

ENGLISH-MEDIUM INSTRUCTION (EMI) IN A CONTENT COURSE: A CASE STUDY OF STUDENTS' PERCEPTIONS, BELIEFS, STRATEGIES, AND INFLUENTIAL FACTORS

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ABSTRACT

This empirical research aimed to investigate students' perceptions, beliefs, strategies, and influential factors, such as gender roles, English proficiency levels, and English listening skills in an English-Medium Instruction (EMI) content course offered by an Applied English Department in southern Taiwan. A questionnaire was distributed to 46 students on a volunteer basis, 43 of whom completed the survey. The results showed that participants strongly suggested that the course would be better to be taught through a bilingual approach; however, they reported that their English proficiency and content knowledge improved tremendously through EMI instruction. For the gender-related issue, the results indicated that gender did not significantly impact English improvement and disciplinary learning, except for improving listening skills. Male students seem to have higher satisfaction with improving listening skills than female students. To further investigate whether the student's English proficiency (CEFR C1-C2, B2, B1, & A2) and English listening ability (excellent, good, fair, poor) for EMI were factors in the EMI approach, one-way ANOVA was conducted. An analysis of variance showed that English proficiency was not substantial, but English listening ability plays an extremely vital role in the study. This article concludes with some pedagogical implications for English practitioners as well as administrators who wish to launch EMI courses, particularly in Taiwanese EFL classrooms.

Keywords: English-medium instruction, content course, gender roles, English proficiency, English listening skills.