW1, I1-4, DSA, 10)*

In excerpt 6.41, we know having a structured lesson with help of other materials such as slides can compensate instructor's insufficient English proficiency. In TW2's comment in excerpt 6.42, communicating the rules that guide students for better learning is also effective.

Excerpt 6.42.

*I think they really need to **draft out a really clear guideline** or instructions and to **be more patient** of teaching students to how to follow the instructions. And I think that is the biggest problem. I don't think students are stupid, **they just don't know how to follow the rules** (TW2, I1-4, DSA, 9)*

Different opinions between LC & ITL students- Different opinions exist between LC and ITL students. Students have different opinions about the same teacher's English capacity for content teaching and learning. Followed by the aforementioned teacher's English and accent in excerpt 6.37, LC students were more critical to teacher's English fluency while ITL students often thought teacher's general English capability was good enough for their content learning. As stated by the international student TW4:

Excerpt 6.43.

Most of them did [meet my expectations] when it comes to the content and level of fluency the teachers had (TW4, I1-2, DSA, 2)

d) Non-native Teachers

In Ma's TESOL research (2014), the advantages of learning from local teachers are teacher's knowledge about students' L1, students' learning difficulties and students' ease experience in understanding the teacher's teaching and communication while the advantages from English native teachers come from the reverse. Local non-native teachers have a disposition and an understanding of possible difficulties local students may have and they often tackle the problems.

Local teachers may be more compassionate and patient with students' mistakes. Students seek understanding. However, it can be a fallacy that LC teachers are often said to be more patient and understanding of students' difficulties. In our result finding, however, we actually found that the compassion and understanding to students' learning difficulties are not only limited to non-native teachers. Students can perceive different

attitudes and class conducts of LC and ITL instructors that lead to good or bad learning experiences. This can be seen in the cases of SPTW's comments on three teachers, two LC and one native in excerpt 6.44:

Excerpt 6.44.

*I have a really good **relationship with Chiu**. She is Taiwanese. I think **she is a mentor** to me (...) His English name is Frank. He is super racist. **He did some racist talks about students which I don't really agree. He does prefer some students apart from others. That's like a lot. He has his preferences and shows them in the class.** Alex got fired in the end. Actually I got into a lot of fights with him about **'America is the best country in the world'**. Kinda, it's not like he said that, he said something like, **'America is the best.'** And **'Taiwan is nothing,'** which I think is ridiculous. And also he said something like, he has strong opinion about **[that] I don't have an English name** (SPTW, I1-5, DSA, 6&9)*

Also from excerpt 6.44, we also know that some N teachers in Taiwanese HEIs showed personal preferences that caused negative feelings such as racism. Taiwanese students seemed to be forced to have westernized names under some N teachers' request and as a result, students without westernized names were picked on. In contrast to LC SPTW's comment, a LC instructor was considered narrow-minded when her way of teaching or the way of presenting ideas differ from students' in TW4's comment in excerpt 6.45:

Excerpt 6.45.

*She is Taiwanese. **Why my opinion that she was a bad instructor was because she was very narrow-minded. She would, I had a couple of arguments with her, the way I was thinking. Things were very different from her. For example, for me, she has weird weird way of thinking, have a big exam. I really don't like her way of thinking, and she was treating us like we were child children, and I really didn't like it because when I started the XX programme, everybody else, everyone was like 18, 19, I was already 25 and I thought I didn't have to be treated like a child*** (TW4, I1-4, DSA, 2)

From excerpt 6.45, we also know EMI students came from very different backgrounds and the same way of teaching in Taiwanese education may not work for ITL crowds. In addition to non-native effect from teachers, TW1 gave examples about an NN local instructor and an N instructor in excerpt 6.46:

Excerpt 6.46.

*Instructors whose English is not good were not proud and self-conscious when we asked them questions. They tend to be **more patient**. That makes me feel better*

(...) Peter is from America as I remember. Actually because **he is nice**. He is **not racist**. Alex is a little bit racist. Like, when we Taiwanese or South Asian speak English, Peter **would not judge us**. He would ask us **to speak again**. He would try to understand. He would not just say 'You speak poor English. I don't understand you, so I would not care about you.' He was not like that. He was very passionate and patient. He is very tolerant (...) The others are students. They are from Europe and America. Maybe it's a bit about culture difference. **They are not humble. I mean they think they are right even when they weren't**. They think they are right. And they laugh at Taiwanese who doesn't speak English. Even foreign students who are not native speaker but speak English properly also laugh at Taiwanese students. I don't know why (TW1, I1-2, DSA, 2&6&10)

From excerpt 6.46, TW1 also mentioned the different class attitudes due to different cultural background or upbringing. From excerpt 6.44, 6.45 and 6.46, we know teacher's country of origin is not the reason that the classes were good but teachers' positive qualities. Patience, tolerance and compassion are essential qualities that were stressed by students. We also know that no non-native effect from teachers exists but the intention to design a course and class conducts that incorporates students' feeling and good experiences.

e) The use of Local language

Code-switching (Chuang, 2015; Huang, 2012; Sahan et al., 2021) was recommended technique for native students to understand better. Like those English spoken countries, only students who have achieved the required English entry level are accepted to the EMI programmes, but very often the levels vary in schools and departments. Some non-native students with lower English proficiency may feel stifled to proceed in their learning when non-native teachers may have different English phrasing and differentiated presentation of information in English. Some instructors adopted direction translation into local language in class to adapt to students' varied English fluency while some programmes in Taiwan offer the same course in LC language or additional tutorials in LC language for LC students who could not understand the content in EMI to study it again. Extra course and administration in local language can make it easier for LC students to proceed, and likewise ITL students can also have the

chance to improve the local language. TW3 expressed the need in excerpt 6.47 for translation and this kind of course in local language:

Excerpt 6.47.

*Normally, if we don't understand what the instructors were saying, we say 'Professor, could you please **explain it in Mandarin** again?' So the instructor taught it again in Mandarin. Or, we asked him **again during break in Mandarin** (...) In **TA class, they spoke mandarin in Chinese class**. So even [if] we didn't understand what the instructors were saying in the English class, in TA's class we should understand like the concepts we should learn. **I know the school X requests the TAs speak English**, but in reality, they didn't. The TAs speaks Mandarin. For **us, it is better** that the TAs do not speak English (TW1, I1-2, DSA, 10)*

From excerpt 6.47, we see the LC students' dependence on local language to learn and some LC students need the content to be taught in LC language to understand better. Followed by LC students' dependence on local language, from TW3's comment in the excerpt 6.48, we know that the use of local language is inevitable when these EMI courses were in non-native countries:

Excerpt 6.48.

*When I was in X, there were **only Taiwanese in my class**, and that is **not very good** for us, I have to say. You know, whenever we see a chance or a Taiwanese sees a chance, **we always use Chinese or mother tongue all the time**, because it is just simply easier to express what you think, much effective (TW3, I1-2, DSA, 4)*

In excerpt 6.48, separating LC and ITL students was not a good policy for the purpose of international experience and cross-cultural communication and learning that are embedded in those international programmes as this may decrease students' motivation to use English. However, translation into local language' was perceived positively by LC students but negatively by ITL students in the case of excerpt 6.48 where TW4 expressed an encountered issue due to the level gap between students in the same course:

Excerpt 6.49.

*We had some level gap (...) Local teacher would **spend some time translating** for the students, which I think is **a pity**, because if you attend English programmes, you should be fluent enough to understand what the teacher says (TW4, I1-2, DSA, 2)*

In excerpt 6.49, we know LC and ITL students have different opinion of the use of local language in class. Not just for LC students who would switch to local language, content translation can be a waste of time in class and the overall learning efficacy of an international course with big number of ITL students under this approach is arguable. The effect of direct translation was also in doubt with ITL students and this can be seen in TW3's example during his study in another HEI abroad:

Excerpt 6.50.

*He used too many German **idioms**. He simply just **translated into English**. And that just didn't make any sense, and also to the German students, it's kind of strange to use German idioms into English all the time (TW3, I1-2, DSA, 7)*

In excerpt 6.50, direct translation does not work when many idioms are used. The adaptation for LC students did not seem to be a good strategy in EMI courses that are truly internationalized with intake of both LC and ITL students.

f) English Enhancement as a result of international interactions

The integration of both local and foreign students should be core to EMI programmes in HEIs that aim at internationalization of their education, yet scarce studies can be found on the EMI programmes that focus more on the inter- or/and cross-cultural element and also the role of English as a communicative tool to teach and learn the content properly.

EMI as its name should be an interaction between local and international students and how interactions with participants from different national and cultural backgrounds can contribute to better education quality. In such cross-national and cross-border cooperation of international programmes, much intercultural learning is involved when multilingual and multicultural students come together, so being able to benefit from the diversity of the international classroom should be the purpose of such study programmes.

The cognitive influence (Meyer, 2010) of social interactions with students from other countries can enhance both LC and ITL students' learning. Learning motivation can be enhanced when there are interactions with students from other nationalities

(Huang, 2015). Students' English enhancement took place in the interactions with their peers and instructors of different nations or simply by English input and output. To use English in different circumstances gave students opportunities to improve.

The purpose and setting of those EMI programmes were not to improve students' English but to improve students' knowledge and skills in a professional manner. Students' general English capabilities improved with necessary vocabulary and technicality in fields. Followed the technicality setting rather than English of some courses and improving English with N teachers throughout the programme that was stated in excerpt 6.25 and 6.40, TW4 also gave his reason how familiarization of necessary vocabulary in EMI course setting enhances students' English in excerpt 6.51:

Excerpt 6.51.

*I do believe my English improved at the end of the course, especially my **accent**, and I also learned different kind **of vocabulary** I was not familiar with before. I think my **pronunciation** got better as well (TW4, I1-2, DSA, 3)*

From excerpt 6.40, UG students managed to improve their English from other English native teachers or EFL classes they took. As for general English improvement, however, we found from the interviews that NN students' English improvement was mostly a direct result of their interactions with other foreign classmates and the fact that they had to communicate in English in classes, rather than from instructors' lectures. This can be seen in the comments of TW1 and TW2 in the following excerpt:

Excerpt 6.52.

*I was satisfied. X met my expectation. We had to **read English notebooks, textbooks, we had to communicate with teachers in English and also with foreign students**, so actually just **my English daily life improved**, not my TOEIC and IELTS. My TOEIC and IELTS improved just a little bit. When XX has a department like X it doesn't just have **English teachers** [but] also **English students**, or students who speak English. If you are **with your friends 24 hours a day**, so for sure, your **English daily conversation**. And I think why XX has a course like X (TW1, I1-2, DSA, 5)*

*I improved my English simply by **communicating with foreigners**, just keeping **talking with them, sharing things with them, and interacting with them**. You gain something, you **explore your mind** (TW3, I1-2, DSA, 4)*

English Correction- Many LC students, as well as NN IFL students, joined an EMI programme to improve their English. Students want to be corrected not only for their misconceptions of field knowledge but also English mistakes. TW1 expressed her expectations in excerpt 6.53.

Excerpt 6.53.

Correct students' English as well. When we say something wrong, the instructor can say 'maybe you can say this and this.' Even for teachers who have strange accents, I want them to correct my grammar. Yes, I would like to be corrected in a polite way (TW1, I1-2, DSA, 9)

From excerpt 6.53, we know English correction should be taken into account in the course or class design in line with students' expectation for English improvement. Teachers with accent may still speak good English to correct students' mistakes.

Instructor's English Improved As part of internationalization studies, English of both students' and instructors' was enhanced. Both students and teachers adapt throughout the process. Instructors improved their English at the end of the course, or at least the instructors have found a way to make themselves and content delivery more understandable to students. This can be seen in the TW1's illustration in excerpt 6.54:

Excerpt 6.54.

In the beginning of the semester, our Taiwanese instructors' English pronunciation wasn't good, but at the end of the semester, their English was better that both local and foreign students could understand what they were teaching. Their English has improved. They had to prepare for the class. They had a chance to speak a lot English in the class. They also need to communicate with foreign students in English. That was why their English got better. The students learn from the professors and also professors learn from the students (TW1, I1-2, DSA, 10)

g) Desired Qualities of Instructors

Students were asked to recommend teachers from their experiences and described the pros and cons based on the teachers who gave them good or bad learning experiences. The following repeated qualities (key words from transcripts) were made to exemplify how classes can be designed and what stamina, attitudes and class conducts instructors can have to allow better learning experience. Whereas, the inappropriate qualities that

gave bad impression and bad experiences should also be avoided in the future class design.

Some key words from the texts about teachers with desired qualities:

Patient, passionate, tolerant, not racist, not judgmental, trying to understand, cheerful, positive, communication, a friend, charisma, open-minded, care, good story teller

Key words from the texts about teacher's professionalism:

Professional, fluent in English, really prepared for the class, knowledge for life, discussion, debate, broaden my mind, give students advice or suggestions, guide students, interaction, use time well

Followed the excerpts 6.30 to 6.32, the desired teacher's qualities can also be found in the descriptions and examples from the following excerpts. TW1, TW3 and TW4 gave illustrations of racism, compassion, tolerance, patience, charisma and open-mindedness that were mentioned in excerpt 6.55. Sometimes students need other attributes or extra benefits from an instructor such as giving advices that are useful to students' life, and this can be easily found in 'TW4's description.

Excerpt 6.55

*¹*Alex doesn't really like South Asians. Like when South-Asians who could not speak proper English. He would say 'I don't know what you are saying, so please stop.'* That is not what a good instructor should behave. Everyone could see that (TW1, I1-2, DSA, 7)

A was my leadership instructor when I was in Germany. First of all, he is a very cheerful teacher, he is always positive (TW3, I1-2, DSA, 5)

He was a very good instructor to me, because, hmmm, he wasn't just teaching my English, he was very influencing me on my choices. He, how to say that, kinda make me think about things I would never think about. He'd broadened my mind, and that was very very good (...) he influenced me a lot because he was not just a teacher, he was also a friend (...) I think charisma is something very important. When it comes down to be a good instructor and be knowledgeable and know what you are talking about, be sure about everything you are saying, and try to be as friendly as

¹ Asterisk * is used on examples by students about instructors who gave negative experiences.

*possible with the students, and listen to what they are saying and try to be **not so narrow-minded** in a way that you should **listen to students' opinion** and do not think you are always right. Even tough, you are a teacher, sometimes students have very good remarks or very good way of thinking that can probably change your point of view about certain things (TW4, I1-2, DSA, 4&7)*

The examples can be seen in three students' statements when students talked about teacher's qualities that seemed to be integral to students' good experiences. TW1 and TW2 gave examples about their bad class experiences from two NN LC teachers and their class descriptions in excerpt 6.56. As discussed earlier, teacher's poor **English proficiency** could result in bad class experience, and this can be seen in TW2's comment. Students need interactions with other students and also with teachers.

Excerpt 6.56.

****No one was listening to him.** He was in a foreign class, the students couldn't know what the teacher was talking about. He was **not really fluent in English.** I could say no one was listening to him. **He was in his small world.** He **didn't ask students to communicate with him** and he **didn't care** if the students were listening to him or not (...) Students were chatting, using their phones. **Students didn't think they had to respect this professor.** The professor showed that **he didn't really care** if the students were focusing in the class. That was why students were hiding in the back (TW1, I1-2, DSA, 8)*

She teaches Economics. She provided us a really really **boring course. Like just **reading the textbooks, no interactive,** so maybe really boring and wanna sleep. The slides were provided by the producer or something. **Everything she taught us is from the textbook,** and she **didn't have extra examples or information** for us. Really **seldom have interactive with us.** **English is a must** (...) She is **Taiwanese.** Her English is ordinary. 5-6 out of 10 for her English. Yes, **English is also the reason I don't like her class** (TW2, I1-2, DSA, 8&9)*

Followed by extra benefits teachers can bring to students in TW4's comment, TW2 also stressed the important of **insightful information** rather than textbooks. Components to involving students were preferable to students. For content design, having more **practical materials and good organization** that allow different voices in class and students to express themselves is crucial. The examples from TW2, TW3, and TW4 in the following excerpt 6.57 gave ideas on good class design, teaching style, and instruction that contributed to students' good class experiences:

Excerpt 6.57.

*A good example is that a good instructor has **the ability from their profession and really gives advice to the students**. Like I had a teacher called LH, and he teaches Strategic Management. And he would teach us what **is the logic and flaws of doing this subject**, like 1 2 3 4 5, and to **guide us the correct way**. That is the way I think, really good for a course. He was teaching and giving students some **opportunities to practice**, cos our lesson is a little different. It's like, we probably have just 1 lesson for a day, but it lasts 6 or 7 hours. The teachers **can use the time very well**. Like half the 7 hours, he/she can teach the course and half of the time, gives us something like, **works or to debate something**. After the debate or works, he would **give us advice or suggestion**. I am not sure, the professors I met all do like this (TW2, I1-2, DSA, 9)*

*Besides, he is a very **good story teller**. He illustrated his ideas and content in class **through stories**. He always, I can also tell that **he prepared a lot for his class**. He could **always bring so many things to the class** for us to learn. And also, he kept all **his assignments pretty flexible**, so we can either use his method to complete the assignment (TW3, I1-2, DSA, 5)*

***His teaching style is very free**. I mean, not very free, just like, he was trying to make us have **critical thinking and discussion with people, and be able to argue**, like try to defend yourself (...). A good lesson is also **not be too much content**. Students don't like lessons with too much content. If a lesson is full of content, they would have a headache after the end of the class and **would not memorize as much** as they should have (TW4, I1-2, DSA, 4 &8)*

Students were looking for things that they could not learn from textbooks. In excerpt 6.57, we know **group discussion and debates** were exercised by those EMI instructors who gave good experience. Extra information such as opportunities and advices was also mentioned in TW2's and TW3's comments. Nevertheless, instructors should be **knowledgeable and professional in the subjects** that he teaches.

In TW2's comment, class management has to be effective as a good teacher's professionalism. Classroom environment and size can affect learning and students' experiences. Excerpt 6.58 illustrates this effect from class size:

Excerpt 6.58.

*He was with foreign classes. He taught classes in **drama classroom**. The classroom was big, so he was like in front of the classroom and **everyone was really at the back of the classroom** (TW1, I1-2, DSA, 8)*

Instructors should also consider the environment and classroom size and its possible influence on teaching and learning in their class design and teaching strategies and how content can be delivered and understood more clearly even if the classroom is big. Better learning results can be generated by different rules in the case of TW5's comment in excerpt 6.59:

Excerpt 6.59.

*And during the class, **none of us were allowed to use cell phone.**
Every class, there was a quiz (TW5, I1-2, DSA, 2)*

TW5's comment also illustrates the importance of establishing class rules. Banning phones in class or application of quizzes can be established for better effect.

Nonetheless, preferred teacher's qualities were often related to student's beliefs about education that they are used and the cultural background that leads to different communication styles. The following excerpt 6.60 which illustrates two contrasting opinions from two students about the same teacher:

Excerpt 6.60.

Alex doesn't really like South Asians, like when South-Asians who could not speak proper English. He would say 'I don't know what you are saying, so please stop' (TW1, I1-2, DSA, 7)

Alex is American. He is a good teacher (...) He taught us the basic and fundamentals of international business. The knowledge helps us a lot to continue studying business major, especially during sophomore and junior years (TW5, I1-2, DSA, 2)

From excerpt 6.60, we know opinions about good and bad instructors are quite subjective. Despite the fluid opinions by different students, some common grounds can still be found in students' preferred teachers' qualities. Students need teachers who have high professionalism and English proficiency. In Taiwan some soft skills were also valued by students.

TABLE 6.3.2.2b. List of Desired Teacher's Qualities by EMI Students in Taiwan

<p>PROFESSIONAL SKILLS</p> <ul style="list-style-type: none">•Teaching of the logic and flaws of doing some subjects•A structured lesson plan and class implementation•Advising and guiding students to the correct ways•Time management•English proficiency•Classroom management•Engaging students (Critical thinking, debates)•Being well-prepared <p>SOFT SKILLS</p> <ul style="list-style-type: none">•Pleasant personality (patient, cheerful, caring, friendly, positive, kind, passionate, tolerant, understanding, open-minded, interesting, charismatic)•Being resourceful and a story teller•Flexibility

Based on students' past experiences, Table 6.3.2.2b summarizes the stated good teaching conducts and soft skills that students preferred from instructors. Teachers should come to the lesson well-prepared and this seems straight-forward but when the lesson was not delivered with a good structure and logic, students often had the impression that the teachers were not prepared or professional enough.

6.3.3. RESULTS FROM QUALITATIVE DATA. INTERVIEW WITH INSTRUCTORS (DATA SET C)

This section shows the conversational text results from HEI instructors in Data Set C. The two participants are university teachers who were recommended many times from the survey from PS by students, some from the same programme and some from different programmes.

Table 6.3.3a shows the basic information about the two informants from Taiwanese HEIs. They are non-native local instructors from business school. Two

female EMI instructors in their forties, teaching business subjects of Accounting, Marketing, Economics, Financial Management in both private and national universities in Taiwan. Table 6.3.3b shows the codes of Data Set C.

The result analysis shows that EMI programmes and courses were popular in Taiwan. Whether the programme design was a result of internationalization and localization was discussed. Issues regard LC and IITL students, student’s English proficiency and content learning and teacher teaching design, teacher’s class design and teaching strategy.

TABLE 6.3.3a. Participant Instructor Information from Interview 2/S1

Informant	WANG	CHIU
Gender	Female	Female
LC/IITL	LC (NN)	LC (NN)
Subjects Taught	Marketing, Economics, Accounting, Financial Management, English	Accounting, Cost Accounting, Financial Management
Qualifications	TOEFL, Business Master from the UK	Master Accounting from the USA, Accounting PhD from Taiwan
Experiences	English teaching experience (20y), EMI experience (8y)	EMI experience (11y)
Recommended Frequency by Ss	7	4

The following table (Table 6.3.3b) aims to provide a broad view of elements that were repeated in each theme and topic under categories of ‘EMI Issues’, ‘EMI Qualification’, and ‘Class Design’.

‘EMI Issues’ contains themes of ‘Local and International Students’, ‘Student’s Learning’, and ‘English Environment’. ‘EMI Qualification’ contains ‘Qualifications and Experiences’, and ‘EMI Training’. ‘Class Design’ contains ‘Culture Learning’.. These themes will be presented in the following sections.

TABLE 6.3.3b. Data C Data Coding and Categories

CATEGORIES	THEMES	SUBTHEMES
EMI issues	Local & International Students	Student's English Competence/ Use of Local Language
	Student's Learning	
	English Environment	Internationalization & Localization
EMI Qualification	Qualifications & Experiences	HEIs
	EMI Training	HEIs
Class Design	Culture Learning	Class Design & Teaching Strategy

a) EMI programmes are popular in Taiwan

The internationalization of educational programmes in Taiwan is a national aim. The government's support in funding to improve teaching quality is common. Not just the popularity of programmes taught in English, teachers in Taiwan are all interested in teaching content more effectively in English. CHIU's comment illuminated this aspect in excerpt 6.61:

Excerpt 6.61.

*All the teachers are interested in this topic. They want to learn how to teach in English. I learn more about (1) (care about) how to teach EMI courses, so-
The government even will give some money for school to hold this kind of seminars (CHIU, I2-1, DSC, 24)*

I think our school, like (1), because you know, our school, actually Taiwan, this are, maybe our government really cares about (.) the English ability of students right now, and we really care about [care about] international cooperation RIGHT NOW, so the government really support the universities to have this kind of design for EMI courses (CHIU, I2-1, DSC, 28)

From excerpt 6.61, we know Taiwanese government cares about international cooperation and LC students' English ability and gives active support to HEIs. Despite the active support from the government and the whole national interest, there was no

English requirement when some instructors were hired to teach EMI courses as can be seen in cases both instructors WANG and CHIU in excerpt 6.62:

Excerpt 6.62.

*But for the first post in Taiwan, they asked me **to give a demo in English** during the **interview**. I taught Accounting for 15 minutes. **I just showed how I would teach a lesson** and how my class would look like. The three interviewers saw it and then I was told that I got the job (WANG, I2-1, DSC, 12)*

*Requirement? We have to (.) **TEACH in advance**. [Teaching in advance] (CHIU, I2-1, DSC, 60)*

In excerpt 6.62, instructors did English teaching demonstration in the job interviews to demonstrate their class design and teaching skills before they were hired to teach EMI courses.

Many EMI instructors in Taiwan did not have any training on how to teach subjects in English, and many of them were expected to be ready by themselves. Some teachers attended workshops which were held by EFL teachers and exchanged information and experience in workshops and seminars. CHIU and WANG did not have EMI training but were hired for that they had taught subjects in English before. This can be seen in the excerpt 6.63:

Excerpt 6.63.

***No. Actually NO [NO training].** I was just **learning it by myself**. Oh, OK. No. It's like at least 4 or 5 times (.) during a semester. I **attended the seminar** when I was just very new? Ok? [...] In the beginning I was attending a lot? like probably around 4-6 times for a semester. It's like a workshop **someone would share experience. We ask questions** and we share with each other what kind of difficulties we face when we are teaching in English, and (.) maybe we'll say,(.) in the beginning of the CLASS, you can share what kind of activities you can DO (CHIU, I2-1, DSC, 20)*

Teachers with business knowledge and have English qualifications were hired to teach EMI courses. In excerpt 6.63, CHIU went to workshops and seminars, in which she was able to ask questions and learn from the shared experiences with other EMI instructors. In excerpt 6.64, WANG also talked about what criteria she was hired to teacher:

Excerpt 6.64.

*I took **TOEFL**, (.) teaching English as a foreign language and **I have been an English teacher for-(1) very long time BEFORE** I started teaching business in English. I have been **an English teacher** for about (.) 20 years or so (...) **I didn't have any experience of teaching business in English before this post**, and I learned Accounting and Economics long time ago when I was in college...I have been an English teacher and **I came back from Britain**. One of my master degrees is International business. I think I did a very good job with my teaching (.) de:mo. For me, I am a qualified (.) **high school English** teacher and I know how to conduct a lesson in English. It's easy for me (WANG, I2-1, DSC, 10&14&16)*

WANG got a master's degree in Britain and has taught English before teaching other content subjects in EMI. From excerpts 6.62 to 6.64, we know how EMI teachers were hired and the missing ICLHE training in those HEIs in Taiwan. Instructors had to be ready and assumed to be able to teach after being hired.

b) Internationalization, Localization or Cross-Culture Learning

Using English as an instruction method to internationalize the LC students is obvious and Taiwanese government is creating an English environment to improve students' general English ability and also to prepare students for future studies abroad. Some faculties are more prone to EMI programmes than others. Business department is often the EMI design focus and this can be seen in CHIU comment in excerpt 6.65:

Excerpt 6.65.

*I think WE-(.) er (.)'re **trying to give them the environment, the [environment] for learning languages**. Because we think language-the environment of learning languages is every important. While we are creating the environment for students, they can be, (.) er, be **FAMILIAR** with this kind of environment. Because most of them, in their last ↑year, they need to **study abroad** (...) But for the students (.) whose major is like **Engineering**, or like in other area, not business area, er (.) their English is usually not so good. I don't know why. So, **SCHOOL TRIES to have this kind of EMI [EMI] courses in different areas**. However, it turns out, right now **only business school**, and we have another school called (.) internatio:na:l s:chool. International school, we have these two schools,(.) we have EMI courses. So, (.) I think the government is thinking about **business areas** (CHIU, I2-1, DSC, 28&32)*

Using the programme to help students familiarize the international setting is government's aim. From excerpt 6.65, we know not every school department or major succeeded in the process of internationalization except business school. The integration of LC and ITL students to create an environment that promotes cross-cultural communication can also be seen in WANG's comment in excerpt 6.66:

Excerpt 6.66.

*But for me, I think it is important for students to learn **different perspectives**. There are **foreign students and local students**, and they should **learn from each other** (...) We got to express ourselves. I know there must be some pressure, BUT students will get used to it class after class. It will become **NATURAL** for them to **speak up**. That is what I want. Chinese culture, (urgh) (.) [**under Chinese culture**], **students are often too quiet**. That's a shame. **Foreigners don't understand us enough**. Not just westerners, **Chinese have great ideas too, but they have to learn to express it** (WANG, I2-1, DSC, 31&53)*

LC and ITL students can learn from each other in such created international environment. From her opinion, such internationalized programmes can also counteract local culture effect. WANG's comment illustrated this international cooperation and cross-cultural learning, also for the local people and culture more understood by others.

c) EMI Challenges

Student's Content English & English Proficiency-Student's English gap takes place due to different backgrounds, low-esteem (Lueg & Lueg, 2015) or simply an influence of culture or national education. Students' inexperience can result in inability to understand content knowledge.

Some EMI instructors seemed think the western knowledge should be learned in an international language and this can be seen in CHUI's opinion in excerpt 6.67:

Excerpt 6.67.

*Most of the business (.) actually-from myself, you know, the one like **Accounting** is from the UNITED STATES. So if (.) you can **use English to learn these subjects**, it's actually **easier** for students to **learn the TERMS**. (1.5) Even though school courses are not EMI courses, like courses in >Chinese<, they will also use the **English text books**. So English is actually a very **important international language**. Not only-[not only] for students, especially for business school students, (.) it's very important ((CHUI, I2-1, DSC, 28)*

In excerpt 6.67, we also know that some LC teachers also think English an important international language and terms in certain fields would be learnt better in English.

On the initial stage, courses taught in English might take some time for students to get used to but LC students improved their English by doing presentations in English and using English in class. Some subjects do help students improve English and expressions while terms were learned. Students benefited from the presentation practice to improve their English speaking and also the necessary terms and skill to express themselves. CHIU's comment expressed this class design component:

Excerpt 6.68.

*In the beginning (.) if they never had EMI course ↑before, it's kinda **hard for them to understand**, because there are also **some professional terms**. ER (.) but I think, after 1 year, after 1 year of training, they would **get used to it (...)** There aren't many times you can do the **presentation** or ↑speak, but after, when they are in their second year, sophomore, they have to do more presentations, (.) they kind of **get used to using English in courses**, so (.) they really improved a lot (CHIU, I2-1, DSC, 36&38)*

Successful EMI class lies in proper student's English proficiency. The English entry requirement was exercised in those EMI programmes in Taiwan for certain English proficiency is necessary to understand those courses smoothly in the case of excerpt 6.68:

Excerpt 6.68.

*I don't think that [having good English proficiency] MATTERS THAT MUCH. But of course, **they cannot have very poor English**. I think my way of teaching also **benefits** those who- er (.) [who] have **weak English capability**. They **practice speaking and listening** a lot (WANG, I2-1, DSC, 69)
(WANG, I2-1, DSC, 69)*

WANG incorporated English in her class design to help LC students for their English improvement. From excerpt 6.68, we also find that instructor can exercise certain design that lowers effect from students' lack proper English proficiency.

Socio-psychological Influence- Nevertheless, from CHIU's comment in excerpt 6.69, students have average high English capability, but some lower-esteem students

could not learn well due to their wrong perceptions about themselves and students could not understand only because of their lack of confidence:

Excerpt 6.69.

*I think **their capability is PRETTY GOOD** (...) I think in the first year, they are shy? They are kind of **afraid? of speaking**. And, er(.)Because the design of our freshman courses are like Accounting, Economics (...) I think it [English] is important. (1.5) Because I think there are some students, their English proficiency is not good? so **they kind of, feels like they always don't understand**. They are not **CONFIDENT** about **what they listen**[listen]. They **always feel** that they are not doing enough (CHIU, I2-1, DSC, 36&38&44)*

Local culture can affect students' learning and LC students can behave in certain way in class due to local cultural influence. This local influence of LC student was perceived by CHIU as well as WANG when she expressed something similar in excerpt 6.70:

Excerpt 6.70.

***Chinese students are super quiet in class. I think they are worried about losing face**. Some French students make English mistakes but they are **no:t afraid of speaking up** (WANG, I2-5, DSC, 1)*

Varied Local & International Students- Obedience and teacher-oriented teaching and learning rather than independence or risk-taking were the products of Confucianism in some cultures in Asia. In Japan (Bradford, 2016), Korea (Lee, 2014; Martínez, 2016), Taiwan (Huang, 2015) and Spain (Dafouz & Camacho-Miñano, 2016: 4), students are often passive and do not interact in class.

Similar to 'culture of learning (Cortazzi & Jin, 1996; Bradford, 2016; Kim et al., 2014)' that was found in the past in China, Japan and Korea, students in those Taiwanese HEIs act in certain ways in classes as well. Both WANG and CHIU have found students' varied behaviours and learning approaches due to varied cultures and mentalities.

Followed by the local culture influence discussed in excerpt 6.69 and 6.70, some cultural elements were discussed. Culture plays an important role in student's class behavior and Western students behave differently from local Taiwanese students. There

was a perceived difference in learning behaviours between students from the Eastern, such as China and Eastern Asia, and students from the Western, such as the USA and Canada. In excerpt 6.71, WANG and CHIU discussed student behaviours from different nations and their possible effects:

Excerpt 6.71.

*Students from **China or some Eastern Asian countries** (.) don't speak proper ↓English and **Chinese students are super quiet in class. I think they are worried about losing face.** Some **French** students make English mistakes but they are **no:t afraid of speaking up.** I found some **Russian** students super quiet too. They also skipped classes a lot. I am not sure about their English capacity because they often said nothing even when they were requested to say something. Well (.) **Canadian** students, of course, speak perfect English. Er (.) **Peruvian** students speak ok English, but they seemed to struggle in learning content. Math seems a bit hard for some of them (WANG, I2-5, DSC, 1)*

*It's quite different. **Only for local students. Most of the international students are much more (.) open.** And (.) They are **much more willing to share.** >Of course< they are international students from **Western countries.** Right now, we also have some international students from **Indonesia, like Thailand or Japan. They are also shy.** So, I think, West-Western is like, eastern is much more shy (CHIU, I2-5, DSC, 40)*

Different patterns of culture and mentality can be observed in this study as well. LC students were relatively quieter than IITL students. Students from the West are said to be more open and expressive. Western students are more willing to ask questions and interact with others in class. Taiwanese students are quiet. Both instructors talked about the difference between LC and IITL students regarding their class behaviours.

The culture effect does not come one way. International students changed their attitudes and sat quiet in class like the local students did in the Japanese case (Bradford, 2016, p. 345). From WANG's comment in excerpt 6.72, LC and IITL can affect each other:

Excerpt 6.72.

*Yeab, of course. **Local students** are generally **quieter.** (1.5) But I have to say, **international students change their attitudes** after staying with us for a few semesters. I mean, I found some active American students quiet too. The talkative French stop answering questions too. I THINK they are **affected by local Taiwanese students** (WANG, I2-5, DSC, 1)*

More Speaking and Listening, Less Writing- Followed by excerpt 6.68, in the EMI classroom setting, Students improved English listening, speaking and reading but not very much in writing. Both CHIU's and WANT's comments mentioned the improved presentation skills. From excerpt 6.73, class design and class components seemed to promote certain English skills to others:

Excerpt 6.73.

*Their listening improves. I think the **writing practice may not be so much** in my courses. I am not sure about other classes. And also their presentation skills? also improved a lot. Using, to **use English to do the presentation**, so I think especially their **LISTENING and SPEAKING** abilities are improving (CHIU, I2-1, DSC, 36)*

No EMI trainings-As already discussed earlier in excerpt 6.63 and 6.64, no EMI training was given to teachers. Teachers can attend workshops and seminars held by EFL teachers to learn, communicate and exchange ideas to tackle issues related to teaching courses in English, and this is often done in the beginning of a teacher's EMI teaching career. Depending on HIEs or the programme design, some teachers learned by watching some videos or auditing in other teacher's classes. Teachers' self-learning and workshop experiences can be seen in excerpt 6.74:

Excerpt 6.74.

*Ya. Sometimes I would **watch the videos**, like for example, there are some online ↑courses. I watch the courses and see how they teach, and I learn how to teach. Because I am< in XX, XX we have **several seminars**, like teachers would **share experience**, like, on **how to teach foreign students** or **how to teach English(...)** Mainly this kind of **workshops** are held by (1) **foreign language centre** in X, so there are[there are][there are] some foreigners, they are in their native English, so I think that's why they are hired by **XX to teach English to students** (CHIU, I2-1, DSC, 16&26)*

*I got to **sit in some teachers' classes** to see how they teach certain subjects too (WANG, I2-1, DSC, 12)*

EMI qualities were checked by the student evaluation at the end of the course and this can be seen in WANG's comment in excerpt:

Excerpt 6.75.

*At the end of course in the 2nd (.) school,(.) they had **a meeting with students** to know their opinions. **Their feedbacks** about the class? Hum (.) For the first school, the one (that they conduct research about), there wasn't anything.*

*In Both schools, there is **class evaluation** for SURE (WANG, I2-1, DSC, 28)*

Communication of EMI objectives seemed to be missing for both teacher and an students. There was course evaluation but schools did not communicate their EMI objectives with students in the beginning of the course.

Despite the fact that these instructors did not receive any EMI teaching training, they were recommended by students many times. Their course designs are worth investigating for practitioners to know how lessons were planned to give students good reflections.

d) Class Design

The followings are the briefs of the two informants in terms of their incorporated content components in lesson plan and class design, and their specifications. The brackets are the exchange number from the transcript.

Both WANG and CHIU applied various materials and dynamic activities such as group discussions, presentation, video-watching and posing questions at the end of the chapter to engage students. Textbooks and slides were adopted but the focus was pressed in student interactions and participation. More details can be seen in the following excerpts 6.76 and 6.77:

Excerpt 6.76. Wang (WANG, I2-5&6, DSC):

*Usually, I put students from **different nations in 1 group. I give a topic. Sometimes, we watch a ted talk or a short video about some issues first and I ask them some questions. They are given 3-5, sometimes 10 minutes to talk about their opinions? Sometimes, I ask 1 representative from each group to give a summary of every student's opinion. SOMETIMES I ASK 2. Before they tell me about their opinions, I go to each group to listen and propose extra questions. Sometimes I hear something wrong- (2) something wrong, I correct it. I hear something unclear I ask for clarification. This is quite important because local students often speak to each other in Chinese in private. I need to make sure they don't do that. At the same time, some students are QUIET and passive. I push him (.) or her to talk a bit more (47) I do most of the talk for undergraduate classes but I may assign each chapter to different groups for***

postgraduate courses. There is **more content for undergraduate** classes but more to the point and a simplified version for postgraduate classes (...) After **ppt**, I ask some **questions about the chapter** and put them in groups for **group discussion and brainstorming**. THEN the representative tells the whole class their opinion. **I MAKE SURE students are in different GROUP** each time and different representative talks. Depending on the day, there maybe **group (.) presentation** on the related topic. I encourage students from °other° teams to ask questions. I mean, other teams should ask (.) the presenting team some questions. And I ask **QUESTIONS** and **give feedback** at the end of the presentation myself (51) I play **games** too. **I play games** too. I think **group discussion and presentation** are essential. Group discussion is a way for them to **learn from each other, different opinion** (...) I actually design the topics with some important issues from the **textbooks**, so by doing it and getting ready for presentation, they have to **research**. I think they learn more this way. **Learning by doing** (61)

As we can see, WANG mentions a wide variety of tasks/resources she uses in the classroom (video watching-Ted Talk; 3-10 min Group discussion; games; debates; Brainstorming; presentations, posing questions at the end of book chapters). She also provides examples of teaching objectives/actions (Encouraging interactions, correcting student's misconceptions, providing feedbacks & clarification, encouraging students to take turns when presenting group conclusion). Other comments that are worth mentioning relates to her interest in getting students to communicate only in the target language and to her need to design different types of lessons for undergraduate and postgraduate students.

Followed by WANG's, we can see CHIU also mentioned a wide variety of tasks/resources she uses in the classroom (Kahoot; video watching; Business Week & Wall Street journals; discussions; posing questions and problem solving at the end of book) in excerpt 6.77:

Excerpt 6.77. CHIU (CHIU, I2-5&6, DSC):

*I think the important thing is in Accounting, I always use some of the- **creative tools?** like **Kahoot, some of interesting ways and creative teaching methods** for them to understand the ↑topic. And sometimes I let them **watch some videos(.)** er (.) I also let them **read the news** together. I also let them do the **exercise and the PROBLEM from the text book**, and that includes group discussion. So, I also (.),[I also like] basically most of my courses are (.) EMI courses, so I think it is very important that I cannot just stand there and teach, talk. If I do that, the result would be very bad. I think the best way is I have the **students***

participate in the class, so like for example, do the group discussion, ah (.) let them do the kahoot, let them watch a video together, discuss questions together would be much more helpful (44) The way I use is, I would just, I would ask them to come talk to me privately, and I us(h)e Ch(h)inese to explain to them (46) I would find some their seniors (.) who are good at Accounting. They use the language they are familiar to help th(h)em. Normally I do that [48] I always want to make sure students understand what I am talking about, so I teach openly. I would (.) go, [I would go] care about the student individually. AND, I WOULD SPEND MORE TIME EXPLAINING TO THEM. TO KNOW WHAT'S THEIR SPECIFIC QUESTIONS. Is it because they don't understand the MATERIAL or they don't understand (.) English? Because I teach them in English, because of language problem? I would always try to understand what their ma:in problem is and try to help them (72)

CHIU also uses current events related to course. Other comments that are also worth mentioning is that she applies interesting materials to get student involvement. Whenever there are issues regarding to student's content understanding because of English, She uses local language to explain to students in private, asking seniors to help NN ITL students in their language, taking individual differences into account, understanding and being helpful to students' real problems.

Both WANG and CHIU care about students and pay attention to student differences and try to make sure students understand the content. Different strategies were adopted: when WANG incorporated English in her lesson plan, CHIU prefers to do direct translation for LC students in class or during breaks. WANG also incorporates cultural learning element in her design by the technique of communications and interactions between LC and ITL students in excerpt 6.78:

Excerpt 6.78. Wang (WANG, I2-5&6, DSC):

*As marketing specialists, we need to know how to market from and into different cultures, right? **People from different cultures have different mentalities.** I don't think you can **get it directly from the internet.** But when students talk to each other, when there is a **group discussion**, students learn more. **They can relate** more to the text book. At the same time, they get different opinions from students **of different national backgrounds.** **Foreign students** also learn more about **local students and local culture** (35) I only teach ↑courses in English. But for me, I think it is important for students to **learn different***

perspectives. There are foreign students and local students, and they should learn from each other (31).

From excerpt 6.78, WANG’s strategy also promote cross-Cultural learning, communication (students learning from each other) and development of skills for employability (e.g. presentation skill, team work). Foreign students can learn local cultures and LC students can learn ideas from different national backgrounds.

6.4. INTEGRATING RESULTS/TRIANGULATION

This section includes the interpretation of all the data included in this study: conversational texts from students and instructors in S1, Parts of individual Interview 1 and Individual Interview 2 (data Sets A and C). The section is organized according to the interpretations of such analyses that are organized on the basis of the theoretical framework taken from Chapter 4. This chapter will show the findings that are believed to be conjointly determining and decisive. The findings which were yielded by all data found in the interviews can suggest meaningful answers for RQ2. We understand EMI status in Taiwanese HEIs and what a quality EMI practice is according to the perspectives of students who took the course and the lecturers who designed and implemented the course.

Table 6.4 shows the themes first from the student informants and then examples of solutions and strategies from the instructor informants to tackle the issues. These will be discussed further in the following section:

TABLE 6.4. Cross-Themes between Students and Instructors

THEME	STUDENTS	INSTRUCTORS
EMI CHALLENGES	Native-effect (6)	
	Maybe XX couldn’t hire professors whose are professional in mathematics, who can speak English at the same time. Some of my instructors are native and some are not. I understood more in native speaker’s class (TW1, I1-2, DSA, 4)	I hear something unclear I ask for clarification. This is quite important because local students often speak to each other in Chinese in private. I need to make sure they don’t do that. At the same time, some students are QUIET and passive. I push him (.) or her to talk a bit more (WANG, I2-1, DSC, 47)
	It was actually a local teacher, hmm...the teacher	This is why I need them to summarize points and

	<p>would spend some time to translate for the students, which I think is kinda, it's a pity, because if you attend English programmes, you should be fluent enough to understand what the teacher said (TW4, I1-2, DSA, 2)</p>	<p>do group presentation. They have to do things by themselves to be able to relate. It is also more interesting, instead of me talking all the time (WANG, I2-1, DSC, 67) I remember once I asked some postgraduate students, 1 Canadian and 1 Peruvian to tell the class how to solve exercise question in Chinese. They used easy Chinese, the Chinese that they could manage. Local students gave reflections. And when local students did it other exercises in English, those native also gave feedbacks. With this practice, internationals also knew how uneasy it is to present something in their non-native language. Taiwanese students also felt more confident about their English (WANG, I2-1, DSC, 78)</p>
Cross-cultural Learning (10)		
	<p>It should have foreign students in the class, not just Sunday or a few classes only, because communicating with native speakers is very important. Actually you can know the world better, like know what South Americans are like, not just through the internet, you think maybe they are poor or something else (TW1, I1-2, DSA, 3)</p>	<p>I think this cross-cultural learning is super important. I enjoyed it myself when I was doing my- [when I was doing my] masters in Britain and we got to express ourselves. I know there must be some pressure, BUT students will get used to it class after class. It will become NATURAL for them to speak up. That is what I want. Chinese culture, (urgh) (.) [under Chinese culture], students are often too quiet. That's a shame. Foreigners don't understand us enough. Not just westerners, Chinese have great ideas too, but they have to learn to express it (WANG, I2-1, DSC, 53)</p>
Practicality of Learning Materials (4)		
	<p>And when it comes down to good lessons, the really downside of Taiwanese teachers is that they just stick to the textbook. And sometimes, just think outside the box, don't try to be so stocked up with the textbooks, and try to teach on your own way, not just follow the textbook, because it gets really boring. Hmm... that could be my advice for the Taiwanese teachers (TW4: 8)</p>	<p>In both schools, the text books are already decided. THE FIRST 1, there are exams at the end of the COURSE. They joined AACSB, you know, an international accreditation. Students from the same subject (.) do the same exam for their mid-term and final. The exams are unified. So we HAVE TO make sure students learn similar things. There are students who did the course in Chinese. But the exams are all in English (WANG, I2-1, DSC, 39)</p>
Racism (4)		
	<p>Like Alex, he doesn't really like South Asians. Like when South-Asians who could not speak proper English. He would say 'I don't know what you are saying, so please stop.' That is not what a good instructor should behave. Everyone could see that. The others are not from the instructors. The others are students. They are from Europe and America. Maybe it's a bit about culture difference. They are not humble. I mean they think they are right even when they weren't. They think they are right. And they laugh at Taiwanese who doesn't speak English. Even foreign students who are not native speaker but speak English properly also laugh at Taiwanese students. I don't know why (TW1, I1-2, DSA, 7)</p>	

6.4.1. EMI programmes are popular with students and teachers in Taiwan

EMI programmes are popular among students and teachers. The same English improvement request (Chang, 2010; Dalton-Puffer 2011; Huang, 2015; Jiang, Zhang & May, 2010) was also evident in this study with NN students. Many NN students from this study chose the EMI programme just for the purpose of improving their English, some without much subject matter and field knowledge that may result in difficulty in content learning in the beginning. This seemed to be why the students from this research have high expectation for instructor's English when they came for the motive and purpose of improving their English.

Students believed that through EMI courses and programmes, their job prospective can be improved with elements of HEI reputation, their enhanced English, insightful knowledge, acquired local Language, and most importantly the international experience that has enabled cross-cultural understanding and communication skills. Students chose an EMI programme for their future job prospective, and instructors' lessons that failed to promote students' learning needs and expectations were criticized. Students criticized teacher's English capacity (TW1, TW2, TW3, TW4, SPTW) as well as some other students' English competence (TW4) that all affected the course quality.

Non-native effect from students or teachers and cross-cultural learning are two important elements in good class designs that target the clear instruction and better understanding. The downside of teachers' instruction in Taiwan is that they stick to textbooks (TW1, TW2, TW4, SPTW) without other engaging activities. The level of practicality of teaching materials was low and teacher's attitudes were also marked down when racism and narrow-minded were perceived by LC N and N teachers. Some N teachers were said to be 'racists' (TW1, SPTW) and this strong teacher's person opinions and attitudes led to bad experiences.

Due to different purpose of English improvement and lingua franca, instructor's English fluency and accent were more marked down by LC students but did not matter very much for IITL students. In terms of EMI employment, instructors who have gone abroad for their doctoral degree or those who can speak English are sometimes appointed to teach subjects all taught in English. Teaching demonstration in English interview was the only way to find teachers. There are no EMI or ICLHE trainings but government sponsors workshops that are held by EFL teachers for EMI instructors to improve their teaching. No quality check for teachers' teaching in EMI process can be a reason for students' bad experiences from unqualified instructors who do not know how to teach. IITL students were also more tolerant to lecturer's lack of English proficiency when they registered the programme to learn and valued more about the instructor's knowledge and expertise (Ammigan & Jones, 2018). Yet, instructor's lack of English proficiency that is needed to deliver the content smoothly often led to student's negative feedbacks of instructor's professionalism and also the programme quality. Instructors should communicate the EMI objectives with students.

School reputation, degree in English, improved English, a programme design and international experiences are important factors in students' mind for better employability. During the programme, students were using English every day to communicate. The instructors designed their classes to allow incorporation and communication of local and western cultures, also to relate content to real life contexts and to foster students' teamwork, critical thinking, presentation skills and useful skills alike.

Content knowledge is generally difficult at the first encounter for NN speakers regardless language competence, but no any perceived student's poor English was found (CHIU, WANG). EMI students in general could understand lessons. Only lower-esteem students who lack confidence about their English might feel that they did not understand some content.

The habit of using English in class to communicate and to learn was also the reason that students experienced difficulties, but once they got accustomed to

communicating in English, they have enhanced their knowledge base as well as English. Students' English speaking, listening and presentation skills improved when the presentation component took place in some class setting.

6.4.2. No EMI training but good English capacity is needed

Non-native effect from NN teachers is inevitable when the EMI setting concept is popular in non-native country Taiwan and many teachers are interested in it (CHIU). Those recommended instructors have good command of English to deliver a lesson and convey knowledge clearly. EMI trainings were not essential in hiring good EMI teachers and these two good instructors did not have any training but both had a class demonstration in English in their interviews before being hired to teach those EMI course.

Individual and cultural differences of LC and IIL students should be taken into account. Language is important not for the language competence but for content understanding and the pragmatic and communicative part of English which seemed to be stressed by EMI teachers (WANG, CHIU) but have not been communicated properly with students. That was why students with an expectation to improve English through the programme marked down on the quality of the programme due to their bad experience of bad English proficiency in teacher's class instruction.

Sometimes instructors translated the class content into local language or asked students to come to them during breaks (CHIU). Such translation technique was favoured by some LC students (TW1, TW2) but was perceived negatively by IIL students (TW4). The time that could have been used to learn more was wasted just to translate the content again into the local language. The use of local language is an impediment or an advantage? Translation into local language for LC students' better content understanding is disputed as translation practice was exercised by one informant (CHIU) but not the other. Only the teacher who is also an EFL teacher (WANG) incorporated elements for student's English in class design. Instructors should communicate the EMI and course objectives and work on lower-esteem students' lack

of confidence that can stop them from improving and interacting in class. One informant let foreign students practice presenting in Chinese while LC students presenting in English. Further studies should be done on this part.

It would help students' better understanding and acquisition of good English input if instructors deliver a lesson in good command of English. Both the recommended teachers who were said to give students good learning experiences have good English capacity and designed their lessons to motivate students for better understanding. They both used textbooks and slides. They are tolerant, patient and understanding in their attitudes. They are sensitive to local culture and possible reasons behind students' class behaviours and learning issues and can embed those learning elements in their class design or pedagogy.

From their class designs and teaching strategies, the course should allow students sufficient opportunities to express themselves and learn. We found English improvement relevant for NN students as they enrolled the programme in English in a hope to improve their English. Students do wish to be corrected not only their misconceptions in knowledge but also the English mistakes.

Strategies to avoid non-native effect are the solution for better learning efficacy and positive student learning experience. Taiwanese students are lower-esteem students who lack confidence about their English. From CHIU, '*I think their capability is: PRETTY GOOD* (CHIU, I2-2, DSC, 36)', we know Taiwanese students' English is actually quite alright, but their lack of confidence got in the way. This cultural and psychological attribute should be communicated with students and approaches to push them to speak up are needed.

6.4.3. Class Design for non-native effect and intercultural learning

Other than instructor's English proficiency, cognitive influence (Meyer, 2010) of international students and 'intercultural communicative competence' (Dimova, 2017) should be more focused in class design. Intercultural competence (IC) was stressed (e.g.

Aguilar Pérez, 2018) as university classrooms have become more international with domestic and mobile students and staff from other countries who take part. Incorporation of materials to involve LC and IITL students of varied cultures and different perspectives, allowing LC students to learn foreign cultures and foreign students to learn local culture.

LC and IITL students could learn from each other, not just languages but also mentality and behaviours. ‘Racism’ and ‘arrogance’ were found by LC students about some N students. From a LC student’s comment, IITL students behaved differently and sometimes they laughed at LC students.

They are from Europe and America. Maybe it’s a bit about culture difference. They are not humble. I mean they think they are right even when they weren’t. They think they are right. And they laugh at Taiwanese who doesn’t speak English. Even foreign students who are not native speaker but speak English properly also laugh at Taiwanese students. I don’t know why (SPTW, I1-2, DSB, 7)

More teacher mediation should take place under this culture learning. Teaching is learning. From a student’s comment (TW1, I1-1, DSA, 10) in section 6.3.2.2, we know, at the end of the course, as well as LC NN students, NN teachers also benefited from the EMI course when they also improved their English. Teachers whose English proficiency was not good enough found a way to deliver the content for better understanding. EMI programme itself improves through time when EMI instructors become more experienced to students’ problems and work and design courses to allow better understanding.

These two recommended instructors share some class design and pedagogical techniques in common, for example, instead of lecture-oriented teaching. They involved students in class, paid more attention to individuals and cultural differences, and integrated skill-building activities. WANG incorporated culture as well as English elements in class design for that she has been an EFL teacher while CHIU adapted translation approach during breaks for LC students if they did not understand the lesson content in class.

Weighing teaching methods, slides and keywords, top-down information presentation are all beneficial for content understanding. WANG both gave examples of teaching techniques (Excerpts 6.76, Excerpt 6.77) that promote students' engagement in class through activities such as small group discussion and presentations and activities that students can relate what they learn to reality.

Table 6.5 summarizes similarities and differences of the two informants and the key components of their class designs. They speak fluent English and have long teaching experiences in EMI subjects. They both put local culture inter consideration in designing the lesson plan and student interactions. WANG applied different approach to avoid the use of local language and help students to improve English while CHIU applied local language translation during breaks for LC students.

TABLE 6.5. Instructor's Profile and Teaching Techniques

Instructor	WANG	CHIU
Experiences	English teaching experience (20y), EMI experience (8y)	EMI experience (11y)
English Capability	Excellent	Excellent
Content	<ul style="list-style-type: none"> • Cross-Cultural Learning, communication • Development of skills and employability (presentation, summarizing, team work) 	
	<ul style="list-style-type: none"> - Video Watching (Ted Talk) - Presentation - Debates - Group discussions - Case study - Brainstorming - Q &A - Feedbacks & Clarification - Journal articles for postgraduate Ss 	<ul style="list-style-type: none"> - Video watching - Kahoot - Text book exercise and problem solving - Business Week & Wall Street Journals - Discussions - Q&A
Teaching Techniques	<ul style="list-style-type: none"> • Involving and engaging students (Discussions) 	
Tackle	YES	NO

English problem in class?	(Incorporated in class)	(In local language in private)
Sensitive to local culture?	YES	YES
Individual difference?	YES	YES

TABLE 6.6. Examples about Students' Expectations and corresponding Teachers' Techniques

Students	Techniques by Teachers	Examples
Employability-more skills & English improvement (LC, IITL)	Relate the content to real life contexts	After ppt , I ask some questions about the chapter and put them in groups for group discussion and brainstorming (WANG, I2-1, DSC, 51)
		And sometimes I let them watch some videos(.) er (.) I also let them read the news together. I also let them do the exercise and the PROBLEM from the text book , and that includes group discussion[...] We do some (.) like, business week , or (.) we would read Wall street journals . (1) I would look at some popular news that is related to course material. I would like students to read together, explain to them (CHIU, I2-5, DSC, 48)
	Team work/Leadership	Presentation is also a challenge of team work. Students more or less have problems working with different people, but they have to cope. That is simulation of the real life, that's what they are going to face at works. Hm (.) They learn team spirit and leadership (WANG, I2-1, DSC, 61)
	Presentation/Expressive skills	Then 1 or 2 have to (.) practice summarizing skill. Presentation is like conference, I think it is useful all our life. Not just in academia for conferences. Students need it for their jobs too [...] They are given 3-5, sometimes 10 minutes to talk about their opinions? Sometimes, I ask 1 representative from each group to give a summary of every student's opinion (WANG, I2-1, DSC, 61)
		And also their presentation skills? also improved a lot. Using, to use English to do the presentation, so I think especially their LISTENING and SPEAKING abilities are improving (CHIU, I2-5, DSC, 36)
	Critical Thinking	Depending on the day, there maybe group (.) presentation on the related topic. I encourage students from °other° teams to ask questions. I mean, other teams should ask (.) the presenting team some questions. And I ask QUESTIONS and give feedback at the end of the presentation myself (WANG, I2-1, DSC, 51)
Go abroad (LC)/Lingua Franca	English environment (CHIU, WANG)	I think their capability is PRETTY GOOD. Ya, hum (.) Like, they can (1), of course, in the beginning (.) if they never had EMI course ↑before, it's kinda hard for them to understand, because there are

(ITL)		<p>also some professional terms. ER (.) but I think, after 1 year, after 1 year of training, they would get used to it. Their listening improves (CHIU, I2-5, DSC, 36)</p> <p>I hear something unclear I ask for clarification. This is quite important because local students often speak to each other in Chinese in private. I need to make sure they don't do that. At the same time, some students are QUIET and passive. I push him (.) or her to talk a bit more (WANG, I2-1, DSC, 47)</p>
International Experience (ITL)	Cross-cultural learning and cooperation	<p>I MAKE SURE students are in different GROUP each time and different representative talks (WANG, I2-1, DSC, 51)</p> <p>I asked some postgraduate students, 1 Canadian and 1 Peruvian to tell the class how to solve exercise question in Chinese. They used easy Chinese, the Chinese that they could manage. Local students gave reflections. And when local students did it other exercises in English, those native also gave feedbacks. With this practice, internationals also knew how uneasy it is to present something in their non-native language. Taiwanese students also felt more confident about their English (WANG, I2-1, DSC, 78)</p>
Good EMI experience	Teachers pay attention to individuals and cultural differences	<p>I start with some questions about the lesson topic. Ask students' opinions. First some volunteers ? then I name some students. Using this opportunity to know each student, to put the name with his or her face (WANG, I2-1, DSC, 51)</p> <p>The way I use is, I would just, I would ask them to come talk to me privately, and I us(h)e Ch(h)inese to explain to them (CHIU, I2-5, DSC, 46)</p> <p>I always want to make sure students understand what I am talking about, so I teach openly. I would (.) go, [I would go] care about the student individually (...) I would always try to understand what their main problem is and try to help them (CHIU, I2-5, DSC, 72)</p>

6.5. SYNTHESIS AND DISCUSSION

Adapting EMI in HEIs has been a strategy for internationalization in Taiwan (Chen & Kraklow, 2015). EMI programme as a lingua franca is like creating 'a world of different experiences' inside one country. Students chose the EMI programmes in Taiwan for better employability that can be improved by their enhanced English capacity, field knowledge, HEI's setting of going abroad, local language acquisition (for ITL Ss) and programme reputation, but their good experiences came from the instructor's course designs that allowed students to learn things or skills that cannot be learnt easily from the internet, i.e. team work, presentation skill, understanding and communicating in different cultures and mentalities.

The fact that everything is in English has enhanced students' general English capacity. It is important, however, for teachers to include cultural elements in class design as students learn to understand, communicate and cooperate with students from different backgrounds through the interactions with their peers. These can be seen in the discussion in Excerpt 6.2 to Excerpt 6.7.

Students' general English ability was enough to understand the course, stated by CHIU, '*I think their capability is pretty good (CHIU, I2-1, DSC, 36).*' Yet the socio-psychological non-native effect from low-self esteem students, this can be seen in the discussions of Excerpt 6.69 to 6.72.

Excerpt 6.69.

Excerpt 6.70.

Excerpt 6.71.

Excerpt 6.72.

We found that IIL students in Taiwan had changed their class behaviours when being surrounded by Taiwanese students. WANG'S comment expressed her observation. '*Local students are generally quieter. (1.5) But I have to say, international students change their attitudes after staying with us for a few semesters. I mean, I found some active American students quiet too. The talkative French stopped answering questions too. I THINK they are affected by local Taiwanese students (WANG, I2-1, DSC, 65).*'

These instructors did not have EMI instruction training but both have been teaching subjects in English for sensible years and have good command of English. EMI teachers focused on teaching the content, as stated by WANG, '*Basically, we just focus on how to teach those subjects in English (WANG, I2-1, DSC, 18).*' Instructor's good English proficiency sufficiently uplifts students' good course experiences. The recommended instructors have interesting class components and paid attention to individual and cultural differences. They taught the content and also incorporated skills that are useful for student's job prospective. Table 6.6 demonstrates some important EMI elements that students were seeking and the corresponding techniques that good instructors adopted to fulfil those needs that led to better programme experiences.

6.6 CHAPTER SUMMARY

This chapter presents the codes and results of S1 from student and instructor informants from Taiwanese HEIs that were dealt in this thesis. First, data analysis and coding of Data Set A and the results from students' perspectives. Then, data analysis and coding of Data Set C and the results from instructors' perspectives and course design. Section 6.1 and 6.2 present the introduction of S1 with the research question and design. In section 6.3 it shows all the result coding, including results from Data Set A from students (Section 6.3.2) and results from Data Set C from instructors (Section 6.3.3). Then, section 6.4 presents the integrating results from two data sets with a result discussion about EMI programmes in Taiwan in Section 6.5.

CHAPTER 7: MULTIPLE CASE STUDIES. THE CASE OF EMI PROGRAMMES IN SPAIN

7.1. CHAPTER OVERVIEW

This study presents Study 2 (S2), which examines the data and the findings addressing research objective RO1, SO5 and SO6 addresses the quality EMI practice in Spain according to the perspectives of students who took the course (SO5) and the recommended lecturers who designed and implemented the course (SO6).

The study first examines local and international students' perspectives and programme experiences, putting an emphasis on student's needs, some phenomena seen in the programme, class, and learning & teaching in Spanish HEIs. A comparative analysis was conducted on some incidents stated by the student informants about the lecturers who gave good and bad learning experiences. Then the study moves on to lecturer's perspectives and issues of programme, and students' learning & teaching. A special emphasis was put on Spanish teacher's specifications and elements in class design that allow good learning experience.

Section 7.2 is an introduction to the study and its characteristics. Included in section 7.3 are preliminary results. Section 7.3.1 outlines the result codes from S1, while in section 7.3.2 shows the resulting codes and topics from DSB students' perspectives, and in section 7.3.3 shows the resulting codes and topics from DSD instructors' perspectives. Next, section 7.4 provides the integrating results obtained through the interpretation of two data sets. Before concluding the chapter, section 7.5 synthesizes finding presented. Finally section 7.6 offers a brief chapter summary.

7.2. INTRODUCTORY TO THE STUDY

S2 attempts to obtain a broad view of what EMI programmes are like in Spain. The analysis conducted in this chapter is led by the following research question:

What is a quality EMI practice according to the perspectives of students who take the course and the lecturers who design and implement the course?

Before the analysis, it was necessary to narrow down the main research question into three more specific parts, in order to clearly examine the phenomena addressed in this chapter. Thus, in order to answer such a broad research question, three core questions will guide the analysis carried out in this study:

- i. What are international and local students' learning difficulties and their reflections about actual EMI courses and teaching in Spanish HEIs?
- ii. What are components of quality EMI practice from students' perception & end-result performance and the lecturers' class design & implementation?
- iii. How do lecturers in Spain arrange priorities of EMI content course design and their implementation of quality EMI?

In order to answer this question, it was necessary to weight students' opinions about quality EMI programmes, their expectations and learning difficulties as well as the good instructors in Spanish universities from students' recommendations to see how those instructors allowed good learning experiences. Thus, for the purpose of this study, the following list summarizes the data sets that have been analysed in the present study.

- ✓ **Data Set B: Individual interviews 1** (Section 7.3.2)
- ✓ **Data Set D: Individual interviews 2** (Section 7.3.3)

All coded data included in S2 can be found in Table 7.3.1c.

7.3. PRILIMINARY RESULTS

7.3.1. RESULTS CODING

The codes that emerged from S2 are presented in this section. Most of codes correlate the notions, concepts and ideas that give shape to the literature review presented in Chapter 2. The qualitative data that were analysed were textual data in oral form (individual interviews 2 and individual interview 4) (Data Set B and Data Set D respectively).

As presented in methodological chapter and followed the same procedure in chapter 6, such data were analysed through content and thematic analysis, requiring narrative approach (Berelson, 1952; Mayring, 2013). S2 comprises two parts, data from students (Data Set B) and data from instructors (Data Set D). All data coming from open-ended questions from individual interviews were analysed using the same procedure.

As far as data treatment and coding, Table 7.3.1a shows the codes in which data from students were classified under data set B and Table 7.3.1b shows the codes in which data from instructors were classified under data set D.

In Data B, three main categories, 'Justifications of EMI', 'Factors Affecting EMI Qualities', and 'Class Design' take into account the theoretical framework of this study and aim to look at issues and phenomena that were considered important from students' perspectives.

TABLE 7.3.1a. Data B Data Coding and Categories

CATEGOREIS	SUBCATEGORIES	THEMES
------------	---------------	--------

Justifications of EMI	Choice of EMI	International Exposure & Intercultural Learning
		HEIs
		City, Local Language & Local Culture
		Employability & English Enhancement
Factors Affecting EMI Qualities	Pedagogy (Culture & Education system)	Communication in local language
		HEI Design
	Instructors	Instructor's English
		Political stand
	Class Design	Content Teaching
		Teaching methodologies

In Data D, three main categories, 'EMI Issues', Instructor's 'EMI qualifications', and instructors' 'Class designs' take into account the theoretical framework of this study and aim to look at issues about teaching and learning from teachers' perspectives and as well as instructors' class design and construction.

Table 7.3.1b shows the codes in which data from instructors were classified under data set D.

TABLE 7.3.1b. Data D Data Coding and Categories

CATEGOREIS	SUBCATEGORIE	THEMES
EMI Issues	Internationalization & Localization	Local Students International Students
	HEIs	Internationalization & Localization
EMI Qualification	Instructors	EMI Qualification & Experience
		EMI Training
		Teacher's characteristics
Class Design		Culture Learning
		Good Experiences

Let's present each of the identified codes:

- ‘ENGLISH ENHANCEMENT’ was a code chosen to mark those comments referring to the students’ general EMI programme motive towards improving English.
- ‘KNOWLEDGE’ marks those comments referring to the students’ motive to acquire knowledge through the programme. This was one of the factors that affected their choice of degree. This code explained another reason behind the programme choice.
- ‘CITY & LOCAL LANGUAGE/CULTURE’ covers those comments that triggered students’ motive of the EMI programme. This code explained one of the factors that affected their choice of degree and also the charm of the programme, HEI or country or city location.
- ‘INTERNATIONAL EXPERIENCE’ covers the comments referring to students’ motive of acquiring international experience through the programme. This code explained another reason behind the programme choice.
- ‘HEIs’ was the code chosen to mark those comments addressing school reputation and programme design that triggered students’ EMI choice.
- ‘TEACHER’S ENGLISH’ addresses those student comments related to an EMI issue.
- ‘NON-NATIVE TEACHERS’ is a code to mark students’ comments about local NN teachers and N teachers and their teaching. This is a specific code to Spain and will be analysed in Chapter 8.

- ‘DESIRED TEACHER’S QUALITIES’ is a chosen code to mark students’ comments about good and bad teachers’ qualities and teaching styles. This is a specific code to Spain and will be analysed in Chapter 8.
- ‘CLASS DESIGN & TEACHING STRATEGY’ is a code chosen to mark students’ comments referring to class issues regarding teachers, and teaching and learning.
- ‘INTERNATIONALIZATION & LOCALIZATION’ covers teachers’ comments about EMI issue related to government policies on language, course design, teaching styles for integrating local and international students.
- ‘LOCAL & INTERNATIONAL STUDENTS’ is a code chosen to mark teachers’ comments on students’ different learning issues and class behaviours in class.
- ‘CLASS DESIGN & TEACHING STRATEGIES’ marks the code for teachers’ descriptions about their class design for effective content learning and good student experience.

The following table (Table 7.3.1c) aims to provide a broad idea of the amount of times each code appeared on the analysed data from the Individual Interview 1 and Individual Interview 2. Bearing in mind the fact that in this study the weight of narrative analysis is great than content analysis, as RQ2 mainly looked for themes/factors that contribute quality EMI practice in students’ mind and also the design by lecturers, this information was considered a positive contribution to the presentation of the results.

TABLE 7.3.1c. Codes counting S1

DATA COLLECTION INSTRUMENT	CODES	NUMBER OF TIMES IT APPEARS	EXAMPLE

Individual Interview 1	English Enhancement	6	I am Spanish. I chose this university, X, because I was interested in European laws. For me it is very important to speak English perfectly (SP1, I1-2, DSB, 1)
	Knowledge	16	I researched on the internet. I really like the programme, because this programme is not in general, not specific, but in general. I can remember more, not deeper. For me, it was nice because I can, how to say, like, eh...not just in one field, in everything a little (SP4, I1-2, DSB, 2)
	City & Local Culture	7	Latin America will be a big market. I think Spanish will be (...) I went to Latin America before. I see what it is, that is why I chose Spain. It's a way I can learn Spanish and still get education. Spanish is one of the reasons I came to Spain to study, but unfortunately, I didn't get very good Spanish level (SPTW, I1-2, DSB, 26)
	International Experience	7	I think our class was very good because I think they did it in [on] purpose. They chose 2 students from France to study, and 2 students from Germany, 2 students from Russia, 2 students from, you know. They chose few students but from all over the world, all the countries, in the class when we had questions, we had a lot of different views. I met people from Australia, from Russia, from America, from North America (SP1, I1-2, DSB, 3)
	HEIs (Programme Design)	7	I had just B2, but to study in England or United States, or some countries like that, I needed C1. For this reason, I really wanted to travel and study in another country, and for the reason, I choose Spain. Because I know the Spanish and they ask me B2 (SP4, I1-2, DSB, 1)
	Teacher's English	10	The instructor should be able to communicate very clearly his point, and students would still be engage in the lesson. I think language-wise, the local Spanish instructors should improve. In general, unfortunately, the local don't have proper English fluency (SP3, I1-2, DSB, 5)
	Non-Native Teachers	12	He is Finnish I think. The way he taught. He can literally give examples in the area. There are some teachers use slides, but not every teacher uses slides. He uses slides. I think the examples he uses in his slides make you understand better. I think every course I attended the teacher uses slides(SP2, I1-2, DSB, 8)
	Desired Teacher's Qualities	17	She was relaxed and smiled but she didn't seem to care if we understand or not. It was a big lecture hall and she did not once come towards us and have some interaction with us (SP1, I1-2, DSB, 6)
	Class Design & Teaching Strategy	34	She is Spanish. There are two things. Most of us, the students, we kinda have difficulty to understand the way she describes in the things she used. The 2 nd one is sometimes I don't know it's because the languages or the content she gave, the way she explained in the class. It's Artificial Intelligence. I think it's the way she presents the lesson. She makes

			a lot of content at the same time. It's, because, in this subject, you should, when you speak one thing you should just explain the ideas of this thing. The way she spoke is like she was jumping between different ideas a lot. It's like you haven't finished explaining this, and then you jumped to another (SP2, I1-2, DSB, 9)
Individual Interview 2	Internationalization & Localization	7	I would say it's [it's] (2). It has 2 focus purposes. Firstly, it's a way to (.) internationalize our local students? to make them KNOW the world out there (.) does not happen in Catalan or Spanish. I ↑mean Spanish is [is] a global language as well. Hmm, It's a way to internationalize them domestically locally, even with (1) lecturers like ME which are (1) local as well (JOAN, I2-2, DSD, 33)
	Local & International Students	9	On average, probably student Spanish students or [or] (European) students, maybe they tend to be less participative than North American students, or that's something. (1) Well, South American students are very engaged in terms of participation. Yes, it has to do (.) but probably has to do with the background. I mean, in their (1) primary and secondary schools, they are more used to [to] participate in class (JOSEPH, I2-5, DSD, 6)
	EMI Qualifications & Experiences	5	I think so. I think so. Actually before (.) becoming an assistant professor in this school, I was an adjunct professor, meaning that (.) I was basically giving stability to specific course and nothing ↑else and these courses were also taught in English, so the school, the president of the school, the manager of the school, and the head of the study were-were all familiar with my skill (.) my [my] English skill, my foreign language skill (JOAN, I2-5, DSD, 20)
	EMI Training	4	Yes, [yes, yes]. I haven't taken it, but I know that, uh, there are courses, uh, oriented to (.) professors wanted, wanting to (.) be more proficient in [in] teaching in English (JOAN, I2-5, DSD, 6)
	Class Design & Teaching Strategies	10	In my master course, er, this (.) er (.) on Friday this week, I will be discussing, I will be presenting (1.5), the main integration process, the interconnection of main focus of European unions, so,(1.5) What's happening Amazonian rain forests is important. So, at least I will make sure, I will make sure that they know what's happening (JOAN, I2-5, DSD, 55)

The students' and instructors' comments led to the emergence of more precise themes that needed to be taken into account. The interpretation emerges from the codes and categories obtained, and also from the narrative analysis carried out in section 7.3.2 and section 7.3.3.

7.3.2. RESULTS FROM QUALITATIVE DATA. INTERVIEW WITH STUDENTS (DATA SET B)

This section shows the analysis of the conversational text results from student participants in Data Set B. The five participants were non-native participants from the PS survey who took EMI degree programmes in Spain. They were one LC student, coded SP1 (LC) and four ITL students coded SP2 (Taiwanese), SP3 (Taiwanese), SP4 (Ecuadorian) and SPTW (Taiwanese). SP1 and SP4 are Spanish-speakers. Table 7.3.2a shows the basic information about the participants. Table 7.3.2b shows the codes of Data Set B.

The result analysis shows ‘Justifications of EMI’ of why students chose a programme taught in English’, and ‘Factors affecting EMI Quality’ that focused on EMI issues perceived by students in Spain and class teaching and learning. Students would choose an EMI programme for the setting of international experience and exposure, charm of the city, employability and English enhancement.

‘Justifications of EMI’ contains themes of ‘Lingua Franca’, ‘Integration of Different Nations and Cultures’, ‘English Improvement’, ‘Programme Design’, ‘The Charm of the City’, and ‘Knowledge and Skills for Employability’. ‘Factors affecting EMI Quality’ contains ‘Communicating in Local Language’, ‘Pedagogy & Instruction’, and ‘Teacher’s English’.

TABLE 7.3.2a. Basic Personal Information on Each Student Informant

Coded Name	Nationality	Local/ International	Gender	Graduate Year	Undergraduate Postgraduate
SP1	Spanish	LC	Male	2018	Postgraduate
SP 2	Taiwanese	ITL	Female	2017	Postgraduate

SP 3	Taiwanese	ITL	Female	2017	Postgraduate
SP 4	Ecuadorian	ITL	Female	2018	Postgraduate
SPTW	Taiwanese	ITL	Female	2018	Postgraduate

The following table (Table 7.3.2b) aims to provide a broad view of elements that were repeated in each theme and topic under categories of ‘Justifications of EMI’ and ‘Factors affecting EMI quality’. These themes will be presented in the following sections.

TABLE 7.3.2b. Data B Data Coding and Categories

CATEGOREIS	SUBCATEGORIES	THEMES
Justifications of EMI	Lingua Franca	International experience
	Integration of Different Nations and Cultures	International experience
	English Improvement	Employability
	Programme Design: English Requirement, Erasmus	HEIs
	The Charm of the City	City & Local Culture
	Knowledge and Skills for Employability	Employability
Factors affecting EMI Quality	Communicating in Local language	HEIs
	Pedagogy & Instruction: Practicality & Structure	Class Design & Teaching Strategy
	Teacher’s English	Teacher’s English

7.3.2.1. JUSTIFICAITONS OF EMI

CHOICE OF EMI

a) International Exposure & Intercultural Learning

As lingua franca, programmes in English are easier to attract ITL students and start some communication right from the beginning in the same English setting. The programme is good due to the fact of having a chance to understand, interact, and cooperate with students from different nations, cultures, and backgrounds in a common language. People from different cultures have different mentalities and opinions.

English makes it easier for students to communicate and EMI programmes allow students relate to different cultural context and intake.

Lingua Franca- As part of international experience, a programme and course taught in a common language that most people know makes it easier for students of different English levels to choose. English setting makes it easy for everyone to communicate. SP2's comment in excerpt 7.1 expressed this:

Excerpt 7.1.

*If it is international, it is **suitable for everyone** around the world. The class should be, I know it may be strange, but in order **for everyone to understand the class, it should be in English** (...) because you're **obligated to learn, obligated to practice** (SP2, I1-2, DSB, 2)*

In excerpt 7.1, EMI setting that everyone has to communicate in English imposes English learning motivation. When it is in the same language, students are obliged to learn and communicate in the same language, and not understanding the language would not be an excuse for students not to learn. Students expected the faculties and teachers professional enough able to handle ITL students and issues related to such international setting, and SP3 gave very straightforward comment about this EMI setting in excerpt 7.2:

Excerpt 7.2.

*I think **the professors the faculty members should be capable** of handling this kind of programme (SP3, I1-2, DSB, 1&2)*

Integration of different nations and cultures- Students expected cross-cultural and cross-national experience. Students should come from different nationalities. This international and cross-cultural component is essential for students' good experiences. Students chose the EMI programme because international programme was considered better and this can be seen in SP1's comment in excerpt 7.3:

Excerpt 7.3.

*Our **class was very good** because I think they **did it on purpose**. They chose **2 students from France** to study, and **2 students from Germany, 2 students from Russia, 2 students from**, you know. They **chose few students but from all over the world, all the countries** (SP1, I1-2, DSB, 3)*

The cultural element is useful for student's future jobs. Excerpt 7.3 shows the international intake of students from different nations all over the world that was students' preference while in SP2's SP3's comments also stress the intake of different cultures and international exposure in EMI setting that interest students in excerpt 7.4:

Excerpt 7.4.

*More different countries, not just from one region. More **different** (...) Maybe you can have for more relations **with different cultures**. For the two reasons. For me, it is **interesting** (SP2, I1-2, DSB, 5)*

***I chose the programme because it gave me international exposure** (SP3, I1-2, DSB, 1&2)*

In excerpt 7.3 and 7.4, we know the international programmes with students from different countries might seem more interesting than non-EMI programmes to students. With a class design and a mix of LC and ITL students from different countries and cultures, students got to know the differences and similarities of cultures and mentalities.

Students were drawn to EMI courses that gave more opportunities and ideas not known to people who do not speak other languages in the case SP1's comment in excerpt 7.5:

Excerpt 7.5.

*In the class when we had questions, **we had a lot of different views**. I met people from **Australia, from Russia, from America, from North America**. Just to see that, finally it is not that different, I think. For me for instance, I think it's a way to understand that **some things are quite similar all in the world**. It is not that **different**, people from Russian don't think that different from us, even though 1 person doesn't know a lot or he does not speak all the foreign languages, they might think that we think very differently from the other part of the world. In my case, I have **the opportunity to interact with people from other part of the world**. It's quite good (SP1, I1-2, DSB, 3)*

Students in general expected classmates from various nations but the incorporation of different nationalities depends heavily on the student enrolment each year. In excerpt 7.5, we know the English setting in non-native country makes this programme stand out. EMI students learn to know the differences and similarities of different nations and cultures. International programmes seem to close the gap between nations, and SP2 showed the similar opinion about such cross-cultural learning in excerpt 7.6:

Excerpt 7.6.

*I think **students should come from various countries**, even better to have a balance kind of percentage, **not too dominant from any specific country or region**. It's not like to be, **more information**. **I like to know what other people live, what is other culture** (...) the other thing is more like I like to **relate with people** from other regions (SP2, I1-2, DSB, 5)*

In excerpt 7.6, EMI programmes give students more insights about lives of different regions and cultures that students would be able to relate to and this is student's programme choice. The Coyle's 4-C of content, culture, communication and cognition (Meyer, 2010) that promotes the learning success fits the internationalized course design. In this international and cross-cultural classroom, students learned that everyone is different, there are national stereotypes and different mentalities, and likewise sometimes people think in the same way in some circumstances despite different backgrounds.

b) The Design of EMI Programme

Having a **good reputation** and nice EMI curriculum can be a good image in marketing strategy to attract international students to some HEIs. English requirement policy, local language or Erasmus as part of some programme design also contributed to the students' motives. The required high English entry level can be a reason that students choose a HEI in Spain rather than an English native country. DELE B2 to C1 is required by Spanish universities. Plus, EMI programmes in Spain can be a cheaper and better option than an English native country.

First, the ranking of a HEI or EMI programme can trigger ITL students' motive and this can be seen in SP4's and SPTW's comments in excerpt 7.7:

Excerpt 7.7.

*When I was looking for the **rankings**, [the school] was very good. In some rankings, it **was the first in Spain**. This is another reason (SP4, I1-2, DSB, 12)*

*It helps because **the school itself is the top 10 in Spain or even in Europe**. **The name itself is powerful enough** (SPTW, I1-2, DSB, 24)*

In excerpt 7.7, we know the important of school reputation that is established by the resources available to students and students' employability. In addition, EMI programmes in Spain are considered special and economical by some ITL students and this can be seen in the case of SPTW's comment in excerpt 7.8:

Excerpt 7.8.

*I don't want to go to America, because I think **going to America is expensive**, and **not special** (SPTW, I1-2, DSB, 26)*

We also know in excerpt 7.8 that reasonable programme price can be a reason of choice rather than some N countries, like the America or the UK. Similar to SPTW's location concern, SP4 chose an EMI in Spain over England because of lower English entry requirement:

Excerpt 7.9.

*In the beginning **I wanted to study in England**, but I got, I studied, but **my English was very bad** (...) I had just **B2**, but to study in England or United States, or some countries like that, I needed **C1** (...) And **I heard a lot** about this university because of my teacher. For the reason, I researched on the internet. I **really liked the programme**, because this programme is not in general, not specific (SP4, I1-2, DSB, 1&2)*

*I am Spanish. I chose this university X, because I was interested in European laws (...) And also, **they just required me to have B2 level** (SP1, I1-2, DSB, 1&2)*

In excerpt 7.9, we know EMI programmes and language requirement satisfy students' need for their personal preference and request for profession and knowledge.

Furthermore, different programmes that promote students' mobility are also part of internationalization process. Erasmus is a common system in Europe for student mobility and a way to apply to come to Spain in SP2's comment in excerpt 7.10:

Excerpt 7.10.

*Do you know **Erasmus**? I was here because I was **assigned**. There are many schools in this programme. I was assigned to this school in the end. Everything is included. Spain is also assigned. In the beginning, I did not choose Spain as my priority (SP2, I1-2, DSB, 1)*

c) The charm of the City, Local Culture and Local Language

EMI programmes abroad allow students to travel and live in a different country and local language can be a plus benefit. Many students chose the programme because they liked the culture of the country, the school, the curriculum or the programme.

The charm of a city can be an attraction of EMI choice, and this can be seen in LC Spanish student SP1's comment when he expressed his choice because of the city in excerpt 7.11:

Excerpt 7.11.

*I was looking for other similar programmes in Galicia and also in Madrid, and outside even in Poland, but finally I choose this one **in Barcelona because I prefer Barcelona** to Madrid (SP1, I1-2, DSB, 2)*

Along with location, the local culture and the programme curriculum could be appealing to ITL students and this can be seen in excerpt 7.12:

Excerpt 7.12.

*It was a business school. I chose this school because before I came to Spain, I **really like the culture**, and the environment also seems very nice and look like the things I wanted to learn, and also the **curriculum (...)** I like very much the **culture of the Spanish** (SP3, I1-2, DSB, 1)*

EMI programmes promote student mobility. Some students chose the programme for a similar local language and education system to the ones of their country, of which examples can be seen in Italian and Ecuadorian students' comments in excerpt 7.13:

Excerpt 7.13.

*I really wanted to **travel and study in another country**, and for the reason, I choose Spain. **Because I know Spanish** (SP4, I1-2, DSB, 1&2)*

From excerpt 7.13, we know being able to speak and understand the local language is also a reason for many Latin Americans to choose the programme in Spain whereas some NN students came to Spain to learn the local language, which can be seen in following excerpt 7.14:

Excerpt 7.14.

*It's because, first of all, I don't want to go to America (...) I went to Latin America before. I see what it is, that is why I chose Spain. It's a way **I can learn Spanish** and still get education. **Spanish is one of the reasons I came to Spain to study** (SPTW, I1-2, DSB, 26)*

d) Knowledge, English and Skills for Employability

Getting the knowledge and insights in certain field was still important programme motive and target. Having good English proficiency is almost a prerequisite of every job and considered essential for employability. Many NN students expected to learn more subject-matter knowledge but mainly with an aim to improve their English. Coming to Europe or the acquisition of local language can be a plus on CV.

In the following excerpt, SP4's comment exemplified students' knowledge pursuit and SP1's and SP3's comments expressed this point as well:

Excerpt 7.15.

*If you want to go farther or you are very interested in this. He was not just good at the things he was supposed to teach, he showed us if we wanted to **go farther and deeper** in this **knowledge or topic**, he showed us the way (SP1, I1-5, DSB, 9)*

*I wanted to get a **more comprehensive learning** about business management in the international context. That was why I chose this major International Business Management (...) make them think or to help them to **get more insight** (SP3, I1-2, DSB, 1&4)*

*I researched on the internet. I really like the programme, because this programme is **not in general, not specific**, but law in general. I can remember more, not deeper (...) **not just in one field, in everything a little** (...) **The world is changing**. Exactly, maybe something about history, you can stay the same, but always **they [teachers] have to continue preparing**. Cos maybe for them, it's easy, because they know more ways (SP4, I1-2, DSB, 1&7)*

In excerpt 7.15, EMI programme seemed to satisfy students' preference in professional field and students can get more insight of general or specific knowledge in depth. EMI programmes are more adaptive and can give students the latest knowledge.

Followed by the knowledge pursuit in excerpt 7.15, SPTW's comments expressed student's need for distinctive skills from the programme in excerpt 7.16:

Excerpt 7.16.

*I would consider a good lesson to first the ability, if I am a student, I want the **ability to find the research**, to do research. The ability to **structure my knowledge**, and then the ability to present my knowledge, and **critical thing** (SPTW, I1-2, DSB, 26)*

In excerpt 7.16, we know students seemed to believe that EMI courses allow them skills such as critical thinking and ability to research better and structure knowledge. Another skill is English. **English improvement** was an important reason for students to have chosen the programme. English is for job prospective for both LC and NN students. SP1's and SP2's comments gave very direct support to this point in excerpt 7.17:

Excerpt 7.17.

*For me it is very important to **speak English perfectly** (...) Well, I think so. **I have a master in my CV** and I have improved my English. **I will improve my English a lot** (SP1, I1-2, DSB, 10)*

*It's something going to be **useful for my job** (...) I think **English is necessary for jobs**, but the other thing is more like I like to **relate with people from other regions** (SP2, I1-2, DSB, 5)*

*Most Taiwanese students go to America, **so it does not make my resume stand out** (...) **Latin America will be a big market**. I think **Spanish will be** (SPTW, I1-2, DSB, 26)*

From those students' comments in excerpt 7.17, EMI programmes degree itself seemed make student's CV stand out along with English setting can also be seen in SP1's and SPTW's comments. What's more, the programme that was linked to internship and international opportunities could largely increase students' employability. SP1 in excerpt 7.18 continued talking about how the programme could help his job prospective with more resources:

Excerpt 7.18.

*And also, I think this has nothing to do with the master but maybe the university the way you have to **look for internships to do jobs**. I mean, they help us a little bit because we **have a page, website in the university**. **This school is helpful**. For instance, I got this **internship because of Erasmus Blue**. You know Erasmus Blue. Erasmus Blue is like a programme which gives us very little money but also the opportunities to look for internships around Europe. So, you know, it always helps (SP1, I1-2, DSB, 10)*

EMI course can be a good network with students who have more experiences and knowledge in different fields, and EMI course provides an access to some international resources and a chance to be involved in internships and English projects. Being involved in those projects upgrades students' employability as well.

7.3.2.2. FACTORS AFFECTING EMI QUALITY

a) HEI ENVIRONMENT & DESIGN

Communication in Local Language

For ITL student, lingua franca that allows students to learn local language is a benefit. Being able to communicate in local language can be an advantage and also a disadvantage. Not having a high English entry requirement could be a reason for NN students to choose a programme in Spain, rather than in an English-native country. EMI programmes in Spain and the local language seem to attract more international Spanish-native speakers from Latin countries. Hence, the level of internationalization and percentage of international students may be lower. This can be a downside for LC students or students who speak the local language when there are fewer English-natives and their English mistakes may be reinforced by each other.

Courses and programmes would be more international when speakers of other languages could be included in the class, but naturally EMI programmes in Spanish HEIs attract more Spanish-speakers or LC students. The comments of two Spanish natives SP1 and SP4 illustrate this tendency in Spain in excerpt 7.19:

Excerpt 7.19.

*My class was **not too much international** because most of us were **local and Latino Americans. 80% of us are local and Latino. All the teachers are Spanish.** They speak English in the class because the master is in English. **But the level of their English is not good.** Some classes are very good but some are not very good. But I could understand, **because they speak Spanish, I speak Spanish, we commit the same mistakes.** It's easy. When you are speaking with non-natives, it's easy. You speak slower. If you speak with British, it's tough, harder (SP1, I1-2, DSB, 3)*

*I have 1 friend from Germany, 2 friends from Russia, 1 Chinese girl, little, but most of them are **Latino Americans or locals** (SP4, I1-2, DSB, 3)*

There seemed to be more Spanish speakers in those EMI programmes in Spain. Speakers of the same language make the same mistakes so the mistakes are feasible in

understanding the texts. From SP1's comment in excerpt 7.19, we also know that students can understand NN teachers because they make the same mistakes in English. Further to this non-native effect from LC students, understanding the local language can also be a reason that students did not enhance their English when students are prone to communicating in the local language. SP4's comment illuminates the English switch-off effect outside the classroom in excerpt 7.20:

Excerpt 7.20.

*My English improved a little. Not much as I thought because **most of my classmates are from Latin America or Spain** [...] **Latino and local, we speak Spanish. I speak Spanish all the time.** My classmates speak Spanish and I am a little lazy. We could get Spanish and **translate** into English (SP4, I1-2, DSB, 3)*

English native speakers would definitely help English improvement of students and teachers. Having too many students who can speak the local language in the same class can also lower the motivation of English enhancement.

Pedagogy

Teaching and **instruction styles** may differ due to their country of origin. Teachers who are from different educational system may teach differently, and local NN teachers may teach in a way that may not be preferable to students. From excerpt 7.19, we also know instructors in those EMI programmes are mainly local teachers. LC teachers seem to construct the lesson differently and this can be found in the comment of SP2 in excerpt 7.21 when she expressed about instructor's general teaching strategy:

Excerpt 7.21.

*I think maybe **the content also, how the teacher teaches the subject.** The content, maybe it is **not just for international class.** I think **in general**, it should be **for classes in general.** Because I don't know if you have this experience or not, but sometimes I have been through many classes I didn't like it. Sometimes, I feel like the **teachers should have done it in a better way** or something. Both the **class design and the way the teachers teach the lesson** is not what I like (SP2, I1-5, DSB, 2)*

Many instructors from Spanish HEIs seemed to stick to textbooks or teacher-oriented lecturing style. Have they thought about designing a lesson plan or using teaching techniques that are more international?

Students prefer **dynamic classes**. From SP1's comment in excerpt, teacher-oriented lecturing style was still exercised by some instructors in Spain. The class would be boring when there was no interaction between the teacher and the student. Some instructors did not seem to pay attention to class design and how the content can be learned better in varied classroom setting.

Excerpt 7.22.

*The teacher came in the classroom and **sat down at the table**. She looked at her notes and book and started talking. There were **no slides and other demonstration of information**...It was **a big lecture hall** and she **did not once come towards us and have some interaction with us**. Some students **dosed off** and some left at the 2nd hour. When students started to leave, she would become **sarcastic** by saying 'My teaching must be very bad,' but **she never did anything to improve her teaching**. The class was **too intense and long, no break**. If there were a break between 2 hour classes, maybe it would be a lot better. Sometimes we had **3 hours of classes** (SP1, I1-2, DSB, 6)*

In excerpt 7.22, we know how important a good class design should be to give students good or bad experiences. Many elements should be put into consideration. The importance of curriculum design (McKimm, 2008) and class design (Chen et al., 2007) was stressed. From these two informants SP1 in excerpt 7.22 and SPTW in excerpt 7.23, we understand how an important role the class design and effective teaching strategies play to students' positive experiences and that certain pedagogies were more preferred by students. Teachers who explains the rules and communicate the teaching and learning objectives with students were often valued and this can be see in excerpt 7.23:

Excerpt 7.23.

*He did **explain the rules in the beginning of the lesson**, but he gave us a week, a week or 2, to get used to it. I still remember. I still remember that his class is on Monday. What he did is that he had a **tiny quiz** on Monday. It's **interesting**. We all had to come to Monday class, really early. The first thing to do. It's about a **business case** that he assigned to us before. **Most of the business cases he assigned are fun, it's vivid, it's like something that would happen**. **It's all from Harvard Business Weekly**. It's also **something knowledgeable** (SPTW, I1-2, DSB, 21)*

In excerpt 7.23, we know students were more engaged when a variety of materials/resources was applied. Students' satisfaction should be valued and most

importantly teachers should communicate the educational aims properly (Moosmayer & Siems, 2012).

Some questions deserve teachers to ponder: Should teachers continue the way they are used to teaching LC students to a different classroom of both LC and ITL students? How can the instructor design the course if the lecture hall is very big and each class lasts two to three hours? Should there be a break between every hour? Would a variety of activities, such as stimulating opening questions, brainstorming, video watching, a discussion/debate about a related topic, etc. in each class make it more dynamic?

Instructor's English

Students enrolled a programme to learn, and this can be seen in SP1's comment, but having the content learned and understood well by students was not even taken into account properly by some teachers. EMI programmes in Spain are more structured and systematic as can be seen in SPTW's comment in excerpt 7.24:

Excerpt 7.24.

*The programme itself has really **good instructions** that the professors have to follow. It's a **unified curriculum** (SPTW, I1-2, DSB, 18)*

Spain has good programme instruction or unified curriculum for instructors to follow which in terms should reflect in quality. Many reasons have contributed to EMI students' experiences, but instructor's English which is a deviation from quality control seemed to be frequently criticized. In excerpt 7.25, we see this imbalanced quality EMI teacher in Spain and students seemed to think that many LC Spanish teachers do not have good English proficiency:

Excerpt 7.25.

*Something important you should take into account is that the **ability and language skill** of the instructor. I mean in the school, I found the teachers' English skill is not very balanced. Some teachers' English is good, the others' is not. The **major part, they are from Spain** (SP2, I1-2, DSB, 7&9)*

The general English proficiency of LC instructors from Spanish HEIs did not seem to be up to a par, and SP1, SP3 and SP4 expressed something similar in excerpt

7.26:

Excerpt 7.26.

***Her English isn't good**, so most of us didn't understand what she was talking. She was relaxed and smiled but **she didn't seem to care** if we understand or not ... It was impossible for our **concentration level** to stay especially when **her English was really problematic**. However, she gave us high marks. Many of us got 9.5 out of 10 on our final report paper. Nevertheless, we marked her down and gave a very bad feedback on her on the final evaluation report. She was **really a terrible teacher** (SP1, I1-2, DSB, 6)*

*His English was **not able to communicate**. He is a **local Spanish** (...) His English is 4 out of 10. I would say 4 to 5 (SP3, I1-2, DSB, 4&5)*

***Huff**...her English, is uuhh, very bad. 5-6. Yes, **bad English** could also be the reason (SP4, I1-2, DSB, 7)*

Political Stand- Other than English that was criticized by many students, showing political stand is an interesting phenomenon in some regions in Spain. Students' experiences can be affected by instructor's strong personalized or political opinion and this can be seen in SPTW's comment in excerpt 7.27:

Excerpt 7.27.

*I think some Spanish teachers, because I am in Catalonia, have a **really really really strong political opinion about independence**. So for Spanish, specifically for Catalanian professors, they need to be **mutual in political topics** (...) I think they should not be that preferred for independence (...) Yes, they do. One professor even in my thesis presentation, because I was talking about Spain and Catalonia is inside Spain, for them, it's obviously not inside Spain, which I think is **unprofessional**. Sometimes funny to take your personal opinions into works (SPTW, I1-2, DSB, 35&36&37)*

Politics may be related to historical or geographic conditions which are also part of cultural climate in a region or a country. Instructor's showing strong personal political stand in class gave students a strong impression and this was often perceived unprofessional.

Followed by pedagogy, teacher's English proficiency is significant but teacher's lack of English proficiency can be neutralized with a good lesson plan. SP3's gave a very candid comment that stressed how important the structure and teaching strategy are when teachers teach a lesson in a foreign language in excerpt 7.28:

Excerpt 7.28.

*It's that you know your **English is not good enough** to be a good instructor, right, so you should **design your materials** other ways to engage students or make them think or to help them to **get more insight** (...) **He didn't find other alternative**. He was just giving a lecture (SP3, I1-2, DSB, 4)*

From SP1's comment in excerpt 7.26, some EMI teachers did not seem to have any motivation to improve class quality and content understanding. The instructor's poor English had affected students' content understanding, learning and even concentration level in class. When students do not understand the lesson, they tend to lose the learning interest or motivation.

The important of class design is stressed. Lack of teacher's motivation to improve his lesson quality in SP1's comment in excerpt 7.26 can also be found in the case of SP3's comment in excerpt 7.28. Side by side, not having proper English proficiency could be a reason that students marked down the course quality. Students were here to learn, so even good marks were given by the instructor who had poorly instructed lessons due to inappropriate English would not change students' negative reflections. Fortunately, there are instructors with good English as well.

b) INSTRUCTORS AND CLASS DESIGN

LC teachers with insufficient English was commonly criticized by LC and ITL students but the lack of a good lesson structure that was needed to generate better understanding was the underlying reason that students marked down those lessons and had overall negative programme experience. There are still many LC teachers whose English is good and also gave good lessons. The followings are specifications with the examples and details valued by students about those instructors who gave them good and bad (in asterisk) learning experiences.

Professionalism

- **Good English Proficiency**
- **Ability to express ideas clearly**

- **Ability to lead discussion and give insights**
- **Classroom management**
- **Systematic & logical structure**

Being native or not is not a direct trigger to good class experience but a structured and interesting lesson. Having good English proficiency and lesson structure to give lessons, good classroom management and abilities to express ideas clearly and lead class discussions to give class insights are necessary parts of teacher's professionalism in students' eyes.

From excerpt 7.29, we know students value instructors whose English is good and who designs the interesting and engaging classes. He should be professional to know what he teaches and he does

Excerpt 7.29.

*He is from the Spain (...) **His English was really good, at least 9 out of 10. He is very good actually (...) he **didn't just read papers** in class, he was just talking and walking a bit. **I knew he was very good at what he was teaching**** (SP1, I1-6, DSB, 4&5)*

*He was **able to respond to students questions*** (SP3, I1-2, DSB, 3)

The instructor's English should be fine. I mean he or she **doesn't have to be a native speaker, but he/she has a clear mind to explain any idea** (SP2, I1-6, DSB, 10)

*It was interesting. His English is 9 (out of 10). **His class is interesting, it has something to do with his English*** (SP4, I1-6, DSB, 6)

*The professor is a **host of the debate, so he was managing the balance of different opinions. That's done... in that class, it was 32 people, and then, most of people have to talk, because if you don't talk, you don't get the points*** (SPTW, I1-6, DSB, 15)

Followed excerpt 7.29, instruction in proper English is necessary. From SP3's detailed comment in excerpt 7.30, however, we know instructor's English may not be the main concern or attribute that gave students' bad experience, but the deficiency to lead a discussions and activities and make the lesson understood by students:

Excerpt 7.30.

*² *It's that you know your English is not good enough to be a good instructor, right, so **you should design your materials other ways to engage students or make them think or to help them to get more insight**, besides the lecture. Because you already know you're not so good (...) He had some slides. Before each class, he **assigned reading material** and then the next class, we were supposed to **discuss in the class** about the reading materials, we were supposed to discuss in the class about the reading materials, **but he didn't have the capability to even make a lecture**. He was trying. He asked **some questions to guide the reading materials, but his English is not so good**, so people **could not understand his questions**. We did answer his questions, but he **wasn't able to lead the discussion further**. **Very bad conversation**. It was for me and other students as well. **If his English were good, the lesson would only be understandable**. It was **not necessarily about his English** (SP3, I1-5, DSB, 4&5)*

** **but he didn't have the capability to even make a lecture** (SP3, I1-2, DSB, 4&5)*

A lack of proper instruction structure and system gave students bad experience and led to students' negative impressions about instructor's professionalism as can be seen in excerpt 7.31:

Excerpt 7.31.

She **looks like she doesn't prepare the class. For the way, she is doing the class, **not in order, not in logical**. Something in this moment, she is thinking about that, and ah... another reason is that we had some content, but **she doesn't respect that**. She **did other things**. Or beginning to teach us something and finish in other thing. **We don't complete everything. No systematic**. She is not very professional. Huff...**her English, is uhhh, very bad**. 5-6. Yes, bad English could also be the reason. No no no...**but she is very bad, with good English or bad English, she is bad** (SP4, I1-6, DSB, 7)*

In excerpt 7.29, 7.30 and 7.30 when instructors failed to design or conduct the courses under those students' class preferences, such as English proficiency, instruction structure, material dynamics, and good discussions, as a result students seemed to mark down instructor's overall professionalism and vice versa.

² Asterisk * is used on examples by students about instructors who gave negative experiences.

As the importance of class design was discussed in excerpt 7.22, some features of good class design can be seen in the following discussions.

Content

- Interesting and sensible material (Journal articles, case studies)
- Questions for critical thinking or problem solving
- Practical examples
- Interaction between students (Discussion)

Instructors need to find ways to engage their students. Courses are interesting due to instructor's methodologies and teaching style. The course result could be different from students' expectations, and SP4 gave a very straight-forward statement in excerpt 7.32 about this:

Excerpt 7.32.

I like the way the subject he was teaching. The other subjects are very boring. Before you choose some subject, you read what the content is, but you don't know whether it's interesting or not. But he gave a class that was interesting. I think it's because the way of discussion (SP4, I1-6, DSB, 6)

Journal article workload and sensible examples-Suitable workload should also be taken into account as well for better effect. Many instructors in PG studies in Spain generally assigned journal articles to students to read but some did not construct the lesson well based on it. Interesting materials and varieties that are manageable should be exercised. Some questions related to assigned journal articles can be given to foster students' critical thinking and to increase students' learning interests, and SP4's and SP1's comments on good and bad instructors illustrate this point in excerpt 7.33:

Excerpt 7.33.

** She doesn't follow a **logical**, it's like, she started to give **some examples**, but it was **not necessary** to say these examples. She gave some examples, maybe related to the theories, but **it's impossible** to relate **to reality**. This kind of **examples are very exaggerated** (SP4, I1-2, DSB, 6&7)*

*J is quite good. He sent us, **in advance of the lesson**, we had **some papers very interesting** to read and after that we had the lesson, so we knew in advance*

*what we were going to be taught. The good thing about him in comparison with others was that he **assigned 2 interesting papers but very short**, so we were able to read it. Because all [other] teachers did the same, but they **assigned a lot of papers, a lot of different kind of papers**. It was **so many**, in the end, we **couldn't read**. So finally what happened is we didn't read. A few things that you can see that students would be able to read it (SP1, I1-2, DSB, 4&5)*

In excerpt 7.33, workload can affect learning results. Assigning homework that students can preview beforehand and giving class information about what students are to learn are useful. We also know students had better motivation to preview or to learn when materials were interesting,

Practical materials and Dynamics Design- As the dynamic design that stimulates students' interest in excerpt 7.22, the details and proper examples should flow logically. Instead of just lecturing, students valued the teachers who brought more practical and interesting materials that students can relate to their lives and gain more knowledge or extra skills of, and this can be seen in SP1's, SP4's, and SPTW's comments in excerpt 7.34:

Excerpt 7.34.

*And also, if you give some readings, some **interesting readings** to read before, it's very good. I think it's very good. You already **know the topic** a little bit. After that, you know about what it is talking about. It's nothing new, so it is **easy for you to learn** (SP1, I1-2, DSB, 11)*

****They are bad because they were boring and their class was not dynamic. They just speak, speak but (...)** (SP4, I1-2, DSB, 7)*

*We talked about the **business cases**. And we actually used these **business cases to learn something about the textbooks** [...] It's an **actual course that I can learn how to learn better. I learned how to read and learn as well**, because he taught us, 'First read this, and what you need to do is to read the slides, and after that, we come to the class, we discuss.' (SPTW, I1-2, DSB, 20)*

Group discussion and learning about different cultures-In terms of content design, SP3 and SPTW gave some descriptions about their preferred learning scenario that is from interactions. Students could learn from different students. Interactions between students are the key to intercultural communication, learning and even competence. Cultures of corporations and leadership are useful for students to relate to the reality.

The cultural element from interactions can be seen in cases of SP3's and SPTW in excerpt 7.35:

Excerpt 7.35.

*I think he is maybe from the United Kingdom. **Listening** to discussion, he **put students in different groups** (SP3, I1-2, DSB, 3)*

*I like his lessons because **his lesson is about learning from each other.** His lesson name is 'culture and organizations.' It's more about **sharing the cultural differences in different kinds of corporations in the world,** and also **leadership,** this kind of thing (SPTW, I1-2, DSB, 20)*

Different skills- Followed by the interactions with other students to learn different skills and cultural knowledge in excerpt 7.35, case studies or examples for students to relate to textbook and real situations in life or business to foster different skills or topics of different professions were adopted by some instructors. SPTW continued giving some details and examples about content, class design, and desired teacher's qualities in excerpt 7.36:

Excerpt 7.36.

*It's more like what I **think about the business case,** in all these business cases, maybe there are some problems, some questions (...) I like it that way. Sometimes he **gives some feedbacks** about students' opinions, sometimes he doesn't. The point is, the difference between undergraduate and postgraduate is that **my colleagues are more mature. Sometimes, their opinions may be better than the professors', so the professors don't need to give us opinions anymore.** It's more like students giving each other opinions (...) The professor is **teaching the students how to express themselves and structure their opinions,** and at the end, practice it in the actual world, instead of just telling me what to do (...) There were **several debates about different things.** My colleagues say something back, I need to say something...It's because more **about in some topics, it's related to your professionals.** When I did my master, lots people are **from different backgrounds,** we liked to **talk about different perspective,** and from the perspectives from their backgrounds as well (...) One thing important is that he always **asked us to write essays about specific topic.** Not in every class. For example, in 1 semester, I had 3 essays to write, and most of them are super heavy (SPTW, I1-2, DSB, 15 & 31)*

Teachers should give proper feedbacks at the right timing and tolerate different opinions and voices in class. Evidently, students can learn from each other and the mature students in EMI courses in Spain can also give students different input. In addition, academic writing in such EMI setting also was adopted to allow students deep

knowledge about specific topics. Involving students and encouraging interactions and communications between students are all necessary to promote learning different knowledge and skills.

Teaching Methods

- A good structure and organization of information-Non-Native Effect
- Application of slides or writing on the board
- Systematic, clear, logical, top-down
- Proper examples
- Engaging students (test, group discussion, student autonomy)

From those examples of effective teachers who gave students good learning experience, we can somehow get clues how to lower the non-native effect for teachers whose English is not fluent. A variety of different approaches could be seen here.

Systematic structure-Clear lesson generates better understand. Having a systematic structure and top-down information presentation were stressed by all informants in excerpt 7.37:

Excerpt 7.37.

*First of all, **they have to be clear**, and they have to **have the structure** (...) Sometimes when **you are lost** in the beginning, it is very hard. After 10 minutes or 15 minutes to be re-engaged. You know? (SP1, I1-2, DSB, 11)*

*Another thing is I think it's the **content, material, the structure**. I think it depends on the subject (...) You have to say, '**First**, you need to prepare any kinds of ingredients. And actually you have to **prepare the materials**, to boil the water a bit or (...) (SP2, I1-2, DSB, 10)*

Sometimes, we could see all other students, **we were all lost. We didn't even know where we were. **It happened she didn't have good structure, like first, 2nd, 3rd and 4th**. It looked like **first, 4, 3, 2, 1**. She is not very **organized**. Of course, we want it to be **step by step**. If you don't know a subject, and she is very bad with the structure, so it's very hard for the students (...) She is Spanish. There are two things. Most of us, the students, we kinda have difficulty to understand **the way she describes in the things she used**. The 2nd one is sometimes I don't know it's because the languages or the content she*

*gave, **the way she explained in the class** (...) I think it's **the way she presents the lesson** (SP2, I1-2, DSB, 7&8)*

She began to say something, **explaining something and changed completely to other thing. She **doesn't follow a logical**, it's like, she started to give some examples, but it was not necessary to say these examples...For the way, she is doing the class, **not in order, not in logical**. Something in this moment, she is thinking about that, and ab... **No systematic** (SP4, I1-2, DSB, 7)*

***Why I like his lesson is because it is really structured**. You can learn from **A B C D**, and get a conclusion (SPTW, I1-2, DSB, 20)*

From excerpt 7.37, content should be more organized and logical with steps for students to follow. Students can be lost if the information isn't presented clearly to them. The use of slides for a clear structure was also adopted some by LC instructors for students to follow the lesson better in case of comments from SP2 and SP3 in excerpt 7.38:

Excerpt 7.38.

*If I want to understand well, I need **a structure that is systematic materials** to let me know, from **top-down**. The **slides should be neater, more systematic and more organized**. It's not about slides, I think it's, for example if you want to teach how to cook a meal. You have to say 'First, you need to prepare any kinds of ingredients. And actually you have to prepare the materials, to boil the water a bit or...' (SP2, I1-2, DSB, 10)*

*He has **good communication style** (...) Slides, he used a little bit, not so much. It doesn't matter if there were **slides or not** (SP3, I1-2, DSB, 3)*

Teacher as a judge or a guide to give extra skills—debates and discussions in class design promote more communication and interactions. Rather than the target knowledge, a good lesson plan promotes extra skills, such as expressions. SPTW talked about teacher's role in class and gave very detailed descriptions about her experiences with several teachers' teaching styles, class design, class components in the following excerpt 7.39:

Excerpt 7.39.

*The professor is **the judge of different opinions** (...) The professors don't discuss. The professor is **the judge, being mutual** (...) Sometimes he **gives some feedbacks** about students' opinions, **sometimes he doesn't** (...) It's more like **students giving each other opinions**. Maybe if the professor wants to add something or conclude something, he would do it. I think a professor in*

*a course should be a **host**, instead of the one teaching it. The professor is **teaching the students how to express themselves and structure their opinions**, and at the end, **practice it in the actual world**, instead of just telling me what to do. He doesn't need to correct me because what he is doing is letting **me express myself** (...) The professor didn't say something to correct me, but he is **a host of the debate**, so **he was managing the balance of different opinions**. That's done... in that class, it was 32 people, and then, **most of people have to talk, because if you don't talk, you don't get the points**. There were **several debates about different things**. My colleagues say something back, I need to say something. But it's not because 'if you don't talk, you don't get points,' that's why people talk (SPTW, I1-2, DSB, 15)*

However, class content should be more flexible. SPTW's comment illustrate how instructors do not necessarily need to stick to textbook or the designated content (slides) that can seen in excerpt 7.40:

Excerpt 7.40.

***He uses slides but he doesn't really read his slides.** Before I go to the lesson, **I read all the slides, but he does not present all his slides.** For examples, he has 100 slides for his class, but he only presents 10. He sent us the slides before the class (...) Before that, I only got the lecture and only the presentation, I wouldn't go and do it. Even I read it, what would help next? Or what should I use next? I would just listen to the professors and let him present. I don't have to read it. I can come to the class and sit there and learn again. But in his class, **if you didn't read the text**, you did not read his presentations, **you would be speechless in the class. Because in the class, you are the one who needs to say something, not him** (SPTW, I1-2, DSB, 20)*

From excerpt 7.40, we know that instructors can apply strategies to give better learning motivation and student engagement. The example of the instructor described in SPTW's comment demonstrated this teaching design. Students expected good guidance from instructors in good class design that can be seen in excerpt 7.41:

Excerpt 7.41.

*At the end before the next class, he would **send you an email**, with what you said and **his opinions**...Because **he remembers** what every student said, and **he is super structured**. Like he can, when a lot of students are debating, sometimes, the point, the **main point would be lost in the conversation. He can really get it back.** He don't really have to say a lot of words but he can, when it's kinda lost, he can always take it to the right tracks. It's **more like a guide** than a teaching prof...Yes, he **uses slides**, but actually I don't remember most of his slides because most of time, **we were talking, and then reading extra material, instead of reading his slides.** Sometimes the **discussion** about questions (...) **He really cares** about the notes you make, and **he did comments down on your essays carefully.** One thing I*

*really enjoy my master is **that most of my professors really read my homework** and really comment a lot about each paragraph (SPTW, I1-2, DSB, 31&32)*

In excerpt 7.41, proper teacher's guidance is also needed for class to function well. When students are given opportunities to express themselves, it is possible that they can wonder off the topic and lose the focus. Instructor's role is to direct them to the right direction and clarify misunderstanding. However, some teachers gave an impression that they did not read the assigned coursework but students would really value the feedbacks on their writing. SPTW's description also pointed out how instructor can effectively lead a discussion and help students' homework.

Keywords and a reminder of objectives-Application of slides or key-words writing on the board is helpful for students to follow the content, and this was mentioned in local student SP1's comments. Proposing questions and giving the answers on the second day can be a way. To make the lesson understood more clearly to students, application of different resources can be seen in excerpt 7.42:

Excerpt 7.42.

*We knew in advance what we were going to be taught (...) **He used just a few questions.** Just to think about it. And in another class, he did the **answers teaching** (...) He **used slides** too. He not only assigned some papers to read in advance, but also in the lesson he had slides. Yes, so we could listen to what he was saying, and also **we could read because we could follow** (SP1, I1-2, DSB, 4&5)*

Class instruction depends heavily on the structure. Slides and other props help but most importantly, instructors should know how his information can be perceived and understood better with different sequencing and presentation of details to students. The description of class design in SP1's comments in excerpt 7.43 shows the structure:

Excerpt 7.43.

*For instance, some teachers don't have slides, but they are **speaking very well.** If they have **structure**, they can be **understandable.** But I think **slides also help.** And also, if you give some readings, some **interesting readings** to read before, it's very good. I think it's very good. You already know the topic a little bit. After that, you know about what it is talking about. It's nothing new, so it is easy for you to learn. **Some teachers don't have slides, but they can write it on the blackboard.** You know you just write something first. 'We are going to talk about this.' Just a few things, because some people may be very good, they*

*have already known a lot of things. Other people don't. If you **don't have a very good structure**, it is **very hard**. Sometimes when **you are lost** in the beginning, it is very hard. After 10 minutes or 15 minutes to be re-engaged. You know? (SP1, I1-2, DSB, 11)*

Other useful components to include are tests, proposing difficult questions for students to think, teacher's voice, and logic for better information flow can be seen in SP4's comment about a class design in excerpt 7.44:

Excerpt 7.44.

*We had to **do a test for every class**, maybe it could be a little tiring but it's better because it is the only way you have to **really learn**. **He gave us some questions, 3 to 4 questions**, but they were **very difficult**. You had to **think a lot**. The instructor gave us some questions about some paper. For me, it was nice (...) **It's better because you are obligated to read always**. Because **he pushed us to study**. Because the class was **interesting** too... The other subjects are very boring. Before you choose some subject, you read what is the content, but you don't know whether it's interesting or not. But **he gave a class that was interesting**. (12:42) I think it's **because the way discussion**. Just when someone wanted to **say his opinion**, it wasn't an **obligation for everyone to say something**. It was interesting. His English is 9 (out of 10). **His class is interesting, it has something to do with his English** (SP4, I1-2, DSB, 6)*

In excerpt 7.44, we know tests or difficult questions can be applied to promote critical thinking and push students to study.

SOFT SKILLS

Attitudes & Qualities

- **Caring**
- **Well-prepared**
- **Tolerant**
- **Having good memory**
- **Responsive**

Apart from the features of professionalism that were discussed earlier, teacher's qualities such as being caring, well-prepared, and responsive and having good memory

are valued by students in Spain in the examples of teachers who gave students good or bad experiences in the following excerpt:

Excerpt 7.45.

She was relaxed and smiled but **she didn't seem to care if we understand or not. It was a big lecture hall and she did not once come towards us and have some interaction with us (SP1, I1-2, DSB, 8&9)*

*He makes sure **everyone understand** what he says. He was able to respond to students questions (SP3, I1-2, DSB, 3)*

And it's like, ah...another reason is that **she looks like she doesn't prepare the class (SP4, I1-2, DSB, 7)*

*The point is, the difference between undergraduate and postgraduate is that **my colleagues are more mature. Sometimes, their opinions may be better than the professors', so the professors don't need to give us opinions anymore.** It's more like students giving each other opinions. Maybe if the professor wants to add something or conclude something, he would do it (SPTW, I1-2, DSB, 15)*

*In the end of the class, **he remembered** what everybody said in every class. At the end before the next class, he would **send you an email**, with you said and his opinions...I think **memory is one of his traits.** Because he remembers **what every student said** (SPTW, I1-2, DSB, 20)*

7.3.3. RESULTS FROM QUALITATIVE DATA. INTERVIEW WITH INSTRUCTORS (DATA SET D)

This section shows the conversational text results from HEI instructors in Data Set D. The two participants are university teachers who were recommended many times by students from the survey in PS.

Table 7.3.3a shows the basic information about the two informants from Spanish HEIs. They are non-native local instructors from business schools. Two male EMI instructors in their forties, teaching business and elective subjects of European Unions, European Trade Policy, and International Relations in in both private and public universities in Spain. Table 7.3.3b shows the codes of Data Set D.

TABLE 7.3.3a. Information of Instructor Participants from Interview 2/S2

Informant	JOAN	JOSEPH
Gender	Male	Male
LC/ITL	LC (NN)	LC (NN)
Subjects Taught	European Unions Integration, European Trade Policy for Specific Organizations, Institutional market	International Relations, International Political Economy
Qualifications	Lawyer’s License, Overseas Research,	Master Accounting from the USA, Accounting PhD from Taiwan
Experiences	EMI experience (8y)	EMI experience (10y)
Recommended Frequency by Ss	2	2

TABLE 7.3.3b. Data D Data Coding and Categories

CATEGOREIS	SUBCATEGORIE	THEMES
EMI Issues	Internationalization & Localization	Local Students International Students
	HEIs	Internationalization & Localization
EMI Qualification	Instructors	EMI Qualification & Experience
		EMI Training
		Teacher’s characteristics
Class Design		Culture Learning
		Good Experiences

a) Internationalization & Localization

Part of the internationalization operation is to attract ITL students. Courses or programmes are taught in English to attract ITL students and make it easy for foreign students who do not speak the local language to proceed the course while EMI programmes can internationalize LC students domestically, namely giving them

knowledge of what is happening outside their country. Elective courses were designed in English for LC students to participate.

Both JOAN's comment in excerpt 7.46 illuminates how Spanish HEIs designed programmes to attract ITL students and how it was designed in different years of UG or PG programmes:

Excerpt 7.46.

*We are-we are hosting or welcoming **more and more (.) international students** that decide to enroll in our bachelor's programme (1.5). And(.), this is of course **a source of (.) not problem but trouble** at least, cos they are not(.) I meant, they are **not fluent in Spanish or Catalan**, so those courses start in **local language, it may bring a problem to them**. In any case, er, yeah (1.5), the idea, is to, I mean, the bachelor's programme, overall speaking has the **50% of the courses, offered (1) teaching in English**, and, er, **50%**, er (1)..**on local languages, just both Catalan and Spanish**, so there is **a transition** from the first year to the fourth year, right? So, it makes sense that this regards the very basic course on business law. In the 2nd term in the first year, they start in Spanish and Catalan. Uhhh (1.5), except for that, the-(1.5) I teach, in-in English. For instance, European integration course in the 2nd year is fully taught in English (.) No. (2) I was about to say the **elective courses** in the 3rd and 4th year, those are also taught in English (JOAN, I2-2, DSD, 10)*

In excerpt 7.46, we also know that multilingualism was part of the international design in Spanish education. The programme was designed to motivate ITL students who could not speak the local language. Sometimes this internationalized courses start with electives courses to attract the students' interests of ITL and LC students. In JOSEPH'S comment in excerpt 7.47 also described how the international programme was set for LC students:

Excerpt 7.47.

*Definitely. There is (.) yeah [there is] this is one of the motivations is to [to] **attract non-Spanish students** a:nd yeah, I would say, it depends every year. It may change a little bit? But, uh, I would say, like **50% of students** are [are] **locals** and 50% are either (JOSEPH, I2-2, DSD, 4)*

From excerpt 7.47, we know EMI setting is more feasible in some faculties than others. Instructors seemed to understand well the international operation as the national or school's agenda. Followed by excerpt 7.47, those international courses are more

popular in business schools to attract ITL students or exchange students in JOAN's comment and JOSEPH's comment in excerpt 7.48:

Excerpt 7.48.

*This is the first thing. And secondly, of course, the school as a **business school**, with **international operation** trying to capture and to attract **as much (.) er (.) international students** as possible. Perhaps (.)...I mean, from the very beginning, REGULAR students draw from the first to the last year, eh (2) even more importantly, uhm, **A CHANCE for visiting students** (JOAN, I2-2, DSD, 33)*

*But just in this programme, right. These are very exceptional programmes because a **100% is taught in [in] English**. Uh, I know that there is in the **business faculty**, there is another programme, which is 100% taught in English, but most of the programmes have only some courses offered in English, not the whole programme (JOSEPH, I2-2, DSD, 4)*

EMI programmes also open opportunities for visiting students. Business faculties offer more 100% programmes in EMI while the setting of some subjects is more suitable in EMI. UG programmes target more LC students while PG programmes with more courses in English focus on ITL or exchange students. Some subjects are also better in English setting in excerpt 7.49:

Excerpt 7.49.

*I have never been ↑said, specifically (1.5), concretely why my courses are taught in English. **It makes sense** if we are discussing the European union integration process. (2) It makes sense (...) Actually the **master's programme** is [is-is], conceived DESIGNED in its **nature to attract international students**. on average, I-I ha:ve (.) 5 to 15% of exchange students. (JOAN, I2-2, DSD, 31&37)*

*Among th:e total number of elective courses, among the total number OF (.)regular courses of the first and second years, our exchange students, of course, are only bits, most of them on the courses taught in English, from time to time (.), there are students who have (1) skills, I mean, oral and written skill in **Spanish** and **they can't (.) follow the course normally**. That's why I could say that, for our Erasmus students (.)the golden rule is to start the courses in English. It makes sense (JOAN, I2-2, DSD, 41)*

Many exchange students in Spain come from Erasmus programmes. Most of International programmes in Spanish HEIs have half of their students LC and half ITL. Spanish programmes design half of courses in local languages, and the other half and the electives in English.

EMI programmes are also a means to internationalize LC students domestically. Students got to know the world better in this internationalization process in the JOAN's comment in excerpt 7.50. English setting also helps students to improve their English to meet the graduation requirement of B2 English.

Excerpt 7.50.

*Firstly, it's a way to (.) internationalize our local students? to make them **KNOW** the world out there (.) does not happen in Catalan or Spanish. I ↑mean **Spanish is [is] a global language as well**. Hmm, It's a way to **internationalize them domestically locally**, even with (1) lecturers like ME which are (1) local as well. Sometimes, it's **quit(h)e (2) [quite] very upsetting**, because I know, they came from a town close to my hometown, and I know **I was born close to their PLACES** but we exchanged in **English**. This is the first thing (JOAN, I2-2, DSD, 33)*

*Opposite to that, **the first and the second year** courses are basically designed for ↑**local students**, whereas elective courses in the third or fourth years are combination of BOTH (JOAN, I2-2, DSD, 37)*

*In Spain, this is-this is a **mandatory requirement** now, they [students] need to prove **B2 in English, French or German**, either way, (1) before graduating. **Without this B2 in 1 of these foreign languages, they cannot (.) graduate**. I mean, they leave school, there is no faculty to enroll but they don't get the official (.) recording (JOAN, I2-2, DSD, 77)*

In JOAN's comments, strange experience could take place when he and his students who come from the same city or town had to communicate in English.

Under such programme setting, students' English competence was fine and no learning issues were found regarding students' different language levels. Both JOAN's and JOSEPH'S comments depict this point in excerpt 7.51:

Excerpt 7.51.

I would like them to have ↑better skills of what ↓they do, but at the same time, I must say (.) on average, on average, of course there is always outlier but on average they can ↓follow the course (JOAN, I2-2, DSD, 75)

For the locals, in my course, they have rather good level of English, Right? I guess they have to go through (.) some sort of selection process, or they have to like

demonstrate their, their level of English. So (1) I was very happy with the (.) average level of students in [in] this specific course? (JOSEPH, I 12-2, DSD, 2)

b) Instructors in International Programme

Instruction in English courses is completely voluntary but incentives are given by university to encourage teachers to be involved in teaching in EMI programmes. Teachers have freedom deciding the lesson plan, content and teaching methodologies. If teachers wish to be part of the international programmes, they have to be able to teach in English. The incentive such as higher recognition was given to encourage teachers' EMI participation. Schools expect teachers to be able to teach in English as part of the contract, but it may only be limited to the content and content knowledge that instructors focus on.

Academic mobility (Knight, 2004) of teachers and students for conferences, seminars, and speeches was important in the process of internationalization of education. As a strategy of school, teachers would want to be involved in teaching EMI programmes.

Both JOSEPH's and JOAN's comments emphasized the process of internationalization of education on teachers and school's strategy in excerpt 7.51. Nevertheless, not all teachers are ready to teach subjects all in English. There isn't any content or detail in their contract to regulate this but presumably teachers did not have any issue when they focused on content rather than language.

Excerpt 7.52.

*It was a **proposal by the university**? to (.) like to increase the number of, uh, courses taught in English and it was **voluntary**, those (.) professors who wanted to join (1) it was possible. And (1) I remember that in some faculties, um, they **offer** some like **incentives** (.) like [like] **a higher level of recognition** in terms of (.) number of (1) hours per course or something like that. I didn't get any of these incentives, but, uh, I thought that it was reasonable to if I had the opportunity, it was really good to join these (1) these initiative (JOSEPH, I2-2, DSD, 1)*

*In XX, we have **these degrees in global studies, which is fully in English?** So, uh, you cannot be (.) **part of programme** if you are able to, to teach in Spa- in English (...) In my case I could. And (.) it made sense (.) in the (1) [in the] **strategy of the university.** (.) I don't know how it goes in other universities, but I feel that (.) in X, once to like lead or to be in the (bank of) teaching and research activities, uh, which in some cases, uh, **needs more engagement in English** courses, research and such (JOSEPH, I2-2, DSD, 2 &3)*

From JOAN's comment in excerpt, school seemed to assume that EMI teachers of English are capable of teaching EMI courses. Nevertheless, the academic content was what instructors mainly focus on.

Excerpt 7.53.

*School ASSUMES (.) that (2) professors, lecturers **teaching in foreign language are fluent in that language.** There is n:o [no] **particular consideration, concern** on this. Or the concerns are, of course, **focused on the academic** (1) on the **CONTENT** of the subject. (2) This idea is not part of [of] the [the] FORMAL CONTRACT between the institution and the lecture (JOAN, I2-2, DSD, 28)*

*I've [I've] had quite a large margin to decide, (.) **the content, the references, and also the methodology.** In terms of methodology, there are some [some] **directions given by the university** or the faculty? (1) but within those directions (.) you have, like **a large room to** (.) to test, to experience, and (.) **I like my job**, so I experience quite a lot (JOSEPH, I2-2, DSD, 3)*

In JOSEPH's comment is Excerpt 7.53, instructors are given freedom and enough room to decide their lessons and teaching methods.

c) Language Issues

A lack of English fluency that impedes learning exists in teachers and students. Courses that are taught in lecturer's foreign language take more effort in preparation. Language as a key element in employing teachers can be seen in JOAN's comment in excerpt 7.54:

Excerpt 7.54.

Language is a key element, because the same course taught in Spanish could not be an option for students (JOAN, I2-2, DSD, 10)

Teacher's EMI readiness may not align with this policy of internationalization when there are more and more international students. In regions in Spain like Catalonia,

programmes are taught in three languages, Spanish, Catalan and English. EMI teachers depends on the availability of teachers in these three languages and this can be seen in JOSEPH's comment in excerpt 7.55:

Excerpt 7.55.

*The other thing is that, well (1) in some faculties, some programmes, have some courses that can be offered in Catalan, in Spanish, or in English. And then whether the course, [whether] if the course is offered or not, **depends on having faculty with the ability** to ↑teach a course (JOSEPH, I2-2, DSD, 2)*

*I know many of **my colleagues**, even if they wanted to, they **have difficulties?** and then (.) but you know, **that's an effort** if that's not your[your]mother tongue, you **have to make an effort to prepare** or [or] **re-prepare** a course in English [...] once to like lead or to be in the (bank of) teaching and research activities, uh, which in some cases, uh, **needs more engagement in English courses, research and such** (JOSEPH, I2-2, DSD, 1)*

Nevertheless, in excerpt 7.55, teachers need to be capable of teaching in English to be involved in international research and programmes. Not all teachers are capable of teaching content and making it understandable in English to their students. Not just students, teachers know that their colleagues may not have the right English level to teach. JOSEPH's comments in excerpt revealed some opinions from his colleagues and students about non-native effect from teachers. For teachers, it often takes more effort to prepare a lesson in English.

Excerpt 7.56.

*But I guess (1) there is something (.) as relevant as it is, which is the <language level> of the teaching. =Teachers or students?= Yeah, **Teachers. (.) And students**, of course. Yes, yes. **Both of them** [...] in some cases, **the level of students is [is] not necessarily (2) good enough** to follow a course in English as they should. And I know that in some cases, **teachers are not necessarily (2) fluent in English** too, to [to] offer (.) all they could offer with [with] a proper language (.) level of expression (JOSEPH, I2-2, DSD, 10)*

*They [teachers] should **make an effort** for sure. They should (1) like, (2) follow, **the sort of courses, uh (1) offered by the university**. They should (.) improve the level of English by themselves, or by [by] (.) I mean, but that's something (JOSEPH, I2-2, DSD, 11)*

From JOSEPH's comments in excerpt 7.57, we know teachers and students in his programme that is taught all in English have proper English level to manage the class,

but this may not apply to other faculties. Some sort of English requirement or criteria were in place in comment in excerpt 7.57, so that course could be delivered and understood properly:

Excerpt 7.57.

I haven't, I haven't encountered this difficulty in this specific programme I'm teaching? (...) In a programme which is a hundred percent in English (1.5), there should be no doubt that both teachers and students have the language level to follow the course (JOSEPH, I2-2, DSD, 10&14)

From excerpt 7.57, likewise, this reflects the possible reasons about the reasons of lack of proper proficiency of teachers who teach in the course or class setting of less than one hundred percent of English. Is it stricter with English capacity in those of 100% English programmes? However, the content and knowledge seemed to be compromised in English, which can be seen in excerpt 7.58:

Excerpt 7.58.

*They [students] may understand (1) but they [they, they] experienced that (2) the **language level affects (.) the level of the course** (...) And they [they, they] shared with me the (2) the impression that they **would get more** if that teacher (.) taught his or her course (.) in his or her **mother tongue** (...) Apart from this programme where I have these courses, I am coordinator of a master's programme. And (1.5) in this position, (.) I know that sometimes **some students are not (.) very happy** with [with] some professors, not because of their (1) knowledge. Yeah, not because of their expertise, but because of **their language level** (JOSEPH, I2-2, DSD, 13 &18)*

From excerpt 7.58, students gave opinions that the course might have been better if it were taught in a different language. Nevertheless, the level of English is improving when there are more and more activities in English. That is, EMI and the process of internationalization and localization was enhanced through time and this can be seen in excerpt 7.59:

Excerpt 7.59.

*I would say we are not in a [in a] (.) critical moment, critical in terms of transition moment, in which it's clear that we have **more and more activities in English**. And the level of English is improving among professors and students, but still, we have some [some] **language issues** which would be maybe solved in several years. But for the moment they [they] remain there (JOSEPH, I2-2, DSD, 16)*

‘EMI lecturers do not think language is their responsibility (Smitt & Dafouz, 2012; Paseka, 2010; Huang, 2012; Jiang et al., 2019).’ EMI teachers expected to teach the content with the mean of English but focus more on the content and knowledge. Content teachers still think that content is the only target and objective of their courses and this can be seen in JOAN’s comment in excerpt 7.60:

Excerpt 7.60.

English is very important. But (2) at least it’s not the objective, it’s not the main goal of my courses, so (.) content is a goal? (.) And-and the language is (.) is only a ↑ means to get this goal (JOAN, I2-2, DSD, 109)

JOSEPH’s comment in excerpt 7.61 explained why even some instructors would love to improve their English for better instruction quality, they couldn’t:

Excerpt 7.61.

*English (.) where language difficulties, and, uh, I guess either you have those difficulties with (1.5) your **30 or 35, you can work on them.** If you have them with a **50, 55 60, I guess it’s more difficult to improve** (JOSEPH, I2-2, DSD, 23)*

Some teachers have been teaching all their lives and speak certain languages certain ways with fixed old habits and issues that are impossible to change.

d) Teacher’s EMI Experiences and Recruitment

Teachers with different backgrounds, professionalism, and experiences were hired to teach, giving students different intake that may be useful to student’s pursuits and career development.

Excerpt 7.62.

*I am [I am] teaching, er (.) in [in] **business programmes**, but I am a **political scientist** and I <studied> to be a **lawyer**, even though I am not a **practitioner**, so (.) my [my] angle, my perspective is not (.) **[not] from the business side but more on the institutional side**, so (.) I teach to business students (2) the institutional framework, and the **institutional (.) umbrella** that will [which will] **shelter their[their] daily lives** (.) after they graduate (...) I have developed **my career not in English**, sorry, not in **Spanish** exclusively during **my research abroad**. (1) Because of **personal reason** of all sorts, and, I’ve (1.5) **Yep, I’ve developed this skill in English**, so of course, once-once, I mean, back in time when I was hired in this school in 2018. The fact that I had to teach, in different, I mean, in Catalan and Spanish courses and also in English, and eventually **French is a plus**, is an element which was evaluated positively (JOAN, I2-2, DSD, 4 & 18)*

From excerpt 7.62, we know that in some HEIs, instructors were hired because of their EMI experience in other university, programme or language, but mainly instructors who were hired to teach simply because he could teach subjects in English.

The instructors were hired because of their English experiences. JOAN's English ability was already known by the president or director who was in charge of hiring EMI teachers in excerpt 7.63 while JOSEPH had taught subjects in English for a few years in excerpt 7.64:

Excerpt 7.63.

*Actually before (.) becoming an assistant professor in this school, I was an adjacent professor, meaning that (.) I was basically giving stable **specific course** and nothing ↑else and **these courses were also taught in English**, so the school, the **president of the school**, the manager of the school, and the head of the study were-were all **familiar with my skill** (.) **my [my] English skill**, **my foreign language skill** (...) In my personal case, from my own experience, I would say tha-t (.) what counts the mo:st, was the[the] evidence that I **have already been teaching in English** in this school in previous years. For (1.5) [for] any real selection process right now, happening right now in this academy here. I could say that (1) those qualifications, **the formal qualifications** are [are] important. (1) Can-any-formal (.) er (.) qualification from[from] Cambridge university or the TOFEL system, any of them. Any OBJECTIVE may guarantee that this (.) candidate has good knowledge (JOAN, I2-2, DSD, 20&22)*

Some teachers can speak several languages, while language courses were given to help teachers improve. From excerpt 7.63, some teachers did not seem to have the right qualifications to teach EMI courses even if they have English qualifications.

Excerpt 7.64.

*I have taught (.) **in EMI courses for (.) like 10 years**. So I would say (.) maybe before that I had some (1) some experiences, but on a continuous basis, I would say in the past 10 years or so (...) One of the reasons was because **I could**. In my case I could. And (.) it made sense (.) in the (1) [in the] strategy of the university (JOSEPH, I2-2, DSD, 1&3)*

Both instructors have trainings in their professions and have done research or taught subjects in English but had not gone through proper EMI or ICLHE trainings. They are capable of teaching EMI courses simply because they have the right capacities for them.

e) Examination Policy in Spanish HEIs

The design and policy of some EMI programmes can be an impediment for the students to improve. In regions like Catalonia, exams can be done in Spanish or Catalan, instead of the target English in an EMI programme. Even if the programme is all conducted in English if students exercise this right, it is likely that those students do not have to strive or try hard to improve their English, particularly English writing. In JOSEPH's comment expressed this possible negative by the exam policy in excerpt 7.65:

Excerpt 7.65.

*Because XX, as [as as] a student, you have **the right** to [to] be assessed? (1) Let me put it this way, (1) you have the **right to [to] (.) do your [your] exams and (assesses) and everything in any of the three official languages** of the university, Catalan, Spanish and in English. So even if the courses in English, you still have the right to do it (.) [to do] the assessment activities in Spanish or in Catalan. =This is global studies?= I don't think so. **Global studies**, (2) I may have had some exceptional requests (.) that I have (2) like (.) does **incentivize**. I mean, if they have the right, they have the right, but if they are following a course in English, they should be able to (.) do **everything in English**. But I know from other colleagues, other programmes? they've [they've] taught a course in English and then some ↑students (.) **have exercised the right to do the exam** ? or the assesses **in Spanish or in Catalan** because their level of English is (.) lower than it should be (...) I would say [what I would say] is, they (.) if they have the right to, [to, to] the exams in Catalan or Spanish, instead of English, some of them [some of them], I don't (.) I really don't know whether they are majority or minority, but some of them (1.5) would **exercise these rights**. Um (1) and I would say they [they] **have difficulties**, which will not be surmounted because of, uh, or **thanks to an effort to [to] make the exams** in (JOSEPH, I2-2, DSD, 19&21)*

From excerpt 7.65, the incentive and the motivation to make an effort to improve would be missing if students can choose not to do the exams in English. This can be a possible reason that LC students did not improve their English academic writing.

ABOUT STUDENTS

f) Student Behaviours and Student Psychology

Students behave differently and the interaction is higher in EMI courses. In Spain, only some faculties like business, in which all subjects can be taught in English but most programmes can only offer part of the programme or some classes in English. EMI and non-EMI students did not have any performance difference when subjects were taught in English or local language (Dafouz et al., 2014), and this study, no difference is found between LC and ITL students in terms of content understanding. This can be seen in JOSEPH's comment in the following excerpt:

Excerpt 7.66.

*In relation to the **content**, I would say there is no, **no relevant difference** between Spanish because in terms of understanding, I think they [they] **follow perfectly well** [...] Uh, maybe there are some words that they have more difficulty in understanding. This is something that I have noticed (JOSEPH, I2-2, DSD, 6)*

EMI programmes set them apart as students may be more performing. Students in EMI programmes seem to be more participative. From JOAN's and JOSEPH's comments in excerpt 7.67, different student attitudes and behaviours can be found:

Excerpt 7.67.

*To be frank, not in this course. Uh, I would say (1) if I compare this course with all the courses taught in [in] Spanish or Catalan (1) maybe the [the] (.) **intensity or the degree of interaction is higher**? Because soon they tend to be **more (participative)**. That's a very positive aspect. Uh, but (1) apart from that, I wouldn't say, no, I would not (JOSEPH, I2-2, DSD, 4)*

Make it conscious you came up as much as others anyone else in this room, so (make yourself worth). WE ARE all expecting from you (JOAN, I2-2, DSD, 89)

Students nowadays are in general more passive and not so participative in class as an effect from their cultural and previous educational backgrounds affect students' class behaviours and attitudes. This can be seen in JOAN's comment in excerpt 7.68:

Excerpt 7.68.

*Local and international students act completely different in class (...) Our students are **not very keen** and not **very active** in this kind of setting. So at least, I hope that **passively they get this (.) this information**. They-they (.) they know this happening in Germany or this is happening in ↑Brazil right now may affect, or maybe can use as a good example of good, I mean, of our theoretical debates (JOAN, I2-2, DSD, 51&53)*

In excerpt 7.68 we know cultural attributes seemed to have a great impact on students' behaviours. JOSEPH's also observed the some differences between LC students and students from North and South America in excerpt 7.69:

Excerpt 7.69.

*In the case, in [in] the specific course that I'm teaching (.) **local students are also very participative**, right? They are engaged. (1) On average, probably student Spanish students or [or] (European) students, maybe they **tend to be less participative** than North American students, or that's something. (1) Well, **South American students are very engaged** in terms of participation (JOSEPH, I2-2, DSD, 8)*

Lower-esteem-Some LC Spanish are self-conscious about their English and can wrongly think that they are not able to build arguments if their English level has not reached certain level. Being different from native countries like the USA or the UK, English oral skill or fluency might not been fully developed under Spanish education, but this has nothing to do with communication skills. Even though they may not be as participative as some IIL students, LC students can understand the course content well in English and there is no different in performance. As well as JOSEPH, JOAN's comments stress this lower-esteem effect in excerpt 7.70:

Excerpt 7.70.

*That's a question I ask myself constantly, why (.) Why **those American students (.) so engaged in the debates so naturally**, without hesitating. And why our **local students are so reluctant**? (2) Of course, I mean, not all of them, but of course, there is-there is a (2) **reason th:er ↑old vision, their old feelings about their own skills**. [Some of them are] **not very comfortable** (...) They think (.) they are **not fluent enough**. (.) Sometimes, it's [it's] a **WRONG**, it's **a wrong vision** (.) because (.) they can build up an argument, it's not a problem. They feel, I mean, compare to the visiting colleagues in the room, they feel, huh (1), they feel (.) not **well-QUALIFIED**...And second I think that, in **ou:r education system, oral skills are not (1) developed**, promoted, and-and wo:rked in a way that, in a way as they are in the US or other academic systems. It's also a matter of, a matter of having it in your-(1)your personal opinion, your consideration publicly, ↑so both play a role here (...) I could say **that locals are more passive because they are afraid** of what the others would think. They are **very**, er (1) **sensitive**, they are very **sensitive to the others' thoughts**, own performance (JOAN, I2-2, DSD, 81& 83 & 89)*

Cultural differences from different nations and cultures—followed by the local lower-esteem effect aforementioned, students from different nations behave differently in class but the reasons are different from the ones of LC students. American students were more participative. But Asian students seemed to quiet and passive in class. This is not to do with their English competence but the cultural, educational and classroom behaviours that they are used to. The social or cultural attributes of students' countries were mentioned in JOAN's comments in excerpt 7.71:

Excerpt 7.71.

*Again, it's related to this (3) ↑reason that I mentioned [mentioned], **the language skill and also economic backgrounds, the educational system they came from.** Er: **Asian students are-are (3) less engaged** but not because-not because of their language skills but because **the ↑way they interpret their role and [and] the professor's role**, there is a **hierarchy** (.) going on, (.) which is very **evident with CHINESE** students. They do not even **DARE, over speaking**, of course, this is, I cannot, overgeneralize, but (2) yep, **those (.) Chinese, those Asians are still used to be more passive** because (1) they have been grown in the **educational system** where the students **remain passive**. And this is a **shock** they get from our master students. You [you have **the same capacity, the same potential to add value** to this fashion like other students in the classroom, ((SNAP FINGERS)) so **change your mindset**. Er, (Northern-European), Scandinavian students, German students, Dutch students have no problem. The Brits at this-on this-this purpose, they are-they maybe are qualified as Americans or Canadians (JOAN, I2-2, DSD, 87)*

***They [Asian students] aren't active as others [...]** Chinese >not only Chinese, Korean students as well<. They (.) they assume-they assume they have to be passive, silent and listening to the lecture because the lecture is, or **the professor is the person who is in charge** and the person who has the right. So, I see, teaching in a very horizontal way, meaning, a lot of, for more than my students, (.) not because I am older than them. Er (1) this (.) this horizontal ↑vision by the Asian students. It would make sense and you can easily compare, because of **YOUR OWN national origin** but I have to say, once, this is a discussion I had with many Asian students, I mean, **mostly Chinese but not only Chinese** (JOAN, I2-2, DSD, 89)*

*And particularly for [for] **Asian student or >Chinese< students with local names**. But it's very usual they-they name themselves differently. I am Shanyi but please call me Grace, or please call me, ok? I easily remember the western name but I do-I do make efforts to learn their own names in **Chinese** even though I have no clue of Chinese. I think this is a way to say, to incorporate them in a debate, to make it clear that, they are not a*

number, they are **individuals** with plenty of things to say. S:o (1) and this works. This **individualization** creates a-a-a better atmosphere, learning atmosphere. It **creates a community**, a learning community. **We learn among peers**, even though of course I am obliged to go where we're heading, and of course, I am more obliged to steer the group, but we are peers. That's the university (JOAN, I2-2, DSD, 99)

Both JOAN and JOSEPH talked about the perceived differences in excerpt 7.71 and 7.72. Some Chinese students are quiet and passive in class, and it would be difficult for teachers to know what they were thinking.

Excerpt 7.72.

*Some American, yeah. I would say it's something very subtle. Right? But I would say **Americans tend to [tend to] be more engaged** in terms of participation, uh, interventions in class [...] Yes, it has to do (.) but probably has to do with the background. I mean, in their (1) **primary and secondary schools**, they are **more used to [to] participate** in class (JOSEPH, I2-2, DSD, 5&8)*

*I've had some Asian studies, some Asian students. It **really depends where they come from** [from], from China, Korea, or other places. (1) **Chinese students are NOT VERY, (1.5), participative**. Uh, probably their [their] **level of interest** in the course is exactly the same as the rest of the fields, but they are not very participative, IN GENERAL (JOSEPH, I2-2, DSD, 6)*

*It can be [it can] be related to that, uh, in this specific course that I teach. Um, I haven't had MANY Asian students [many Asians students] and those that I've had were not very problematic in terms of (.) **interaction, language, (.) fluency**, et cetera. I know that in some of the courses, (.) postgrad courses that I've taught or postgrad courses taught by some colleagues? I know that they are **not necessarily very fluent** in English and they are **not very (.) participative**, maybe partly because of that (JOSEPH, I2-2, DSD, 7)*

Teachers evaluate students' content understanding by students' class performance and behaviours. Sometimes Asian students have lower language level. The learning attitude of those Asian students makes it hard for instructors to assess whether they have learned the content well. In excerpt 7.73, we know that instructors sometimes had difficulty evaluating Asian students because they did not express themselves much in class:

Excerpt 7.73.

*I haven't [haven't] come across (.) many [many] situations like this (2) but in general, it's [it's] very **difficult to assess whether Asian students have perceived content well** (JOSEPH, I2-2, DSD, 12)*

*If they have to write essays or [or] a final exam. That's what I (1) that's when I assess. Or when they (.) participate in special activities, if they are **less engaged** in those activities, **their grade is lower** in these shared final grade. Uh (.) but it is not necessarily easy to identify (.) shortcomings when [when] you have an essay and they have time to prepare it, and but it's true that in general, it's **more difficult** with some Asian students, with **some Chinese students**, it is **more difficult to know whether they're following** you or not, because they tend to be **more (.) reserved**? They **tend not to express**, uh, their (3) [their] excitement or their doubts? Not necessarily in class, they tend to be like **more (1) cold** in the way they (2). Uh, I'm seeing these in general (JOSEPH, I2-2, DSD, 13)*

Incorporating better design should be taken into account for academic writing. LC students' writing skills seemed to be weaker and this can be seen in JOSEPH's comment in the following excerpt:

Excerpt 7.74.

*Maybe you'd have some, some **more difficulties** (.) when they **write an exam**. Uh, maybe there are some words that they have more difficulty in understanding. This is something that I have noticed (...) I would say, I would say Spanish students (.) in some cases have **a lower level of (.) writing skills**?... Maybe you'd have some, some more difficulties (.) when they **write an exam**. Uh, maybe there are some words that they have more difficulty in understanding. This is something that I have noticed (JOSEPH, I2-2, DSD, 6&9)*

g) Teacher's Specifications

The followings are the briefs of the two informants in terms of their incorporated content components in lesson plan and class design, and their specifications. The brackets are the exchange number from the transcript.

Both JOAN and JOSEPH applied various materials and dynamic activities such as group discussions, presentation, video-watching and posing questions at the end of the chapter to engage students. Textbooks and slides were adopted but the focus was

pressed in student interactions and participation. More details can be seen in the following excerpts 7.75 and 7.76:

Excerpt 7.75. JOAN (JOAN, I2-456, DSD)

I always use (.) er (.) forum in our e-campus where I constantly upload press articles, short pieces that try at least to make them aware the importance of our discussion through their business decisions the day after they graduate. So close content to media not only regular but all media, social media as well is a good option for the, it's a tool, an activity to try to keep updated (51) Unfortunately, this happens seldom. Our students are not very keen and not very active in this kind of setting. So at least, I hope that passively they get this (.) this information. They-they (.) they know this happening in Germany or this is happening in ↑Brazil right now may affect, or maybe can use as a good example of good, I mean, of our theoretical debates (53) I will be presenting (1.5), the main integration process, the interconnection of main focus of European unions(1.5) What's happening Amazonian rain forests is important. I will make sure that they know what's happening, I will be posting articles that I have been gathering on this issue. I will be posting, more and more, I am trying to specify those sources of information because I could be lying...so I try more and more to incorporate the podcast, I incorporate twitters as a source of information because this is rich. This is rich, er (.) At the same time, I engage them to, ya (.) t::o (.) make use of the resources (55) Of course, there is no human that can resist 3 hours, 3 hours long speech, so I split (2) this sections to (.) 3 ↑parts. Er(.)there is a always a combination of, of class lectures, ↑I present the topic, ↑I use the slides, ↑I being the center of the attention. The, I try to (59)O:ne hour. Then I try t:o reverse the, the chain of communication, reverse the focus, and make ↑them the center of the team (61) Perhaps, because I am a political scientist, I try to (1.5) to incorporate a lot based on previous readings and seminar, discussion seminars. I very much like a seminar a DVD-based of 20 or 25 pages of being-being, discussed in during the seminar. But it's true that, I also, I try to change, I mean I try to alternate and ↑introduce other-other source of activities. I do use clarification from time to time. I do use games from time to time (63) Again, it depends on the size of my group. It depends on the size of the group. When I have (2) smaller groups, which for me, I mean, in my context, from 10 to 15 people in the same room. This is-this is manageable. I do not split the group into any sub-, into any class or any subgroup. (1) When (1) the quantity of the students exceed th:is 20 people, then I tend to reduce the, I tend to [to] work on others. On the basis of other activities, because the debate or discussion about 30 people in a group is impossible, so what I shall do then, what I try to do then, I discuss cases and I split the groups, say 30 people in the classroom (1), splitting into groups of 5-6 people. Then I move around. Hum... I, there are some key questions to be addressed, them I move from groups to another, trying to articulate, in a small setting the general debate. Afterwards, I try to, I designate 1 person from the group and try to get the very very (2) with run-up. 1 responsible person per group shares with the

*rest of the groups (1) what the group came across, just to make sure that all the individuals of the same room are on the same page, they get, at least at the same way, coz otherwise, this may bring, this may introduce disparity (67) I **keep an open eye to all groups** discussing at the same time, and I try to **check** from group to another (69) This is actually my purpose (.) to **create the small setting** so that the **personal-personal** (2) proximity helps me to **correct these conceptual mistakes in a very close way** (71) I am pretty convinced that they **will forget the 80%** of what I teach, I mean the content-the content I teach (.) in the long run. But if this-this **20% is saved** and-and the good memory is saved, then it's much easier they come back to the content, to the concepts, to the debates when they did it (101)*

As we can see, JOAN mentions a wide variety of tasks/resources he uses in the classroom (forum-press articles; DVD; lides; case studies; materials from all media such as Podcast, Twitter, social media; game; discussions). He also provides examples of teaching objectives/actions (providing different sources of information, both theoretical and empirical to engage students and build up their arguments, trying to give students more information about current events in different countries and applying different teaching techniques in accordance with the class size and time). Other comments that are worth mentioning relates to his interest in keeping students up-to-date and designing materials with sensitivity to cultural differences, students' learning difficulties and student psychology.

Similar to JOAN, JOSEPH also uses various of task/resources in the classroom (discussions & debates; slides; presentation; model activities and role Play; short clips of video). He also gave examples of teaching objectives/actions (encouraging student participation and interaction with different activities and grading system). Other comments that are worth mentioning relates to his interest in simulating different organisations and roles. He uses translation to local language if some students don't understand.

Excerpt 7.76. JOSEPH (JOSEPTH, I2-456, DSD)

Within those directions (.) you **have like a large room to (.) to test**, to experience, and (.) I like my job, so I **experiment** quite a lot (1) That's when I assess. Or when they (.) participate in special activities, if they **are less engaged in those activities, their grade is lower** in these shared final grade. Uh (.) but it is not necessarily easy to identify (.) shortcomings when [when] **you have an essay and they have time to prepare it (...)** Apart from [from] **lectures**, uh (2) we have **all sorts of activities**. The only problem is [is]

TIME. (.) I mean, uh, I have not enough time to do all I like to do, but I try to combine **group discussions**, uh, exercises or activities uh, uh, entailing their **presentation of a topic or something**. Um, we (.) [we], I like to [I like] to play with **simulations with [with] (.) model activities** (2) Imagine, I don't know, **negotiations within WTO**, (.) the **world trade organization**, (1) a group may represent the United States and other groups may present European unions. One may represent **any developing country**? Uh, another group may represent, uh (.) civil society groups or [or] **private sector groups**. And then they are engaged into discussions (1.5) reproducing sometimes, you know, in a [in a] very close manner (.) reality? And sometimes (.) we have like **more freedom to [to] create (formats) for interaction**. But the point is that they [they] realize (.) what it means to (.) [to] **assume a position**. And (.) I think it is also **part of the knowledge or the [the] learning process** to, like to assume, (.) roles or [or] positions that are not necessarily close to your preferences, right? When **you work for a company or an organization**, you will have to **defend the interests of the company** or the organization, (.) not necessarily (.) in line with your preferences or your decisions. So, these kinds of physical exercises ALSO forced them to like to understand that sometimes, (1) you may have to, I don't know, uh, there are cases in which very obviously (.) the most popular (.) position is not the position of the (.) US government, right? So for some students, they have to make an effort, like to **empathize with [with] (.) the goals and [and] the position of that ACTOR**, which is not necessarily, (.) the one that they would have chosen. (1.5) In these sorts of exercises, they do **not necessarily are free to choose** the actor they want. Sometimes they're **given (.) the role**. Sometimes they **have the freedom to choose** (4) That's something referring to continents, but also to the formal dimension of [of, of] (1) the activity, uh, if we similarly negotiations? they have to take into account how they **would formally express themselves**. Right? So it's not just, uh, we **simulate the position of a [of an] actor**, but we **interact like friends or like (.) classmates**, no, they **assume (.) fully (.) the position or the role** that they have to defend (5) In the lectures, yes. I **use slides** to accompany the explanation? (2) Exceptionally in plenary sessions, I [I] introduce other **(.) interactive activities**. That's something to be done very carefully because we've with 80 or a hundred students (.), you will not engage all of them simultaneously. I mean, it's very difficult to,(1) but I like to use lectures, not necessarily for lecturing. I know **how boring** it can be having someone speaking for [for] 50 minutes or (1) two hours, even though there's a break in between (1) the two, the two [two] parts. So (2) I don't know, sometimes it's in the (1) maybe useful to use **a short clip of 10 minutes** to introduce a topic of **discussion** and then to arrive some sorts of (.) **debate** even though not **everyone** will be able to participate, but (1) I try to combine proper lecturing with some other activities in which, uh, we discuss (.) something (6) I (2) speak more of them. Sure? Okay. And **lectures [lectures]** I would say, uh, **60, 70%** (1) and then **30 or 40%**, they (.) [they] have some [some] more **interactive activity** between them or with ME. If there is (.) a discussion or a debate, I introduced the **debate with a text or with a video** or just by (1) referring to a case which may be (.) an illustration of the theoretical

topic I'm explaining. And then (.) there are interventions by them. Uh, sometimes as I said, sometimes to be organized **small subgroups** and I propose them to discuss a topic? and then to **put together**, uh, what would every group have discussed? Sometimes I ask them to [to] **reach (1.5) an answer to a question** or to solve a [a] specific case. And then to [to] compare (.) if (1) all groups reach the same conclusion or the same results [Excerpt 4, 8]

Sometimes before the activities completed (1.5) during the preparation, sometimes they ask me things that (.) **cannot be answered** because if I answer them, I'm giving them like the result of the activity. But I'm **available for questions and doubts**. And then depending on the activity, occasionally, (2) I may introduce (1) **additional information** (.) For instance, when [when, when] we have a simulation and they are preparing their roles? I may **give different information to different groups** (.) As part of **the game**, they [they] do not necessarily (.) share a hundred percent of the information, right? (2) Because just like in reality, depending on the negotiations, depending on the case, (1.5) you know (.) all the parties involved, uh, have not necessarily a hundred percent of the information. They [they] have only what [what] is public and what they know about themselves, but not necessarily some bits of information, (.) which other groups have. And that's something that I can play with during the preparation. I can like give these bits, which are not (.) public or share among all the groups (9)

7.4. INTERGRATING RESULTS/TRIANGULATION

This section includes the interpretation of all the data included in this study: conversational texts from students and instructors in S2, Parts of individual Interview 1 and Individual Interview 2 (data Sets B and D). The section is organized according to the interpretations of such analyses that are organized on the basis of the theoretical framework taken from Chapter 4. This chapter will show the findings that are believed to be conjointly determining and decisive. The findings which were yielded by all data found in the interviews can suggest meaningful answers for RQ2. We understand EMI status in Spanish HEIs and what a quality EMI practice is according to the perspectives of students who took the course and the lecturers who designed and implemented the course.

7.4.1. Knowledge and Intercultural Learning

What students want is universal. Students want to improve English (SP1, SP3) and acquire skills and knowledge (SP1, SP3, SPTW, SP4) to help their employability (SPTW). Sometimes what students look for in EMI programmes may not just the content or knowledge but extra benefits that those international programmes can provide to them exclusively. Stated by two ITL students, *‘I would consider a good lesson to first the ability, if I am a student, I want the ability to find the research, to do research. The ability to structure my knowledge, and then the ability to present my knowledge, and critical thing (SPTW, I1-2, DSB, 26).’* *‘I really like the programme, because this programme is not in general, not specific, but in general. I can remember more, deeper. For me, it was nice because I can learn not just in one field, in everything a little (SP4, I1-2, DSB, 2).’*

There seemed to be more ITL students in Spanish HEIs as stated by SP4, *‘It’s because we are not from the Spain. We are international, most of us are (SP4, I1-2, DSB, 18).’* The cultural intake of EMI programmes was main motive and expectation of students. Incorporation of community and learning from others is essential. The two instructor informants’ designs of informative materials, knowhow about organizations and roles, and their teaching strategies that allow them good insights, presentation and problem-solving skills fulfil this students’ request for better employability. Instructor’s good class design particularly the incorporation of engaging materials gave students good class experiences.

Not just designing classes with interesting materials, good instructors involve students with activities like group discussions, debates and modal role plays. They get to know their students individually. *‘This individualization creates a-a-a better atmosphere, learning atmosphere. It creates a community, a learning community. We learn among peers, even though of course I am obliged to go where we’re heading, and of course, I am more obliged to steer the group, but we are peers. That’s the university (JOAN, I2-2, DSD, 99).’*

Table 7.4 summarizes the students expectations from EMI programmes and the design and teaching strategies of the instructor informants in this study.

TABLE 7.4. Examples about Students' Expectations and corresponding Teachers' Techniques

Students	Techniques by Teachers	Examples
Employability-English, Knowledge, and Skills	Informative materials and class design	To make sure, to make sure, my...students are dated with regular with ongoing events, I often, I always use (.) er (.) forum in our e-campus where I constantly upload press articles, short pieces that try at least to make them aware the importance of our discussion through their business decisions the day after they graduate. So close content to media not only regular but all media, social media as well is a good option for the, it's a tool, an activity to try to keep updated (JOAN, 51)
	Knowledge about different organizations/roles, communication skills	Doing simulation of a company [...] Imagine, I don't know, negotiations within WTO, (.) the world trade organization, (1) a group may represent the United States and other groups may present European unions [...] And then they are engaged into discussions (1.5) reproducing sometimes, you know, in a [in a] very close manner (.) reality? (JOSEPH, I2-2, 7)
	English enhancement (Knowledge)	English is important. English is very important. B.ut (2) at least it's not the objective, it's not the main goal of my courses, so (.) content is a goal? (.) And-and the language is (.) is only a ↑means to get this goal. Of course, language is a means itself, if they can expand their vocabulary, technical vocabulary in my specific field of knowledge, that's great [...] need to see students communicate with each other to expand knowledge in the context of English but the focus is still the content (JOAN, I2-456, DSD, 109)
	Problem solving skill	Another priority is to make sure they gather some concepts, they are able to use those concepts to specifically, to specific problems in their setting, specific (2)er, day-to-day circumstances (JOAN, I2-456, DSD, 101)
International Experience (ITL)	Cross-cultural learning and cooperation	Students learn from each other [...] Yeah-Yeah, I could say, this is the way [this is the way] I understand teaching as my profession. Of course, er, (2), of course, another priority is to make sure they gather some concepts, they are able to use those concepts to specifically, to specific problems in their setting, specific (2)er, day-to-day circumstances (JOAN, I2-456, DSD, 101)
		This individualization creates a-a-a better atmosphere, learning atmosphere. It creates a community, a learning community. We learn among peers, even though of course I am obliged to go where we're heading, and of course, I am more obliged to steer the group, but we are peers. That's the university (JOAN, I2-456, DSD, 99)
Good EMI experience	Engaging students	This is actually my purpose (.) to create the small setting so that the personal-personal (2) proximity helps me to correct these conceptual mistakes in a very causing way (JOAN, I2-456, DSD, 71) I propose a case which may be, (.) close or far from real cases. And then I (.) normally, I [I] (.) uh, create groups within the big group and they assume a role and then they have to solve the case or interact (.) in relation to the case (.) according to the role they assume. So normally they have to prepare that role ↑in advance? And then in class we have, uh, uh, debates or discussions or negotiations or activities, (.) entailing these [these] knowledge of the prior preparation and the interaction (.) in class. And that's something which works very well because they (JOSEPH, I2-2,

		DSD, 1)
	Pay attention to individual differences	This individualization creates a-a-a better atmosphere, learning atmosphere. It creates a community, a learning community. We learn among peers, even though of course I am obliged to go where we're heading, and of course, I am more obliged to steer the group, but we are peers. That's the university (JOAN, 12-456, DSD, 99)

7.4.2. Good Instructors with good English and professionalism to deliver good knowledge

Students wanted classes with good instruction and structure that can give them insights and knowledge and students felt bored when the instructors could not deliver a lesson in proper English, and what's worse, the lesson was confusing and knowledge was compromised.

Application of interesting materials that are related to real world situations is essential to engage students and promote students' interactions. The desired teacher's qualities, professionalism and soft skills by EMI Students in Spain are as follows:

- ✓ PROFESSIONAL SKILLS
 - Good English Proficiency
 - Ability to express ideas clearly
 - Ability to lead discussion and give insights
 - Application of interesting materials
 - A good structure and organization of information
 - Application of slides or writing on the board
 - Systematic and top-down presentation of information
 - Given proper examples

- ✓ SOFT SKILLS
 - Caring
 - Well-prepared
 - Tolerant
 - Good memory
 - Responsive

The likes or dislikes of professors are not necessarily of personal feeling as stated by a Taiwanese student in Spain, *I have a professor, his name is T. He is in my Master's*

programme. I disagreed with most of the things he taught. I like his course, to be honest. I don't remember. I think he was working in Italy before he was working in Spain (SPTW, 11-2, DSB, 18).'

Two instructors have a good command of English. They are organised and guiding students well in discussions. Their components of class designs such as discussion and videos focused on involving students while slides made the lesson more structured and organized.

Table 7.4.1 summarizes the class design and teaching strategies from the two recommended instructors in S2. Table 7.4.2 summarizes some key challenges perceived by students and possible teaching techniques by instructors accordingly.

TABLE 7.4.1. Instructors' Overlapping Teaching Techniques

Instructor	JOAN	JOSEPH
Experiences	EMI experience (8y)	EMI experience (10y)
English Capability	Excellent	Excellent
Content	<ul style="list-style-type: none"> • Theoretical and Empirical • Development of skills (presentation, summarizing, problem solving, communication) 	
	<ul style="list-style-type: none"> - Forum-Press articles - Slides - DVD - Case studies - Materials from all media (Podcast, Twitter, social media) - Games - Discussions 	<ul style="list-style-type: none"> - Discussions & Debates - Slides - Presentation - Model activities (Role Play) - Short clips (video)
Teaching Techniques	<ul style="list-style-type: none"> • Involving and engaging students (Discussions) 	
Tackle English problem in class?	YES (Ask students to rephrase)	YES (Translation into local language)

Sensitive to local culture?	YES	YES
Individual difference?	YES	YES

TABLE 7.4.2. Cross-Codes between Students and Instructors

THEME	STUDENTS	INSTRUCTORS
EMI ISSUES	Native-effect (9/6)	
	His English was not able to communicate. He is a local Spanish. It's that you know your English is not good enough to be a good instructor, right, so you should design your materials other ways to engage students or make them think or to help them to get more insight, besides the lecture. Because you already know you're not so good. He didn't find other alternative. He was just giving a lecture (SP3, I1-5, DSB, 4)	Well, either I explained the content or I translate directly into Spanish or Catalan (JOSEPH, I2-6, DSD, 44)
	Boring Class Design=Dynamic, Engaging Students (9)	
	She didn't assign us anything, no documents, no before no after. She didn't have slides. The teacher came in the classroom and sat down at the table. She looked at her notes and book and started talking. There were no slides and other demonstration of information. Her English isn't good, so most of us didn't understand what she was talking. She was relaxed and smiled but she didn't seem to care if we understand or not (SP1, I1-5, DSB, 6)	Doing simulation of a company [...] Imagine, I don't know, negotiations within WTO, (.) the world trade organization, (1) a group may represent the United States and other groups may present European unions [...] And then they are engaged into discussions (1.5) reproducing sometimes, you know, in a [in a] very close manner (.) reality? (JOSEPH, I2-6, DSD, 7)
Dependence in local language /Lower-Esteem		
Latino and local, we speak Spanish. I speak Spanish all the time. My classmates speak Spanish and I am a little lazy. And when I had to write, at the beginning, I began to write in English. Later, I was very lazy. We could get Spanish and translate into English. For the reason, I cannot learn too much. It was 2 reasons. I am used to do that, first write in Spanish and translate to English. If you want to improve, you have to write it in English. But I was thinking in Spanish and type in Spanish and used translate (SP4, I1-5, DSB, 3)	It's both. They think (.) they are not fluent enough. (.) Sometimes, it's [it's] a WRONG, it's a wrong vision (.) because (.) they can build up an argument, it's not a problem. They feel, I mean, compare to the visiting colleagues in the room, they feel, huh (1), they feel (.) not well-QUALIFIED (JOAN, I2-6, DSD, 83)	

7.5. SYNTHESIS AND DISCUSSION

Would the content be compromised when it is taught in English? Both the teachers and students seemed to think that the content could be different if it were taught in local language or by a teacher who has better command of that language and this is not just an opinion for LC students but ITL students felt the same too. *'And they [they, they] shared with me the (2) the impression that they would get more if that teacher (.) taught his or her course (.) in his or her mother tongue (JOSEPH, I2-2, DSD, 13).'*

On the other hand, being able to speak local language can impede students' English enhancement, stated by an Ecuadorian student, *'Most of them are Latino Americans or locals. Latino and local, we speak Spanish. I speak Spanish all the time. My classmates speak Spanish and I am a little lazy (...) We could get Spanish and translate into English (SP4, I1-2, DSB, 3).'* As part of the non-native effect, such dependence in local language lowers student's motivation of improving their English. The non-native effect from teachers and local language has to be dealt properly.

In this study, students' right to do an exam in Spanish or Catalan in EMI programmes in regions like Catalonia can affect students' motivation to improve their English.

7.6 CHAPTER SUMMARY

This chapter presents the codes and results of S2 from student and instructor informants in Spanish HEIs that were dealt as the second main part in this thesis. First, data analysis and coding of Data Set B and the results from students' perspectives. Then, data analysis and coding of Data Set D and the results from instructors' perspectives and course design. Section 7.1 and 7.2 present the introduction of S2 with the research question and design. In section 7.3 shows all the result coding, including results from

Data Set B from students (Section 7.3.2) and results from Data Set D from instructors (Section 7.3.3). Then, section 7.4 presents the integrating results from two data sets with a results discussion about EMI programmes in Spain in Section 7.5.

CHAPTER 8: MULTIPLE CASE STUDY. THEMES **ACROSS TAIWAN AND SPAIN**

8.1. CHAPTER OVERVIEW

This doctoral research started from students' perspectives about current EMI programmes in HEIs in Spain and Taiwan providing the facts of current status of teaching and learning conditions to see if EMI accommodates to local cultures or the cultures of students from different backgrounds, the process, and the reflections of students' beliefs and expectations that affect the ultimate programme outcome. The findings which were yielded by cross-analyses found in Chapter 6 and 7 can suggest meaningful answers for RQ3, RQ4 and RQ5. We conjecture how EMI adapts to different cultural and national contexts by the cases from Taiwanese HEIs and Spanish HEIs.

The study first identifies different EMI features of the EMI programmes in Taiwan and Spain based on the repeated issues from perspectives of students who had taken EMI programme classes and teacher informants who teach content subjects in English to see how EMI adapts to different cultural and national contexts. Then the study moves on to how those recommended instructors designed their courses that dealt with teaching and learning issues that took place because of the students who came from different national and cultural backgrounds, to see how non-native effect took shape and whether student's English learning was also dealt. Finally, the common grounds of two territories with varied designs and class components that contribute to a possible universal EMI class design that will be discussed further in chapter 9.

8.2. INTRODUCTORY TO THE CROSSANALYSIS

S3 of the cross-analyses of S1 and S2 attempts to obtain a broad view of what EMI programmes are like in Taiwan and Spain to see if there are some common grounds for a design of a universal EMI programme. The analysis conducted in this chapter is led by the following research objective (RO2):

To gain understanding how EMI adapts to different cultural context by comparing cases of Spanish universities and Taiwanese universities

Before the analysis, it was necessary to narrow down the main research question into two more specific parts, in order to decidedly examine the phenomena addressed in this chapter. Thus, in order to answer such a broad research question, two core questions will guide the analysis carried out in this study:

- i. What is a quality EMI practice according to the perspectives of students who take the course and the lecturers who design and implement the course?
- ii. What class components and teaching techniques do instructors include to engage students?
- iii. How do cultures and beliefs of students and instructors affect class design?

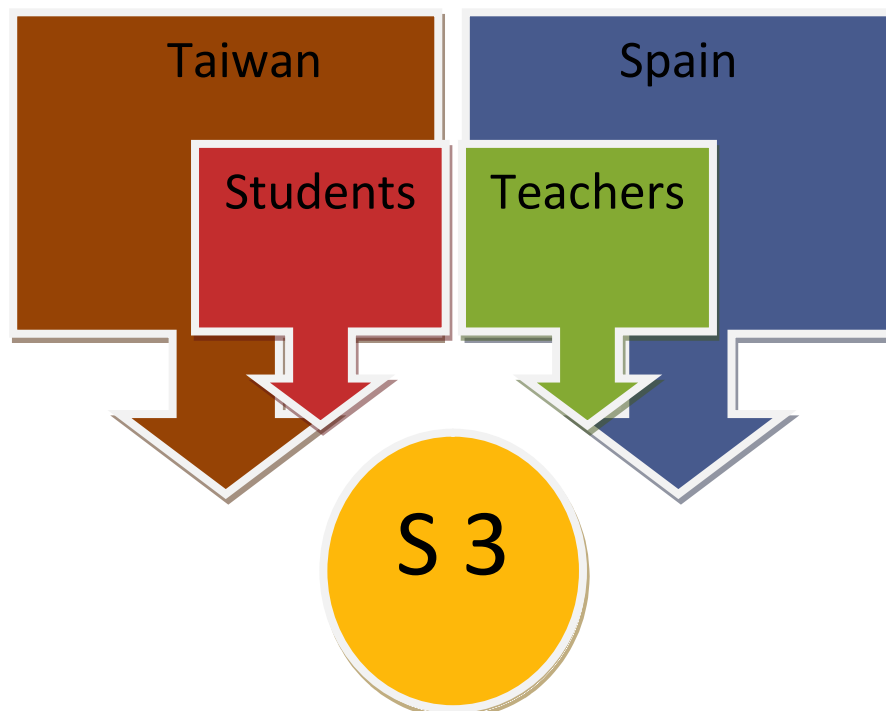
This multiple case studies explore the themes across Taiwan and Spain and identify how EMI adapts to different cultural, geographic and national contexts. This study contains two parts, in which the first part is to see the differences and similarities between two countries to see how EMI adapts to HEIs in different countries, or if there is such adaption and its process. The second part is to see all students' shared expectations and how effective teachers from two countries have in common in their lesson plans and class designs that led to students' good experiences. This study identifies the good practices of those EMI programmes from user's perspectives that are the focus of HEIs and essential to the high education quality. A proposal of good

teaching conducts and class design is then drafted as a result of some repeated issues from students' learning experiences and their opinions on encountered teaching styles and the class designs by those recommended teachers in both territories.

8.2.1. GENERAL ANALYTICAL APPROACH

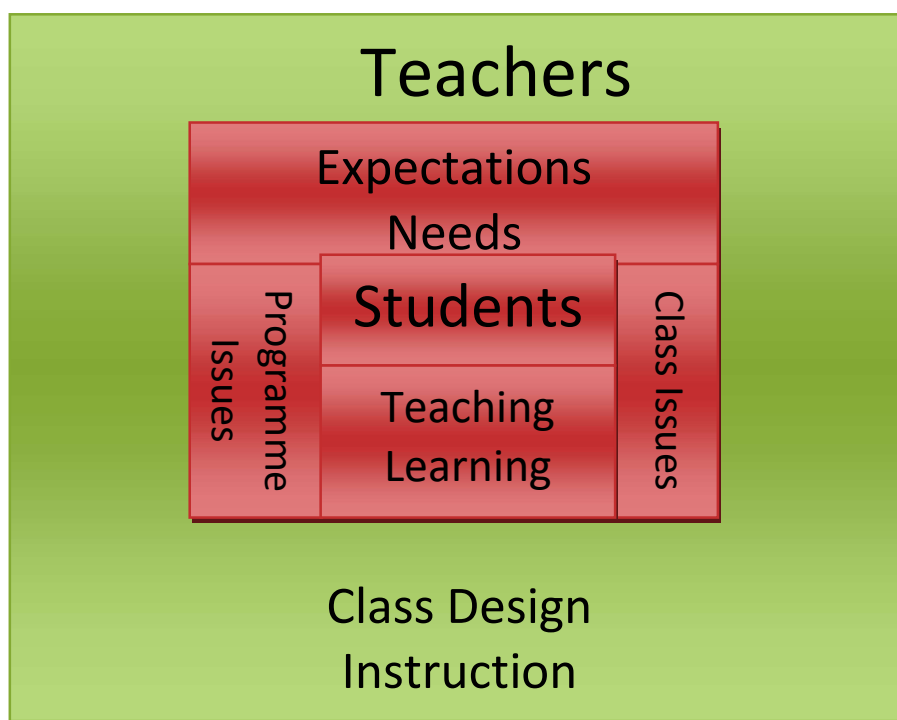
Two steps of this cross-analysis took place: first across nations and then across different components. The codes from S1 and S2 were put together for analyses. We first focused on the differences of Taiwanese and Spanish HEIs and moved on to the common EMI issues that were taken directly from student and instructor informants in Taiwan and Spain. Students are the core, and the essential elements were taken directly from the experiences of student informants. Those EMI elements from stakeholders' points of view were then stretched and compared with those by the teachers who were stated to give students good experiences. Figure 8.2 schematizes how these datasets were analysed.

FIGURE 8.2. Analysis Procedure of S3



The analyses initiated from students and ended with teachers. Figure 8.2.1 shows how the analysis took place, first from the core, the students, and user's perspectives, and then moved on to teachers who designed the courses.

FIGURE 8.2.1. How a Course Design from Students develops



To demonstrate the most overt elements about students' perspectives on teachers and their instruction, the word-clouds that were produced from word analysis of teaching and good teacher's qualities were also conducted through the DSs, and the followings are this part of content analysis to show key concepts form students' perspectives about their desired teacher's qualities (1st diagram) and class design and teaching (2nd diagram).

8.2.2. ANALYTICAL APPROACH: STEPS

For cross-analyses, we looked at DSs from chapter 6 and chapter 7 horizontally and vertically, first the commonalities and then differences.

Figure 8.2.2 summarizes the different points from Taiwanese HEIS and Spanish HEIs from student informants and teacher informants. Figure 8.2.3 draws how good EMI practices that gave students good experiences should be first from students and then from instructors' designs and approaches. Step 1 to 4 were deep thorough narrative analysis.

FIGURE 8.2.2. Perspectives from Taiwan and Spain

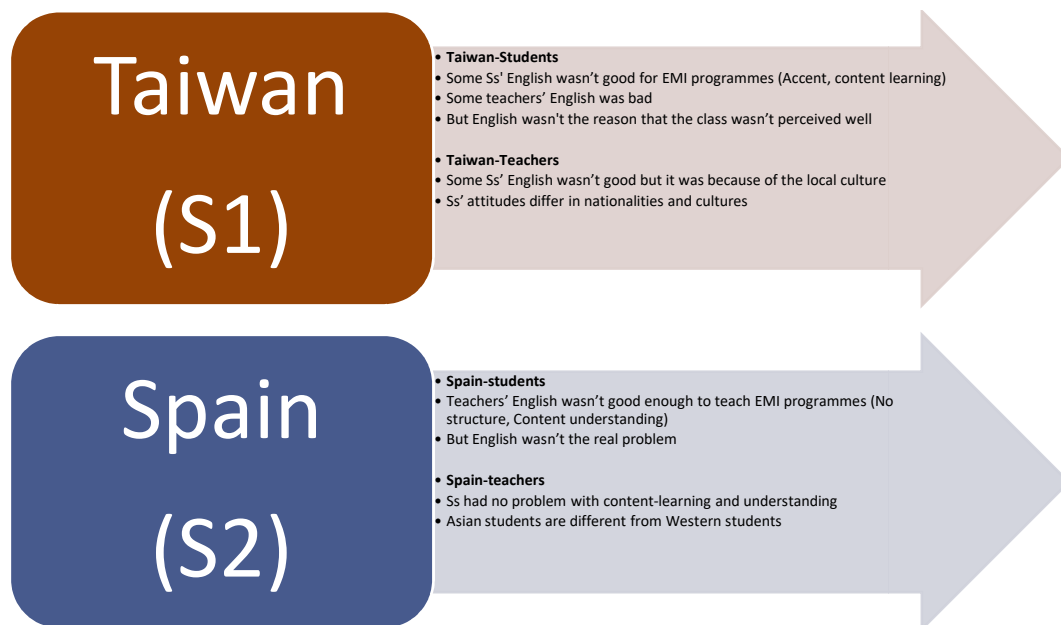
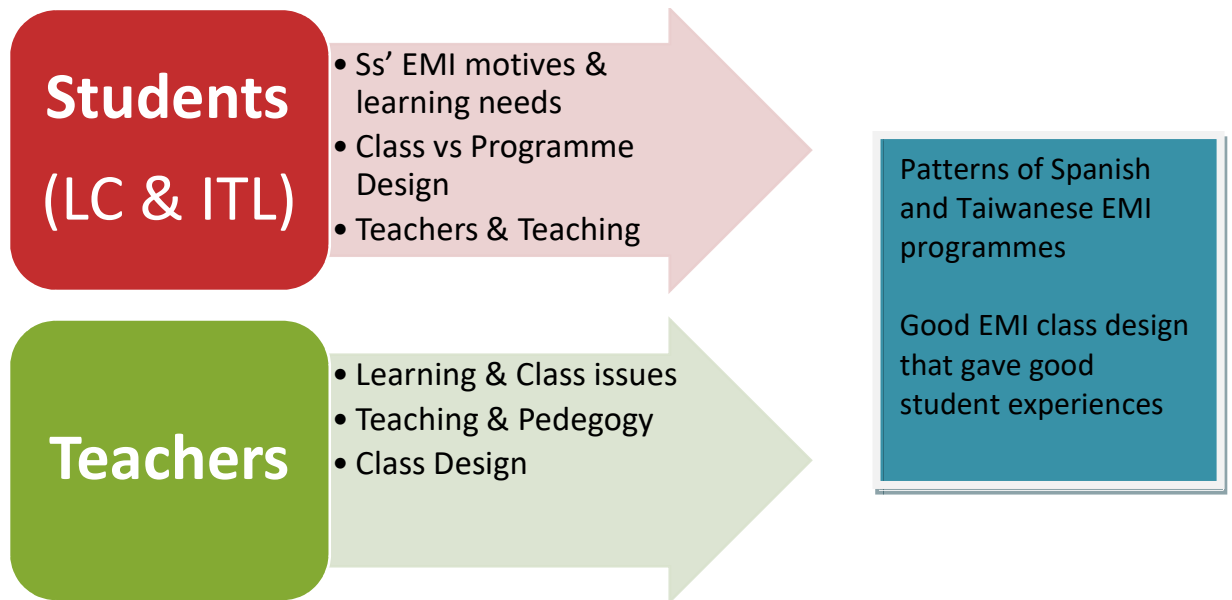


FIGURE 8.2.3. Perspectives from Students and Teachers



- **Step 1:** Data reduction (Miles and Huberman, 1994).
- **Step 2:** Data display (Miles and Huberman, 1994) in order to organize the information that had been collected.
- **Step 3:** Search for regularities among grouping of codes (Punch, 2005) and themes that seemed to pertain to the same phenomena.
- **Step 4:** Creating new patterns, ideas and connections among codes to capture a thick interpretation of all the findings (developing propositions, Punch, 2005).

The analysis was a recursive process and fact that need to be emphasized. All phases and steps of presented here took place in previous chapters but they were not consecutive by nature in the process.

8.3. COMPLIED RESULTS

8.3.1. RESULTING CODES

All these codes were taken from S1 (Taiwan) and S2 (Spain) and the differences are marked in cross-analysis. Some codes were created in S1 and S2 but were not analysed in depth due to the fact they have no direct connections to 'Justifications of EMI', 'Factors Affecting EMI Quality', and 'Class Design'. The following presents each of the identified themes and codes of differences:

- S1-'**HEIs**' is a code of motive to mark those comments addressing school reputation and programme design that triggered students' programme choice. This code is from S1 (Taiwan) in Chapter 6 to discuss the differences of HEIs in Taiwan.
- S2-'**HEIs**' is a code of motive to mark those comments addressing school reputation and programme design that triggered students' programme choice. This code is from S2 (Spain) in Chapter 7 to discuss the differences of HEIs in Spain.
- S1-'**LOCAL LANGUAGE**' is code of motive to mark those comments that triggered international students' motive of their EMI programme in Taiwan. This code explains another charm of the programme in Taiwan.
- S2-'**CITY & LOCAL LANGUAGE/CULTURE**' is code of motive to mark those comments that triggered students' motive of the EMI programme in Spain. This code explained one of the factors that affected their choice of degree and also the charm of the programme, HEI or country or city location.
- S1-'**STUDENT'S ENGLISH COMPETENCE/USE OF LOCAL LANGUAGE**' is a code of EMI issues from S1 (Taiwan) to address those comments about an

EMI issue in Taiwan. Students and teachers had to use local language because the LC students did not understand some content in English.

- S1-‘**NATIVE & NON-NATIVE TEACHERS**’ is a code of EMI issues to mark students’ comments about local NN teachers and N teachers and their teaching. This is a specific code from S1 (Taiwan) in Chapter 6.
- S2 ‘**NON-NATIVE TEACHERS**’ is a code of EMI issues to mark students’ comments about LC and NN teachers and their teaching. This is a specific code from S2 (Spain) in Chapter 7.
- S1-‘**DESIRED TEACHER’S QUALITIES**’ is a code of EMI issues to mark students’ comments about good and bad teachers’ qualities and teaching styles in S1. This is a specific code from S1 (Taiwan) in Chapter 6 to discuss different desired teacher’s quality sets.
- S2-‘**DESIRED TEACHER’S QUALITIES**’ is a code of EMI issues to mark students’ comments about good and bad teachers’ qualities and teaching styles in S2. This is a specific code from S2 (Spain) in Chapter 7 to discuss different desired teachers’ quality sets.

Table 8.3.1 aims to provide a broad idea of each code and related themes appeared on the analysed data from the Individual Interview1 and Individual Interview 2 of S1 and S2. In this study narrative analysis is also weighs more than content analysis, as RQ1 mainly deals with how EMI adapt to different geographic and cultural variants. Code frequencies from S1 and S2 are not different in the same codes from chapter 6 and 7 but themes differentiate.

TABLE. 8.3.1. Codes and Themes from S1 and S2

	CODES (Taiwan)	THEMES (Code Frequency)	CODES (Spain)	THEMES (Code Frequency)
STUDENTS				
EMI MOTIVES	Employability	(41)		
	English Enhancement	(13)	English Enhancement	(6)
	Knowledge	(18)	Knowledge	(16)
	HEIs (Programme Design)	Lingua Franca, Go abroad,	HEIs (Programme Design)	B2 English requirement, Erasmus
	Local Language	Chinese, China knowhow	City & Local Culture	Location, Spanish culture
	International Experience	(14)	International Experience	(7)
EMI ISSUES	Teacher's English	(10)	Teacher's English	(10)
	Student's English Competence/ Use of Local Language	Translation into local language for LC	Use of Local Language	Same mistakes by Spanish speakers
	Native & Non-native Teachers	Racism, caring	Non-native Teachers	Political stand
	Desired Instructor's Qualities	English proficiency Soft skills Teaching styles	Desired Instructor's Qualities	English proficiency Teaching styles
	Class Design & Teaching Strategy	(34)	Class Design & Teaching Strategy	(34)
TEACHERS				
LEARNING &	Internationalization & Localization	(13)	Internationalization & Localization	(7)
	Local & International Students	(6)	Local & International Students	(9)
ICLHE	EMI Qualifications & Experience	(8)	EMI Qualifications & Experience	(5)
	EMI Training	(7)	EMI Training	(4)

Class Design & Teaching Strategies	(10)	Class Design & Teaching Strategies	(10)
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The differences (marked in gray in the table) will be discussed in Section 8.3.1 and the similarities in different territories (marked in white in the table) will be discussed in Section 8.4.

8.3.2. GENERAL KNOWLEDGE

EMI Motives Differentiate

Objectives are becoming more unified and globalized under the influence of internationalization. In both these non-native countries, faculties such as business can offer all subjects taught in English but most programmes can only offer some subjects or even electives in English. The programme design of going to another HEI in the final year in Taiwan (TW1, TW2, TW3) and Erasmus in Spain (SP1, SP2, SP3) have advanced the prevailing of EMI programmes in these two places. As this process of internationalization, Taiwanese HEIs have designed certain programmes specifically to attract ITL students and to provide an English environment for LC students, while Spanish HEIs have designed some courses in English, more PG courses than UG courses, to attract ITL students.

EMI motives varied, and LC and ITL students were seeking different things. In Taiwan, Lingua France (TW4) is a motive of easy entry for ITL students and some ITL students wanted to learn the local language, Mandarin and get to know the mentality of Taiwanese and also of the Chinese from China (TW5). Students' motives and expectations are all closely related to job prospective. The design of some EMI programmes that require students to go abroad (TW2, SPTW) for the purpose of employability was also a reason of choice. In Spain, English requirement of B2 of some programmes instead of C1 (SP1, SP4), Erasmus (SP2) were reasons of choice. The choice of a programme in Spain (SPTW) also set the CV apart.

Local language was a motive of choice too but was slightly different in two places when ITL students registered in Taiwanese HEIs to learn Chinese and Chinese mentality (TW5) while in Spain, students chose the city and location of HEI (SP1, SP4) because she is interested in the culture (SP3, SPTW) and ITL students who can speak local language registered to travel to Europe (SP4).

Non-Native Effect is the main EMI phenomenon

EMI issues in those non-English native countries seemed to take place due to varied language levels, particularly with instructor's English and their class instruction. More issues arose with more languages and cultures involved as the programmes in Spain are taught in Spanish, English and sometimes in another local language (JOSEPH) while there are only EMI programmes and programmes in mainstream Chinese in Taiwan. English is the third instruction language in Catalonia (Escobar Urmeneta, 2013) where some informants are from. Class preparation takes more effort in foreign language.

Many textbooks and the first-hand knowledge are written and published in English. Learning a course in a foreign language can be interesting but at the same time challenging, and for the same reason, it can be hard. As the fact that English is the foreign language for the majority of the EMI students, English terminologies and special vocabulary in certain field can be hard for students in their first encounter, not to mention when these subject-related knowledge is explained by non-native speakers.

As already discussed in excerpt 6.69 and excerpt 6.70 in chapter 6, as part of local cultural influence in Taiwan, lower-esteem students (WANG, CHIU) also had problems at the beginning of English setting due to their lack of confidence about their English. Students with lower English proficiency are sensitive could also feel inability to understand.

*Some students, their English proficiency is not good? so they **kind of, feels like they always don't understand**. They are **not CONFIDENT** about what they listen[listen]. They always feel that they are not doing enough (...) They are kind of **afraid? of ↑speaking**(CHIU, I2-1, DSC, 38)*

In Spain, on the other hand, some HEIs allow students a right to do the exam in local language even when the programme is in English (JOSEPH), and this can deactivate English learning.

*You have the **right to [to] (.) do your [your] exams and (assesses) and everything in any of the three official languages of the university, Catalan, Spanish and in English.** So even if the courses in English, you still **have the right to do it [...]** I mean, if they have the right, they have the right, but if they are following a course in English, they should be able to (.) **do everything in English** (JOSEPH, 19).*

Non-native effect of lower-esteem also affect students' class and learning behaviours as LC students tended to be less participative (WANG, CHIU, JOAN, JOSEPH).

Unlike the pedagogical technique that was recommended for non-native LC students in Chuang's study (2015) and Sahan, Rose and Macaro's study (2021), code-switching was not found in this study. Some instructors translated the content into local language as a solution (CHIU, JOSEPH) for non-native effect from students, and this was preferred by some LC students (TW1, TW3) but perceived negatively by IITL (TW4) in Taiwan and was said to be a waste of time. Extra tutorial in local language as part of programme design was carried out by some HEIs in Taiwan for LC students.

Translation into local language or code-switching may not be too effective in classroom or time management. The use of translation in class provokes extreme opinions by LC and IITL students; sometimes, direct translation from local language to English does not work (TW3) as some expressions do not exist in another language. The good instructors stressed a good class design for better understanding (WANG, JOAN, JOSEPH).

On the other hand, EMI adapt to different cultures by the use of local language by students within the programme. Many NN IITL students who speak the local language Spanish chose the programmes because they would be able to communicate in daily life in their language (SP4) but the same local language ease can also impede their English improvement when most of their classmates are Latinos who can speak the same

language. This is against students' request to improve English and counteracts the English effect of EMI programmes. In PS, an ITL student from China also expressed the same opinion.

Non-native effect from students and teachers can be neutralized by communicating EMI objectives to students and a structured lesson plan with interactions between LC and ITL students. *'I think they really need to draft out a really clear guideline or instructions and to be more patient of teaching students to how to follow the instructions. And I think that is the biggest problem. I don't think students are stupid, they just don't know how to follow the rules (TW2, I1-1, DSA, 9).'* LC students' dependence in local language was evident but can be dealt with a class design. *'I hear something wrong-something wrong, I correct it. I hear something unclear I ask for clarification. This is quite important because local students often speak to each other in Chinese in private (WANG, I2-1, DSC, 47).'*

Teacher's and student's beliefs affect teaching and learning. A need exists to learn the course in local language for better understanding. Many LC students believe they can learn better in local language. Extra course and administration help make it easier for students to proceed. It is normal that students would have difficulties learning in a foreign language and lower-esteem students depended on local language to learn, leading the need to have tutorial in local language (TW1, TW2).

*In TA class, they spoke mandarin in Chinese class. So even [if] we didn't understand what the instructors were saying in the English class, in TA's class we should understand, like the concepts we should learn. **I know the school X requests the TAs speak English, but in reality, they didn't. The TAs speaks Mandarin. For us, it is better that the TAs do not speak English (TW1, LC) [Excerpt 1, 10].***

Local culture affects students' behaviours and also their class expectations. Both LC and ITL students in Taiwanese HEIs cared more about teacher's qualities while students in Spanish HEIs focused on teacher's professionalism. Against Ma's research (2014), the non-native teacher's identity was not the reason of difference. Some N teachers were said to be racists (TW1, SPTW) in Taiwan while both N and NN can be caring and patient (TW1, SPTW). Two NN teachers were stated as one being caring and another one was being narrow-minded by an ITL student (TW4). In this study, the

student informants from Taiwanese HEIs are mainly UG students and they focused more on teachers' qualities. 'Patient, passionate, tolerant, non-racist, nonjudgmental, understanding, cheerful, positive, friendly, charismatic, open-minded, and caring' are preferred teacher's qualities in Taiwan; whereas, professionalism and teaching strategies were more emphasized by our PG student informants from Spanish HEIs. 'Caring, well-prepared, tolerant, having good memory, and responsive' of teacher's soft skills were favoured in Spain.

Effects came from Local & International Teachers and Students

More local teachers are being hired to teach EMI programmes during this internationalization process. Local culture of LC students and LC teachers affect the course instruction and implementations. LC students (TW1, TW2, TW3, SPTW) in Taiwan picked on teacher's English while English did not matter so much to INT students if the knowledge was delivered properly (TW4). In Spain, LC and IITL students marked down on teacher's professionalism when their English proficiency (SP1, SP2, SP3, SP4) was not sufficient or the class lacked a proper structure or other necessary class components (SP3, SP4). On the other hand, the same teacher can be perceived positively and negatively at the same time by different students (TW1, TW5, SPTW). Racism was found in some teachers' language and class behaviour in Taiwanese HEIs (TW1, SPTW) while 'strong political opinion' was found in some teacher's classroom language in Spanish HEIs (SPTW).

Complexity can take place when EMI programmes attract more and more IITL students who come from different cultures. Some IITL students were said to laugh at LC students. *'They are from Europe and America. Maybe it's a bit about culture difference. They are not humble. I mean they think they are right even when they weren't. They think they are right. And they laugh at Taiwanese who doesn't speak English. Even foreign students who are not native speaker but speak English properly also laugh at Taiwanese students (SPTW, I1-2, DSB, 7).'*

Culture learning comes from ITL students and also from LC students. Misunderstanding could happen when different ways of communication took place under different cultures. The local culture is also an attribute that affected ITL students' class behaviours and learning. LG students have become more internationalized in the English setting and with the intake of students from other nations; international students have acquired local language and knowhow and some students even have changed their learning attitude in class due to local culture. In S1, we found that ITL students in Taiwan have changed their class behaviours when being surrounded by Taiwanese students but the same culture attribute did not seem to take place in the Spanish counterpart. Our informant WANG from Taiwan expressed about this local cultural attribute. *Local students are generally quieter. But I have to say, international students change their attitudes after staying with us for a few semesters. I mean, I found some active American students quiet too. The talkative French stopped answering questions too. I THINK they are affected by local Taiwanese students!!* (WANG, I2-1, DSC, 65)

Is this local culture a good influence to encourage or avoid? This local experience allows ITL students the knowledge of different communication and behaviour patterns of local people which in terms can help ITL students if they wish to stay in the local country for their career pursuits.

Students' Good and Bad Class Experiences

Good experiences and bad experiences were interconnected to class instruction and designs. Good teachers and bad teachers are not necessary the contrasts of each other. The opinions about good teachers and bad teachers are subjective, but the personalized opinions seemed to express more than just instruction but class condition. Usually good teachers deliver good lessons, but when students talked about bad teacher, more aspects and reasons that caused bad experiences seemed appear.

Students' viewpoints on their encountered inappropriate teaching conducts (i) and good conducts (ii) from some teachers in their EMI programmes can be easily perceived and cross-compared in the following descriptions from students' comments:

(i) Inappropriate conducts

He [American teacher] doesn't really like South Asians. With South-Asians [who] could not speak proper English, he would say 'I don't know what you are saying, so please stop.' (TW1).

➔ **Attitude (Racism) / Classroom language use**

He [Taiwanese teacher] teaches Economics. He taught classes in a big drama classroom. No one was listening to him. The students couldn't know what the teacher was talking about. He was not really fluent in English. Also, he was in his small world. He didn't ask students to communicate with him and he didn't care if the students were listening to him or not (TW1).

➔ **English proficiency/Classroom management/Teaching style /Attitude (Uncaring)**

She [Taiwanese teacher] teaches Economics. She provided us a really really boring course. Like just reading the textbooks, no interactive, so it was really boring and I wanted sleep. Everything she taught us is from the textbook, and she didn't have extra examples or information for us. She seldom had interactions with us. She used slides but the slides were provided by the producer (TW2).

➔ **Class material/Instruction/Teaching style/Teaching strategy**

I remember his [German teacher] English simply isn't good at all or maybe my English wasn't good, I couldn't really understand what he tried to explain to us, especially Calculus, you know you need methods to do the calculations...The problem is that he used too many German idioms. He simply just translated into English (TW3).

➔ **Classroom language use/ Instruction**

Why my opinion that she [Taiwanese teacher] was a bad instructor was because she was very narrow-minded. I had a couple of arguments with her, the way I was thinking (TW4).

➔ **Attitude (Narrow-minded)**

She [Spanish teacher] didn't have slides. The teacher came in the classroom and sat down at the table. She looked at her notes and book and started talking. There were no slides and other demonstration of information. Her English isn't good, so most of us didn't understand what she was talking. She didn't have good structure, like first, 2nd, 3rd and 4th. It looked like 1, 4, 3, 2, 1. She is not very organized (SP1).

➔ **Lesson presentation/Professionalism/Instruction-Structure**

There are two things. Most of us, the students, we kinda have difficulty understanding the way she [Spanish teacher] describes in the things she used. The 2nd one is sometimes I don't know it's because the languages or the content she gave, the way she explained in the class. I think it's the way she presented the lesson. She made a lot of content at the same time...The way she spoke is like she was jumping between different ideas a lot. It's like you haven't finished explaining this, and then you jumped to another (SP2).

→ **Instruction-Structure/English proficiency**

She [Spanish teacher] began to say something, explaining something and changed to other thing completely. She didn't follow a logical [format], it's like, she started to give some examples, but it was not necessary to say these examples. She gave some examples, maybe related to the theories, but it's impossible in reality, examples that are very exaggerated. Another reason is that she looked like she didn't prepare the class (SP4).

→ **Lesson presentation/Instruction-Structure/Practicality**

He [American teacher] was criticizing the fact that I don't have an English name, which I totally felt offended. His teaching style, I think I did not learn anything from his class. To be honest, he just asked us to present. To my opinion, as a professor, he did not really deliver what he can do. Just making the course easier so that the students could pass his course. Actually I got into a lot of fights with him about 'America is the best country in the world'. Kinda, it's not like he said that, he said something like, 'America is the best.' And 'Taiwan is nothing,' which I think is ridiculous (SPTW).

→ **Attitude (Racism, Personal opinion) /Classroom language use/ Material/Teaching style**

(ii) **Good conducts stated by students:**

A good instructor has the ability from their profession and really gives advice to the students. He [French teacher] teaches Strategic Management. And he would teach us what is the logic and the flaws of doing this subject, like 1, 2, 3, 4, 5, and to guide us the correct way (TW2).

→ **Professionalism/ Instruction-Structure**

He [Irish teacher] was my Leadership instructor. He is a very cheerful teacher, he is always positive. Besides, he is a very good story teller. He illustrated his ideas and content in class through stories. I can also tell that he prepared a lot for his class. He could always bring so many things to the class for us to learn (TW3).

→ **Character (Cheerful, positive)/Professionalism /Instruction-Story**

He [Spanish teacher] sent us, in advance of the lesson, we had some papers very interesting to read and after that we had the lesson, so we knew in advance what we were going to be taught. The good thing about him in comparison with others was that he assigned 2 interesting papers but very short, so we were able to read it. All other teachers assigned a lot of papers, a lot of different kinds of paper. It was so many, in the end, we couldn't read. So finally what happened is we didn't read (SP1).

→ **Material (Interesting journal articles)/Teaching Strategy**

He [Spanish teacher] used just a few questions just for us to think about, and in another class, he did the answers. His English was really good. He used slides too. He not only assigned some papers to read in advance, but also in the lesson he had slides. Yes, so we could listen to what he was saying, and also we could read because we could follow. And also, he didn't just read papers in class, he was just talking and walking a bit. I knew he was very good at what he was teaching (SP1).

→ **Professionalism/Lesson presentation/Instruction/English Proficiency**

We had to read something, group paper, but not a big paper, maybe a book chapter. He [Spanish teacher] gave us some questions, 3 to 4 questions, but they were very difficult...It's better because you are obligated to read always, because he pushed us to study, because the class was interesting too. I like this class. I like the way he...the subject he was taught. The other subjects were very boring (SP4).

→ **Instruction/Teaching Strategy**

She [Taiwanese teacher] is a good teacher because she cares about the students but in general speaking, most of the professors are more focused on the things in the textbooks (SPTW).

→ **Character/Material (Textbook)**

What I like in the class is that we had two to three business cases before we went to the class. In the morning, in the beginning of the class, the professor [Spanish teacher] was the judge of different opinions. We talked about these and talked about what our opinions were. The professors don't discuss. The professor is the judge, being mutual. We talked about the business cases. And we actually used these business cases to learn something about the textbooks (SPTW).

→ **Material (Business cases)/Instruction/Teaching Style/Teaching Strategy/Classroom management**

Sometimes he gives some feedbacks about students' opinions, sometimes he doesn't. Sometimes, mature students' opinions may be better than the professors', so the professors don't need to give us opinions anymore. It's more like students giving each other opinions. Maybe if the professor wants to add something or conclude something, he would do it. I think a professor in a course should be a host, instead of the one teaching it (SPTW).

→ **Teaching Strategy/Instruction/Teaching Style/Classroom management**

He [unknown] is not an English-native. I disagreed with most of the things he taught, but I like his course. I like his lessons because his lesson is about learning from each other...Why I like his lesson is because it is really structured. You can learn from A B C D, and get a conclusion. He used slides but he didn't really read his slides. Before I went to the lesson, I read all the slides, but he did not present all his slides...I learned how to read and learn as well, because he taught us, 'First read this, and what you need to do is to read the slides, and after that, we come to the class, we discuss.' It's an actual course that I can learn how to learn better (SPTW).

→ **Instruction- Structure/Teaching Style/Teaching Strategy/Material (Slides)**

Themes in bold were included at the end of each transcript example. The bad and good experiences mainly came from instructors and their class design. The details about instructors are related to elements with frequency that each appeared, and they are of attitude (4), classroom language use (3), English proficiency (3), teaching style (6), teaching strategy (6), instruction (10), character (2), class management (2), lesson presentation (3), material (5), and professionalism (3).

In general, English proficiency was not the main issues but instruction, teaching strategy and teaching style. 'Attitudes' and 'classroom language use' seemed to appear only in bad teachers' classes while 'character' only appeared in good teachers' classes. Teachers really need to avoid classroom language use or attitudes that seem to express strong personal opinions because this provoked very bad feelings and experiences.

8.4. INTERGRATING RESULTS

8.4.1. PATTERN1: Internationalized EMI Programmes for Better Employability

Multilingualism in European Education (Doiz et al., 2011; Macaro et al., 2018; Smit & Dafouz, 2012; Escobar Urmeneta, 2013) and the active support from government in Taiwan (Macaro et al., 2018) contributed the internationalization process of those EMI programmes. Adapting an EMI programme is a process of internationalization of education and local students and this was adopted in Taiwanese and Spanish HEIs (WANG, CHIU, JOAN, JOSEPH). EMI programmes are more common in business departments in both territories for the purpose of improving LC students' English (CHIU, JOAN, JOSEPH). UG programmes target more LC students while PG programmes with more courses in English focus on I²L or exchange students.

EMI programmes enable better employability as EMI programmes are to link international projects and work opportunities (Knight, 2004) and foster abilities that were valued by employers and industries, e.g. communication, team work, and problem-solving, rated over 35%, along with IT awareness, planning and organizing, initiative and adaptability, 20-25% (Bennett, 2002). The cultural element in EMI programmes also elevates students' employability and enhances their soft skills, such as openness and creativity that were valued by industries (Daud et al., 2011).

In PS (Chapter 5), S1(Chapter 6) and S2 (Chapter 7), global or international experience, English ability, and knowledge acquisition of EMI programmes that contribute to better future job opportunities are important concerns for all students, particularly English and knowledge base. Acquisition of local language or learning of other language was what ITL students cared in both Taiwanese and Spanish HEIs. UG students joined EMI mostly to improve their English and ITL students acquired the local language while PG students sought better employability and believed that they could get more field knowledge and land on better jobs after the EMI course. For LC UG students, participation in an EMI programme was also a means to improve English before future academic pursuit abroad. More resources on international mobility, such as English projects and corporate internships were expected by students. Students' overall motive is a better job prospective by the EMI programme.

Even in English native countries, quality of lectures is what international students care the most in terms of good learning experience (Ammigan & Jones, 2018, p.10). Students signed up an EMI programme to learn and for better employability. Programme design from which students' CV can benefit for getting good knowledge and distinctive skills was what the students were mainly looking for. English enhancement was the first priority (TW1, TW3, TW4, TW5, SPTW, SP1, SP2), and students often were not satisfied when the instructor's English was not good. *'I would say 50 % [of EMI satisfaction] from the course is that we really had some tutors and professors who were good in English, both English and their professions, so (...) we can learn a lot. But vice versa, the other 50% comes from those who aren't really good in English, and the ability, capability of their profession is just like so-so (TW2, I1-1, DSA, 5).'* Knowledge base (TW1, SPTW, SP1, SP3, SP4) and Cross-cultural communication are crucial. *My knowledge base is better than I was in Taiwan. I can really say something to interviewers and boss (TW2, I1-1, DSA, 10).'*

Further to employability, school reputation (TW4) and ranking (SP4) are significant for ITL students' choice concern. *'When I was looking for the rankings, [the school] was very good. In some rankings, it was the first in Spain. This is another reason (SP4, I1-1, DSB, 12).'* *'I met a man who has good situation at work and he is earning easily a hundred thousand nt dollars or*

more a month. I felt like, well, I want to have the same situation as he does. He told me to study business in X. I did a little research about X. After doing some research, I figured out X is actually a pretty decent university, so I chose that one(TW4, I1-1, DSA, 1).

The internationalization process and lingua franca of EMI programmes in Taiwan and Spain attracts ITL students and the cross-cultural element improves LC students' English (WANG, CHIU, JOAN, JOSEPH). In this study, more opportunities arose when some HEIs require students to go abroad to a different HEI (TW2, SPTW) and some HEIs provide internships and exchange programmes in different countries (SP1, SP3, SP3) are the opportunities students in Taiwan and Spain.

In HEIs, intercultural skills and involvement of global dimension (Knight, 2004; Soria & Troisi, 2014) have been in the spotlight all along for their role in enhancing students' employability and improving communication between host and foreign students. The culture element and interactions between LC and foreign students was students' foremost expected aspect of EMI programme and was stated by almost all student informants. Cross-culture collaboration leads to flexibility, understanding, and even innovation. The fact that students have to communicate in English helps students to be more flexible to different accents and expressions due to cultural and linguistic differences of all EMI individuals. As discussed in chapter 6 and 7, the requested international intake can be seen by students in Taiwan and Spain as follows:

Communicating with native speakers** is very important. Actually you can **know the world better (TW2, I1-1, DSA, 3)

*Communicate for like international programme is **like a strength**. Cos, a lot of **thoughts can just foster during** the time you have **conversations with others*** (TW2, I1-1, DSA, 3)

*The international class should kinda force international students to **assignments, exams, cooperate with the local students... they understand more about the local culture and people**. I believe EMI programme doesn't only stand for English programme only, it also **stands to embrace foreign cultures*** (TW3, I1-1, DSA, 2&3)

I chose XX because I wanted to meet people from different backgrounds and different countries (TW5, I1-1, DSA, 1)

*Our class was very good because I think they **did it on purpose**. They chose 2 students from France to study, and 2 students from Germany, 2 students from Russia, 2 students from, you know. They chose few students but from all over the world, all the countries (...) In my case, I have **the opportunity to interact with people from other part of the world**. It's quite good (SP1, I1-2, DSB, 3)*

*I think **students should come from various countries**, even better to have a balance kind of percentage, **not too dominant from any specific country or region**. It's not like to be, **more information**. I like to know what other people live, what is other culture. More different countries, not just from one region. More different (...) Maybe you can have for more relations **with different cultures**. the other thing is more like I like to **relate with people** from other regions (SP2, I1-2, DSB, 5)*

*I wanted to get a more comprehensive learning about **business management in the international context**, that was why I chose this major International Business Management (SP3, I1-2, DSB, 1&2)*

Communication and interactions between different cultures should be promoted and certainly incorporated in lesson plans by teachers. Interactions between students are considered highly significant in HEIs (Chen, Sok & Sok, 2007) for the purpose of cognitive learning attribute and student mobility. In terms of teaching strategies, EMI programmes should be interactive and collaborative. If teachers do not correct students' English mistakes, students can somehow improve their English through the interactions with their peers or the English courses in the programme (TW1, TW2, TW3, TW4, SPTW, SP4). Instructors should encourage interactions and cooperation between students of different nations and cultures, local or international, and foster soft skills such as cross-cultural communication, international or cross-cultural team work, and problem-solving in class design and teaching techniques.

NN students improved their English skills and the English they need to communicate in workplace. *We had to read English notebooks, textbooks, we had to communicate with teachers in English and also with foreign students, so actually just my English daily life improved, not my TOEIC and IELTS. My TOEIC and IELTS improved just a little bit (SP1, I1-2, DSA, 5).* Yet, the improvement took place more in their listening, speaking and reading but not writing because they did presentation practice and academic writing was not expected in some courses (CHIU).

Students in Spain have the right to choose to do the exams in local language even if the programme is in English (JOSEPH). Taiwanese students depended much on local language (TW1) to learn. Whether this can also impede the smooth launch of English communication and learning should be further analysed.

“If we don’t understand what the instructors were saying, we say ‘Professor, could you please explain it in Mandarin again?’ So the instructor taught [taught] it again in Mandarin. Or we fully understand. We asked him again during break in Mandarin. (...) Also, in TA class, they spoke mandarin in Chinese class. So even [if] we didn’t understand what the instructors were saying in the English class, in TA’s class we should understand (TW1, I1-2, DSA, 10)”

In addition to English writing, the switch back to local language that may impede the key motive of English enhancement appeared common. Local Spanish and Chinese students switched back to their native languages after the class and this has some impact on students’ English learning progress or the progress of learning the content in English.

My English improved little. Latino and local, we speak Spanish. I speak Spanish all the time. My classmates speak Spanish and I am a little lazy. And when I had to write, at the beginning, I began to write in English. Later, I was very lazy. We could write in Spanish and translate into English (SP4, I1-2, DSB, 3)

8.4.2. PATTERN2: Hiring the Locals. Not sure about English proficiency

Many HEIs in non-English native countries may not necessarily have enough resources to hire instructors who are both good in their field and have high English proficiency. EMI programmes adapt to different cultures and regions by hiring more local instructors. The best scenario is that the instructors are professional in their knowledge and also proficient in English but due to budgets, not all instructors are native-speakers. In many HEIs, many instructors do not have sufficient English to instruct understandable lessons in English. Language courses and workshops for EMI teachers are in place (CHUI, JOAN, JOSEPH). Only one teacher informant was EFL teacher and they did not receive any EMI trainings.

Ammigan and Jones's study about international students (2018, p.10), the aspects of quality of lectures, expertise of lecturers, and teaching ability of lecturers have the big impact on the overall learning experience, especially quality of lectures is often the focus of most students. This study has found instructor's language proficiency an issue in both Spanish and Taiwanese HEIs. Funny accent is often addressed in Taiwanese universities while many Spanish and Taiwanese instructors seem to have a problem clearly expressing themselves to convey coherent and cohesive meanings. Students marked down the teacher's English and professionalism when the lessons were not constructed properly, *'Her English isn't good, so most of us didn't understand what she was talking. She was relaxed and smiled but she didn't seem to care if we understand or not ... It was impossible for our concentration level to stay especially when her English was really problematic. However, she gave us high marks. Many of us got 9.5 out of 10 on our final report paper. Nevertheless, we marked her down and gave a very bad feedback on her on the final evaluation report. She was really a terrible teacher (SP1, I1-2, DSB, 6)'*. To our surprise, a lack of sufficient knowledge about the subject is also a frequently addressed phenomenon of instructors. Some students have a feeling that some teachers with insufficient English proficiency were appointed to teach some courses; in other cases, teachers who have no enough training about a subject were appointed to teach that course. Whichever the case is, the instructors of those courses must have not prepared the lessons sufficiently enough to give students such feelings. From students' perspectives, the classes and content delivery were not designed for clarity and easy understanding. This was why instructors with good English and a good content structure tended to give good experiences.

On the other hand, not just NN LC teachers, N teachers can be caring and understanding. Teacher's strong personal opinions that gave students negative feelings could be seen in Taiwanese and Spanish HEIs and this should be avoided. Some native instructors were perceived as 'racists' in Taiwan, as stated *'Alex doesn't really like South Asians. Like when South-Asians who could not speak proper English. He would say 'I don't know what you are saying, so please stop (TW1, I1-2, DSA, 7)'*; some having strong political opinion in Spain, as stated, *'I think some Spanish teachers, because I am in Catalonia, have a really really really strong political opinion about independence (...) I think it's unprofessional. Sometimes funny to take your personal opinions into works (SPTW, I1-2, DSB, 10)'*. This kind of

teacher's personalized opinions have nothing to do with country of origin but posed some negative feeling among students.

Not having ICLHE and EMI teachers' old beliefs could be reasons that some instructors were not ready to teach subjects well enough in English. Workshops and English trainings (CHIU, JOAN, JOSEPH) are in place but EMI teaching training was missing (WANG, CHIU, JOAN, JOSEPH). Most of present EMI instructors were not trained to give a lesson in English. On the other hand, many EMI instructors only focused on content-teaching or think they can just teach the lessons without training. This might be related to their general beliefs that languages were not their jobs and this has created conflicted LC students' need to improve English.

Nevertheless, the non-native effect from teachers' English deficiency can be resolved with time when teachers become more accustomed to teaching the target content and expressing himself in English. Meanwhile, EMI programmes are improving through time and instructors improved their English at the end of the programme too. Stated by both student and instructor as follows:

*In the beginning of the semester, our Taiwanese instructors' English pronunciation wasn't good, but **at the end of the semester, their English was better** that both local and foreign students could understand what they were teaching. **Their English has improved.** They had to prepare for the class [...] **The students learn from the professors and also professors learn from the students** (TW1, I1-2, DSA, 10)*

*I would say we are not in a [in a] (.) critical moment, critical in terms of transition moment, in which it's clear that we have **more and more activities in English.** And the level of English is improving among professors and students, but still, we have some [some] **language issues** which would be maybe solved in several years. But for the moment they [they] remain there (JOSEPH, I2-2, DSD, 16)*

Teaching content in English takes more effort (JOAN, JOSEPH). Sometimes language does not improve easily when we get to certain age (JOSEPH), so even some teachers would love to improve their English, it simply does not happen. All of the four recommended instructors did not have any EMI training in the past but have many years of experiences in teaching subjects in English. One informant is also an EFL teacher. Instructors who have high English proficiency often gave students better

learning experience but it was not English but the clearly structured lesson and instruction.

8.4.3. PATTERN3: Effective Class Design to Counteract English Deficiency

In educational research, there is no single criterion of effective teaching (Marsh, 1987), yet an establishment of a proper course design with necessary components and materials is absolutely crucial for better school performance and international school profile (Maringe & Carter, 2007; Ramachandran, 2014), and such design should be endeavored based on experiences and perspectives from students since students are the users and main evaluators of quality teaching. Despite taken from an effective language-pedagogical approach, students' overall language fluency and language acquisition were still emphasized in the design target from the Dutch experience.

Despite that some studies of EMI recently developed in China (Jiang et al., 2016) suggested some fine-tuning quality of ESP that can be achieved by some tackled language issues for more success of English-medium disciplines, in this doctoral study we find good English proficiency was necessary for effective content learning and understanding. A clearly structured lesson and instruction is the key. Structure, top-down information presentation, logic, group discussions, engaging materials are essential components included in the lesson plans and teaching strategies of instructors who gave students better learning experiences.

As stated as a way to boost international profile of HEIs, to meet students' needs to enhance their experience is essential. To get a better grasp of the good EMI components necessary for instructors in HEIs the following (Table 8.4.3) contextualizes with bullet points from the details and examples from student comments.

Table 8.4.3 summarizes the repeated components from students' perceptions.

TABLE 8.4.3. Summary of Students' Expectations for Class Design

<p>Expectations from an international class</p> <ul style="list-style-type: none"> ➤ A balance of students from varied national and cultural backgrounds ➤ Instructors of good English proficiency and high subject knowledge ➤ More practical than theoretical material inputs ➤ Plus benefit of skill and international opportunities 	
<p>Desired Course elements</p> <ul style="list-style-type: none"> ➤ International Classroom setting- Inter-Cultural and international interactions, exchanges of ideas ➤ Course Instruction <ul style="list-style-type: none"> Class component: keywords, neat slides*, relevant and appropriate journal paper, case studies Class component: Q&A, group discussions & brainstorming Lecture structure: top-down, explanations of class rules and grading criteria, learning tips Instructor's high English fluency* Instructor's good professionalism and confidence in the field knowledge Instructor's attitude to promote understanding Instructor's attitude to engage and guide students Instructor's attitude: approachable, friendly, caring, resourceful Instructor's attitude: neutral to any political issue, non-racist Corrections and feedbacks on assignments ➤ Employability: School reputation, English and local language benefits, market benefit, internship opportunities <p style="text-align: center;"><i>Note: *Asterisked items are desired but not absolutely crucial.</i></p>	

The lesson needs to be in a clear format. In general, the content should be structured logically and systematically, preferably in top-down manner, like introducing a recipe, teaching how to cook or drive, starting from step 1 to step 5.

Aiding materials such as slide presentation can avoid misunderstanding or slow content digestion of some students who cannot follow, but this is not essential.

If they made and construct the slides and examples better and neater, even if we could not understand what the instructors were saying, at least we could understand from the slides (TW1)

He [Finnish teacher] can literally give examples in the area. Some teachers use slides, but not every teacher uses slides. He uses slides. I think the examples he uses in his slides make you understand better (SP2)

He [British teacher] put students in different groups. He has good communication style. He makes sure everyone understand what he says. He was able to respond to students questions. He used a little bit slides, not so much. It doesn't matter if there were slides or not (SP3)

Different grading criteria and quizzes can be applied with a design to motivate students' substantial reading and better class participation and understanding.

In terms of presentation, the students showed high appraisal if the instructor gives some key words of issues or topics each lesson or in the beginning of the class. This can be done in slides or simply having some keywords written on the blackboard. The worst scenario is that the instructor teaches directly from the textbook without any visual aide.

*She **looked at her notes and book and started talking**. There were **no slides** and other demonstration of information. Her English isn't good, so most of us didn't understand what she was talking (...) Some students dosed off and some left at the 2nd hour (SP1)*

Instructors should teach the skills to do research, present an argument and those skills that cannot be retrieved by reading the textbook or searching the internet. As stated by one student (SPTW), '*The things from the textbooks can be easily found from internet search.*' The EMI is devalued if the teachers cannot give them the things the students cannot get from the internet.

Workload should be appropriate. For postgraduate students, two to three short theses beforehand and a list of extended reading list at the end of the lesson seem to promote self-motivated reading more than plenty of long papers that take away too much concentration and energy from students. Instructors should read and mark students' assignments if they are given, and also give proper feedbacks that help students learn about knowledge or English.

In general, what enhances students' learning experience is related to instructor's professionalism. In both territories, course programmes can be designed by schools or teachers. If teachers have more margin to decide the course programme (WANG, CHIU, JOAN, JOSEPH), it was a surprise that good experience cannot be given to students. The four instructor informants provided a clear picture of how a lesson can be designed to enable better student experience.

Whether to adapt to the more interactive 'Western teaching practices' has been discussed. International students preferred a more interactive teaching style that was missing in EMI in Korea (Kim, Tatar & Choi, 2014, cited by Martínez, 2016, p. 4). In Japanese case (Bradford, 2016), some teachers adapted their teaching style to meet the need of international students and adopted 'Western-centric practices' in which student like to speak up. In this current study, the practicality of class materials, such as conversation and group discussion, was stressed in students' expectations of good lessons.

Many LC teachers in Taiwan and Spain stuck to their old ways of teaching, which is textbook-based and not much extra sights were given to students, and this generated negative feedbacks (TW1, TW2, SPTW, TW4, SP1, SP4). As stated, '*Everything she taught us is from the textbook, and she didn't have extra examples or information for us* (TW2, I1-2, DSA, 8).' Teaching from only textbooks probably did not give students any good distinctive skills that a good programme intends to give. Both LC and IIL students prefer more interactive teaching strategies:

*I think they should make an effort to teach their students, instead of using presentations 10 years ago. **It's kinda making fun.** If you see the presentation, you would know it's pretty old. They use the presentation from ages ago. I think sometimes (...) **because you can always google and come back.** How you talk in a **business meeting**, or you can deliver what you have to deliver, is more important. Because without that, you cannot do business (SPTW, I1-2, DSA, 6)*

*There are many bad instructors (...) **They are bad because they were boring and their class was not dynamic**, they just speak, speak but They don't do dynamic in the class, **don't have people participating in the class** (SP4, I1-2, DSB, 7)*

Furthermore, EMI courses should be rich in pragmatic features (Dafouz, 2011; Jiang, Zhang & May, 2019). In Ammigan and Jones's study (2018, p.287), international students indicated that the programme was rewarding when they were 'involved in diverse learning activities and regular scholarly exchanges with faculty and other classmates which they believe led to new learning opportunities, cross-cultural perspectives, and intercultural friendships'.

Non-native students in general need their teachers to correct their English mistakes (TW1, SPTW) but this has to be done carefully under different cultural setting. TW1's comment expressed student's need to be corrected while JOAN's comment expressed his strategy for students' errors:

Correct students' English as well. When we say something wrong, the instructor can say 'maybe you can say this and this.' Even for teachers who have strange accents, I want them to correct my grammar. For grammar, those teachers can but not pronunciation. In the classes of Taiwanese instructors, maybe not. In Alex's, he would correct our English. He must be right. Yes, I would like to be corrected in a polite way (TW1, I1-2, DSB, 9)

What I ↑do not do is to correct the- to correct their-their English mistakes,(2) their language mistakes. At most, I-[I try to] let them know, let them understand very politely that they should rephrase their ideas because I understand it because I am a local and I understand >what they are meaning. This is perhaps the direct translation (JOAN, I1-2, DSD, 71)

All teacher informants incorporated discussions in class design. Communication and interactions between different cultures should be promoted and certainly incorporated in lesson plans by teachers, and interactions between students were also how students improved their cognitive. If teachers do not correct students' English mistakes, students can somehow improve their English through the interactions with their peers.

Not all content teachers are confident enough to correct students' English and also it is often 'the communication purpose' of the language that was what teachers focused on in EMI programmes. In terms of student's proper English and English enhancement from instructors, EMI teachers either correct students directly or asked them to rephrase themselves whenever students made mistakes in English, yet much cultural

understanding such as face issue (WANG, CHIU) or false perception of students themselves (JOAN) should be exercised in this practice.

Student engagement is the most relevant approach while different applied sources can be used but mainly brainstorming or opinion-provoking group discussions were applied successfully. Among all the recommended instructors, one instructor from Taiwan (WANG) and two from Spain (JOAN, JOSEPH) designed debate and discussion in smaller groups, went to different groups to articulate and asked 1 representative to do a run-up. Teachers asked for clarification, making sure every student understand the content and correct misconceptions sometimes, not always. These teachers who give good experience asked one person from each discussion group to represent and share opinion.

8.5. SYNTHESIS AND DISCUSSION

The themes and topics discussed so far appear to be very factors that students were looking in EMI programmes. Those elements and effects were complex and are continually influencing each other.

Non-native Effect

EMI seems adapt to different cultures when local teachers adapt their teaching strategies because of their beliefs and cultural or educational backgrounds while LC and ITL students of different cultures and mentality interact and influence each other. During this internationalization process, LC students' and NN teachers' English as well as the programme quality improved. In this current study, LC Taiwanese and Spanish students are lower-esteem students with a wrong perception about their English that affects their classroom behaviours and their dependence on local language that can make them lose the motivation and chances to improve their English.

The emphasis should be put on English as a class instruction tool and how content and teaching methods can be applied by both native and non-native instructors to ensure better content understanding by students of different levels of English proficiency.

EMI programmes can only adapt to different cultures and locations by hiring more local instructors. The best scenario is that the instructors are professional in their knowledge and also proficient in English but due to budgets and the fact that there are not so many N instructors based in those NN countries. Not all instructors are fluent in English or native-speakers that often facilitate students' better content understanding. Nevertheless, in this study students' general English was good enough to understand lessons as proven in Leug and Leugi's study (2015, p.6), and students with better English tend to choose EMI. Students complained about some instructors' English because students in general needed to pass or provide certain English level to join the programmes while there was a shortage of teachers who can teach the subjects well in their non-native language.

Teachers' beliefs affect their class design. Only one instructor informant mentioned English learning in the class design and teaching strategies in which she incorporated in her lesson activity. Two instructors focused only on content and did not correct students' mistakes unless the mistakes were very serious and affected the context. Yet, students chose EMI programmes to improve English and NN students in general need their teachers to correct their English mistakes. But this has to be done delicately under different cultural setting. Rephrasing and asking for clarification were adopted by these informants.

The cultural element in EMI programmes which helps students' cross-cultural communication and linguistic competence causes problems when students' cultural and educational backgrounds affect their learning and class behaviours. Non-native effect that hinders effective teaching and learning process exists but good teaching strategies should be incorporated to avoid this negative effect. Quality EMI should hire teachers who have sufficient English proficiency to conduct lessons in English and make the

content understood by students, and promote students' employability, i.e. English enhancement for local students and acquisition of local language for international students. EMI teachers should instruct lessons in systematic manner to allow debates, communication, and cooperation between local and international students of different cultures. A lot of cross culture learning is involved.

Cultural and Practicality Design

Intercultural Competence (IC) theories were proposed an important learning outcome in ESP and EMI courses in Aguilar Pérez (2018). Intercultural Competence was defined as 'a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself (Fantini & Tirmizi, 2006, p.12)'. The fact that opportunities and negotiation of meaning and socialization are buttressed in EMI classrooms was how students improve their IC.

Followed by Pattern 3, we investigated the effective instructors who gave good class experiences. The four instructor informants from this study seemed to share some class components of their class design in common, that is application of slides, video clips, and group discussions. Video clips about the topic is to inform and provoke interests while group discussion involves students and allow them to express themselves and share different opinions. The use of slides aids the lesson structure and ensures better understanding of the target content and knowledge for different students.

To have a better picture of the four instructors' class designs, Table 8.4 summarizes the practical features, class components and teaching strategies of four instructor informants from Interview 2 in S1 and S2. The overlapping parts were in bold. More detailed descriptions can be seen in Section 6.3.3 and 7.3.3.

TABLE 8.4. Practical Features of Four Teachers' Class Designs

WANG	CHIU
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<p style="text-align: center;"><u>Content & Materials:</u></p> <p>Textbook</p> <p>Slides</p> <p>Video Watching (Ted Talk)</p> <p>Group discussion (3-10 min)</p> <p>Games</p> <p>Debate</p> <p>Brainstorming</p> <p>Student Presentation</p> <p>Chapter questions</p> <p style="text-align: center;"><u>Design Features:</u></p> <ul style="list-style-type: none"> • Learn from their peers • Learning by doing 	<p style="text-align: center;"><u>Content & Materials:</u></p> <p>Textbook</p> <p>Slides</p> <p>Kahoot</p> <p>Video watching</p> <p>Text book exercise and problem</p> <p>Business Week & Wall Street Journals</p> <p>Current events related to course</p> <p>Group Discussions</p> <p>Questions</p> <p style="text-align: center;"><u>Design Features:</u></p> <ul style="list-style-type: none"> • Have Ss participate • Discuss questions together
JOAN	JOSEPH
<p style="text-align: center;"><u>Content:</u></p> <p>Forum-Press articles</p> <p>Slides</p> <p>Case studies</p> <p>Materials from all media (Podcast, Twitter)</p> <p>Games</p> <p>Discussions</p> <p style="text-align: center;"><u>Design Features:</u></p> <ul style="list-style-type: none"> • Combine theoretical approach and empirical reality • Reverse chain of communication 	<p style="text-align: center;"><u>Content:</u></p> <p>Discussions & Debates</p> <p>Slides</p> <p>Presentation</p> <p>Model activities (Role Play)</p> <p>Short clips (video)</p> <p style="text-align: center;"><u>Design Features:</u></p> <ul style="list-style-type: none"> • Simulation of reality • Interact/act as a position, a role or an organization

The strategy to engage students is to put them in smaller groups and designate a student to summarize as this is a strategy used by two Spanish and one Taiwanese instructor of different content subjects. The texts in bold are key words and key phrases exemplifying the specific procedures and applied activities. The class size, group size,

students' errors and misconceptions, summarization, and a reached answer in group discussion were all considered, whereas teachers went to different groups to check, listen and guide when necessary. The transcribed examples of the same class activity from three informants were as follows:

I put **students from different nations in 1 group**. I give a topic. Sometimes, we watch a ted talk or a short video about some issues first and I ask them some questions. **They are given 3-5, sometimes 10 minutes** to talk about their opinions? Sometimes, I ask **1 representative** from each group to give a **summary** of every student's opinion. SOMETIMES I ASK 2. Before they tell me about their opinions, I **go to each group** to listen and propose extra questions. Sometimes I **hear something wrong-** (2) something wrong, I correct it. I hear something unclear I ask for clarification. This is quite important because local students often speak to each other in Chinese in private. I need to make sure they don't do that. At the same time, some students are **QUIET and passive**. I push him (.) or her to **talk a bit more** (WANG, I1-3, DSC, 27)

But it's true that, I also, I **try to change**, I mean I try to **alternate** and **↑introduce other-other source of activities**. I do **use clarification** from time to time. I do use **games** from time to time (JOAN, I2) [Excerpt 3, 63] Again, it **depends on the size** of my group. It depends on the size of the group. When I have (2) **smaller groups**, which for me, I mean, in my context, from **10 to 15 people** in the same room. This is-this is **manageable**. I do not split the group into any sub-, into any class or any subgroup. (1) When (1) the quantity of the students exceed this 20 people, then I tend to reduce the, I tend to [to] work on others. On the basis of other activities, because the debate or discussion about **30 people in a group is impossible**, so what I shall do then, what I try to do then, I **discuss cases** and I split the groups, say 30 people in the classroom (1), **splitting into groups of 5-6 people**. Then I **move around**. Hum... I, there are some key questions to be addressed, then I **move from groups to another**, trying to articulate, in a **small setting the general debate**. Afterwards, I try to, I **designate 1 person** from the group and try to get the very very (2) with **run-up**. 1 responsible person per group shares with the rest of the groups (1) what the group came across, just to **make sure** that all the individuals of the same room are on the same page, they get, at least at the same way, coz otherwise, this may bring, this may introduce **disparity** (JOAN, I1-3, DSD, 67)

Sometimes to be organized **small subgroups** and I propose them to **discuss a topic?** and then to put together, uh, what would every group has discussed? Sometimes I ask them to [to] **reach (1.5) an answer** to a question or to **solve a [a] specific case**. And then to [to] **compare** (.) if (1) all groups reach the same conclusion or the same results (JOSEPH, I1-3, DSD, 8)

8.6. CHAPTER SUMMARY

This chapter presents cross-analytical results from S1 and S2 of students of Interview 1 and instructors from Interview 2 that were dealt as the main part in this thesis. First, the different themes and subcodes within codes of DSA, DSB, DSC, and DSD were sorted and analysed. Then, the results from instructors' class design, class components, teaching styles, and teaching strategies were compared with students' needs and EMI expectations to see how those recommended instructors gave students good learning experiences. Section 8.1 and 8.2 present the introduction of the cross-analysis S3 with general analytical approach (Section 8.2.1), and analytical steps (Section 8.2.2). Section 8.3 shows the complied results and general knowledge and differences between Taiwanese and Spanish HEIs. Following, Section 8.4 presents the integrated result findings based on common grounds in these two territories, Pattern 1 'Internationalized EMI Programmes for Better Employability', Pattern 2 'Hiring the Locals. Not sure about English proficiency', and Pattern 3 'Effective Class Design to Counteract English Deficiency'.

CHAPTER 9: GENERAL DISCUSSION AND CONCLUSION

9.1. CHAPTER OVERVIEW

The aim of this doctoral research was to examine the students' perspectives of their English Medium Instruction (EMI) programmes in Higher Education Institutions (HEIs) in two non-native territories and how EMI adapts to different geographic and cultural differences to probe a universal EMI design that tackled non-native effect from teachers or students whose English level is not up a par, providing practitioners a format of necessary components in lesson plan and pedagogical techniques for effective content delivery for both local (LC) and international (ITL) students. Such general aim has intertwined in which the difficulties and issues were experienced by students during the programme. More specifically, a close examination of several aspects has been carried out thoroughly: a) non-native and cross-cultural factors that contribute to quality EMI; and b) effective teaching methodologies and components of non-native effect and cultural attributes from the class designs and lesson plans of teachers who indeed gave students good experiences during the programme.

With the aim of concluding this study, the present chapter is structured as follows. First the main findings and general conclusions of the three studies presented in chapter 6, 7 and 8 will be presented in section 9.2.

9.2. MAIN FINDINGS AND REFLECTIONS

The aim of this study is to unravel the underlying factors affecting EMI quality in non-native territories behind the beliefs and opinions of LC and IIL students and teachers, the major EMI participants. The extent to which students' perspectives, needs and experiences were connected to the functionality of HEIs and EMI designs was also investigated. The chief interest dwells in the internationalization process and students' motive of better employability, as well as how this belief might affect students' overall programme evaluations and experiences. Such programme expectations and evaluations appear to be connected to students' cultural and national backgrounds. The non-native effect of students and teacher in this English setting take place as non-native students and non-native teachers teach and learn and communicate in a foreign language in class.

In this section the main findings and conclusions that emerged from each of the two studies included in this doctoral thesis are emphasized. The main conclusions and discussion will be presented in relation to the theoretical framework that was raised in Chapter 2 and 3.

9.2.1. MAIN FINDINGS ON GOOD PRACTICES OF QUALITY EMI FROM STAKEHOLDERS (Question 3)

HEI quality can be enhanced through incorporating students' needs and experiences that are closely related to EMI challenges and learning difficulties. Both these non-native territories exercised programmes in English setting to attract international students and internationalize local students. The importance of course/curriculum and class design was stressed (Chen et al., 2007; McKimm, 2008) and found in this study, but the class implementation effect depends on the HEI and profile of students (Sahan et al., 2021). A design that ameliorates and integrates both local and international students was missing in the past studies that only focused on LC students. The amalgamation of elements for LC and IIL students was integral. This current doctoral study has fulfilled this gap.

The main focus of HEIs is to promote curricula that can enhance students' capabilities and global competences to compete in the fast-changing social and economical environment (McKimm *ibid.*, p.122), and in the studies of international education and international students, more opportunities to increase the level of interaction across cultures on campus can help the students to do just that (Ammigan & Jones; 2018; Luo & Jamieson-Drake, 2013). The importance lies in the class design and pedagogy that put both LC and IIL students of different English level and varied cultural attributes into consideration, yet this has been ignored in the past studies.

On the macro-level, schools should secure proper school facilities, the hiring of qualified teachers with international backgrounds, a good ratio of both local and international students in every EMI course to allow cultural learning and cooperation, and the use of proper materials that promote engaging students.

The findings from PS confirm that most EMI students have medium high English level. A complaint came from all our student interviewees regarding their instructors' English, which can be taken to assume that most of those students have better English capability. Students with good or native English level did not choose EMI programme just to improve their English, as the findings show that if they did not improve their English at the end of course they marked down their instructor's English as a result of their bad experiences. The paradox lies in the fact that many of them have a good command of English that leave little room to improve, whereas some students wrongly perceived low English proficiency due to their lower-esteem cultural background.

English as the instruction of a programme is a good way for knowledge exchange, international learning, and student mobility. Adapting an EMI programme is a process of internationalizing local education and local students. EMI programmes elevate general English skills when students and teachers have to communicate in English every day. Students' job prospective improved with the culture element and intake of foreign students. The choice of an EMI course targets to prepare students' acquisition of global vision, language skills, cultural understanding and knowledge learning for the market

place. LC and ITL behave differently in class because of their cultural and language profiles, and they can learn different mentality and values from each other. LC students study abroad and ITL students have opportunities to learn another language and understand the local culture and life. For student employability, performance approach (Daud et al., 2011) that links education and students' performance to businesses emphasizes what employers are looking for. In this study, we found the four instructors incorporate elements to improve students' presentation/expressive skills. team work, leadership, and critical thinking.

McMurray et al. (2016) analysed employability and employer's demands. The perspectives from industry and employers should also be taken into account as graduates' competitive workforce is closely related to the employment by industry (Daud et al., 2011). Every education system aims at enhancing students' competences that can be used in labor market or marketplaces, and these competences include communication, organisation, team working, IT, problem-solving, leadership, and interpersonal (Bennett, 2002; Daud et al., 2011; McMurray et al., 2016). Unlike typical academic subjects such as medicine or law, business is considered a profession-oriented major, and business schools also target the enhancement of soft skills (Daud et al., 2011; McMurray et al., 2016).

Student satisfaction is the core in marketing HE (Moosmayer & Siems, 2012; Stephenson, & Yorke, 2013; Koris et al., 2015). Difference exists between LC and ITL students in Taiwan because students have different foci and evaluated the programme based on their expectations and needs (Huang, 2015). LC students view EMI courses or programmes as a way to strengthen English ability (Chang, 2010; Dalton-Puffer 2011; Huang, 2015; Jiang, Zhang & May, 2010), while ITL students chose the programme for lecturer's expertise (Ammigan & Jones, 2018). International experience was the confirmed main motivation to join the EMI course in Taiwan and Spain. English for knowledge acquisition and communicative purpose, international experience and the acquisition of Spanish language for mobility and job employability are the targets for international students to choose the programmes in Spanish universities whereas it is the targeted Mandarin Chinese in Taiwan for the big Chinese population in the world

(QS Top Universities, 2018). Nevertheless, the ratio of local and international students depend on the enrolment each year and each school or programme.

Students' end result evaluations of their chosen programme seemed to be closely related to their motives and expectations which drove the IITL students to travel so many thousands miles from home to study, and such incentive explains the attraction and the charm a country or its HEIs. Students were driven by the acquisition of local language, Chinese and Spanish and some students wanted to learn the culture or love the city where the programme is located. This kind of attraction is a good marketing stimulus for future student recruitment and reference for policy making.

From this study, we know students' motives differentiated, but LC and NN students in UG programmes all expected to improve English and acquire skills that help their job prospective. For both these non-native countries, EMI programme is a means to create an English environment for LC students and the lingua franca to attract IITL students, for N IITL students to communicate with faculties and administration easily and NN IITL students of the same local language to live with ease. Effective class design focuses on both English and content knowledge that is essential in every educational system and EMI programmes should foster competences that are more specific in the programme location.

Students' feedback should be valued but not essential as students always expected more value influence (Moosmayer & Siems, 2012) than they believe their institution can actually deliver: the most important is to communicate the educational aims and EMI objectives. Instructors need to communicate and remind the students the course objectives at least twice every semester.

Students' reflections can differentiate due to their expectations which are closely related to students' national or cultural backgrounds. Students' overall evaluation of the class often relied on the instructor's good English that is significant to clear lesson instruction and content delivery. On the micro-level, communication between LC and IITL students and cultural understanding should be stressed. However, many teachers

who want to participate in EM programmes and teaching may not be ready linguistically. In line with old student, those EMI instructors still believe that their job is only teaching the content but the truth is many NN students chose an EMI programme to enhance their English. If the content teachers' job is only delivering the content knowledge, at least they should make sure their lessons can be understood clearly. Plus, in most of non-native countries, LC students are the majority in every class while English native students may take up very small percentage (Kachru 1996; Crystal 2003; Coleman, 2011), instructor's English should be good enough and lesson is structured clearly for NN students to learn the new terminologies more easily to contribute to students' English improvement need.

Instructor's good or native English level (Wilkinson, 2005; Colement, 2006; Vinke et al., 1998; Airey, 2011; Vu & Burns, 2014) can certainly help NN students' English improvement. Yet, students improved their English mainly as a result of interactions with other ITL students and of the fact that they had to use English throughout the programme. Many students expressed their negative opinions about their EMI programme especially with a regard to the instructor's insufficient English level, yet many students still stated that they have learned or improved their English in the end of the course.

9.2.2. MAIN FINDINGS ON EFFECTIVE CLASS DESIGN THAT LOWERS NON-NATIVE EFFECT (Question 4)

A) Quality EMI Design for Local and International Students for more Skills

In bilingual education in Europe, it is believed that learning academic content in the foreign language will increase motivation to better performance (Seikkula-Leino, 2007; Dalton-Puffer, 2008; Lasagabaster, & Sierra, 2009; Dalton-Puffer, Nikula, & Smit, 2010; Lasagabaster, 2011), and many LC and NN students' programme motives in this study was English improvement. In the eyes of students, professional knowledge is on top of everything in a course while English proficiency that was discussed throughout this dissertation is a prerequisite. The statement from an ITL student *'The instructor's English*

should be fine. I mean he or she doesn't have to be a native speaker, but he/she has a clear mind to explain any idea (SP2) 'expresses the importance of class instruction that was shared by all students. The best scenario is that EMI teachers are both professional in the target subject and in English, but this may be difficult and unpractical due to availability of resources in each country and HEI.

Coming to the class fully prepared is fundamental as a class instructor, from our study some instructors however even failed this. A well-presented lesson full of knowledge would enhance students' overall learning experience. EMI objectives and class rules should be explained clearly right from the beginning of the class and students can be reminded from time to time throughout the course. The lessons should be in a clear format, with sufficient details and examples easily understandable to students regardless of the nations and language levels. A combination of theories and practicality is useful with engaging activities such as video, group discussions.

EMI programmes lead to better employability (Bozdoğ̃an & Karlıdağ̃, 2013; Hu, Li & Lei, 2014; Yang, 2015). The student informants expected that field knowledge, English, and extra language and skills can help their employability and as a matter of fact, their EMI degree did help them land on better jobs (TW1, TW2, TW3, TW4, SPTW, SP1, SP3, SP4).

On one hand, students want their mistakes to be corrected but it is not part of EMI teachers' agenda. Verbal English correction is not necessary, unless the mistakes impede the understanding of a topic or the progress of a debate. On the other, students would improve their English by interactions with other students or in EFL classes. Yet, students seemed to improve their English speaking and listening skills rather than writing in both territories and this has not been dealt.

Sometimes, learning does not always go one way from teachers to students, instead, it can be from students to students; the inexperienced can also learn from the experienced and mature students, also teachers can learn from students. Sufficient communication between the teacher and students and between students is essential. Different

techniques may be applied for undergraduate and postgraduate courses, but guided group discussions and practical exercises are preferred by both groups.

Students in general appreciate small group discussions that allow them to interact with other students. It can be a plus when theories can be introduced through stories or other formats, e.g. role simulation. Engaging discussions as a whole class or on group basis and brainstorming should be applied. Students admire teacher's open mind to listen to and promote different opinions. Teachers should embrace and allow space for the fact that students are from different cultural, religious, and social backgrounds. No strong political or preference to certain national stand is accepted. Give corrections, not criticisms.

B) Teachers' English and Class Design

This thesis looks into what the components of quality practices of EMI classes are according to perceptions of mainly students and then lecturers in HEIs in Spain and Taiwan who were recommended by students and gave students good EMI experiences. Despite the fact that English comprehensibility and course satisfaction can be related to the fact that the instructor is native or non-native English (Kym & Kym, 2014), mutual understanding has a lot to do with common language everyone uses. When it comes to good lesson, sometimes language is not the issue but the instruction quality. When analyzing students who were taught in an EMI and non-EMI courses in Dafouz, Camacho and Urquia's study (2014), no significant difference was found on the performance outcomes of students in different programme. The instruction language does not affect the performance result, and arguably 'instruction language' is not a constraint to content understanding. The key elements boil down to teacher's knowledge and class presentation, and this has been confirmed in our study. A local Spanish student gave some feedback on this part, *'She [Spanish teacher] doesn't have very good level of English, I would say 6 out of 10 (...) I wouldn't say it would make any difference if her English were better. I mean if she had better English, maybe a little bit, but it wasn't the problem. It was the way she taught (SP1).'* Stated by another participant (SPTW), *'I think it is more important than just teaching the knowledge because it's year 2018, if you want knowledge, you can*

always go to google or open an e-book. But to teach how to use knowledge is harder than getting the knowledge, you know?’

Having EMI instruction training wasn't crucial for class success but having a clear instruction and class design that benefit both LC and ITL students. The instructor informants speak English fluently, and none of them have received any EMI content training in the past. A teaching demonstration in English in a job interview was conducted before they (WANG, CHIU) were hired to teach in university in Taiwan; in Spain, English research experience overseas or EMI teaching experiences were why the instructors were hired to teach in Spain. Only one instructor (CHIU) had the workshops held by EFL teachers and language training by school.

9.2.3. MAIN FINDINGS ON CULTURES AND BELIEFS IN HEIS THAT AFFECT THE DESIGN AND EXPECTATION (Question 5)

In the past two decades, the role of global, international and intercultural skills (Knight, 2004) has been stressed in HEIs to enhance students' employability as the communication and intercultural learning between host and foreign students were significant in such internationalizing local students. Both LC and ITL students learn different cultures through the interactions with other LC or ITL students as well as with teachers and the way lessons were conducted by different teachers under different national educational systems.

Lecturers experienced more issues with the 'cultural aspects in the EMI classroom' (Tange, 2010). The perceived cultural differences between Asian students, and European and American students (WANG, CHIU, JOAN, JOSEPH) was found in Taiwan and Spain. Taiwanese and Spanish students are lower-esteem who tend not to interact and express themselves tentatively. South Americans and European students are more participative in class. In certain cultures in Asia, e.g. Japan (Bradford, 2016, p. 345) and Korea (Kim, Tatar & Choi, 2014, cited by Martínez, 2016, p. 4), 'culturally

conditioned behaviour' (Bradford, 2016, p. 345) was found in which students tend to be passive and often sit quietly listening to lectures. In Peng's study (2011), some students who were used to sitting quietly in class for teacher lectures can still shift their learning attitudes when different educational targets were communicated. Students should be encouraged to participate actively and express his or her opinions instead of being too sensitive to his English competence because their English is often better than what they thought.

Lower-esteem students or those who are self-conscious and think they cannot contribute and build up their argument due to a wrong perception of a lack of proper English fluency that existed among local students in both Taiwanese and Spanish HEIs. Non-native effect (in PS, S1, S2) takes place because of low-esteem students who are not confident about their English, LC students' need to depend on non-English language to learn and students' switched-off English by themselves with their classmates who can speak the same language. This NN effect is socio-psychological and sometimes has negative influence for NN students' English improvement or class performance despite that in the instructor's opinion, their English is actually fine and sufficient to express themselves in class.

The EMI objective of learning and communicating in English is to place students in the international environment where different individuals of different cultural and linguistic backgrounds may communicate differently, but effective communication has nothing to do with language proficiency. Non-native effect takes place because of teachers as well as students. The non-native effect from teachers does not lie in teacher's English proficiency but a clear class structure a lesson plan should contain to promote interactions between students and gives students more insights. The non-native effect from students does not often lie in student's English competence either but their dependence on their language to learn and their unfamiliarity with 'learning in ambiguity'. If the focus of EMI programme is to incorporate local and foreign cultures and the communications between different cultures, the lower esteem student effect should be overcome by teachers' communicating and reminding the programme and class objectives with students. LC students need to contribute and express themselves

while ITL students should be informed about LC students' uptight and quiet class attitudes that was the products of some local educational systems of some Asian countries. To our surprise, LC Spanish students also tended to be quiet in class. Nevertheless, students tend to become more participative in the more westernized student-centred EMI courses

Class tasks may not be carried out as smoothly according to its design when students and instructors have varied contextual background knowledge or came from different academic and social cultural norms that promote different learning traditions and attitudes. Many content teacher supported the use of more Westernized practice despite the international students took a small percentage in class (Bradford, 2016) while at the same they ignored local students' need to improve English. Nevertheless, the teacher-fronted class design (Dafouz et al., 2007) in the old classrooms with little interactivity that lowers students' learning motivation should be avoided. Introduction of local knowhow is essential but this does not need to be done in local teaching style. Both school and instructors need to formulate cultural and global elements in curriculum design, textbook choice, teaching methods, class activities, and assessment.

Bilingual and bicultural identity (Huang, 2010, p.19) as contrast to local culture promotes higher level of open-mindedness, maturity, and independence. Positive effect came from the cultures of other nations of students in class when LC students exchanged ideas with ITL students in discussion and brainstorming class practices. This non-native effect that is inevitable and stronger than in English native countries is a distinctive feature of those non-native countries, instead of asking ITL students to catch up to the local literature and literacy, EMI programmes in those non-native countries are more tolerant and embodies the cross-cultural nature.

Certain level of ambiguity should be allowed. The possible negative effect from non-native effect should be avoided or neutralized. In normal context some students would have learning difficulties in a foreign language and lower-esteem students depended on local language to learn. Teachers need to promote the cross-cultural

understanding and communication and give IITL students insights about cultural difference in terms of students behaviours and business models.

English in the globalization movements has shortened geographic distance and geographic diversity (Coleman, 2006) yet this only lies in the English instruction language and more westernized teaching strategy. Lingua franca to communicate with ease and the westernized teaching strategy that is embedded in EMI have made it easy for IITL students to come to receive a degree in a foreign country but the deviation takes shape when LC students' and LC teachers' cultures and beliefs set in. EMI adapts to different cultural and national contexts when those non-native countries and its people are being explored and understood. The blended-in local language, culture and mentality in class or through interactions with LC students and teachers allow the IITL students distinctive skills for their future job opportunities.

9.3. GENERAL DISCUSSION AND CONCLUSIONS

9.3.1. GENERAL ISSUES

English as lingua franca and the acquisition of local language that are embedded in the EMI programmes in Taiwan and Spain to attract IITL students. The popularity of local language and its acquisition can be a reason to attract IITL students while the ease of local language in Spain and Taiwan is a good motivation for students who come from the countries with the same spoken local language. China and South America have huge populations and many current and past students were from these places. They will continue to be the targets of future student recruitment and admission. In Taiwan, active funding support comes from the government while in Spain, many HEIs are in Erasmus that have brought exchange and international students within the scheme. Both locations can learn from each other in terms of attraction and student admission.

Local non-native teachers' English proficiency was often criticized and is essential for good class or programme experience because many LC students chose an EMI programme mainly to improve their English. When teachers do not conduct the lesson in proper English, lack of professionalism and competence were perceived by students. A structured lesson that lets students follow easily and learn is more important than instructor's English.

Sometimes teachers have more freedom to design their syllabi while some teachers have to follow a given or unified one by school or based on certain international/global accreditation. We can find that students from teachers who have not much freedom to design the course tend to give students negative learning experience but our informants from Taiwan seemed to overcome this by their engaging design and caring qualities.

The findings indicate that NN LC speakers improved their English proficiency in terms of speaking, listening and reading when they had to communicate and interact with teachers and other IFL students in English, but the improvement of English writing seemed to be missing. This was a result of HEI and class designs, e.g. teaching of subjects of Accounting and Economics in the first year that are not strong in presentation design in some Taiwanese HEIs, and student's right to do exams in non-English in Spanish HEIs.

9.3.2. CULTURE-RELATED ISSUES

EMI in HEIs of non-native countries should be analysed differently from English native countries as local culture and language glues its effects. Due to the budget and availability, most of the instructors in non-native countries are local non-native English teachers, whereas there is majority of native-speakers in the native countries, like Australia, Canada, the United Kingdom and the United States of American. For students who speak the local Mandarin or Spanish, it is a benefit to communicate with the local people easily on daily basis, but this local language benefit can also create an

issue when they 'switch off English' outside the classroom. The comfort of using local language can contradict their intention to improve English and knowledge in English per say. Nevertheless, the local language was also a reason and motive for ITL students' programme choice. Because of the motive to improve English, NN LC students were more critical to instructor's English while native speakers focused more on course itself.

Non-native effect from those non-native countries has nothing to do with English levels but more of cultural differences and missing effective teaching strategies by some instructors. The complexity seems to elevate when more languages are involved. Deviating from native countries, majority of the students in these non-native countries, Taiwan and Spain, speak the local language as some are local and some are students who can speak the local language and came because of this local language comfort, and students learn the lesson in a foreign language in such EMI setting. Students' dependence on the local language to learn is normal and is interconnected with their learning habits, beliefs and their past educational history but paradoxically this local language dependence is contracted to students' essential needs and expectations to improve their English.

The distinctive feature is that the local influence and local culture are often introduced in those EMI programmes in non-native countries. In Taiwan, students are often quiet and passive, not proactively asking questions in class and this can affect international students; while in Spanish city like Barcelona, where ideology and the support of independence in Catalonia may be common by some local Catalan people, the political statement may be introduced to students in class. During the process of internationalization and localization of HEIs, what is surprising to us is that ITL students could also change their attitude in class after some years in the course in Taiwan. Non-native effect can be good or bad, and it not a label or stereotype but to a recorded phenomena that only took place in those non-native countries. Good practice is to tackle the negative effects and incorporate positive ones in class design.

9.4. IMPLICATIONS FOR EMI TEACHING AND CLASS DESIGN

'Instruction language' is significant but not a constraint to content understanding for students. Teacher's English proficiency is foregrounded, and students felt the content and knowledge seemed to be compromised if teachers could not express themselves clearly in English and they could have learned more if it was taught in the teacher's mother tongue. The findings indicate that having a good lesson structure with sufficient and appropriate details was how content knowledge was delivered and understood by students successfully. In fact, acquisition of knowledge has little to do with teacher's English but more with how the teacher presents the lesson to the class. All instructors should keep in mind that the majority of students register a course to learn, so having an informative lesson that is clearly structured and presented to students, preferably in logic and top-down format and can be understood by all students of varied cultural and linguistic backgrounds is the top priority.

Slides or keywords reminders can be applied if the instructor's English is not sufficient but having a good structure is the key. Students prefer the dynamic westernized teaching strategy that promote communication and interactions and love guided discussions and brainstorming that provoke more ideas and innovation from students of different backgrounds. Whether for undergraduate or postgraduate studies, element of practicality in lesson plan that students can relate to the real world, e.g. videos and case studies that relate textbooks to the empirical, should be given.

Interactions with peers help cognitive development and generate more ideas. What students expect from an EMI programme includes knowledge acquisition, English improvement, cultural experience, employability, future academic pursuit and local language learning, but when we compared the interview contexts, it narrowed down to 'acquisition of insights, and learning from different cultures and nations'. Both language-driven and language-related, undergraduate students believed they can improve themselves by interacting with IFL students for their daily English and professional

knowledge in English that are essential for their future academic pursuit in other country, while postgraduate students wish to understand different terminologies and different cultures with peers in common English language, to involve in international projects and opportunities.

LC and IFL students essentially learn from each other linguistically and culturally in EMI programmes. Nevertheless, the mediation from teachers for the differences and possible negative effect because of misunderstanding under different cultures and mentality is also necessary. Racism and narrow-mindedness were spotted in native and non-native teacher's and student's behaviours that led to bad class experiences.

Not just to improve their English, the motives and expectations of those students who choose to come to a non-native country like Spain and Taiwan for a degree course in English are rather different from those who receive education in their own native country. From interviews, learning and integration of local and foreign cultures is a stated essential component for international class setting by majority of the interviewees. It may be quite relevant for UG students to be able to improve their English at the end of an EMI course, but PG students have high expectations on the embedded functions of knowledge acquisition and employability enhancement offered by EMI programmes.

Non-native students' English often improved in the end of the course but more listening, speaking and reading but writing improvement was quite limited. Both students and teachers expressed the same opinions, but no actions were taken in accordance with this issue.

9.5. BOUNDARIES AND LIMITATIONS

The significance of this present research lies in statements and opinions of 14 participants. The data were not big. The dimension of phenomena was plausible in this

thesis due to the limited time and space to interact with participants of our qualitative interviews and the COVID outbreak. It is a difficult task for a researcher to present case study results and the data and to be more reliable if the researcher compares the results to facts in published literature and existing data (Baxter & Jack, 2008). First of all, little time was given to the online survey data collection in the preliminary study due to the MOST funding report in a year time. One's cultural background affects his beliefs and expectations. The survey penetration range was not comparably high and variety of participants was not by design equitable when there were more UG students from Taiwan and PG students from Spain. The data collection of this thesis was of completely voluntary participation and there are substantially more Taiwanese participants. Only one native speaker took part in PS but had not moved on to our interview investigation. To reach more EMI LC and INT students of more nations, more sessions should be done to know about N INT students' opinions and those who gave really negative feedbacks about EMI programmes in the PS to examine EMI issues in full.

Due to the voluntary nature of the design, English native speakers are missing from our interview analyses. Ways in which to bypass the effect that students are often more willing to give feedbacks when they have encountered really bad experiences should be applied.

Curricula from those effective EMI course teachers and textual analyses were originally part of this thesis design to see the class design and methodologies more comprehensively but were opted out due to the time of the study and the difficulty of data collection under COVID influence. Extra data collection sessions to follow up or to investigate with more informants could be done to see the EMI programmes in more details. On the other hand, those recommended instructors are already effective in their lesson plan, class design and pedagogical use whereas, the students also talked about the bad instructors who gave them bad experiences and class observation on those bad instructors will be worth investigating to know why they failed to give students experiences and what issues there would be to improve the teaching and learning process.

9.6. SUGGESTIONS FOR FURTHER RESEARCH

Perspectives from English natives should be included. A longitudinal research of case studies can be a good future research to know more about EMI effects on students' real achievements and success in employment under different national aims and in different international programs. Chapter 6, 7 and 8 have successfully answered some questions emerged from the PS and listed at the end of Chapter 5.

Textual investigation of curricula from those effective EMI teachers and their classroom observation should also be included in the future to know how students improve their English and knowledge through interactions with each other, the interactions between students and teacher/s and how exactly effective teachers conduct the lesson to make students understand better. Following, the students who underperform or got bad end-class results should be explored to know their failure to launch. More research should also be done on English native-speakers. Not many opportunities to improve English writing skills in EMI programmes should be investigated and the strategies on how to improve this part should be taken into account for an advanced design. Furthermore, EMI setting is more common in business faculties and EMI issues and effects should be analysed further to see if difference exists in subjects. Comparative analyses on native and non-native teachers and their effective course design should also be carried out.

9.7. CLOSING REMARKS.

The above discussions and the findings presented in the preliminary student and three corresponding studies included in this thesis highlight the importance of good class design for those non-native countries. The present study weights users' beliefs, both local and international students' perspectives, students' needs and EMI issues. We saw how EMI adapts to different cultural and national contexts in Taiwan and Spain. This

study also has a humble attempt to find some good factors for a more universal effective EMI class instruction design that lowers the non-native effect and gives students better experiences.

EMI in non-native countries have been studied in the past but the focus was put on performance and language learning, particularly English learning, but non-native effects from local and non-native students and teachers that could take place due to inefficient English proficiency was not investigated. The focus has been shifted to the class design in this doctoral study. Enhancing English or other languages is necessary but good experiences, international intake, and better employability after the programme are actually what motivated local and international students EMI choice in those non-native countries.

IV.

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CHAPTER 10. BIBLIOGRAPHY

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APENDICES

APPENDIX 1

O1: Online Survey

Online Survey link:

https://drive.google.com/open?id=1t50ztmXG4tX3MrZGhjF_GefN1gSnkIB4AuNAP_b8A44

EMI全英授課學位學程

English Medium Instruction (EMI) programmes are booming in non-native countries for local and international students. This joint-research of Education in Universitat Autònoma de Barcelona in Spain and Business studies from National Chung Hsing University in Taiwan intends to analyse 'users' perspectives' to enhance EMI degree programmes. Your honest opinion is highly appreciated and will make a big impact and contribution in the academia as well as the improvement EMI quality in the future. Please give as much detail as possible. Your provided information will be treated anonymous.

1. Email*
2. Your gender?
3. Your country of origin? *
4. What is the name of the institution you enrolled EMI course in? *
5. Which year were you enrolled in? *
6. Undergraduate study or Postgraduate study? *
7. What is the major you took in? *
8. If the class is divided into 4 categories based on student's subject end-result, what is your over-all performance in your class? *
9. What is your motivation of taking an EMI course rather than a course in your native language? *
10. What were your expectations BEFORE taking the EMI course?
11. Describe your opinions and feelings DURING the EMI course?
12. Please give some feedback or reflections AFTER the EMI course?
13. In the scale of 1 to 5, how do you evaluate your own English fluency?
14. Have you taken any English qualification examination before the EMI course, e.g. TOEFL and IELTS? If so, what is your exam result?
15. In the scale of 1 to 5, how do you evaluate your instructor's English?

16. In the scale of 1 to 5, how true is the following statement for non-Chinese and non-Spanish students? 'I come to Spain (or Taiwan) to improve my Spanish (or Mandarin).'
17. In the scale of 1 to 5, how true is the following statement? 'I take EMI course to improve my English.'
18. In the scale of 1 to 5, how true is the following statement? 'EMI course helps my employability.'
19. In the scale of 1 to 5, how true is the following statement? 'My English has improved at the end of the EMI course.'
20. In the scale of 1 to 5, how true is the following statement? 'The content, i.e. the target subject knowledge is more significant than language (English).'
21. What resources are given to you at the international office when you need some help?
22. Please name some advantages of EMI course in as much detail as you can?
23. Please name some disadvantages of EMI course in as much detail as you can?
24. How would you evaluate the overall quality of the EMI course you were in?
25. If you can name something to help improve EMI course, what would that be? Please exemplify.
26. For a possible classroom observation, can you name a GOOD EMI instructor? What is his/her institution name and contact detail (email)?
27. Following the previous question, can you name some reasons or give examples why this instructor is considered GOOD? *
28. (Optional) For a possible classroom observation, can you name a BAD EMI instructor? It'd be appreciated if you can provide his/her contact email and institution name.
29. Following the previous question, can you name some reasons or give examples why this instructor is considered BAD?
30. (Optional) Do you wish to participate in an interview?

APPENDIX 2

I: Interview questions

I1: Questions for EMI students:

1. Why did you chose xxx and do a degree in English?
2. What do you think an international class should be like? Have the courses met your expectations?
3. Non-English native: Do you think your English has improved at the end of the course? In what way?
4. If you can name a good instructor, who would he/she be? What is her/his nationality? What makes him/her a good instructor? Please give some examples

5. If you can name a bad instructor, who would he/she be? What makes him/her a bad instructor? What has he/she done? Give some examples
6. What exactly should a good instructor and a good lesson be? What features are there?
(What can local non-native teachers do to make their lesson understood better?)
7. Do you think this degree course can help your employability? Why so?

I2: Questions for EMI instructors:

Q1: Dr X, would you tell me about you?

How long have you been teaching EMI courses? Was this voluntary or you were assigned? Did you receive any training on teaching a course in English or class instruction before? Does school offer this kind of training or workshop?

Q2: What are elements and focuses of EMI in your HEI? Is there a requirement of teacher's qualifications for EMI programmes in your school? Does school communicate the EMI programme ideals with students? Can you decide the curriculum and text book choice?

Q3: How do you prepare your lessons? What is your lesson plan like? What are the essential elements and activities to include in a class for both local and international students? What material do you use? Can you tell me what a typical class is like? Do you have some notes or materials that are available for me to have a look? How are these designed based on EMI requirements?

Q4: What activities do you include to engage your students? Games, group discussion or presentation? What are the objectives and effect of this activity to your class targets?

Q5: What do you think about students' general English capability? Do local and international students act different in class? Are these differences due to language proficiency? How do you achieve better content understanding and knowledge learning to students of different language level and cultural differences? What is your teaching strategy? Does student's English proficiency matter for the overall class understanding? Is there any way to break students' language barrier?

Q6: How do you ensure students' understanding of target content? How do you assess students' performance to meet class targets?

Q7: Is it possible for me to record a lesson with you in the future? I will show you the recording. If you are not happy or comfortable with the recording at the end, you have the right to destroy it.

APPENDIX 3.

TABLE 1. Theoretical Framework & Research Remarks

TOPIC	DEFINITION	KEY CONCEPTS & IDEAS	Research Remarks
EMI	<ul style="list-style-type: none"> • Macaro et al. (2018)-EMI defined is 'the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English.' EMI is a widely practiced course design for the purpose of internationalization and academic lingua franca. • China (Hu & Lei, 2014), Japan (Ishikura, 2015), Latin America (Corrales, Rey, & Escamilla, 2016), South Korea (Cho & Palmer, 2013), Spain (Cots, 2013), Taiwan (Chen & Kraklow, 2015; Fenton-Smith, Stillwell & Dupuy, 2017), Vietnam (Duong & Chua, 2016)- Adopting English Medium Instruction (EMI) as a course design has also been a strategy to attract international students for many non-native countries • (Chen & Kraklow, 2015; Cho, 2012; Cho & Palmer, 2013; Corrales, Rey, & Escamilla, 2016; Cots, 2013; Duong & Chua, 2016; Fenton-Smith, Stillwell & Dupuy, 2017; Hengsadekul, Koul & Kaewkuekool, 2014; Lei & Hu, 2014; Seikkula-Leino, 2007; Yang, 2015-EMI issues cover the programme effectiveness and EMI implementation in different countries 	<ul style="list-style-type: none"> • Classes are conducted in non-native English • To attract international students • EMI in different countries and Educational constructs • EMI effect varies in every country 	<ul style="list-style-type: none"> • Why do those countries attract international Ss? <ul style="list-style-type: none"> ✓ Due to National policy, sustainability of education. • How is the EMI effect being measured? <ul style="list-style-type: none"> ✓ Ss' future employment, future enrollment
ICLHE	<ul style="list-style-type: none"> • Wilkinson (2004)-<i>Integrating Content and Language for Challenges of a Multilingual Higher Education</i> • Valcke & Wilkinson (2017)-<i>Integrating Content and Language in Higher Education, Perspectives on Professional Practice</i> 	<ul style="list-style-type: none"> • ICLHE = CLIL, BUT RESTRICTED TO THE CONTEXT OF HIGHER EDUCATION. • CLIL IS THE UMBRELLA TERM. (DALTON-PUFFER DIXIT). 	<ul style="list-style-type: none"> • Teacher's training

	<ul style="list-style-type: none"> Escobar Urmeneta, C. (2020)- L2-Medium Instruction. In M. M. Sánchez: Teacher Training for EMI in HE 		
Quality of education	McKimm (2008)-‘the output of individual student performance and the outputs of educational programmes’	<ul style="list-style-type: none"> Every student Course results 	✓ The importance of course/curriculum design
	Quality HEIs- Chen, Sok & Sok (2007)	<p>Key elements of HEIs:</p> <ul style="list-style-type: none"> Academic curriculum Teachers' qualifications and teaching methods School facilities Interactive network of the programme 	<p>✓ The importance of good Class design</p> <ul style="list-style-type: none"> Teacher's background- Foreign nationality, S/he has a degree from a foreign country. S/he participates in international conferences and publications. Teaching Methods Interaction in class Interactions with other HEIs
	Implementation of EMI -Kirkpatrick (2011), Doiz et al. (2012)	English as a lingua franca (ELF) in Southeast Asian Nations as working language	

Internationalization of education	<ul style="list-style-type: none"> • Knight (2004)-Internationalization in education, the inclusion of an international, intercultural, and/or global dimension into the curriculum and teaching learning process' • Doiz et al. (2011), Macaro et al.(2018), Smit & Dafouz (2012)- The promotion of student's cross-border mobility, culture learning, multilingualism in European Education has attributed to the prevailing and drastic year to year increase of English programmes • Macaro et al. (2018)- Adopting EMI is considered an important process of internationalization 	<ul style="list-style-type: none"> • International linkages and projects (Erasmus, internship, work opportunities) • Academic mobility of teachers and students (Conferences, seminars, speeches) • Intercultural (Ratio of local and international students, class interactions) • Global dimension into the curriculum and teaching learning process(International project, class content/material design) 	<ul style="list-style-type: none"> • School-facilities for teachers and students, providing opportunities for conferences, inter-HEIs & international projects ✓ Class- ratio of local and international students ✓ Curriculum-Text book for cultural and global issues), different conferences & seminars ✓ The importance of teacher's encouragement on class intercultural interaction (Group discussion, presentation) How do teachers incorporate intercultural learning, communication and cooperation?
	<p>Marketing HE- Moosmayer & Siems (2012) -Values education and student satisfaction, German business students' perceptions</p> <p>Koris el al. (2015)-Student-customer orientation at a higher education institution. The perspective of undergraduate business students</p>	<ul style="list-style-type: none"> • Student satisfaction • Business students expect more value influence than they believe their institution actually delivers • Education ideals can be communicated 	<ul style="list-style-type: none"> ✓ Students' feedback should be valued but not essential as long as the educational aims are communicated properly ✓ Marketing HEI from students' perspectives

EMI on English	Lei & Hu (2014)- English-medium instruction effective in improving Chinese undergraduate students' English competence	Only the students with better proficiency progressed in such English settings	<ul style="list-style-type: none"> - Not all students are taken into account ✓ How about English-natives? ✓ How can future instructors tackle the learning issues of students of lower English proficiency?
EMI on Content	Vinke et al. (1998), Wilkinson (2005), Colement (2006), Airey (2011), Vu & Burns (2014)	Lecturers' language proficiency can be an issue in successful EMI implementation.	
	Doiz el al. (2012)-Future Challenges for English-Medium Instruction at the Tertiary Level	Student's English proficiency affects content learning	
	Dafouz & Camacho-Miñano (2016)- Exploring the impact of English-medium instruction on university student academic achievement Doiz el al. (2012)-Real underlying reason affecting content-learning	<ul style="list-style-type: none"> • Students from business department • No performance difference between EMI and non-EMI students in the subject of Accounting 	✓ Language does not impede content learning
Competences by Business school	Preferences from all industries -Daud el al. (2011) from Malaysia University	Taken from Malaysia <ul style="list-style-type: none"> • Non-classified industries • Soft skills (Leadership, creativity)and personality (Conscientiousness, Agreeableness, Emotional stability, Openness, Extroversion) development from industry perspectives 	✓ How should school/teacher design a curriculum that foster soft skills and personality preferred by industry?

	Employer's demands from business graduates-McMurray et al. (2016)	<p>British and Scottish</p> <ul style="list-style-type: none"> • Employers perspectives • Personal attitude, employability skills, relevant work experience, and degree result • Trustworthiness, reliability, motivation, communication skills and a willingness to learn • For <i>Education+ Training</i> 	<ul style="list-style-type: none"> ✓ Countries and industries may prefer different qualities. ✓ What are the common competences that should be included in teaching and learning for business majored student?
	Job advertisements-Bennett (2002)	The literature of 54 (90%) of these employers referred to communication (oral, written and interpersonal) as a skill they expected new graduates to possess. This was followed by teamwork (50%), problem-solving (35%), IT awareness (25%), planning and organizing (25%), initiative (20%), and adaptability (20%) (University of Surrey, 2000).	<ul style="list-style-type: none"> ✓ Communication, team work, and problem-solving are most salient
Students	Dafouz & Camacho-Miñano (2016)-Impact of English-medium instruction on university student academic achievement	EMI and non-EMI students have similar learning difficulty	<ul style="list-style-type: none"> • Only on Spanish Ss • Only undergraduate Ss • Accounting Major
	Ammigan & Jones (2018)-Improving the Student Experience	<ul style="list-style-type: none"> • International students in native countries of Australia, the UK, and the USA • Quality of lectures, the expertise of lecturers, and teaching ability of lecturers have a big impact on the overall learning experience 	<ul style="list-style-type: none"> ✓ English improvement not significant in English-native country • Higher English entry requirement • Ss' request to learn ✓ Ss with high English competence chose the programme for instructor's

			professionalism
	Chang (2010)-English-medium instruction for subject courses in tertiary education (Reactions from Taiwanese undergraduate students)	<ul style="list-style-type: none"> • Students' learning needs and their encountered difficulties about English during the EMI process. 	
	Doiz et al. (2012)- Future Challenges for English-Medium Instruction at the Tertiary Level	<ul style="list-style-type: none"> • Ss's English proficiency affects content learning 	
	Phuong & Nguyen (2019)-Students' Perceptions towards the Benefits and Drawbacks of EMI Classes		
	Kym & Kym (2014)-Students' perceptions of EMI in higher education (Korea)	<p>Korea:11 EMI courses, Local students/native vs non-native teachers</p> <ul style="list-style-type: none"> • EMI is more like Korean EFL • knowledge perspective and a language skills perspective respectively • Prior student profile analysis • Content-Based Instruction (CBI) programmes • Proficiency-Students proficient in English benefited more from EMI classes 	<p>✓ No analysis of international Ss</p>

EMI Assessment	Huang (2015)-Exploring and assessing effectiveness of English medium instruction courses: The students' perspectives (Taiwan)	Taiwan-Local and international students <ul style="list-style-type: none"> • Interactions with students of other nationalities motivated learning • Anxiety experienced by local students stemmed from self-perceived low English proficiency • Significant differences between local and international Ss in measures of motivation, anxiety, and achievement. 	<ul style="list-style-type: none"> • Evaluated the programme based on Ss expectations and requirements. ✓ Difference between local and international students because they have different foci.
EMI Policies in Taiwan	Huang (2012)-EMI course Design and implementation in HE in Taiwan. A qualitative case study for English teaching and learning	<ul style="list-style-type: none"> • Case study for English teaching and learning • English-medium content courses (EMCCs) to promote S and teacher mobility in Taiwan • Many Taiwanese EMI teachers are novice teachers • Code-switching 	<ul style="list-style-type: none"> ✓ Done on Ss in Taiwan ✓ More focus put on local Ss. What about international Ss?
EMI Teaching Strategy	Jiang et al. (2019)-Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs.	China <ul style="list-style-type: none"> • 9 classroom observations, 3 post-observation interviews and 1 questionnaire survey • Ss' motivation and needs in English learning • English learning should be facilitated through adjunct ESP courses when participants' English proficiency was inadequate. 	<ul style="list-style-type: none"> • Done on local Ss in China. • Focus of local Ss • More CLIL than EMI

Teachers	Ma (2012)-Advantages and disadvantages of native and nonnative English speaking teachers. Perceptions of students in Hong Kong	Hong Kong Native and nonnative teachers	✓ Nonnative local teachers understand Ss' learning difficulty in L1
	Colement (2006), Vinke et al. (1998), Vu & Burns (2014), Wilkinson (2005)	Lecturers' language proficiency is an issue in successful EMI implementation.	
Pedagogy	Escobar Urmeneta (2013)-Learning to become a CLIL teacher. Teacher's teaching, reflection and professional development	<ul style="list-style-type: none"> • Bilingual Education • Teacher's perspectives 	
	Chuang (2015)-EMI Pedagogy that facilitates Students' English Learning	<ul style="list-style-type: none"> • Teaching strategies (Reducing speed, Code-switching) • Instructor received pedagogy training/conferences 	<p>A class instructed by local non-native instructor and Ss are local non-native</p> <p>✓ Not applicable for classes of both local and international students</p>
	Nguyen et al. (2017)-EMI programmes in a Vietnamese university. Language, pedagogy and policy issues in <i>EMI in HE in Asia-Pacific</i> region	<p>Vietnam bilingual Education</p> <ul style="list-style-type: none"> • Nomenclature • Comparisons of different English test requirement 	
	McKinley (2018)-Making the EFL to ELF transition in EMI at a global traction university. <i>EMI, the policy, challenges and Outcomes in Japanese HE</i>	<p>Japan-Case studies of 3 teachers' teaching strategies in a Japanese university</p> <ul style="list-style-type: none"> • EFL native teacher • Art native teacher • Green science non-native teacher 	<ul style="list-style-type: none"> • Native teachers often give language support. • Native content teacher lowered language effect and focus more on content in S evaluation.

	Corrigan (2018)-Building EMI Pedagogy to Support EMI Policy	<ul style="list-style-type: none"> • Faculty development in English for the medium of instruction (EFMI) can support a university's strategic policy • For HE in Middle East and Africa 	The connection between the development and absence EMI pedagogy and EMI image
	Sahan et al (2021)-Models of EMI pedagogies	<ul style="list-style-type: none"> • Professional Development (PD) • NN teachers/Different types of HEIs • Student-centered pedagogical techniques more effective than teacher-centeredness • Code-switching of L1 was applied 	<ul style="list-style-type: none"> ✓ Code-switching for classes with ITL Ss was not applicable ✓ Student-centeredness