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The Adjustment Journey: Writing challenges and self-efficacy of students in transition from high school to an English medium instruction (EMI) university programme in Japan

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Abstract

English Medium Instruction (EMI) - studying academic subjects through English in countries where it is not the native language – has swiftly become a central feature of higher education globally. Yet concerns have been raised over students' ability to cope with the many language-related challenges involved in EMI study at university. Students in Japan, for instance, usually have little prior exposure to English-medium classes and can often enrol on EMI programmes regardless of their English proficiency (Pun & Richards, 2021). The linguistic challenges facing students can make for a demanding adjustment to EMI (see Curle et al., 2020).

Research into language-related challenges confronting EMI students is accumulating but gaps in understanding remain. One skill – academic writing – has not received the close-grained attention it merits given the centrality of the essay as a means of assessing EMI students. There is also a dire need for longitudinal insights into the EMI transition and a richer exploration of its lived reality. Such research may also provide valuable pointers to improving this crucial adjustment period.

The current charts the writing challenges and task-based confidence (i.e., self-efficacy) of 40 freshman EMI social science students during their initial 14-week academic writing preparatory course at a university in Japan. It clarifies 1) what writing challenges are faced and how they evolve; 2) students' self-efficacy beliefs about academic writing and how they develop; 3) the influence of language proficiency and self-efficacy on perceived writing challenges. A mixed-methods approach was chosen in pursuit of these goals. Quantitative data was gathered over four timepoints through an EMI Writing Challenges Scale and an EMI Writing Self-efficacy Scale. Qualitative data was collected via nine student journal entries written through the semester by all 40 participants and three semi-structured interviews conducted with nine students.

Findings reveal that writing challenges lessened somewhat over the semester, yet the trend was not linear nor uniform. Self-efficacy remained largely stable as the semester progressed, but key differences existed between the nature and robustness of students' beliefs. Overall, the initial adjustment journey to full EMI study remained a challenging one for participants. Implications for EMI policy and pedagogy are discussed.

Table of contents

Abstract **1**
Table of Contents **2**
Table of figures and tables **5**
List of Abbreviations **7**

Chapter 1. Introduction **9**
1.1 Context 9
1.2 Rationale 9
1.3 Aims of the study 10
1.4 Research questions 10
2.2 Dissertation outline 10

Chapter 2. Literature review **12**
2.1 Introduction 12
2.2 English Medium Instruction (EMI) 12
2.2.1 EMI – definition 12
2.2.2 EMI – contextual issues 13
2.2.3 EMI – the Japan context 14
2.2.4 English language teaching in Japan's schools 17
2.3 EMI transition studies 18
2.3.1 Gauging language-related challenges 18
2.3.2 Addressing gaps in the 'EMI challenges' literature 21
2.5 Self-efficacy 21
2.5.1 Self-efficacy as task-based confidence 21
2.5.2 Addressing gaps in the EMI self-efficacy literature 23
2.6. L2 writing 24
2.6.1 Academic writing 24
2.6.2 The influence of L1 writing on L2 academic writing 25
2.6.3 Writing at Japanese schools 25
2.6.4 Undergraduate writing: towards disciplinary literacy 26
2.7 Conclusion 26

Chapter 3. Methodology 28
3.1 Introduction 28
3.2 Research approach 28
3.3 Data collection instruments 29
3.3.1 A short background questionnaire 29
3.3.2 A 23-item EMI Writing Challenges Scale 30
3.3.3 A 23-item EMI Writing Self-efficacy Scale 30
3.3.4 Semi-structured interviews 31
3.3.5 Journals 32
3.4 Piloting 33
3.5 Sample and setting 34
3.6 Data analysis 35
3.6.1 Quantitative data analysis 35
3.6.2 Qualitative data analysis 36
3.7 Ethical considerations 37

Chapter 4. Results **38**
4.1 Research question 1 38
4.1.1 Perceived difficulties of academic writing 38
4.1.2 Adjusting to new pedagogical approaches at university 40
4.1.3 Vocabulary concerns 42
4.1.4 Academic style: adjusting to a new academic and disciplinary community 43

4.1.5 Summary 44
4.2 Research question 2.....44
4.2.1 Findings…….....44
4.2.2 Writing challenges evolve and change …….....45
4.2.3 Source use as an emerging challenge…….....46
4.2.4 Summary ……..……..…47
4.3 Research question 3……..……..……..47
4.3.1 Findings ……..…..47
4.3.2 Novelty of academic writing as self-efficacy inhibitor……..……..……..49
4.3.3 Fragility of self-efficacy beliefs ……..……..……..49
4.3.4 Summary……..……..……..……50
4.4 Research question 4…….……..50
4.4.1 Findings ..……..51
4.4.2 Self-efficacy beliefs evolving……...…….52
4.3.4 Summary……..……..……..……52
4.5 Research question 5 ……..……....52
4.5.1 Findings…….……...…52
4.5.2. Interpreting the influence of proficiency and self-efficacy…….……..……54
4.5.3 Summary ……..……..……..…56

Chapter 5. Discussion.....57
5.1 Are the Challenges findings different from what the literature says? …….....57
5.1.1 Writing: an evolving, contextually-embedded, EMI 'Challenge' ……...57
5.1.2 High school as factor in unpreparedness ……...……..58
5.2 What the 'Challenges' findings add to our understanding of the topic investigated….....59
5.2.1 The disciplinary specificity of EMI linguistic challenges ……..…...…..……59
5.3 Are the self-efficacy findings different from what the literature says? ……. .……60
5.3.1 Self-efficacy beliefs: more contingent than constant …….…..60
5.3.2 Channelling of high school experiences ……...……..60
5.3.3 Reappraisal of self-efficacy as semester progressed ……..……..…..……61
5.4 What the self-efficacy findings add to our understanding of the topic investigated …...…62
5.4.1 The intricacies of self-efficacy during the EMI transition……..……....…62
5.5 Proficiency and self-efficacy as predictors of writing challenges ……..……..……...62
5.5.1 Proficiency and self-efficacy: contextualized reciprocity……..……..…...…62

Chapter 6. Conclusion 64
6.1 Overview…….....64
6.2 Implications: policy and pedagogy.....64
6.3 Limitations and recommendations for future research 65
6.4 Conclusion ……..……...66
References 67

Appendix A. Participant information sheet…….....82
Appendix B. Participant consent form…….....85
Appendix C. Ethics committee application form ……..…….....89
Appendix D. Confirmation of ethical approval.....101
Appendix E. EMI Writing Challenges Scale ……..……102
Appendix F. EMI Writing Self-efficacy Scale ……..……103
Appendix G. Background questionnaire 104
Appendix H. Journal sample…….....105
Appendix I. Interview questions …….....106
Appendix J. Interview guide…….....107
Appendix K. Interview transcript…….……...108

List of tables

Table 1: A sample of tertiary-level EMI 'challenges' research……..18
Table 2: Participant demographics …….28
Table 3: Frequency distribution of CEFR……..…….28
Table 4: EMI Writing Challenges Scale reliability (Cronbach's Alpha)**……**……37
Table 5: Descriptive statistics of writing challenges (N = 40)……38
Table 6: Categories and themes of semi-structured interviews (n = 27) ……..40
Table 7: Categories and themes of journals 1-9 (n = 360)……..…41
Table 8: EMI Writing Self-efficacy Scale reliability (Cronbach's Alpha) ……..……..46
Table 9: Descriptive statistics for self-efficacy by timepoint (N = 40)……...…49
Table10: Multiple regression output for perceived writing 'challenges'……...…….52

List of figures

Figure 1: The centrality of EMI to the internationalisation process in Japanese HE…….....14
Figure 2: Self-efficacy's role in task performance ……21
Figure 3: Research study procedures……..28
Figure 4: Perceived ease of academic writing 'challenges'……38
Figure 5: Estimated marginal means of writing 'challenges'…….45
Figure 6: Self-efficacy beliefs for 23 academic writing skills ……...……40
Figure 7: Estimated marginal means of self-efficacy ……50
Figure 8: Boxplot graphs for self-efficacy mean scores (Time 1-4)……...51

List of abbreviations

The following acronyms are used throughout this dissertation:

ALT	Assistant Language Teachers
ANOVA	Analysis of Variance
CASEC	Computerized Assessment System for English Communication
CEFR	Common European Framework of Reference
EAP	English for Academic Purposes
EMI	English as a Medium of Instruction
HEI	Higher Education Institution
JMI	Japanese Medium Instruction
JTEs	Japanese teachers of the English language
L1	First language
L2	Second language
MEXT	The Ministry of Education, Culture, Sports, Science and Technology
RQ	Research Question

For my mother
(26 May 1950 – 2 October 2020)

1 Introduction

1.1 Context

A defining feature of tertiary education globally is the rapid growth of English Medium Instruction (EMI) courses and programmes. EMI refers to the teaching of academic subjects (e.g. economics, engineering, science, sociology, etc.) in English in countries where it is not the native-language (Dearden, 2015; Macaro et al., 2018). The rise of EMI has been variously described as a 'juggernaut' (Hu, 2008), an 'unstoppable train' (Macaro, 2015: 7), and even a 'pandemic' (Phillipson, 2009). The growth is global: of the 54 countries surveyed by Dearden (2015) 90% of private universities and 78.2% of public universities taught EMI courses. Between 2001-2014 Europe experienced a ten-fold increase in EMI (Wächter & Maiworm, 2014). In China, from 2003-19 universities have been shifting from bilingual to English-only programmes (Rose et al., 2020). EMI provision is also gaining traction in other non-anglophone regions, in both developing countries (Sahan et al., 2021) and developed, notably Japan (Galloway et al., 2017; Bradford, 2020). The rapidity of EMI growth has outstripped empirical research (Galloway et al., 2020), and significant gaps remain in what research exists. There is still much to learn about the academic challenges and task-based confidence (i.e., self-efficacy) freshman students experience as they adjust to an EMI university environment.

1.2 Rationale

Students ought ideally to be entering university EMI programmes with adequate proficiency in English to be able to cope effectively with the demands of English-medium instruction, in that a "university should not be a language school" (Doiz et al., 2013: 217). Yet many students have little prior exposure to English-medium classes. Many EMI courses and programmes also do not specify any English language proficiency attainment to enrol or set them purposively low to attract applicants (Irie, 2019). A recent attempt at an EMI typology discerned a difference between established EMI programmes in Europe and more recently founded EMI programmes in Japan where students are faced with a rapid adjustment to the demands of English as a medium of instruction (MoI) at university (Pun & Richards, 2021). The issue of student readiness for EMI is a pressing one (Thompson et al., 2021). Existing school-university 'transition' studies illuminate much, particularly that writing academically, a core aspect of how university students are assessed (Graves & Hyland, 2017), is a key difficulty for EMI students. Yet most fail adequately to enrich our understanding of the actual week-to-week experience of a first university semester, one possible exception being Evans and Morrison (2011a). In particular, the writing challenges faced has not received the close-grained focus since perhaps Leki's (2007) longitudinal investigation into the writing challenges experienced by four international students studying at an American college in the 1990s. Further, how first-year EMI

students' academic writing self-efficacy develops is also a neglected aspect of the EMI transition experience. Both issues require further analysis.

1.3 Aims of the study

The core objective of the present study is 1) to gauge the academic writing challenges of 40 freshman EMI students at a university in Japan experience during the crucial transition from school to university, and 2) to chart their self-efficacy in successfully completing written assignments during their first semester of an EMI four-year degree programme. The study will use a mixed-methods approach. Descriptive statistics chart the writing challenges and self-efficacy levels and gauge their strength and any changes experienced on students' perceptions of them over the course of a freshman semester. Plain statistics cannot tell us *why* they present adjustment issues for students or if and how they are coped with or overcome. Therefore, the quantitative analysis will be supplemented by a qualitatively rich analysis of 9 completed journals by all 40 students over their first semester at university and a series of three semi-structured interviews with 9 participants. The present study strives to tap the actual week-to-week *experience* of a first EMI semester in terms of students' perceptions of English linguistic challenges and their self-efficacy related to writing academic assignments in English. It is hoped the findings can contribute to pedagogical refinements for this practitioner-researcher and others and enrich understanding for all stakeholders of a crucial period in EMI programmes.

1.4 Research questions

The current study addresses the following research questions (RQ) related to language-related writing challenges and writing self-efficacy:

RQ.1 What perceived challenges do students have with their writing during transition to university EMI?
RQ.2 To what extent do writing challenges change over one semester?
RQ.3 What self-efficacy beliefs do students have about their writing during transition to university EMI?
RQ.4 To what extent does writing self-efficacy change over one semester?
RQ.5 To what extent does language proficiency and self-efficacy predict academic writing challenges?

1.5 Dissertation outline

The dissertation is divided into six chapters:

The present chapter provides a brief overview of the study, comprising the present EMI context, and aims, rationale, and research questions of this research study.

Chapter 2 reviews the growing literature surrounding EMI, providing a definition, acknowledging certain ambiguities and variations over conceptualisations and practices, a brief survey of EMI within the Japan context as it relates to the secondary and tertiary sectors, and an overview of the demands of academic writing. A critical review of relevant school-university transition studies ends the chapter.

Chapter 3 introduces the research questions and the methodological framework. The procedures for each research question are then outlined.

Chapter 4 presents the findings of each research question in numerical order. To supplement the data when appropriate evidence from journals and interviews is included.

Chapter 5 discusses the findings, relating them to existing research and the wider EMI literature, explaining how the findings add to existing research.

Chapter 6 provides recommendations for EMI stakeholders. The broader implications and limitations of the study are outlined.

2 Literature review

2.1 Introduction

This chapter outlines existing literature on five constructs central to the present study: English medium instruction (EMI), language education in Japan, transition studies, self-efficacy, and academic writing. A generic definition of EMI is offered first, followed by contextual factors influencing its implementation in Japan, to ground this study. Existing studies on the school-university transition are then critically surveyed, to establish how language-related challenges have been gauged and charted, and to underline the need for a 'thick' contextual appreciation of them as they are encountered and grappled with. Following this, an outline of the still sparse research on self-efficacy during the school-university EMI transition will demonstrate how under-exploited self-efficacy remains analytically. An overview of certain theories and research on academic writing related to the school-university transition concludes the chapter, to explore why academic writing may especially burden new EMI university students.

2.2 English Medium instruction (EMI)

2.1.2 EMI – definition

The explosion of English-medium content courses taught across different educational contexts and geographic regions has led to an abundance of terms, often vaguely and loosely applied, and a need for more definitional precision (Macaro, 2018). A recent attempt to grapple with this variety produced a typology of 51 features across ten curriculum categories (Pun & Richards, 2021). Macaro's (2018: 9) attempt at a general definition is gaining credence, however. EMI refers to "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English." Some claim that defining EMI through the focus on non-Anglophone contexts is limiting, given the influx of substantial numbers of L2 English speakers at Anglophone universities (Humphreys, 2017; Pecorari & Malmstrom, 2018) many higher education institutions (HEIs) now experience a similar multilingual environment (Jenkins, 2019). Yet what characterises EMI is that within most EMI classrooms, particularly those in Japan, English is not the first language of most students, and unlike in Anglophone HEI, most EMI instructors are not native or near-native speakers (Macaro, 2018).

2.2.2 EMI – contextual issues

EMI can be distinguished from classes that teach English as a subject, whether English for general purposes (EGP), English for specific purposes (ESP) or English for academic purposes (EAP). Such courses have broadly language learning outcomes (Airey, 2016). In contrast, in EMI classes the learning outcomes are content-based, with any language instruction occurring as a consequence of learning the content subject, e.g. physics, history, engineering, etc. (Pecorari & Malmstrom, 2018). Greater ambiguity exists when distinguishing EMI programmes from various other programmes, like content and language integrated learning (CLIL) and content-based instruction (CBI) (Macaro, 2018). Courses grouped under the CLIL umbrella have an explicit "dual-focus" (Coyle et al., 2013: 1) in which the learning of an academic subject is combined with language learning (Airey, 2016). CLIL classes can also be conducted in "any language that is not the first language of the learner" (Ball, 2010). CBI courses also incorporate explicit English language proficiency aims and tend to be taught by language instructors (Rose, 2020). EMI, in contrast, is taught by both content-specialists, with the emphasises on the teaching of content, with language learning often not a stated educational goal (Curle et al., 2020) and more an inherent or associated result (Brown & Bradford, 2017), one desired and anticipated (Pecorari & Malmstrom, 2018). This apparent '2-for-1' deal appears especially enticing to those enrolling on EMI programmes (Rose et al., 2019; Galloway & Ruegg, 2020). EMI programmes increasingly attract students of varied English proficiency (Sahan, et al., 2021). Many students drawn to EMI programmes require English language support to succeed, ensuring a vital role in EMI for English language departments (Rose, 2019a; Galloway & Rose, 2021). Such trends, which are prevalent in contexts such as Japan, make EMI in practice closer to the use of "English as a medium of instruction for basic and advanced courses to improve students' academic English proficiency" (Taguchi, 2014: 89).

Classroom exigencies make L1 language use when teaching content in EMI classes both relatively common and useful (Curle, et al., 2020) in enhancing the communal 'meaning-making' process. Research suggests the amount of L1 use is contingent on the academic subject and class composition (Smit, 2020). A recent definition of EMI (Dearden and Spain 2021: 5) underlines the pragmatism of non-English classroom language use: "Other languages may be used in a principled and limited way in specific circumstances" to aid and augment EMI classroom interaction, yet instructors should ensure that "at least 70% of class communication takes place in English". A principled and limited L1 use recognises that students commonly use translanguaging strategies to bolster learning, comprehension, and idea-sharing (Fujimoto-Adamson & Adamson, 2018; Shepard & Morrison, 2021), as do teachers themselves, as a pedagogical aid (Aizawa & Rose, 2019; Pun & Thomas, 2020). EMI in practice displays a certain fluidity of language use (Macaro, 2018). The 'E' in EMI should not

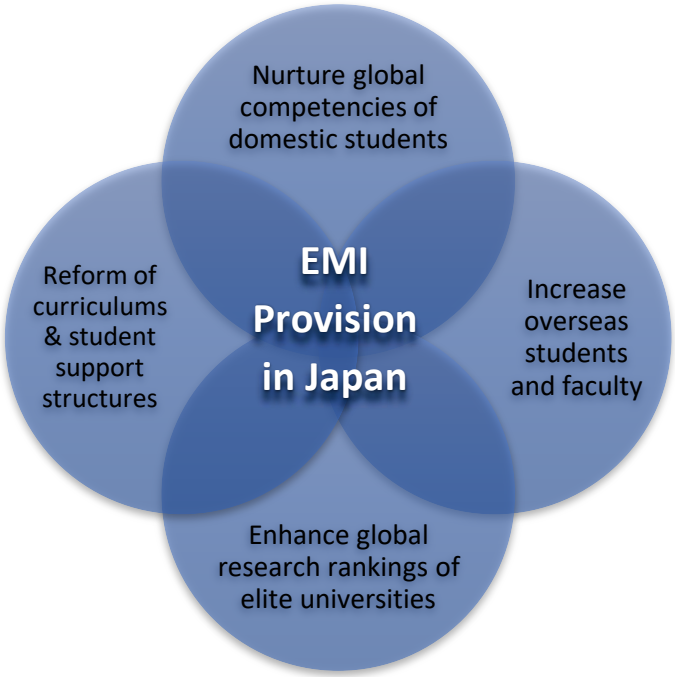
be a pedagogical straitjacket (Sahan & Rose, 2021; Rose, 2021). The translanguaging 'dance' within multilingual EMI classrooms is integral to the meaning-making process

2.2.3 EMI – the Japan context

EMI is a global phenomenon yet has regional peculiarities. However, a common factor in the growth of EMI worldwide is the desire to 'internationalise' higher education (Bradford, 2020; Iino, 2018; Rose & McKinley, 2018). Internationalisation is the "process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004: 14). Internationalisation is fundamentally a strategic response to globalisation, defined here as "the development, concentration, and increasing importance of worldwide integration" (Osterhammel & Peterrson, 2009: 27). Internationalisation is a varied, multifaceted, and context-dependent process, and its implementation often multi-speed and inconsistent (Knight, 2017; Sahan et al., 2021). At the tertiary level in Japan internationalisation (*kokusaika*) was initially perceived as a means of attracting high-calibre non-Japanese teaching staff (Kuramura, 2009) and improving modest global research rankings. Japan has only two institutions in the top 50 QS global university rankings for 2022, the highest ranked 23rd (QS World, n.d.). Boosting university enrolment in a society chronically ageing also weighs on university administers' minds (Yonezawa, 2020). Internationalisation seemed to represent "a lifeline of the university in Japan" (Ninomiya, et al., 2009: 123) (see Figure 1).

EMI is increasingly perceived as the vehicle through which the internationalisation process is achieved (Kirkpatrick, 2011; Chapple, 2015; Bradford & Brown, 2018). The emerging emphasis is the role of EMI in nurturing global *jinzai* (human resources), i.e. a new generation of self-reliant fluent English speakers, ready to thrive in a globalizing world (Hashimoto, 2018a; Rose & McKinley, 2018). This is particularly noteworthy as English proficiency "never cemented itself as societal capital required for Japan's future elites and non-elites" in post-war Japan (Kobayashi, 2018: 82). Business organisations bemoan the insularity of Japanese youth and their poor English proficiency (Dearden, 2015). Japan's estimated English proficiency level ranks only 55th out of 100 countries in the EF English Proficiency Index (EF epi 2020, n.d.), with an estimated 10% of the population being English speakers (Bolton & Bacon-Shone, 2020). The push for internationalisation through education has a nationalistic flavour (Kubota, 2002). As globalisation intensifies, the perceived need for Japanese university graduates to compete, chiefly through gaining what Bourdieu (1977) terms 'linguistic capital', and by doing so raise the profile of Japan and the competitiveness of its economy, is steadily defining Japan's internationalisation policy (Bradford, 2020).

Figure 1: The centrality of EMI to the internationalisation process in Japanese HE



The impetus for EMI in Japan largely stems from "policymakers, HE administrators and university leaders, often in response to government initiatives" (Aizawa & McKinley, 2020: 33). Three such initiatives stand out:

- The Global 30 Project (2009-2014) government funding to launch EMI programmes at thirteen universities; targets for new overseas students and faculty recruited, key to enhancing the research clout and competitiveness of Japanese universities (Ninomiya et al., 2009; Ishikawa, 2011).

- The Go Global Japan Project (2012-2016) aimed to nurture more "global human resources". Funding for 42 universities, split between 11 'Type A' institutions receive Y140-260m to bolster study-abroad programmes and encourage increasing numbers to study overseas, and 31 'Type B' universities to support and promote existing study-abroad programmes. Such practices are likely to fortify English use at Japanese universities generally (Rose & McKinley, 2018) and propel EMI expansion further (Bradford, 2020).

- The Top Global University Project (TGUP) (2014-2023) builds on its predecessors while aiming to bolster the research clout of elite universities. The 37 universities provided with TGUP funding classified as either 'Type A' which are encouraged to be more competitive

> globally by moving up the university research rankings, or 'Type B', whose remit is to internationalise campus and the wider society (MEXT, 2014a).

Such policy projects have certainly incentivised EMI implementation in Japan (Brown, 2014). By 2018 EMI is offered to undergraduates at 42% of Japan's 780 universities, and at the graduate level 36% of institutions offer EMI courses (MEXT, 2020). Such courses often merely supplement well-established Japanese-medium programmes (Ota & Horiuchi, 2018). Only 40 universities offer full EMI undergraduate degrees (MEXT, 2017). By May 2020, only 218,783 international students were enrolled at Japanese universities (MEXT, 2021), the vast majority from fellow Asian countries. While a substantial increase it is still far short of the target of 300,000 by 2020. Increasing numbers of Japanese students are studying overseas – from 36,302 in 2009 to 107,346 students (MEXT, 2021) – yet this figure subsumes all study abroad courses, whether at language institutes or university. That 66% of study abroad students opt for stays of less than a month (MEXT, 2021) indicates that much smaller numbers of Japanese are enrolled at overseas universities.

If EMI appears an "unstoppable train" globally (Macaro, 2015: 7), Japan's EMI train is not a *shinkansen* [bullet train] gliding smoothly across Japan quite yet. If anything, research has illustrated that EMI in Japan is a tram that judders along the tracks, causing giddiness in some passengers, a slight queasiness in others. Policy pronouncements are often revealing of Japan's ambivalence towards English, as a lingua franca both enabling and threatening (Hashimoto, 2018a). As Iino (2018) highlights, certain dissenting voices criticise the current reverence for EMI as a blinkered adulation reminiscent of Japan's hunger for all things Western during the 1860s. Others discern a lurking adherence to native-speakerism within reform plans, with only lip-service paid to both the idea of Global Englishes (Naka, 2018; Hashimoto, 2018b) and the need to effectively communicate with fellow multilingual speakers (Kirkpatrick & Lixun, 2020).

How EMI-related government initiatives are implemented rarely takes place in a vacuum (Galloway et al., 2020). The EMI rollout in Japan is not simply a wholesale Westernization of practices (Rose, 2021), an adaptation to local conditions and needs has characterised its expansion throughout much of Asia (Fenton-Smith et al., 2018). In Japan the EMI rollout has been beset with cultural, administrative, institutional, and linguistics issues (Bradford, 2015, 2016; Aizawa & Rose, 2018; Aizawa & McKinley, 2020). Irie's (2019) account of founding an EMI department at a conservative-minded university is salutary reading, with the proposal seeking the approval of MEXT running to over 1000 pages. There is, however, a sense that Japan is gradually groping towards a workable adaptation of EMI within its own context (Bradford, 2020). The response to government initiatives is often pragmatic (McKinley, 2018), as is the response of instructors tasked with transforming departmental policy into teaching practices (Aizawa & Rose, 2019). What Macaro (2017: 232) labels

the ‘precarious journey’ of EMI adoption involves many actors, as does the school-university transition to EMI programmes. As Pennycock (2010: 6) underlines, “language questions are too important to be left to linguistics or applied linguistics if we cannot grasp their locatedness.” The present study seeks such a ‘locatedness’ in providing a much-needed contextually embedded exploration of the school-university EMI transition.

2.2.4 English language teaching in Japan’s schools

It is mistaken to view the growth of EMI solely within the confines of the academy (Sohamy, 2013; Macaro et al., 2019). The Japanese government provides funding for the small minority of schools running EMI programmes (MEXT, 2018). The Super Global High Schools (SGH) targeting English-medium schools over a five-year policy period, with the 123 schools benefiting from annual subsidies of JPY843 / $7m in 2018, and the Super Science High Schools (SSH) initiative that funds 212 schools, JPY2.22b / $20m in 2019 (MEXT, 2019). Such schools, whose students benefit from a more practical emphasis to English language learning and are therefore, it can be assumed, more predisposed to cope with EMI university programmes, are still, however, only a fraction of the 5000 upper high schools in Japan (MEXT, 2021).

Internationalisation has also reverberated through Japanese education generally. English was made a compulsory subject for 5th and 6th grade primary school students from 2011 (MEXT, 2011). Much of the focus has been on senior high school, however. A 2015 government survey on the English abilities of 70,000 third-year students in 480 upper high schools found that “students have problems” with all four English skills (MEXT, 2015: 5). The ‘English Education Reform Plan Corresponding to Globalisation’ of 2013 aimed at “nurturing English communication skills” through teaching English in English (MEXT, 2013). This pedagogical rethink leans heavily on communicative language teaching (CLT), a learner-focused approach of authentic target language input and meaningful, real-world productive tasks (Pham, 2007). This signals a radical departure from convention of Japanese MoI for high school English language classes (Steele & Zhang, 2016) focused on largely on students’ university entrance exam success (Murphey, 2004). A reliance on teacher-fronted grammar-translation teaching techniques (*yakudoku*) has also contributed to the neglect of practical English skills and instilling the confidence to engage them (Kikuchi & Browne, 2009). Actual policy implementation at the school-level, however, has been far from smooth, unambiguous, or complete (Glasgow, 2018; Thompson, 2020).

Such education reforms do highlight that EMI in Japan is not just a trend confined to the tertiary sector but has wider aims and repercussions (Rose, 2021). Tentative and awkward it may be in the case of Japan, but a reciprocal relationship does exist between movements towards a soft form of EMI

in the secondary sector and tertiary EMI (Macaro, 2018). The extent - and quality - of exposure to English medium school lessons in Japan appears much lower than in other regions where EMI is becoming entrenched, notably European. Students come to EMI university programmes with varying levels of experience and linguistic competence, which may prove important variables shaping the type and degree of challenges faced and their task-based confidence in tackling them.

2.3 EMI 'transition' studies

2.3.1 Gauging language-related challenges

School-university transition research emerged from the 1970s to explore the considerable drop-out rates of L1 university students during their freshman year (McInnis, 2001). Cognitive and linguistic demands confronting university students are markedly higher than those encountered in school (Reason et al., 2006; Chin & Li, 2021). From the 2000s attention turned to the transitional experiences of international students at L1 English-medium HEIs, with such students experiencing academic challenges stemming largely from linguistic deficiencies (Andrade, 2006, 2009; Campbell & Li, 2008).

Researchers have recently begun to explore the transitional challenges experienced by L2 students in EMI programmes. Challenges reported by students are context specific and even institutionally specific, so caution is necessary in treating challenges as uniformly experienced throughout the world (Curle et al., 2020; Kamaşak et al., 2021; Galloway & Rose, 2021). Various recent studies have indicated that general linguistic deficiencies, whether the students' own, their peers, or their instructors, is a core challenge for EMI students (Airey, 2011; Tsuneyoshi, 2005; Wilkinson & Yasuda, 2013). Insufficient proficiency may lead to students falling behind and even dropping out of EMI programmes (Dozi et al., 2013). Among specific language-related EMI challenges, a small but growing body of research points towards academic writing as being the most keenly felt by university students (See Table 1).

Evans and Morrison (2011b) examined students' transitional challenges over a three-year EMI degree at a Hong Kong university. Participants (n = 28) had extremely varied exposure to English-medium school classes. Termly semi-structured interviews (137 in total) were accompanied by data from a 7-point Likert scale 45-item EMI Challenges Scale conducted throughout their undergraduate degree tracking perceptions of difficulty in academic listening, speaking, reading, and writing. Writing skills were the greatest challenge students faced, particularly using an appropriate academic style and

expressing ideas within essays in correct English. Inadequate English vocabulary "seriously impeded their comprehension of lectures and textbooks, and inhibited the communication of ideas in papers and presentations" (Evans & Morrison, 2011b: 206). Generally, the language-related challenges decreased over their university degree. Shepard and Morrison (2021) replicated the study and found writing remained the most challenging academic skill, with appropriate academic style, planning written assignments, and expressing ideas in correct English especially taxing for students.

Table 1: A sample of tertiary-level EMI 'challenges' research

Country	Author(s)	Grade & major	Data sources	Key findings
Japan	**Taguchi & Naguma (2006)**	Undergraduates, (n = 13)	interviews	High school English class pedagogy failed to prepare for demands of EMI at university
	Aizawa & Rose (2020)	Undergraduates, grade 1-4, various majors (n = 103)	interviews, questionnaire, vocabulary test, proficiency scores	Soft EMI exposure influences severity of challenges faced; vocabulary and writing most challenging
Turkey	**Kirkgoz (2009)**	Undergraduates, business, economics, engineering, electrical engineering (n = 220)	interviews, questionnaire	EAP bridge courses insufficient preparation for EMI
	Soruc et al (2021)	Undergraduates, grade 4, international relations, electrical engineering (n = 198)	questionnaire, proficiency scores	English proficiency predicted gravity of challenges
Saudi Arabia	**McMullen (2014)**	Undergraduates (n = 479)	questionnaire	Significant gap between PYP and demands of EMI. PYPs should focus more on nurturing productive skills
Bangl-adesh	**Sultana (2014)**	Undergraduates (*n* = 115)	questionnaire	Public school entrants experienced more linguistic challenges than their peers from private EMI schools
Qatar	**Pessoa et al. (2014)**	80% attended EME high schools (n = 86)	interviews, text analysis	Writing challenging; strategy use in 2nd year reduced gravity of challenges
Italy	**Macaro et al (2019)**	Undergraduates (*n* = 157)	interviews, questionnaire	School-university transition challenges not addressed by teachers/lecturers
Hong Kong	**Evans & Morrison (2011b)**	Undergraduates, Various majors (*n* = 28)	interviews, questionnaire, classes/lectures	Writing skills greatest challenge. Language-related challenges decreased over time
	Morrison & Shepard (2021)	Undergraduates, Various majors, (*n* = 636)	interviews, questionnaire	Writing most challenging
	Pun & Jin (2021)	Undergraduates, science (*n* = 73)	questionnaire	Freshman challenges more severe though "participants overall perceived few challenges in EMI science classrooms, including in spoken and written English, and in content learning" (p.16)

Students' exposure to English as a MoI prior to university is also an important variable. An early EMI study by Taguchi and Naguma (2006) found that Japanese students felt ill-equipped for the language-related challenges of tertiary-level EMI due to inadequate exposure to English-medium instruction during school. Evans and Morrison (2016) probed the degree of challenges faced by EMI freshmen (*n* = 828) in Hong Kong according to their high school MoI. High school MoI was a "crucial determinant" of students coping with EMI university classes. Those who lacked exposure to EMI at high school had lower English proficiency and consequently met linguistic and academic difficulties. An earlier study, also in Hong Kong, revealed that only 1.4% of students from non-English MoI had adequate vocabulary to follow university lectures (Lin & Morrison, 2010). However, another Hong Kong study (Pun & Jin, 2021) found that pre-university EMI exposure was not a significant factor in the school-university transition. This could indicate that the linguistic demands of text-heavy subjects like social science are more demanding than the text-light hard sciences. Although as Macaro (2018) points out, understanding a diagram in an EMI science lecture takes much linguistic knowledge to get to that point. Evans and Morrison (2016) rightly stress the necessity of gauging EMI students' needs upon enrolment. A recent study of business students EMI degree programme found that specialised language support courses focused on students' needs had a significant bearing on successful EMI study (Rose et al., 2019).

Aizawa and Rose (2020) had participants from EMI programmes at a university in Tokyo (n = 103) complete the EMI Challenges Scale developed by Evans and Morrison (2011b), in addition to a vocabulary size test, and semi-structured interviews with twenty participants with differing MoI exposure at school. Data revealed that the school-university transition was somewhat smoother if students had exposure to 'soft-EMI' experiences, i.e. English-Medium English (EME) classes and study abroad (Aizawa & Rose, 2020). Participants with EME school experience also achieved a larger receptive and productive vocabulary size than their peers who had only Japanese-medium English high school classes. Consequently, the Japanese medium experience (JME) students felt language-related challenges more keenly than their EME peers. In terms of academic writing, interviews revealed that slow production speed, poor essay organization skills, insufficient vocabulary knowledge, and incorrect grammar were the key challenges felt. Aizawa & Rose (2020) revealed the cruciality of EMI or 'soft-EMI' exposure prior to embarking on an EMI university degree, although a study of EMI science students in Hong Kong found (Pun and Jin, 2021). This is an important independent variable for future studies.

2.3.2 Addressing gaps in the 'EMI challenges' literature

Aspects of the EMI transitional experience remains neglected. Aizawa and Rose (2020) sample was drawn from a TGUP 'Type B' university with well-established EMI programmes and a firm commitment to academic writing support practices (Edwards & Miyajima, 2004; Takaesu et al., 2010). School leavers must achieve a minimum of IELTS 6.5 or TOEFL iBT 79 to apply to the EMI programme (ICU, n.d.). The current study was conducted at a university outside of the 37 designated by the TGUP as recipients of EMI-related funding, whose newly founded EMI-degree attracts students of wide-ranging English proficiency levels (Irie, 2019). This makes the present study especially pertinent given that existing research indicates those of lower proficiency experience graver language-related challenges (Soruc et al., 2021), and the whiff of elitism discernible in much EMI provision (Macaro cited in Sahan, 2021).

Further, existing studies capture little descriptive richness of the real-time, week-to-week struggles, doubts, adjustments, setbacks, and breakthroughs that may characterise the transition. While such studies usefully probed the language-related challenges over time (e.g. Evans and Morrison, 2011b; Soruc et al., 2021), and offered a comparison of students across year groups (e.g. Aizawa and Rose, 2020), the specific period in which such challenges are most keenly felt, the first semester of a freshman year, remains subsumed within the data, murkier than it ought to be as longitudinal data was not gathered. This study hopes to respond to Macaro and colleagues' (2018: 67) call for more studies which can illuminate this crucial school-university EMI transition. There remains much to learn about students' EMI adjustment journey (Dearden & Macaro, 2016).

2.5 Self-efficacy

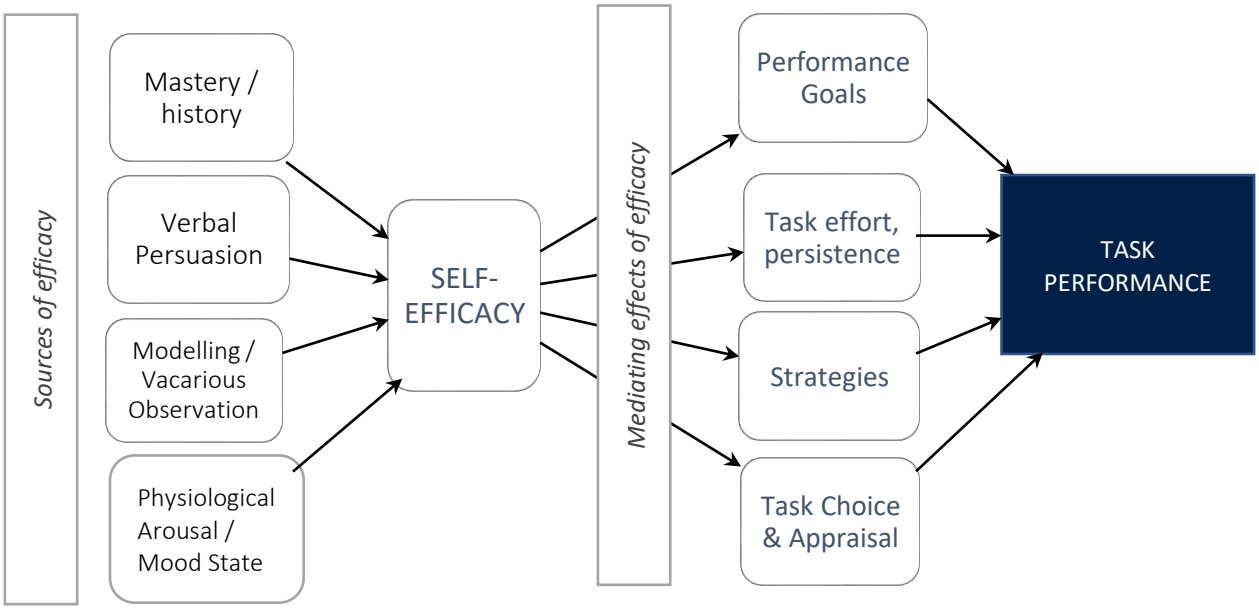
2.5.1 Self-efficacy as task-based confidence

Self-efficacy is a form of task-based confidence referring to an individual's judgements of how well they can accomplish a task based on their assessment of their capabilities. Emerging out of social cognitive theory, self-efficacy research probes beliefs about the ability to "organize and execute the course of action required to produce given attainments" (Bandura, 1997: 3). Self-efficacy is far from a "one-size-fits-all trait" (Bandura, 2019: 13). People are efficacious in different things under different circumstances. Individuals cognitively assess their efficacy through an analysis of the task (what success in the given task entails, and what is needed to achieve success), task familiarity (how prior experiences inform current efficacy beliefs), and personal and situational factors (available effort,

looming deadlines, home environment, outside commitments) (Gist & Mitchell, 1992) (see Figure 2). Self-efficacy beliefs are future-oriented and both changeable and malleable (Bong & Skaalvik, 2003). Bandura (1977, 1986, 1997) views self-efficacy developing through *mastery* experiences (e.g. successfully completing an academic essay), *vicarious* experiences (e.g. watching others), *social persuasion* (e.g. teacher feedback), and *physiological states* (e.g. nervous feelings).

A substantial body of research from educational psychology demonstrates that self-efficacy is strongly related to academic performance (Richardson et al., 2012; Schneider & Preckel, 2017; Stajkovic et al., 2018), and that self-efficacy beliefs mediate the choices, effort, and motivation of students (see Pajares, 1993). Studies also show that the self-efficacy beliefs of foreign language learners are positively related to achievement (Mills et al., 2006, 2007). Numerous studies have found that L1 writing self-efficacy beliefs are related to writing performance (Pajares, 2003; Pajares & Valainte, 2001; Prat-Sala & Redford, 2012), with efficacious L1 writers exhibiting higher motivation, effort, persistence (Pajares, 2003), and less anxiety (Woodrow, 2011). Researchers are starting to probe L2 English writing self-efficacy (e.g. Zhang & Guo, 2012; Teng et al., 2018; Chen & Zhang, 2019; Sun & Wang, 2020; Chae, 2013). Such research reveals that L2 writing self-efficacy predict L2 writing outcomes. A recent meta-analysis of 76 studies relating to L1 and L2 English writing self-efficacy (Sun et al., 2021) indicates the relationship between L2 writing self-efficacy and writing achievement (r = .441) is stronger than that for L1 writers (r = .233).

Figure 2: Self-efficacy's role in task performance (adapted from Berry, 1999)



Self-efficacy seems particularly applicable to exploring the school-university EMI transition, yet EMI researchers are only just beginning to exploit its potential. Thompson's (2018) study of a preparatory EAP course in a bilingual business programme in Japan found students felt less efficacy towards business report writing than tasks related to giving presentations. Thompson et al. (2019) examined the connection between self-efficacy and academic achievement among university students drawn from the same EMI degree scheme (n = 139). Results suggested that self-efficacy is a direct predictor of EMI success, together with L2 English proficiency and performance in the PYP prior to full embarking on EMI courses. A study of EMI in China revealed that students had lower self-efficacy for their ability to achieve a high grade in an EMI course than a Chinese-medium course (Rose et al., 2020). Thompson et al. (2021) found English related self-efficacy revealed a weak positive relationship with academic achievement in a finance course.

2.5.2 Addressing gaps in the EMI self-efficacy literature

The initial PYP of EMI degrees have garnered much interest from researchers examining transitional challenges but very little attention from those interested in students' self-efficacy. Self-efficacy, like other self-beliefs, can fluctuate. The current study seeks to illuminate the L2 writing self-efficacy beliefs of students facing the severe headwinds of a first semester at transition from school to university. This makes charting self-efficacy across time analytically worthwhile (Dornyei, 2000). Self-efficacy is also malleable. Students' self-efficacy in EMI courses remains a fledgling research field, and explorations of EMI writing self-efficacy are either unexplored or subsumed in more general findings.

EAP and ESP courses feature commonly in EMI preparatory programmes with the aim of helping students acquire "enough English, and the right English, to succeed in learning their subjects through the medium of English" (Hyland & Hamp-Lyons, 2002: 2). Some self-efficacy studies (e.g. Graham, 2011; Thompson, 2018) suggest a role for academic self-efficacy building alongside conventional skill acquisition. One study indicated that teaching L2 learning strategies had the largest influence in students' listening self-efficacy (Graham & Macaro, 2009). The present study offers the potential of further informing how such 'bridging' courses can be improved by pinpoint areas of student difficulty and teaching interventions to teach students targeted strategy training to overcome them. Incorporating such 'self-efficacy development' initiatives into preparatory EMI programmes inject much-needed specificity into EAP courses that risk being too generic for the needs of EMI students. A purely skills-based EAP bridge may only get students so far along to full EMI study unless it caters to – and equips them for – their specific disciplinary needs.

Further, what studies exist are prone to hide the students behind the statistics in a data-driven attempt to isolate and measure discrete variables within individuals. The psychological turn within applied linguistics has been flexible and creative enough to supplement psychology's rather desiccated quantitative approach with qualitative methods aiming at a view of learning as non-linear, contextually varied, and humanised (Mercer & Ryan, 2016). The present study strives for 'thick data' on EMI students' self-efficacy related to academic writing, in a manner that can contextualise and humanise the adjustments and coping strategies of the school-university transition.

2.6 L2 writing

2.6.1 Academic writing

Writing is an unavoidable aspect of university study. A study of 35 faculties across 12 universities revealed that virtually every undergraduate course required a written assignment, a written exam, or both (Graves & Hyland, 2017). This makes academic writing skills crucial for students to develop. Writing academically, due to its specificity, is no easy task. As Hyland (2015a: 57) points out, academic writing is "no one's first language". Yet L2 writers entering university may feel the demands of academic writing especially keenly due to its specific linguistic demands and tacit academic conventions (Hyland, 2008). Johns (1997) identified objectivity, explicitness, intertextuality, emotional neutrality, audience awareness, and hedging as among certain features of 'general expository academic prose' that distinguish the academic essay and represent a core of the academic literary required of university students. Among the many prominent features of L2 writing, L2 writers' compositions are more likely to leave arguments unsupported, rely on personal opinions more than substantive information or evidence, neglect counter-arguments, omit thesis statements, and write prose that is vague, circuitous, repetitive, and less detailed (Hinkel, 2011).

Writing is a *socio-cognitive* process. In the construction of L2 written text two languages are at work at the same time (Woodall, 2002). It is also vital to appreciate that developing L2 writing skills often occurs simultaneously with L2 language acquisition (Ferris, 2009; Matsuda, 2012). This cognitive complexity makes writing in a L2 a laborious process, with linguistic concerns weighing heavily (Manchón et al., 2009). L2 Research shows that text generation takes up 50% of composition time for L1 writers, whereas for L2 writers this increases to 80% (Manchón, 2013). Text produced by L2 college writers has distinct features from those produced by L1 writers (Hinkel, 2002; Hyland, 2016). Silva's (1993: 669) meta-analysis revealed that L2 writing is "strategically, rhetorically, and linguistically different in important ways from L1 writing". Such differences can often result in L2 written tasks to be judged harshly by academic graders (Hamp-Lyons, 1991). Hinkel (2011:535) summarising the research into L2 written text states that "shortfalls of writers' language proficiencies

and restricted linguistic repertoire…significantly undermine L2 writers' ability to produce high-quality text" with L2 writers requiring "intensive and extensive instruction in practically all aspects of constructing discourse and reasonably fluent and accurate text".

2.6.2 The influence of L1 writing on L2 academic writing

Contrastive rhetoric (Kaplan, 1966) has suggested a fundamental difference in the organisation of written texts across cultures. The 'reader-responsibility' typical of Japanese essays (Kubota, 1997) contrasts to the 'direct' and 'deductive' English essay style, which is thesis-driven and evidence-based (Noor, 2001). This is a likely explanation as to why Japanese writers reproduce in their L2 compositions many of the rhetorical features of L1 writing - an 'indirect' and 'inductive' pattern, a non-linear logic, with the reader responsible for discerning the writer's views (Noor, 2001). This argument has gained traction, though it rests on over-generalisations and simple dichotomies (Kubota, 2010; McKinley, 2013) which the more nuanced notion of intercultural rhetoric seeks to remedy (Connor, 2011). Studies by Kobayashi and Rinnert, (2002, 2004, 2008) indicate that certain features of L1 Japanese and L2 English composition are shared, and a degree of transferability between L1 and L2 composition strategies is possible. Another prevalent explanation offered is the supposed inability to write critically, stemming from Japan's collectivist culture that emphasises deference (Atkinson, 1997). This argument relies too often on easy cultural stereotyping (McKinley, 2013). A more subtle view would recognise that critical writing, a key goal of Western pedagogy, tends to be understood as simply disagreeing in Eastern cultures, as students have not been raised to value the "rhetoricity of being critical" (Turner, 2011: 185). Developing a critical stance in L2 English essays is not insurmountable (Kubota, 1999; Casanave, 2002). Students do bring certain rhetorical understandings to their L2 written work; students at transition to EMI degrees are not blank slates. Pre-existing rhetorical understanding may influence rather than determine the perceived difficulty of writing L2 academic essays and task-based confidence in producing them.

2.6.3 Writing at Japanese schools

Writing has traditionally been a neglected skill in Japan's English language curriculum (Yasuda, 2014). With senior high school curricula geared towards the demands of the high-stakes university entrance exams, writing loses out to the reading and listening skills essential to exam success (Sasaki, 2016). A study by Kobayashi (2002) revealed that of the major EFL textbooks use in Japanese high schools, translation tasks (41.4%) and controlled writing (33.2%) far outweighed activities geared towards free composition (13.1%). Students have limited exposure to writing multiple paragraph compositions (Kobayashi & Rinnert, 2002) and very little instruction in it (Sasaki and Hirose, 1996; Casanave, 2002; Hirose, 2005). The 'writing-to-learn' approach (Manchón, 2011) prevalent in

Japanese high school may aid students' passage through university entrance exams but hinders their transition once at university when greater academic literacy is expected (Kobayashi, 2002). It is hardly surprising that 72% of high school students from six universities across Japan (n = 481) felt unprepared for university written tasks (Yasuda, 2014). Japanese students unversed in the specificity and intricacies of English academic writing tend to fall back on the grammar-translation method when composing L2 text, or rely on a conversational idiom (Hirose, 2005). They also tend to adopt strategies they used to answer short written entrance exam questions (Casanave, 2003) or copy verbatim from authentic sources (Casanave, 2002).

2.6.4 Undergraduate writing: towards disciplinary literacy

Writing, especially at the university-level, is also a *socio-cultural* practice. Students must adjust to a new academic culture during the transition from school to EMI university. Universities demand academic literacy of their students. Yet students must also ensure their written assignments conform to community-specific organisational, rhetorical, and linguistic preferences (Hyland, 2012). The academic essay is one of many genres (Nesi & Gardner, 2012) i.e. "socially situated attempts to communicate with readers" within a particular community or academic discipline (Hyland, 2008: 543). A key part of the adjustment journey facing new undergraduate students is learning to craft writing into community-specific genres. Hyland (2006) sees academic subjects on a continuum, with science genres (high-structured, objective, empirical) at the 'hard' end, and the humanities more fluid and interpretative genre at the 'soft' end. The social science genre, the EMI major of participants in the present study, strives to balance empiricism and interpretation, but relies heavily on synthesis and analysis. Criticism of genre-based teaching approach, that it demands an ideological-loaded conformity and encourages a passivity and deference towards academia (e.g. Canagarajah, 2002) implies students are cowering victims rather than grade-focused and instrumental in their approach to learning. As Hyland (2008: 550) stresses, "the realities of variation" between academic disciplines do matter. It is possible that new students transitioning to EMI university programmes may perceive difficulties and a low sense of self-efficacy in meeting discipline-specific genre requirements in essays.

2.7 Conclusion

Research indicates that EMI students must overcome certain academic challenges and develop self-efficacy to help in coping with the demands of full EMI study. However, in establishing the precise transition challenges EMI students face and the self-efficacy perceived, existing studies are prone to hide students behind the data. The present study strives for a thick description of the lived reality that

can be *applied* to EMI 'on the ground', enriching understanding of pedagogy issues and support services. More dialogue is needed about EMI challenges in the quest for improved EMI provision (Briggs et al., 2018). This study seeks to inform this much-needed conversation, in a manner which addresses the discernible gap between the intellectualised research community and actual ELT practitioners (Rose & McKinley, 2017; McKinley, 2019; Rose, 2019b). The focus of the current study targets a key juncture between teaching and research, the school-university EMI transition, and strives for a form of what applied linguistics ought to be, a 'practical language studies' (Krashen, 2015: 455).

3 Methodology

3.1 Introduction

This chapter outlines the research design and methodological approach adopted to examine the research questions provided in Chapter 1. The present study will use a mixed methods design to tap the writing challenges and self-efficacy of students in transition from school to EMI university study. An outline and justification of the key methods used is provided. This is followed by a description of the specific processes of data collection and analysis. An outline of the participants and setting provides important context. Ethical issues are then clarified.

3.2 Research approach

The following research questions (RQ) related to language-related writing challenges and writing self-efficacy will be addressed:

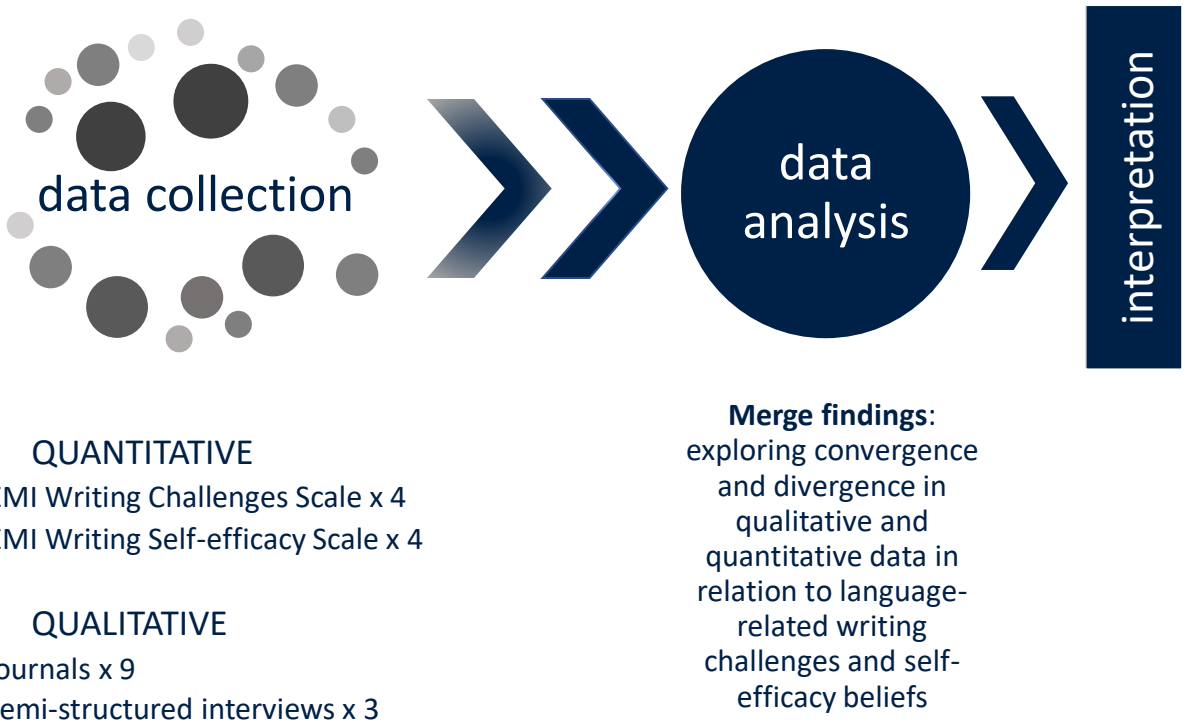
RQ.1 What perceived challenges do students have with their writing during transition to university EMI?
RQ.2 To what extent do writing challenges change over one semester?
RQ.3 What self-efficacy beliefs do students have about their writing during transition to university EMI?
RQ.4 To what extent does writing self-efficacy change over one semester?
RQ.5 To what extent does language proficiency and self-efficacy predict academic writing challenges?

The current study will adopt a mixed-methods research (MMR) approach to exploring the school-EMI transition experiences of PYP students in two intact EAP classes. MMR is "research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches in a single study" (Tashakkori & Creswell, 2007: 4). MMR offers a means of obtaining "different but complementary data" (Morse, 1991: 122). This complementariness can "yield deeper, broader, and more insightful and worthy insights" (Greene, 2015: 614), and thereby strengthening the credibility of findings. Crucially, MMR is particularly suited to multi-faceted research (Creswell, 2021).

The present study follows a concurrent design in which data collection from quantitative (questionnaires) and qualitative sources (journal and interviews) is gathered simultaneously and analysed in parallel to probe each research question deeply (see Figure 3). Findings will be merged and any convergence or divergence in the quantitative and qualitative strands will be discussed. Attrition and lowering response rates can often blight longitudinal studies (Seals, 2017; Coxhead,

2017), yet researching one's own students longitudinally largely avoids this, enhancing the current study's internal validity. The present study takes a pragmatic approach to conducting MMR (Hashemi, 2019), and strives for the naturalism, practicality, and analytical potential characteristic of much writing research (Hyland, 2015b). Participants' voices, beliefs, and experiences contribute to deepening understanding and informing future EMI pedagogy and institutional support. The present study is not simply "research *on* people" but "by, *with* and *for"* them (Nind, 2017: 278-279).

Figure 3: Research study procedure



3.3 Data collection instruments

Four modes of data collection were used: a short background questionnaire (Appendix 1), a 23-item 'EMI Writing Challenges Scale (Appendix 2), a 23-item 'EMI Writing Self-Efficacy Scale, nine journal entries (Appendix 3) from all 40 participants, and three semi-structured interviews (n = 9) (Appendix 4). This array of instruments gives reliability through triangulation of data, and internal validity, in allowing a thorough analysis of data collected over one university semester. Such longitudinal data collection can illuminate the direction and degree of changes (Phakiti, 2017), a useful means of deepening understanding of the school-EMI transition.

3.3.1 A short background questionnaire

A short background questionnaire was administered in Week 1 to gather key aspects of participants' background. Questions related to participants' educational background (e.g. the amount of EMI school exposure) and certain 'soft' EMI experiences (e.g. study abroad experiences). Important information was also gathered (e.g. language proficiency) to serve as independent variables for subsequent analysis. The background questionnaire was adopted from Aizawa and Rose (2020), a similar Japan-focused 'Challenges' study.

3.3.2 A 23-item EMI Writing Challenges Scale

This study extended one section of a 45-item academic 'Challenges' scale designed by Evans and Morrison (2011a, 2011b) in their study of the language-related challenges experienced by EMI undergraduates in Hong Kong. Adopting the 15-item writing section from this larger questionnaire is suitable as i) the instrument was specifically designed for an EMI tertiary setting, ii) the current study seeks to compare and deepen understanding of academic writing challenges to seminal studies that all used this questionnaire (e.g. Evans & Morrison, 2011b; Aizawa & Rose, 2020; Shepard and Morrison, 2021), and iii) it has been stressed-tested to sufficient extent through exploratory and confirmatory factor analyses to minimise issues of reliability and validity (see Aizawa et al., 2020). The existing 15-item scale was expanded to 23 items to better reflect the specificity of academic writing in the specific social science setting of the current study. Expert opinion was gathered from 10 EAP and content faculty members on the appropriateness of the additional items.

Participants were asked to indicate the degree of difficulty (i.e., 'challenge') in mastering different aspects of academic writing by choosing a numbered Likert-scale response. The present study follows Evans and Morrison (2011b) and Shepard and Morrison (2021) in opting for a seven-point Likert scale ranging from 1 (very difficult) to 7 (very easy). Seven-point Likert scales are considered suitable for unsupervised questionnaire completion, distributed electronically, with the wider seven-point gamut "more likely to reflect a respondent's true subjective evaluation of a usability questionnaire item than a 5-point scale" (Finstad, 2010: 108). An identical questionnaire was administered at evenly spaced intervals through the semester: Weeks 2, 6, 9, 13, reflecting crucial periods which explicitly target the research questions.

3.3.4 A 23-item EMI Writing Self-efficacy Scale

A self-efficacy questionnaire was also administered at four crucial time points through the semester (Weeks 3, 7, 10, 14). No single self-efficacy scale has achieved widespread use, in or outside of EMI

research. Invariably, measurements of self-efficacy are tailored to the specific context and research aims (Sun et al., 2021). As Bong (2006: 301) points out, "published scales are not of much help when they do not match the tasks or domains of interest". The present study adopts a self-designed scale, developed fully cognizant of the ambiguities of the construct (Tschannen-Moran & Woolfolk Hoy, 2001) and the complexities of its measurement (Bong, 2006).

When gauging the self-efficacy beliefs, the degree of specificity matters (Bandura, 1986; Bong, 2006; Mills, 2014). Adopting too general a measure risks "decontextualize" self-efficacy transforming it "into a generalized personality trait rather than a context-specific judgment" (Pajares, 1996: 547). Conversely, too specific a measure offers little predictive power beyond the specific context, thereby reducing the transferability of data. Pajares' (1996: 564) recommends that self-efficacy be assessed "as specifically as is relevant and useful". Therefore, the 23 items chosen for the 'challenges' scale were incorporated into the self-efficacy scale, in offering an appropriate level of specificity in task and domain (Bandura, 1997) (see Appendix x). Expert opinion was gathered from the 10 EAP and content faculty members on the appropriateness of the 23 items.

The present study adopts a 0-100 response scale as a more analytically fertile means of measuring students' writing self-efficacy beliefs. Pajares, Hartley, and Valiante (2001) found that 0-100 response scales were psychometrically stronger in mirroring the 0-100% task grading norms encountered. A 0-100 response scale also offers necessary graduations of perceived difficulty to prevent ceiling effects (Bandura, 2006), greater distribution over a range of possibilities than using a five-point Likert scale measure (Pajares et al., 2001), and more able to illuminate fine-grain distinctions between and within respondents' self-efficacy beliefs over time, a core focus of the current study. Any self-designed questionnaire must possess sufficient rigour and robustness to ensure accuracy in measurement (Curle & Derakhshan, 2022). Self-efficacy scales generally often lack sufficient validation (Mitchell et al., 2021). The internal reliability of the scale was evaluated using Cronbach's alpha coefficient procedure.

3.3.5 Semi-structured interviews

Interviews are especially useful to studies that aim to gauge people's experiences, perceptions, and beliefs (Braun & Clarke, 2013). Participants in the semi-structured interviews (n = 9) represented approximately 22.5% of the survey sample. The selection of interview participants was 'information-oriented' (Brinkmann, 2013), i.e. guided by the desire to capture the school-university EMI transition experiences of students of differing proficiency levels (see Table 2). Final selection of interview subjects was based on proficiency level, timely responses, and availability. The interviews were conducted via Microsoft *Teams*. The planning stage of the interview process involved question

development and call for participants. Interview questions were adopted from Aizawa and Rose (2020) to i) enable comparisons, ii) ensure comparisons could occur between interviewees by asking the same core (research question focused) pre-prepared questions of each participant. Like Aizawa and Rose (2020), questions were also asked concerning interviewees pre-EMI university experience (e.g., can you tell me how you studied English in high school?), and prepared probes were used to better encourage participants to overcome any inhibitions and respond to questions freely. The researcher-interviewer strived to avoid conducting the interviews as a mere "data 'extraction'" device (Phipps, 2013: 19). Aware of inherent power imbalances during data collection, and the fuzzy separation between instructor and researcher (Galloway, 2017), an attitude of "non-judgmental *interest*" (Braun & Clarke, 2013: 96) was maintained.

L1 Japanese interviews were considered in pursuit of potentially richer data as interviewees of intermediate L2 English may struggle to articulate their views and perceptions. However, the limited resources available in hiring L1 Japanese interviewers and translators, and the additional time involved in translating and reviewing transcripts (Thompson & Dooley, 2019) prior to coding, meant L2 English interviews were conducted. All interviews were transcribed verbatim.

3.3.6 Journals

A journal is a data collection instrument in which learners' regularly record and reflect on everyday experiences and thoughts across time (Bolger, Davis, & Rafaeli, 2003). In providing a "highly contextualised and individualised account of the research construct" (Rose, 2019c: 349), journals are particularly suitable to tapping into school-EMI transition experiences, with little interference by the researcher. Yet such 'insider' accounts (Dörnyei, 2007) remain underexploited in applied linguistics research (Rose et al., 2020), especially in EMI studies. The present study asked participants to complete nine 'solicited' L2 English journal entries over the semester. L1 journal entries may have proven analytically richer, yet would be devoid of pedagogical value, and posed severe translation and coding issues (Thompson & Dooley, 2019).

Each L2 English journal entry was 200-300 words and focused on an aspect of academic writing challenges and/or self-efficacy beliefs, with a clearly worded protocol to reduce time involved in entry completion and minimise the risk of non-completion and wrong entries (Rose, 2019c). This structured approach underlined the purpose of writing each entry - so participants would not think it was merely a freely-written *diary* and allowed for a closer targeting of the research questions (Hyers, 2018). All journals were submitted electronically via the university's LMS, to increase the convenience to participants and the ease and speed of eventual coding. The LMS was chosen for its familiarity to students.

The journal entries were a mixture of 'interval contingent' - in charting perceptions and beliefs over the semester - and 'event contingent', in capturing feelings, thoughts, and experiences of a particular event (e.g., a graded written task) as close as possible to it (Rose, 2019c). Combining designs in this way helps "markedly strengthen a study design" (Bolger et al., 2003: 591). Completion of journal entries were incentivised by i) stressing their pedagogical value (regular writing practice, and the benefits of reflecting on academic experiences), and ii) and awarding course credit for journal completion regardless of their linguistic quality or content. A contributing factor in greater data reliability is comprehensive journal training and/or clear instructions regarding the length, topic/theme, and style/tone of journal entries (Rose, 2019c). In week one of the semester a 90-minute class was devoted to journal writing practice. A model journal was shown to students to help them judge the genre requirements (Rose, 2019c). Following Rose (2019c), the model journal topic was unrelated to prevent participants from thinking it was the 'perfect' journal template to reproduce repeatedly. Their twice-a-week EAP class meant journal topics/themes remained fresh in participants' minds, boosting data reliability. To reduce recall bias further, students were reminded when a journal deadline was approaching.

3.4.1 Piloting

Piloting is an essential element in the "methodological journey" (Rose & McKinley, 2017: 5) but one all too often glossed over (Curle & Derakhshan, 2022). In academic year 2020-21 a pilot study was conducted with one class of undergraduate first-year EMI students (n = 20). Participants trialed both questionnaire types. Students found the online delivery method convenient, glitch-free, and unobtrusive. Participants gave valuable feedback on question wording, and the timing and format of each questionnaire. Completion time (around 10-12 minutes) was considered acceptable, being far below Dörnyei and Taguchi's (2010) 30-minute guideline. With both questionnaires scales based around the same 23 items, students felt the delivery and format of each questionnaire type had to be sufficiently distinct to avoid possible confusion between them. Therefore, in the actual research, the 'challenges' questionnaire was distributed through *Google Forms* and the self-efficacy questionnaire via *Qualtrics*, giving each a distinct delivery method, timing, and aesthetic presentation.

Three students agreed to pilot the interview process via *Microsoft Teams*, of proficiency levels mirroring those selected for the real study, allowing interview procedures and probing techniques to be practiced. Interviews took between 18-20 minutes, and no technical or audibility issues were experienced. Students submitted a 300-word journal on the academic 'challenges' experience in their EMI 'transition' year, delivered and submitted electronically through the university Learning Management System. Participants felt the delivery, instructions, length, and submission process was

appropriate. Students felt the pedagogical and course credit benefits of journal completion should be emphasised. Helpfully, participants mentioned the specific timing of journal entries should not interfere with writing graded tasks but be close enough to sufficiently capture the experience (Hyers, 2018). With journal writing at risk of recall bias (Carson & Longhini, 2002), this finding was made integral to the data collection procedures.

3.5.1 Sample and setting

Participants were gathered through convenience sampling. Intact classes may not be truly representative of the wider population (Miyahara, 2019). However, the current study strives for transferability, i.e., whether the specific context studied may apply to similar contexts (Schreier, 2018). The sample (n = 40) comprised two intact first-year EMI undergraduate EAP classes in Japan, representing approximately 20% of the 200 freshmen within the department (see Table 2). Participants were 18-19 years old, with 57% female (23) and 43% male (17). All participants were L1 Japanese speakers who had had six years of L2 English language tuition at L1 Japanese schools in Japan. The sample size is over Hatch and Lazaraton's (1994) recommendation for a sample size of at least 30 for inferential statistical analysis to be meaningful.

Table 2. Participant demographics (n = 40)

Variable	**Group**	**n**	**Ratio**
Gender	Female	23	57%
	Male	17	43%
Age	18	18	45%
	19	22	55%
Field of study	Social Science	40	100%
Year of study	1st year undergraduate	40	100%
L1 Background	Japanese	40	100%
English proficiency level (based on CASEC score)	A2	4	10%
	B1	21	52.5%
	B2	15	37.5%

All first-year students sit the CASEC (Computerized Assessment System for English Communication) test prior to enrolment. Figure 2 shows participants' CASEC scores converted to CEFR equivalents score (CASEC, 2021). Participants ranged from CEFR A2 to CEFR B2. Most participants had a CEFR level of B1 (n = 21) and B2 (n = 15). Students' PYP curriculum comprises various EAP courses covering the four core skills of reading, writing, listening, and speaking. All freshmen take two academic writing classes per week. Participants from two intact classes form the sample used in the current study. Post-PYP, second-year students take CLIL 'bridge' courses in semester 1, and required full EMI courses in economics, management, law, and sociology in semester 2. Third-year students attend a university overseas for 6-12 months. Final-year students take additional full EMI content courses.

Table 3. Interviewee demographics (n = 9)

Variable	Group	n	Ratio
Gender	Female	6	66.6%
	Male	3	33.3%
Age	18	5	55%
	19	4	45%
English proficiency level (based on CASEC score)	A2	1	10%
	B1	4	45%
	B2	4	45%

3.6 Data Analysis

All statistics deriving from the questionnaire were generated and analysed using IBM SPSS 28. Qualitative data from the semi-structured interviews were first transcribed by the researcher, and then, like the journal qualitative data, coded using NVivo 12 Pro. The internal reliability of both the Challenges and Self-efficacy questionnaires were tested using Cronbach's alpha. Data set normality was evaluated through numerical formal tests (i.e., Shapiro-Wilks test), together with checking the normal distribution curve and skewness value. Each research question was analysed statistically.

3.6.1 Quantitative data analysis

This study measures perceived academic writing 'challenges' over four time points using a 23-item EMI Writing Challenges Scale (see p.22). Descriptive statistics were produced – both composite mean

score for the perceived ease of academic writing overall and mean scores for each writing skill (e.g., using paraphrasing and summarising, writing the reference list, etc.). This data is analysed in terms of what perceived ease of academic writing overall and perceived ease of each skill (Research question 1). A repeated-measures ANOVA (i.e., analysis of variance) will be conducted to gauge the trends in perceived writing challenges over one semester (Research question 2). A repeated-measures ANOVA analyses the same group of participants more than once using the same construct, comparing the overall mean 'Challenge' scores at each of the four timepoints.

Data on writing self-efficacy was collected over four time points across one semester using the 23-item 'Writing self-efficacy' scale (see p.23). Descriptive statistics were produced, both a composite 'mean of means' score and self-efficacy beliefs about each of the 23 writing skills. Data is analysed in terms of the strength and nature of students' writing self-efficacy beliefs over the semester (Research question 3). A repeated-measures ANOVA analysis will also be conducted to explore the trends in writing self-efficacy beliefs over one semester (Research question 4).

A multiple linear regression was chosen to predict the influence of L2 English language proficiency and self-efficacy (independent variables) on writing challenges (the dependent variable) (Research question 5). Multiple linear regression analysis also measures how much of the variation in the dependent variable is explained by the independent variables, thereby offering a means of predicting writing challenges. The Challenges data collected at Time 4 was used in the regression analysis. This was chosen as students had a clearer idea of the nature and demands of academic writing towards at the end of their first semester than at the beginning. The self-efficacy variable uses data from a general measure of self-efficacy included in the 'Writing self-efficacy' scale. Students were asked "How confident (0-100%) are you that you could achieve an A grade if an academic course was conducted entirely in English?". CASEC scores served as the proficiency variable.

3.6.2 Qualitative data analysis

Coding was grounded in the qualitative data and emergent (Polio & Friedman, 2017). A *qualitative content analysis* was conducted on journal and interview data, an appropriate approach given its emphasis on "context-sensitive interpretation of data" (Selvi, 2019: 443). Conscious that the current study was building on previous studies of the school-university EMI transition, and the need to strive for applicability of evidence across contexts, following Aizawa et al. (2020), the present study's coding process was abductive. Initial deductive coding was conducted via categories from existing research and the research questions (i.e., perceived writing challenges, influence of EMI/JMI school experience, discussion of the influence of L2 writing experience at school, language proficiency as predictor of degree of challenges and level of self-efficacy). Themes then emerged inductively from

codes generated. As the coding process evolved, codes were subject to revision (Miles, Huberman, & Saldana, 2019).

3.7 Ethical considerations

The study's instruments and procedures were granted ethical clearance by the University of Oxford Central University Ethics Committee (CUREC). Written consent was requested from all participants prior to the research starting (Appendix x), with participants reassured that their anonymity and confidentiality was guaranteed, and that the data would be used by the researcher and supervisor solely for research purposes. Participants were informed explicitly that they could withdraw from the research project at any time. Participants were fully anonymized. Effort was made to separate teaching from research activities. The researcher was sensitive to the 'micro-ethics' (De Costa, 2016) of own classroom research, and building a trusting relationship between teacher/researcher and students/participants.

4 Results

This chapter outlines the quantitative and qualitative findings from all data collection instruments (i.e. questionnaires, interviews, and journals). The chapter is organised sequentially by research question, from Research Question 1 to Research Question 5. Findings are presented and interpreted.

4.1 Research question 1: What perceived challenges do students have with their writing during transition to university EMI?

The study adopted part of the 45-item 'Challenges Scale' devised by Evans & Morrison (2011b) to explore the perceived difficulty of academic reading, writing, listening, and speaking skills. This larger scale has been validated using exploratory and confirmatory factor analysis (see Aizawa et al., 2020). The present study extended the range of 15 writing items included in the scale by 7 additional items to provide a fuller exploration of a total of 23 writing challenges over one freshman semester. Table 4 shows the EMI Writing Challenges Scale used in the current study had high reliabilities measured via Cronbach's Alpha at all four timepoints, with an overall average value of α = .96. This indicates that all Scale items can serve as an internally consistent measure of participants' views on language-related writing challenges.

Table 4. EMI Writing Challenges Scale reliability (Cronbach's Alpha)

	Time 1	Time 2	Time 3	Time 4	Overall
EMI Writing Challenges Scale	.97	.94	.95	.97	.96

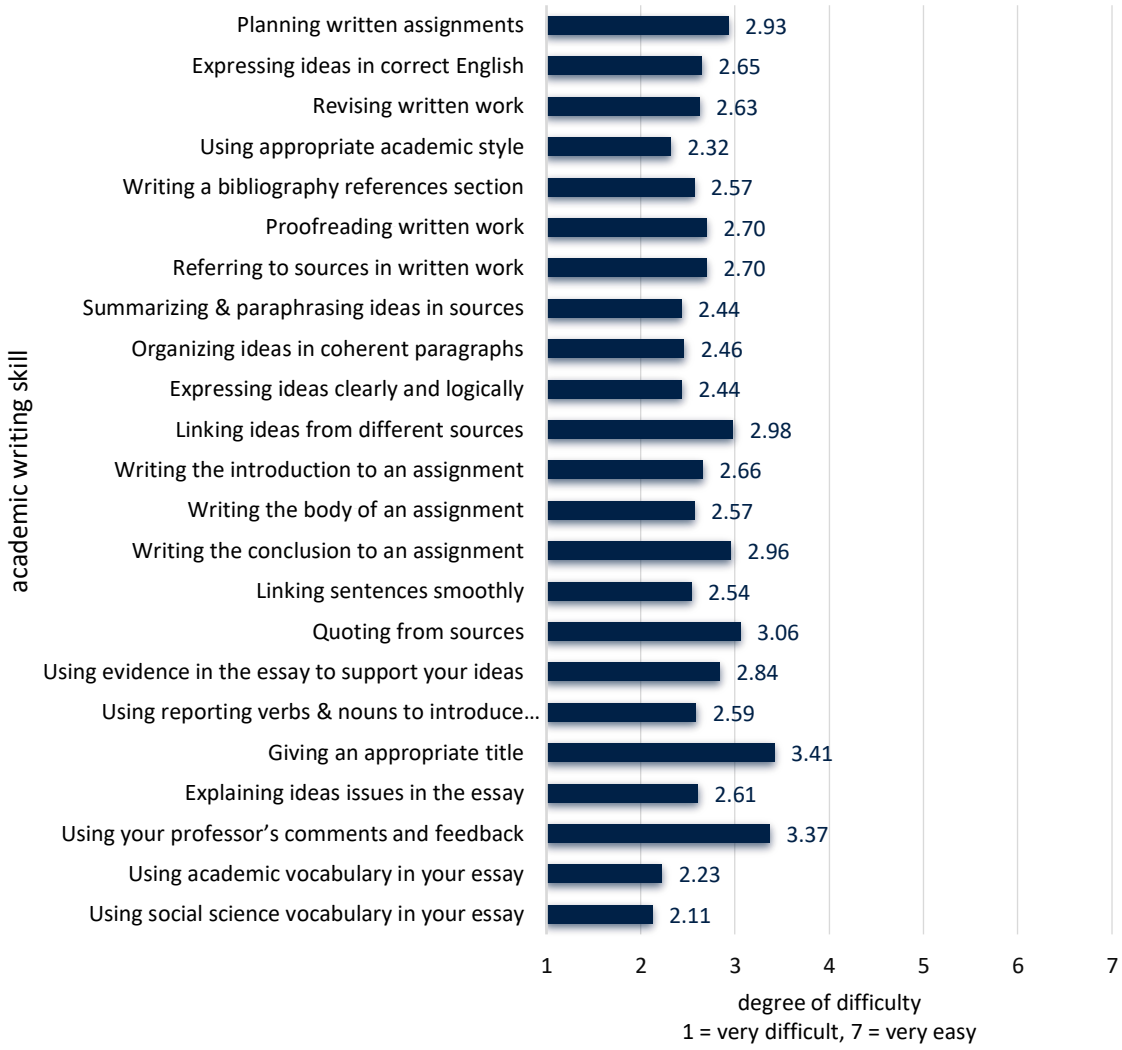
4.1.1 Perceived ease of academic writing: item variation

The 23-item EMI Writing Challenges Scale was conducted over four time points during participants' first EMI university semester. The lower the score on the 7-point Likert scale, the more language-related difficulty was experienced (i.e. more of a 'challenge'); conversely the higher the score, the more ease (i.e. less of a 'challenge') was felt by students with aspects of academic writing. As Table 5 shows, the low mean scores at each time point reveal that academic writing was a demanding and persistent issue for EMI freshmen participants. Overall, the aggregate 'mean of means' indicates that students experienced a high level of language-related challenges over their first EMI semester (M = 2.68, *SD* = .737).

Table 5. Descriptive statistics of EMI Writing Challenges Scale, Time 1-4 (n = 40)

Variable	n	Mean	SD	Median	Min	Max	Range	Skew	Kurtosis
EMI Writing Challenges Scale Time 1	40	2.37	.937	2.22	1.00	5.09	2.17	1.12	1.234
EMI Writing Challenges Scale Time 2	40	2.81	.821	2.59	1.43	4.65	3.22	.26	-.861
EMI Writing Challenges Scale Time 3	40	2.65	.775	2.52	1.00	5.04	4.04	.60	1.171
EMI Writing Challenges Scale Time 4	40	2.88	1.03	2.89	1.00	5.78	4.78	.42	.393

Figure 4. Perceived ease of academic writing 'challenges'



Differences in the degree of difficulty of certain aspects of academic writing was notable when individual items were analysed (see Figure 4, p. 38). The difficulty of gaining and using academic vocabulary (M = 2.23, *SD* = 1.039) and specialist social science vocabulary (M = 2.11, *SD* = 1.047) was the most challenging aspect of academic writing, as was using appropriate academic style (M = 2.19, *SD* = 1.014). The difficulty of writing an appropriate title was consistently the aspect of academic writing students struggled with the least, although it was not considered 'easy' (M = 3.51, *SD* = 1.365). Students also found using professor's comments/feedback to improve their essay a less difficult challenge (M = 3.36, *SD* = 1.325), although once again, this rating hovered just beyond the 'somewhat difficult' point. Broadly, the data reveals degrees of difficulty rather than levels of ease surrounding perceived writing challenges.

4.1.2 Adjusting to new pedagogical approaches at university

Findings from the interviews and journals help delineate students' adjustment to the demands of EMI study, thereby supplementing the quantitative findings. Interview and journal data were analysed to probe participants' perceptions and experiences of academic writing during their first university semester. Key themes are outlined in Table 5 with a count of how many students referred to each theme. Following Selvi (2020), this technique establishes the pervasiveness of themes in qualitative data, then complemented and clarified through relevant excerpts. Excerpts include CEFR proficiency level and other important variables (e.g. mean scores, self-efficacy rating) when appropriate.

Overall, data revealed that all the nine students interviewed struggled with the initial adjustment to an EMI environment. A common theme in Interview 1 was the change in pedagogical focus and style: "In high school, most of teachers told us how to write assignments and useful words, but in college, university professors only tell us the topic" (Student 8, B2, 'challenges' mean = 3.20). Granted, this adjustment to different pedagogy all university freshman students experience whatever the medium of instruction. However, it was especially keen given the difficulties of coming from high school English classes which the medium of instruction is often L1 Japanese and the L2 English textbook features extensive L1 guidance and translation.

Interviewees mentioned how exam technique and memorisation were largely irrelevant to EMI university study (n = 10) which compels students "to understand the content of class and express my own idea about them" (Student 3, B1, m = 2.92). Another interviewee (Student 5, B1, m = 2.88) echoed this view, "the most challenging element of written assignments in colleges is students are not required to answer the remembering answers but thinking out the answer". This suggests that honing

high-stakes exam skills does not provide much foundation for developing ‘high stakes’ academic literary required of EMI university study.

Table 6. Categories and themes of semi-structured interviews (n = 27)

Categories	Themes	References
Vocabulary	Novelty of academic vocabulary	12
	Difficulty of academic vocabulary	10
	Desire to gain academic vocabulary	10
	Desire to gain social science vocabulary	8
Paraphrasing / Summarising	Novelty of paraphrasing/summarising	11
	Confusion about paraphrasing/summarising	8
	Importance of paraphrasing/summarising	8
JMI high school English	Attributing problems to high school pedagogy	10
	Attributing problems to lack of proficiency	7
Academic style	Novelty of academic style	9
	Confusion about academic style	5
Citation	Confusion about citation style	4
	Importance of citation style	3
Evidence use	Novelty of using evidence in written tasks	4
	Importance of using evidence	2

In their journals students stated their lack of experience in writing longer English compositions (n = 21). This was most coded journal entry concern (see Table 6) not referenced in the Challenges scale. This was explained through the high-stakes exam pedagogical focus at high school. As Student 4 (12, m = 2.76) summed up in journal, “I did written assignments to pass the entrance exam” with exam questions typically requiring only a response of about 100 words. Another journal writer outlined the brief of a high school English language student: “At high school, students were just reading textbook, answer the questions, and memorize words for their homework” (Student 6, B1, m = 2.57).

Table 7. Categories and themes of journals 1-9 (n = 360)

Categories	Themes	References
Vocabulary	Novelty of academic vocabulary	36
	Difficulty of academic vocabulary	27
	Desire to gain academic vocabulary	10
	Desire to gain social science vocabulary	8
Source use	Difficulty of source use	31
	Confusion about citation style	20
	Confusion about source integration	14
Academic style	Difficulty of academic style	27
	Attributing problems to high school pedagogy	13
	Attributing problems to lack of proficiency	12
Paraphrasing/summarising	Importance of paraphrasing/summarising	23
	Attributing problems to high school pedagogy	16
	Attributing problems to lack of proficiency	12
Logical structure & complexity	Importance of logical structure	23
	Confusion about organising written tasks	13
	Complexity of compositions at university	9
Length of essays	Novelty of long written tasks	21
	Attributing problems to lack of proficiency	8
	Attributing problems to high school pedagogy	5
Time involved	Time involved to complete written tasks	14
	Time involved to plan & edit tasks	7
Using PC for written tasks	Difficulty of using PC	14
	Importance of developing PC skills	6
Workload	Amount of homework	12
	Difficulty of homework	9

4.1.3 Vocabulary concerns

The need for specific vocabulary to articulate opinions and ideas within written tasks was a persistent concern to many students in interviews (n = 10) and journals (n = 27). Quantitative data shows that using academic vocabulary (m = 2.23, SD = 1.03) and social science vocabulary (m = 2.11, SD = 1.09) were the most difficult aspects of academic writing for students over their first university semester, and vocabulary issues were commonly cited in journals (see Appendix x). Students embarking on an EMI degree were soon starkly aware of the need to accumulate vocabulary

knowledge of a certain type and must routinely use it appropriately. Vocabulary has been highlighted as a significant challenge for EMI students (Evans & Morrison, 2011b; Aizawa & Rose, 2020). Students mentioned that while high school English classes had equipped them with general vocabulary, they had little or no experience of academic vocabulary, and consequently, vocabulary concerns loomed large over their transition semester:

> I thought I have English vocabulary to some extent because when I was in high school, I studied English vocabulary for long. But I feel it is hard now. In university, the vocabulary is more academic and difficult (Student 22, B1, m = 3.39)

> [Using academic English] in our writing tasks is tough. When I do writing assignments, I usually take a look at the table of academic vocabulary. I know over half of words there, but I cannot use in my tasks. (Student 25, B2, m = 2.20).

As the semester progressed, students gained more of an understanding of the disciplinary community which they were part of. If academic English is no one's first language, the findings indicate it is doubly true of EMI students wrestling with it in L2 English. As one student commented in journal 5, "the sense of whether or not the words is suitable is not easy to understand for people who have another culture" (Student 2, B1, m = 3.68). The implication here is that students in transition to EMI university study struggle to decipher the nuances of academic and disciplinary language use. They are from another L1 culture but also from a distinct educational culture, that of high school.

4.1.4 Academic style: adjusting to a new academic and disciplinary community

For most students adopting an academic style was also among the most difficult aspects of writing at university (m = 2.32, SD = 1.06). Journal entries voiced the more convention-bound nature of academic writing. "I've come to realize that academic writing requires writing sentences that follow those rules. However, I am not accustomed to observing all of these rules now, and I find it difficult" (Student 14, A2, m = 1.24). Students expressed concern over the evidence-based style of academic essays. As an interviewee (Student 7, B2, m = 4.08) recognised in his second interview, "my opinion or thought alone are not enough in reports required at college. We also need to show some data based on objectivity." Another interviewee (Student 23, B2, m = 3.70) conceded, "we have to think deeper and wider about the theme than high school's assignments." This importance of evidence-based writing was widely recognised by students in their journals, but also admitted how ill-prepared they were for this. One student mentioned that "high school teachers don't want to teach this skill because it is difficult to explain, and they have a lot of other things to teach students". (Student 6, B1, m = 2.57). Broadly, journal entries acknowledged that EMI university study required different skills to

those honed at high school. At "university, the content of learning becomes more specialized, and I have to find and solve problems myself using facts as evidence," which, she added, "makes me more confused about academic writing" (Student 9, B2, m = 2.66).

4.1.5 Summary

Broadly, two themes emerge from the qualitative findings. First, the demands of EMI study generally were a common and persistent worry for new EMI students during their university transition. Second, the magnitude of the adjustment journey confronting them due to the novelty of *academic* writing. While using academic and discipline-specific vocabulary and appropriate academic style were the most taxing aspects of academic writing, all 23 writing skills were of varying degrees of difficulty. Overall, students found the adjustment to university EMI study a challenging one, but the data reveals a richly nuanced picture of challenges recognised and confronted.

4.2 Research question 2: To what extent do students' perceived writing challenges change over one semester?

4.2.1 Findings

Research question 2 sought to trace trends in perceived academic writing 'challenges' across a first EMI semester. Descriptive statistics (see p.38) indicated that challenges fluctuated (M = 2.36, SD = 0.937) from Time 1 to Time 2 (M = 2.81, SD = 0.821) to Time 3 (M = 2.65, SD = 0.775), to Time 4 (M = 2.88, SD = 1.03). A *repeated-measures* ANOVA (analysis of variance) was conducted between the four time points to further explore such trends.

Descriptive statistics in Table 5 (p.38) indicate that while some variables breach common estimates of data being highly skewed (±1), a value of ±2 is often considered acceptable in L2 data (Roever & Phakiti, 2018). Additionally, Shapiro-Wilks was run to determine whether the distribution of scores was significantly different from a normal distribution. The Shapiro-Wilks test is considered appropriate for sample sizes of fewer than 50 participants when data is highly skewed (Loerts, Lowie & Seton, 2020). The Challenges scores at Time 1, $D(40) = 1.47$, $p = < 0.001$, deviates from normal, being $p < 0.05$; however, Time 2, $D(40) = 9.59$, $p = 0.161$, Time 3, $D(40) = 0.969$, $p = 0.332$, and Time 4, $D(40) = .979$, $p = 0.641$ show the distributed scores for the other Time points do not significantly differ from a normal distribution.

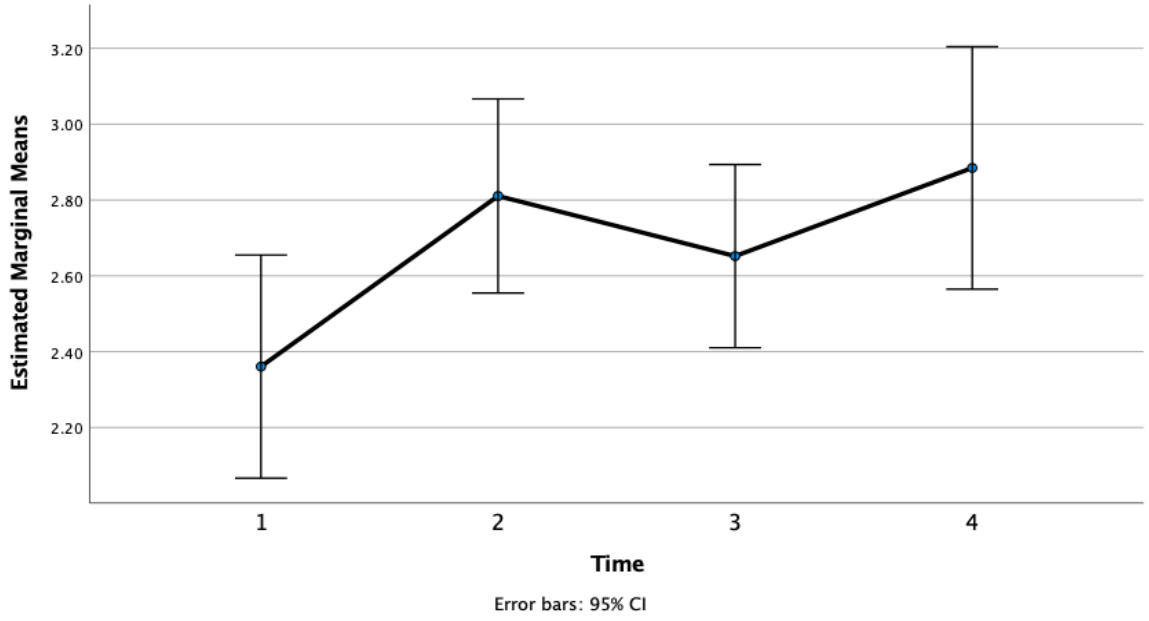
Therefore, the 'Challenges' data was deemed to be normally distributed, with no variables significantly skewed or kurtotic (±2), ensuring that a repeated-measures ANOVA was appropriate to

compare the challenges over the semester. Mauchly's Test of Sphericity indicated the assumption of sphericity had not been violated, $\chi 2(5) = 39.90$, p = < .001. Therefore, a Greenhouse-Geisser correction was applied ($\varepsilon = 0.606$). There were statistically significant changes in 'Challenges' over time, F(1.818, 70.896) = 6.052, p .005, partial $\eta 2 = 0.134$, representing a small effect size. Only 13.4% of the overall variance was accounted for by the differences among the four 'Challenges' timepoints. Therefore, although the four timepoints were significantly different in terms of the writing challenges experienced, the differences were small. A post hoc comparison using a Bonferroni adjustment showed that the perceived challenges between Time 1 and Time 2 experienced a reduction (-.450) (p = 0.006), as did Time 1 and Time 4 (-.524 (p = 0.005) and such a change was statistically significant (p < 0.05). However, perceived challenges between Time 3 and Time 4 (-.223) (p = 0.06) was not statistically significant (p < 0.05). Therefore, as there was a statistically significant difference between means the data offers a partial rejection of the null hypothesis.

4.2.2 Writing challenges evolve and change

Overall, as Figure 5 illustrates, students experienced fewer challenges at the end of the semester than at the beginning. This is not to suggest that the university EMI transition was smoothly marshalled and overcome, merely that the degree of difficulty associated with writing 'challenges' lessened somewhat, but this trend was neither uniform nor linear. Qualitative data indicated there was a dip in perceived writing challenge during the final third of the semester (Time point 3) which illuminated the quantitative findings. One plausible explanation for the dip in perceived challenge is that while the first half of the academic writing course focused on basic paragraph composition, the second half moved to using sources in composing a thesis-driven research essay. This more demanding content might explain the slight increase in perceived writing challenge. The sense of a difficult speed bump encountered was acknowledged by students during Interview 2: "I have a little anxiety about writing tasks later. The more I know about academic writing in detail, the more I feel it difficult" (Student 28, A2, m = 1.63). Another interviewee felt overwhelmed by the many things he "should pay attention when writing and planning. It makes me confused a little. It is not easy to write what I want to tell immediately" (Student 2, B1, m = 3.68).

Figure 5. Estimated marginal means of writing 'challenges'



4.2.3 Source use as an emerging challenge

One key challenge surfacing in the journal data was using sources within their final essay (n = 31). Some students noted the difficulty of selected sources and judging their appropriateness for researching and academic essay. As one student recognised, "If I use wrong sources in essay, the content of essay will lack credibility, so I need a force to distinguish right from wrong to write a correct essay." Many more had real difficulty with using sources to support their arguments in their final essay. As one interviewee stated,

> At high school, I did not have any opportunities to use sources for an essay, and I always wrote only my subjective ideas in essay, so I am not used to be using sources for an essay and I do not know how to use sources. Therefore, I feel aspects of using sources is very difficult (Student 8, B2, m = 3.20).

In journals many students expressed difficulties with paraphrasing and summarising skills (n = 28). Interestingly, paraphrasing was deemed more challenging than summarising. The latter skill had been integral to entrance exam preparation, so students appeared less daunted by it. However, paraphrasing was a common concern given the need to replicate the precise meaning of passages loaded with ideas and detail. As one student admitted in a journal entry, "I feel this aspect is the most challenging even in Japanese writing I found difficulties to do that so in English writing is more and more difficult" (Student 26, B1, m = 2.19).

A related difficulty voiced in journals was confusion over integrating sources (n = 14) and citing them correctly (n = 20). One student perhaps conveyed the feelings of the cohort in admitting that "how to cite information from outside was beyond what I had expected" (Student 31, B2, m = 3.70). At high school written compositions rarely required supporting evidence, so few participants had prior experience of citing sources. As the following two journal extracts reveal:

> It is very hard for me to use different citation writing methods depending on the subject such as books, magazines, Internet articles, and personal tweets. When I did an assignment about using sources, I spent time for about 3 hours completing it and I don't know whether my work was good or not. (Student 9, B2, m = 2.66)

> While summarizing and paraphrasing are not so challenging because I have myriad vocabularies and useful idioms in my brain, I think that it will seem to take the countless time me to understand citation completely. (Student 8, B1, m = 4.71).

4.2.4 Summary

In summary, many students noted the increased difficulty of class content from the halfway point on. The first half of the semester may have introduced them to the nature of academic writing – the focus and structure of essays, and their style and format – but the second half onwards raised the intensity in tackling the higher order skills of thesis-driven writing and the use and integration of appropriate supporting information. This can explain the faltering upward trend in perceived writing challenge

4.3 Research question 3: What self-efficacy beliefs do students have with their writing during transition to university EMI?

4.3.1 Findings

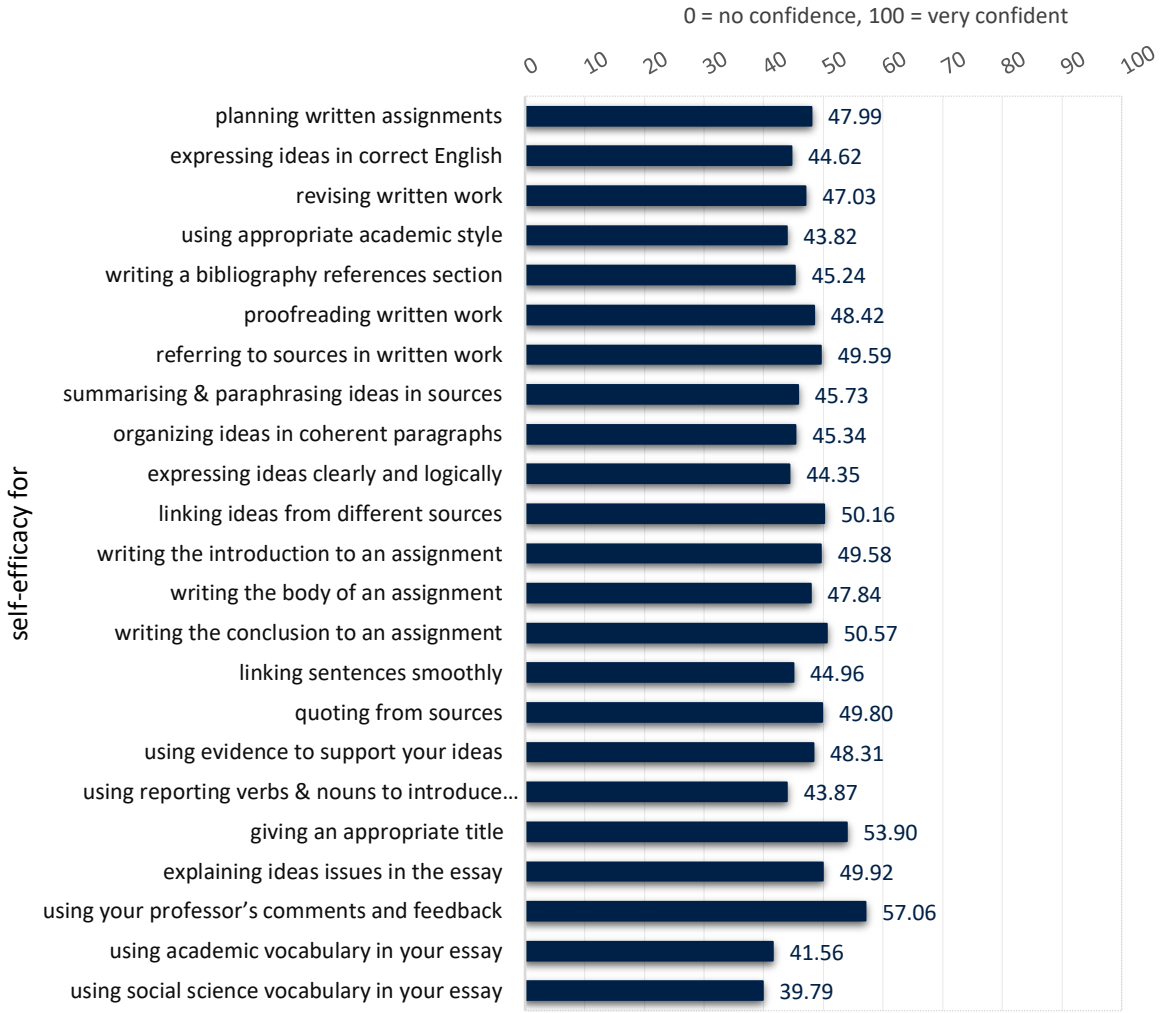
The construct of writing self-efficacy was measured by a 23-item EMI Writing Self-efficacy Scale administered at four timepoints. Table 8 shows the Scale had high reliabilities measured via Cronbach's Alpha and is an internally consistent measure of writing self-efficacy beliefs.

Table 8. EMI Writing Self-efficacy Scale reliability (Cronbach's Alpha)

	Time 1	Time 2	Time 3	Time 4	Overall
EMI Writing Self-efficacy Scale	.96	.96	.98	.98	.97

Figure 6 shows the overall mean self-efficacy scores for each of the 23 academic writing skills. Generally, students' self-efficacy beliefs were modest. Self-efficacy beliefs were strongest towards using one's professor's comments and feedback (m = 57.06, *SD* = 22.06), Given the 0-100 measurement scale used students were far from self-assured regarding actioning feedback received. The relative strength of this self-efficacy is more a reflection of students' insecurity as they cleave to any guidance provided during a challenging school-university transition. Self-efficacy beliefs were weakest for using academic vocabulary (M = 41.56, *SD* = 20.88), and using social science vocabulary (m = 39.79, *SD* = 20.87). This is unsurprising given the difficulties students experienced with vocabulary.

Figure 6. Self-efficacy beliefs for 23 academic writing skills



It is necessary to dig down into the qualitative findings to interpret this more fully. One interpretation is to recognise that as self-efficacy beliefs are rooted in experience. Students experience of writing

early in their first semester might have been embedded in their prior writing experiences. This seems plausible given that the pedagogical focus of their EAP course was initially the paragraph, something much of the cohort had experience of at high school. Only later, when tasks were completed and feedback received did self-efficacy beliefs reflect a more realistic understanding of task demands *at university*, and consequently, students' task-based confidence may stabilise, strengthen, or weaken according to perceptions of competence towards specific tasks.

4.3.2 Novelty of academic writing as self-efficacy inhibitor

Overall, the journals and interviews revealed that low self-efficacy beliefs stemmed from the novelty of producing EMI written tasks, whether it was the newness of writing long essays cited in journal entries (n = 26) the novelty of using an academic style (journals: n = 13 / interviews: n = 9) or the vocabulary-intensive nature (n = 36 / n = 12). As one interviewee admitted, "In high school, I rarely made assignments in English, so it is difficult to get used to using English suddenly in college" (Student M1, A2, mean self-efficacy = 46.01). Perhaps with more exposure to written tasks, self-efficacy might develop as transition EMI students adapt to different pedagogy and task demands. Yet the quantitative data indicates that self-efficacy remained at relatively low levels. Sifting through the qualitative data provides a more complex picture. Many students admitted to a strengthening of self-efficacy, albeit partial and specific to certain task-based aspects of academic writing. In their final journal entries students admitted to a firming up of self-efficacy "little by little" (Student Y, B2, m = 43.21). Another stated that as she began to enjoy the process of writing academically her "academic writing confidence developed" (Student 20, B2, m = 43.21). Student 36 (A2, m = 41.82) confessed he still did not enjoy writing but acknowledged that his writing self-efficacy had developed "thanks to I have challenged [i.e. made concerted effort] at many tasks to improve my writing skills".

4.3.3 Fragility of self-efficacy beliefs

Yet it is vital to underline that self-efficacy developed incrementally. It also took on a brittle quality: "I became more confident than the beginning, but I still have a lot of anxiety," admitted Student N (39, m = 36.81) during her final journal entry. One of her peers echoed this view in his journal:

> I cannot say that I have a confidence on successfully completing college writing assignments perfectly… My confidence on academic writing skills developed a little compared to myself in April, but I am feeling a little nervous, too. (Student 10, B1, m = 48.32).

The EAP course appears not to have transformed students into supremely self-confident writers, which given the short timeframe of one 14-week semester seems reasonable. Yet such admissions of flimsy self-efficacy as the one above bring useful nuance to students' EMI transition experience. The indication is that contextual and individual factors have a bearing on the degree of self-efficacy experienced.

4.3.4 Summary

While the quantitative data shows self-efficacy beliefs were relatively weak, the qualitative data reveals students' sense that developing writing self-efficacy was a gradual and piecemeal process. However, most students readily admitted an adjustment journey had begun, but that gaining confidence as writers took time and effort. Students' self-efficacy beliefs were not very robust, with self-doubt admitted to despite gains in knowledge and skills being made in their first university semester.

4.4 Research question 4: To what extent do students' writing self-efficacy beliefs change over one semester?

4.4.1 Findings

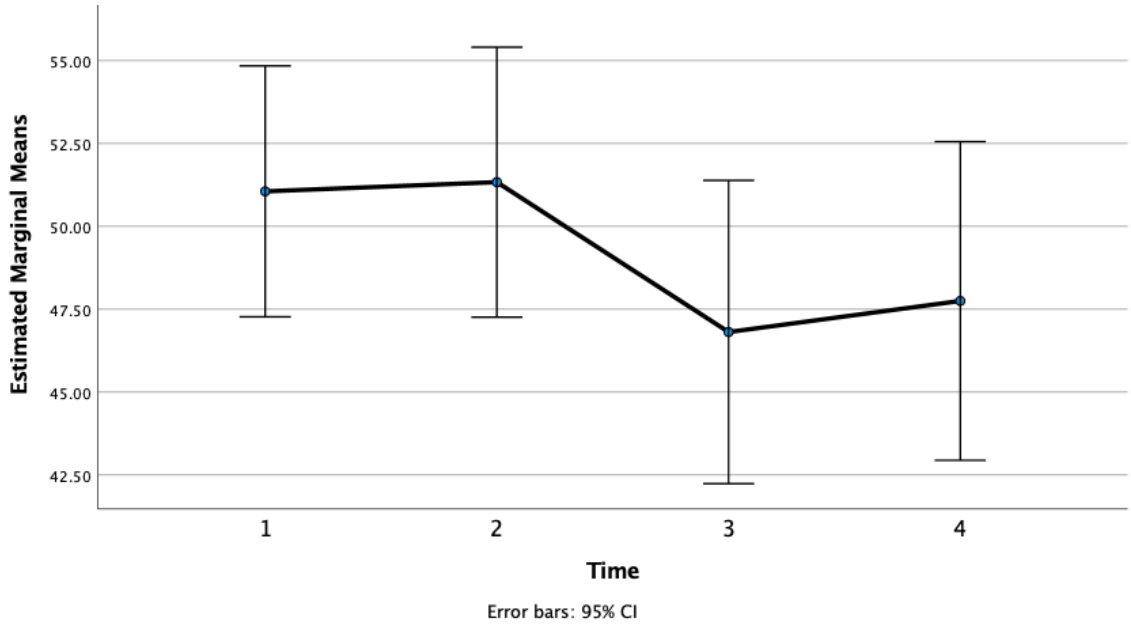
A *repeated-measures* ANOVA (analysis of variance) was conducted to observe trends over one semester. Descriptive statistics in Table 7 indicate that all variables fall within common estimates of skewed data (±1). Therefore, the 'writing self-efficacy' data is normally distributed, with no variables significantly skewed or kurtotic (±2), indicating that a repeated-measures ANOVA is appropriate.

Table 9. Descriptive statistics for Writing Self-efficacy by timepoint (n = 40)

Variable	n	Mean	SD	Median	Min	Max	Range	Skew	Kurtosis
Self-efficacy Time 1	40	51.06	11.84	51.74	19.35	84.70	65.34	.216	1.877
Self-efficacy Time 2	40	51.33	12.73	54.13	16.00	72.65	56.65	.913	-.881
Self-efficacy Time 3	40	46.81	14.30	49.22	16.22	74.65	58.43	.607	-.211
Self-efficacy Time 4	40	47.70	15.0	48.43	19.09	78.00	58.91	.171	.568

Mauchly's Test of Sphericity indicated the assumption of sphericity had not been violated, $\chi 2(5) = 23.364$, $p = < .001$. Therefore, a Greenhouse-Geisser correction was applied ($\varepsilon = 0.606$). There were statistically significant changes in 'writing self-efficacy' over time, $F(2.104, 82.046) = 1.534$, p .221, partial $\eta 2 = 0.038$, representing a small effect size. Only 3.8% of the overall variance was accounted for by the differences among the four 'writing self-efficacy' timepoints. Therefore, the degree of differences between the levels of self-efficacy experienced over the semester was extremely small (see Figure 7).

Figure 7. Estimated marginal means of self-efficacy



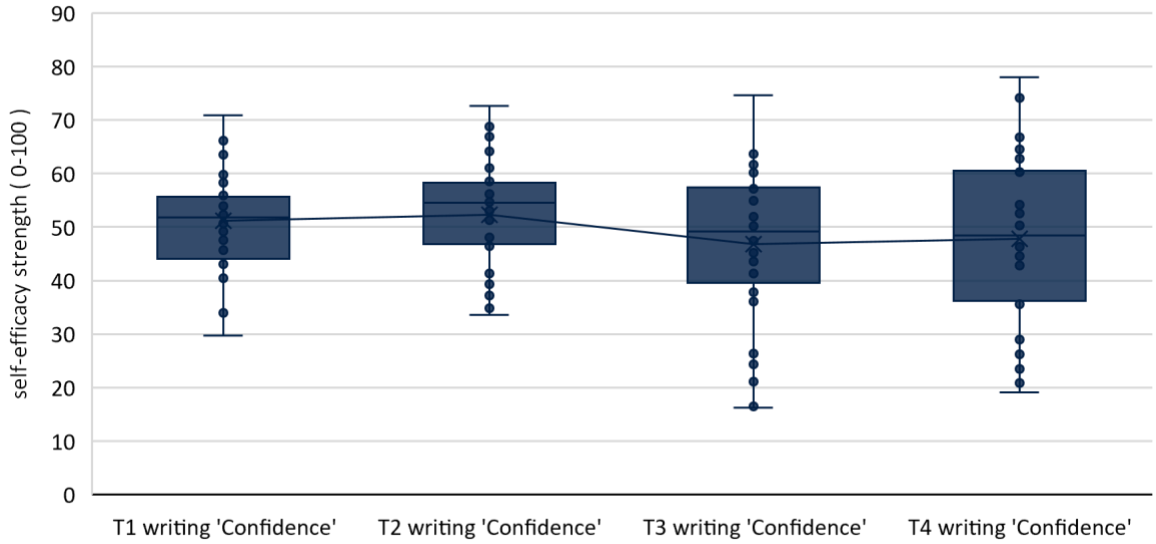
A post hoc comparison using a Bonferroni adjustment showed that although writing self-efficacy between Time 1 and Time 2 experienced a reduction (-.278) (p = 1.000), as did self-efficacy between Time 3 and Time 4 (-.938) (p = 1.000), such changes were not significant. All other Bonferroni adjustments showed increases: between Time 2 and 3 (4.522) (p = .208) and between Time 2 and 4 (3.583) (p = 2.56). Therefore, the repeated measures ANOVA was not statistically significant (p > .05), so there is insufficient evidence that the means of the levels of the within-subject factors are unequal (in the population). Therefore, the null hypothesis cannot be rejected, and an alternative hypothesis cannot be accepted. Although there was a slight dip in self-efficacy as the semester progressed, overall writing self-efficacy remained relatively stable.

4.4.2 Self-efficacy beliefs evolving

That writing self-efficacy remained relatively constant over time is perhaps understandable given the limited timeframe in which data was collected. However, the baldness of such data obscures interesting variation in how self-efficacy beliefs developed as the semester unfolded. While self-efficacy hovered around similar levels through the semester, mean scores at each timepoint were accompanied by widening levels of standard deviation (see Figure 8).

As the boxplot graphs reveal, at Time 1 and 2 although mean self-efficacy score was higher (m = 51.06 / 51.33) there was less variation in students' self-efficacy beliefs (*SD* = 11.84 / 12.73) than at Time 3 and 4 there was much wider variation (*SD* = 14.30 / 15). This implies that some students experienced a strengthening of writing self-efficacy, others a weakening, trends subsumed in the composite mean scores.

Figure 8. Boxplot graphs for writing self-efficacy mean scores (Time 1-4)



4.5 Research question 5: To what extent does language proficiency and self-efficacy predict academic writing challenges?

4.5.1 Findings

Research question 5 gauged to what extent language proficiency and self-efficacy predicts the degree of perceived academic writing challenges. A multiple regression analysis was run to understand the effect of language proficiency and self-efficacy (serving as independent variables) on perceived writing challenges (the dependent variable), taken from the final administered Challenges Scale questionnaire (Time 4). For the proficiency variable, CASEC scores were used.

There was linearity as assessed by partial regression plots and a plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by a Durbin-Watson statistic of 1.717. There was homoscedasticity, as assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. There were no studentized deleted residuals greater than ±3 standard deviations, no leverage values greater than 0.2, and values for Cook's distance above 1. The assumption of normality was met, as assessed by a Q-Q Plot. Regression coefficients and standard errors can be found in Table 1 (below).

Table 10. Multiple regression output for perceived writing 'challenges'

	ΔR²	*B*	*SE B*	Standardized β	*t* value	*P* value
Constant	.568	-3.682	1.014		-3.631	<.001***
English proficiency		.008	.002	.555	5.200	<.001***
EMI self-efficacy		.033	.006	.543	5.092	<.001***

Notes. EMI self-efficacy = "How confident (0-100%) are you that you could achieve an A grade if an academic course was conducted entirely in English?". English proficiency = CASEC score. $p < 0.005$***

The multiple regression model L2 English proficiency and academic EMI self-efficacy does statistically significantly predicted Challenges, $F(2, 36) = 25.949$, $p < .001$. R^2 for the overall model was .59 with an adjusted R^2 of .568, a medium size effect according to Cohen's interpretation (1988). This means that 56.8% of the variance in EMI writing challenges was explained by the two predictor variables combined. The significant predictors were Proficiency ($\beta = .555$) and EMI Self-efficacy ($\beta = .543$). The EMI Writing Challenges Scale increased (i.e. an increase in the perceived ease of academic writing) by 0.008 for every point increase in CASEC score and rose by 0.033 for every

point increase in self-efficacy score. Both predictor variables were statistically significant predictors of writing challenges in EMI (For the EMI students in this sample, a higher level of general English proficiency and writing self-efficacy appeared to lessen the language-related challenges they faced in their preparatory EAP course.

4.5.2 Interpreting the influence of proficiency and self-efficacy

Such findings are particularly interesting given that classroom-based research tends to produce smaller effect sizes than laboratory studies (MacKay & Go, 2007), the proficiency level varied minimally within the sample, and data was collected over a relatively short time frame. Qualitative findings from the interviews and journals may help delineate the interrelationship between these three variables.

All students interviewed ($n = 9$) indicated the benefit of their EAP course in reducing the difficulties associated with academic writing. Furthermore, like other studies (Chang, Kim, and Lee, 2017; Thompson et al., 2019), they explicitly expressed an additional benefit of the EAP course in strengthening self-efficacy beliefs (usually referred to as 'confidence') towards EMI study. As one interview excerpt shows

> My academic writing confidence has greatly developed over the semester. Current confidence is completely different from in week one. For example, when I had been given a homework which should be written in English for the first time, I had only felt fear. However I do not feel any fear now thanks to your writing course. (Student 8, B2, 63% self-efficacy rating).

The EAP preparatory course provided students with opportunities to gain knowledge of written tasks required of EMI university study (e.g. the structure and style of academic essays) and to develop a deeper understanding of the writing process used to produce essays. Crucially, as Student 5 (B1, 58% self-efficacy rating) indicates in an interview, this had an influence on increasing proficiency and on raising self-efficacy:

> By learning academic writing I could understand form of them now. For instance, before learning about academic writing in this course, I have no idea how to write so I was less confident and always look back the textbook. However, my confident has changed that I do not have to check textbook every time I write academic writing. My knowledge is step up!

Interview data also indicates that a high degree of self-efficacy is positively associated with students' perceiving academic writing as less challenging. In contrast, students with weaker self-efficacy

appeared apprehensive about academic writing challenges while acknowledging the EAP course had led to some gains in writing 'confidence'. As one student of lower proficiency admitted in her final journal entry, "I feel a little more confident on my academic writing because of learning to write reports. However, I am also partly nervous on college writing. It is very difficult. (Student 14, A2, 30% self-efficacy rating). This appeared due to the belief that "there is much possibility to make mistakes" echoed in many journals (Student 33, A2, 40% self-efficacy rating). Students at lower proficiency appeared more fearful of writing academic essays due to the belief voiced in a final journal entry that "I need to write an essay perfectly. As a result, I don't have my confidence" (Student 22, A2, 35% self-efficacy rating).

Interestingly, while those of weaker self-efficacy and lower proficiency felt the difficulties of academic writing more keenly, this did not necessarily have a deflating influence. As Student 15 (A2, 45% self-efficacy) stated in her last journal, "I am not confident because my ability doesn't improve that much. I am not confident, but I think every effort is needed."

Indeed, many journal entries recognised that completing coursework helped build both writing proficiency and self-efficacy. Student 16 (B2, 55% self-efficacy), for example, though admitting his PYP was tough going, the regular writing practice helped blunt the degree of challenges faced: "The reason I got good at writing college reports is I think this is the result of practice writing in English classes". Given the high-stakes exam focus of high school pedagogy, actual written composition practice was a novel experience, and one quite arduous. Yet they could see the benefit:

> We wrote journals every week, and together we wrote about 10 tasks or journals. Therefore, getting used to writing sentences is very important for writing essay. If you want to improve your writing skills, you should attempt to write a lot in practice. (Student 32, B2, 50% self-efficacy)

The regularity of journals and graded tasks meant opportunities to put into practice writing skills and strategies: "I think that due to the writing assignment or English journal practice, I can write an English essay smoothly and take the advantage of knowledge of English class." (Student 19, B2, 50% self-efficacy).

Nor did students overlook the importance of pedagogy in contributing to reducing writing challenges. The quality of feedback students receive was an acknowledged factor in both proficiency gains and self-efficacy raising. Students underlined in journals that at high school "there is no specific feedback or in contrast, mentioned only good points to praise. But in college, the native teachers collect them and tell me the details what I should fix." (Student 35, B2, 50% self-efficacy). Targeted feedback had obvious value, as Student 3 (B1, 45% self-efficacy) pointed out in one journal entry, "It was hard for

me to make better essay with only the grade…it is precious experience to find what I need to do and how to be better." Indeed, students felt the feedback provided both a means of improving their writing and raising their self-efficacy. "Usually, those comments get the point and they are totally helpful when I write the next writing assignment," wrote one Student 18 (B2, 50% self-efficacy) after receiving extensive feedback on a graded task.

4.5.3 Summary

The interview and journal findings concur with the quantitative data which showed that English proficiency and self-efficacy are significant predictors of writing challenges. Broadly, those students possessing stronger self-efficacy tended to be those of relatively higher proficiency levels and were more likely to have experienced an easing of writing challenges during their EAP course. Conversely, those of lower proficiency levels tended to have lower self-efficacy and experience great difficulty with academic writing. Crucially, students with stronger self-efficacy tended to view writing challenges as more surmountable, although they are still conscious of the sustained effort required.

5 Discussion

This chapter evaluates and contextualises the findings with reference to existing literature. First, how the writing 'challenges' data fits within the research field is considered, before discussing what the findings contribute to understanding of the EMI transition. Self-efficacy findings are then evaluated in terms of how far they concur with existing research. Finally, language proficiency and self-efficacy as key predictors of linguistic challenges is discussed.

5.1 Are the 'challenges' findings different from what the literature says?

5.1.1 Writing: an evolving, contextually-embedded, EMI 'Challenge'

The findings support numerous studies that established academic writing as a key difficulty for university students (e.g. Evans & Morrison, 2011b; Shepard & Morrison, 2021; Lee & Lee, 2018; Kamasak et al., 2021). Yet the current findings differ in important ways from existing literature. Source use was revealed as an especially taxing aspect of writing. Use of sources is an essential facet of academic writing, and it is curious why it does not feature more as a key finding of empirical EMI 'Challenges' research. Aizawa and Rose (2020) study of EMI students in Japan indicates that more rudimentary concerns occupy EMI students, whether insufficient vocabulary, poor essay organisation, grammar, and the slow process of writing L2 essays. Of these, inadequate vocabulary and speed of composition were stated challenges in the present study, although as the semester progressed, other, seemingly higher order, challenges surfaced, particularly those surrounding use of sources.

Recent studies are beginning to uncover variation in EMI linguistic challenges trends (e.g. Zhou & Rose, 2021). The dip in perceived EMI writing challenges recorded at Time 3 is particularly intriguing. Students experienced writing challenges of greater severity than were previously perceived during the first half of their freshman semester. That students perceived academic writing as more difficult at this time point can be explained by the progression in the syllabus from the basics of college writing to the more difficult – and novel – aspects of writing research essays on social science topics. This saw students tackle how to paraphrase and summarise information from outside sources, and how to integrate and cite it within an essay. Crucially, the Time 3 Challenges Scale also coincided with the commencement of the final graded written task, a 1000-word research essay. Yet findings indicate that this apparent heightening difficulty was short-lived. At the end of the semester the

challenges associated with academic writing had lessened somewhat but were still considered quite formidable.

This charting of evolving challenges over time is something existing literature only surmises at as a possibility given the dearth of longitudinal studies. The 'challenge' construct is often presented abstractly and bleached of meaning when researchers lean too heavily on quantitative data instruments. The present study's findings show that academic competence is hard-fought and incremental, its development uneven. The dawning realisation of students that writing EMI content essays involves much craft and graft is something existing studies have not yet captured in the close-grain nature it warrants. The current study charts the struggle to adapt to a new academic environment, in which new EMI students experience accomplishments and doubts, advances and apparent reversals. Recent research has highlighted the value of exploring EMI with an awareness of "contextualized interrelationships" (Aizawa et al., 2020) between variables. That perceived writing challenges and self-efficacy beliefs draw on varied sources for different students at different stages of their transition to EMI seems plausible. Like other studies, the current study hints at how multifaceted and contextualised the EMI transition experience is.

5.1.2 High school as factor in unpreparedness

Perhaps most glaringly, the findings confirm the influence of the high-stakes entrance exam focus of the Japanese school curriculum. Students repeated referred to their unpreparedness for academic written tasks. This is hardly surprising given that writing is often sacrificed to the reading and listening skills essential to high-stakes exam success (Sasaki, 2016). Students indicated that their L2 English staple diet at high school hardly included any free compositions, and if they did, were of a length far shorter than those expected at university. Findings suggest that the 'writing-to-learn' approach (Manchón, 2011) prevalent in Japanese high school made students' EMI transition particularly taxing. Just as Kobayashi (2002) found, participants in the present study expressed surprise at the level of academic literacy expected of them. Indeed, findings concur with research into Japanese L2 English writers: students were apt to rely on the grammar-translation method when composing L2 text and initially couched their written compositions in a conversational idiom (Hirose, 2005). Consequently, this puts the onus on EMI preparatory programmes to nurture vital academic skills and competences.

5.2 What the 'challenges' findings contribute to our understanding of the EMI transition

5.2.1 The disciplinary specificity of EMI linguistic challenges

The findings add to a growing consensus over how disciplinary differences shape the particularities of linguistic challenges in EMI. The academic discipline studied through EMI shapes how language is used, what language-related problems are encountered, and how this shapes the language needs of students (Bolton & Kuteeva, 2012; Kuteeva & Airey, 2014). The present study underlines how true this is of the writing tasks required within one disciplinary community, social science. Findings demonstrate the struggle to grasp the specificity of writing and how difficult it was for students to craft written tasks in an acceptable style. The students in the study arrived as new EMI students deficient in a particular form of English, an academic variety that is no one's first language (Hyland, 2015a). Findings reveal also that students had to understand that there was disciplinary-specific language and essay genres, and ultimately adopt them. Yet as Evans and Morrison (2011a: 395) underline, such "disciplinary acculturation takes much longer than a term to complete". This was particularly true for the students in this study. Findings consistently revealed how concerned students were moving forward that their written work conformed to academic but also disciplinary standards.

As Hyland (2006) points out, the social science genre strives to balance empiricism and interpretation and relies heavily on synthesis and analysis. It is precisely this disciplinary-specific genre requirement that seemed especially troubling to these fledgling academic writers. Indeed, the text-heavy nature of writing social science essays presents different challenges than composition in other academic disciplines. For instance, the concision and precision required in short science reports is different to the distillation required in social science essays. Disciplinary differences matter to the nature of writing challenges, and the findings seem to confirm this. Students became increasingly aware and often increasingly weary of disciplinary conventions and discourse as the semester progressed.

Effective use of specialised vocabulary helps signal membership of a disciplinary community (Wray, 2002). Specialised social science vocabulary was consistently among the most difficult challenges experienced by participants in the current study. Of course, all university students, L1 English speakers included, are faced with understanding - and using - the specialised vocabulary for their discipline (Basturkmen & Shackleford, 2015). The burden for EMI students is especially acute, however. Universities demand academic literacy of their students, but also disciplinary literacy. The findings indicate that new students transitioning to EMI university programmes experience difficulties with vocabulary shortfalls and the demands of academic genre and tacit disciplinary conventions,

symbolising a persistent and nagging concern for a substantial number of participants in the current study. Participants in this study were seasoned vocabulary learners but not vocabulary users. This is an important difference.

5.3 Are the self-efficacy findings different from what the literature says?

5.3.1 Self-efficacy beliefs: more contingent than constant

The findings regarding students' self-efficacy are more complex and ambiguous. Self-efficacy beliefs, i.e. their task-based beliefs about their capability to achieve outcomes, vary within and between individuals. People are efficacious in different areas, under different circumstances and their self-efficacy beliefs can alter over time. The findings confirm that self-efficacy is far from a uniform attribute but is changeable (Bandura, 2019; Bong & Skaalvik, 2003). A cursory analysis of students' self-efficacy over the semester reveals that it weakened slightly through the second half of the semester. However, this overlooks the variation within the mean scores. Boxplot graphs (p. 41) illustrate the marked variation in self-efficacy beliefs among students at Time 3 and 4. While some students writing self-efficacy strengthened as the semester progressed, some of their peers experienced a weakening of self-efficacy or minimal fluctuation across the semester.

5.3.2 Channelling of high school experiences

Self-efficacy beliefs are "not fabricated out of thin air" (Bandura, 1997: 60). One plausible explanation of the relatively stronger self-efficacy initially is that students' cognitive assessment of tasks was largely based on their school writing experiences. As their PYP writing course was initially geared to mastering the paragraph, students may have equated this with their experience of writing paragraphs at high school, fuelling their *mastery* experiences (e.g. successfully completing a paragraph), the chief source of self-efficacy beliefs according to Bandura (1977, 1986, 1997). However, this early self-efficacy had an elevated quality as students were not fully aware of the demands of academic writing. As Bandura (1997: 83) points out, "Ambiguity about task demands adds an element of uncertainty in the appraisal of personal efficacy". Their EMI-specific mastery experiences were limited initially, and task difficulty was partially deduced from "from the perceived similarity to other activities for which the difficulty and requisite skills are better known" (Bandura, ibid.). Evidence of a selective attention to elements of the paragraph compositions already mastered at school was apparent from journal entries, with many mentioning how confident they were in structuring a paragraph with a beginning, middle, and an end. Yet students gradually realised it was

imperative for university writers to integrate and cite evidence and analyse and explain ideas, aspects not covered in the high school syllabus. Students' self-efficacy had a 'hollow' nature at Time 1 and 2 as they were unaware of academic expectations.

Students may have underestimated the task demands, and "task ambiguities rather than from genuine misappraisals of personal efficacy" (Bandura, 1997: 64) may explain the discrepancy between self-efficacy beliefs and performance in the graded tasks. One illustration of this is Student 8 (A2, self-efficacy = 60%) who referred proudly in a journal to his "myriad vocabulary" as the key to his likely EMI success. However, as the semester unfolded, he gradually found that vocabulary could be more challenging to *use* within academic essays. His self-efficacy was founded on his mastery experiences at school and inadequate knowledge of the performance level required of EMI study.

5.3.3 Reappraisal of self-efficacy as semester progressed

The self-efficacy beliefs gauged during the second half of the semester were equally revealing. As students tackled more specific academic skills, e.g. paraphrasing and summarising, source integration and citation, the true demands and expectations of university written tasks became clearer. This fuelled changes in their writing self-efficacy. Overall, as the data indicates, self-efficacy beliefs weakened, probably as capabilities were reappraised and more performance feedback (i.e. grades and instructor comments) were received on completed written tasks. However, as the boxplot graphs make clear (see p. 41), students' self-efficacy beliefs were not uniform at Time 3 and 4 but varied markedly. This implies that some students' self-efficacy beliefs were strengthened as task ambiguity was reduced and mastery experiences gained. For others, self-efficacy weakened as the demands of academic writing were clarified, poor performance feedback received, and students realised the magnitude of task demands seemingly outweighed their perceived capability. Indeed, even for those who attain success, a weak sense of self-efficacy is not easily dislodged if individuals discount the value of successes achieved (Bandura, 1997). A grade can be perceived as too generous, a teacher too kind, a freshman preparatory course unimportant. This might explain why some students' writing self-efficacy remained largely uninfluenced by the usual sources of self-efficacy, e.g., mastery experiences, vicarious observing peers, feedback received, and psychological states. Bandura (1997) suggests contextual factors can serve to hamper – or facilitate – perceptions of success. The present study could not gauge such factors as outside assistance, situational obstacles, or the resources available to each participant. However, the findings do highlight how important it is to view the EMI transition as a lived reality not a language laboratory, that context is vital in charting self-efficacy longitudinally.

5.4 What the self-efficacy findings contribute to our understanding of the EMI transition

5.4.1 The intricacies of self-efficacy during the EMI transition

Self-efficacy seems particularly applicable to the EMI transition, yet researchers are only just beginning to tap its potential (e.g. Thompson et al., 2019, 2021; Rose et al., 2020; Xie & Curle, 2022; Aizawa et al., 2020; Soruç et al., 2022). The current study also probes self-efficacy beliefs in EAP contexts, a largely neglected focus (Graham, 2011; Thompson, 2018). While useful in gauging the interplay of factors associated with EMI study and its outcome, existing research on self-efficacy in EMI settings fails to isolate and delineate self-efficacy, seemingly robbing it of its richness and analytical worth. Self-efficacy beliefs appear as one variable among others in shaping EMI success. The current study takes a different tack, viewing self-efficacy as something to be traced, unpacked, queried, and explained as it evolves over time. This is particularly pertinent as the current findings indicate that students are not always sufficiently equipped psychologically for the initial stages of their EMI journey.

5.5 Proficiency and self-efficacy as predictors of writing challenges

5.4.1 Proficiency and self-efficacy: contextualized reciprocity

Findings indicate that language proficiency and self-efficacy influence the perceived ease of academic writing challenges. In journal entries students implied the existence of a reciprocal relationship between proficiency, self-efficacy, and writing challenges. The sense was that over their first university semester proficiency and self-efficacy increased for many students and lessened the writing challenges faced. This does not mean that the reciprocity was experienced uniformly and in unison, which corroborates with self-efficacy theory on how experiences can reverberate differently depending on the individual (Bandura, 1997). Qualitative findings revealed that doubts persisted and weighed heavy in the minds of some students. As Bandura (1997: 76) points out, “self-doubt creates the impetus for acquiring knowledge and skills, but it hinders proficient use of those skills”. Students travel at different speeds and react differently to setbacks and breakthroughs, praise and criticism, bad grades and good. Findings reveal that many students’ self-doubt lingered despite much acknowledged proficiency gains, particularly at the prospect of tackling full EMI content courses. A recent study of

Business undergraduates in Japan (Rose et al., 2019) found the year-long preparatory programme contributed to students' EMI-related self-efficacy. The present study seems to hint at this too, but perhaps ultimately its one-semester timeframe prevents firm conclusions.

The issue of language proficiency is central to issues of student readiness for EMI study. Pinpointing a language proficiency threshold, the point in which language proficiency is not a hindrance to academic performance, is not straightforward. Aizawa et al (2020) found no clear proficiency threshold level for EMI Business students (n = 264). Soruç et al (2021) discovered a threshold of CEFR B2 level for International Relations students (n = 99) but no clear threshold for Electronic Engineering students (n = 99). Perhaps disciplinary differences shape EMI threshold levels. Indeed, the qualitative data gathered by Aizawa and colleagues (2020) indicated that thresholds are more multifaceted then commonly assumed. Students at B2/C1 still experienced admitted to linguistic challenges, even though the data revealed a clear linear relationship between proficiency and ease of perceived challenges. The current study's findings also indicate a linear relationship, but one that should be interpreted sensitively. Being either side of a linguistic benchmark may not *determine* whether challenges are conquered but may well have a bearing on it. As research accumulates it is becoming apparent how 'contextualized' is EMI in practice (Macaro, 2018). The insider account of the current study provides hints at numerous variables jostling together during the EMI transition – and experiences that are contextually embedded.

6 Conclusion

This chapter summarises the study and draws implications for EMI policy and pedagogy. Limitations of the study are then outlined.

6.1 Overview

This study gauged the school-university EMI transition in terms of perceived writing challenges and self-efficacy during a first EMI semester. Findings revealed that adjusting to a new EMI reality is linguistically demanding, particularly for students of lower proficiency. The current study adds to a growing literature on EMI challenges and answers the calls for more longitudinal insights (Macaro, 2018). Aware that existing studies tended to gloss over the actual student experience of the school-university transition, a mixed methods design was employed to chart students' adjustment journey as their first EMI semester unfolded. The present study clarifies the lived reality of EMI transition and offers useful pointers to improving it, something desired when first conceiving this study.

6.2 Implications: policy and pedagogy

This study highlights how essential academic language support is for students embarking on EMI at university. The lower proficiency freshmen in this study were recipients of a structured route to full EMI, with EAP and CLIL courses providing a foundation for subsequent EMI content courses. What the students lacked, however, was an expressly tailored route bespoke "to the specific needs of EMI students taking specific content courses" (Galloway & Rose, 2021: 39), in this case, social science courses. PYP that are purposely integrated help nurture skills that will help lower proficiency students successfully navigate the transition to full EMI study (Rose, 2021). Findings revealed the pedagogical emphasis on high-stakes exams at high school gave students little or no exposure to the skills needed for academic writing. Students struggled with disciplinary-specific vocabulary and citation style, crucial elements of social science essays. Generic EAP provision is often criticised for being too generic (Galloway & Ruegg, 2020). Recalibrating EAP courses as English for Specific Academic Purposes (ESAP) (Flowerdew, 2016) may lessen the transitional challenges EMI students face. This requires a more collaborative environment between ELT specialists and content specialists in offering PYP students more exposure to disciplinary conventions, discourse, and genre (Basturkmen, 2019). EMI should be a collective enterprise, with language specialists not treated as merely 'support' staff. A close charting of writing challenges such as the present study highlights how integral language support provision is to EMI study in helping students cope with what can be an extremely challenging

adjustment journey. The next stage in EMI research is to explore how language support programmes contribute to improving EMI outcomes (McKinley & Rose, 2022).

EMI preparatory programmes might also benefit from an awareness that there are additional ways to enhance students' "learning potential" (Macaro, 2022: 77). This study highlights the need to nurture students' confidence, particularly in relation to academic writing, an inescapable facet of EMI and one central to assessment practices. Findings revealed that students at transition often feel uneasy, confused, and unsure about their capabilities to succeed in English-medium social science courses. It is important for instructors to be conscious of students' writing confidence and how experiences before and during the EMI transition can shape it. Integrating self-efficacy training within support programmes may help foster in students develop the confidence to confront linguistic challenges and handle eventual full EMI content courses (Thompson et al., 2019). This is especially pertinent for students at lower proficiency levels. Knowledge of students' language proficiency level is an important element of the background information (e.g. school English learning practices, study abroad experiences, prior exposure to 'soft' forms of English medium instruction) worth collecting in assessing what degree of support each student may need (Rose, 2021). Language support might then be offered in different amounts over different timeframes according to students' proficiency and experiences, although as Evans and Morrison (2011b) point out, there are sizable practical impediments to providing support to such diverse and evolving student needs.

6.3 Limitations and recommendations for future research

While this study sought to trace the language-related challenges and explain them, certain 'predictors' of writing challenges could not be analysed. Regrettably only a few participants in the current study had experienced 'soft EMI' exposure prior to university or substantial study abroad experience which research suggests has a bearing on the nature and degree of linguistic challenges faced by EMI students (Aizawa & Rose, 2020). However, as EMI continues to spread across the world (Sahan et al., 2021) perhaps participants' rawness is increasingly typical of students now embarking on EMI at university. That students' proficiency and self-efficacy influence the extent of challenges faced must be tempered by an awareness that students' transition experiences vary just as much as EMI does in practice. A goal of the study was to strive to 'locate' students within a particular context, which involved unpacking much contingency and nuance. Bringing out the 'locatedness' of EMI students at transition is crucial to future studies. As is the current study's emphasis on applying findings to pedagogy. Practitioner-researchers ought to be at the forefront of renewed efforts to make applied

linguistics a form of practical language studies, with due sensitivity to their unique positionality in occupying a dual role.

The study's timeframe was a strength but also a limitation. This study was conceived to address a shortcoming of 'snapshot' studies that measure EMI challenges at one time point. Findings reveal that transitional challenges are not overcome in a linear manner. If we desire to improve EMI transition in lessening the challenges, the actual week-to-week experiences of students needs a close-grained illumination. In a modest way the current study offers this. However, one is still left wondering what happened next to the participants: in time were writing challenges prevailed over and self-efficacy strengthened? Future research should extend the range and explore how writing challenges and self-efficacy evolve over a full EMI preparatory year or even over a four-year EMI degree. Snapshot measures offer much yet they do not highlight that EMI transitions take time.

6.4 Conclusion

Despite its modest size and scope the present study does suggest that new EMI students are often ill-prepared for what is a challenging journey. Students transitioning to EMI study are required to make many adjustments. Findings demonstrate that learning how to write academically is one such adjustment they particularly struggle with. This holds important implications for how and when language-related support in EMI is provided. This study reveals the school-university EMI transition as a trying, often dispiriting experience, a journey not so much on a smooth *autobahn* as on a pitted road.

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Appendix A.

Participant information sheet

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Writing Challenges and self-efficacy during a college EMI transition year

PARTICIPANT INFORMATION SHEET
Central University Research Ethics Committee (CUREC) Approval Reference: **[Insert]**

1. ***Why is this research being conducted?***
   The purpose of this study is to examine what aspects of academic writing English Medium Instruction (EMI) students find challenging and explore how confident students are at overcoming the challenges during their first college semester. This study is important because the transition from high school to college degree taught entirely in English can be very demanding. It is necessary to understand the nature of the challenges, and understanding how students feel about their ability to overcome the demands may help students during their college freshmen year.

2. ***Why have I been invited to take part?***
   You have been invited because (1) you are freshmen students enrolled at Gakushuin University, ISS dept (2) your first language is Japanese (3) you are taking Academic Skills I in your first semester.

3. ***Do I have to take part?***
   No. If you do agree to take part, you may quit the study at any time – without giving a reason and without negative consequences – by informing me of your decision. The deadline by which you can withdraw any information you have contributed to the research is 31 July, 2021. Up until this point, the responses that you provided during the interview will be analysed, and notable findings will be included in the first draft of my Masters thesis.

4. ***What will happen to me if I take part in the research?***
   You will be asked to complete a series of short journal entries over the semester. Some of you will also be invited to participate in a few interviews with me online via the Microsoft Teams application.

If you agree to take part, you will sign a consent form and fill out a calendar to show when you are available for interviews. You will send both documents to me by email, and I will reply to you within five days with the date and time of your interview.

On the scheduled date and time, you will sign into Microsoft Teams and be interviewed with me. The informal interview should take approximately one hour. You can ask to pause or stop the interview at any time.

With your consent, I would like to record the audio and video of our interview so that I can refer back to it later and know exactly what you said.

5. ***Are there any potential risks in taking part?***
   There are some small risks. I am collecting personal data from you, including your email address, Zoom ID, audio and video recordings. If the data were to leak to a third party, it could lead to a breach of privacy and theft of personal information.

   To reduce these risks, I will treat your personal data with extreme care and do everything that I can to protect your privacy. Your data will be shared with no one and kept in secure storage to ensure confidentiality. Your data will be pseudonymized – I will not use your real name or any other identifying information when storing or reporting your data.

6. ***Are there any benefits in taking part?***
   There will be no direct or personal benefit to you from taking part in this research, other than 20% of the final grade allocated to successfully completing all the written journal entries. If you would like to receive a copy of my research report, I am happy to provide this to you.

7. ***What happens to the data provided?***
   The information you provide during the study is the **research data**. Any research data from which you can be identified (name, email address, video conferencing ID, audio recording, video recording) is known as **personal data**.

   Personal data in digital form will be stored in encrypted files on my computer and backed up on OneDrive. This digital data will be kept until it is no longer needed to conduct research, at which point it will be destroyed.

   Other research data (such as transcripts) will be stored for at least 3 years after publication or public release of the work of the research.

   I, Xxxxxx, will have access to the research data. Responsible members of the University of Oxford, such as my supervisor, may be given access to non-personal data for monitoring and/or audit of the research.

   I would like your permission to use direct quotes against a pseudonym in any research output.

8. ***Will the research be published?***
   The research will be written up as my Masters' thesis and may be published in an academic journal in the future.

   On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible.

The University of Oxford is committed to the dissemination of its research for the benefit of society and the economy and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of student theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for researchers to the full text of freely available theses, thereby increasing the likely impact and use of that research.

9. ***Who has reviewed this study?***
   This study has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee (Reference number: xxx).

10. ***Who do I contact if I have a concern about the study or I wish to complain?***
    If you have a concern about any aspect of this study, please contact Xxxxxx (xxxxx@education.ox.ac.uk) or xxx (+44 999999999; xxxx@education.ox.ac.uk) and we will do our best to answer your query. I/we will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible: Dr Liam Gearon, Chair of the Departmental Research Ethics Committee by e-mail: liam.gearon@education.ox.ac.uk or telephone: +44(0)1865 274047.

11. ***Data Protection***
    The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study.
    The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.
    Further information about your rights with respect to your personal data is available from http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/.

12. ***Further Information and Contact Details***
    If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact Xxxxxx via contact details at the top of this document.

Appendix B.

Participant consent form

PARTICIPANT CONSENT FORM

Central University Research Ethics Committee (CUREC) Approval Reference: xxxxx

Writing Challenges and self-efficacy during an EMI transitional college year

Purpose of Study: The purpose of this study is to examine what aspects of academic writing English Medium Instruction (EMI) students find challenging and explore how confident students are at overcoming the challenges during their first college semester. This study is important because the transition from high school to college degree taught entirely in English can be very demanding. It is necessary to understand the nature of the challenges, and understanding how students feel about their ability to overcome the demands may help students during their college freshmen year.

1 Obtaining informed consent from research participants via email

Please read the statements below. If you are happy with all of the statements, please copy and paste them into an email and send it to me at xxxxx@@education.ox.ac.uk. This will be considered to constitute giving your consent to participate in the study.
If you have any questions about the research or the statements below, please do not hesitate to contact me.

I confirm that I have read and understand the information sheet for the study *Writing Challenges and self-efficacy during a college EMI transition year*.

I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

I understand that my participation is voluntary and that I am free to withdraw until [date], without giving any reason, and without any adverse consequences or penalty.

I understand what will happen to my data.

I give the researcher(s) permission to interview me / video / audio record me.

I give permission for the researcher(s) to quote me directly a pseudonym/anonymously.

I give permission for the researcher(s) to re-contact me to clarify information.

I agree for anonymised research data collected in this study to be used in other research studies.

I am happy to take part in the research.

Title of Project: Writing Challenges and self-efficacy during a college EMI transition year

13. ***Why is this research being conducted?***
    The purpose of this study is to examine what aspects of academic writing English Medium Instruction (EMI) students find challenging and explore how confident students are at overcoming the challenges during their first college semester. This study is important because the transition from high school to college degree taught entirely in English can be very demanding. It is necessary to understand the nature of the challenges, and understanding how students feel about their ability to overcome the demands may help students during their college freshmen year.

14. ***Why have I been invited to take part?***
    You have been invited because (1) you are freshmen students enrolled at [*insert college and dept*] (2) your first language is Japanese (3) you are taking Academic Skills I in your first semester.

15. ***Do I have to take part?***
    No. If you do agree to take part, you may quit the study at any time – without giving a reason and without negative consequences – by informing me of your decision. The deadline by which you can withdraw any information you have contributed to the research is 10 August, 2021. Up until this point, the responses that you provided during the interview will be analysed, and notable findings will be included in the first draft of my Masters thesis.

16. ***What will happen to me if I take part in the research?***
    You will be asked to complete a series of short journal entries over the semester. Some of you will also be invited to participate in a few interviews with me online via the Teams application. If you agree to take part, you will sign a consent form and fill out a calendar to show when you are available for interviews. You will send both documents to me by email, and I will reply to you within five days with the date and time of your interview.

    On the scheduled date and time, you will sign into Teams and be interviewed with me. The informal interview should take approximately one hour. You can ask to pause or stop the interview at any time.

    With your consent, I would like to record the audio and video of our interview so that I can refer back to it later and know exactly what you said.

17. ***Are there any potential risks in taking part?***
    There are some small risks. I am collecting personal data from you, including your email address, Zoom ID, audio and video recordings. If the data were to leak to a third party, it could lead to a breach of privacy and theft of personal information.

    To reduce these risks, I will treat your personal data with extreme care and do everything that I can to protect your privacy. Your data will be shared with no one and kept in secure storage to ensure

confidentiality. Your data will be pseudonymized – I will not use your real name or any other identifying information when storing or reporting your data.

18. ***Are there any benefits in taking part?***
    There will be no direct or personal benefit to you from taking part in this research, other than 20% of the final grade allocated to successfully completing all the written journal entries. If you would like to receive a copy of my research report, I am happy to provide this to you.

19. ***What happens to the data provided?***
    The information you provide during the study is the **research data**. Any research data from which you can be identified (name, email address, video conferencing ID, audio recording, video recording) is known as **personal data**.

    Personal data in digital form will be stored in encrypted files on my computer and backed up on OneDrive. This digital data will be kept until it is no longer needed to conduct research, at which point it will be destroyed.

    Other research data (such as transcripts) will be stored for at least 3 years after publication or public release of the work of the research.

    I, Xxxxxx, will have access to the research data. Responsible members of the University of Oxford, such as my supervisor, may be given access to non-personal data for monitoring and/or audit of the research.

    I would like your permission to use direct quotes against a pseudonym in any research output.

20. ***Will the research be published?***
    The research will be written up as my Masters' thesis and may be published in an academic journal in the future.

    On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible.

    The University of Oxford is committed to the dissemination of its research for the benefit of society and the economy and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of student theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for researchers to the full text of freely available theses, thereby increasing the likely impact and use of that research.

21. ***Who has reviewed this study?***
    This study has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee (Reference number: xxx).

22. ***Who do I contact if I have a concern about the study or I wish to complain?***
    If you have a concern about any aspect of this study, please contact Xxxxxx (xxxxx@@education.ox.ac.uk) or Heath Rose (+44 1865 274024; heath.rose@education.ox.ac.uk)

and we will do our best to answer your query. I/we will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible: Dr Liam Gearon, Chair of the Departmental Research Ethics Committee by e-mail: liam.gearon@education.ox.ac.uk or telephone: +44(0)1865 274047.

23. ***Data Protection***

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study.
The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.
Further information about your rights with respect to your personal data is available from http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/.

24. ***Further Information and Contact Details***

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact Xxxxxx via contact details at the top of this document.

25. ***Why is this research being conducted?***

The purpose of this study is to examine what aspects of academic writing English Medium Instruction (EMI) students find challenging and explore how confident students are at overcoming the challenges during their first college semester. This study is important because the transition from high school to college degree taught entirely in English can be very demanding. It is necessary to understand the nature of the challenges and understanding how students feel about their ability to overcome the demands may help students during their college freshmen year.

26. ***Why have I been invited to take part?***

You have been invited because (1) you are freshmen students enrolled at *xxxx University*, SS Department (2) your first language is Japanese (3) you are taking Academic Skills I in your first semester.

27. ***Data Protection***

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study.
The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.
Further information about your rights with respect to your personal data is available from http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/.

28. ***Further Information and Contact Details***

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact Xxxxxx via contact details at the top of this document.

Appendix C.

Ethics committee application form

CENTRAL UNIVERSITY RESEARCH ETHICS COMMITTEE (CUREC)

Form CUREC 1A Checklist for the Social Sciences and Humanities

The University of Oxford places a high value on the knowledge, expertise, and integrity of its members and their ability to conduct research to high standards of scholarship and ethics. The research ethics clearance procedures have been established to ensure the University is meeting its obligations as a responsible institution. They start from the presumption that all members of the University take their responsibilities and obligations seriously and will ensure that their research involving human participants is conducted according to the established principles and good practice in their fields and in accordance, where appropriate, with legal requirements. Since the requirements of research ethics review will vary from field to field and from project to project, the University accepts that different guidelines and procedures will be appropriate.

- Please check "Where and how to apply for ethical review" and the CUREC flowchart first to see if you need ethics approval.
- Please complete this form using a word processor and email it, together with your supporting documents, to your Departmental Research Ethics Committee (DREC) (**if applicable**). If you don't have a DREC please email this form to ethics@socsci.ox.ac.uk using your official **ox.ac.uk email** address. **Only type-written, emailed applications will be accepted.**

SECTION A: Filter for CUREC 2 application This section determines whether your study raises more complex issues requiring the completion of a full application for ethical review, known as the CUREC 2 application. **(Please mark 'X' in the Yes/No column.)**		
1. Are research participants classed as people whose ability to give free and informed consent is in question? (This may include under 18s (although see "competent youths"), prisoners, or adults "at risk".) Your attention is drawn to the University's Safeguarding Code of Practice and its implications for researchers involving children or adults at risk. This includes the need for the work to be risk assessed and for researchers to undertake related training. (**Note**: If any of your participants are aged 16 or under, answer 'Yes' here **and** also answer question 5 below.)	Yes ☐	No ☒
2. By taking part in the research, will participants be at risk of criminal prosecution (e.g. by providing information on drug abuse or child abuse)?	Yes ☐	No ☒
3. Does the research involve the deception of participants?	Yes ☐	No ☒
4. Does your research raise issues relevant to the **Counter-Terrorism and Security Act (**the Prevent duty**)**, which seeks to prevent people from being drawn into terrorism? Please see advice on this on our Best Practice Guidance web page.	Yes ☐	No ☒
If you answered 'No' to all the questions above, go to **Section B**. If you answered 'Yes' to any question above, continue to question 5 below.		
5. Is your project covered by a CUREC Approved Procedure (formerly known as "CUREC Protocols")?	Yes ☐	No ☐
If yes, give the specific Approved Procedure number(s):		

If you answered '**Yes'** to **ANY** of questions **1-4**, **and** answered '**No'** to question **5**, **stop completing this checklist and do not submit it for ethical review**. Instead, complete the CUREC 2 application form from the CUREC website, then submit that for ethical review.
If you answered '**Yes'** to ANY of questions 1-3, **and** answered '**Yes'** to question 5, go on to **Section B**.

SECTION B: Contact details and project description	
Contact details:	
1. **Principal investigator** OR supervisor (if student research) (give title and full name)	xxxxxx
2. Name of student (if student research)	xxxxxx
3. Degree programme (if student research), e.g. BA, BSc, MSc, MPhil, DPhil	MSc in Applied Linguistics for Language Teaching (ALLT)
4. Department or Institute name	Department of Education
5. Address for correspondence (if different from above)	xxxxxx xxxxxx
6. University (**not** private) e-mail address and telephone number	
7. Name and status of others taking part in the project (e.g. third year undergraduate; postdoctoral research assistant)	

Project description:	
8. Title of research project	Writing Challenges and self-efficacy during a college EMI transition year
9. List of location(s) where project will be conducted	Tokyo, JAPAN
10. If your research involves overseas fieldwork or travel and your department requires a travel risk assessment, will you have completed and returned a risk assessment form beforehand? (This must be approved by your department before you travel. If you are travelling overseas, you are strongly advised to take out University travel insurance.) Please also address any physical or psychological risks for Oxford researchers and local fieldworkers in Section 16 below and discuss with your safety officer.	Yes ☐ No ☐ Not required in this instance ☒
11. Anticipated duration of overall research project	months or **1** years (maximum 5)
12.a) Anticipated start and end dates of the part of the research project involving human participants and/or personal data	From: 10/04/21 To: 10/08/21 **Note**: You will need ethics approval **before** you start your research. CUREC 1As may take up to 30 days to process. **Retrospective ethics approval cannot be granted.**
12. b) In the case of international or collaborative research, will you submit or have you submitted this project for ethical review or consideration	Yes ☐ No ☐

elsewhere (e.g. collaborator's/local ethics committee, or other local approval)?	If 'Yes', please attach ethics or other approvals and give more details below. If 'No', please explain your reasons below. Please also refer to the Best Practice Guidance on Ethical Review of social-sciences based research conducted outside the UK (BPG 16), which includes an Ethics Issues Checklist for International Research (Appendix A)
13. **External** organisation funding the research (if applicable)	

14. a) Title and brief description of research (about 150 words) in lay language.
When describing the research, include your methodology, how you are applying professional guidelines, and the use to which results/data will be put. **Please also declare any** conflicts of interest **here.**

<Brief description>
This study will examine the challenges students face during their first semester of an English Medium Instruction college degree. More specifically, it will investigate the writing challenges and feelings of self-efficacy through the first semester through an initial questionnaire, periodic written journals and interviews.

<Methodology>
In early April 2021, approximately 40 first year college students will be recruited to participate in the research project and asked to submit periodic short written journals about their experiences of studying an EMI transition academic writing course. Out of this group, nine students will be selected to participant in one-on-one semi-structured interviews with the student researcher. These interviews will take place online via Zoom between April to August 2021. Each interview will take one hour, and the conversation will be recorded using the built-in recording feature of the Zoom application.

The purpose of these interviews is to explore how the students' experience and perception of the writing challenges they face, and the feelings of self-efficacy they experience during their first semester. Their perception of the challenges of academic writing may change during the course of the semester as they complete written assignments. Additionally, their feelings of self-efficacy may also change as complete written assignments and receive feedback.

<Professional guidelines>
The study will adhere to the Ethical Guidelines for Educational Research by the British Educational Research Association.

<Purpose of data collection>
Data will be collected, analyzed, and reported in the student researcher's MSc dissertation. Results may be published at a later date.

14.b) Description of participants and how you will obtain informed consent to take part in the research (about 200 words in total)

1. Description of participants **and** your criteria for inclusion/exclusion

   Participants will be recruited from two college classes the student researcher teaches in Tokyo. During the first class of the semester, the student researcher will invite students to participate via an invitation email, providing information about the research, a written consent form, and a calendar form to set up interview times.

2. Your method(s) of recruitment

3. Your processes for obtaining consent from participants

Approximately one week prior to the start of the research, the student researcher will send an online consent form to participants via email, which they must read, sign, and send back to the student researcher via email. The initial online questionnaire will be prefaced with participant information describing the project and explaining what will be done with data collected and how the identities of participants will be protected, and providing an email address to use if they require more information from the student researcher. Each periodic journal entry will be prefaced by a short consent prompt. At the beginning of the Teams online interviews between the student researcher and participant, the student researcher will ask for oral consent. If a participant gives affirmative written and oral consent, then the interview will proceed. If a participant does not give both written and oral consent, then the interview will be terminated.

Please **attach separate supporting documents (in Word)** if appropriate for your research (English language versions only). Tick those you are submitting below. If appropriate supporting documents are not submitted, you will be asked to provide these separately, which may delay the ethical review process.

- ☒ Recruitment and advertisement material (e.g. a poster, social media recruitment text, or brief invitation letter/ email)
- ☒ Information for participants to read (or hear) before they agree to take part (e.g. written information or, if applicable, an outline oral information script).
- ☒ A document to record informed consent. Templates for written consent forms and/or oral information scripts (in case of an oral consent process) are available from the CUREC website
- ☐ Questions to be asked of participants (e.g. interview questions, or a preliminary scope of questions, or a sample questionnaire)
- ☐ (If relevant) debriefing document after participants have taken part
- ☐ If you feel the above approaches are not appropriate for your study, provide details on how you will obtain consent from participants
- ☐ Please complete section 15 if you cannot obtain informed consent

Please add any further details here.

15. If you cannot obtain informed consent from participants according to CUREC guidelines and good practice in your discipline, please give a brief explanation and justification of this decision below.

16. What are the ethical issues connected with your research and what steps have you taken to address them? **Please do not answer 'none'.** We need to see evidence that you have identified potential ethical issues with respect to your research and have taken steps to address them. If applicable, please address:

- Participant burdens and/or risks

Participant burdens and risks are extremely low. However, the subject of *student identity* may possibly be a sensitive subject for some participants. To address this issue, the student researcher will emphasize that participants are free to ignore or decline to answer any questions that make them feel uncomfortable. No identifiable information will be published. Pseudonyms will be used for all participants in the research, and the college they attend will not be named. The student researcher will make it clear that participation is not compulsory, the nature of the questionnaire and each journal entry will be made very clear in the participant info page. The participant may revoke consent at any time during or after the research period, or to later clarify the points raised in the interview, should they wish to. The student researcher will make it clear to participants that the journal entries are ungraded and the quality of the writing is unassessed. Through such reassurance, any fears will be allayed. Ultimately if a potential participant remains concerned, they do not need to take part.

- Your own physical and psychological safety as a researcher or of fieldworkers you may employ (see the University's and Social Science Division's Safety in Fieldwork guidance)

All data collection will take place online, so physical risks are negligible.

- Data protection/ confidentiality (also see Section 18).

No information that could, on its own, be used to personally identify respondents will be collected as a matter of routine in the questionnaire (including names, addresses, or IP addresses). Data will be stored separately in an excel file on the researcher's password protected laptop computer, backed up to the University's password protected OneDrive. These will not be shared with anyone and will only be used for the purposes of corresponding with participants. The file containing these data will be permanently destroyed. The online consent forms of people taking part will be stored in a password protected laptop and backed up to the university's password protected OneDrive for Business.
The audio and video of participants' conversations with the student interviewer will be recorded and transcribed. This constitutes personal data that could be used to identify the participant if proper safeguards are not in place. To address this issue, audio and video recordings will be transferred to local storage and encrypted in files on the student researcher's computer. The files will also be backed up to the university's password protected OneDrive for Business. Original data will be kept only as long as necessary for the research project.
Furthermore, all secondary data (e.g. transcripts, journal entries) associated with participants will be pseudonymised. Participants will be identified using fake first names during qualitative data analysis, and any direct quotations reported in the student researcher's thesis or future publication will be attributed as such. Pseudonymised data will be retained for three years, as per university guidelines.

For more guidance on ethical issues, please see http://researchsupport.admin.ox.ac.uk/governance/ethics/resources

Discuss other ethical issues here

17. Will your research involve discussing sensitive issues? This could be information relating to race or ethnic origin, political opinions, religious beliefs, physical/mental health, trade union membership, sexual life or criminal activities.	Yes ☐	No ☒

If you answered 'Yes', make sure you include some supporting information (as directed in Section 14 b.) above, showing the range of questions covering these issues.

18. Management and handling of personal and other research data

For the purpose of completing this section, all information provided by participants is considered **research data**. Any research data from which participants can be identified is known as *personal data*; any personal data which is sensitive is considered *special category data*.

Management of personal data and special category data of human participants, either directly or via a third party, must comply with the requirements of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018, as set out in the University's Guidance on Data Protection and Research. In answering the questions below, please also consider the points raised in the Data Protection Checklist. For advice on research data management and security, please consult with the University's Research Data Team (researchdata@ox.ac.uk) and/or your local IT department, and the University's web pages on research data management.

a.) **Please mark 'X' against the data you will collect for your research**

Consent records (written consent forms, audio-recorded consent, assent forms (for research involving minors) including participant name	☒
Online consent (may be anonymous)	☒
Opt-out forms	☐
Contact details for research purposes only (destroyed when no longer needed for this research)	☒
Contact details kept for future studies	☐
Audio recordings (preferably using PIN-protected audio recorder and stored on device's hard drive)	☒
Video recordings	☒
Transcript of audio/video recordings	☐
Photographs	☐
Task results (e.g. paper/online tasks, diary completion)	☐
Questionnaire answers	☐
Field notes	☐
Other (please specify below)	☐
Lesson planning documents and accompanying lesson resources	

b.) For **each** of the types of data selected above, state how this will be physically transferred from where it is collected to a local secure storage site (and backed up as necessary). This includes paper records and data captured electronically.

<Consent records>

Written consent forms will be submitted in digital form over email. These forms will be downloaded and stored on the student researcher's password-protected laptop computer in encrypted files and backed up to the university's password protected OneDrive for Business. This data will be kept for three years then destroyed (deleted and shredded).

<Contact details>

Contacts stored in the student researcher's email client will be kept until the end of the research project and then deleted. Email correspondences between the student researcher and participants will be downloaded, stored on the student researcher's computer in encrypted files, and backed up on an encrypted USB which will be stored in the student researcher's home in a locked box.

Zoom ID information will be collected on a calendar form submitted digitally over email. These forms will be downloaded and stored on the student researcher's computer in encrypted files and backed up on an encrypted USB.

Contact information will be kept until the end of the research project and then destroyed.

<Audio and video recordings>

Audio and video of participants' interviews with the student researcher will be captured using Zoom' in-app record feature. For more information on data safeguarding of this feature, visit the following site: https://support.skype.com/en/faq/FA12395/how-do-i-record-my-skype-calls

The student researcher will download these recordings as mp4 files and store them on his computer in encrypted files. The files will be backed up on an encrypted USB drive. All audio/video data will be destroyed once the research project is complete.

<Transcripts of audio/video recordings>

Digital copies of transcripts will be stored in encrypted files on the student researcher's computer and backed up on an encrypted USB drive. Additionally, physical copies will be printed and stored in a locked file cabinet in the student researcher's home. Pseudonymised transcript data will be destroyed three years after the conclusion of the research project to allow access for future publications or analysis by the researcher.

c.) How and where will **each type of data** be stored during the research (until the end of all participant involvement)? Describe the arrangements for ensuring confidentiality, i.e. location of storage (e.g. Nexus 365 OneDrive for Business, SharePoint), security arrangements and de-identification of such data. Do not store unencrypted data in freely available cloud services or unprotected USB drives.

As stated above in 18b, digital data including consent records, contact information, audio/video files, and interview transcripts will be downloaded and stored on the student researcher's password-protected laptop computer in encrypted files and backed up to the university's password protected OneDrive for Business.

The student researcher will submit his thesis in August 2022; however, he may publish a paper based on her thesis during 2023. As such, interview transcripts (digital and physical) will be retained until the publication of this paper, which will mark the end of the project. Contact information, unless deemed necessary to the research, will be destroyed shortly after the approval of the student researcher's thesis.

Consent form records will be kept for three years after the conclusion of the research project (until 2024) as per University recommendations.

d.) Will you use a unique participant number on research data instead of a participant name?

If **yes,** state whether or not you will retain a list of participant names against numbers (i.e. pseudonymisation via a linkage list). Where will the list be stored, and when will it be destroyed?

No. I will use pseudonyms to identify each participant.

e.) Who will have access to the research data?

The student researcher will have access to the research data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the research.

f.) If research data is to be shared with another organisation, how will it be transferred / disclosed securely?

N/A

g.) When and how will identifiable data (including audio/video recordings & photos) be destroyed or deleted? **Note:** Records of consent should be retained for a **minimum of three years after publication or public release**. Some funders may require longer periods (see http://www.dcc.ac.uk/resources/policy-and-legal/overview-funders-data-policies). If you wish to retain contact details in order to re-approach participants about future studies, you must detail this in information provided to them and obtain specific consent for this.		
The student researcher will submit his thesis in August 2022; however, he may publish a paper based on her thesis during 2023. As such, audio/video files and interview transcripts (digital and physical) will be retained until the publication of this paper. Contact information, unless deemed necessary to the research, will be destroyed shortly after the approval of the student researcher's thesis. Consent form records will be kept for three years after the conclusion of the research project (until 2024) as per University recommendations. Physical data will be shredded. Digital data will be deleted.		
h.) Please confirm that you will store **other research data** safely for at least 3 years after final publication or public release and adhere to any additional research funder policies. For more information about the University policies, please see the University's web pages on research data management. If '**Yes'**, please give details of who will store the data and on storage format, location and security. Note that open science is encouraged. If **'No',** please provide further details below.	Yes ☒	No ☐
Consent form records will be kept for three years after the conclusion of the research project (until 2024) as per University recommendations. Digital copies will be stored on the student researcher's computer in encrypted files and backed up on an encrypted USB drive.		
i.) Does your research involve the use of secondary (i.e. previously collected) data? Common sources of secondary data include censuses, information collected by government departments, organisational records and data that was originally collected for other research purposes (If "**No**", please go to section **19**.)	Yes ☐	No ☒
j.) Do you have data access agreements for the use of this secondary data? (If so, please attach these.)	Yes ☐	No ☐
k.) Is your use of this secondary data compatible with what data subjects/participants agreed that their data should be used for?	Yes ☐	No ☐
l.) Could this data be linked back to an individual or individuals? If yes, address how securely any personally identifiable data will be transferred to you, and where and for how long it will be stored during or after the research. Who will have access to it?	Yes ☐	No ☐

19. Publication and dissemination of research data	
How will you disseminate and feedback project outcomes at the end of the research?	The research will be written up as the student researcher's MSc thesis and may be published in an academic journal in the future. On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible.

	If participants make a request, a copy of the student researcher's thesis will be sent to them at the conclusion of the research project.

SECTION C: Methods and procedures to be used	
Method used: Please ensure you have addressed any potential ethical issues related to these methods in Section 14 and in your Participant Information Sheet	**Please mark 'X'**
1. Analysis of existing records	☐
2. Snowball sampling (recruiting through contacts of existing participants)	☐
3. Use of casual or local workers e.g. interpreters	☐
4. Participant observation	☐
5. Covert observation	☐
6. Observation of specific organisational practices	☐
7. Participant completes questionnaire in hard copy	☐
8. Participant completes online questionnaire or other online task	☒
9. Using social media	☐
10. Participant performs paper and pencil task	☐
11. Participant performs verbal or aural task (e.g. for linguistic study)	☐
12. Focus group	☐
13. Interview	☒
14. Audio recording of participant (you will generally need specific consent from participants for this)	☒
15. Video recording of participant (you will generally need specific consent from participants for this)	☒
16. Photography of participant (you will generally need specific consent from participants for this)	☐
17. Others (please specify below)	☐
Lesson plans and other relevent resources to be used in the delivery of lessons and my own field notes.	

SECTION D: Professional guidelines and training		
1. In this section, please mark 'X' against at least one of the following professional guidelines you aim to adhere to. You should use the principles listed in your chosen guideline(s) in conducting your own research. **Note**: this is not an exhaustive list.		**Please mark 'X'**
Research specialism/ methodology	**Association and guidance document**	
Anthropology	Association of Social Anthropologists of the UK and Commonwealth	☐
Computer Sciences	ACM Code of Ethics and Professional Conduct	☐
Criminology	http://www.britsoccrim.org/ethics/	☐
Education	British Educational Research Association Ethical Guidelines for Educational Research	☒
Geography	Association of American Geographers Statement on Professional Ethics	☐
History	Oral History Society of the UK Ethical Guidelines	☐
Internet-based Research	British Psychological Society: Conducting Research on the Internet Association of Internet Researchers Ethics Guide ACM Code of Ethics and Professional Conduct Also see our Best Practice Guidance on internet-based research	☐
Law (Socio-Legal)	Socio-Legal Studies Association: Statement of Principles of Ethical Research	☐
Management	Academy of Management's Professional Code of Ethics	☐
Political Science	American Political Science Association (APSA) Guide to Professional Ethics in Political Science	☐
Politics	Political Studies Association. Guidelines for Good Professional Conduct	☐
Psychology	British Psychological Society Code of Ethics and Conduct	☐
Social Research	Social Research Association: Ethical Guidelines	☐
Sociology	The British Sociological Association: Statement of Ethical Practice	☐
Visual Research	ESRC National Centre for Research Methods Review Paper: Visual Ethics: Ethical Issues in Visual Research	☐
Other professional guidelines. Please specify the other guidelines used here*:*		☐

2. Please indicate what training in research ethics (or research methodology) the researchers involved with this study have received, e.g. the title of the course and date completed (online training available at http://researchsupport.admin.ox.ac.uk/support/training/ethics), or discussions between researchers and supervisors, if applicable.
The student researcher studied research ethics in Hilary 2021 as part of his MSc in Applied Linguistics for Language Teaching (ALLT). She also completed the Research Integrity Online Training course for social and behavioural sciences.

SECTION E: Signatures or email endorsements (The SSH IDREC Secretariat accepts either option below. If you have a DREC, check which signature option it prefers.)

- **Option 1:** Email confirmations from a University of Oxford email address can be accepted. Separate emails should come from each of the relevant signatories as outlined below, indicating acceptance of the relevant responsibilities. **Pasted images of signatures cannot be accepted.**
- **Option 2:** Handwritten (wet-ink) signatures. Please scan them and the rest of the checklist pages to create a single PDF document and email to us.

Please ensure this checklist is signed by:	
For staff research:	**For student research**:
1. Principal investigator	1. Principal investigator **(project supervisor)**
2. **Head of Department (or nominee)**	2. **Head of Department (or nominee)**
	3. **Student researcher**

1. Principal Investigator signature/supervisor signature (if student research)

I understand my responsibilities as principal investigator as outlined in the CUREC glossary and guidance on the CUREC website.

I declare that the answers above accurately describe the research as presently designed, and that a new checklist will be submitted should the research design change in a way which would alter any of the above responses so as to require completion of CUREC 2 (involving full scrutiny by an IDREC). I will inform the relevant IDREC if I cease to be the principal investigator on this project and supply the name and contact details of my successor if appropriate.

Signature (or email endorsement using the above declaration):

Print name (block capitals): **Date**:

2. Departmental endorsement signature

I have read the research project application named above. On the basis of the information available to me, I:

(i) consider the principal investigator to be aware of her/his ethical responsibilities in regard to this research;
(ii) consider that any ethical issues raised have been satisfactorily resolved or are covered by relevant professional guidelines and/or CUREC approved procedures, and that it is appropriate for the research to proceed (noting the principal investigator's obligation to report should the design of the research change in a way which would alter any of the above responses so as to require completion of a CUREC 2 full application);
(iii) am satisfied that: the proposed project design and scientific methodology is sound; the project has been/will be subject to appropriate peer review; and is likely to contribute to existing knowledge and/or to the education and training of the researcher(s) and that it is in the public interest.

Signed by Head of Department or nominee *(example nominees for student research include the Director of Graduate Studies/ Director of Undergraduate Studies)*:

Signature (or email endorsement using the above declaration): ……

Print name (block capitals): ……..... **Date**: ……...

3. Student signature (if student research)

I understand the questions and answers that have been entered above describing the research, and I will ensure that my practice in this research complies with these answers, subject to any modifications made by the principal investigator properly authorised by the CUREC system.

Signature by student (or email endorsement using the above declaration): …… XXXXXX ……..

Print name (block capitals): XXXXXX **Date**: 2 March 2021

Appendix D.

Confirmation of ethical approval

From: Katharina Ereky-Stevens <katharina.ereky@education.ox.ac.uk>
Sent: Friday, April 23, 2021 8:50:24 PM
To: Student CUREC <student.curec@education.ox.ac.uk>; xxxx@education.ox.ac.uk <xxxx@education.ox.ac.uk> **Cc:** <xxx@education.ox.ac.uk>
Subject: Re: MSc Applied Linguistics for Second Language Acquisition/Applied Linguistics for Language Teaching CUREC application for xxxxx

Dear xxxx,

Working title: Writing Challenges and self-efficacy during a college EMI transition year

Thank you for sending your edited consent form and your notes on using an external device to record your interviews to be carried out on Teams.

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Please note that any data collection involving in-person interactions with participants must have an up-to-date COVID-19 fieldwork risk assessment in place. Please refer to the current guidance issued by CUREC during the pandemic, notably COVID-19: CUREC guidance on research involving human participants, https://researchsupport.admin.ox.ac.uk/governance/ethics/coronavirus.

If relevant please also check the CUREC website for their best practice research guides, https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/bpg

Good luck with your research study,

Keep well and safe,

All good wishes,

Katharina

Appendix E.

EMI Writing Challenges Scale
(Administered electronically through Google Forms –appearance differs from this reproduction)

How easy or difficult do you find the following writing skills (i.e. when you are writing reports for your courses this semester)?

Please be sure to answer each question.

		Very difficult	Difficult	Somewhat difficult	Neutral	easy	Somewhat easy	Very easy
1	Planning written assignments	**1**	**2**	**3**	**4**	**5**	**6**	**7**
3	Expressing ideas in correct English	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4	Revising written work	**1**	**2**	**3**	**4**	**5**	**6**	**7**
5	Using appropriate academic style	**1**	**2**	**3**	**4**	**5**	**6**	**7**
5	Writing a bibliography / reference section	**1**	**2**	**3**	**4**	**5**	**6**	**7**
6	Proofreading written work	**1**	**2**	**3**	**4**	**5**	**6**	**7**
7	Referring to sources in written work	**1**	**2**	**3**	**4**	**5**	**6**	**7**
8	Summarising / paraphrasing ideas in sources	**1**	**2**	**3**	**4**	**5**	**6**	**7**
9	Organising ideas in coherent paragraphs	**1**	**2**	**3**	**4**	**5**	**6**	**7**
11	Expressing ideas clearly and logically	**1**	**2**	**3**	**4**	**5**	**6**	**7**
11	Linking ideas from different sources	**1**	**2**	**3**	**4**	**5**	**6**	**7**
13	Writing the introduction to an assignment	**1**	**2**	**3**	**4**	**5**	**6**	**7**
14	Writing the body of an assignment	**1**	**2**	**3**	**4**	**5**	**6**	**7**
15	Writing the conclusion to an assignment	**1**	**2**	**3**	**4**	**5**	**6**	**7**
15	Linking sentences smoothly	**1**	**2**	**3**	**4**	**5**	**6**	**7**
16	Quoting from sources	**1**	**2**	**3**	**4**	**5**	**6**	**7**
17	Using evidence in your essay to support your ideas	**1**	**2**	**3**	**4**	**5**	**6**	**7**
18	Using reporting verbs and nouns to introduce source information	**1**	**2**	**3**	**4**	**5**	**6**	**7**
19	Giving an appropriate title	**1**	**2**	**3**	**4**	**5**	**6**	**7**
31	Explaining ideas in the essay	**1**	**2**	**3**	**4**	**5**	**6**	**7**
31	Using your professor's comments and feedback	**1**	**2**	**3**	**4**	**5**	**6**	**7**
33	Using academic vocabulary in your essay	**1**	**2**	**3**	**4**	**5**	**6**	**7**
34	Using social science vocabulary in your essay	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Appendix F.

EMI Writing Self-efficacy Scale
(Administered electronically through Qualtrics – appearance differs from this reproduction)

Writing an essay involves a number of small tasks. How confident (from 0-100%) are you that you could successfully perform each task when writing a college reports?

I believe I can successfully…

01	Plan written assignments	0……..100%
3	Express ideas in correct English	0……..100%
4	Revise written work	0……..100%
5	Use appropriate academic style	0……..100%
5	Write a bibliography / reference section	0……..100%
6	Proofread written work	0……..100%
7	Refer to sources in written work	0……..100%
8	Summarise / paraphrase ideas in sources	0……..100%
9	Organise ideas in coherent paragraphs	0……..100%
11	Express ideas clearly and logically	0……..100%
11	Link ideas from different sources	0……..100%
13	Write the introduction to an assignment	0……..100%
14	Write the body of an assignment	0……..100%
15	Write the conclusion to an assignment	0……..100%
15	Link sentences smoothly	0……..100%
16	Quote from sources	0……..100%
17	Use evidence in your essay to support your ideas	0……..100%
18	Use reporting verbs and nouns to introduce source information	0……..100%
19	Give an appropriate title	0……..100%
31	Explain ideas in the essay	0……..100%
31	Use your professor's comments and feedback	0……..100%
33	Use academic vocabulary in your essay	0……..100%
34	Use social science vocabulary in your essay	0……..100%

Appendix G.

Background Questionnaire

Writing challenges and self-efficacy during a college EMI transition year

Background Questionnaire

All questions contained in this questionnaire are ***strictly confidential*** and will help with the research project.

Thank you for taking the time to take part in the study 'Writing challenges and self-efficacy during a college EMI transition year'.

Name: …….
Date of Birth: …….
College Department: …….
Name of Degree: …….

CASEC score: ____

During junior high school or high school, did you study English outside of school (e.g. cram school (*juku*), private tutoring)?

_____

(e.g. I studied English at a cram school twice a week from 2 ndyear to 3 rdyear of high school)

Have you had previous experience to study any academic subjects in any other languages than Japanese before entering university? YESNO

If yes, where and what kind of school did you go, language, duration, programme:

_____

(e.g. Osaka, high school, English, 2 years, exchange programme)

Which language did you use to learn English in high school? _____

Did your high school English classes have an Assistant Language Teacher (i.e. a native English speaker who helped teach English with your regular English teacher)? YESNO

Have you ever lived abroad? (e.g. because of your parent's job, etc.): Yes No

If yes, where and what kind of school did you go, language, duration, programme:

_____

(e.g. Bangkok, high school, English, 2 years, international school)

Have you ever studied abroad? (including SEA programme, Exchange programme): Yes No

If so, which country, which level (primary, high school, university) and how long did you study, duration, programme?

_____

(e.g. Australia, high school, English, 3 months, exchange programme)

Which English skills did you study in your high school English class?

READING SPEAKING LISTENING WRITING

In terms of time, what percentage of the English course at high school was given to the teaching and practicing of each skill (e.g. 50% reading, 30% listening, etc.)

% % % %
READING SPEAKING LISTENING WRITING

Did you learn about **writing English paragraphs** in your high school English classes? YES NO

Did you practice **writing English paragraphs** in English in your high school English classes? YES NO

What were the topics of the English paragraphs you wrote?
……
I did NOT write English paragraphs at high school

Did you learn about **writing English essays** in your high school English classes? YES NO

What were the topics of the English essays you
wrote? ……
I did NOT write English essays at high school

Did your teacher give you feedback on how to improve your paragraph/essay in English? YES NO

Did you have to re-write your paragraph/essay using your teacher's feedback on how to make it better? YES NO

Appendix H.

Journal sample

CHALLENGES

[*first* journal] Compared to written assignments at high school, what is most challenging about writing assignments for your college classes? Give reasons and examples to support your ideas. Please write over 300 words.

CONFIDENCE

[*first* journal] what aspect of writing assignments for your college classes are you **most** confident that you can achieve? Give reasons and examples to support your ideas. Please write over 150 words.

What aspect of writing assignments for your college classes are you **least** confident that you can achieve? Give reasons and examples to support your ideas. Please write over 150 words.

Appendix I.

Semi-structured interview questions

NB. The interview questions are adapted from the interview protocol devised by Evans and Morrison (2011).

Challenges associated with Academic English use in EMI transitional classes in the first semester of a freshman year

■·How do you enjoy your first semester of college classes in English? Do you find it easy or difficult?

■·Can you share your experience of using written English in your courses this semester?

■·Do you face any difficulties in using English in your courses in terms of writing assignments?

■·Have you become more confident about using academic vocabulary in your written assignments?

■·What are some of the difficulties in taking university courses in English?
(Probes - which class, which aspect of academic English)

■·What are the main differences between high school and university, in terms of challenges you face in your first college semester?

■·Which aspects of academic English would you like to improve the most? Why?

■·Will you feel more confident about successfully writing assignments when you start your social science content classes next year?

■·What aspects of writing assignments are you less confident about when you switch to social science content classes next year?

Appendix J.

Interview guide

Part 1: Background Information (prior to university)
1. Elementary, Junior and High school

- Location of Elementary, Junior and High school (Japan or abroad)
- Type of Elementary, junior and high school (private, public, JMI or EMI) Official medium of instruction + frequency: English / Japanese / mixed-medium:
  - Content-area teachers' language use (in maths, physics, history class etc) English teachers' language use in English classes
  - Students' language use in content subjects
  - Students' language use in English classes

(The next question is only asked if students studied content classes or English classes in English)

- Difficulties in studying content subjects and/or English classes in English in Elementary, Junior High, and High school

2. **Learning English (High school)**

- How students studied English in High school
  (Probes – strategies, where, and whom, materials, facilities how often, how long)
- Grade/GPA for English class in High school

PART 2: Academic English

1. Academic English use in class

- Experiences of using academic English at an EMI university
  (Probes – which class, which aspect of academic English)
- Attitude and motivation towards learning academic English at an EMI university
- Difficulties in using academic English at an EMI university in terms of writing

2. **Adapting to university in terms of Academic English**

- Main differences between high school and university in terms of academic English
- Skills that students want to improve the most (why)
- The biggest challenge students have experienced at an EMI university in terms of academic English (Probes – why, when, how, is it the particular skill)

NB. The interview questions are partially adopted from Evans and Morrison (2011)

Appendix K.

Interview transcript

Sample transcript from the interviews

Interviewee A, CEFR B1

Line	R/S	Transcript
1	R	Thank you for taking part in the interview session of the study 'xxxx'. Before starting this
2		interview, can you spend some time to read this consent form and please sign your
3		name and date if you are willing to participate in the interview, please?
4	S	Yes… I am happy to take part in this interview.
5		Fantastic, thank you very much. Just to let you know that I am recording
6		our conversation using a voice recorder and smart phone. Is this oaky? Confidentiality will be strictly
7		guaranteed and all the information you provide through this interview will be only used for
8		the purpose of this study. Also you can withdraw from the study at any time.
9	R	That's fine.
10	S	Great. Let's begin the interview.
11	R	So, how is your first semester going?
12	S	It's great. But I am busy.
13	R	Oh, really? How are your classes?
14	S	OK, it is very different to my school.
15	R	How did you study English at high school?
16	S	We used a textbook and answers questions. We get ready entrance exam. My teacher was Japanese.
17	R	For your English class did your school teacher use a lot of English in class?
18	S	No, Japanese mostly.
19	R	OK, now it is English only for your college classes. Do you find it easy or difficult?
20	S	Difficult. It is hard to catch teachers' accent. I used to Japanese English accent. But your accent is OK. I
21		understand better if teachers speak slow.
22	R	What are the main differences between high school and university, in terms of challenges you face?
23	S	Umm, now the reports are longer. In school I wrote paragraphs only 4 or five sentences. Now 300 words is tough.
24	R	I see. Can you share your experience of writing English reports in your courses this semester?
25	S	Tough. I am not good at writing. Especially I am not good at using academic style. At school we write personal
26		reports, my vacation, my dream, like this. I am shocked about writing long reports
27		and giving evidence to support my opinions.
28	R	Yes, using evidence from books and websites is a big part of writing essays at university.
29		Why is it difficult for you to use evidence?
30	S	It is because I get confused and panic about what evidence is good to use. There is so much evidence online but
31		We don't know which is good one. Also, the way to put evidence in essays is different. There are so many rules
32		about it. My teacher said give examples in school but now I must give evidence. It feels harder.
33	R	Yes, what other difficulties are you having with writing reports?
34	S	Well, my vocabulary is poor. We memorise many words every day at school but I can not use words in reports
35		very easily and quickly. It takes time and it is difficult to decide if word is academic and not, like, casual word.
36	R	How about words for social science, like technical words like inflation and recession for economics? Are those
37		Kind of words difficult for you?
38	S	Yes, because it is a new subject and maybe we know the Japanese word but not the English word. Then very
39		tough to use words like this in essays. Urgh, so tough. But I fight. If my word power is big I can write better essays
40	R	Yes, so do you think if you work hard writing will get easier than now?
40	S	Yes, maybe. I do my best. Everything is new now so maybe I will improve and my English level up. But I'm so busy
41		with homeworks and club activity… I must fight. I want to improve my English skill.
41	R	OK, let's finish there. Thank you so much for sharing your opinions. See you in class next week.