

Faculty Development and Improved Outcomes in EMI: Perspectives from Japan

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EMI in Japan

- Partial EMI programs at 305 universities (41%)
 - Partial degrees in English
 - "Some" credits offered in English – Fully bilingual programs
- Full degree EMI programs at 39 Universities
 - 86 different undergraduate majors available
- No reliable data on how many students / faculty members involved
 - Indications that most programs are small (<10% of student body)
 - Most students domestic or non-native English speaking international

(Brown, 2016; Ota & Horiuchi, 2018; MEXT, 2020)

Professional Development in Japan

- Professional Development = Faculty Development (FD)
- Mandatory since 2008
 - 80% of universities have permanent FD organizations
 - 100% faculty participation rates at 18% of universities
 - Over 75% faculty participation rate at 53% of universities
 - FD often understood to not be about teaching
 - Most common FD activities (44% of universities) are "other"
 - Most FD in-service, pre-service FD encouraged by MEXT since 2019 but still very rare
 - FD suffers from lack of buy in
 - In-house organizations, lack of expertise
 - Participation = duty
 - Move to improve teaching quality and focus on learning outcomes actually slowed after 2008

(MEXT, 2020; Ota, 2019; Sato, 2013)

Professional Development for EMI

- In-house activities
 - Seminar, workshop, networking
- MOOCs
- Partner university exchange programs
- Academic association events
- Private company course

Our Study – Research Questions

1. What evidence is there that professors in HE have taken part in PD courses in EMI?
2. Do EMI professors consider that teaching through English involves different competences to teaching via other L1 languages?
3. What do professors want from an PD program?

Our Study – Methodology and Sample

- Localization of Macaro et. al. (2020)
- Online survey of EMI faculty members
 - With selected follow up interviews
 - n=92
- Mix of convenience and snowball sampling
 - Sample skewed to higher tier universities

Our Study - Participants

- Responses from public (12%), private (44%), and national (44%) universities
- Represented fields
 - Social sciences (49), humanities (32), language-focused courses (15), engineering (9), natural sciences (5)
- Range of L1
 - Japanese (37), English (29), other (26)
 - Other = Romanian (3), Indonesian (2), Dutch (2), Spanish (2), French (2), Greek (1), Afrikaans (1), Portuguese (1), German (1), Bengali (1), Swedish (1), Chinese (1), Kazakh (1), Filipino (1), Turkish (1), Assam Tui (1), Italian (1), Ukrainian (1), Russian (1), and both Swedish and Spanish (1)

RQ 1 – FD Experiences

Type of training	Completed	Did not complete	Unsure
Pre-service	18 (19.6%)	65 (70.6%)	9 (9.8%)
In-service	42 (45.7%)	45 (48.9%)	5 (5.4%)

RQ 1 – FD Experiences

- Pre-service FD relatively rare
 - Part of PhD program abroad
- In-service training more common
 - Mix of in-house activities, outsourced training courses, courses taken abroad, self-sourced FD opportunities
- Japanese faculty members more likely to attend in-service FD
 - International faculty feel “not for us”, expect language focus
- Relatively high rate of “unsure”
 - Some confusion about what constitutes EMI and FD for EMI

RQ 2 – Different Competencies?

- 58% teach differently in EMI classes, 23% do not, 19 unsure
 - Students' language proficiency largest factor
 - More sensitive to students' language proficiency, maintain a slower pace, use simplified vocabulary, and other forms of scaffolding
 - “When I teach in Japanese, I take it for granted that they can understand. If I have to teach everything in English, I am a lot more careful!”
 - Cultural factors also mentioned
 - More interaction expected, lack of shared background knowledge
- L1 English more likely to change teaching style for EMI students
- Natural sciences & engineering less likely to change

RQ 2 – Confidence Teaching in English

- Most respondents (72%) confident to teach in English
 - Not confident group not linked to lack of FD experience
 - International respondents slightly more confident overall
 - Japanese respondents slightly less confident
 - Concerns about language proficiency
 - Comparisons to native-speaker models (both language proficiency and teaching style)

RQ 3 – FD Needs & Expectations

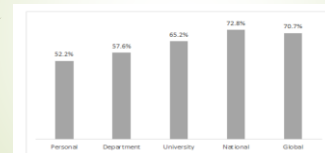
- FD for EMI should focus on teaching skills
 - Entirely teaching 35%
 - Mainly teaching with some language 62%
- Strong preference for a short intensive FD course (48%)
 - 17% prefer ongoing training
 - 20% would not participate in FD course of any length.
- 40% in favor of class observation, 22% against, 38% unsure
 - Observation by experience colleague or outside expert

RQ 3 – FD Needs & Expectations

- Support for faculty language proficiency
- Need to understand students' language proficiency
- Accommodating cultural differences
- General teaching skills & active learning
 - Encouraging participation and interaction
- Need to understand different challenges faced by students in EMI vs L1 medium
- Discipline-specific approaches needed

RQ 3 – Certification

- Respondents somewhat open to national certification scheme for EMI teaching (but ...)



Responses indicating moderate or greater importance of EMI certification as a function of context

RQ 3 – Certification

- Respondents somewhat open to national certification scheme for EMI teaching (but ...)
- NIMBY
 - Certification helpful for younger academics
 - Job hunting
- Concerns about burden, cost, standards, bureaucratization
- Unclear why EMI teachers should be certified when JMI are not

Conclusions

- Optimistic results
 - Almost half of respondents have already had some FD for EMI
 - Respondents want more FD and are willing to seek it out
 - cf. concerns about burden, time commitment
- Some confusion about EMI remaining
 - 10% unsure if they participated in FD for EMI
 - Uncertainty about what an EMI certification scheme might entail
 - Competences needed for EMI unclear even to those teaching in EMI programs

Conclusions – FD Going Forward

- Short-term, intensive courses
- Focused on pedagogy
- Clearer messaging about intended outcomes
- Inclusive atmosphere
- Goals based on local contexts
- Discipline-specific approaches

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