

Exploring the Translanguaging in EMI Practices at a Hanoi-based University: From Perspectives of Lecturers

Sunday, 28 July 2024 11:40 (30 minutes)

EMI has become a popular trend in higher education in Vietnam, especially in economic universities. It is, therefore, attracts a lot of attention from various researchers and scholars. One of the most debated issues is the requirement of language competences in teaching and learning subject content in English. Many research topics on EMI have focused on how to use English language appropriately in order to deliver subject matter effectively. The purpose of this study is to find out whether the lecturers pursue a particular language policy in class or not and why languages other than English are employed for lecturer-student interaction from perspectives of lecturers. The data for this study is collected through observation of 15 EMI lectures as well as questionnaires to all 15 participated lecturers. The research questions are deeply sought through follow-up interviews after the survey. The article also discusses the rationale of only English language choices and translanguaging choices in practice.

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Session Classification: Parallel Oral Presentations

Track Classification: Teaching Methods and Applied Linguistics