

1. An Empirical Study into the Difficulties and Challenges Faced by Teachers in EMI Implementation in Higher Education in China

2. Aims of the investigation

The status of English as a global language has led to an increase on English language education throughout the world, but also on education via English (Galloway et al., 2017). There has been an increasing number of English-medium instruction (EMI) programmes offered across Europe. In recent decades, English-medium instruction (EMI) has become a global trend in higher education institutions in many non-Anglophone countries worldwide, in a globalization and internationalization context. English-medium instruction (EMI) programs have been widely implemented in the first-tier universities in China, not only appealing to the attention of policy makers but also researchers.

Existing researches into EMI implementation in higher education system mainly focused on policy supports from governments to implement EMI (Galloway & Reugg, 2022), challenges and obstacles in implementing EMI (McKinley et al., 2021). Based on the review, one important issue found is the insufficient scholarly supports in getting to know the challenges and difficulties faced by teachers in their daily practices of carrying out EMI projects as very limited studies have focused on collecting empirical evidence by sampling teachers or students in the EMI teaching and learning phases (Macaro, 2018). Such forms the theoretical basis for me to carry out the present study which aims to explore the challenges faced by teachers in carrying out EMI programs from teachers' perspective.

3.The rationale and main conceptual themes

Thus, driven by personal interests upon the theoretical investigations, I intend to study the challenges of EMI program implementation in higher education in China. Specifically, I will seek to answer the following research questions:

- 1)What EMI practices have been adopted to implement in the higher education in China?
- 2)What are the challenges and difficulties faced by EMI teachers in the higher education in China?
- 3)How do EMI teachers in the higher education in China cope with the challenges and difficulties?

3.1 Review of Literature

What is EMI?

English-medium instruction (EMI) is a trend across the world in higher education institutions among the countries where English is not their first official language (Coleman 2006; Hu and Lei, 2014). Macaro et al. (2018) defined EMI as “The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the

population is not English.” (p.2). I will adopt the definition to explore the EMI performance and practices in higher education in China.

The Implementation of EMI in Higher Education

Tracing the historical and developmental phases of EMI, overall, according to Macaro et al. (2018), about 90% of the private universities taught via EMI, followed by 78.2% of public universities. Typically in Asia, while observing the EMI spreading in Europe, many countries start to use EMI as well, and the phenomenon has experienced a growth trend. Take China as an example, governments have played their positive role in upgrading the use of EMI in both publicly and privately funded universities. Thus, as prevalent as EMI implementation in the double-class high end education in China, I focused my study on exploring EMI situation in those first-tier universities of China.

However, the implementation of EMI in higher education has its issues in the current situation worldwide including China. Similarly, Weinberg and Symon (2017) found that the collaboration issues have to be resolved with greater funding to address students' issues by EMI teachers based on their study in Middle East universities. The difficulties and challenges in participating EMI programs in universities also contain the difficulty in comprehending English-based learning materials, which makes them difficult to obtain good tests results. Thus, since EMI implementation situation and effectiveness is still not that desirable, which undermines students' learning performance, teachers' efforts seem to be rather important to change or improve the situation.

Teachers' Challenges and Difficulties in Implementing EMI

The challenges and difficulties in implementing EMI faced by teachers, as found in limited empirical studies, contain like shortage of consultation, imbalance resources allocation, shortage of professional educators, and no standardized or universal training programs. For example, the study by Cho (2012) found that a shortage of consultation was one barrier, making it hard for teachers to obtain the institutional resources in teaching practices as they were enforced to teach EMI by the school. Lack of professional educators/teachers to deliver EMI programs, and there is also a shortage of the clear guidelines for EMI delivery at their high-end education institutions (Beaumont, 2020). Hence, the key challenges faced by teachers are those concerning institutional supports in areas such as resources allocation, training, guiding principles, and shortage of professional educators and teachers. However, among the limited empirical findings and researches, rarely of the researchers focus on the challenges of EMI implementation focusing on teachers in Chinese higher education context, especially the advanced regions of China where there is a concentrated number of universities

Teachers' Approaches to Cope with Challenges in EMI Implementation

Based on existing empirical studies, EMI teachers have been found to struggle with limited resource language burden, and lack of trained staffs (Cho, 2012; Beaumont, 2020). In the studies by Yip (2003) and Marsh et al. (2000), they point out that under the condition of limited resources and training supports, teachers can rely on adjustments of their teaching styles to by adopting a monologic teaching approach. However, these approaches were thought to have their issues regarding whether they are helpful in raising students' English capabilities, leveraging students' questioning skills, and a good efficient classroom-based interactions. Thus, it is found that the approaches to cope with challenges in EMI implementation are limited, so it becomes an issue to dig into in the present proposed study.

Development of Current Proposed Study

Therefore, in the data collection process of the proposed study, I will typically focus on teachers' reported difficulties when they are interacting with students whose first language is not English, so empirical data will be collected, thus helping to fulfill the research gap among existing scholars. Further, as there is a limited study exploring the teachers' approaches to cope with EMI challenges, it becomes meaningful for me to widen and deepen the investigation, based on which more practical suggestions can be proposed. Thus, it is rather meaningful to explore and find out what kinds of difficulties and challenges are faced ahead by teachers in higher end education in China, based on which the kinds of solutions and supports as needed by the Chinese teachers involving in EMI programs can be developed with a primary focus on leveraging the teaching quality and effectiveness of EMI projects in higher end education in China. Such will also benefit the students in China who need the right, correct, and sufficient supports from teachers. The proposed study focuses on the teachers of EMI programs in Chinese HEIs, with the hope that the understanding of the teachers' beliefs, practices and challenges will not only contribute to the development of EMI pedagogy but also the curricular design and the successful implementation of EMI programs in HEIs in China.

4.A description of the evidence you intend to collect

This study adopts the quantitative and qualitative research methods, the qualitative research is mainly literature research, Semi-structured Interviews; The quantitative research method mainly uses SPSS software for questionnaire analysis.

5. The methods you plan to use to collect your evidence

As one of the top research universities in China, Tsinghua University has been committed to "enhancing students' global competency and conducting high-level research that serves China and the world" for many years. The promotion of EMI courses is one of the important measures of Tsinghua

University to enhance students' global competency. Tsinghua University offers numerous EMI courses at the undergraduate, master's and doctoral levels. Therefore, this study takes Tsinghua University as a case study.

In this study, data were collected by questionnaire, and data processing was conducted using the SPSS software (version 26.0). The questionnaire consists of two parts: teacher questionnaire and student questionnaire.

6. A description of the settings in which you plan to collect your evidence

6.1 Teacher questionnaire design

The questionnaire consists of three parts: the first part is the basic information of teachers, aiming to understand the teachers' educational background, language ability and teaching experience. The second part explores teachers' attitudes, satisfaction, concerns and challenges in setting up EMI courses. The third part consists of three open-ended questions, asking about the challenges encountered by EMI teachers, suggestions for future teacher promotion, and expected support from the school and department. The teacher asks the roll through the line asks the roll star hair release.

6.2 Student questionnaire design

The questionnaire consists of three parts: the first part is the basic information of the students. The purpose is to understand the basic situation of the students. The second part focuses on students' attitudes, satisfaction and difficulties with EMI courses. The third part is open questions, exploring students' expectations and challenges to EMI courses. Students' questionnaires were distributed in two forms: questionnaire star and paper questionnaires handed out in person between classes.

6.3 Semi-structured Interviews

I will adopt purpose sampling methods in my study by selecting the first-tier universities in China, and by sorting the representative classrooms which have implemented EMI programs in their education phases. The interview will last around 45 to 60 minutes and will be conducted online in the participants' first language as this is the language they feel more comfortable with. Semi-structured interview will be utilized as it will enable this proposed study to achieve a balance by providing participants with guidance while still affording the teachers the freedom to give their own answers. Respondents will be selected from the text questionnaire of teachers and students.

7. Ethics approval

The research process of this paper complies with the academic ethics code. All the questionnaires consent was sought from schools, teachers and students. Information and consent forms were sent to schools, participants and their parents. All student we interviewed provided written parent and

child informed consent prior to the day of the interview. At the time of their interview, researchers verbally re-confirmed with each student consent and willingness to proceed.

8. The methods you expect to use to analyze the evidence you collect

Firstly, the data collected by paper questionnaires or online survey platforms were input into SPSS software to ensure the accuracy of the data. Collect valid questionnaires and delete invalid questionnaires. Then the reliability and validity of the scale questionnaire were tested.

The second step is preliminary data analysis

1. Processing of missing values, checking whether there are missing values in the data, filling or deleting according to the situation.
2. Check the data to see if there are abnormal values in the data and make data correction.
3. Variable labeling: Correct labeling of each variable to facilitate subsequent analysis and interpretation.
4. Descriptive statistics: Use the descriptive function of SPSS to conduct preliminary analysis of sample characteristics, including mean value, standard deviation, frequency, etc.

The third step is hypothesis testing

1. T test, reliability test.
2. The statistical results of SPSS are converted into charts and tables. The research results are analyzed and interpreted in detail.

9. The timetable for the proposed project.

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