

A case study of teachers' beliefs and practices with English-Medium Instruction (EMI) at Mae Fah Luang university

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Abstract

English as medium of instruction (EMI) refers to the use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English (Dearden, 2014). EMI is increasingly being used in universities in Thailand as well. However, the reviews of EMI which focus on teachers in Thailand are still limited. Thus, this case study was set out to study teachers' beliefs and practices in the EMI context in Mae Fah Luang University. The research questions include "What are teachers' beliefs regarding the context of EMI?", "What are teachers' practices in the EMI context?", "Are there any miss-matches between teachers' beliefs and practices?", and "What are the reasons for such miss-matches?" The main research instruments include observations and interviews. The research participants are two teachers who teach content-based subjects in the EMI context. The present research project is under the data collection stage 1 which is an observation stage which is aimed to reveal the practices of teachers in the EMI context.

1. Introduction

In Thailand, most schools and universities teach English by using the Thai language as a medium of instruction – it is the same as every non-English speaking country where teachers tend to use their first language to teach English. Using the mother tongue as a medium of instruction has some obvious advantages; for example, learners can understand the message or the content better, and they are more likely to ask the teacher questions when they have problems in English class. (compared with English as medium of instruction class) However, according to the study by Hu, Li and Lei (2014), during the last few decades, there has been an increase of English as a medium of instruction (EMI) for non-language courses at universities in non-English speaking countries. This phenomenon has become one of the most significant issues, particularly in Asia (Evans, 2002).

While plentiful studies have confirmed that EMI in universities is one of the most effective ways to improve students' proficiency by emphasizing their subject knowledge (Wesche & Akehan, 2002), Park and Khemngwad (n.d.) pointed out that higher education institutions need guidance or suggestions for policies and practices which concern the use of EMI courses in promoting learners' English proficiency.

Nowadays, EMI is increasingly being used in universities, secondary schools and even primary schools in Thailand. However, little is known about how the teachers have conducted EMI in a Thai context. Thus, this study was set out to explore possible issues concerning the teachers' beliefs and their practices in the EMI context.

The main research questions of this study were as follows:

1. What are teachers' practices in EMI context?
2. What are the teachers' beliefs regarding the context of EMI?
3. Are there any miss-matches between teachers' beliefs and practices?
4. What are the reasons of such miss-matches?

The present study included 2 main stages: an observation stage and an interview stage. However, only stage 1 which involved observations of the teachers' practices was completed. Thus, this paper was aimed to focus on teachers' practices in EMI context.

2. Literature review

Dearden (2014) considered 'EMI' a growing global phenomenon and defined EMI as "the use of the English language to teach academic subjects in countries where the first language (L1) of the majority of the population is not English". There is a fast-moving worldwide shift from English being taught as a foreign language to English being the medium of instruction. There were a lot of research studies focusing on EMI context in both Western and Eastern parts of the world.

2.1 English as medium of instruction (EMI) in Western countries

A report of the Council of Europe (Dafouz, Camacho & Urquia, 2014) showed that using EMI in classrooms rose sharply amongst members of the European Union (EU) as Bologna process started in 1999. The process aimed to create a barrier-free Europe higher education. As a result, it could encourage scholars from other countries to study in European Universities and increase the mobility of students in the EU (Goodman, 2014); however, some scholars argued EMI could also threaten the goal of multilingualism and linguistics in Europe. Actually, EMI university programs already have been used in European contexts such as in Denmark from 1999 (Mortensen & Haberland, 2012), Italy (Gazzola, 2012), and Finland (Saarinen, 2012). In classroom levels, students, teachers and their instructors found ways to navigate around the hierarchies embedded in official language policy and treat multilingualism as a resource.

In the case of Ukrainian universities, there were only 7 out 107 universities in the central, eastern and western areas of Ukraine that offered English medium programs on their websites in 2013. Goodman (2014) found that EMI affected what teachers taught. Moreover, it was found that students who had good English skills might not get full comprehension to the textbook in target subjects. Other issues arose included teachers' confidence; teachers needed to think about their fluency, adjust their teaching styles, speaking pace and general classroom discourses when they had interactions with students in the class (Goodman, 2014).

According to the report of Dearden (2014), university teachers agreed that EMI was beneficial to students, and students would definitely make progress in English comprehension. However, they did not think about their role as a subject teacher had adequate response in helping students improve their English because they more interested in ~~how~~ the students' overall understanding of the subject material.

2.2 EMI in Eastern countries

2.2.1 EMI in China

The literature of Chinese EMI in higher education shows a common phenomenon. Firstly, EMI courses are typically taught by young teachers who have good English proficiency, and those teachers may also have an overseas educational background (Hu, 2007). Secondly, some studies focus on textbooks used in the EMI context. For example, Chinese universities normally focus on the linguistic factors compared with other variables in choosing suitable textbooks (Pan, 2007). Thirdly, some studies examined the quality of the EMI program; for instance, different English proficiency levels of faculty members and students resulted in the quality of EMI programs (Pan, 2007).

2.2.2 EMI in Hong Kong

Hong Kong has had a long history of using EMI in classes. Before 1997, Hong Kong had been under British rule, and most educational intuitions used English as a medium in the class. After British rule was over, most courses in Hong Kong used Chinese as a medium of instruction except the courses in higher education. Due to the political change and situations in Hong Kong, students had not been prepared for the demands of English as a medium of instruction when they furthered their study at the university level (McKay, 2014). While more and more students from mainland China study in Hong Kong universities, Hong Kong faces a serious challenging reflection on the role of EMI in higher education.

2.2.3 EMI in Korea

Kang and Park (2005) reported that students in Korea tended to use Korean rather than English in activities. The research result showed using English in lectures ended up less efficient compared with using their first language because of their low English proficiency and being afraid of teacher's teaching methods. Joe and Lee (2013) investigated EMI in medicinal studies at Korea University, the comparison tests showed that students increased their knowledge by being in English lectures. Meanwhile, the researchers pointed that the students' level of comprehension was not affected by the medium of instruction; students' English proficiency level did not have a close relationship to their level of understanding of English medium courses. Meanwhile, a case study by Lee (2014) pointed out that the teachers' desire learning outcome and students' actual learning activities were mismatched. The reason for such incongruity was because of their professors not having been trained as language teachers.

Overall, EMI is a useful tool for university students even though some of them have a negative attitude because of their low English level. High efficiency EMI courses still need to be adjusted by curriculum reformers, and professors need to pay more attention to students' aspirations — not only to improve their subject knowledge, but also to motivate the students in English learning.

2.2.4 EMI in Thailand

In Thailand, there were 884 international programs which included master's degrees (350 programs), bachelor's degrees (296 programs) and Doctor's degrees (215 programs) which used English as the medium of instruction (Study in Thailand 2008-2009, 2008). However, the reality of EMI in Thailand can vary from institution to institution. For instance,

in some educational programs, though students used English medium textbooks, teachers taught their students in Thai (Hengsadeeikul, et al., 2010). The problem is not EMI itself, but how to make students realize the importance of using the English medium in their daily life. Hence, Hengsadeeikul et. al (2010) argued that EMI should not be used only in classroom or textbook, but also in other contexts such as social and cultural activities outside the class.

2.3 The background of the research site of Mae Fah Luang University

According to the official website of Mae Fah Luang university (2014), the total number of full-time academic faculty staff of the university is 694 which consists of 25.2% of the staff who hold a Ph.D. degree, and only 7.3% of the university staff are not of Thai nationality. There are 10 schools that offer EMI programs. In these programs, students are required to use English language textbooks, do the presentation and write their assignments in English.

2.4 Studies of teacher's belief

2.4.1 What is teacher's belief?

Pajares (1992) argued that it was difficult to define or express teachers' beliefs because of definitional problems, poor conceptualizations, different understandings of belief and structures of beliefs. Teachers have different experiences, opinions, styles and points of view concerning the same teaching issue. Hence, different terms are used to refer to teachers' beliefs. For example, Smith, Freeman and Richard (2003) suggested that teachers' beliefs are "teachers' ideas about language teaching and learning a second language".

Richards and Lockhart (1994) provide more details of teachers' beliefs. They state that teachers' beliefs can come from many sources. The first one is from "the teachers' own experience as language learners", all teachers used to be students, and the way they studied English became the reflection of how they teach their students. Also, working experience is the primary source of a teachers' methodology; teachers could tell whether some teaching strategies are useful or not. The third one is the established practices of every school. The schools have their own culture and situations. Teachers in a certain area may prefer a particular teaching style or teaching method. The fourth one is individual factor - "personality factors". The fifth source is "educationally based or the research-based principle"; teachers may explore their understanding of some learning principles, such as psychology, second language acquisition and education. The last source is "the principles which are derived from an approach or methods". Teachers may believe in concepts of particular approaches or methods of teaching and try to apply them in their class. To conclude, the sources of teachers' beliefs have a close connection with teachers' practices and experiences. These sources of beliefs include language learning, teaching, and the teachers' own experiences within the teaching profession.

2.4.2 Teacher's beliefs and practices

In the past decades, a number of researchers tried to investigate the extent to which teachers' beliefs influenced their teaching practices. A lot of research showed there was a strong association between teachers' beliefs and practices. According to Johnson (1992), teachers that employ different kinds of approaches are likely to prefer different variety kinds of activities.

However, according to Borg (2001), some studies suggested that there was no high degree of correspondence between teachers' beliefs and their observed practices. Teachers' beliefs cannot be carried out toward their teaching practices; for example, Olafson and Schraw (2006) argued that there were inconsistencies between the way teachers expressed their beliefs and their teaching practices. Duffy and Anderson (1986) found in their study that only four out of eight reading teachers consistently practiced according to their beliefs.

2.5 Conceptual framework

The framework of the study includes two key concepts: teachers' beliefs and teachers' practices. There was an assumption about what teachers do as a reflection of what they know and believe. Therefore, teachers' beliefs consist of the factors related to the teachers, and the factors related to teaching and learning in an EMI context. According to Richard (1994), he classified teachers' beliefs in second language teaching, but the belief system did not have many differences compared with regular teachers. This study concerned non-English subject teachers in EMI contexts based on Richard's study, and combined with the EMI context, the categories of teaching and learning were divided into five sub areas which included beliefs about classroom management, materials, activities, teachers' roles and lesson presentation. Accordingly, teachers' practice focused on five areas of teaching and learning in EMI contexts (see figure 1).

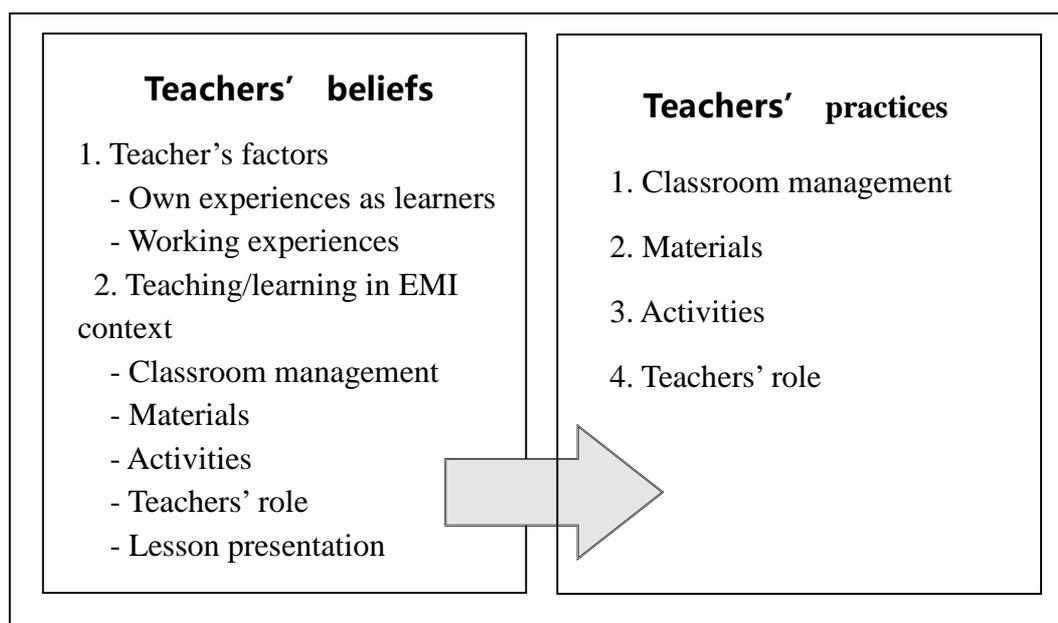


Figure 1. The conceptual framework

Methodology

3.1 Research participants

The participants were 2 content-based teachers from School of Management at MFU. Both of them used English as a medium of instruction.

The first teacher Tim, is a male senior lecturer with more than a 15-year experience of EMI teaching. He also had his own experiences as a student in EMI courses since his senior year of high school up until he finished all his educational degrees in English-speaking countries — Canada, Australia and USA.

“Business research” was what he taught, this course aimed to train the students to gain experience in doing academic research in the business field. The course’s focus was to enhance the appreciation of business research and methods, both in theoretical and applicable practice. It was designed to get the students ready for the practical field in researching information for organization. By undertaking an industry-based research project, students would be able to plan, collect, analyze, interpret and report data, which was essential for planning stages within the organization (Course syllabus of Business research, 2015). It was a huge class, the number of the students was around 150. The students mostly were third or fourth year students who studied business administration major.

The second teacher John, is also a male lecturer; he had an overseas academic background. He taught the course “Macroeconomic Theory”. This course introduced macroeconomic analysis at an intermediate level. In this course, students would define and analyze macro variables and present them within an integrated analytical framework. The key component of this course focused on the role of monetary and fiscal policy. Students were encouraged to develop applicability of real world issues, as well as to keep track of ongoing developments in the Thai economy. All the students in this course were second year economics major students, they were selected by the tests before they studied in MFU, generally speaking, their study ability and English skills were better than other majors in School of Management.

3.2 Research instruments

The present study used a mixed-method approach. Both observations and interviews were to be employed in the study.

3.2.1 Classroom observation

All of the classroom observations were carried out with the permission of the teachers. The classroom observations focused not only on what the teacher said in the class, but also what she or he did in the class. Based on the framework of the present study and the ideas from studies of Richards (1994) and Brown (1975), a checklist was developed for classroom observation. This instrument was used in the first stage of the present study.

3.2.2 Interview

An individual interview was planned so that each participant could give opinions privately. The purpose of the interview was to explore more details in EMI courses in MFU.

The interview focused on the teachers, and the content was based on the results of observation, and the areas in focus followed the framework of the study. This instrument will be used in the second stage of the present study.

3.3 Data collection

3.3.1 Observation progress

In order to accommodate the teachers who were the research participants, during the observation, the researcher sat behind all the students silently, recorded the video (with the consent of the participants), and finished the checklist on what happened during the class. The classroom observations focused not only on what the teacher said in the class, but also what the teachers did in the class. The researcher checked and counted the frequency of teachers' teaching behaviors with the focusing on the methodology, the materials used, activities implemented, the reaction to students' answer, and the overall role of the teacher.

3.3.2 Interviews

The interviews were planned to be conducted after observation which will be in the second stage of the present study. Note taking and voice recording will be used in the interview process for collecting data.

4. Findings and discussion

4.1 Classroom observation

Business Research is a practical course; it aimed to enhance students' ability about doing business researches. Macroeconomic Theory is a theoretical course; students understood the role of monetary and fiscal policy. In total, there were 6 and 7 observations of "Business Research" course and "Macroeconomic Theory" course, respectively.

4.1.1 Teachers' practices of classroom management

Tim

In six observations, he mainly used whole-class teaching. Tim set up the workshop in which students talked and discussed with each other (Maximum 4 members). The results of the discussion were to be used in students' group assignment. Students would take one whole week to finish the group assignments. During the discussion session, the teacher and his teaching assistant walked around the class to answer the students' questions. The teacher also gave some feedback and comments during the discussion.

Table 2. The percentage of Tim's talks time (lecture) and students' talk time (workshop discussion)

Observations	Teacher's talk time (mins)	Percentage (%)	Students' talk time (mins)	Percentage (%)
1 st	135	84.4%	25	15.6%
2 nd	147	88.0%	20	12.0%
3 rd	137	82.5%	29	17.5%
4 th	150	100%	0	0
5 th	156	91.2%	15	8.8%
6 th	75	50.3%	74	49.7%

As shown in the table 2, Tim gave students time to practice and finish the assignment by discussing amongst group members. The largest percentage of students' talk is the 6th observation, because this class was close to the mid-term exam, and students had to submit a big project of what they learnt in the class. Hence, students needed to get enough information so that they could submit assignments for mid-term scores.

In each session, before the class started, Tim would refer to the previous lessons, and organized the time for each item of knowledge. The outline of the class followed the handout systematically. He used English to teach almost all the time, but sometimes to draw students' attention, he used some single words in Thai or Chinese proverbs to explain or make messages clearer.

John

John used whole-class teaching in all 7 class observations.

For managing the class, he would review the pervious course content before a new lesson started. He would also mention tidbits from the lessons students had learnt one year ago or even the ones that they might learn in the future. He delivered the main idea of the lessons and used English as a medium of instruction throughout.

4.1.2 Teachers' practices of materials

Tim

According to the characteristics of the course, students need to learn how to do academic research professionally, so there were some statistics tools applied in this course. T1 would present how to use Statistical Product and Service Solutions (SPSS) and Excel to analyze the data in the first, second and fourth class. SPSS and Excel were highlighted at the beginning of the course for students to understand how to apply the data and analyze the information.

In each class, his lecture followed the handout given to students and he also used the PowerPoint as the main materials. However, some PowerPoint slides were just the outline for the key information. He spoke without any scripts almost all the time, and the slides shown on the board helped students to catch up in his talks. The reading materials for students were the same as the PowerPoint slides with hundreds pages, Tim would write down some key information on the board to highlight key points, which could be a single word, a picture, or a flow diagram.

Also, he used YouTube videos twice to deliver some lessons (the third and eighth observations). They were short clips to help students understand lessons. Once, he used a visual projector to show students' assignments as examples, gave feedback and guided students on their assignments.

John

In his course, the lecture had a very close connection with the handout. The handout content was summarized from several textbooks. John uploaded the files (PowerPoint) of handout in the internet and shared with students. Students would download the files in advance. The lecture was followed the PowerPoint slides. Mostly, he gave the lecture and wrote down the key points on the board; he would use different colors writing to emphasize some important information on the board.

He also used PowerPoint to show the key terms 5 times out of the 7 observations. The slides assisted the lecturer and helped students to understand.

4.1.3 Class activities

Tim

In Tim's course, he grouped every 2-4 students in a small group, and let them discuss a topic. After they finished the group work, they submitted it to him before the end of class.

He mainly used teacher-whole class interaction to deliver the lecture. When he asked students to discuss in their group, it would turn into student-student interaction mode where students shared their opinion with each other. Sometimes, it was also student-content interaction. T1 and his teaching assistant (TA) also got involved in the discussion, if students had questions during the discussion, they could ask him or the TA for help. Mostly, TA sat beside the seat and noted what teachers' talk in the class, helped the teacher to collect assignments.

Moreover, Tim adjusted the activities to fit the current situation. On one occasion, the content of his lecture made students get confused, so he changed to another task instead. At first he asked his students to think about "capability of bowling" as a case for discussion, and he found that students did not have much experience of bowling. Hence, he asked them to think about "a volleyball" with which students were more familiar.

Also, Tim would use questions to involve his students in the class. The types of questions included both "wh-" and "yes or no" questions.

John

John used whole-group teaching in the class, but he had a lot of interactions with students. Firstly, he liked to use "wh-" questions to ask students about the lessons or used questions to move to the next topics. On average, he asked 8 of "wh-" questions in each observation. If some questions were too difficult, he would give some hints. Sometimes, his uses of questions were aimed to guide students to think or to draw their attention to what he was going to cover next. Secondly, when he used "yes or no" questions, he could get the answer right away. However, sometimes students gave different answers, and he would use questions to guide them to the right answer. At last, Tim would check students' understanding before moving to the next topic. For example, at the end of every session, he would ask "Does anyone have problems with this part?".

4.1.4 Teachers' roles

Tim

In Tim's class, the roles of the teacher vary depending on activities though the main role that he took was a "controller", the center of the classroom. He would talk in front of the class, and lead students to different steps that were involved.

Other roles that he took could range from facilitator to prompter. For example, he became a facilitator when he set up some conditions, and asked students to find the answer or to think about the solutions by themselves. In this case, students needed to discover the answer by themselves, and he encouraged students to practice "critical thinking" skills. Next, he also took an assessor role to check how well students performed. During the discussion part, he may join a group's discussion, and as he listened to them, if he found some problems, he would give feedback to the whole class. Thus, other groups would also be reminded of those problems and went on with their work. Thirdly, he also played the role of organizer; he gave instructions when setting up the activities. For example, at the first time of the course, Tim introduced SPSS to the students and taught them how to use SPSS in their data analysis, he provided the conditions and asked students to input the data. Every student followed Tim's instructions, students participated to input the data from their own mind. Every student joined the activity and gained the right way of using SPSS. At last, he was a prompter as well. He motivated students to participate in the class, some group presented their projects in front of the class, and Tim gave them suggestion about their works and encouraged students to improve their future assignments.

John

Similarly, in John's class, the teacher played as a controller almost all the time. Based on the characteristic of the course, he had to deliver the theoretical contents to students; therefore, he was the center of class, and students paid fully attention to the teacher and followed his steps.

However, when he interacted with students, the role changed into a "facilitator". He would like to provide some conditions as an example, combined with the knowledge that they just learnt. For checking students' understanding, he would ask students for the right answer, and students would think about the question and found the right answer.

4.1.5 Teachers' presentations of lessons

Tim

One of the most significant things about Tim's lesson presentation is he provided a lot of examples in teaching. On average, he made more than 5 examples to deliver his lesson per class. The examples could be providing a case study, drawing a picture on the board, or playing a situational dialog. All the examples are help students to understand the knowledge. He used some common things to make examples and students could understand easily; for example, he drew a dart board to tell students the center point which represented the most important thing of doing a research.

In addition, Tim preferred using tables or diagrams to deliver his lessons rather than giving the lecture. The table or diagram was provided on the PowerPoint and the board. Most of the tables and diagrams showed the structure of the contents, or the process of doing research,

all of which related to the contents of the course.

Sometimes, he would repeat some key words when he gave lectures, emphasizing the importance of the key knowledge. Theses helped students to pay attention to the important points and improve their comprehensions.

He also checked students' understanding very often. The words or statements that he used were: "Any questions?", "Do you understand?", "Understand or not?" and "Right?" They were used at the end of every topic in the class.

Finally, he used questions to deliver the knowledge. When he started a new topic, he would ask "Wh-" or "How" questions, and let students consider the situation and get some answer. During the teaching process, he would use "Yes or no" questions to ask students to make sure students understood the lesson.

John

In John's lesson presentation, the first obvious characteristic was he delivered the lesson with a lot of coordinate graphs. It was shown under the different conditions of macroeconomic theories cases, and how each item changed under the different conditions. The coordinate graphs could show and explain the knowledge very clearly; sometimes he also used different colors to highlight different cases in one graph. On average, he delivered the lesson with coordinate graphs more than 10 times per class. Compared with the early stage of the observations, the number of coordinate graphs was increased in the later classes.

Secondly, he delivered the lesson with examples, and the examples could explain the key points of theories under study. Besides, the examples and coordinate graphs were sometimes presented with economic formulas. The changes of data could describe the knowledge in details very well.

Thirdly, John delivered the lesson with questioning as well. He would let students study how each item changed in the cases which he provided, and explained in details later. "Wh-" and "Yes or no" questions were also used.

At last, after each session, John would check students' understanding. If students had questions, he would make it clear before moving to the next part. He used simple English to deliver his lessons, though some technical economic terms were present, students could understand the content better.

4.1.6 Students' responses

Tim's class

The students in Tim's class were third year or fourth year students. Every time Tim set up a workshop, students would follow his instructions accordingly. They took notes and discussed in the classroom. They also volunteered to ask questions a few times: if they found difficulties while discussing with group members, they would raise their hands and ask him or his TA for helps. In 4th time of observation, students only got a few responds, on that class, teacher used whole class teaching and did not set up any activities for the students, student did not participant very well.

Students who sat in the front seats gained more interactions with the teacher. Sometimes students interacted with him by answering his questions. But for a few times, students were in silence, especially when he asked some challenging questions.

Most students participated throughout the class. However, since it was a big size class with 150 students, as time passed, some students did not pay full attention to the teacher when he spoke in English. However, when he used Thai language to check students' understanding at the end of his lesson using "Do you understand?", they would give more responses compared with when he used English.

Otherwise, the number of absent students was kept rising after two classes until the last time before mid-term exam, some students came late to the class, students did not have full motivation to attend the class.

John's class

The students in John's class were second year students. The size of this class with 90 students was also considered big, but their study ability was higher than other majors. Therefore, they participated throughout the class on their own initiative, and they could fully pay attention in the classes. When John asked the questions, they could answer quickly. If they had a language problem, John encouraged them to use Thai language to express themselves bravely. When students volunteered to ask questions, they preferred to use Thai language, but John used English as medium of instruction to respond to the questions. Students followed what he asked them to do and they took notes throughout the classes.

5. Conclusion

In conclusion, teachers managed every section of the knowledge very clearly in the EMI classroom. The EMI teachers did great job for their students as much as they can. Teachers tried to attract students' attention when they manage the class. The feedback of students can help the teacher to grasp the teaching process and guide the class in the right way. However, teachers' performance was limited to the size of the class. In the big size classroom, students did not have strong motivation to interact with teacher, they were attracted by other things easily, such as played phone, chatted with friends.

The materials in the EMI context are diversified in development. Based on their lesson characteristics, a lot of different materials have been applied. To be specific, the PowerPoint compared with other materials were used frequently. However, the content of PowerPoint was just for highlighting the key information. Even though it played a role in assistant instruction, the teachers' lecture in the class is still important. For the reading materials, the content must be easy for students to understand, the content could translate into readily understood words before applied for students to read.

Teachers set up a lot of activities to get students involved what they were learning. Even though the activities were different, the purpose of setting up such activities was quite the same. The interaction from teacher to students, and students to students, students to teachers were all efficient ways to improve students' comprehension of the knowledge. For the students, they were more likely to ask TA for help rather than teacher if they need help in activities. Some students felt shy to communicate with the teacher, they used Thai language to communicate with TA, it was easier for students to understand.

In the EMI classroom, teachers did not play a single role in the class at all. The teacher's role has changed depending on the different situational needs. Although having the role of

“controller” is still necessary, other roles were also important, and these roles place more emphasis on the students. It showed that the interaction in EMI class is an indispensable part. Teachers need the feedback from the students, so that the teacher can adjust some part of the lecture also their roles.

In lesson presentation, the most significant thing in an EMI context was providing examples. Both teachers in their classes used a number of examples to help students understand the lesson. Appropriate pictures and diagram made the teaching process clearly and easy. The way teachers used questions to check students' understanding or ask students question after one section, can help students followed the steps and continue to the next part smoothly. On the other hand, in the EMI context, teacher gave the speech with comprehensible words was very important, using singular instruction and understandable contents in the classroom, so as to optimize classroom teaching effects.

Ultimately, the size of the class was a major factor that affected student's responses. An EMI class with a large size classroom may distract student. The more response from students, the higher the efficiency of the class. Besides, students' level also related the EMI classroom effort, higher ability students performed better than lower ability students.

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