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Taiwanese EMI Teachers' Views of the Role of Language Support for Students in their Disciplines

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ABSTRACT

In EMI, an important issue concerns how content-area teachers perceive their roles in supporting students' development of English. This study addressed the issue by comparing EMI teachers across four disciplines to explore how the content they taught affected the kind of language support they provided in EMI classes. The study was conducted with 81 university-level EMI teachers in Taiwan. The findings revealed how teachers' beliefs and perceptions of their students' English proficiency were related to the subject matter they taught. Teachers in the "hard sciences" (e.g., engineering) gave more attention to content than language, while those in "soft sciences" (e.g., arts and humanities) subjects made greater use of strategies that developed both content knowledge and effective language skills. The study highlights the need for a discipline-based approach to EMI professional development, enabling EMI teachers to integrate language support for EMI students with disciplinary content and learner needs.

Keywords: discipline-based differences; EMI teacher belief; English medium instruction; student English proficiency; teachers' language support

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Introduction

English Medium Instruction (EMI) has become increasingly widespread in non-English-speaking countries in higher education contexts during the past two decades (Sahan et al., 2021). The motive behind this rise in EMI courses is based on the belief that these courses will achieve two interrelated goals: learning academic subject matter and language proficiency of non-native English speakers. Yet the realisation of these goals depends on how subject-area teachers perceive their role in supporting students' development of proficiency in English. Although some studies (e.g., Chung & Lo, 2022) concluded that EMI courses could improve students' English, there was also evidence to the contrary (e.g., Rogier, 2012). For this reason, it is useful to explore the extent to which EMI teachers see the need to provide English support for their students and whether the subjects they teach influence how much support they provide. For example, Jiang et al. (2019) reported that EMI teachers in physiology and biochemistry in China viewed content learning as the priority and facilitated it through using both Chinese and English rather than teaching solely in English. They viewed teaching the academic discipline their priority, aware that teaching in English created challenges for some students. One participant commented, "Content is our priority but English is a big obstacle. Students cannot follow if we teach as much content in English as that in Chinese. They may even lose track if we speak English all the time" (p. 113). Doiz and Lasagabaster (2020) similarly observed, "Content teachers view themselves as experts in their fields of specialisation (be it math, physics, history or sculpture) but not as language teachers" (p. 258). However, in a study of Mathematics and Science teachers in Malaysia, clear differences in beliefs about the importance of English were found between teachers of Science and Mathematics (Tan, 2011). Mathematics teachers did not see English as essential in learning Mathematics and consequently paid little attention to it in teaching and assessment. However, Science teachers saw the role of English very differently. Although they did not see themselves as language experts, they viewed English as playing a central role in their course content. Tan (2011) reported, "using teaching methods that encouraged students to use English in class, attempted to model scientific language for their students, or provided students with more linguistic input related to the topic being taught" (p. 334).

The contrasting viewpoints above reflect differences in the language demands of academic disciplines, the need to acknowledge this in professional development initiatives for EMI teachers, and to avoid applying a "one-size-fits-all" teacher development model. For example, teachers in the fields of science, technology, engineering, and mathematics (STEM) often emphasise logical precision and technical terminology in their disciplines, thus requiring more advanced English skills. Conversely, teachers in the humanities may prioritise other skills such as discourse organisation and critical thinking skills. Thus, a "targeted language support" approach is needed (Doiz & Lasagabaster, 2020, p. 2).

Consequently, the present study was prompted by an interest in how EMI teachers in different academic disciplines viewed the importance of English, and how these beliefs influenced the kind of language support they provided to students in their classes.

Purpose of the Study

In view of the limited amount of research on how EMI teachers' disciplines influence the level of English support they provide for their students, this study sought to explore how the perceptions of EMI teachers in Taiwan from four different academic content areas influenced the attention they gave to their students' English proficiency. The teachers in the study responded to questions on the following three areas: (1) their beliefs about EMI and their language-related responsibilities as EMI teachers, (2) their perceptions of the importance of students' English proficiency in learning in their discipline, and (3) the specific language support strategies they implement in their classrooms.

Specifically, the study was designed to answer the following questions:

1. How does the nature of an academic discipline taught in an EMI course influence teachers' beliefs about their role in supporting their students' development in English?
2. How does the subject content in EMI courses determine teachers' beliefs in the importance of proficiency in English for success in their discipline?
3. How does the EMI teacher's academic discipline influence the kind of language support provided for EMI students?

By comparing teachers across four major academic domains—Arts and Humanities, Biology and Medical Sciences, Engineering and Applied Sciences, and Social Sciences—the purpose of this study was to provide a nuanced understanding of how subject-specific demands influence EMI teachers' expectations and their teaching practices.

Literature Review

EMI Teacher Beliefs

Teachers' beliefs about EMI involve their understanding of its fundamental nature, how it differs from teaching an academic discipline in the first language (L1), the characteristics of academic language and literacy, and the relationship between language and content in understanding academic concepts and discourse (Richards & Pun, 2022). Teachers' beliefs about EMI significantly shape the emphasis they give to the learning of both content and language in EMI settings (Farrell, 2019). EMI teachers have different points of view regarding how they understand and practice EMI instruction. One prevailing belief is that students' English proficiency will develop naturally if lectures, coursework, and assessments are conducted entirely in English (Dearden, 2015; Macaro et al., 2018) and that students' English skills are expected to improve organically through exposure and engagement in academic tasks in English (Airey, 2012). Teachers with this belief may not see the need for proactive language support for their EMI students. However, while this may hold true for students who are proficient in English and have well-developed academic skills when commencing EMI, it does not necessarily apply to all students, especially those who struggle with academic English (Tai & Zhao, 2022).

A related question that arises is “Who bears the responsibility for supporting students' use of English in EMI courses?” A common belief among EMI teachers is that English language teachers—through general English (EGP), English for Academic Purposes (EAP), or English for Specific Purposes (ESP) courses—should be responsible for developing students' English to a level sufficient for EMI courses (Dearden, 2015; Richards & Pun 2022). EMI teachers may therefore believe that supporting students' English language development is not part of their responsibility, assuming that students had adequate proficiency in English before enrolling in EMI courses. However, given the subject-specific demands of academic discourse, others have argued that content teachers also play a vital role in supporting students' English development within their disciplines (Margić & Vodopija-Krstanović, 2018; Richards & Pun, 2022). Tedick and Lyster (2020) suggest that the best way for students to develop academic literacy is through learning in their disciplines. They add that since course subject teachers are experts in reading and writing in their disciplines, they are best able to prepare students for the specialised language needed to learn their subjects. The relation between teachers' beliefs and their classroom practices are seen in Figure 1.

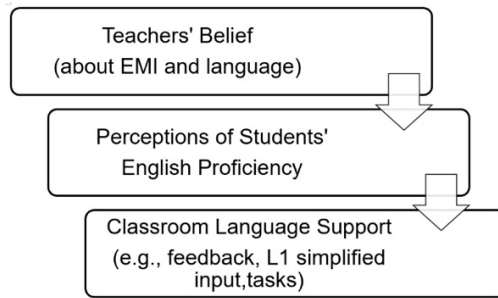


Figure 1. How EMI teachers' beliefs and students' English proficiency impact language support

Perceptions of EMI Students' Proficiency in English

A challenge for many EMI teachers is the belief that their students often lack sufficient proficiency in English to fully engage with academic content in their discipline, especially in relation to listening, speaking, and writing. Macaro et al. (2018) reported that teachers may perceive students as having *Basic Interpersonal Communication Skills (BICS)* i.e., the ability to use English for conversational interaction, but lacking in *Cognitive Academic Language Proficiency (CALP)*, i.e., the ability to use English for academic learning, a distinction originally made by Cummins (2003). This accounts for the fact that students may appear to have reasonable fluency in English yet have difficulty in understanding lectures in English, participating in discussions, and producing written work at the required academic level of the course. At the same time, EMI teachers frequently observe that students' English abilities vary widely, creating challenges in designing instruction. Dearden (2015) noted that this variability was especially problematic in contexts where EMI was implemented by top-down policies from non-academics who do not understand the need for adequate language screening or preparatory support for EMI students. In China, Yuan et al. (2024) found that students needed adequate preparation for EMI courses if they were to benefit from them. Additionally, they argued that promoting educational equality must begin with English language support for students and EMI teachers' awareness of language teaching pedagogy.

Teachers' perceptions of students' English proficiency also influenced how much language support they were willing or able to give or felt responsible for offering. Galloway et al. (2020) described that some teachers adopted a language-blind approach (focusing only on content), assuming students would improve their English incidentally without the teacher's intervention. Other teachers observed that EMI students developed their fluency in English through EMI but lacked the grammatical and linguistic resources needed for accurate use of English. Both of these issues could be addressed through the EMI teacher's use of corrective feedback. Other teachers felt conflicted, especially if they were content specialists without TESOL training and lacked the knowledge of strategies necessary to support their students' English learning in an EMI course.

Disciplinary literacy

Disciplinary or academic literacy refers to the specialised ways of reading, writing, thinking, speaking, and engaging with texts, registers and tasks that are unique to specific academic disciplines (Airey et al., 2017; Basturkmen, 2018). Richards and Pun (2022) identified core features of academic or disciplinary literacy that account for the distinct functions of English in different disciplines. For example, writing requirements in chemistry are very different from writing requirements in social studies. Additionally, in a discipline such as law, students need to have a strong foundation in

speaking and the use of expressive English since advanced language skills are the foundation of the discipline itself. Conversely, there may be less demanding writing requirements in disciplines such as engineering or physics compared to zoology or botany (Nesi & Gardner, 2012). In engineering, students may be required to describe a process when writing in detail about how a machine operates or a structure is designed. On the other hand, arts and humanities students might need to learn how to write an argumentative essay in which they express their own opinions. The language for the former would be simple and impersonal, whereas the latter could be subjective and personal.

For students, the transition from studying academic subjects in their dominant language to studying in EMI courses poses several issues, not the least of which is their proficiency in English. Aizawa et al. (2023) described how EMI students often struggle due to limited academic English skills. As mentioned previously, this affects their ability to write essays, understand lectures, participate in discussions, and read texts containing complex vocabulary (Qureshi, 2022). Teachers in the **social sciences** often expressed the belief that students needed to reach a certain English proficiency threshold before enrolling in EMI courses. Unfortunately, student's language abilities were frequently insufficient to meet the demands of their academic courses (Soruc et al., 2021). Despite these challenges, once students begin EMI coursework, little support is provided for their English skills. It was assumed that whatever language skills they developed during their previous English courses would be sufficient for learning in an EMI class, and if not, this could easily be addressed by enrolment in a few proficiency courses (Dearden, 2015).

Language Support for EMI Learners in Different Disciplines

Since content teachers are key in the implementation of EMI, understanding the nature of their teaching responsibilities is essential to an understanding of EMI contexts. Lin (2016) suggested that the pedagogy of effective EMI instruction depended on “awareness of language demands, authentic integration of content and language, high expectations and high support, designing explicit and visible pedagogy” (p. 76). Macaro et al. (2018) emphasised that language skills needed by EMI teachers varied by discipline. Technical disciplines such as engineering require advanced discipline-specific English skills due to the language used, compared to subjects like Mathematics where symbolic representations take the place of language.

A limited number of studies have been undertaken on the kinds of professional development necessary to provide support for EMI teachers. The few that have been published focus on language development (e.g., by taking an advanced English course) rather than on the pedagogy of EMI instruction. Macaro et al. (2021) studied 463 EMI teachers in countries including China, Italy, Japan, Mexico, Spain, Turkey and found that social Sciences (33.5%) and natural Sciences (20.5%) were the most common EMI subject areas. However, natural sciences teachers, rather than teachers in the social sciences, were more likely to be offered opportunities such as EMI certification (Macaro et al., 2021). In the case of science and engineering teachers, EMI teachers found that their students were often weak in speaking and writing skills, requiring the need for instructors to resort to code-switching and to prioritise communicative efficiency over grammatical accuracy (Park et al., 2022). These strategies are more likely to have developed as coping mechanisms rather than through professional training.

EMI teaching in the arts and humanities (e.g., Jones et al., 2022) and medical sciences has been less studied than in engineering courses. Student admission requirements for engineering tended to include lower requirements for English proficiency. In these cases, instructors relied on genre-based writing instruction (i.e., model-based) and co-development of teaching materials with students. However, teacher support for students' language development in these disciplines was often quite limited, although in medical sciences, Joe and Lee (2013) found no significant link between students' overall English proficiency and their comprehension of EMI lectures. For EMI to be truly beneficial, students expressed the need for additional support—including teacher support through L1 summaries of key points and remedial courses in general English or medical English.

The brief survey above provides an introduction to the present research, which was designed to clarify how EMI teachers in different disciplines view their roles and the extent of their concern about English in their teaching and their students.

Methodology

To investigate teachers' beliefs, a mixed-methods methodology using both quantitative and qualitative data collection was used to integrate and construct a holistic analysis of the data. Sequential data collection was also used, with a questionnaire first, followed by individual interviews (Morse, 2010).

Participants

The study collected information from teachers from 29 universities in Taiwan that implemented EMI programs between 2021 and 2024. For purposes of this study, EMI teachers were defined as subject matter teachers who offered their courses in English in a non-English-speaking context - Taiwan.

The participants selected for the study were recruited from multiple disciplines, including both the *hard* sciences, such as physics and engineering, and *soft* subjects such as history and education. Participants were asked to provide information from lecture notes and syllabi on their specific subjects and their literacy requirements.

The total number of respondents was 81 EMI teachers. Forty-eight per cent of the respondents received advanced degrees in Taiwan, while 52 per cent received degrees overseas in both English and non-English Speaking countries or regions. Fifty-five per cent taught in public universities, while 45% of the respondents taught in private universities.

The subject breakdown was as follows. Arts and Humanities (AH) 19 responses (23%); Biology and Medical Sciences (BO) 13 responses (16%); Engineering and Applied Sciences (EN) 24 responses (30%); and Social Sciences (including Business and Management) (SS) 25 responses (31%). The BO responses were fewer than other disciplines as only six key Biology and Medical Science colleges offered EMI programs as opposed to 11 colleges in Engineering and 22 colleges in Social Sciences and Business.

Ninety percent (N=73) of the teacher respondents were local, Taiwanese citizens and 10% (N=8) were international scholars. Additionally, 93% of the teachers surveyed had doctorate degrees and 7% had master's degrees as the highest degree obtained.

More than half of the respondents (54.4%) reported that they had received some form of EMI professional development, which included online, and face-to-face workshops hosted by local universities and international institutions such as Cambridge and Oxford in the UK. Their years of teaching EMI ranged from 0.5 to 30, with an average of eight years (median=5; mode=2). The majority of the respondents had experience teaching EMI for a minimum of two years; 4% had taught EMI for less than two years.

Questionnaire

The questionnaire for the current study contained 40 questions and was created online via Google Form in both Chinese and English. It was adapted from one designed by one of the authors and a colleague in a previous study in Hong Kong where it had been piloted and peer reviewed. The questionnaire addressed eight issues: (1) the lecturers' academic subjects; (2) the importance of English in their disciplines; (3) their experiences using EMI; (4) their self-reported English

proficiency and that of their students; (5) the language difficulties they observed in their students; (6) the kind of corrective feedback they gave to their students; (7) their beliefs about the nature of learning English through EMI; and (8) the extent to which they emphasize both content and language in EMI. The questionnaire is included in Appendix A.

Data Collection and Analysis

Data were collected from the questionnaire (quantitative) distributed among the study participants from August 2023 to July 2024 and interviews (qualitative). The quantitative data were coded as follows: *Never=1, Not often=2; Sometimes=3; Often=4; Very often=5*. A one-way ANOVA was used to examine whether there is a difference in the mean score among the four independent samples (AH, BO, EN and SS). In addition, a post-hoc Scheffe test was used to perform multiple comparisons between the four subject groups.

A follow-up interview invitation was sent to those participants who completed the survey (Table 2). A total of eight EMI teachers agreed to be interviewed. Each interview took about an hour.

Table 2
Interviewees' Profile

Interviewees	Gender	University	Discipline	Years of EMI	EMI Courses
Yang	Male	Public University	Social Sciences	15	Multicultural Contexts/Settings
An	Male	Private University	Social Sciences	10+	International Political Economy and Environment
Wu	Female	Private University	Social Sciences	10	International Business/Marketing
Chen	Female	Private University	Social Sciences	10+	Community Awareness and Environmental Ethics
Yeh	Female	Private University	Arts and Humanities	15+	Discourse analysis
Lee	Male	Private University	Biology and Medical Sciences	10	Biology
Chu	Female	Private University	Biology and Medical Sciences	14	Sport Psychology
Wang	Male	Public University	Engineering and Applied Sciences	30+	Thermodynamics

Credibility

The study used triangulation between teacher documents, questionnaires and interviews to analyse the collected data. The quantitative findings were reviewed by experts in EMI and quantitative analysis to enhance credibility. The interview data were recorded and transcribed. A member check was carried out with the interviewees after analysis and coding of the data were completed as part of the triangulation.

Results & Discussion

Research Question 1

How does the nature of an academic discipline taught in an EMI course influence teachers' beliefs about their role in supporting their students' development in English?

The results revealed discipline-based differences in EMI teachers' beliefs regarding the necessity of providing support for students' English development. Teachers in both Biology and Medical

Sciences (BO) and Engineering and Applied Sciences (EN) tended to place most emphasis on students' input skills (e.g., reading comprehension). They prioritised content comprehension more highly than the need to express information in English. This may be because students in these disciplines tend to have limited English. For example, Figure 2 shows that BO teachers rated the students' need for spoken and written English as lower compared to the other subject teachers. These findings were confirmed by the interview data, which indicated that spoken and written English were less emphasised in assessments. One BO teacher from a private university stated that his EMI assessment consisted of multiple-choice questions for his first-year EMI course and short answers for his senior-year course.

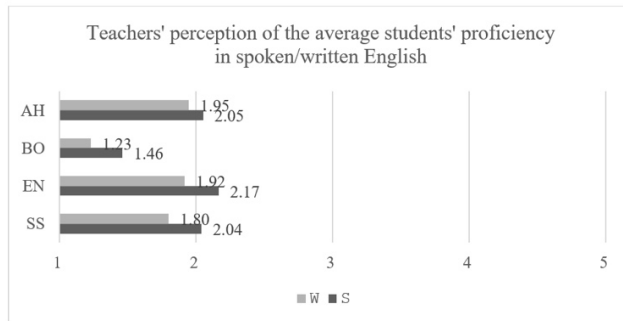


Figure 2. Teachers' perception of the average students' proficiency in spoken/written English

BO teachers reported using more Chinese (L1) than English in EMI courses to develop students' cognitive thinking. A Biology teacher noted that the challenge was in communicating content knowledge. When the medium of instruction was not the native language, both teachers and students had limitations, requiring the use of L1 to "scaffold" students' comprehension rather than using English together with language support for students with low-level English proficiency. Additionally, BO teachers generally believed that improving students' English proficiency was the responsibility of English language teachers rather than EMI teachers. Engineering teachers, in particular, had strong beliefs in this regard (Figure 3).

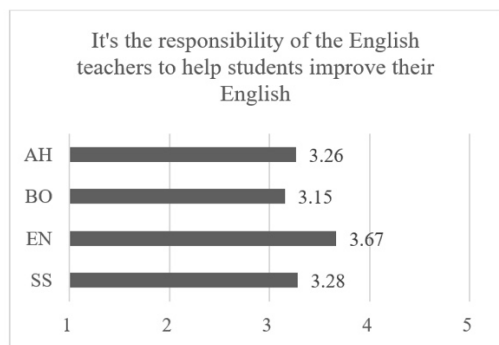


Figure 3. English subject teachers' beliefs concerning who is responsible for students' English proficiency

Similarly, teachers in Engineering and Applied Sciences paid less attention to students' English. An Engineering professor commented that he thought EMI was about teaching subjects through English, where content is key, and was not aware that he was also expected to teach English. He felt unqualified to correct students' pronunciation and grammar, viewing these as duties of an English language teacher. In short, teachers in hard sciences (especially Engineering and Applied Sciences) showed less concern for students' English proficiency and consequently paid less attention to their use of English.

In the disciplines of Arts and Humanities (AH), teachers tended to emphasise the importance of the students' expressive skills. As one professor commented, "students have to be trained how to explain, how to define, and then be able to use that to communicate." Humanities teachers were more inclined to believe that "learning subjects through English is the best way for students to learn English" (Figure 4).

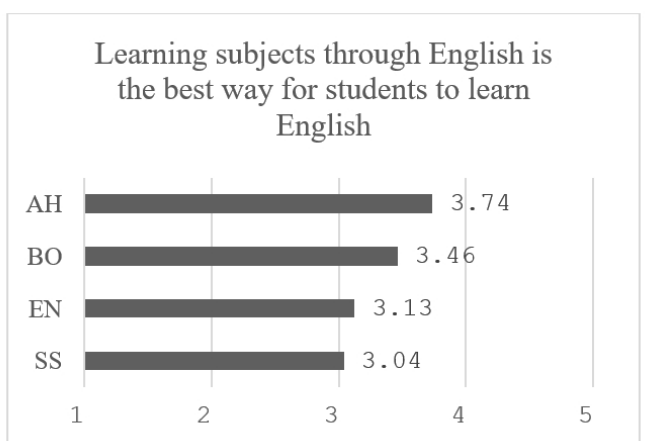


Figure 4. Teachers' perception of EMI

Research Question 2

How does the subject content in EMI courses determine teachers' beliefs in the importance of proficiency in English for success in their discipline?

Discipline-based differences were also seen in how EMI teachers perceive their students' English proficiency and its impact on academic success. AH teachers considered well-developed English necessary across the skills of speaking (S), listening (L), reading (R), and writing (W) for students to succeed in their courses. EN teachers were mostly concerned with their students' reading and listening proficiencies (Figure 5).

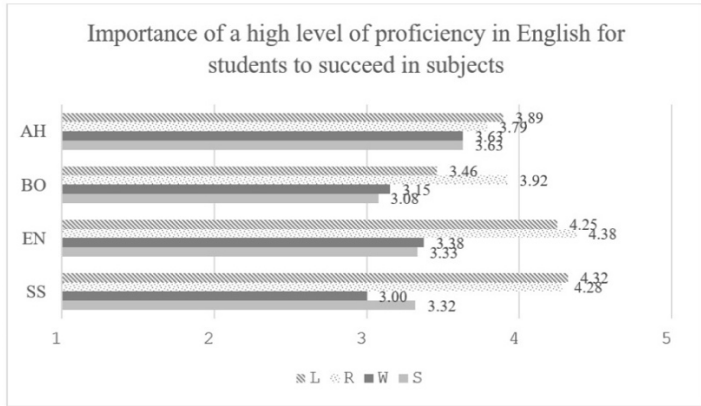


Figure 5. How EMI teachers rate the importance of a high level of proficiency in English for students to succeed in their subjects

The teachers were also asked if they believed students could improve their English through EMI. AH teachers ($M=3.74$, $SD=0.93$) supported this belief, whereas the SS teachers were more reserved on this point ($M=3.04$, $SD=1.02$) (Figure 4). However, for the most part, EMI teachers, regardless of the subjects they taught, tended to agree that it was the responsibility of English language teachers to advise students on how to improve their English rather than expect EMI teachers to do so.

Research Question 3

How does the EMI teacher's academic discipline influence the kind of language support provided for EMI students?

Discipline-based differences were also found in the types of language support that EMI teachers provided to help EMI students, including the use of Chinese (L1), the use of simplified English, and the provision of corrective feedback.

The Use of L1

Figure 6 illustrates significant differences in the use of Chinese by content teachers. Humanities (AH and SS) teachers tended to impose stricter controls on L1 use. However, teachers in the hard sciences tended to use more Chinese than their soft-subject counterparts. For example, BO teachers were more likely than SS teachers to use Chinese to help students understand new terminology rather than to point out errors students made. For them, the use of L1 was intended to scaffold cognitive thinking on subject matter, rather than simply to support students with low English proficiency. In the interview data, one BO teacher stated that he used more Chinese in his senior EMI class due to the complexity of the content knowledge, whereas he could mainly use English in his freshman EMI class. Chinese instruction was necessary because "the challenge is in the content knowledge. Teachers and students both have their limitations when the medium of instruction is not their first language." In other words, L1 was used to scaffold students' cognitive thinking rather than to support students with low-level English proficiency.

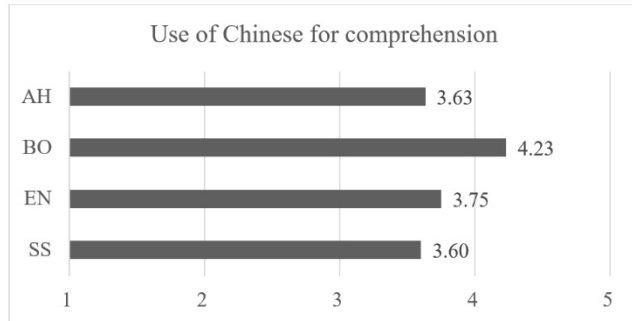


Figure 6. The use of Chinese to support students' comprehension

These findings aligned with a study by Roothoof (2022) from a Spanish language context, where a difference was found between hard and soft science teachers in the use of L1. Roothoof (2022) reported that "Humanities teachers also imposed stricter controls on L1 use, although overall attitudes to L1 use appeared to be determined more by other issues, such as the presence of international students, than by the actual subject in question" (p. 627). Similarly, Macaro et al. (2020) examined the use of L1 by five business studies EMI teachers, where the L1 was mainly used to explain complex concepts.

In the present study, language challenges were significant for engineering students who generally had limited English proficiency (e.g., at the A2 level), compared to social science students. These findings were also reported in a study by Soruc et al. (2021), emphasising the necessity of providing language support for engineering students in EMI programs.

Clegg (2007) observed that if students in EMI courses were limited in their English skills and struggled to complete academic tasks in English, they were likely to be distracted from their ability to master new academic content. Their mental resources may be stretched beyond their capabilities compared with what they could achieve in L1-medium instruction. To maintain or increase the effectiveness of EMI learning compared with the L1-medium classroom, EMI teachers needed to make use of a pedagogy that compensated for students' undeveloped L2 abilities. In this case, teachers would have to divide their resources between students who needed support in EMI learning and those without the need for it due to their stronger skills in English.

Simplified language

Teachers in all four discipline areas reported using simplified English to help students better understand course content (Figure 7). This practice did not differ significantly across disciplines.

Encouraging English use

The extent to which EMI teachers encouraged students to use English varied. As Table 3 indicates, a significant difference was found in teachers' encouragement to use only English in their lessons ($F= 3.18$). The effect size (η^2) was 0.11, indicating a medium amount. Post-hoc comparisons (Figure 7) showed that AH teachers tended to encourage their students to maintain the use of English during lessons ($M=4.21$, $SD=0.20$), while EN teachers did not ($M=3.38$, $SD=0.22$). AH teachers reported that they used tasks that required students to use English for extended writing rather than using short answers ($M=3.53$, $SD=0.25$) compared to EN or BO teachers ($M= 2.67$, $SD=0.22$; $M=2.54$, $SD=0.14$). Hence hard sciences (BO and EN) teachers rarely encouraged

students to use English in class when completing academic tasks, nor did they include English performance in their assessments.

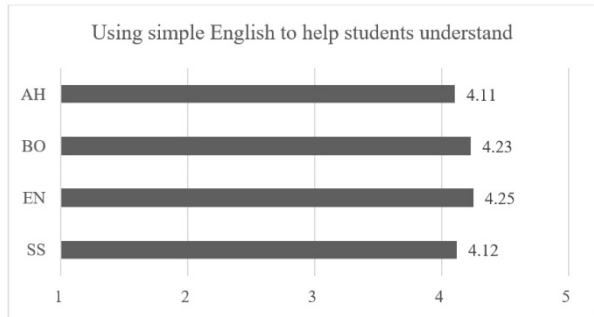


Figure 7. Teachers' use of simplified English

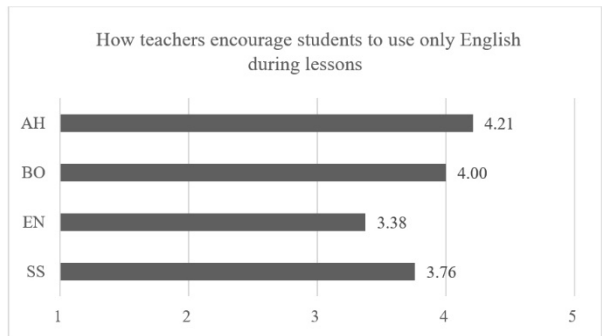


Figure 8. How teachers encourage students to use only English during lessons

Corrective feedback

EMI teachers' corrective feedback (i.e., the formal or informal feedback they provide for their students' understanding or performance on learning tasks) can play an important role in facilitating the mastery of both language and content (Margić & Vodopija-Krstanović, 2018) and in classroom-based second language instruction (Ellis, 2000). The role of corrective feedback has also been studied in EMI classrooms across various disciplines (Hong, 2022). Hong's (2022) study found that corrective feedback was more frequently used by mathematics teachers than by social science teachers. In reviewing 40 EMI teachers in Taiwan, Li and Wu (2018) not surprisingly found that Taiwanese EMI teachers from the disciplines of Engineering and Science tended to provide less skilful feedback to students than teachers from Arts and Humanities and Social Sciences.

In the present study, a discipline-based difference was found in the forms of corrective feedback provided by EMI teachers. As shown in Table 3, ANOVA revealed significant differences with regard to various aspects of English, including word choice ($F=4.13$, $p<.05$, $\eta^2=0.14$), sentence construction ($F=4.58$, $p<.05$, $\eta^2=0.15$), paragraph organisation ($F=6.3$, $p<.05$, $\eta^2=0.21$), and grammar ($F=4.26$, $p<.05$, $\eta^2=0.14$).

Table 3
An ANOVA analysis of teachers' corrective feedback on students' written English

Topics		SS	df	MS	F	Sig	ω^2	η^2
Word choice	between	13.002	3	4.334	4.130*	.009	0.104	0.139
	within	80.800	77	1.049				
	total	93.802	80					
Sentence construction	between	17.590	3	5.863	4.577*	.005	0.117	0.151
	within	98.632	77	1.281				
	total	116.222	80					
Paragraph organization	between	24.809	3	8.270	6.930	.000	0.180	0.213
	within	91.883	77	1.193				
	total	116.691	80					
Grammar	between	19.126	3	6.375	4.265*	.008	0.108	0.142
	within	115.096	77	1.495				
	total	134.222	80					
Use Chinese to point out the error	between	23.568	3	7.856	4.302*	.007	0.109	0.144
	within	140.605	77	1.826				
	total	164.173	80					
Elaborate and expand on students' answers and provide correct language in doing so	between	19.017	3	6.339	3.912*	.012	0.097	0.132
	Within	124.785	77	1.621				
	Total	143.802	80					
Encourage students to use only English during my lessons	between	8.089	3	2.696	3.177*	.029	0.075	0.110
	Within	65.343	77	.849				
	Total	73.432	80					

The ways in which content teachers provided corrective feedback on students' spoken English differed significantly (Table 3), such as whether or not to use Chinese ($F=4.30$, $p<.05$) and whether or not to provide feedback based on students' answers ($F=3.91$, $p<.05$). The effect size was respectively 0.14 and 0.13, each explaining approximately 14% of the variance. Aligned with the interview data, AH teachers were more likely to elaborate and expand on students' answers and provide correct English usage when doing so. In the case of the EN teachers, they were unlikely to use this strategy (Table 4)

Table 4
Teachers' corrective feedback on students' written English

If you provide feedback on students' written English, which aspects of their English are you likely to correct?			Mean Difference (MD)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Word choice	BO	AH	0.482	0.369	0.637	-0.57	1.54
		EN	1.109*	0.353	0.025*	0.1	2.12
		SS	0.972	0.35	0.06	-0.03	1.97
Sentence construction	BO	AH	0.587	0.407	0.56	-0.58	1.75
		EN	1.276*	0.39	0.018	0.16	2.39
		SS	1.172*	0.387	0.033	0.07	2.28
Paragraph organization	BO	AH	0.737	0.393	0.326	-0.39	1.86
		EN	1.458*	0.376	0.003	0.38	2.53
		SS	1.480*	0.374	0.002	0.41	2.55
Indicate with a gesture or expression to suggest that there is something wrong with the sentence	BO	AH	-0.04	0.415	1	-1.23	1.15
		EN	0.33	0.397	0.875	-0.8	1.47
		SS	-0.222	0.394	0.957	-1.35	0.91
Guide the students to express themselves	BO	AH	0.271	0.424	0.938	-0.94	1.48
		EN	0.942	0.406	0.155	-0.22	2.1
		SS	0.412	0.403	0.79	-0.74	1.56

Table 4 (continued)

If you provide feedback on students' written English, which aspects of their English are you likely to correct?		Mean Difference (MD)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Elaborate and expand on the AH students' answers and provide correct language	BO	0.506	0.458	0.749	-0.8	1.82
	EN	1.320*	0.391	0.013	0.2	2.44
	SS	0.697	0.387	0.363	-0.41	1.8
Use Chinese to point out the error	AH	1.356	0.486	0.059	-0.03	2.75
	EN	0.587	0.465	0.663	-0.74	1.92
	SS	1.422*	0.462	0.03	0.1	2.74

Specifically, BO teachers tended to provide corrective feedback more frequently on students' spoken and written English (see Table 4). For example, BO teachers provided student feedback more frequently on word choice, sentence construction and paragraph organisation (A, B and C) than expression skills (D & F) in students' writing. From the interview data, one BO teacher commented that he did not emphasise students' use of correct English in writing and allowed students to write in Chinese for tests. However, students' expressive skills were highlighted by the AH teachers, one of whom stated, "students have to be trained how to explain, how to define, and then be able to use that to communicate."

Conclusion

The study sought to explore the relation between teachers' beliefs about the importance of English in their disciplines and the attention they gave to their students' use of English, and revealed a complex interplay between EMI teachers' beliefs about their roles as academic subject specialists, their view of the importance of English in their disciplines, their perceptions of students' English proficiency and the types of language support they believed would help students improve their English and understand disciplinary content in English. These findings contributed to the growing body of EMI literature by demonstrating that beliefs and practices are not uniform across disciplines—teachers in the hard sciences tended to focus more on content mastery and use more L1, while those in soft disciplines emphasized the importance of communicative language skills in English and the use of corrective feedback in EMI classes.

Implications

This study has several implications in the field of EMI and discipline-based literacy in non-Anglophone higher education contexts. First, the study demonstrated that EMI teachers' understanding of EMI, their perceptions of student proficiency, and their language support practices varied significantly across disciplines. This comparative discipline-based lens—spanning

Arts and Humanities, Biology and Medical Sciences, Engineering and Applied Sciences, and Social Sciences—added depth to EMI research, where EMI practice is often viewed as homogeneous across academic fields.

Second, the study extended the application of Cummins' (2003) BICS/CALP distinction by showing how teachers in different disciplines conceptualized students' academic English needs differently. It revealed how teachers' beliefs influenced their decisions to use strategies such as L1 support, simplified English, and corrective feedback—highlighting the intersection between discipline-based literacy and language pedagogy.

Third, the study has practical implications for EMI teacher training and professional development. It underscores the need for discipline-sensitive EMI support programs that equip teachers not only with strategies for integrating content and language but also with a clearer understanding of their role in developing students' academic English skills. In professional workshops and in-service training for EMI teachers this could be achieved through studying examples of students' work to better understand the language demands involved; by reviewing transcripts or video recordings of EMI lessons in their disciplines to observe how teachers respond to students' language difficulties; through participating in group based planning of resources to support use of English, and through collaborating with English subject teachers to practice feedback strategies used in second language teaching. EMI teachers can also explore how Artificial Intelligence—Gen AI such as ChatGPT and Copilot—can provide language support for both EMI teachers and students, by providing feedback on writing, suggesting improvements and modelling the style of academic writing (Bannister et al., 2023).

Finally, if both the learning of academic content and English are institutional goals for the use of EMI, the study raised the need for institutions to establish clear policies and guidelines for the roles and uses of English in EMI. If there is a *laissez-faire* approach to the use of English in EMI courses, teachers of some subjects may feel no need to include a focus on the use of English in their courses, hindering their students' opportunities to achieve the goals claimed for the use of English Medium Instruction.

Limitations

Despite the interest of the findings and their relevance to the understanding of the practice of EMI in Taiwan, the present study had several limitations. First, it used data from a self-reported questionnaire on feedback strategies used by teachers. Second, it did not involve classroom observation, and finally it had a limited number of respondents. However, these issues could be addressed in a follow-up study.

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Appendix

A. Academic Details	
1.	Your academic major(s) at university: _____
2.	Teaching qualification(s), first/second degree(s): _____
3.	Have you received any special training to support EMI teaching: <input type="checkbox"/> Yes _____ <input type="checkbox"/> No If yes, please briefly explain: _____
4.	In which discipline are you specialized? <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Engineering and Applied Sciences <input type="checkbox"/> Biology and Medical Sciences <input type="checkbox"/> Social Sciences (including Business & Management)

B. Teaching background	
5.	Years of teaching in English medium: _____
6.	What subject(s) do you teach: (Years) _____
7.	At what level(s): _____
8.	How long have you taught this subject or subjects? _____

C. Yours and your students' English proficiency We would now like you to give an <u>indication</u> of how you rate <u>your</u> and <u>your students'</u> proficiency in English on the following scales:	
Lower Intermediate	Can understand the key points of standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with basic situations likely to arise whilst travelling in an area where the English is spoken. Can produce basic connected texts on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Intermediate	Can deal with the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the English is spoken. Can produce simple connected texts on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Upper intermediate	Can produce the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Advanced	Can describe a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use English flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed texts on complex subjects, showing a controlled use of organisational patterns, connectors and cohesive devices.
Proficient	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
9.	How would you rate your proficiency in spoken English? <input type="checkbox"/> Lower intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Upper intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient
10.	How would you rate your proficiency in written English? <input type="checkbox"/> Lower intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Upper intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient
11.	How would you rate your average students' proficiency in spoken English? <input type="checkbox"/> Lower intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Upper intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient
12.	How would you rate your average students' proficiency in written English? <input type="checkbox"/> Lower intermediate <input type="checkbox"/> Intermediate <input type="checkbox"/> Upper intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Proficient
13.	How important is a high level of proficiency in English for students to successfully master your subject? a. Speaking <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Unsure <input type="checkbox"/> Important <input type="checkbox"/> Very important b. Writing <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Unsure <input type="checkbox"/> Important <input type="checkbox"/> Very important c. Reading <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Unsure <input type="checkbox"/> Important <input type="checkbox"/> Very important d. Listening <input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Unsure <input type="checkbox"/> Important <input type="checkbox"/> Very important

14.	<p>In teaching your subject in English, which aspects of it are <u>most difficult</u> for your students?</p> <p>a. Speaking <input type="checkbox"/>Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/>Unsure <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Not difficult</p> <p>b. Writing <input type="checkbox"/>Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/>Unsure <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Not difficult</p> <p>c. Reading <input type="checkbox"/>Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/>Unsure <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Not difficult</p> <p>d. Listening <input type="checkbox"/>Very difficult <input type="checkbox"/> Difficult <input type="checkbox"/>Unsure <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Not difficult</p>
15.	<p>How important do you think it is to give students corrective feedback on their spoken and written English?</p> <p>a. Speaking <input type="checkbox"/>Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/>Unsure <input type="checkbox"/> Important <input type="checkbox"/> Very important</p> <p>b. Writing <input type="checkbox"/>Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/>Unsure <input type="checkbox"/> Important <input type="checkbox"/> Very important</p>
16.	<p>If you provide corrective feedback on students' spoken English, which aspects of their English are you likely to correct?</p> <p>a. Pronunciation <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>b. Vocabulary <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>c. Grammar <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>d. Use of expressions and phrases <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>e. Others: _____ <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p>
17.	<p>If you provide feedback on students' written English, which aspects of their English are you likely to correct?</p> <p>a. Word choice <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>b. Sentence construction <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>c. Paragraph organization <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>d. Grammar <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>e. Others _____ <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p>
18.	<p>When you provide corrective feedback on your students' spoken English, how likely are you to do the following?</p> <p>a. Show how a word should be pronounced <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>b. Ask the students to repeat a word with the correct pronunciation <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>c. Repeat the faulty expression or utterance to indicate that there is something wrong with it <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>d. Indicate with a gesture or expression to suggest that there is something wrong with the sentence <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p> <p>e. Guide the students to express themselves <input type="checkbox"/>Never <input type="checkbox"/>Not often <input type="checkbox"/> Sometimes <input type="checkbox"/>Often <input type="checkbox"/> Very often</p>

	f. Use Chinese to point out the error <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	g. Ask the students to say it again using clearer English <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	h. Ask questions to signal that the language is incorrect <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	i. Explain why something is incorrect <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	j. Ask the student to use a grammatically correct sentence <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	k. Ask the student to correct herself/himself <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	l. Ask other students to suggest the correct form <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	m. Provide other examples of correct usage <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	n. Repeat the students' sentences and correct these sentences <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	o. Show how an idea could be better expressed <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	p. Elaborate and expand on the students' answers and provide correct language in doing so <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	q. Others: _____ <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
19.	In assessing your students' learning of your subject, do you include assessment for their use of English? <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
20.	If so, what aspects of their use of English do you assess?
	a. Spelling <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	b. Word choice <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	c. Grammar <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	d. Academic language <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	e. Quality of writing <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often
	f. Others: _____ <input type="checkbox"/> Never <input type="checkbox"/> Not often <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Very often

Teacher beliefs. Please indicate your opinion about the following statements.		
21.	Learning their subjects through English is the best way of students to learn English.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
22.	It is the responsibility of the English subject teachers to help students improve their English.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
23.	Subject teachers need a good knowledge of English grammar to teach subjects in English.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
24.	EMI provides a good foundation in English for my students' future needs.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
25.	Students learn English the best by using it to learn academic subjects.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
26.	I need a good knowledge of English grammar to teach my subject in English.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
27.	I need good spoken English to teach my subject in English.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
28.	I need good writing skills in English to teach my subject in English.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
29.	I need good reading skills in English to teach my subject in English.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
Teaching practices		
30.	I use different teaching strategies in EMI compared to when teaching in Chinese.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
31.	I use Chinese when necessary to help students understand.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
32.	I emphasize the importance of English vocabulary when I teach my subject.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
33.	I emphasize the use of correct English by students when I teach my subject.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
34.	I try to speak English well and use correct English when I teach my subject.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
35.	I simplify my English when I teach to help students understand me.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
36.	I encourage my students to use only English during my lessons.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
37.	I use questions to encourage my students to use English.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
38.	I give primary emphasis to learning subject matter when I teach my subject.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
39.	I give equal emphasis on both learning subject matter and learning English when I teach my subject.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree
40.	I use tasks that require students to use extended writing rather than short answers.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree

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