

# The Lecturers' Perception of EMI Training with Multimodal and Interactive Teaching

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**Abstract.** Based on the evaluation of the implementation of English Medium Instruction (EMI) Class since 2021-2022 at several departments of a private university in East Java, it can be found that content lecturers' challenge is how to engage students and facilitate students in understanding the material. Therefore, English specialists or lecturers held EMI lecturer training purposed to content subjects who teach in EMI classes. This study offers an overview of how a private university's EMI training program was designed. Some of the steps taken in this process are as follows: introducing EMI implementation (teaching methodology, the use of multimodal and interactive teaching), training, and content subject practicing or teaching demonstration. This study was done by analyzing EMI lecturers' attitude toward EMI and their perceptions after they participated in joining the training. The findings showed that EMI training is very beneficial for content subjects to boost and improve their quality in the teaching process.

**Keywords:** EMI; teacher training; multimodal; interactive teaching; lecturer's perception

## INTRODUCTION

A private university in East Java implemented International Credit Transfer Program, and some classes have accepted international students from partner universities since 2020. If partner university students choose the subjects, automatically, the teaching-learning process uses English as a Medium of Instruction (EMI). As a part of internationalization efforts, EMI is encouraged to help students improve their English skills (Mancho-Barés & Arnó-Macià, 2017). However, after evaluation and Focus Group Discussion on November 2022, which involved content teachers and language specialists, the content teachers stated several problems in teaching EMI classes, as themed: classroom management, language barrier, and teachers' methodology. 25% of the responding lecturers affirmed that the most significant difficulty in EMI classes was managing a classroom, and 20% of respondents said they had problems communicating and delivering material using English. Also, 42% of respondents claimed that they had difficulty choosing appropriate teaching strategies or methods. It is in line with Klaassen (2001) that the difficulty in teaching EMI is language instruction that finally affects interaction. Also, Oktaviani (2021) stated that the challenges of teaching EMI are the quality of teaching, guidelines, resources, and students' English proficiency. In addition, Volchenkova & Kravtsova (2021) found that the categories of EMI challenges are language issues, teaching styles, and lack of expertise in the content areas.

It is in line with Yuan (2020) that emotional (fear and aversion to English), pedagogical (inadequate training in EMI instruction), and social (lack of campus recognition and support) were identified as the primary problems faced by EMI instructors. While Jarrah (2020) found that interactive and student-centered learning is challenging to implement in EMI classes, affecting low student engagement and participation. Therefore, the content lecturers need training to improve the quality of the teaching-learning process in EMI classes.

According to Guarda & Helm (2017) content lecturers' problem, such as insufficient English competence, can be solved doing methodological training. Also (Jarrah, 2020; Yuan, 2020) stated that EMI teacher training can develop effective classroom language and exploring pedagogical competence. In addition, (Gul & Aziz, 2015; Werther et al., 2014) claimed that training and development is a need to overcome the language pedagogical difficulties in teaching EMI classes and develops teachers competence in language and quality in teaching.

Furthermore, Mancho-Barés & Arnó-Macià (2017) affirmed that Whilst carrying out training, it is important to take into consideration issues concerning communication and the use of language, pedagogy and didactics, as well as multilingualism and diversity. If communication and language use covers classroom discourse, it will improve students' attention, motivation, comprehension, and interaction. Here are several data regarding the implementation of EMI training, which aims to improve the teaching

quality in EMI classes. First, Kuniyoshi et al., (2016) applied an online corpus of academic lectures (OnCAL) regarding English for Science and Engineering. Second, Macaro et al. (2016) implemented collaboration between English language specialists and content teachers in Turkish. Third, Mancho-Barés & Arnó-Macià (2017) implemented the collaboration of EMI and ESP and then designed genre-based EMI. Fourth, (Farrell, 2020; Smith et al., 2017) held Professional Development for EMI lecturers. Fifth, Morell (2020) stated that teacher training with multimodal and interactive teaching could be done to improve the quality of teaching EMI. Then, Volchenkova & Kravtsova (2021) stated that language scaffolding strategies suit English language training courses. Also, Maíz-Arévalo & Orduna-Nocito (2021) conducted in-service training to develop intercultural communication. Last, Lu (2022) initiated content-teacher collaboration and found that teacher collaboration supports language teaching methodologies and instructional language use in EMI.

Regarding several suggestions above related to Professional development for EMI lecturers, training suitable for UNIPMA lecturers is multimodal interactive teaching. The problems lecturers face are related to engaging and attracting students to participate in the classrooms. The ability to convey ideas through various media is known as "multimodality." (Kress, 2010). Moreno & Mayer (2007) found that adding non-verbal knowledge representations to verbal explanations improves student understanding in interactive multimodal learning settings. In addition, Klaassen (2001) asserted that good classroom teaching requires lecture organization, engagement, acceptable non-verbal behavior, and well-prepared graphics. It can be concluded that multimodal interactive teaching means how teachers use interrogatives and a greater emphasis on verbal and nonverbal means of expression (Morell, 2020). This paper analyzes content lecturers' attitudes toward EMI and perceptions after participating in EMI training with multimodal interactive teaching.

## METHODS

As mentioned in the introduction, this study aims to evaluate content lecturers' attitudes toward EMI and their perceptions after joining EMI training with multimodal interactive teaching. The training covers an introduction to EMI, how to arrange course plans, the use of

multimodal in teaching EMI, and interactive practices in teaching. The training is conducted for 12 hours of face-to-face training. At the end of the course, participants did solo "micro-teachings" on any topic they wanted to try out the different techniques they had learned. This study involved 38 participants who had experience in teaching using Bahasa Indonesia (3-15 years) and only twelve lecturers who had teaching experience with EMI around 1-2 years. In addition, they teach content subjects in different disciplines (e.g., three lecturers from Biology, two lecturers from Mathematics, two lecturers from physics, four lecturers from primary education, four lecturers from Law, four lecturers from management, one lecturer from accountancy, four lecturers from informatics engineering, and two lecturers from chemical engineering, one lecturer from Guidance and Counseling, two lecturers from Electrical Engineering, four lecturers from Industrial Engineering, two lecturers from Economic Education, two lecturers from Early childhood education, one lecturer from Pharmacy. Previously, in 2021 they also participated in an EMI introduction workshop held by Language Center.

Furthermore, at this workshop, the trainers are one guest lecturer from the expertise of EMI from a Polytechnic State University and three language specialists from UNIPMA. Pre- and post-course questionnaires were used to compile the data for this study. The pre-course questionnaire covers lecturers' attitudes toward EMI implementation at their university, and the post-course questionnaire reveals the participants' perceptions regarding EMI training.

## RESULTS AND DISCUSSION

### Pre-Course Survey

The survey answers showed that trainees were positive about using EMI in their institutions. Despite the fact that 52.6% of respondents admitted they had no prior experience with EMI in the classroom, 86% said they supported the International Credit Transfer program and the implementation of EMI classes. These participants were already open to EMI, so they signed up for the training experience. It could also mean that university lecturers are generally open to EMI, given that it is a way to support Merdeka Belajar-Kampus Merdeka (MBKM) or the Freedom to Learn policy that the Indonesian Minister of Education and Culture

assigns. It is in line with (Lestari et al., 2022) that to support MBKM policy and achieve of Key Performance Indicator, one aspect that the university can do is internationalization, and one of the internationalization programs is EMI setting at the ICT program. Besides, 26 (68.42%) EMI trainees responded that they were worried about teaching their subjects in English and admitted that they lacked English skills. Only 12

(31.57%) of the 38 people answered that their English proficiency was moderate enough to conduct lectures in English. It is in line with previous findings of (Fenton-Smith et al., 2017; Volchenkova & Kravtsova, 2021) that of 113 lecturers in Taiwan, only 22 have high English language proficiency and can conduct lectures at EMI setting. Table 1 summarizes the pre-course survey/questionnaire results.

**Table 1.** Pre-course survey findings

Attitude towards EMI	38 participants (%)
Positive attitude toward EMI	34 respondents (89.47)
EMI experience (one or two years of experience teaching in English at international class)	12 respondents (31.5)
TOEFL ITP score > 500	7 respondents (18.42)
Confidence in teaching using EMI	10 respondents (26.31)

EMI's training has inspired faculty to change their instructional techniques. While only a few of attendees had prior EMI experience, all agreed that it would be helpful in developing international partnerships for research and teaching. Their English and their ability to instruct would both benefit greatly from EMI's instruction.

#### Post-course Survey

EMI trainees responded to nine questions

post-course evaluation after the training. Participants were asked to rate the training's organization, usefulness, and potential improvements. Also, they were asked about the course's complexity and obstacles. The questionnaire results reveal participants' satisfaction with the training. The training included EMI pedagogy, methodology, multimodal strategies, and micro-teaching. In terms of the training, the detailed review is shown in Table 2.

**Table 2.** Response of Participating EMI training

Statement	Strongly Agree (%)	Agree (%)	Disagree	Strongly disagree
Training/workshop helps EMI teaching quality	19(50)	19 (50)	-	-
The need for participating EMI training/workshop	22 (58)	16(42)	-	-

Then, regarding the response of trainees related to organization of training can be seen below at Table 3.

**Table 3.** Response of content and organization of training

Statement	Excellent (%)	Good (%)	Needs improvement	Not applicable
The content of training is useful	23(60)	15(40)	-	-
Speakers or trainers' knowledge	29(76)	9(24)	-	-
Speakers or trainers' presentation style	27 (71)	11 (29)	-	-
Speakers or trainers' explanation	24 (63)	14 (37)	-	-
Speakers or trainers' feedback of participants' questions	26 (68)	12 (32)	-	-
The organization of training	20 (53)	18 (47)	-	-

Based on the results above, it can be highlighted that the content and organization of

training were well structured, and the speakers or trainers had a good capability in explaining EMI

materials. In addition, the post-course evaluation survey found two main findings: EMI trainees valued the utility of new pedagogical and EMI strategies; they acknowledged the course's double value as the new information can be applied to professional development. As stated by Lu (2022) continuing professional development programs are needed for EMI teachers. Respondents also added the importance of participating in the training; they said that it adds insight regarding EMI teaching strategy and organizing the class, boosts EMI teaching, and improves and upgrades professional development in EMI setting. Furthermore, after participating in this training, they promise to keep learning, practicing, and preparing before teaching content subjects using English.

## CONCLUSION

This study identified EMI lecturers' attitudes and perceptions of implementing EMI after participating in 12-hour EMI training. Pre- and post-course surveys assessed lecturer trainee data. Results showed that the average level of English of EMI content teachers in this study was mostly under 500 (TOEFL ITP), so it is equivalent to B1/B2 levels for CEFR; therefore, they appreciated the training program. The pedagogical implications are: 1) EMI trainees know how to engage students by implementing multimodal interactive teaching; 2) EMI trainees' pedagogical skill is improved after participating in the program. There are certain limitations to the research. One is that it cannot be generalized because it depicts the university context and findings of EMI lecturer training. The number of respondents is also a constraint. The sample size of EMI trainers is insufficient to generalize the dangers associated with EMI teacher training. Case studies from other universities must be analyzed and contrasted so that broad recommendations can be made and effective techniques for content lecturers in other fields can be identified.

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