EXPLORING SELF-EFFICACY OF ENGLISH-AS-MEDIUM-INSTRUCTION TEACHERS AT A VIETNAMESE PUBLIC UNIVERSITY

TÌM HIỂU VỀ SỰ TỰ TIN CỦA GIẢNG VIÊN DẠY CÁC MÔN CHUYÊN NGÀNH BẰNG TIẾNG ANH TẠI MỘT TRƯỜNG ĐẠI HỌC CÔNG LẬP Ở VIỆT NAM

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ABSTRACT

This paper explores the self-efficacy of English as a Medium of Instruction (EMI) teachers at a public university in Vietnam. It focuses on three key areas of teaching: instructional practices, classroom management, and student engagement. A quantitative approach was employed using the Teachers' Sense of Efficacy Scale (TSES) to assess self-efficacy among ten EMI teachers. Data were collected via online questionnaires, and the results were analyzed to examine the relationship between teachers' self-efficacy and their instructional strategies, classroom management techniques, and student engagement. The findings reveal high levels of self-efficacy across all three dimensions, with teachers expressing strong confidence in motivating students, managing classroom disruptions, and setting clear behavioural expectations. However, there were mixed results regarding family involvement in student success, indicating an area for improvement. Most teachers also demonstrated confidence in using diverse instructional strategies, though there is room for growth in diversifying assessment methods. The study highlights both the strengths and potential areas for development in supporting EMI teachers to enhance their self-efficacy, particularly in engaging families in the learning process.

Keywords: Teachers' self-efficacy, English as a Medium of Instruction.

TÓM TẮT

Bài báo này tìm hiểu về sự tự tin về năng lực của giáo viên giảng dạy các môn chuyên ngành bằng tiếng Anh tại một trường đại học công lập ở Việt Nam. Nghiên cứu tập trung vào ba lĩnh vực chính trong giảng dạy: phương pháp giảng dạy, quản lý lớp học và sự tham gia của sinh viên. Nghiên cứu áp dụng phương pháp nghiên cứu định lượng, sử dụng thang đo năng lực giảng dạy của giáo viên để đánh giá sự tự tin về năng lực của mười giáo viên. Dữ liệu được thu thập qua một khảo sát trực tuyến, kết quả được phân tích nhằm nghiên cứu về mối quan hệ giữa sự tự tin về năng lực của giáo viên và các phương pháp giảng dạy, kỹ thuật quản lý lớp học cũng như sự tham gia của sinh viên. Kết quả cho thấy mức độ tự tin cao về năng lực của giao viên. Tuy nhiên, kết quả về việc phối hợp với gia đình trong việc giúp sinh viên trong việc học lại có sự khác biệt, cho thấy đây là một khía cạnh cần cải thiện. Hầu hết giáo viên cho thấy sự tự tin trong việc sử dụng đa dạng các phương pháp giảng dạy. Nghiên cứu nhấn mạnh cả những điểm mạnh và những khía cạnh tiềm năng cần phát triển trong việc hỗ trợ giáo viên EMI nâng cao sự tự tin về năng lực, đặc biệt là trong việc thu hút sự tham gia của gia đình vào quá trình học tập.

Từ khoá: Sự tự tin của giáo viên, giảng dạy các môn chuyên ngành bằng tiếng Anh.

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1. INTRODUCTION

The adoption of English as a Medium of Instruction (EMI) in universities has recently emerged as a global educational trend. Many Asian countries, including Vietnam, have implemented EMI to enhance international competitiveness in higher education. One

of the public universities in Vietnam, Hanoi University of Industry (HaUI), has employed EMI as a strategic initiative to improve educational quality and support efforts toward international integration.

The transition to EMI teaching presents distinct difficulties for teachers, as they must simultaneously manage content delivery, language proficiency, and pedagogical effectiveness. The teachers' self-efficacy-their beliefs in their ability to effectively plan and execute tasks in the classroom- becomes crucial in this setting. However, the research examining the EMI teachers' self-efficacy in Vietnamese higher education remains limited.

The present study aims to address this gap by exploring the self-efficacy of EMI teachers at HaUI and concentrating on the key aspects of teaching: instructional practices, classroom management, and student engagement. By exploring EMI teachers' self-efficacy, this study sheds light on the challenges and opportunities faced by the teachers and how they can enhance their self-efficacy in teaching EMI classes.

2. LITERATURE REVIEW

2.1. English as a Medium of Instruction (EMI)

English as a Medium of Instruction (EMI) has recently emerged as a significant global educational trend. Therefore, it is understandable that EMI has gained such great attention leading to various definitions of EMI proposed by different researchers. The core concept involves using English to teach academic subjects in contexts where it is not the primary language [1, 2]. EMI refers to the instruction of subjects through English without explicit language learning objectives, typically in a country where the majority of the population does not speak English.

Additionally, EMI is viewed as a teaching and learning strategy that emphasizes both non-language subject matter and language, encompassing communication and cognitive aspects [3, 4].

Researchers have also proposed various modalities of EMI: full EMI, where native languages are excluded, and partial EMI, where less than 50% of the curriculum is in English [5].

The varying implementations of EMI, ranging from full to partial, introduce distinct challenges for educators, directly impacting their sense of self-efficacy in EMI teaching. As instructors confront the complexities of delivering subject content in a non-native language, their confidence in their ability to effectively convey subject

matter becomes crucial. This is particularly pertinent in contexts where English is not the dominant language, as noted by [2]. The absence of explicit language learning objectives in EMI, along with the need to maintain academic rigour, requires teachers to possess not only advanced English language skills but also the belief in their capacity to adapt their pedagogical strategies. Therefore, investigating teacher self-efficacy in EMI settings becomes essential for understanding how educators can successfully implement EMI programs.

2.2. Teacher self-efficacy

Self-efficacy is based on social cognitive theory, which highlights the significance of cognitive processes in shaping how individuals perceive and respond to their environment [6]. According to this theory, individuals are active agents capable of influencing and forming their behaviours, thoughts, and emotions [7]. Self-efficacy is defined as one's belief in their capacity to effectively plan and execute the actions needed to attain specific goals [8]. This concept emphasizes the role of personal judgment in evaluating one's ability to perform specific tasks or achieve desired outcomes. Further refining this concept, Bandura characterized self-efficacy as an individual's confidence in their competence to execute particular actions and realize intended outcomes [9].

It refers to the belief that people can accomplish specific tasks, deal with problems, and attain goals. This belief is significant in determining people's actions, the effort they invest, and their persistence when confronted with challenges [10, 11]. In educational contexts, teachers' efficacy includes their convictions and confidence in their ability to effectively fulfil their professional responsibilities and positively influence their student's academic development and overall growth [12, 13].

Teacher self-efficacy significantly influences pedagogical strategies, classroom management techniques, and overall educational approaches [14, 15]. It is fundamental in determining teachers' confidence in their capacity to actively engage their students in the learning process. Teachers who are highly effective at engaging their students show confidence in their capacity to stimulate intellectual curiosity, foster enthusiasm for academic pursuits, and cultivate an enduring appreciation for knowledge acquisition.

Given the profound impact of teacher efficacy on motivation, perseverance, and pedagogical methodologies, it can be understandable that high teacher efficacy, particularly within EMI contexts, would

be a topic of research interest. However, empirical research regarding educators' self-perceived efficacy in EMI settings is scarce.

3. METHODOLOGY

3.1. Research site and participants

The selected participants in this study are 10 EMI teachers, including 3 males and 7 females, from a Vietnamese public university, particularly Hanoi University of Industry. All participants possessed an average of 5 years of teaching experience and were an average age of 28. Additionally, they were sourced from different academic backgrounds. The survey was completed voluntarily, and the responses were kept extremely confidential and anonymous.

3.2. Research methods

This study used a quantitative approach; the Teachers' Sense of Efficacy Scale (TSES) was employed popularly to evaluate teachers' self-efficacy [16]. It has been broadly validated and utilized in various studies across diverse educational settings. In this study, the 12-item version of TSES was administered online with the researcher present to ensure clarity. The questionnaire was delivered in English to maintain consistency and accuracy in responses. This version of TSES was employed to address the question:

How does the self-efficacy of EMI teachers relate to their instructional strategies, classroom management, and student engagement?

To be more specific, the study investigates three dimensions: the relationship between EMI teachers' self-efficacy and their instructional practices, classroom management strategies, and student engagement. Table 1 illustrates the aims of each question.

Table 1. The aims of each question

Aims	Items
Efficacy in Student Engagement (SE)	2,3,4,11
Efficacy in Instructional Strategies (IS)	5,9,10,12
Efficacy in Classroom Management (CM)	1,6,7,8

Student engagement is defined as the extent of attention, curiosity, enthusiasm, optimism, and passion students demonstrate during learning activities and teaching processes. It also encompasses the students' motivation to learn and advance academically. In general terms, the concept of student engagement is based on the idea that students learn better when they are curious, interested, or inspired while learning outcomes tend to decline when students feel bored, indifferent,

uninterested, or otherwise disconnected from the educational experience [17]. Instructional practices refer to the methods and approaches teachers use to deliver content, clarify concepts, and facilitate learning effectively. Instruction has previously been described as the intentional guidance of the learning process and represents one of the primary classroom responsibilities of teachers, alongside planning and management. Educators have created numerous instructional models, each aimed at facilitating effective classroom learning outcomes [18]. Lastly, classroom management strategies encompass the teachers' ability to organize the classroom environment, manage student behaviours proactively, maintain discipline, and create a positive atmosphere conducive to learning.

3.3. Data collection procedures

The study collected data from 10 EMI teachers at a Vietnamese public university using online questionnaires for a broad approach and convenience. The TSES was distributed to 25 teachers and received 10 responses. To make sure that the participants fully understood the questions, the researcher was presented to promptly explain the vague information if necessary.

3.4. Data analysis

Step 1: Once the answers were sent, the researcher checked whether the survey was completed or not and whether the answers were consistent.

Step 2: Items that helped indicate the answer to SE, IS, and CM were grouped separately. Descriptive analysis was employed to seek insight into data variables

Step 3: The resulting groups were then interpreted using graphs, tables, or charts

4. FINDINGS AND DISCUSSIONS

4.1. Findings

4.1.1. EMI teachers' self-efficacy in Student Engagement

Regarding the teachers' sense of efficacy in motivating and assisting students, the data presented in Table 2 shows a positive tendency. Specifically, in responses to question 2 - "How much can you do to motivate students who show low interest in school work?", the dominant (70%) indicated that they could "quite a bit" motivate students. The remaining 30% reported having "some influence.". Similarly, when considering their ability to encourage students to believe they can do well in school, 30% selected "Some influence" while 70% reported "Quite a bit".

Table 2. Data on efficacy in SE

No.	Questions	Nothing (%)	Very little (%)	Some influence (%)	Quite a bit (%)	A Great Deal (%)
2	How much can you do to motivate students who show low interest in schoolwork?	0	0	30	70	0
3	How much can you do to get students to believe they can do well in schoolwork?	0	0	30	70	0
4	How much can you do to help your students value learning?	0	0	10	80	10
11	How much can you assist families in helping their children do well in school?	0	30	40	30	0

Moreover, eight over ten teachers (80%) revealed that they could "quite a bit" help the students to value learning, while 10% expressed that they can do a great deal and another 10% stated that they could have "some influence" in this regard. This result suggests a strong sense of self-efficacy in fostering the students' engagement and belief in learning outcomes.

However, when asked about the teachers' capacity to support families in helping their children succeed in school, the responses were more varied. None of the participants reported that they could do "a great deal". Instead, 40% of them indicated "some influence", 30% believed that they could do "quite a bit" and another 30% reported that they could offer "very little" assistance. This emphasizes a potential area for enhancing a stronger teacher-family collective efforts to support the students.

4.1.2. EMI teachers' self-efficacy in Instructional Strategies

Table 3 presents data on the group of questions focusing on assessing the teachers' self-efficacy in instructional strategies. In concern of the teachers' ability to clarify the students' behavioural expectations, the majority of teachers (60%) revealed that they could do "quite a bit, 30% indicated they could have "some influence", and the smaller proportion (10%) a could make their expectations clear "a great deal." It suggests a generally high level of self-efficacy among teachers in setting behavioural expectations.

Table 3. Data on efficacy in IS

No.	Questions	Nothing (%)	Very little (%)	Some influence (%)	Quite a bit (%)	A Great Deal (%)
5	To what extent can you make your expectations clear about student behavior?	0	0	30	60	10
9	How much can you use a variety of assessment strategies?	0	0	20	70	10
10	To what extent can you provide an alternative explanation or example when students are confused?	0	0	0	70	30
12	How well can you implement alternative strategies in your classroom?	0	10	30	50	10

In terms of diverse assessment strategies usage (question 9), a large portion of the teachers (70%) expressed confidence in employing various methods "quite a bit", while 20% reported having "some influence" and only 10% felt they could do "a great deal". It is interpreted that while most teachers seem to be confident in applying different assessment strategies, there remains room for strengthening their efficacy in this area.

4.1.3. EMI teachers' self-efficacy in Classroom Management

The data in Table 4 shows consistent patterns in teachers' self-efficacy regarding classroom management. In controlling disruptive behavior and enforcing classroom rules, the results were identical: 60% of

participants indicated that they could influence adhere "quite a bit", 30% indicated "some influence", and 10% claimed "a great deal" of control. This consistency reflects a relatively high level of self-efficacy in managing disruptions and establishing rules compliance.

Table 4. Data on efficacy in CM

No.	Questions	Nothing (%)	Very little (%)	Some influence (%)	Quite a bit (%)	A Great Deal (%)
1	How much can you do to control disruptive behavior in the classroom?	0	0	30	60	10
6	How much can you do to get children to follow classroom rules?	0	0	30	60	10
7	How much can you do to calm a student who is disruptive or noisy?	0	0	20	60	20
8	How well can you establish a classroom management system with each group of students?	0	0	20	80	0

There is slightly higher confidence in the capacity to calm disruptive or noisy students, compared to the prior areas, with 20% reporting "a great deal" of influence, and 60% indicating "quite a bit" of influence. This distribution suggests moderate variation, with a considerable portion of teachers feeling capable of calming students effectively. Regarding the establishment of classroom management systems, 80% of respondents indicated "quite a bit" of confidence, while 20% reported having "some influence". No respondents indicated "a great deal" of confidence, suggesting potential for improvement in applying management systems across different student groups.

Notably, no participants selected "nothing" or "very little" across all questions, indicating a baseline level of confidence in classroom management abilities. The majority selection of "quite a bit" (60 - 80%) implies a generally high level of confidence in classroom management skills.

4.2. Discussion

The exploration of teachers' self-efficacy in this study aligns with and expands upon the previous studies on teachers' self-efficacy, specifically in the context of EMI. The findings of [19] on self-efficacy levels among in-service teachers in managing various student needs, this study's data reveal a strong sense of efficacy among EMI teachers. These findings reinforce the general trends seen in broader education contexts, showing the positive role of teachers' self-efficacy in motivating students. The findings regarding the teachers' confidence in controlling classroom disruptions also align with [20] who pointed out that classroom management is a core dimension of teacher self-efficacy. However, unlike [21] findings, which identified a strong connection between self-efficacy and engagement in instructional adaptability, EMI teachers in this study expressed more modest confidence in implementing diverse assessment strategies, suggesting that specific EMI challenges may moderate efficacy in this area. This indicates that the unique challenges posed by EMI environments, such as language barriers and culturally diverse classrooms, may moderate teachers' self-efficacy in certain areas. These nuances suggest the need for targeted professional development to bolster teachers' confidence and competence in navigating specific EMI-related obstacles, such as the design and implementation of diverse and inclusive assessment techniques. This distinction highlights the complex and context-dependent nature of self-efficacy in EMI teaching, providing valuable insights for future research and teacher training programs.

5. CONCLUSION

The findings reveal a strong sense of self-efficacy among EMI teachers in three key areas: student engagement, instructional strategies, and classroom management. Teachers expressed high confidence in their ability to motivate students, foster a sense of value in learning, and encourage engagement. However, responses related to supporting family involvement were mixed, pointing to a potential area for development.

In terms of instructional strategies, most teachers reported feeling effective in setting behavior expectations, clarifying instructions, and providing alternative explanations when students faced challenges. However, enhancing teachers' capacity to diversify assessment methods could further strengthen their instructional adaptability. Classroom management data showed consistently high confidence, particularly in

managing disruptive behaviors and enforcing classroom rules, though some teachers reported less confidence in calming noisy students. The generally high confidence levels (60 - 80% selecting "quite a bit") suggest that EMI teachers feel well-prepared to handle classroom demands. These findings highlight both the strengths and areas for targeted support to improve EMI teachers' self-efficacy in practical teaching contexts.

The most important part is that no respondents in this study indicated "nothing" in confidence across areas, which implies a baseline self-efficacy that aligns with the previous research. Although the areas related to family support witnessed mixed results, it is understandable that the higher education settings hold a slighter teacher-family connection. This suggests that EMI teachers may need to focus more on developing collaborative efforts, particularly in family engagement, to support student success comprehensively.

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