

Teaching and Learning in a University English-mediated Course in Multicultural and Multilingual Settings*

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Abstract: This study explores the experiences of a teacher and students in an English-mediated course, *Global Society and Language* at a Korean university in multicultural and multilingual settings. The main participants are the instructor and 25 students from various cultures who attended the course. The data collection is derived from three different sources: the student needs survey, the teacher journal, and the students' learning stories. Qualitative content analysis was used to interpret the data through which the themes and coding categories emerged in the analytic induction processes. The major findings indicate that despite big differences in English proficiency levels and needs of the students, the cultural diversity in the course enabled both the instructor and the students to increase multicultural awareness and intercultural communicative competence through building rapport in the process of participating in various interactive classroom activities and thus to enhance content knowledge. Several important issues are discussed to help us understand English as a lingua franca in a Korean university course.

Keywords: English-medium instruction (EMI), cultural diversity, English as a lingua franca, student needs, teacher responses

I. Introduction

To keep up with the demand in English worldwide, the Korean government pushes Korean universities to offer more English mediated courses so that they can meet the global trends and have a better global competitiveness (Kim, 2009). More and more universities offer pay incentives to encourage instructors to teach courses in English and require new professors to teach at least one course in English (Kim, 2009). These changes in institutional circumstances are likely to bring more professors to deliver more courses in English than before (Kim, 2009; Oh, 2011; Oh & Lee, 2010; Shim, 2010; Song, 2008; Yu &

* This work was supported by the National Research Foundation of Korea Grant funded by the Korean Government (NRF-2013-S1A5A-8020880).

Chung, 2009).

Several studies about the effectiveness of EMI (English-medium instruction) courses claim that EMI courses are beneficial for Korean university students to both develop their content knowledge and improve their English communication skills (Kang & Park, 2005; Kim, 2009; Oh, 2011; Oh & Lee, 2010; Park, 2007). However, there has been no real purpose for all of the only Korean students in EMI courses in the previous studies to use English for international communication, other than to improve their English proficiency. However, the course, *Global society and language* that the author had taught during two fall semesters in 2011 and 2012 was different from ordinary EMI courses in Korean universities. First of all, the classroom setting itself was very multicultural and multilingual because the students who were enrolled in the course were from all over the world (see the section, the participants and the findings of this study for more detailed information). Thus, it required a common language, a *lingua franca* for them to communicate by using English as a medium of communication between the students of different languages. Furthermore, the subject matter of the course also related to English as a global language in a global society. The classroom setting was beyond common Korean EMI courses which were usually offered for students to develop their English proficiency through a content-based learning approach with English as a medium of instruction. Thus, there were pedagogical challenges for the instructor to teach the course due to the international settings as an example of a globalized academic community.

Another critical issue about the course that required in-depth research was associated with the different needs and skills of the students. Students' classroom behaviors in this course were frequently evaluated even at the starting point. Most of all, all students were obviously divided into distinctive groups in terms of their differences in their English proficiency levels, purposes of English use, and thus motivations to take the course. Students' levels of English proficiency ranged from native speakers to novice English learners. The use of English varieties was also noticeable. Different varieties of Englishes were spoken in the class such as Korean, Chinese, Russian, Spanish, Mexican, French, American, Swedish, and Bulgarian Englishes. The purposes of their English use also all varied: English use for real life purposes, academic purposes, or learning. These big differences in students' Englishes

had great impacts on differences in students' academic skills. In addition, their motivations to take the course were also classified into two groups: learning relevant contents vs. improving English skills, making foreign friends, or meeting with foreigners. Thus this paper examines the unique experiences of the teacher and the students for future considerations in teaching multicultural and multilingual EMI classes at a Korean university level. Specific research questions examined in this paper are as follows. First, how similar or different are the students' needs about the course? Second, how does the course instructor respond to their needs? Third, what are students' perceived achievements and limitations from the course?

II. Literature Review

1. English-medium Instruction in Korean Universities

EMI in Korea has recently been popular in order for students not only to enhance their English proficiency through EMI classes but also to improve content knowledge (Park, 2007). There have been numerous discussions about the consequences of EMI on students' learning and their perspectives on offering EMI courses at Korean universities (Jung, 2007; Shim, 2010; Yu & Chung, 2009). First, according to student needs analysis, EMI required for students to develop their English proficiency and thus teachers of EMI had to improve their teaching English through English (Jung, 2007). In her study, students preferred to be taught in EMI classes by bilingual Korean teachers than native English teachers. Second, EMI course takers perceived that actual EMI courses did not reach their high expectations; moreover, there were gender differences with respect to teaching methods and equipments (Yu & Chung, 2009). For example, female students liked getting feedback from instructors more than male students did. Male students took part in discussions and presentations more actively than female students did. Third, Shim's study (2010) showed that students who had positive views about EMI uttered words such as 'satisfaction,' 'confidence,' and 'motivation' whereas students who had negative views said words including 'level of understanding' and 'burden.'

As to students' developmental areas through EMI, according to Park's (2007) study, EMI helped students to develop content area knowledge which was not directly related to students' proficiency levels. Moreover, EMI enabled students to improve their receptive skills (reading, listening, and vocabulary); however, it did not affect developing students' productive skills (speaking and writing). Through survey analysis, Kang and Park (2005) examined the effectiveness of EMI in students' developments of content knowledge and English skills. In contrast to Park's (2007) study, they found that in most EMI courses more proficient English learners performed better in these courses. The results can be interpreted that EMI courses are not really effective to develop low proficient learners' English skills. In another negative aspect of EMI courses, Kim (2009) found that EMI courses contributed to resulting in cultural correction based on American classroom discourse rather than comparing and contrasting cultural differences between English speaking countries and Korean cultural and educational contexts. Her suggestions included that EMI should be offered by subject specialists well trained in the field of education and about Korean contexts. In addition, appropriate classroom environments for EMI were necessary such as diverse teaching methods and equipments (Jeon, 2009). Factors about learning environments that influenced course satisfaction of EMI involved social needs, instructors, class management, and feedback (Song, 2008). Furthermore, clear information and implementation through appropriate class activities could lead to successful EMI.

Despite several studies of the impact of EMI courses on students' perceptions and perspectives as discussed above, there have been few studies presenting teachers' perspectives. Oh and Lee (2010) investigated teachers' beliefs about EMI. According to them, professors teaching EMI courses believe that 1) the pace and content of classes should be adjusted based on students' English levels, 2) various changes in contents and teaching methods should be taken into account, and 3) teachers' English proficiency should be enhanced (Oh & Lee, 2010). Similarly, based on the empirical details of discourse produced by non-native teachers of English (NNTE), Lee, Choi, and Joh (2009) suggested the importance of 1) teachers' speaking practices on a regular basis, 2) NNTE's ability to understand their own discourse as an independent thinker, and 3) proper advice and practices based on the strong and weak points of each teacher.

In addition, some researchers reported the difficulties of teachers in implementing EMI courses in Korean contexts. According to Li (1998), the sources of teachers' difficulties included their deficiency in spoken English, deficiency in strategic and sociolinguistic competence, little time for developing materials, and lack of effective and efficient assessment instruments. Different from Li's (1998) findings, Shin (2012) argued that even new teachers with a proficient command of English had tendencies of ending up conducting English classes in Korean at a Korean university. The selection of instructional language was not the teacher's individual abilities but was affected by institutional environments in the process of being socialized by more experienced teachers who were reluctant to teach courses in English. More empirical based research on EMI courses is required to be better aware of teachers' realistic circumstances of teaching and learning at an EMI course.

2. English as a Lingua Franca for Teachers and Students

As English has become the most powerful language and the most effective means for international communication (Crystal, 2003), it is required to understand how English is actually used across national cultural and ethnic borders. There is always a tension between different varieties of English in the context of international communication, using English as a *lingua franca* for mutual intelligibility (desire to acquire global citizenship through English as a global language) vs. for a marker of solidarity and a national identity (desire to preserve native languages and cultural affiliations through a plurality of Englishes) (Crystal, 2003). The different varieties of English are components of English users' emerging sense of belonging in hybrid and multiple global and local contexts (Graddol, 2006). When people cross their national borders, they have tendencies of maximizing available linguistic and cultural resources so that they negotiate and appropriate linguistic forms and meanings between old and new knowledge (Canagarajah, 2005). In this process, mixed or hybrid forms and identities may emerge and thus their linguistic resources and practices are adopted, localized, and blended with their old linguistic and cultural practices (Graddol, 2006; Song, 2011).

Some implications of English as a *lingua franca* for teachers and students can be drawn with respect to how to assist them who face these new challenges generated by globalization.

According to Canagarajah (1999), nonnative English students neither simply accommodate nor are dominated by the English language; they rather appropriate their discourse on the basis of their expectations, needs, and values and thus attempt to create third way of critical negotiation which leads students to empower themselves and be active agents. The notion of the third way by Canagarajah can be applied to not only periphery students but also non-native periphery teachers who suffer from gaining agency and initiatives in relation to as content and/or language issues in many facets of EMI courses. Periphery teachers teaching courses in English in international settings can be often challenged by students who are more proficient in English than teachers.

Song (2011) points out several teaching skills and strategies that may support nonnative English teachers such as EFL teachers who deliver courses in English. First, EFL teachers should understand the aspects of different varieties of English other than the notion of standard types of English and embrace a plural perspective of different varieties of English in which different types of English users have competence. Second, those teachers should prepare for new demands that some of the returnee students from English speaking countries bring some challenges by threatening teacher's authority in the classroom due to their advanced English skills and intercultural competence. They should develop skills and strategies for understanding how to use those students' strengths as rich classroom resources rather than avoiding or being afraid of those advanced students in English. Third, they should be aware of educational inequality caused by different groups of English learners between students who have a chance to learn English in English speaking countries and those who don't. Thus, teachers should find a way to reduce the gap between the groups of students, the haves and the have-nots in relation to educational opportunities and assist both groups of students in getting benefits each other by developing a broad perspective about the impact of globalization in a local context.

III. Methodology

1. Participants and Context

The participants of this study are 25 undergraduate students from various cultures who took the English-mediated course, *Global society and language* during the fall semester in either 2011 or 2012 at a Korean university and the instructor, the author of this study. The three credit hour course is one of the elective courses for an interdisciplinary secondary major called *English communication* which is offered to any students other than freshmen who pursue a secondary major at the university. The 25 course takers include: 1) exchange students from diverse cultures with high English proficiency, 2) regular degree-seeking international and Korean students from department of international studies (DIS), whose English proficiency is similar to native speakers of English, and 3) regular Korean students whose English proficiency levels are relatively low, compared to the exchange students and the students from DIS (please refer to the findings and discussion section for more detailed information about English levels of the students). Pseudonyms and initials are used to refer to specific students in this study.

The instructor of the course who is Korean and earned her PhD in applied linguistics and TESL (teaching English as a second language) in an American university had taught the same course twice to similar groups of students with diverse cultural backgrounds (12 students in 2011 and different 13 students in 2012). She is an assistant professor of English communication in the college of humanities at a Korean university where she teaches undergraduate English language courses in which English is used as a medium of instruction as well as theoretical linguistic content courses mostly offered in Korean except for the course studied in this paper.

The course, *Global Language and Society* was designed to help students understand how English has become the world's global language, and what this means for international communication in a diverse range of local areas such as academic settings, business sectors, the Internet and more in which English use has become common. The expected learning outcome of the course was that students should be able to have a comprehensive understanding of English language use in the world past and present. Students were asked to try

to determine why so many people use English and what the future of English use in international communicative situations could be. Both international and local communities were examined as to why and how English has been used in communication. Field work and group project were carried out during the course. The primary textbook was *English as a Global Language* written by David Crystal (2003). As for methodology, students had to conduct all course work in English, and there were more discussion-oriented activities than direct lecturing in the classroom. Students were expected to demonstrate that they had done reading assignments and learned concepts and issues by taking an active role in the class discussions. The students needed to come up with their own ideas and further questions based on reading assignments. The most important homework for this class was to do the chapter reading every week and answer the focus questions in order to be ready to fully participate in class. Furthermore, almost every other week students were asked to do presentations either in groups or individually on topics from the textbook.

2. Data Collection and Analysis

The data collection for this study is derived from three different sources of data 1) the student needs survey at the beginning of semester to examine the students' needs, 2) the teacher journal to investigate the instructor's responses to the students' needs, and 3) the students' learning stories at the end of semester to explore the students' achievements and limitations from the course. Data triangulation which involved differences in time or persons was used to enhance the credibility of the findings (Patton, 2002). The perspectives of the two different groups of students who took the same course in two different time (one in 2011 and the other in 2012) were collected to increase the reliability of the findings. Moreover, the perspectives of the same group of students in two different time (the beginning and the ending of each semester) were also gathered to examine how their viewpoints of their learning have been changed throughout the course. Furthermore, not only the perspectives of the students but also the ways in which the instructor responded to students' needs were investigated through the teacher journal kept throughout the two fall semesters.

First, the items of the survey conducted at the beginning of semester included nationality, student status and major, native language and second or foreign languages, self-assessed

English proficiency levels (later the instructor's perceived English proficiency levels of individual students were combined to determine each student's English proficiency), official English test scores (TOEFL, TOEIC, or IELTS), English learning history, and expected course objectives and suggestions. Second, the teacher journal written before and after classes were collected as the second source of the data. The entries of the course teaching journal and filed notes are based on critical incident reports proposed by Farrell (2007) and Richards and Farrell (2005), including self-observation, selection of a significant incident and note-taking of the details, and explanations for the reasons why it particularly drew attention as well as the ways it can be interpreted and the possible lessons. Thus, the data source from the instructor can be interpreted as the form of an autoethnography (Canagarajah, 2012) which is grounded in the self experience and awareness as a rich source of data collection. An autoethnography enables a researcher to generate, record, and analyze the data through the collection and construction of one's narrative as part of situated learning to find out the hidden meanings of several important incidents (Canagarajah, 2012). Third, the students were asked at the end of the semester to write their semester-ending learning and unlearning stories within one paragraph and submit it anonymously by focusing on the following two open-ended questions: 1) what was your most important learning in the course? and 2) what are the things that may have hindered your learning in this course?

Data analysis involved qualitative content analysis based on analytic induction and interpretation processes through which the themes and coding categories emerged. First, the students were classified into three groups according to their nationality and English proficiency collected from 25 sheets of the student needs survey and then their expected course objectives and suggestions were compared among the three groups. Second, the teacher journal was repeatedly read through, while the author was seeking to interpret the experience of the teacher from insider's subjective perceptions and identify repetitive themes. As a result, two themes including teaching skills and providing supportive learning environments emerged and relevant parts of the journal were selected for discussions. Third, the students' learning stories were conceptualized and coded into five core categories according to significant units of meaning: 1) learning from interactive classroom activities such as group projects and presentations, group discussions, and class discussions, 2) developing

intercultural awareness, 3) enhancing content knowledge, 4) learning from assignments, and 5) classroom atmosphere. Next, responses under each meaning unit were tallied, compared with total number of response units, and calculated into percentages which refer to the percent value of ratio (number of students responding per category out of total number of students). Finally, salient responses that clearly displayed each main category were selected as *examples* marked in *italic* in the next section to help us understand the participants' insights about each situation.

IV. Findings and Discussion

1. Students' Needs

Based on the analysis of the student surveys conducted at the beginning of the course, the students during the two fall semesters are similarly divided into three groups based on their student status, English learning history, and English proficiency as illustrated in the following Table 1 and Table 2. The students in the first group consist of exchange students from diverse cultures with relatively high English proficiency (except for one Mexican student in 2012). The exchange students at this university usually study for one or two semesters. The second group of students whose English proficiency levels are like native speakers of English includes 1) regular degree-seeking international students, 2) 1.5 Generation Korean students who immigrated to the US or the UK as children and came back to Korea, and 3) Korean students who had experience of living in English speaking countries for more than five years. All students in the second group major in international studies from DIS. The third group of students consists of Korean students who do not belong to the first and second groups. These students have several things in common: 1) their English proficiency in general is a lot lower than the first two groups of students although their official English test scores are relatively high, 2) they major in various subjects, and 3) they are typical Korean English learners who try to learn English in Korean contexts as part of the Korean entrance exam for universities and future career development.

The three groups of students differ in their course expectations and objectives. The students in Group 1 and Group 2 are similar in their desires to take the course in that they fo-

cus more on developing subject knowledge about global society and language. In contrast, the students in Group 3 hope to improve their English proficiency levels through the coursework, to overcome fears of English, and/or to have more chances to use English on a regular basis. Thus, big challenges for the instructor at the beginning of this course lied in developing appropriate teaching skills to handle with the differences in the students' needs according to their English proficiency levels and experiences. At the beginning of each semester, there were great tensions for the instructor due to the different groups of students with various backgrounds so that being better equipped with various teaching skills such as understanding and making use of complex academic discourses in English across multi-lingual multicultural and multiracial borders was vital to successful teaching.

Table 1 Classifying Students and Their Needs, Fall Semester, 2011

Groups	Descriptions	
Group1 Exchange Students	Nationality,	- Dutch (2 students, superior, no official English test score)
	English Proficiency	- Swedish (2 students, superior, no official English test score) - Italian (1student, intermediate high, IELTS 6)
	Expected Course Objectives & Suggestions	- Using English as a global or international language - English use in a global society - Differences of actual English use worldwide
Group2 Native-like English Proficient Students from DIS	Nationality,	- Bulgarian (1 student, advanced high, no official English test score)
	English Proficiency	- Pakistani (1 student, advanced, no official English test score) - Korean American (2 students, superior, TOEFL 115, 117) - Korean (1 student, living in America for 8 yrs, superior, TOEIC 975, TOEFL 114)
	Expected Course Objectives & Suggestions	- Reasons why English spurs multiculturalism and acquires the status as a common language - Globalization and why I become a member of global families - The influences and impacts of English as a language that I can be most fluent on my life - Overview of English as the world most important and powerful language
Group3 Korean English Learners	Nationality,	- Korean (1 students, living in Germany for 9 yrs, intermediate, TOEIC 935)
	English Proficiency	- Korean (2 students, intermediate, TOEIC 855, 765)
	Expected Course Objectives & Suggestions	- Hope to familiarize myself with English use and overcome fears of English - Want to expand chances of using English but feel fearful that foreign students cannot understand my English, especially concerned about group work

Table 2 Classifying Students and Their Needs, Fall Semester, 2012

Groups		Descriptions
Group1 Exchange Students	Nationality, English Proficiency	- American (1 student, native English speaker, no official English test score) - Chinese from Hong Kong (1 student, advanced high, IELTS 7.5) - French (1 student, advanced high, living in America for 3 yrs, no official English test score) - Spanish (1 student, intermediate high, no official English test score) - Mexican (1 student, novice, no official English test score)
	Expected Course Objectives & Suggestions	- Why and How English as a global and common language and its impact and meaning on world citizens - Hope to get new insights and perspectives about languages in the society - The importance of English in the past, the present, and the future - Reasons why I've developed negative views on Americans (Mexican student)
Group2 Native-like English Proficient Students from DIS	Nationality, English Proficiency	- Korean (1 student, superior, living in the UK for 12 years, TOEFL 117) - Russian (1 student, intermediate high, IELTS 6.5) - Korean (1 student, advanced, living in Australia for 6 yrs, TOEFL 110)
	Expected Course Objectives & Suggestions	- Languages in the global society, historical overview, interactive class, hope to not only learn about English as a global language but also deal with various languages in the global society - Meanings of English as a global language - Discussions about languages between professor and students from different cultures and backgrounds
Group3 Korean English learners	Nationality, English Proficiency	- Korean (4 students, intermediate high ~ advanced low, TOEIC 890~920, TOEFL 90) - Korean (1, novice, no official English test score)
	Expected Course Objectives & Suggestions	- Frequent use of English in a daily life - Communication skills in English - Conversing with foreign students - Hope to reduce presentation assignments because there are too many proficient English speakers - Feeling so fearful due to my deficiency in English

2. Responding to Students' Diverse Needs

Despite the challenges due to the different students' needs and the teacher's own difficulties of how to survive to teach in the multicultural and multilingual settings at the beginning, the instructor's concerns shifted from centering on survival to developing teaching skills and then more to student learning outcomes. Developing teaching skills enabled the

instructor to handle better with lectures and class discussions. The following five excerpts from the teacher journal display the developmental patterns of teaching strategies which helped the instructor to give lectures effectively to diverse students and lead the class discussions. First, it was helpful for the instructor to manage the class by assigning each student a relevant and specific task and summarizing what students presented with her prescribed lecture notes (week 4). Second, lecturing skills got improved when explaining important issues rather than reading from lecture notes while checking students' understanding (week 5). Third, using relevant logical patterns such as categorization and critical thinking skills empowered the instructor to explain relevant concepts more effectively (week 6). Fourth, the class discussions became more interesting due to appropriate multimedia aids (week 10). Finally, collective and cooperative learning between the instructor and the students took place as the instructor supported the students during classroom tasks and got to be clearly aware of her role and students' learning outcomes compared to her expectations (week 11).

Talking about the history of English, eight regional and chronological waves, I asked each student to summarize one of the eight waves as part of their assignments. Each student's summary was simple, short, and clear. Then, I summed up each part while reading from my notes. I felt comfortable with expressing my thoughts in English and explaining facts with the notes in which I already highlighted the important aspects of the history that I wanted to talk about. (Week 4)

During time for the class discussion, I tried to explain rather than to read from my answers. This way brought more live classroom interactions and discussions between the students and me. It was also effective to frequently ask students several comprehension questions while explaining important issues. (Week 5)

While discussing some problems with categorizing the world based on English roles and uses, I had a clear focus on my explanation. Students further evaluated the British and American dominant colonial powers which harmed their colonies in many way, based on their personal opinions. (Week 6)

The class discussions were a lot more interesting with video clips: e.g. the features of aviation English, examples of communication breakdowns, interesting and vivid examples, relationships between technology and English, the author's video clip. etc. (Week10)

The students in groups discussed how to prepare the following week's presentations. I showed them some samples from last year's students' presentation materials about the influences of English on several cultural areas such as cinema, pop music, and advertisements. I helped each group stay focused and answered some students' questions. This way reminds me of my role as a facilitator. I thought about what outcomes I expected from students' work when I asked students to do something and realized that it was really important for me as a teacher to have a schematic outline for expected learning outcomes from students' presentations. By doing so, I can highlight some differences between what they actually do and what I expect them to do. (Week11)

These excerpts present one of the most important ways that the instructor responded to students' needs, namely, knowing the effective lecturing behavior to support students' learning in an English mediated course. The knowledge involves being aware of the importance of the impact of teacher's behavior not only on the teacher but also more on the students. The teacher's main responsibility was to ensure that the message should come across in English-medium instruction even with diverse multicultural students. The cultural diversity in this class always came into play and thus there were a lot of interesting live discussions about linguistic and cultural differences based on students' own situations and experiences. The differences in several students from different cultural background allowed the class participants to understand various personal situations, beliefs, and attitudes toward several languages and cultures that we encountered. Moreover, Korean students who had not had international experience also actively participated in the talk while asking and answering the questions to international students. Even some Korean students insufficient in English looked very confident and enthusiastic about their talk with international students because they were the ones who knew the local situations a lot more than the foreign students. All class participants tried hard to build rapport each other. The classroom learn-

ing environment itself was a rich source of raising multicultural awareness and thus led the participants to reciprocally increase intercultural communicative competence.

In addition to developing effective lecturing behaviors, the other important concern for the instructor was to enhance knowledge of how to provide a supportive learning environment and thus facilitate individual student's learning. Due to the differences in students' skills, when students worked in groups for their group projects or discussions, it was necessary to group students carefully, considering the strengths and weaknesses of each student. Following Vygotsky's (1978) notion of *zone of proximal development*, more experienced students in English were grouped with less ones so that both types of students could be beneficial each other to enhance their learning through collaboration. In this class, this meant that a couple of low proficient Korean students should be grouped with foreign students or highly proficient Korean students in English.

Students working in groups appeared more proactive in the classroom discussions if less proficient students were matched with more proficient ones or Korean students with international students. In that environment, both low and high proficient students in English seemed more motivated to learn from each other and voluntarily asked more questions. In this type of group formation, this week each student's participation each group has been greatly increased. (Week 6)

It was also significant not only to properly group students but also to carefully assign each topic to relevant students in relation to their life experience. For example, native speakers of each country about which the group was assigned to give presentations had a lot more advantages because they know and thus explain the local situations better than anyone else. It made audience feel a lot easier and more interested to follow their speech. The following excerpt shows how important it was to assign the topics for group presentations across the experience of the students.

The presentations about several cultural domains were very interesting; especially, how cultural hybrid has been accomplished in several areas. The presenters experiencing

the local situations know enough to lead the discussions in depth focusing on cultural crossings in movies, music and ads. It was obvious to see cultural aspects greatly appeal to students. The presenters brought very live, vivid and clear messages with appropriate examples. The presentation by Ming and Yulia about media of China and Russia was informative and effective to let them present about the situations in which they were familiar with. The presentation by Angela and Ellena on international travel and education in European countries was great as well. Angela discussed separation policies about east coast Catalonia and told her travel story in Spain. The students' case studies in groups this week gave students great opportunities to apply learned concepts into case studies. It was clear to see that students were able to conceptualize the main themes and make connections between the cases and the theoretical framework we talked about. (Week 11)

Overall, this course covered various issues of global society and language at both macro and micro levels. The students from all over the world greatly differed in their classroom behaviors, cultures and perspectives, English proficiency levels, and academic skills. Preparing a class well such as lecture materials is important but more important matter can be the ways in which an instructor can effectively promote students' interactions depending on their learning environments. For example, when the students were asked about their views on English mediated courses at Korean universities, different groups of students reacted all differently. The students from department of international studies felt more comfortable to take courses in English only than in Korean as English majoring students who prefer to take EMI courses felt the same. Similarly, the exchange students felt very satisfied with the EMI setting; otherwise, they could have great difficulties in communicating in Korean. In contrast, the students who were not very used to the situations necessary for English communication felt very unfamiliar and uncomfortable. More important matter of teaching EMI courses with diverse students in multicultural and multilingual settings is to know how to empower different groups of students to think about the contents of a course integrated with their cultures and viewpoints. If instructors raise their awareness about students' different learning environments and develop effective teaching strategies, the differ-

ences in diverse students from different cultures in EMI courses can actually stimulate student learning rather than hinder it.

3. Students' Achievements and Limitations

Based on the perceptions of the students, which were elicited and analyzed from their semester-ending descriptive learning stories, three major learning stories, involve 1) learning from interactive classroom activities, 2) developing intercultural awareness, and 3) enhancing content knowledge. Most of the students point out that they have learned best from three interactive classroom activities: 1) group projects and presentations, group discussions, and class discussions. Other categories of the frequent responses than the three relate to learning from assignments, classroom atmosphere, and learning difficulties. These results including the number of responses and percentages are presented in the following table 3.

Table 3 Students' Learning Stories

Major Learning Stories	Number of Responses
1) Learning from interactive classroom activities	22 (88%)
2) Developing intercultural awareness	19 (76%)
3) Enhancing content knowledge	15 (60%)
Best Interactive Classroom Activities	Number of Responses
1) Group projects and presentations	14 (56%)
2) Group discussions	7 (28%)
3) Class discussions	4 (16%)
Other Categories	Number of Responses
1) Learning from assignments	5 (19%)
2) Classroom atmosphere	5 (19%)
3) Learning difficulties	4 (15%)

Total Number of Students=25

Total Number of Response Units=70

These three major students' achievements are in accordance with two previous studies based on surveys about factors influencing course satisfaction of EMI courses (Song, 2008; Yu & Chung, 2009). Different from their findings, the participants in this study address another aspect of their course satisfaction and learning in that they developed their multicultural awareness and intercultural communication skills from the EMI course, which are

well presented in the following excerpts from their learning stories.

In the class, there were many people from different cultures and thus I found it very interesting to hear about the cultural differences or different perceptions. It was totally different from other classes for only Korean students. People participated in the discussion more eagerly and shared different ideas spoken in different varieties of English and thus I learned and practiced a lot about how to communicate with international people in a global society (Student, E).

The moments I learned the most from were all the cultural perspectives given by my classmates. Since we had a class with people from a lot of parts in the world we got the possibility to learn how English, especially various English styles of Englishes all around the world, is used by people from all different areas (Student, M).

Before this course, I've never given much thought about the English language itself even though it is an important aspect of my life. Through this opportunity, I learned about the role that English plays in many different countries around the world. I was surprised by how we could apply some of the concepts from the book in the classroom which was like a mini-global society (Student, H).

The different findings of this study are originated from the classroom setting with diverse students from other countries as compared to the two studies of EMI courses with Korean students only. The three major achievements are not actually separate but closely interrelated. The knowledge students have obtained from this course was not only derived from the reading of the textbook but also from class discussions and people from diverse cultures so that they shared their personal experience and made the class profitable for developing the content knowledge. The arguments from the textbook that Crystal presented were supported by the students who were actually from these countries or had experienced wide spread of English in various cultural domains from their own personal backgrounds. The classroom setting with diverse students made the students realize the significance and the trend of English and the role it plays in various countries. Several students, especially

the European students who were not native speakers of English but very fluent in English even without experience in an English speaking country, pointed out that their or neighboring countries really provide English environments in both public and private areas by placing English as a part of their culture and thus they use English almost everyday. Moreover, open discussions throughout the course were the reasons why it was easier for the students to grasp important concepts throughout the course by understanding the past current and future of the English language.

As a means of intercultural communication, English as a *lingua franca* addresses various issues such as cultural awareness, language awareness and accommodation skills in addition to traditional areas of language proficiency (Baker, 2009). The students in this course were beneficial as they had fellow students from all around the world so that they were able to be aware of different English styles and learn diverse perspectives from various cultures. As a result, even low proficient students in English were also able to develop their accommodation skills by actively participating in the class and group discussions and sharing their experience and ideas rather than being laid back due to insufficient English proficiency. This is an invaluable lesson for both competent and incompetent Korean students of English to develop their accommodation skills to different levels of English speakers and raise the possibility of intercultural communication throughout an EMI course in a Korean context. Not only Korean students but also international students addressed the similar aspect of learning as shown in the following excerpts.

I learn a lot from Korean students about the Korean culture, something totally unknown for me some months ago and thus now I can better understand my culture in comparison with the Korean culture. (Student, K)

Comparing with other course, this course not only allowed me to learn new knowledge but also gave me more chances to participate and develop relationship with one another through discussion and presentations. This is really important to me as an exchange student. (Student, G)

In a global society, any types of English speakers worldwide now should be able to adapt to new English communicative practices in multilingual contexts in which require speakers to understand the complexities of cultural backgrounds and the associated communicative practices that each English speaker may carry into international communication. According to Canagarajah (2005, 2012), these types of communication strategies involve newly developed English proficiency in association with understanding multiple varieties, dialects, registers, and discourse patterns. As more and more Korean universities expand exchange programs with international universities, EMI courses in Korea with diverse students from all around the world may open the possibility that the participating students may have opportunities to be exposed to different varieties and features of Englishes and use English as a *lingua franca* for international communication by developing the communication strategies that Canagarajah addresses. However, to generalize the findings of the current study, more studies need to be done in a similar multicultural and multilingual EMI setting to tell if EMI courses at Korean universities can contribute to enhancing students' intercultural awareness and international communication skills necessary for global communication.

On the other hand, some possible negative consequences of EMI courses with diverse students in Korean universities should not be overlooked such that inequality can be constructed through linguistic practices in multilingual contexts. Although only a few students (four students out of the total 25 students) described that their insufficient English proficiency hindered their learning in this course, instructors should not neglect possible negative effects of EMI courses on low proficient learners of English. The following excerpt illustrates some difficulties a student in the course had encountered throughout the course.

I've felt like being frozen throughout the course. I was overwhelmed compared to other courses. I am always very proactive in many classes and participate a lot during discussion time. In this class, I also have a lot of thoughts to talk with others but I felt my English wasn't good enough to convey my thoughts during academic discussions in English so most of the time I stayed silent. (Student, J)

As displayed above, some students in multilingual classrooms may go through the process of decapitalization which takes linguistic and symbolic capital away from students and result in inequality construction (Rojo, 2010). According to Rojo, the process of decapitalization is characterized as 1) treating low proficient students in a more privileged language than their mother tongues as deficient students, 2) evaluating the behaviors of students frequently and categorizing good and bad students according to levels of proficiency, 3) frequent ethnicization of students, and 4) constructing inequality through linguistic practices in the classroom (Rojo, 2010). The opposite process can also take place among high proficient students in English, which can lead them to be dominant in EMI courses. The following excerpt written by the only American student in the course reveals some of these concerns.

I didn't feel really hindered in the classroom setting but I did feel that the pace of the class was a bit slow for me but that is to be expected for an American in the class where we speak English. I did feel like that I tended to dominate the discussions or was always the most curious about things. I'm not sure if that was because I had the upper hand in speaking English or that I am just naturally a curious person who always likes to raise their hand. (Student, C)

Although the only four students out of the total participants described their limitations, the number of the four students equals to the half of the total number of low proficient students (four out of eight). Thus, separate research should be conducted to closely examine possible negative effects of EMI courses in multicultural and multilingual settings on high or low proficient students of English in a Korean context. Both high and low proficient students of English can be the focused groups of research to investigate the ways in which inequality is possibly constructed through EMI courses with diverse students in the process of capitalization and decapitalization of their linguistic capital.

V. Conclusion

This study suggests that the cultural diversity provides both the instructor and students with a rich learning environment by motivating them to actively participate in and out of classroom activities. As a result, the instructor was able to develop teaching strategies and skills appropriate for diverse students' interests, needs, and expectations. Moreover, developing teaching strategies which were motivated by diverse students brought her to focus more on student learning outcomes. Similarly, the students achieved several important goals such as understanding the content in the context of English use as a *lingua franca* in an English mediated course with students from various cultures. They were able to apply the theory into practice by generating and appreciating different perspectives and as a result, increase intercultural awareness and global communication skills through various interactive classroom activities as part of their collective and collaborative learning. In contrast, EMI courses in multicultural and multilingual settings may result in decapitalizing low proficient students of English and leading high proficient students of English to dominate classroom interactions and thus possibly constructing inequality among the participants. These possible limitations should be taken into consideration for further research to find appropriate solutions.

Although the findings of this study cannot be generalized into most of the English mediated courses offered to Korean students as the majority of course takers at Korean universities, they can provide useful insights to current or prospective instructors who may teach courses to both Korean students and diverse international students who attend Korean universities to gain credits. English used in this type of the university course is not limited to the use of standard English based on native speaker norms but involves various varieties of Englishes that global participants bring into the classroom and use English as a *lingua franca* for global communication. Thus, this study suggests that Korean instructors and students should raise their awareness of English use as part of hybrid and mixed cultures of Englishes including global, national, local, and individual characteristics. This new way of using English as a *lingua franca* in EMI courses in multicultural and multilingual settings should be understood beyond typical English mediated courses in Korean uni-

versities in which students attempt to improve their English proficiency by taking courses in English. This new phenomenon requires us to better understand the relationships between languages and cultures in association with the characteristics of Englishes that various multicultural and multilingual students as well as Korean students with diverse cultural experience carry into such a course in Korea.

This research mostly focuses on single teacher's subjective reflexive discourse and students' needs and descriptive learning stories from one course. Thus, follow-up research is necessary to illustrate different perceptions of various teachers and students under similar conditions and/or in different academic disciplines. Further detailed comparative and contrastive analyses will expand our knowledge of teaching and learning in university EMI courses in multicultural and multilingual settings in Korean universities. As mentioned earlier, the conflicts of low proficient participants should be carefully examined to understand their difficulties and find ways to promote their learning as well in these types of EMI courses. Future studies may help fill the gap between current policies supporting EMI courses and real problems that the participants are confronted with so that better suggestions for EMI courses can be made. In spite of several limitations to this study, it is hoped that understanding the experiences of the participants from diverse backgrounds in EMI courses at Korean universities can assist instructors, teacher educators, researchers, university administrators, and policymakers in tailoring EMI courses in Korea in the future to meet academic, professional, and global needs of all relevant participants in global contexts.

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Received: December 16, 2013; Revised: January 27, 2014; Accepted: February 10, 2014