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College Students' Perspectives Toward an English Medium Instruction Course in The Field of General Education

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Within the context of Higher Education (HE) the implementation and use of English Medium Instruction (i.e. EMI) courses across the globe seems to be very common within particular departments or amongst specific majors. This paper, however, explores college students' perspectives toward an EMI course in the field of General Education within the Korean context to determine if there is a need for introducing or adding more classes to the prerequisite curriculum. This study utilizes mixed methods of individual interviews, a group discussion, and a participant observation with 6 college students. The results of this research confirms that there is a desire and recognition by Korean university undergraduates for the need of EMI courses within the fields of General Education to maximize their English abilities and compete both domestically and internationally within a society that emphasizes English education as extremely important to be a part of the globalized world. Therefore, this paper hope to provide implications for the purpose of introducing more EMI courses in the area of General Education at a college level within the Korean context.

[English Medium Instruction/English as a Foreign Language/General Education/ College Students/English Learning]

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I. INTRODUCTION

English-medium education or English Medium Instruction (EMI) has a rich history dating back to colonial Britain, but in today's modern, industrial and globalized world, the implementation of this teaching methodology in higher education is being highly scrutinized and debated by scholars across the globe. For some researchers, EMI is viewed as a pathway which opens up interactive and inclusive classrooms that can place focus on Content-Based Instruction (CBI) related to a core curriculum rather than simple Language Acquisition (LA) resulting in low-anxiety, highly capable students and professors (Kim, 2011; Oh & Lee, 2010) who are globally minded to succeed both domestically and abroad. While other academics suggest, that EMI is good in theory but the practical application is much harder due to a variety of factors such Language Competence (LC), Language Proficiency (LP), anxiety of both students and professors, student attitudes, and student avoidance (Chun et al., 2011) causing a more disjointed reality where learners and instructors are not reaching the lofty intended results of EMI courses. Yet, regardless of which position is being argued, the focuses of studies to this point have implemented methodologies centered on Higher Education (HE) instructors and students within a particular context of a university department or specific major.

With regards to the Korean context, the rise of globalization combined with a change to high-teach industries in the 1990s and 2000s led to the Korean Government's Ministry of Education (MoE) to make signification changes in the 6th and 7th National English Curriculums (NECs) by introducing a Communicative Language Teaching (CLT) approach and policies to replace the former Grammar-Translation methods (Chung & Choi, 2016; Kim, 2008; Li, 1998). This change in pedagogy initially affected primary and secondary schools by establishing government programs to hire and develop high quality instructors utilizing Second Language (L2) instruction (Park & Irvin, 2019). Alongside this phenomenon, the internationalization of HE led to a rapid adoption of EMI around the world with the Korean Council for University Education including EMI and citing its importance for the future success of Korean universities in 2005 (Byun et al., 2011; Chun et al., 2017). This resulted in an upsurge in EMI courses in a variety of departments and across many major classes which subsequently brought about academic research investigating topics such as: the perceptions of professor and students of the efficacy of EMI (Kim, 2011); impact on students and the quality of education (Cho, 2012); and student responses to EMI courses (Chun et al., 2017) among others. While many of these studies have observed students' perceptions and even some have suggested improvements for their major classes, this study aims to differentiate itself by determining if EMI would be beneficial for General Education courses. In this research, meeting this goal was accomplished through a wide range of research instruments which gained insights into both

the professor and students' perspectives along with recommendations for the future use of EMI in General Education classes. To help guide the study, 3 research questions are used:

1) What is the purpose of students' taking EMI General Education courses?
2) What is the experience in an EMI General Education course?
3) What are their expectations and suggestions for future EMI classes in General Education courses?

II. LITERATURE REVIEW

Globalization and the connectivity brought about by technological developments has led to many changes in a variety of fields including HE. Due to its prominence as a global language, the study of English and the implementation of EMI courses have rapidly been growing starting with European HE universities in the early 2000's (Byun, et al., 2011; Dearden & Macaro, 2016; Wächter & Maiworm, 2008). Dearden (2014) asserts that the EMI phenomenon in HE would likely not be reversed for the foreseeable future. In fact, the EMI sensation of Europe was so strong, it resulted in many East Asian countries viewing the implementation of EMI programs to be necessary in order to stay competitive internationally which resulted in a surge of EMI courses in Asia too (Cho, 2012). At this point, it is important to note that much of the research analyzing the increase of EMI across the globe applied a variety of methodologies and investigated populations of numerous fields of study. For example, Wächter and Maiworm (2008) implemented two large scale surveys which resulted in 1,155 responses across 28 countries including results that considered Ph.D., Masters, and Bachelor programs related to many different majors and departments. While Dearden and Macaro (2016) conducted semi-structured interviews of 25 teachers from 3 different countries from different universities and colleges whose expertise subject included: Maths, English; academic writing, Chemistry, Computer Science, Physiology, and etc. Furthermore, Byun et al. (2011) used surveys, two focus group discussions, and semi-structured interviews of students and professors from different colleges and schools at Korea University. This wide range of investigation into different locations and disciplines allowed for a broader understanding of EMI implementation in Europe and Asia, but it should be noticed that these finding were related to Degree programs and Major core courses rather than General Education classes.

Besides simply showing that there was an increase of EMI classes around the world, scholars wanted to explore how these programs would be applied and how effective the EMI curriculums would be for both the instructors and pupils. This led to many research studies being conducted in both Europe and Asia to analyze different aspects of EMI with a number of contradicting findings (Dearden & Macaro, 2016). One possibility for the

opposing conclusions could be related to number of factors which can or should be considered when examining EMI. To highlight the contrasting findings and amount of differing variables, here are three key conclusions which have been found regarding EMI over the past decade. First is the possible negative effects of Englishization of the world or the transferring of Anglo-Saxon values to replace the domestic cultural norms (Kirkpatrick, 2011). Byun et al. (2011) also note that there could be a risk of language attrition and loss of cultural identity. Second is the fact that low English command or LC of both the students and professors did not lead to significant problems with comprehension but did cause implementation issues in EMI classes (Maiwork & Wächter, 2002 & 2008, from Byun, et al., 2011). Third is that EMI has potential for increases in language proficiency, but that there should be concern for current EMI systems due to the lack of buy-in by the different stakeholders (Macaro, Curle, Pun, An, & Dearden, 2018). As you can see, the number of EMI courses at HE universities and institutes in non-native English speaking countries makes it important globally but there are challenges with the implementation of EMI. Yet, in regards to this study it is important to understand how EMI operates in South Korea's HE universities.

1. Adopting a New Policy: Korea's 6th and 7th National Curriculums

The Korean financial crisis and subsequent evolution towards high-tech industries of the 1990s to compete in the globalized market, coincided with a monumental shift in teaching pedagogy and methodology. This transformation took place in the 1990's and 2000's with the implementation of Communicative Language Teaching (CLT) in the 6th National English Curriculum (NEC) to replace the Grammar-Translation method which had been in place since the 1st NEC of the 1940's (Chung & Choi, 2016; Kim, 2008; Li, 1998). Starting with the 6th NEC and continuing with the 7th NEC and its three subsequent revisions, the South Korean government created programs and policies that required both in-service and pre-service Korean English teachers to adopt Teaching English Through English (TETE) or Teaching English in English (TEE) as the new standard of instruction. As Kim (2008) notes, the TETE or TEE approaches were a government mandate for primary and secondary teachers to teach and speak as much as possible in English rather than their First Language (L1) of Korean. According to Chung and Choi (2016) the government expectation was that a minimum of 80% of the instruction should be in English; however Kim's (2008) research concluded three key findings: first, that her participants struggled with anxiety caused by this mandate; second, less experienced teachers generally found it easier to use the L2 when instructing compared to long-serving teachers; and third, high school teachers were more stressed than their middle or

elementary counterparts due to the high stakes college entrance testing. These results showed just some of the challenges that native Korean primary and secondary teachers of English were experiencing due to legislations changes, however it was also during this time that research began to be conducted at the primary, secondary, and postsecondary levels comparing the native Korean teachers or Non-Native English Speaking Teachers (NNESTs) to the large wave of Native English Speaking Teachers (NESTs) who had been coming to Korea as part of government programs established during the 6th and 7th NECs (Irvin & Park, 2019; Park & Irvin, 2019). The conclusions of many of these research projects highlighted some of the biggest issues that both pupils and teachers were facing with the TETE policy along with comparisons between perceived strengths and weaknesses of NNESTs and NESTs at the primary, secondary, and postsecondary. However, Kim (2011) was one of the first academics to take the discourse regarding TETE or TEE and put it into the HE context of EMI by using questioners and interviews of 24 professors and 169 students from three different Korean universities with the classes being taught in English to several levels in order examine the efficacy of EMI. Yet, the importance of this study and other similar projects can only be understood by knowing how EMI was implemented in South Korea and what differences there are between the Korean experience compared to that of Europe or other Asian countries?

2. Re-Examination of English-Medium Instruction in Korea

As mentioned previously, the rise of globalization, internationalization of HE, and use of EMI courses in HE that started in Europe began to be adopted by several Eastern Asian countries as a way to maintain relevance within the highly completive international arena (Cho, 2012). Amongst the Eastern Asian country that were attempting this metamorphosis, it was South Korea which would distinguish itself as a unique case study for the world due to the amount of direct government involvement and support (Byun, et al., 2011; Yeon, 2018). Coinciding with the first revision of the 7th NEC in 2005, there was a noticeable surge in the amount of EMI being used by university professors in Korea which indicated that the Korean government was just as motivated to reshape their secondary schools (Byun & Kim, 2013; Yeon, 2018). While this direct In fact, Byun, et al. (2011) suggested that the Korean government viewed EMI as a mechanism for innovation in terms of internationalism and competiveness for Korean universities in the global education market. More specifically, the Korean Council for University Education believed EMI could transform Korea in 3 ways: 1. Creating a place for international students, 2. Preparing globally minded graduates, and 3. Developing Korean professors who could interact within the worldwide communities (Byun, et al., 2011; Chun et al., 2017). Similar to the way it

had implemented TETE policies in the through the 6th and 7th NCE for use in primary and secondary schools, the Korean government stepped in to create programs which would incentivize Korean universities to promote EMI programs for national gains and international recognition. For example, in order to deal with the low birth rate of the nation, the Korean government created the Study Korea and Brain Korea 21 programs as a way to encourage the use of EMI classes to recruit and increase the number of international students (Yeon, 2018). The result was a rise both in the number of international students who came to Korea along with an increase in the use of EMI programs which achieved some of the government targets, but it also brought about a number of academic studies analyzing the effectiveness of EMI programs in Korea.

Similar to the European experience, researchers examining the use of EMI within the Korean context considered a variety of variables across a range of study fields resulting in differing opinions. For example, Kim (2011) highlighted the results of two research projects done the same year with dissimilar conclusions. On the one hand, Oh and Lee (2010) argued that TETE or EMI classes lowered the anxiety of students and created a natural and authentic classroom while on the flip side, Lee and Kim (2010) found that professor were failing to find productive outcomes or build trust with students leafing to a disjointed and/or uncomfortable learning atmosphere. Furthermore, Joe and Lee (2013) who used pre and posttests along with surveys of 61 Korean medical students taking a Major core class utilizing EMI instruction matched the earlier research of Maiwork and Wächter (2002 & 2008) determining that the Korean medical students' medium of instruction had no effect on their understanding but they did want L1 support. A final example of the differences related to EMI in the Korean context can be seen in the results of Yeon (2018) who used in-depth interviews and class observations of 3 professors and 12 students (half being international students) in elective classes at a Korean university and noted that students' efficacy is related to their LC or perceived position in the classroom. While Chun et al. (2017) had 187 undergraduate students from the Business Department of a major South Korean university fill out surveys which showed similarities to prior research that teachers' LC does not affect the understanding but does have a negative effect on teacher anxiety.

Therefore, the Korean context with regards to the implementation of EMI was greatly aided by the government policies which were enacted during the same time the HE universities in both Europe and other Asian countries were expanding to help South Korea stay competitive. Also, the research to date in Korea has some similar results to its European counterparts which this study aims to fill the gap suggested by Macaro et al. (2018) to investigate classroom discourse and elicit perceptions and suggestions of both the professor and the students. Yet, what makes this research project even more unique is its

focus on how EMI can be applied to General Education courses in the future by using the results of this study to define the purpose, expectations, experiences, and suggestions for improvement of both the instructor and pupils.

III. METHODOLOGY

1. Research Site and Participants

The research was conducted at a university in Korea over a 15-week period (i.e., one semester from September to December) in 2019 with a total of 6 students who took an elective General Education course (see Table 1).

TABLE 1
Profiles of the Participants

No	Code	Age	Grade	Major	Experience in learning English	Experience in taking EMI courses at college
1	S1	22	2	Public policy	Since elementary	Twice
2	S2	22	1	English language	Since elementary	Once
3	S3	22	3	Russian language	Since elementary	None
4	S4	22	3	Japanese language	Since kindergarten	Once
5	S5	20	1	Mongolian language	Since elementary	None
6	S6	21	2	Animal resources science	Since kindergarten	None

Notes: Unique codes are assigned to the participants (i.e., S-Student).

Participant observation, individual interviews, and a group discussion were conducted in a course where one of the researchers was the instructor and all the participants were students of the class. The participants were composed of 5 female students and 1 male student with a diverse group of majors including foreign languages (n = 4; the Mongolian language, the Japanese language, the Russian language, the English language), public policy (n = 1), and animal resources science (n = 1). The participants' average age was 21.5 years old. A qualitative approach, drawing on individual interviews along with participant observation, group discussion, and document collection was employed (Creswell, 2003; Maykut & Morehouse, 1994; Merriam, 1998).

2. Methods

1) Participant Observation

During the 15-week participant observation period, field notes were taken in detail. In addition, the participants' assignments (i.e., essay writing & presentation script) and two exam papers (i.e., mid & final term) were collected to see which languages were used. In order to focus the participant observation in the class, the following three questions were prepared in advance:

(1) How do the students take part in the class activities and interact with the other students and the instructor?
(2) Which language do they use with one another and with the instructor during the class activities?
(3) What kinds of materials are used in the activities and which language is used in the materials?

2) Individual Interview

For the individual interview, semi-structured open-ended questions (Maykut & Morehouse, 1994) were employed and a questionnaire was also used for eliciting the participants' demo-graphic information. The interview questions emerged from a review of relevant research in the field of EMI and the researchers' personal experience teaching at the university. The questions include the participants' purpose of taking an EMI General Education course, their experience in the class, and their expectations and suggestions for future EMI General Education courses.

3) Group Discussion

Group discussion was employed with all six participants with the researcher in charge of the class leading the discussion. The discussion was solely conducted in Korean despite the students being allowed to use English. There were two reasons for employing a group discussion as follows; 1) in order for the researcher to have a chance to observe students' interactions with each other, student–professor interactions, and the students' use of language; and 2) for the participants to have opportunities to share ideas with the other participants so that they could organize their thoughts more clearly (Maykut & Morehouse, 1994). The group discussion, which consisted of 11 questions in total (i.e., 1 opening

question & 10 open ended questions), was structured to last around 30 minutes with the main goal of eliciting students' perspectives toward the EMI general English course.

4) Data Analysis

Observations took place during the two-hour class meeting each Thursday for 15 weeks (i.e., one semester) in 2019. Field notes were taken during data analysis. The group discussion and individual interviews were recorded, and major points and responses were transcribed and translated in English later. In order 'to reconstruct the data into a recognizable reality' (Maykut & Morehouse, 1994, p. 122) for the participants, descriptive approach was employed in an interpretative way based on thematic and inductive procedures for data analysis.

IV. FINDINGS

1. Self-Rated Students' Proficiency Levels in English

In the questionnaire, there were questions related to the participants' self-rated proficiency levels in English, and the students were asked to self-rate their levels in each skill based on a scale of 1-7 with 7 as the highest. The results are as follow (see Table 2).

TABLE 2
Participants' Self-Rated Levels in English

	Reading	Writing	Speaking	Comprehension	Total
Mean	4.5	3.5	3.5	4.5	4.0
SD	0.55	1.64	0.84	1.05	1.02

The results show that the students' reading and comprehension scored 4.5 (*SD* = 0.55 & 1.05 respectively) and their writing and speaking scored 3.5 (*SD* = 1.64 & 0.84 respectively). The lowest standard deviation in their proficiency level in writing (1.64) implies that there is greater variation in their proficiency level in writing than the other 3 skills in English.

2. General Description of the EMI General Education Course

The title of the EMI course for this study was 'Understanding Second Language Acquisition'. Since this course was an EMI General Education course, the purpose of this

course was to provide an introduction to theory and research in second language acquisition not to teach English. Topics to have been covered in this class include theories of language learning, both first and second language, individual differences in second language learning, inter-language development, and bilingualism. The course was comprised of lectures and workshops focusing on ways to promote interest in and engagement with language learning through the use of various activities including group discussion, presentation, and reflective journal writing. All the materials (e.g., text book, PPT lectures, and video clips) were written or recorded exclusively in English. For this course's evaluation, the students were asked to take both a mid-term and final examination which were primarily written in English with certain questions being allowed to be answered in Korean, an in-class presentation done individually based on a topic of their choice, and an essay written in English based on their own English learning experience.

In the first class of the course where only English was used during the orientation, a total 19 students were present. After the class, 13 students decided not to take this course since the characteristics of the class and their expectations for an EMI General Education course did not match. Some of the students who dropped out of this course said that they thought Korean would be the main language of the class even though some English would be used, due to the fact that some EMI courses at the university are conducted mostly in Korean except for the use of text books written in English. Others suggested that they decided to withdraw from this class because they thought this course was for learning basic English skills. In the end, 6 students decided to take this course and participated in this research.

Amongst the 6 participants, 3 of them had experience taking EMI courses. Two students took EMI major courses and the other took an English conversation course taught by a native English speaking professor. Concerning the EMI major courses, they responded that both English and Korean were used for the lecture, the exams, and the assignments while the EMI English conversation course was solely conducted in English since the professor was a native English speaker, and the primary purpose of the course was to improve conversational skills.

> I am taking two major classes as EMI courses. As for the lecture method, the professors prepared material in English, and explanations and interpretations were conducted either in English or in Korean. As for the assignments and presentations, we would have to interpret the material given to us during class. Depending on the individual, some would mix, both English and Korean, for the interpretation, whereas others would solely rely on Korean to do the task. As for the exams, it would be divided into half, the first being English interpretation, the other half being the explanation of the theory in itself, and from there writing down the answers. (S1)

> Since the lecture was conversation-oriented, the idea was to learn the expressions the professor would teach us and the main activity was to utilize those new given expressions and have conversations with fellow classmates. The assignments were either to upload voice recording files or to write an essay, and the tests were conversational tests evaluated by either talking to the professor or with fellow classmates. (S2)

With regard to the efficiency of the EMI courses, Oh and Lee (2010) claim that EMI classes at colleges have helped students improve their English skills and reduce anxiety through the natural exposure to the authentic use of English in class by the interpersonal use of English with peers and professors. However, the results of this study seem to indicate that professors in major courses are likely to depend on the use of Korean in class since they feel burdened to deliver major course content with clear and various explanations to help students understand it only in English (Kim, 2011). In addition, in order for them to deliver the major course efficiently only in English, they should have a very high level of English skills not to mention their in-depth knowledge in the majors (Kim, 2011).

3. Participants' Definitions of an EMI General Education Course and Reasons to Take an EMI General Education Course

With regard to the definitions of an EMI General Education course, most of the participants (i.e., 3 out of 6) responded that an EMI General Education course is different from EMI major courses in that they can learn the contents and English at the same time with less difficult and interesting subjects while they have to focus mainly on the contents of the curriculum in the EMI major courses.

> The main characteristic of the General English course is the improvement of ones English skills whilst simultaneously learning an area of interest without as heavy of a burden as would a major give. (S1)

> I think that there are differences between EMI General Education studies and EMI major studies. The EMI major studies are there in order for students to learn the subject on a deeper level, whereas the EMI General Education studies are there in order for students to learn subjects that interest them more lightly. (S5)

One of the other students responded that the purpose of an EMI General Education course is to increase opportunities for students to be exposed to English more often so that they can enhance their English skills while they are learning the contents that they are interested in.

> I think the purpose of the English medium-instruction course in General Education and not the major would be to increase the opportunity for students to be able to approach English. In addition, by opening up with subjects that have high interests amongst the students, they would not only participate more but be more likely to improve their English skills better. (S2)

Interestingly, one student pointed out that an EMI General Education course perfectly suits her expectation of an appropriate study level for university. Since she had previously not taken a class like this before, she viewed this EMI General Education course as providing a high quality of academic English resources and a chance to be exposed to English more often.

> I think the EMI General Education course seems to be a university level study. After coming to university and listening to numerous lectures, I felt that the purpose and difficulty were different from the education I had received and while taking the EMI course I felt what it was like to take a university level course. I think I feel this way since I never needed to take such courses prior to going into university. I think it's not only about improving our English skills but also in learning the English culture as well. In addition, I think it is a high quality academic English material that college students can take from this course. Since I wasn't confident in English, I thought that I should create an environment that would force me to use English. I tried to study while watching American dramas, but it was not suitable because it was made for fun rather than studying. It seemed as I would unconsciously think of it as a game rather than educational material. (S5)

4. Participants' Perspectives Toward the Structure of the EMI General Education Course

Overall, the results of the individual interviews and the group discussion revealed that the participants were satisfied with the general way this class was presented which was almost exclusively conducted in English by the professor except for certain parts of the

class which were introduced in Korean or in both languages in order to help the students understand difficult theories and concepts.

> It was good that the professor was, in general, trying to teach the majority of the material in class in English. In some cases, the explanations would be given to us in Korean, but I feel as if the material is better understood and better delivered when done in English rather than Korean. (S1)

In fact, one student strongly claims that Korean should not be used in class since an EMI course must be conducted solely in English; thus, she suggested that all EMI courses should be conducted only in English with her going as far as to advise that the overall difficulty level of the class could be lowered in order to maintain 100% English only use.

> My satisfaction rate of the English medium instruction lectures were of 70%. When I applied for the course, I was expecting a course to be given 100% in English, and even if questions were to arise, I was expecting both the questions and answers to be given in English, even if it were to be difficult. That way it fits the purpose of the course and the hard process would've allowed us to improve our skills, was my thought. The material of the class in itself was difficult, so if I think of it, there would've been difficulties to do the entire class in 100% English. However if a similar course were to be offered next time, I feel the idea to simply lower the difficulty level of the material given, but to offer the entire class in 100% English, would be a good. (S2)

Concerning the style of the exams conducted both in English and Korean (e.g., What is the Universal Grammar? Write in English, 4 points; In the field of Second Language learning, please explain the Contrastive Analysis and the Error Analysis, and also explain the differences: Write in Korean, 6 points etc.), the participants responded that the exam style made both with English and Korean was reasonable since the class was conducted in both languages. This expectation would be altered however, if the class was presented completely in English with one student's suggestions that the exams should also be conducted only in English.

> If the entire procedure of the course was in English I think that the tests as well should be 100% in English. I find this fits best the purpose the English medium instruction course, as a matter of fact it would be better to have the tests 100% in English, since if the questions and answers were to be in Korean, then all the students will choose different vocabulary to answer, thus making harder on the

> professors to correct the tests. However if the course was given in a manner where the lecture was both given in English and Korean, then it would be fine to have the questions and answers for those specific parts to be given in both languages. (S2)

Although one student responded that she preferred to have an exam in Korean, she also admitted the necessity of an English medium exam considering the purpose of an EMI course.

> In my case, it's convenient to take a test in Korean because I translated the materials into Korean first and studied with them. However, as it is an English-medium lecture, I think it is correct to take the exam in English. (S5)

For the individual presentation, the students were asked to choose their own topic in the field of second language learning and present in class for 15 minutes. As a take-home assignment, they were asked to write an essay of their own foreign language learning experience focusing on how their life, education, and career have affected their foreign language learning, particularly English learning. In regard to the individual presentations and take-home essay assignments, all the participants responded that they were satisfied with the activities and enjoyed presenting and writing essays in English. However, they were allowed to present in Korean as long as they made the PPT slides in English. As a result, 3 out of the 6 students decided to present in Korean despite having made their PPT slides in English. Overall, the results of this study imply that presentation and writing assignments were suitable for the activities since they could have a chance to use English in and outside of class which may not be afforded to them based on their major or instruction methodology used by their other professors, but student anxiety regarding the delivering of their ideas in a formal speech is still a factor for half of the participants of this project.

> Unless you are an English major student, it's pretty uncommon for you to have chances to present your PPT materials in English. It was a pleasing experience, and I feel if I need to replace the project with another, I feel an English speaking one would be nice. It was a meaningful experience for me to be able to present what I needed to in English. In particular, the topic was appropriate, so it was easy to write. It would be nice to present my story in writing as well. (S5)

Concerning the text-book, all the students responded that it was difficult for this EMI General Education course since the book used in class is more commonly utilized by senior students with an English major focusing on first and second language learning theory and practice. One student pointed out that one of the biggest challenges was the time it took to comprehend the materials before entering the class which was reduced as the semester went on due to the burden of other classes. This result implies that the selection of the text-book for an EMI General Education course should consider students' levels in English, majors, and interests in topics.

> I think the textbooks used were relatively hard. At first, I had interest in the lecture itself, so I would pre-read 2-3 times before going to class. However, entering the second half of the semester, the burden of my other major classes grew, so there were many times when I couldn't pre-read. If you didn't prepare in advance comprehension of the material given in class would drop, and the textbook is of a difficulty level that requires more than one reading to fully comprehend. (S5)

With regard to the syllabus for the class, all the participants agreed that the syllabus should be written both in English and Korean so that students could understand the course before they chose it; otherwise, some students might misunderstand the course due to their lack of English skills which could result in a large number of students withdrawing from the course after the class orientation.

> About the syllabus, I think it is a better method to upload both English and Korean ones at the same time. So to avoid dissatisfaction of the course for the students I find it would be best if the syllabus was to be uploaded in both languages. (S2)

> Personally, I would like the syllabus to be written in Korean. I'm sure there will be some students who want to take the course even though they are not proficient in English. So I think one should be able to fully understand the lecture plan properly in order to decide to take it. (S5)

One interesting finding of this research is that all of the students except one expected the class to be conducted in both languages despite it being an EMI course. In fact, it was discovered that the participants in this project presumed that the proportion of the use of English to Korean for lectures, interactions, and in-class activities by the professor is

76.67% while the proportion of the use of English to Korean by the students is 63.33% (see Table 3).

TABLE 3
Proportion of the Use of English to Korean Based on the Participants' Opinions

	S1	S2	S3	S4	S5	S6	Mean (*SD*)
By the professor	80	100	50	80	80	70	76.67% (16.33)
By the student	50	100	40	50	60	80	63.33% (22.51)

This differed from the general expectation that English would be the sole language of instruction for any EMI course, and thus would account for 100% of the class instruction, materials, and assessments. This result points out that proportions of the use of English to Korean in class should be carefully examined and decided considering several factors including the characteristics of the EMI courses, students' levels in English, and professors' expectations toward EMI courses. This result also explains that there is a need for students to use English in an EMI General Education class to engage in interpersonal interactions and build social skills with each other and with the professor. Yet, the results of the participant observations highlight the fact that no students tried to participate in the classroom activities (e.g., discussions with each other, interactions with the professor) in English. Even the student, who claimed that only English should be used in this EMI class, did not use English when she talked to other students or to the professor in class. This lack of Second Language (L2) usage might be attributed to the fact that her peers did not use English for interactions in the class making it hard for her to speak in English, even if that is what she initially intended to do.

5. Participants' Suggestions for the EMI General Education Courses

The results of this study reveal that students need more courses in the field of General Education to meet their desires to take part in interesting classes which provide a more nurturing and authentic environment, while also affording them more chances to be naturally exposed to the use of English through interpersonal interactions with other students and professors in class. Furthermore, this study confirms the need for various levels of classes in the field of General Education so that students of different skills and majors can choose courses according to their aptitudes and interests.

> In most EMI major courses, I think the idea of the course is interpretation;

however, I find it would be better if there were more chances for communication amongst professors and students as well in class. (S1)

If there is anything that I would like of the general course of English medium instruction would the opening a more varied optioning of subjects. If there were to be an opportunity to experience science courses in English and an opportunity to experience entertainment based courses in English, it would be a new way to approach the subject for the students. I find this method of approach will increase the students' interest as well as their participation rate. (S2)

In the case of English medium instructional courses, I already assume they're hard and that I won't be able to keep up with them, so I don't even sign up. I hope that there will be a more fun course that will peak the interest of students, so more of them will take it. (S4)

V. IMPLICATIONS & CONCLUSIONS

Overall, the results of this study confirmed the need for and importance of EMI courses in the field of General Education at universities. Given the current situation of underscoring the importance of English in the era of globalization, EMI courses in General Education are necessary. However, the results of this study indicated that there are important factors to be considered for EMI courses in General Education to be successful and efficient; otherwise it may cause negative effects on students' content learning and the English learning as well.

First, students' level is a very important factor when developing EMI General Education classes. The core idea was presented by Kim (2011) who analyzed the implementation of EMI courses across a variety of levels and asserted that adaptive policies should be applied fitting to the individual college or department. Similarly, this study reorganizes the important that level plays, but would have this definition expanded to include General Education. Specifically, it would build upon the suggestions of participations in this project to develop courses which considers the individual students' diverse levels in order to ensure anyone can choose and take courses according to their own proficiency levels in English, so that the language of instruction does not hinder students' choice of courses in the General Education field. For example, this could be based on level tests which individual universities already use, or like suggested above could be as simple as including both an English and Korean syllabus which allows the students to have a clear

understanding of class level and expectations when deciding if they will enroll in the EMI General Education course. Therefore, a wider range of General Education courses with a variety of levels should be considered by the Admission's and General Education Departments of universities when creating the semester's catalog of courses. This could however prove challenging to implement due to scheduling conflicts, room availability, and course interest, so individual instructors should consider giving a level test at the start of the semester and adjust the curriculum accordingly.

Second, students' interest and majors should be considered to create EMI General Education courses. Based on the findings of both Chun, et al. (2017) and Byun, et al. (2011) there is a certain degree of student anxiety and avoidance that occurs when L2 learners join EMI classes. This study validates this finding with the large number of students who decided to withdraw from the class after the course orientation, but was highlighted with the example of S2 who felt she should speak only in English with her peers and professor but actually would speak Korean instead possibly due to her desires to follow social and class norms. Yet, this project also demonstrates that there is a desire from students to take part in a diverse set of General Education course which would emphasize either their own major or common interests of the student body. Therefore, it would be desirable to conduct need analysis for developing effective, interesting, and useful EMI courses in the field of General Education.

Third, teacher anxiety and teaching methodology should both be considered when developing EMI General Education courses. Though Kim (2008) conclusions were related to primary and secondary teachers in South Korea after the change to the CLT method in the 6th and 7th NECs, this study confirms that the role of the teacher and their potential nervousness could be a problem. Interestingly, the professor who took part in this project as instructor of this class met both qualifications presented as thresholds by Kim (2008) of more than 3 years of experiences teaching classes with the majority of instruction in English and frequent use of English due to their teaching role and interactions with foreign colleagues. As a result, in some cases where instructors feel anxious about using English as the primary language of instruction, some could benefit from training or simulation classes that allow them to learn and build their own L2 skills resulting in more confidence. In addition, this study has shown the important role which curriculum design plays in developing dynamic classes. Whether it is selecting or creating an appropriate text book or designing in-class activities or assessment tools that are suitable for all the learners, this study has shown that each aspect of a course needs to be considered. Therefore, diverse teaching methods should be introduced to the EMI General Education courses since students have their own learning styles. Some can benefit from workshop programs focusing on interpersonal interactions; while others can benefit from lecture-based programs focusing on the reading and writing in English. Yet, this type of planning ability

and teaching instruction can only be reached if instructors are given the proper time to develop and enhancing their skills. Thus, professional development courses and department workshops should be provided to grown and improve the skills of all EMI General Education class faculty members.

Lastly, more EMI General Education courses should be provided. Concerning EMI major courses, much prior research has shown that this has been a growing trend throughout the world and in South Korea (Byun, et al., 2011; Chun et al., 2017; Wächter & Maiworm, 2002 & 2008). In fact, lots of major courses have been provided in English through universities in Korea, whereas there has not been as many courses offered to students in the field of General Education. Compared to the number of EMI major courses, the number of EMI General Education courses is very low. For example, as of the first semester in 2019, 15 courses were EMI courses among 640 courses in the area of General Education at the university where this research was conducted (i.e., 15 courses were EMI courses among 640 courses in the area of General Education) while 450 courses were provided in English in the area of major studies. In this regard, it would be desirable to create more EMI courses in the field of General Education so that students can learn what they are interested in and gain confidence in English as the same time through actively participating in the EMI General Education courses.

As stated above, if we introduce EMI General Education courses without preparing in advance, EMI General Education courses may not play a positive role in students' improvement of the knowledge that they are interested in and English skills as well. However, there is more research which can be done to improve upon this topic. Further research should be done to retest and investigate the findings by incorporating even more student voices. Adding a larger number of participants and consider quantitative analysis could be two ways in which even more data could be found and analyzed. Moreover, this project found that both the level of the class and type of majors could be two important facts which ought to be considered when exploring EMI General Education courses. Therefore, future research should examine the relationships that student levels and majors play related to all other aspects of EMI research (i.e. Language Competence (LC), Language Proficiency (LP), anxiety of both students and professors, student preferences and suggests, student avoidance, proportional use of L1 to L2 in the class, and etc.) which have been previously considered. Finally, future research should investigate the role that EMI instructor choices such as text book, teaching methods, and assessment tools have on students participating in EMI courses. Thus, the findings of this study suggest that EMI courses in General Education should be developed and provided considering students' levels, majors, interests, and learning styles for their efficient and successful learning.

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