

Faculty Perspectives on Professional Development and Certification for English-medium Instruction Programs in Japan

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<Abstract>

As English-medium instruction (EMI) takes on a more important role in higher education in Japan, there are ongoing concerns that faculty members lack the support they need to effectively teach in what may be their own or their students' second language. In a replication and localization of Macaro *et al's* 2020 multi-country survey of EMI-related professional development (PD), this study investigated the experience, needs, and preferences of faculty members teaching in English in Japan. Results from 92 respondents indicate that while professors acknowledge teaching in an EMI context requires different competencies than either teaching in a Japanese-medium setting or using English as a professional academic language, fewer than half have participated in PD training. Respondents are open to the idea of EMI-related PD but are only moderately receptive to a potential scheme to certify their competencies. Respondents' perspectives differed depending on their experience teaching in EMI, as well as their linguistic and disciplinary background.

1. Introduction

English-medium instruction (EMI) is a key aspect of the internationali-

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zation strategy of many higher education institutions (HEIs) in Japan. As HEIs face greater competition from both domestic and international rivals, EMI is seen as a way to both appeal to international students and as a symbol of academic rigor and internationalization in marketing to the domestic market. However, the rapid growth of EMI programs has given rise to concerns that the faculty members teaching in them are overburdened and lack support (Haines 2017, Sánchez-García and Dafouz 2020).

Professors¹⁾ teaching in EMI programs may face challenges teaching in their second language (L2) and may feel linguistically unprepared to teach, especially with regard to nuanced language (Airey 2011). A greater challenge often arises when English is the second language of the students. This may represent an issue for both non-native and native English-speaking professors, causing difficulties in using precise technical language and passing on the necessary depth of disciplinary knowledge. When EMI classes include students from diverse backgrounds, professors face an additional challenge accommodating differing levels of knowledge in the field, experiences from different academic traditions, and varying expectations based on cultural norms (Bradford 2016, Fortanet-Gómez 2020). The pedagogical approaches and communication strategies a professor could confidently rely on in a primarily first language (L1) context may no longer be sufficient.

The existing EMI research literature often mentions a lack of pre- or in-service professional development (PD) courses available to help professors cope with the challenges of teaching in L2, whether it be their own or their students'. It finds that universities with EMI programs are increasingly providing their faculty members with English language support, but still lack pedagogical training for international EMI classrooms (e.g., Lasagabaster 2018, Sanchez-Pérez 2020). In a 2018 systematic review of EMI in higher education (HE), Macaro *et al.* (2018) even go so far as to say that teacher preparation programs for EMI “simply do not exist” (p. 56). However, in newer work, the outlook is more positive, with a recent surge in the number of studies examining EMI-related PD (e.g., Beaumont 2020, Macaro and Tian 2020, O'Dowd 2018, Sánchez-Pérez 2020).

In one recent study of EMI-related PD, Macaro, *et al.* (2020) conducted

a survey of 463 professors teaching in English around the world to investigate the competencies required for EMI teaching and the need for EMI certification. Professors acknowledged that EMI teaching requires a greater range of competencies than just language proficiency; however, only one-third of the participants had undergone PD aimed at developing such competencies. While the respondents were in favor of PD leading to an internationally recognized certification, they were less enthusiastic about actually dedicating time to completing PD. They expressed a clear preference for short intensive PD courses over ongoing training opportunities. Macro *et al.* (2020) maintain that this preference may be related to a lack of support for PD at the institutional level.

This study offers interesting insights into the real-world situation of EMI-related PD; however, as noted by the researchers themselves, the scope of the sample was limited. In fact, the study was heavily skewed towards just two countries, Spain and China, with 151 and 133 of the 463 respondents, respectively, coming from these two nations (other participants came from Brazil [5], Italy [30], Japan [20], Mexico [34], Turkey [51], and “other” [39]). Spain and China are both the subject of much EMI research (e.g., Doiz, *et al.* 2013, Jiang *et al.* 2019), and the field is in danger of generalization based on findings from these specific contexts. Consequently Macaro *et al.* (2020) invited future research using the same survey instrument. Given the small number of Japanese participants in this study and considering the important position of EMI in Japanese universities, we felt that this call for research presented an opportunity to investigate the current state of EMI-related PD in Japan. Although PD programs are now commonplace in Japanese universities, we believe there is still a lack of pre- or in-service training to support faculty members with the unique challenges of EMI and the situation merits study. And so, the current study is both a replication and localization of Macaro *et al.* (2020).

2. Background

2.1 The EMI Landscape in Japan

Over the past two decades, EMI in Japan has developed as the result

of both government incentives and market forces (Brown 2016). The government has encouraged and supported EMI developments, at mainly upper-tier universities, through a series of large-scale funding initiatives, including the Global 30 and Top Global University Projects. The initiatives are part of Japan's overall drive to respond to globalization and maximize its competitiveness on the world stage, and universities have been encouraged to develop fully English-taught degree programs for both undergraduate and graduate students. These programs, though limited in scale, have important prestige value and aid Japanese universities in recruiting international and domestic students (Ota and Horiuchi 2018).

These flagship initiatives have also inspired wider development of EMI courses, largely intended for the domestic student body, at mid- and lower-tier universities. In the domestic market, EMI offers marketing benefits when recruiting local students and is part of the government and HE sector's approach to fostering an internationally minded younger generation. Approximately 40% of universities in Japan now offer at least some credits taught in English (MEXT 2020), and as of Fall 2021 there are 87 programs at 39 universities in which students can study their entire undergraduate degree in English.

2.2 Professional Development in Higher Education

Before delving into the issue of PD for EMI, it is worth reminding ourselves that pre-service pedagogical training and continuing professional development (CPD) are generally not required for teaching in higher education (HE) in any discipline (Greer, *et al.* 2016, Fahnert 2015). There is ever-growing policy recognition of the importance of PD for quality HE and for the competitiveness of individuals and HEIs (see e.g. European Commission 2017). However, it has been noted that such initiatives are often implemented in an "unorganised" and "chaotic" manner and in some areas of the world are "unusual" and "rare" (Land and Gordon 2015: 3). Some nations do mandate PD and may even promote certified qualifications that junior professors must complete before promotion to a higher rank. The UK, Australia, and the Nordic countries are often singled out as such examples (Fink 2013, Oki 2019). Yet, in an

international review of PD programs, Fink (2013: 3) remarks that CPD for university professors “remains nothing more than an ideal” in almost all countries. Likewise, in their recent literature review about the PD of academics in Europe, Inamorato dos Santos *et al.* (2019) found that even when academics are expected to participate in PD to ensure their professional success, they rarely do so, or if so, participate unsystematically, favoring passive unintentional workplace learning. They identified four main obstacles to PD participation: 1) a strong preference for and commitment to traditional teaching approaches, 2) a lack of formal requirements or incentives for developing teaching skills, 3) a lack of time for PD among faculty members, and 4) a lack of financial, organizational, and institutional capacity for creating and implementing effective PD programs (p.13). These themes are likely to resurface in discussions of EMI-related PD.

In Japan, as interest in the quality of university education grew, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) mandated in 2008 that all universities offer PD. Almost 80% of all universities have now established university-wide organizations to promote PD, and faculty participation appears high (MEXT 2020). MEXT (2020) reports that 18.3% of Japan’s universities had a 100% full-time faculty member PD participation rate in 2018 and over half (53.4%) achieved participation rates of 75-99%. However, PD often does not have a good reputation among faculty members in Japan, and in discussions on the topic many report that they do not attend the sessions offered by their institutions, or if they attend, they do so out of a sense of duty rather than interest. In a paper about the current status of PD in Japan, Oki (2019) remarks that the movements towards learner-centered teaching and increased quality based on learning outcomes seem to have diminished since PD implementation became mandatory. It appears that the pressures to implement PD and report activities to MEXT may have reduced PD to just another thing faculty members are supposed to check off their to-do list.

There are other indications that PD, particularly pedagogical training, might not be as embedded in Japanese HEIs as MEXT would like. Faculty development (FD, as PD is usually termed in Japan) is often understood to embrace more than the development of teaching ability (Sato 2013).

Therefore, the PD activities undertaken in Japan range from micro-level workshops, lectures, and study groups (including pedagogical training); to meso-level curriculum and program planning; and to macro-level education organizational training (Oki 2019). Current MEXT data shows that although three of the top five most implemented PD activities may have some sort of pedagogical content (MEXT 2020), the most common activity, undertaken by 64.5% of universities in Japan, is listed by MEXT as “lectures and symposia that exclude [educational methods, active learning training, class evaluation, and classroom visits by other faculty members]” (p. 44).

Furthermore, PD activities are usually carried out internally without the guidance of outside experts, a practice which puts Japanese HEIs at risk of missing out on new innovation (Roloff Rothman 2020). The usual Japanese practice of rotating committee member positions for things such as FD adds to this issue as those temporarily in charge of training may be less likely to engage with the wider community of PD practitioners in Japan or internationally (Sato 2013). As the current study also examines pre-service PD, it is important to note that in 2019 MEXT announced that doctoral programs in Japan should establish training programs in university teaching (Kurita 2020). However, the fruits of this mandate have yet to be seen and ‘pre-FD for graduate students’ (pre-service training) is presently the least implemented activity on MEXT’s PD list, carried out by only 3.9% of institutions. National certification for teaching in HE in Japan is not offered.

2.3 Teacher Preparation and Certification for EMI

An enduring theme throughout much of the research about EMI-related PD is the problematizing of the linguistic abilities of EMI professors. EMI professors might comment that they are not bilingual (Dafouz 2018), or that they cannot improvise and clearly express their subject matter in English (Airey 2011). In addition, when seeking out or talking about PD, those teaching in English tend to narrow their focus to language proficiency at the expense of pedagogical skills, with many EMI professors unsure of which aspects other than language might constitute training for EMI (Bradford 2019, Chen, *et al.* 2020). Research shows that PD for EMI is often not made use of by many professors as they assume it to be

centered on English language training, and this is not attractive to faculty members who believe they already possess sufficient language ability to teach in English (Bradford 2015). Indeed, EMI training programs often do focus on language proficiency. In a study examining the training and accreditation of EMI lecturers at 70 European universities, O'Dowd (2018) found that the majority of PD programs surveyed (77%) contained language skill instruction. Only about half (54%) provided supervised feedback on teaching practice. O'Dowd comments that these findings “appear to confirm a commonly held belief in university education that language proficiency in itself is sufficient for teachers to teach subjects through another language” (2018: 7).

Despite this focus on linguistic issues, the EMI research community and many PD program developers recognize the importance of pedagogy and cultural awareness in facilitating learning in the EMI classroom (e.g., Bradford 2019, Fortanet-Gómez 2020, Sánchez-García and Dafouz 2020) and training programs that include such elements do exist. Costa (2015) surveyed training courses for EMI in Europe and found that despite a scarcity of PD courses overall, over half in her study (n=11) were aimed at developing methodological and pedagogical approaches in addition to linguistic competencies. These courses focused on such things as comprehensible input for EMI, presentation skills, facilitating student note-taking, teacher talk, writing skills for teaching in English, and practice teaching. In both Costa's survey and the more recent volume on teacher training for EMI in HE edited by Sánchez-Pérez (2020), Spain stands out as a leader in research and practice in PD for EMI. Spain's strong secondary school CLIL programs have led to the development of a number of EMI PD programs that accommodate both secondary school and university teachers.

Research carried out in Europe shows that most PD for EMI is offered by individual institutions (Costa 2015). Some of these institutions provide certification for their professors; however many rely on professors' linguistic and teaching competences to be verified by their previous work rather than through formal assessment (O'Dowd 2018). The majority of participants (85%) in O'Dowd's (2018) study reported having to reach a certain benchmark for English proficiency (ranging from Common

European Framework of Reference [CEFR] B2 to C2), but far fewer reported having to certify their methodological skills (40%). Here professors reported divergent practices ranging from extensive evaluation of previous experiences to simple attendance at PD courses.

In addition to institutional programs, there are PD programs that are designed to be taught by external trainers either online or in-situ for professors from various HEIs and these offer certificates of completion, for example, Cambridge Assessment's 40-hour course and Oxford EMI's tailored 2-day to 2-week courses. There are also a growing number of MOOCs (Massive Open Online Courses) focusing on EMI, for example, those offered by the University of Southampton, the University of Barcelona, and the University of Tokyo. Macaro *et al.* (2020) draw attention to potential issues with EMI certification from these types of programs, stating they often provide only a baseline introduction to EMI competencies, and are offered "with (presumably) little awareness of local factors" (p. 147). However, we argue that in the face-to-face and online synchronous programs at least, there is much room for customization and localization. We acknowledge that if cross-national or international certification for EMI is to be a goal, the field of EMI still has a way to go in reaching consensus as to what the standards should be. At the same time, as Sánchez-García and Dafouz (2020) point out, it is crucial to take into account local ways of teaching and learning when implementing and certifying teacher education programs.

In Japan, Kuwamura (2019) identified a lack of pedagogical knowledge and a need for PD opportunities as one of the main concerns among faculty members teaching EMI classes. He found that a majority of faculty members, more than two-thirds of his sample, had not taken part in EMI-related PD activities. However, PD for EMI is slowly becoming more widespread, and despite studies showing that faculty members perceive it to be about English language training (e.g., Bradford 2019), there is a small body of literature reporting on PD programs that encompass pedagogical and cultural issues. For example, Horie (2018) describes the development of a faculty support handbook that occurred in 2007, just before the first of the large-scale government initiatives to promote EMI

in Japan was implemented. The project team found that Japanese professors were confident in their own English proficiency but felt uncertain about ensuring their students' uptake of the academic content. Thus, the subsequent handbook (Nakai 2008) focused on pedagogical approaches for effective teaching. Another such handbook was compiled by the University of Osaka for use among its faculty members as they embarked upon a fully English-taught degree program. It addresses such practices as scaffolding, instructional methods, and assessment and was subsequently expanded to include reflections from EMI professors teaching in the program and published as a guide for those outside of the university (Yamamoto and Bysouth 2015).

As in Europe, most EMI-related PD in Japan is done in-house by universities for their own professors. One such program that has received a lot of research attention is the Global Faculty Development training offered by Kansai University (Belarga 2019, McCarty 2020, Rakhshandehroo 2020). This program consists of workshops and one-to-one sessions which cover such topics as presenting in English, English skills development, and collaborative online international learning (COIL). While the participants generally report finding these PD activities engaging, the program suffers from a lack of clear goals with regards to its content and target audience (Rakhshandehroo 2020). English language professors have commented that they are unsure if the program is the right place for them even though they feel part of the university's EMI effort. This finding finds agreement in Roloff Rothman's (2020) study of programs conducted in English. She points out that it appears most such PD is targeted towards Japanese faculty members with little confidence in using English, and not towards multilinguals fluent in English or those for whom English is their first language.

Japan's leading university, the University of Tokyo, has targeted a broader audience for its EMI PD. It established the Professional and Global Educators' Community which provides workshops and online courses (including MOOCs about the use of English in academic settings) and it started the Global Faculty Development Initiative to provide training for its instructors who offer courses in non-Japanese languages. Both

programs are designed primarily for those at the university of Tokyo but create opportunities for engagement with those outside of the university. Sadly, as project funding came to an end, certificates of completion are no longer available for the MOOCs.

Some universities in Japan take a different approach to EMI-related PD. Rather than developing programs in-house, they provide opportunities for professors to travel abroad to take part in intensive PD courses or invite experts from overseas institutions and training companies to offer PD on campus. In some cases, faculty members join commercially available programs using their own funds. However, reporting is scant as to how widespread these PD activities are.

3. Definitions

Exact definitions of EMI are disputed and the boundaries between EMI and related approaches, such as content-based instruction (CBI) or content and language integrated learning (CLIL), are somewhat fluid (Dafouz and Smit 2020, Richards and Pun 2021). While an inclusive definition of EMI could conceivably include both of these, this study is focused on the needs and attitudes of university faculty teaching their content specialist courses in English. Therefore, we used a rather narrow definition to bound our data. For this paper, EMI is defined as *the use of the English language to teach academic subjects (other than English itself) in countries where the majority of the population does not have English as their first language* (Brown and Bradford 2017).

Despite plenty of research about effective HE teaching methods (see Devlin and Samarawickrema 2010), the definition of PD in HE is also unclear (Inamorato dos Santos *et al.* 2019). However, many believe that pedagogical training has a positive effect, especially for those new to teaching (Ödalen, *et al.* 2019) and internationally, many PD programs for HE tend to focus on college teaching and student learning, promoting student-centered, active learning approaches (Fink 2013). That said, PD can cover different skills and may be intended to achieve various results. In addition to pedagogy, it could also target, for example, a professor's

subject content expertise or their approaches to knowledge acquisition. PD could be structured in an organized training program or gained informally through conversations with colleagues. Furthermore, it could be directed not only at individual teachers but at departments or institutions to encourage organizational change (Inamorato, *et al* 2019, Oki 2019).

With a fluid definition of EMI and numerous activities that can comprise PD in HE, it is perhaps inevitable that there is little consensus over the most effective ways to provide PD for EMI. Macaro *et al.* (2020) state that this consensus can only be achieved if the competencies that professors need to effectively teach their classes in English are defined. However, as the make-up of EMI classrooms can vary so greatly, defining these competencies is extremely context dependent. Hence, in our study, we sought to elicit the respondents' own ideas as to what should comprise PD for EMI and did not provide a definition of PD or of the competencies needed to effectively teach in EMI classrooms.

The lack of clarity surrounding the competencies required to teach effectively in EMI contexts naturally raises questions as to the content of any potential certification scheme for EMI professors, not least because both classroom language and teaching traditions vary by discipline (Dimova and Kling 2018). In our study, we provided respondents with a broad definition of certification to elicit their perspectives on the topic, but we did not provide examples of the type of assessment that certification might entail. We defined certification as *an official qualification given to an individual which provides evidence of a competence to teach a particular subject and in a particular way.*

4. Research Questions

With this background in mind, we adapted the research questions investigated by Macaro *et al.* (2020):

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. To what extent do professors consider potential teacher certification important, and at what level (personal, institutional, national, international)?
4. What form do professors want PD or certification to take?

5. Methodology and Participants

As this study is a replication and localization of Macaro *et al.* (2020), we followed the same quantitative research design, with certain adaptations to suit our context in Japan and with the addition of qualitative interviews to add depth to our findings. With permission from the researchers, we tailored the original survey instrument based on knowledge of the HE system and PD practices in Japan and piloted it with colleagues. The final survey consisted of 25 multiple choice, five-point likert-scale, and open-ended items. Information about the purpose and aims of the survey was provided in English and Japanese so that potential respondents were fully informed and to minimize chance participation by non-eligible subjects.²⁾

The survey was distributed via direct appeal to our personal professional networks, via email and social media, and through snowball sampling. Professors working in EMI degree programs who could be identified via their HEI faculty profiles were also contacted directly. The resultant sample therefore includes those teaching in degree programs fully taught in English and those working in EMI programs that form only a part of a student's otherwise largely Japanese-medium bachelor's degree. However, it is likely that only those with a high level of interest in EMI chose to take part in the project. Participants are employed across the three types of university in Japan (prefectural / municipal 12%, private 44.6%, and national 43.5%) and data from the open-ended questions show that they hail from at least 19 different HEIs.

Interviews were conducted via the Zoom platform with five participants chosen from among those who volunteered to take part in follow-up discussions. The interview participants represent linguistic and disciplinary diversity (see Table 1 for interviewee profiles). The interviews were semi-structured. An interview guide was created based on items of interest from the survey and then individually tailored to each participant

based on their comments from the open-ended items.

Table 1 Interview Participant Profiles

Name	L1	EMI discipline	Length of time teaching via EMI	Received EMI PD	Confidence level in EMI
Professor A	Other	SocSci	5-10 years	Yes	Confident
Professor B	Japanese	LangFoc	10 < years	Yes	Somewhat confident
Professor C	English	Hums	10 < years	Yes	Confident
Professor D	Japanese	SocSci	10 < years	Yes	Somewhat confident
Professor E	Other	Hums	5-10 years	Yes	Confident

Source: authors

Macaro *et al.* (2020: 148) noted the “still fuzzy nature of EMI as a concept”, when revealing that they had to eliminate 141 English language teacher respondents from their study. With this in mind, we attempted to target only EMI professors, and not those who teach English language courses, by giving information about the study, providing our definition of EMI, and furnishing examples to illustrate our interpretation of what constitutes an EMI professor in the preamble of the survey in both English and Japanese. Of a total of 97 responses, we eliminated one respondent that stated they taught entirely English language classes, and a further four who demonstrated the “fuzziness” of EMI understandings by listing only English as a foreign language (EFL) and English for Academic Purposes (EAP) classes when describing the classes they teach. This left a total of 92 valid responses.

We categorized the subjects taught by respondents into the broad disciplines of social sciences (SocSci), humanities (Hums), natural sciences (NatSci), and engineering (Eng) according to the guidance of the American Academy of Arts and Sciences (2020). Following Macaro *et al.* (2020), we created a language focus (LangFoc) category for subjects such as applied linguistics, translation studies and intercultural communication as although the primary objective of these classes is not to teach language, the course instructors may have language-focused training which would affect their perceptions of EMI. Some respondents taught subjects in more

than one discipline and were therefore counted in each category. Most of the respondents taught subjects in the social sciences (49) and humanities (32), with fewer teaching language-focused courses (15). Engineering (9) and natural sciences (5) were not well represented. This likely reflects the researchers' personal networks but is also indicative of the fact that non-degree EMI programs most often focus on social sciences and the humanities (Brown, 2016). Also, there has been a recent growth in social science and humanities undergraduate EMI degree programs in Japan.

As EMI programs in Japan are often predominantly taught by Japanese nationals in some university departments and international faculty members in others (Brown 2016), we want to draw attention to the perspectives of professors with different language backgrounds. Thirty seven respondents have Japanese as an L1, 29 have English L1 and 26 are from other L1 backgrounds including native speakers of the following languages: 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), Asante Twi (1), Italian (1), Ukrainian (1), Russian (1), and both Swedish and Spanish (1).

Survey data were entered into MAXQDA 2020 and analyzed by two independent researchers. The sample size proved too small to ascertain if there are significant statistical differences among participants based on disciplinary, or language background or other demographics. Therefore, descriptive statistics were extracted from the quantitative data and are reported below. The qualitative survey responses and interview transcripts were analyzed through a process of coding and consolidation of themes, as recommended by Kvale (2008). Open-ended comments from the survey items are reported alongside interview data in the following results section. Survey respondents are denoted by the term "respondents" and their L1 and EMI discipline are displayed next to their comments. Interview participants are referred to as "interviewees" or by their pseudonym as noted in Table 1.

We believe that this localized replication of the Macaro *et al.* (2020) study adds valuable results to the worldwide picture of EMI PD being developed. An acknowledged limitation of Macaro *et al.* (2020) was the

small number of countries surveyed, therefore we seek to expand its reach. Consequently, our research design necessarily remains similar to this previous research. However, we recognize that this cannot give full qualitative insight into PD for EMI in Japan. Past EMI research about Japan and our analysis presented below both raise issues pertinent to our context that we did not have sufficient data to investigate. For example, we note that a number of professors teaching in EMI programs may have had English-language teacher training prior to teaching EMI classes, also power imbalances in relation to the part-/full-time professional status of EMI professors or the rank of their institution, or even the status of the EMI program itself within the university will all no doubt affect perceptions about PD needs and participation. We look forward to future studies that can delve deeper into these topics.

6. Results

6.1 Research Question One

The first research question seeks to gain context for exploring EMI teachers' views about PD for EMI by finding out how many respondents have undertaken some form of PD to help improve their teaching through the medium of English. Results indicate that in-service PD is much more common than pre-service training. Only 19.6% of respondents reported they had taken part in pre-service training; however, the number of people who had taken part in training since they started teaching at a university was unexpectedly high, at 45.7% (Table 1).

Table 2 Participation in pre- and in-service training for EMI

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)

※ frequency, % shown in brackets

Source: authors

The most common type of pre-service PD (n=7) was teaching methodology courses taken as part of a graduate program, though these courses did not focus on EMI per se. Only two respondents specifically mentioned EMI, one having learned about it as part of their PhD program (L1=German), and one having completed a three-day intensive EMI workshop (L1=Spanish). Among respondents who have completed in-service training, 19 attended in-house PD events/workshops offered by their own universities, while five received training conducted in Japan by foreign universities or private training companies based abroad. Only two reported attending PD courses abroad. Some respondents (n=9) also reported finding their own PD opportunities, including pedagogy workshops at conferences, online training, advice and resources online, or support from colleagues. Professor A exemplified this group, noting in an interview that professional development is not something he expects the university to provide since advice about teaching methods is “only a Google search away.”

In our sample, Japanese L1 respondents were more likely, though only slightly, to have attended PD events. Among the 18 respondents who had attended pre-service PD activities, proportionally more had Japanese as their L1(n=8). However, it is interesting to notice that all eight of these respondents completed their graduate studies in English. This implies that Japanese graduate students abroad have access to and make use of PD in English. PD opportunities are not yet widely available to graduate students domestically. While 45.7% of the entire sample attended in-service PD events, attendance was higher among Japanese professors (51.4%) and lower among professors who reported that their L1 was English (41.4%) or other (42.3%). Some international faculty members commented that their universities offer PD for EMI, but they have not attended as they felt it was intended for Japanese faculty members. There were also several respondents who attended training about general teaching skills. This is likely applicable to EMI classes, though not specifically aimed at such. These responses demonstrate the point about the fuzziness of EMI made by Macaro *et al.* (2020). Professors are not clear as to what constitutes EMI training.

6.2 Research Question Two

The second research question focused on professors' beliefs about the requirements for successful EMI teaching as a proxy for their perceptions of the potential value of PD for EMI. The aim was to investigate to what extent respondents feel that teaching in EMI courses requires different competencies than L1-medium classes or using English as an academic language.

First, professors were asked if they believe that teaching methods in EMI and L1-medium classes should be different. More than half, 57.6%, reported that teaching methods have to change in EMI classes, while 22.8% said that they did not, the remainder, 19.6%, were unsure. Of those who answered that teaching methods should be different, 22 mentioned the students' language proficiency as the reason. They noted that teachers in EMI classes need to be more sensitive to students' language proficiency and maintain a slower pace, use simplified vocabulary, and implement other forms of scaffolding. Professor B mentioned their increased concern for the students' understanding when teaching in EMI,

When I teach in Japanese, I don't worry about whether my explanation is clear enough or not. I take it for granted that they can understand my Japanese. Whereas if I have to teach everything in English, I am a lot more careful.

A much smaller number, only five respondents, mentioned potential cultural issues as a reason for changing teaching methods. They touched upon the use of appropriate examples, the contrast between English as a low-context and Japanese as a high-context language, and distinct student expectations based on their experiences in different academic traditions. One survey respondent (L1 Japanese, SocSci, LangFoc) noted:

I do not have to interact with students so much when I teach in Japanese. However, I constantly have to interact with students when I teach in English because most of my students are exchange students from Europe, North America, and Oceania. They prefer interactive teaching (class activities).

A European respondent (L1 other, SocSci) commented on the lack of a shared cultural background when teaching in Japan, saying teaching EMI

courses at a European university “feels somehow ‘lighter’ than teaching here, simply because most students there are European, so we have more background information in common, that helps with jokes, references to popular culture, quotations, and so on.”

The respondents’ L1 appears to be a factor in their feelings about changing teaching style. Three-quarters (75.9%) of native English-speaking professors said that EMI necessitates a change, while just over half (51.4%) of the Japanese L1 respondents and just under half (46.1%) of other L1 respondents agreed. We also investigated the perceptions of professors based on the length of their EMI teaching career. We found that whether they were just about to start teaching, had been teaching for less than five, five to ten, or for ten or more years, more than half of the respondents felt that there is a need to change teaching style for EMI.

Given previous literature suggesting that professors in the natural sciences find teaching in EMI courses easier than those in the humanities and social sciences (Kuteeva and Airey 2014), we checked for variation in the responses by discipline. Findings from our sample are consistent with this idea, with proportionally more respondents in Natural Science and Engineering believing that EMI does not require a change in teaching methods (33.3% of those responding ‘no’ were in these fields compared to 11.3% of those who responded ‘yes’). We also suspected that professors teaching courses with a language focus (and therefore likely to have completed language teacher training at some point in their careers) may feel differently. As might be expected, proportionally more LangFoc respondents indicate that teaching should change for EMI (20.7% of those responding ‘yes’ taught a LangFoc class compared to 9.5% of those who responded ‘no’).

Participants were also asked about their confidence teaching in English. Most (71.7%) reported that they were confident and 26.0% felt somewhat confident. Only two respondents did not feel confident. When broken down by the respondents’ L1, the vast majority of international faculty members said that they are confident teaching in English and the majority of Japanese respondents said that they are somewhat confident (see Table 2). Interestingly, the Japanese respondents who are only somewhat confident are not necessarily those who lack training and support. A total

of 16.6% of “somewhat confident” respondents had pre-service PD and 50.0% had in-service PD, which is consistent with the sample as a whole at 19.7% and 47.5% respectively. This “somewhat confident” group is also more likely to think that EMI certification is important for them personally, 62.5% as opposed to 52.2% of the entire sample (see section 6.3 below).

Comments from the somewhat confident Japanese professors tended to focus on language proficiency, with some mentioning their own language issues or errors, and others noting their difficulty in understanding students and assessing their learning. Several (n=7) of the somewhat confident Japanese L1 respondents compared themselves unfavorably to native speakers of English, noting that “I do not feel fully confident when I discuss with native-English students” (L1 Japanese, Hums) “I am nervous when teaching students from English-speaking countries” (L1 Japanese, unclassified discipline), or “I am not a native-English speaker and cannot teach as good as native speakers” (L1 Japanese, SocSci).

Table 3 Confidence in teaching in English

L1	Confident	Not confident	Somewhat confident
Japanese	13 (35.1)	2 (5.4)	22 (59.5)
English	28 (96.6)	0	1 (3.4)
Other	25 (96.2)	0	1 (3.8)

※ frequency, % shown in brackets

Source: authors

Respondents were also asked if the English proficiency needed for EMI teaching is different from the language used when presenting at a conference. A majority (78.2%) agreed. They observed that presentations are often based on extensive preparation, with the one-way flow of ideas controlled by the presenter; however, teaching is more of a two-way communicative task that requires real-time improvisation, adaptation, and responses to student needs. The responses did not vary based on the academic subject taught but there was some variation based on the professors’ L1, with native English-speaking professors being somewhat

less likely to acknowledge differences between presenting and teaching in English (see Table 4).

Table 4 Agreement that there is a difference in required English proficiency between conference presentation and EMI teaching

L1	Agree	Disagree	Unsure
Japanese	32 (86.5)	3 (8.1)	2 (5.4)
English	18 (62.1)	3 (10.3)	8 (27.6)
Other	22 (84.6)	1 (3.8)	3 (11.5)

※ frequency, % shown in brackets

Source: authors

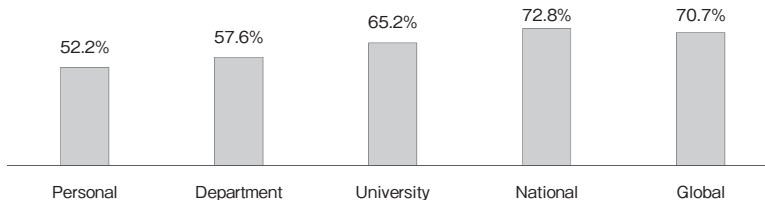
6.3 Research Question Three

The third research question asks about teacher certification for EMI. The results show that certification is not implemented in Japan and is not well understood as a concept. However, respondents would be somewhat open to a certification scheme if one were implemented.

When asked about the current use of certification schemes in Japan, only one participant reported such a scheme being used at their university, 61 respondents (66.3%) said that their university does not have a certification scheme, and 30 (32.6%) professors were not sure. However, participants' comments indicate that the concept of EMI certification is not clearly understood. For example, the single participant who reported that their university has an EMI certification scheme was actually referring to university funded PD opportunities, not certification. Similar confusion was apparent among other respondents, with six questioning or expressing doubts about the definition of certification. One respondent (L1 Japanese, Eng) asked, "I am not sure what 'certification for EMI teachers' means here. Do you mean the scores such as TOEIC, TOEFL, or IELTS?" Four respondents pointed to a PhD or other academic credentials in lieu of certification, with one (L1 Japanese, Eng) saying, "a professor is not a certified teacher," and another (L1 English, SocSci) noting "all instructors must have a Masters or PhD in order to teach at the University."

Using a five-point Likert scale, respondents were asked how important

certification for EMI teachers would be in five different situations: for them personally, for their department, for their university, for Japan nationally, and internationally. In all situations, at least half of respondents said that EMI certification would be at least moderately important. However, on closer examination, some interesting patterns emerged. First, perceptions of the importance of EMI certification increase as the situation becomes less personal. A total of 72.8% say a national EMI certificate would be important, whereas only 52.2% believe a certificate would be important for them personally. Also, respondents who were new to EMI teaching, those with five years or less experience, were more likely to consider personal certification important than their more experienced colleagues, but less likely to favor certification at the national level. Two interviewees (Professor B and Professor C) raised the idea that certification would be useful for those, especially less-experienced professors, looking for a new job. The Japanese L1 interviewee noted that if the certificate were issued by a prestigious foreign institution, it would be particularly valuable to “give credibility” to the EMI skills that a professor is claiming.



Source: authors

Figure 1 Responses indicating moderate or greater importance of EMI certification as a function of context

Respondents were also asked about possible issues with the implementation of a potential certification scheme for EMI teachers. The most common concern (n=24) was about the time commitment required for certification. Faculty members felt that there are already enough demands on their time and adding the burden of certification would be difficult. Professor D noted:

Working for a Japanese university, we get more than enough to do in terms of not only teaching or researching, but also actually maintaining or developing the institution. So, you know, basically, you know, we are busy enough.

Another major concern (n=17) involved the contents or requirements of a possible certification program. Respondents were worried about how the contents would be standardized given the wide variety of disciplines taught in English. They worried about who would design and manage such a certification program. There was also a concern that certification schemes would evolve to become formalized and bureaucratized, and thus lose the value they were intended to offer. One respondent (L1 English, SocSci) noted:

I feel Japan already places far too much weight on formal certification programs. If an EMI certification program were introduced, I fear the MEXT and the institutions themselves would begin making completion of some set of courses mandatory, and I fear the requirements would become highly formalistic and would represent yet another barrier to creativity and innovation.

Participants are also concerned about costs and who would pay for certification (n=11). Some respondents (n=12) also noted a possible lack of buy-in from faculty members who may not see how obtaining certification would benefit them socially, academically, or in terms of their career. There is a similar concern about lack of buy-in from universities, with some respondents noting an apparent lack of motivation to change the current status quo at both the individual and institutional level (n=7). One respondent (L1 English, NatSci) remarked that, “there seems to be no incentive to improve one’s teaching at the university level. For teaching to become more valued, it needs to be recognized with awards and/or financial incentives.” There was also a minority view that requiring EMI certification could be interpreted as a threat by some faculty members (n=2), especially those for whom English proficiency is a challenge and who could be “very sensitive about their English competence and their capacity to use English in EMI.” Another minority view questioned the entire premise of EMI-focused certification (n=3), noting that certification is not required for faculty members who teach in L1 so requiring it for

EMI does not make sense and that training and PD support for teaching in general (i.e., in L1 programs) is more valuable and in more immediate need.

6.4 Research Question Four

The final research question concerns what contents the professors would like to see in a potential PD program for EMI. Respondents overwhelmingly believe that teaching skills should be the focus of PD with 34.8% saying the focus should be fully on teaching skills and a further 62.0% saying the focus should be balanced between teaching skills and language proficiency. Only three respondents wanted PD exclusively directed toward language proficiency: two of these professors are Japanese who feel somewhat confident in teaching in English, the other has two European L1 and feels confident.

With regards to program length, there was a marked preference for a short intensive PD course (47.8%) as opposed to long-term, ongoing training (17.3%) and a full 19.5% directly stated that they would not participate in a PD course of any length. When asked what they would like to actually do in a PD course, respondents expressed varying degrees of interest in possible content, with two-thirds of respondents expressing interest in learning about EMI research, but only half expressing interest in second-language acquisition research. Fewer than half (40.2%) were in favor of having their classes observed as part of a PD course. They would like to be observed by either outside experts or more experienced colleagues, but not by a supervisor or superior. One respondent (L1 Japanese, Hums, SocSci) was very clear that they “wouldn’t be able to trust a boss to make an adequate assessment.” A similar number of respondents (38.0%) were unsure if they wanted to be observed or not, and 21.7% were against observation.

In terms of specific elements that respondents would like to see included in a PD course, a quarter of responses mentioned instructor English proficiency. In addition to support for developing their own proficiency, respondents pointed to a need for faculty members to understand more about their students’ English proficiency. For some respondents, this

included an understanding of second language acquisition theory and/or the techniques for teaching second languages, however, this view was held by only a small minority (n=3). Skills for dealing with cultural differences among students were also raised as possible content for PD courses (n=7). In particular, respondents described the need to understand the different communication styles and educational backgrounds of international students. Eighteen respondents mentioned pedagogy, with many citing the importance of general teaching skills and others specifically mentioning active learning approaches such as student interaction and participation. It was also noted that EMI teachers need to be aware of and account for contextual differences between students' learning in L1 and in EMI. The need for EMI-related PD to be discipline-specific was also raised. Professor E described the interdisciplinary communication issues that arose during a PD event sponsored by their university:

They had someone from engineering and someone from, I don't know, sociology, and they would participate in these programs and compare their exercises, for example, and give feedback to each other. But even in Japanese, they wouldn't understand each other. Yeah. In terms of the content. So that was a problem.

7. Discussion and Conclusions

This study investigated EMI-related PD at universities in Japan in order to provide local depth to the multi-country findings of Macro *et al.* (2020). Our findings reveal the experiences, attitudes and needs of faculty members teaching in English and show how EMI in Japan is following international trends, yet also they also highlight how EMI PD must be locally situated if it is to gain effective faculty buy-in.

EMI-related PD opportunities are relatively available in Japan. Almost 20% of the professors in our study said that they had taken part in pre-service training and nearly 46% reported some kind of in-service training. This is somewhat higher than the 38.6% of the Macro *et al.* (2020) sample, indicating some possible good news for the development of EMI in Japan. However, a sizable number of our participants indicated that they were not sure if they had participated in PD activities for EMI (9.8% for pre-

service training, 5.4% for in-service training). One presumes that they know whether or not they took part in PD activities, so the uncertainty must be in whether or not those activities were intended to specifically support EMI teachers. Similar uncertainty arose in participants' understanding of what a potential certification scheme for EMI teachers might entail. Definitions of EMI and the competencies necessary to teach well in EMI contexts are unclear, even among those working in EMI programs.

Looking at the professors' preferences for EMI-related training, our respondents recognize the special skills that are needed for EMI teaching and would like PD to focus on pedagogical issues. They also had a strong preference for short-term intensive training over ongoing PD programs. This is likely due to the weight that participating in PD events would place on already overburdened professors. The time required for PD was the most common concern cited by our respondents. Macaro *et al.* (2020) suggested that this preference for short-term intensive PD represented a desire for a quick-fix, which they argue is an ineffective approach. However, we argue that for our context, intensive programs may be an optimal solution. The burden on professors' time can be lightened while still offering new pedagogical insights and an opportunity to create a community of practice and a network of support among fellow EMI professionals.

While our respondents were positive about the value of PD for EMI, we found that certification for EMI professors is not well understood as a concept. In contrast to Macro *et al.* (2020: 151) who claim that their respondents were "overwhelmingly" in favor of potential certification, our sample was, at best, moderately in favor, with less experienced faculty members being slightly more positive about certification. As more universities in Japan are now requiring newcomers to be willing to teach in English, certification could prove useful to those beginning their careers or switching jobs. Respondents in our sample expressed some concerns about implementing a certification scheme, including the additional costs and time-burden it would incur. Consistent with Oki's (2019) observation that faculty buy-in actually reduced when PD became mandatory, several participants worried about certification becoming overly bureaucratized. The confusion over what constitutes EMI training and certification that surfaced in our respondents' comments makes

it clear that these concerns cannot be effectively addressed unless those charged with designing certification establish shared understandings among faculty members about PD aims and goals.

A positive finding of note is the diversity of our survey sample, with 40.2% of respondents reporting their L1 as Japanese, 31.5% English, and 28.2% representing a total of 21 other first languages. This mirrors the diversity of the faculty body teaching in EMI programs, at least at the universities represented in our sample. While only 5.4% of all full- and part-time faculty positions are held by international professors in Japan (MEXT 2016), in our experience, they are represented at a much higher rate in EMI programs. International content-specialists are recruited for both short-term and permanent positions, and existing language-teaching specialists take on new roles in EMI programs (Kuwamura 2018).

The linguistic diversity of the sample was reflected in some interesting points in our findings. First, Japanese faculty members were more likely to have attended FD sessions for EMI teachers than their international counterparts. Some international participants felt that such FD events were intended only for the Japanese faculty. This may be related to the commonly expressed belief that FD for EMI focuses on language-proficiency issues (Bradford 2019). There may also be a structural reason for this. As noted above, MEXT promotes and tracks participation of full-time faculty members in FD activities; however, in many cases, international faculty members working in EMI programs, especially those working in programs supported by large-scale MEXT funding schemes, are not full-time faculty. They are hired on term-limited contracts, or as special invited lecturers (Kuwamura 2018), and as such, may not be encouraged to attend FD events.

We also found that respondents' L1 was a factor in their beliefs about EMI teaching. Native English-speaking respondents were more likely than Japanese or other L1 respondents to change how they teach in EMI classes but were less likely to recognize a difference between teaching and presenting in English. We also noted that the English and other L1 groups were more confident about teaching in English than the Japanese L1 group, with the Japanese group expressing anxiety about teaching

native English-speaking students and unfavorably comparing their own teaching to native models. It could be that the English and other L1 groups were hired to specifically teach in English whereas the Japanese L1 professors were not. Nevertheless, this raises troubling questions about native speakerism and the perceived ownership of English in EMI programs.

Having looked at all of this, we see implications for PD planners in Japan. Some lessons from our findings are clear and straightforward: PD courses for EMI should be short-term and intensive, and focused on pedagogy. However, before designing course content, those implementing PD should look carefully at the messaging surrounding their efforts. Despite the largely positive stance towards PD for EMI, our study indicates that some faculty members remain unclear as to how EMI training might differ from general language or pedagogical skills training, and some expressed concern about the inclusivity of PD that appears to be directed towards specific subsets of EMI professors. A shared understanding of aims and goals based on a clear understanding of local contexts and needs is the key to faculty buy-in and effective PD.

Notes

- 1) The faculty body teaching EMI courses in Japan is diverse and includes professors, associate professors, lecturers, visiting faculty, adjunct faculty, instructors, and many other possible positions. For the purposes of this paper, *professor* refers to anyone teaching academic courses at a university or college, regardless of academic rank or tenure status.
- 2) The survey instrument is available from the authors on request.

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Acknowledgements

This work was partially supported by JSPS KAKENHI Grant Number 20H01698.

日本における英語による授業のための能力開発プログラム (PD) と能力認定に関する教員の見解

ハワード・ブラウン*
アンネット・ブラッドフォード**

<要 旨>

日本の高等教育において英語による授業 (EMI) がより重要な役割を果たすようになるにつれ、教員および学生の第二言語を使って効果的に授業を行うための必要なサポートが不足しているという懸念が高まっている。本稿では、Macaro らが 2020 年に実施した EMI 関連のプロフェッショナル・ディベロップメント (PD) に関する多国間調査をローカライズし、日本の市立、公立、国立大学の EMI プログラムを対象として、日本で EMI に従事する教員 (n = 92) の経験、ニーズ、期待へのアンケートとインタビュー調査を実施した。回答者は、日本語を母国語とする人 (40.2%)、英語を母国語とする人 (31.5%)、その他の言語を母国語とする人 (28.3%) とほぼ同率で、回答者の大半 (73.6%) は人文・社会科学系の分野で教えており、ほとんど (83.7%) が EMI で 5 年以上の経験を持っていた。

結果によると、英語で教えることは、日本語で授業を行う能力や、学術言語としての英語能力とは、異なる能力が必要であると教員は認識している。しかし、その能力を身につけるための PD 活動に参加したことのある者は全体の半数以下であった。回答者は、短期的で、言語能力ではなく教える技術に焦点を当てたものであれば、EMI 関連の PD に前向きであるが、自分の能力を検証するシステムについては懐疑的である。回答者のニーズと期待は、EMI での教育経験や母国語、学問によっても異なる。これらの結果から、EMI 教員を支援するためのプログラムは、教員のニーズや関心、そして大学が置かれた状況およびプログラムの内容を明確に理解した上で開発すべきであると結論づける。

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