

# EMI Lecturers' Training Needs: Towards the Construction of a Measurement Instrument

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**Abstract:**

English-medium instruction (EMI) is a relatively new phenomenon that has come to the fore in most higher education institutions (Dafouz and Smit 2019). It is spreading in an unprecedented manner and increasingly gaining ground globally. At the micro-level, lecturers are key stakeholders since they are the driving force in implementing EMI in the classroom. EMI lecturing involves more than delivering content through English; it is a complex process that requires pedagogical and methodological attention (Cots 2013; Fortanet-Gómez 2013; Morell 2018). Thus, to lecture successfully in EMI contexts, it is important to provide lecturers with specific training. Against this backdrop, the present study addresses EMI lecturers' training needs, a relatively unexplored aspect (Fenton-Smith et al. 2017; Macaro 2018; Beaumont 2020). This study reports on the adequacy of a survey to explore lecturers' EMI training needs and on the preliminary results derived from its administration to a group of EMI lecturers at a Spanish university. Findings revealed the suitability of the survey items to identify EMI lecturers' training needs. Specifically, the findings indicated that, in general, EMI training courses should deal mainly with communication and language use, and pedagogy.

**Keywords:** English-medium instruction, higher education, lecturers, EMI training needs

## 1. Introduction

As a response to the internationalisation agenda of higher education (HE) institutions, most universities are increasingly implementing new educational programmes which, broadly speaking, has resulted in the implementation of English-medium programmes in non-Anglophone countries (Dearden 2015; Macaro 2018; Dafouz and Smit 2019). Different terms have been proposed for this phenomenon, such as ICLHE (Integrating Content and Language in Higher Education) (Fortanet-Gómez 2013), EMI (English-medium instruction) (Macaro 2018), or EMEMUS (English-Medium Education in Multilingual University Settings, or EME for short) (Dafouz and Smit 2019). Throughout this article, the term EMI will be used and regarded—following Dearden and Macaro (2016)—as an umbrella term to refer to non-language academic subjects that are taught in English. As a worldwide phenomenon, the implementation of EMI in HE has contributed to posing new challenges at various levels: macro- (national policy), meso- (university policy) and micro- (students and lecturers) (Hult 2010). Considering this threefold level distinction, this work focuses on the micro-level, and more precisely on lecturers, who represent the main driving force behind the implementation of EMI.

Since EMI programmes first began in HE institutions a growing number of lecturers face the change from using their first language to using English and constructing EMI discourse in the classroom (Morell et al. 2020). However, lecturing through EMI involves more than carrying out content classes in English. The use of English to instruct academic content subjects implies a significant pedagogical and methodological shift that requires urgent research attention (Ball and Lindsay 2013; Cots 2013; Fortanet-Gómez 2013, 2020; Mancho-Barés and Arnó-Macià 2017; Dafouz 2018; Macaro 2018; Morell et al. 2020).

Against this backdrop, a major concern is the professional development of EMI lecturers, particularly through EMI training courses. That said, designing appropriate EMI training courses can be challenging and complex for trainers. To provide potential lecturers with effective EMI training, it is important to explore what their training needs are. However, little research has, to date, addressed this topic (Macaro et al. 2018).

## 2. Literature review

As EMI takes hold in an increasingly large number of HE institutions, lecturers, from diverse linguistic and cultural backgrounds, are faced with lecturing on their academic subject in English. In this respect, one could assume that the

main requirement to lecture in EMI classrooms would be lecturers' language proficiency. While this may arguably be true, lecturers' language proficiency should not be regarded as the only concern. Having a high level of English proficiency, even though required in some HE institutions (e.g., Dearden 2015), does not necessarily correspond with effective EMI lecturing. Indeed, lecturing in EMI programmes goes beyond language issues and involves a great shift in terms of teaching pedagogy and methodology (e.g., Ball and Lindsay 2013; Cots 2013; Fortanet-Gómez 2013, 2020; Mancho-Barés and Arnó-Macià 2017; Dafouz 2018; Macaro 2018; Morell et al. 2020). Furthermore, EMI lecturing requires lecturers to construct meaningful communication in the target language (e.g., Yuan 2019) as well as to promote interactive lecturing to engage with students (Morell 2018; Morell et al. 2020). Predictably, the lack of both appropriate EMI support and opportunities for professional development may result in lecturers feeling ill-prepared to engage in this phenomenon (Yuan 2019), especially at an interactive level (Morell 2018; Morell et al. 2020).

Research has identified some aspects related to EMI training and professional development that require attention, including but not limited to language issues. For instance, Ball and Lindsay (2013) found that increasing language competence, especially pronunciation, was particularly relevant to EMI lecturing; however, pedagogical competence seemed to play a more important role. Similarly, Macaro et al. (2019) identified some EMI training needs such as interactional competence and other pedagogical skills that could also enable lecturers to communicate effectively in the classroom. Fenton-Smith et al.'s (2017) study of Taiwanese EMI professional development, revealed that lecturers seemed to show willingness to develop pedagogical and interactional competence (e.g., foster engagement and communication in the classroom). Beaumont (2020) explored teacher educators and lecturers' views on what aspects should be covered in EMI training courses. The main aspects that it was felt should be included in such courses were pedagogical and language support, along with lecturers having opportunities to share knowledge and experience with peers and receive feedback on practice.

Although language issues may be important (linguistic competence), other competences are needed to operate in EMI classrooms. Interactional, pragmatic and multimodal competence are each crucial to construct effective EMI discourse as well as to interact with students (Morell 2018; Morell et al. 2020), transmit knowledge and make meaning (Dafouz 2011). Indeed, EMI discourse is potentially rich in terms of interactional elements (Morell 2018; Morell et al. 2020), pragmatics and discipline-related aspects such as register and genre (Björkman 2011; Dafouz 2011). EMI discourse is also multimodal as it involves the orchestration of diverse communicative modes (e.g., Morell 2018; Ruiz-Madrid and Fortanet-Gómez 2019; Morell et al. 2020). Moreover,

research has also highlighted the importance of developing lecturers' pedagogical competence, or skills, (e.g., Lin 2016; Macaro et al. 2019) to engage with students, promote students' active participation and jointly construct meaning with students (Lin 2016; Morell 2018; Morell et al. 2020). As such, dealing with interactional, pragmatic and multimodal competence is clearly important for EMI training courses.

As a response to these needs, applied linguists have started looking at how to provide lecturers with EMI training that favours best practices in lecturing (e.g., Fortanet-Gómez 2013, 2020; Morell 2018; Yuan 2019; Morell et al. 2020; Sánchez-Pérez 2020). In addition, English for Specific and Academic Purposes (ESP and EAP) practitioners have been called on to support EMI lecturer professional development, for example, as trainers (e.g., Mancho-Barés and Arnó-Macià 2017; Morell 2018, 2020) or in terms of team teaching (e.g., Lasagabaster 2018). In addition, several HE institutions have started developing EMI training programmes to provide lecturers with appropriate tools to communicate more effectively in the classroom (e.g., Fortanet-Gómez 2013, 2020; Fenton-Smith et al. 2017; Dafouz 2018; Yuan 2019; Morell 2020).

For example, Fortanet-Gómez (2020) proposes a research-informed teacher training programme for EMI at a Spanish university that focuses on classroom discourse (e.g., multimodality, genres), pedagogy and didactics (e.g., team teaching, assessment), and multilingualism and multiculturalism (e.g., internationalisation of the curriculum). Furthermore, the author suggests that coaching would be beneficial for novice lecturers as well as lecturers' participation in exchange programmes. The importance of teaching methodology in EMI training courses is also emphasised by Fenton-Smith et al. (2017), who also argue for addressing interactional competence, different ways of providing students with support (e.g., scaffolding, multimodal resources, and translanguaging), and giving attention to students with diverse abilities and backgrounds. Drawing also on research outcomes, Beaumont (2020) suggests that EMI training should centre on the provision of pedagogical support (e.g., techniques for delivery of content) and language support (e.g., classroom discourse). The author adds that the inclusion of needs analysis and diagnostic assessment would be beneficial in developing effective training courses, while also praising the potential of creating spaces for peer support to enhance lecturers' pedagogical and professional skills as well as personal growth. Finally, he also suggests the courses should be delivered by experienced and knowledgeable trainers who can address the specific requirements of lecturers. Yuan (2019) also presents a framework for EMI training consisting of promoting lecturers' sense of ownership of English as a global language (e.g., emphasise the role of English in internationalised settings), developing effective classroom language (e.g., pedagogic language), as

well as fostering discipline-specific pedagogical competence within a community of practice. However, regardless of the efforts made to design specific EMI training programmes, it seems that the number of courses is still rather low (Lasagabaster 2018) and those in existence tend to focus on improving language proficiency rather than pedagogy (Dafouz 2018).

Particularly relevant for the present study is the proposal made by Fortanet-Gómez (2013, 2020). Drawing on Kurtán (2004), Fortanet-Gómez (2013, 2020) identifies three main dimensions of EMI training, namely: 1) communication and specific language use; 2) pedagogy and didactics; and 3) multilingualism and multiculturalism. The first dimension refers to subject-specific language use and classroom discourse. The second emphasises the idea that a combination of teaching methodologies is necessary to deliver content in EMI contexts. This supports the idea that EMI does not simply involve translating, as many content lecturers may erroneously believe, but rather it is a more complicated process requiring the development of specific pedagogical skills. Finally, the third dimension refers to the role of multilingual and multicultural spaces as well as the internationalised settings where EMI typically occurs.

EMI programmes should preferably be designed drawing on lecturers' needs (Fenton-Smith et al. 2017; Beaumont 2020) and on the sociolinguistic context of the HE institution. Bearing in mind those aspects and assuming that lecturing in EMI contexts may involve methodological and pedagogical changes, this study seeks to examine:

- (1) the usefulness of the items in a specially devised survey to explore EMI lecturer training needs
- (2) what exactly EMI lecturers' training needs are

### 3. Methodology

#### 3.1. *Settings and Participants*

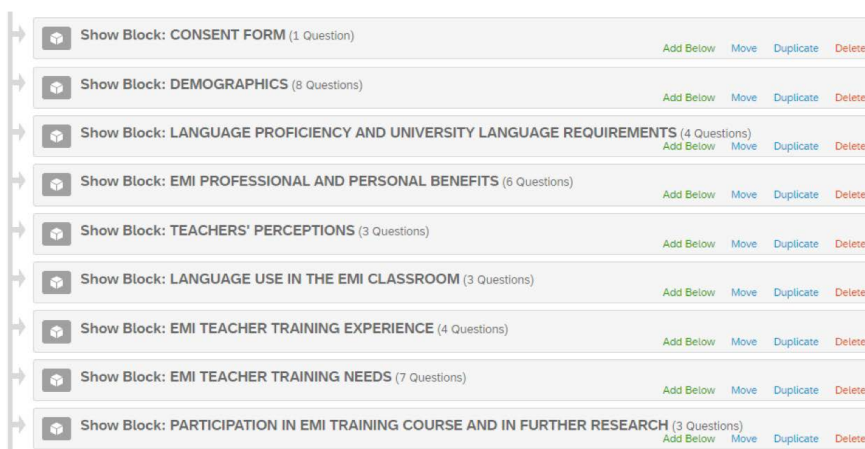
This preliminary study was conducted at Universitat Jaume I (Castelló, Spain) during the second term of the academic year 2019/2020 to explore EMI lecturers' training needs.

The participants of the study were chosen following a purposive sampling technique. That is, the informants of the study were selected as they shared specific characteristics related to the domain of interest of the study. More specifically, all the participants of the study were in-service lecturers who were involved in EMI programmes at either undergraduate or postgraduate level.

### 3.2. The Instrument

As for the specific research instrument used to collect data, an online survey powered by Qualtrics<sup>1</sup> was developed to explore EMI lecturers' views on EMI and EMI training needs. Four external lecturers from the field of Applied Linguistics reviewed the survey and provided feedback on its design, individual items and sections. The survey consisted of nine blocks with a total of 39 items (Figure 1).

FIGURE 1. Survey flow



Due to space limitations and taking into account the scope of the issue, only 4 blocks will be considered in this study: block 2—demographics—, block 3—language proficiency and university language requirements—, block 7—EMI teacher training experience—and block 8—EMI teacher training needs, (see Table 1).

TABLE 1. Blueprint of the survey

Focus area	Item	Answer type
Block 2: Demographics	(Q1) Country you live in	Open
	(Q2) Gender	Multiple-choice
	(Q3) Age	Open
	(Q4) University you work for	Open
	(Q5) Academic rank	Multiple-choice

<sup>1</sup> <https://www.qualtrics.com/>

Focus area	Item	Answer type
	(Q6) Area of knowledge	Multiple-choice
	(Q7) Number of years teaching at university	Open
	(Q8) Number of years teaching in English at university	Open
Block 3: Language proficiency and university language requirements	(Q9) Indicate your certified level of English according to the Common European Framework of Reference for Languages	Multiple-choice
	(Q10) Indicate your overall self-perceived level of English according to the Common European Framework of Reference for Languages	Multiple-choice
	(Q11) Is it required to hold a certificate in English to teach subjects through EMI at your university?	Dichotomous
	(Q12) Indicate the required level	Multiple-choice
Block 7: Previous experience	(Q26) Have you ever received EMI training at your university?	Dichotomous
	(Q27) How useful was the EMI teacher training you received at your university?	Likert
	(Q28) Choose the most appropriate statement that defines the EMI training you received.	Multiple-choice
	(Q29) Choose the one that suits you best.	Multiple-choice
Block 8: Training needs	(Q30) To what extent do you think EMI teacher training is important?	Likert
	(Q31) To what extent do you think these aspects should be covered in EMI teacher training courses?	Likert
	(Q32) From the list below, select the aspects you think should be covered in EMI training courses in terms of communication and language use.	Multiple-choice
	(Q33) From the list below, select the aspects you think should be covered in EMI training courses in terms of pedagogy.	Multiple-choice
	(Q34) From the list below, select the aspects you think should be covered in EMI training courses in terms of material design.	Multiple-choice
	(Q35) From the list below, select the aspects you think should be addressed in EMI training courses in terms of multilingualism and multiculturalism.	Multiple-choice
	(Q36) Can you think of more aspects that should be covered in EMI training courses?	Open

## 4. Findings

### *4.1. Demographics and Language Proficiency and Language Requirements (Blocks 2 and 3)*

This section provides an overview of the participants in terms of demographics and language proficiency. The participants of the study were six Spanish university lecturers (2 female and 4 male, mean age=46.3) working in the fields of Engineering and Architecture (n=5) and Science (n=1). Their professional status was as follows: full professor (n=3), senior lecturer (n=1) and lecturer (n=2). The participants' mean years working at university was 20.16 and the mean years involved in EMI was 6.5, one of them being a relative newcomer to EMI programmes (3 years).

Concerning language proficiency and university language requirements, the participants reported holding the following certified levels: C2 (n=2), C1 (n=2) and B2 (n=2) according to the Common European Framework of Reference for Languages (2001, 2018). When they were asked about their self-perceived proficiency level, results differed: four perceived themselves as C1 level (even though two held a B2 level) and two as C2 level (corresponding to the two participants holding a C2 qualification).

Regarding university requirements to lecture in EMI programmes, some discrepancy was found among the participants even though they belonged to the same HE institution. Only half the participants (n=3) indicated that there was a linguistic prerequisite to lecturing in EMI programmes, although they differed on whether the required level was C1 (n=2) or B2 (n=1). Although not relevant for this study, it seems some participants were not fully familiar with the university language policy.

### *4.2. EMI Teacher Training Experience and EMI Teacher Training Needs (Blocks 7 and 8)*

Moving on to EMI training, the domain of interest in this study, lecturers were asked to respond to a variety of items related to this aspect, spread across two different blocks: 7) EMI teacher training experience (Q26-Q29) and 8) EMI teacher training needs (Q30-Q36).

In the case of previous provision of EMI training (Q26), four lecturers had received EMI training, which they then rated on a four-point scale ranging from very useful to not very useful (Q27), indicating their view of the EMI training they had received. The results showed their opinions varied from very useful (n=2) to quite useful (n=1) and somewhat useful (n=1). These four lecturers were then



also asked about the orientation of the EMI courses they had undertaken (Q28); their responses indicated that the different courses they took were mostly based on language and teaching (n=3) although one lecturer said their course was mainly based on teaching.

While participants' previous experience of EMI training differed slightly, it is worth noting that none said that their training was not useful. In fact, all the participants in the study, including those who had not received EMI training, expressed their interest in receiving EMI training (Q29). This is a positive outcome since, at least in this small sample, it seems the participants had an intrinsic interest in professional development and in developing their EMI skills in particular.

In addition to the responses of this subset of four about their experience of EMI training, the lecturers also responded to a variety of questions related to their training needs. Using a four-point scale ranging from very important to not very important (Q30), the lecturers indicated that they felt EMI training was very important (n=4) or quite important (n=2). This result was somewhat expected since all the participants had reported their willingness to become involved in EMI training courses (Q29). Using the same scale (Q31), the lecturers were asked to indicate to what extent the following categories were important in EMI training: 1) communication and language use; 2) pedagogy; 3) material design; and 4) multilingualism and multiculturalism. Table 2 shows the results concerning Q31.

TABLE 2. How important these categories are in EMI training courses

Category	Very important n	Quite important n	Somewhat important n	Not very important n	Total n
Communication and language use	5	1	0	0	6
Pedagogy	1	3	1	1	6
Material design	1	2	2	1	6
Multilingualism and multiculturalism	1	2	3	0	6

n=participants

As shown in Table 2, while both communication and language use and pedagogy were generally perceived by the lecturers as important topics to be dealt with in EMI training courses, they did not consider the remaining two categories as being so relevant. These general results should be viewed in relation to the outcomes of four other questions (Q32, Q33, Q34 and Q35). Each of these

questions itemised a list of aspects and respondents were asked to decide which were appropriate topics to be covered in each of the four categories. Table 3 shows a summary of the results by category.

TABLE 3. Topics to be dealt with in EMI training courses

<b>Q32. Communication and language use</b>	<b>n</b>
Grammar	2
Diction (choice of words and phrases, and clarity of speech)	6
Specialised language related to the field (e.g., vocabulary, useful expressions)	3
Discourse strategies to organise and structure speech, for example, signposting (e.g., The topic of today's lecture is..., then we'll go on to ... and finally I'll..., to sum up...)	6
Interactional strategies to, for example, check understanding/comprehension (e.g., clear?, do you agree?, ask questions, etc.	5
Kinesic resources such as the use of gestures to explain concepts, emphasise parts of the discourse, facial expressions to provide positive feedback, head movements, eye contact, etc.	3
Paralanguage resources such as tone of voice, intonation, stress, pauses, etc.	3
Proxemics. How to manage personal space in the classroom (e.g., distance, closeness)	1
<b>Q33. Pedagogy</b>	<b>n</b>
Techniques to promote interaction in the classroom	3
Ways of providing students with support for language learning	6
Ways of providing students with support for content learning	3
Teaching practice sessions (including observation and feedback)	5
<b>Q34. Material design</b>	<b>n</b>
Syllabus design	1
Course material design (e.g., handouts, PDFs, booklets)	2
Multimedia/digital design (e.g., PowerPoint presentations, Prezi, Mentimeter, Pear Deck, Kahoot)	4
Task, assignment and activity design	4
Exam design	2
<b>Q35. Multilingualism and multiculturalism</b>	<b>n</b>
Deal with students' mixed linguistic and/or cultural background in the classroom	3
Use of multiple languages in the classroom	1
Promote intercultural and global perspectives in the content of the course	3
Develop students' professional skills for globalised contexts	4
Make students aware of the role of English in professional contexts	4

n=participants

In the case of communication and language use (Table 2, Q31), the result obtained was to be expected as this category is regarded as a major concern for lecturers in EMI programmes (e.g., Ball and Lindsay 2013; Fortanet-Gómez 2013, 2020; Lasagabaster 2018; Macaro et al. 2019). Specifically, the lecturers perceived communication and language use as very important (n=5) or quite important (n=1).

In looking at each of the specific items of this category (Table 3, Q32), the results revealed that discourse strategies (n=6), diction (n=6) and interactional strategies (n=5) were considered to be the most appropriate aspects to include in EMI training courses. It is interesting to see that all the lecturers were concerned with the importance of dealing with classroom discourse from a pragmatic perspective. Specifically, these strategies contribute to constructing and structuring spoken discourse in academic lecturers (e.g., Crawford 2007; Ädel 2010; Björkman 2011; Dafouz 2011).

A similar result was identified in the case of interactional strategies with most lecturers, i.e. 5 out of 6, perceiving that addressing interactional competence in EMI training courses was necessary, as has also been found in other works (Fenton-Smith et al. 2017; Morell 2018; Macaro et al. 2019). As shown in the literature, EMI lecturers' development and use of interactional strategies serves to promote interactive lecturing, which in turn contributes to shaping engagement with students (Morell et al. 2020). Furthermore, through interactive lecturing, teacher-fronted time in lectures can be reduced and a more learner-centred perspective fostered in which both lecturers and students construct knowledge (Lin 2016; Morell 2018; Morell et al. 2020).

A possible explanation for these findings concerning discourse and interactional strategies would be that this type of language use is more spontaneous than, for example, preparing a lecture. That is, lectures can be prepared in advance, but lecturers cannot prepare for spontaneous interaction with students. Therefore, it may be the case that the lecturers showed interest in developing both discourse and interactional competences to be able to interact with their students in a more spontaneous manner (e.g., Macaro et al. 2019).

Another salient aspect identified was diction, that is to say, the way words are pronounced and the choices speakers make as regards words and phrases (Richards and Schmidt 2013). It is obviously necessary for lecturers to construct discourse in a clear manner so that students can understand the message that is being conveyed (see Campoy-Cubillo and Querol-Julián 2015).

Dealing with specialised language in training courses was perceived by only half of the lecturers as relevant. Perhaps, this is because many content lecturers have sufficient knowledge of the specific terminology of their field in English. However, students may probably need further support in terms of ESP/EAP to follow content

lecturers successfully (e.g., Morell 2020). As such, even though lecturers may be familiar with the technical and specialised terminology, what may be lacking would be knowledge of written and spoken academic genres. In other words, knowledge of EAP would be necessary for both lecturers and students to construct and deal with specific academic genres in the EMI classroom (Lin 2016).

Grammar was not considered very important in terms of EMI training, despite the fact that its development could also contribute to lecturers' overall communicative competence. Nevertheless, further research is required to uncover the reasons behind this choice.

Finally, this category also included three items related to multimodal communication, more precisely, kinesics, paralanguage and proxemics. Broadly speaking, multimodal communication refers to the representation and construction of meaning through a variety of communicative modes (Kress 2010). In general, the lecturers did not perceive any of these three elements as being relevant for an EMI training course. In this regard, it might be suggested that this particular result could be related to the lecturers' lack of awareness of the key role of communicative modes in the meaning-making process (Jewitt et al. 2016). However, it may be also the case that the lecturers considered that they already master these strategies and therefore dealing with them in EMI training courses would not be that necessary. Whatever the reason might be, literature shows that multimodal resources have been found to be suited to constructing classroom discourse (e.g., Crawford 2015; Morell 2015; Ruiz-Madrid and Fortanet-Gómez 2019) and to promoting interactive lecturing and engagement (Morell 2018; Querol-Julián and Arteaga-Martínez 2019; Morell et al. 2020). Furthermore, the role of silence, as a paralinguistic resource, has also been highlighted as a way to promote lecturers' engagement with students (Querol-Julián and Arteaga-Martínez 2019).

Concerning pedagogy in relation to EMI training (Table 2, Q31), while four lecturers considered it relevant, i.e., very important (n=1) and quite important (n=3), the other two lecturers considered it somewhat important (n=1) and not very important (n=1). The latter responses corresponded to the two most experienced lecturers, who perhaps felt they had already mastered pedagogical competence. Interestingly, the less experienced lecturer was the one who found it very important, probably because they acknowledged that developing pedagogical competence could be beneficial for both EMI and L1 lecturing. In fact, dealing with pedagogy in EMI training courses is regarded as key due to the methodological and pedagogical shifts that should be undertaken to lecture in EMI contexts (Ball and Lindsay 2013; Cots 2013; Fortanet-Gómez 2013, 2020; Mancho-Barés and Arnó-Macià 2017; Dafouz 2018; Macaro 2018). When looking at each specific item (Table 3, Q33), it can be seen that all the lecturers agreed on the importance of addressing ways of providing students with support for language learning in

training courses. In contrast, however, only half of the sample considered providing students with support for content learning to be pertinent. This study therefore seems to support the idea that lecturers' provision of scaffolding techniques, for both language and content, should be viewed as fundamental elements within EMI training courses (e.g., Fenton-Smith et al. 2017).

In reference to techniques to promote interaction, 3 lecturers considered that it should be addressed in EMI training courses, which is in line with the result observed in Q32 (n=5). These two items, i.e., interactional strategies (Q32) and techniques to promote interaction (Q33) are closely connected since both are necessary to promote interactive lecturing (Morell 2018; Morell et al. 2020). In addition to this, all the lecturers except the less experienced one, indicated that teaching practice sessions with observation and feedback would be useful for an EMI training course. Microteaching analysis may serve to provide lecturers with further insights into their own performance, and in fact, it is increasingly used in some available EMI training courses (see Morell 2018; Chen and Peng 2019; Morell et al. 2020).

Opinions in relation to including content on material design were varied: very important (n=1), quite important (n=2), somewhat important (n=2), and not very important (n=1) (Table 2, Q31). Therefore, half of the sample considered it was necessary to deal with material design in training courses while the other half did not. Arguably, it may be the case that some lecturers use published materials written in English to create their own course materials and visuals. Material design is, however, a key issue in EMI programmes and it would be desirable to create and adapt materials for the target group (Ávila-López 2020). It is also possible that, when answering this question some lecturers may have considered that potential trainers, as non-content specialists, might not be able to offer them advice in this regard. To overcome this, it would be advisable to have EMI trainers that can focus on the specific requirements of the lecturers (Beaumont 2020). Nevertheless, further research would be required to find out the reasons why lecturers did not consider material design so essential.

Consideration of each specific item in term (Table 3, Q34) reveals that most of the lecturers regarded multimedia/digital design as well as task, assignment and activity design (n=4 in both cases) as aspects to be dealt with in training courses. In contrast, exam design (n=2), course material design (n=2), and syllabus design (n=1) were not perceived as that significant. Nevertheless, in general, it seems most respondents acknowledged the fact that teaching content through English does not imply translating materials and/or slides from L1 (Yuan 2019; Fortanet-Gómez 2013, 2020).

The lecturers also seemed to recognise the value of providing students with multimedia/digital resources such as visuals in a variety of applications.

The orchestration of visuals along with other communicative modes (e.g., gestures, facial expressions) facilitates students' comprehension (Campoy-Cubillo and Querol-Julián 2015; Norte Fernández-Pacheco 2018) as it allows communication in different input formats which increases likelihood of understanding. Relying on visuals may also serve to reduce lecturers' talk time and foster interaction, making classes less teacher-fronted (e.g., Morell 2018). To that end, lecturers should learn how to establish interpersonal communication with their students (Morell 2018; Querol-Julián and Arteaga-Martínez 2019) and to convey meaning in the classroom using a variety of communicative modes (e.g., Morell 2018; Querol-Julián and Arteaga-Martínez 2019; Ruiz-Madrid and Fortanet-Gómez 2019; Morell et al. 2020).

In addition, the questionnaire results also suggest that lecturers were concerned with the methodological shift EMI implies in terms of task, assignment and activity design (Fortanet-Gómez 2013, 2020; Lin 2016; Dafouz and Smit 2019; Yuan 2019). It is critical for lecturers not only to make content available for students but also to engage them in academic outcomes. Using translanguaging pedagogies (Lin 2018) would be especially pertinent in situations in which linguistic scaffolding may be necessary due to students' mixed language proficiency levels. Furthermore, lecturers should become familiar with the specific academic genres and the language requirements of each activity (e.g., writing scientific reports, delivering an oral presentation) students are requested to submit.

Finally, the lecturers' vision regarding multilingualism and multiculturalism was somewhat divided in that half considered it very important ( $n=1$ ) or quite important ( $n=2$ ), while the other half thought it only somewhat important ( $n=3$ ) (Table 2, Q31). However, this is not to say that some of the lecturers did not recognise, for example, the role of internationalisation in HE and the potential implications for the classroom. In observing each specific item (Table 3, Q35), the two most salient items were found to be developing students' professional skills for globalised contexts (e.g., market labour) and making students aware of the role of English in professional contexts ( $n=4$  in each). Moreover, three lecturers also reported that EMI training courses should cover aspects related to how to deal with students' mixed linguistic and/or cultural backgrounds and promote intercultural communication. In general, the lecturers seemed to be interested in dealing with aspects related to how to promote the instrumental role of English, develop students' professional skills in potentially internationalised contexts, foster internationalisation at home (Beelen and Jones 2015) and address diversity in the EMI classroom. These findings point to the lecturers' awareness of the importance of addressing issues related to internationalisation in EMI training courses (Yuan 2019; Fortanet-Gómez 2013, 2020).

The last item included in this survey was related to whether the lecturers believed that EMI training courses should address more aspects. Only one lecturer responded to this, calling for support and cooperation between language and content specialists to best support lecturing practices (e.g., Morell 2020). This same lecturer also suggested that extending and improving students' L2 through, for example, ESP/EAP courses, would not be necessary since they have content subjects taught in English. However, this may be a misunderstanding since most students may need extra support to deal with content subjects taught in English.

## 5. Conclusion

This study has shown that the selection of the items used in the survey served to uncover lecturers' EMI training needs. As indicated, the core categories included in the survey to deal with this topic were adapted from the work of Fortanet-Gómez (2013). In this case, however, each category included a set of specific items that were considered important for EMI lecturers to effectively orchestrate their lecturing. In general, the items of the survey seemed to be appropriate for obtaining a general overview of the training needs of the EMI lecturers.

The results reported in this study indicate that four participants who received prior training on EMI lecturing, in general, found the training useful for their professional development. The courses they received were mainly based on both language and teaching methodology, both of which are known to be important for such training (Fortanet-Gómez 2013, 2020; Yuan 2019; Beaumont 2020). Furthermore, all the participants expressed interest in becoming involved in EMI training at the university.

Concerning EMI training needs, the results of this study indicate that communication and language use, followed by pedagogy, were regarded as the key aspects to be covered in EMI training courses. Material design and multilingualism and multiculturalism were, in contrast, not perceived as so important. In looking at the specific items in each category, it was shown that, in general, all the lecturers found diction, discourse strategies and interactional strategies to be very important aspects to address in EMI training courses (Fenton-Smith et al. 2017; Morell 2018; Macaro et al. 2019). However, dealing with multimodal communication was not identified as an important aspect to cover in EMI training. This particular result suggests the need to raise EMI lecturers' awareness of multimodal competence in EMI training courses since effective EMI lecturing is known to involve the use of a variety of communicative modes, other than speech (Morell 2018; Morell et al. 2020). With reference to pedagogy, interestingly, most of the lecturers were concerned with learning how

to provide language support to students as well as being interested in taking part in microteaching sessions to improve their lecturing skills. In the case of material design, and despite it not being considered in a general sense important to include in EMI training, participants indicated that two specific aspects could be dealt with in EMI training courses, namely multimedia/digital design and task, assignment and activity design. This suggests that the lecturers were aware of the importance of using digital tools and designing tasks and materials that best suit students in EMI classrooms. Finally, concerning multilingualism and multiculturalism, the results seem to point to the importance of focusing on internationalisation aspects, such as the roles of English (Dafouz and Smit 2019) and internationalisation at home (Beelen and Jones 2015).

Due to the small sample, any generalisations would be premature. Yet, the results obtained in this study do provide some insights into a variety of aspects that could be addressed in EMI training courses. Specifically, the lecturers in the study showed their interest in covering aspects related to: 1) communication and language use, with special emphasis on interactional and discourse strategies and diction; 2) pedagogy, including scaffolding techniques, techniques to promote interaction and microteaching sessions; 3) material design with special attention paid to the designing of multimedia and digital resources as well as tasks, assignments and activities; and 4) multilingualism and multiculturalism, focusing particularly on the roles of English, internationalisation at home and intercultural communication.

This study is not without its limitations, the main one being the number of informants. The intention was to present results based on a larger sample. However, some of the lecturers who were contacted to participate in the study did not complete the survey, probably because they were overloaded with academic duties resulting from the first period of Covid-19. Another limitation is related to the label “multilingualism and multiculturalism”, which was confusing for some of the lecturers, and therefore, it would be advisable to change it to internationalisation or the like.

For further research, it would be interesting to administer this survey to lecturers in various HE institutions to find out what their training needs are. Furthermore, it would be necessary to combine the survey with semi-structured interviews to, for example, gain more knowledge about lecturers training needs and confirm the outcomes of the survey. Moreover, through observation techniques and other qualitative methods, it would be possible to, for example, explore the materials and different literacy practices and assessment techniques EMI lecturers use.



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