Development of Support Programs for Online University Based on Teacher's & Learner's Competency for English Medium Teaching

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Language Capital is one of the most important academic abilities and competencies for new era of globalization worldwide. In Europe and Asia where English is not the native language, it is necessary to encourage higher education to improve language competency from both qualitative and quantitative aspects. In so far as online university concerned, it appears of significance to prepare for globalization from the perspective of cross border education, and it needs to focus on how to design and develop English-medium teaching (EMT) or in other words English mediated instruction(EMI) for both teachers and students. In order to provide supportive programs of English-mediated class for teachers and students, the study examined and analyzed what abilities are needed for teachers based on DACUUM approach, suggesting teachers' competency as well as strategies for online- EMT. Based on literature review, DACUUM analysis, focus group interview with teachers and students who experienced online EMT, online programs supporting both teachers and students for online EMI were developed. This program expects to play roles of practical guidelines and reference for both teachers and students online in an extension of language capital improvement.

Keywords : online EMT(EMI), teacher and student support program for online EMT(EMI)

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Introduction

With the extension of globalization worldwide, one of the major strategies of higher education that non-English speaking countries make efforts to promote is to qualitatively and quantitatively expand English-medium teaching (EMT). English-medium teaching refers to programs and courses taught through the medium of English in the idea of 'content and language integrating learning', and this approach is what the South African called 'immersion'(Coleman, 2006), in which parts of the curriculum are delivered through a second or foreign language. Learners acquire the target language naturalistically by studying content through the language (Swain 1996; Snow & Brinton, 1997; Marsh & Hartiala 2001; Wilkinson 2004). In Europe, EMT has been advanced with its global influences and has gain the dominant position, becoming even stronger (Eurydice, 2005), being adopted into from primary school children to higher education level in the wish to prepare students for an international career in a globalizing world (Kruseman, 2003; van Leeuwen, 2003). And Coleman's (2006) report confirmed EMT has gain its strength both in quality and quantity. In Asia, authorities of Higher Education adopt EMI in an effort of promoting international and world level of academic exchanges, and also building globalized environment to attract larger number of foreign students. These aspects are being expanded to the on-line universities as well as off-line universities. This situation is natural if it is considered that on-line universities can make cross broader education possible. Non-English speaking countries are developing and implementing various kinds of programs for supporting lecturers and students to expend English-medium classes. That is, these supporting programs are about how to develop and operate English-mediated instructions and for what students should prepare to take EMT. However, the limited supports are provided like offering useful English expressions which can be used during the lecture in the case of the off-line universities. As to the on-line universities, these supports are not provided yet.

Therefore, various strategies which is modified and complemented to improve the EMT on the on-line universities are needed because of the difference between off-line and on-line universities. In this study, we try to develop the teaching and learning support program for lecturers and students considering the traits of on-line learning environment.

English Mediated Teaching/Instruction in Higher Education

English medium teaching (EMT) or EMI is a teaching method that provides class contents only in English to students who are not English natives. The fact that students can both learn subject knowledge and increase their English skills makes what is called 'English Medium teaching(or English mediated instruction)' more attractive (Kang, & Park 2004). In the field of English education, based on theory (Crandall, 1987; Krashen, 1985), students learn the language more effectively when they are exposed to English through Content Based Instruction than direct teaching method.

The current format of English mediated instruction in higher education is also referred as content-based instruction that combines studying both subject and English provides great advantage of learning the subject matter, increasing the motivation of learning English. On the other hand, the result of evaluation on EMI, according to Choi (2006), shows the satisfaction level on the lectures is more rely on the delivery of subject contents than professor's English skill of language abilities. However, some of limitations and improvements are suggested.

Gass (1999) suggested that only using English in class is not enough to increase English skills. Also, it is inconvenience for the professors to provide proper lecture in English only because most of them are not native English speakers (Paribakht & Wesche, 1997; Swain, 1988). The biggest problem of all is that knowledge about subject contents might not be delivered properly because of limitation of English

skills. As showed in Klassen & De Graaff (2001), it is revealed that English mediated instruction is likely to provide less amount of contents than that of native language lecture, causing less interaction in between the students.

Nevertheless, in terms of motivation through providing learning experiences and strategies, EMI by non native speakers are helpful (Medgyes, 2001). Medgyes' comparison between native and non-native English teaching faculties shows that non-native English professors are behind in English skills but they predict students' problems based on their experience, and good at providing more effective learning methods. Synthetically, the quality and effectiveness of EMI are not only dependent on students' and professors' English skill but also teaching method and interaction is critical.

Research Procedure

In order to develop 'supporting programs for online English mediated teaching for both teaching faculties and learners, and also to choose the coverage of programs and to design instructional strategies, both quantitative and qualitative study method were used such as literature review, survey, and focus group interview. Process of the present study is shown in [Figure 1], followed by brief introduction on each involved procedures.

Figure 1. Process of supporting program for online English mediated instruction

Analysis

Needs analysis for teaching faculties and learners

Survey and interviews were conducted in order to analyze needs and wants from teaching faculties and learners, 34 teaching staff who experienced EMT and 437 students from K online- Bachelor-degree granting university were participated. Following are the analyzed result of professors' response.

First, 54% of professors answered the reason of having EMT in online university is to 'increase students' English skill' and only 3% responded the reason is to 'let students experience the contents of the subject in English.' It means professors grant the need of English medium teaching (or English mediated instruction) is not only for learning English, but also learning major related knowledge.

Second, 40% of professors answered 'lack of students' English skill' for the question "What would be the most difficult fact when giving a lecture in English?" and 35% of professors responded 'lack of lecture content delivery skill' as an answer.

Third, 53% of professors believed 'program that can help the progress of English Medium teaching for both professors and students' is the most required supporting program. 36% answered 'English skill for professors and students' to increase the quality of English mediated instruction and 24% chose 'accurate delivery of contents.'

Forth, Most of them agreed that English Medium teachings are required from the beginning of the major study to increase the number of English medium teaching operation.

Fifth, 73% of professors chose 'Variable lecture method and practical use of multimedia materials' as the biggest advantage of having online English medium teaching.

Since online English Medium teaching is on its initial stage, it requires preparations and supports from school, college and departments to reduce the burden of professors and increase the effectiveness of English mediated instruction. It means professors need support to increase their English skill. School level support has to be provided, in order to increase English mediated instruction in

both quality and quantity. Following are the analyzed result of students' responses

First, 49% of students chose 'learning English skill for the subject' as the most advantage of English, and 'building international mind' and 'Increasing English skill' were followed.

Second, 38.8% of students chose 'lack of students' English skill' as the most difficulty of learning in English mediated instruction. It corresponds with the recognition that they need 'English speaking and listening skill the most' to attend English Medium teaching. Therefore, it found out that 34.7% of students need 'native English speaker support program that helps student with lecture itself and the English language itself.' 'Utilization of lecture supporting homepage including video clips of lecture' and 'presentation ability and report writing workshop that helps to taking lectures' were followed.

Third, 52% of students agreed that they need English Medium teachings from 'the beginning of the major study.' It prevents English Medium teachings being open for professors' or administration's convenience. It also means English Medium teachings should open systematically focusing on the most needed major and cultural studies.

Forth, English Medium teachings must consider advantage, boundary and characteristic of using cyber space based on students' recognition. Various and effective strategy is demanded to perform English Medium teaching because students' involvement or participation to the class activities is the most critical factor (Airey & Linder, 2006; Eguchi & Eguchi, 2006; Nunan, 2006).

Task analysis

Task analysis for teaching faculty support programs

In order to specify the coverage of programs and contents for teaching faculty's supporting program, competencies for teaching faculties to acquire for EMT were analyzed.

Competency analysis was done by research committee whose members have experiences of on and offline English medium teaching(or English mediated instruction). Based on DACUM (Developing A Curriculum) process, categories of teaching competencies for EMT were made.
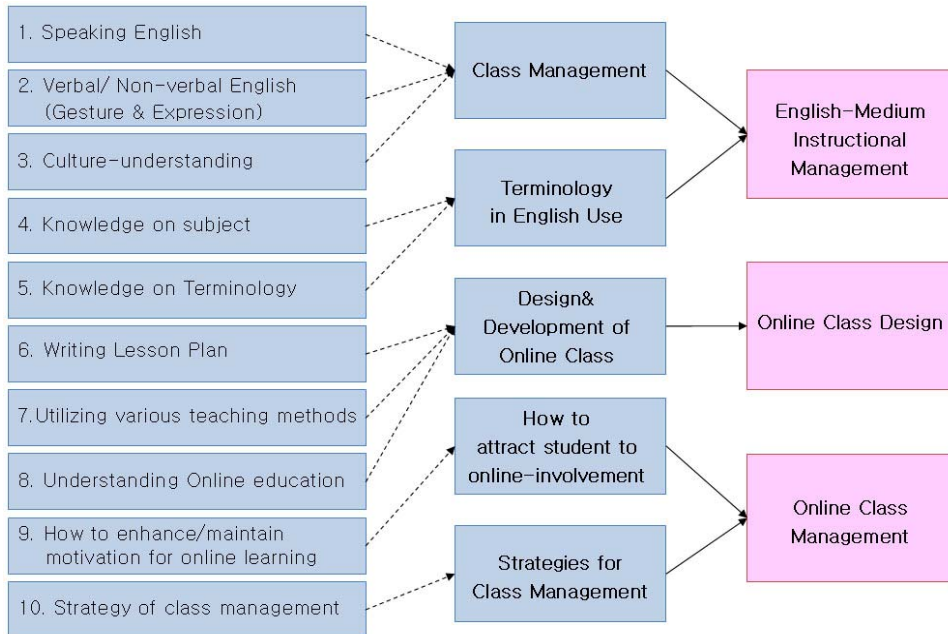

Figure 2. Teaching competency required for online English medium teaching

As the result shown on [Figure 2], competencies required for English medium teaching(or English mediated instruction) are English speaking, gesture, expression, understanding of the culture, English knowledge about a major field of study, well-organized lesson plan or preparation of lectures, various teaching methods, understanding of the online learning and teaching, inducing participation and lecture managing strategy ability in online lecture and its practical use. All these required abilities were abstracted into 5 categories and finally abstracted again into 3 categories as processing competency of English medium teaching(or English mediated instruction); English-medium instructional management, online-class

design, online class management.

Task analysis for learner support programs

In order to select proper contents for student supporting program, the study analyzed required competencies for students. First, it was necessary to select students who should be able to handle English online lecture. Top 15% of all students were selected for an interview from the result of imitate TOEIC. Interviewers were asked to answer to open-end questions which were already made based on the previous existing research. The questionnaire was verified by one educational technology expert who have long year of experiencing EM Teaching and designing. Analyzed data indicated those required competencies for students to attend English Medium teaching(or English mediated instruction)s are shown as in [Table 1]

Table 1. Learning competency for online English medium instruction

learner competency		description
online learning competency	classroom communication	required communication skills for effective communication among student-student, student-teacher interactions
	information utilizing	competency to integrate core information and learning activities and to analyze core and key information
	critical/logical thinking	competency to reason and select core and critical information and opinions in the relation to learning context
	problem solving	competency to adjust and balance disagreement or conflicts among learners in the process of learning and learning activities
English medium class learning-management	English listening	minimum level of competency to listen and understand what the key messages from English medium classes
	Genre-based writing & expressing	minimum level of competency to convey or post what their own ideas and messages in a logical manner
	Reading based on text structure	minimum level of competency to read and comprehend (key message correctly) from English medium classes

Development & learning environment analysis

Some features of developed program in the present study in terms of learning environment are i) topics for the program are to be prepared in the meaning of modularized class, which are available for teaching staff or learners on their own request for needs. And thus, all the topics for the program shared its coherence but each of modularized contents can be studies separately; ii) due to the limited budget and institutional concerns, the total number of 10 lessons at most are to be developed; iii) the program to develop is administered by online university, and so all of the teaching faculty and learners have to based on online learning environments. On the basis of these features, all the teaching and learning competencies for English medium teaching were rearranged.

Lesson

Based on the result of analysis, [Table 2] shows that rearranged lessons which mainly focuses on teaching staff's English medium teaching designs, and learners' procedural tasks which involves in taking a class for a semester

Table 2. Topic of lessons considering competencies for EMT

Lesson	Teacher Support	Learner Support
1	Introduction : What is it to do online class in English?	Introduction : What is a class in English?
2	Conveying information-verbal expression	Enjoy my e-Class in English : Interacting with my professor
3	Conveying non-verbal expression	Enjoy my e-Class in English : Interacting with my classmates
4	Critical factors of online class management	Key Factors in Describing, Speaking in English Class
5	Critical factors of increasing motivation	Key Factors in reading English tests
6	Critical factors of student involvement	Key Factors in Submitting your documents
7	How to write messages : encouragement	
8	How to write messages : feedback	
9	How to write message : involvement	

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Instructional strategy for lesson plan

Since supporting program for teaching staff is developed based on online environment, thus it needs to induce professors and students positively anticipating the program by using selected principles as shown in [Table 2], on the purpose of English medium teaching more efficient and effective. [Table 3] explains those principles induced for instruction strategies of lesson designing. As it is proposed in [Table 3], teaching faculties need to find necessary information for them, and compare it with examples in order to practice it with more ease when using supporting programs. Supporting programs for students is designed to let students utilize information as they need both before and after lectures. It also includes goal presentations in the concrete and additional activities to maximize the effectiveness of studying.

Table 3. Main strategy of professor plan

Teacher Support	Learner Support

• Self realization for what are required
 -check list for useful expression on use
 -Rubric-checking for management
  strategies needed for English medium
  classes
• Specific, detailed examples
 -examples, samples from real online classes
  and working strategies
• Chances to reflect
 -Comparison teacher's present classes with
  good
 examples of EM classes
• Note and practical guidelines
 -guiding tips and practices at work in the
 relation to real classes
• Self-monitoring based on self-directed
 learning cases understanding online learners
	• Self-monitoring their own learning in online
	 EM classes
	  -active involvement in learning activities
	  based on useful expression for detailed
	  situations, cases
	  -Tracking their 4 language functions along
	  with the real classes
	• Specific, detailed examples for actual classes
	 -useful expressions for real, detailed class
	  activities stimulating online motivation
	  -useful guidelines for active interaction for
	  learner-learner, teacher-learner
	• learning tips and guidelines for learner's
	 English levels and abilities
	  -learning track and level guide at each
	  lessons based on learner's current English
	  abilities

Suggested contents verifiction

After selecting main contents of supporting program for online English medium teaching(or English mediated instruction) and strategy for lesson-planning, council of specialists verified its contents. Council of specialists was composed with content specialists (English education), education technology specialists and people who have experiences of English medium teaching(or English mediated instruction), and made some modification and improvement. As results, it is needed to improve online bulletin board activities, strategies for writing reports and different activities for students to more actively involve in. Besides, it requires improving differentiated strategies for increasing students participating in online learning activities.

Development of prototype and expert meeting

After selecting main contents of supporting program for online English Medium teaching and strategy for lesson-plan, each of sample class were developed as shown in [Figure 3] and [Figure 4], followed by verifying. Experts meeting are made up of content specialists, education technology experts and teaching faculties who have experience of English medium instruction.

Experts pointed out that the suggested programs needed to be supplemented with more actual lessons and teaching strategies. The program suggested reveals very limited coverage of competencies involved and thus it expanded the supporting program into fully covered competencies for EMT sufficient enough to improve the needs from teaching faculties and learners. It seems to provide wider coverage of EMT program to acquire and practice competencies, educational programs for long-term running. From the perspective of technologies involved, the way to present class contents needs to improve and voices of characters need to be more appropriate tone and color to the contents. And comments and suggestions were reflected.

Figure 3. Example of professor supporting program

Figure 4. Example of student supporting program

Final program development and evaluation

Recommendations from council of specialists were not reflected in this program

since this program was only designed to 'support students and professors.' Future programs will be developed with those recommendations for more effectiveness of learning and training. The entire online lecture program was developed on current prototype and offered to professors and students in A cyber university. Satisfaction of the program was surveyed and it achieved 83 average points from professors and students.

Programs Developed

Below are the summary and key features for two support programs which have been developed based on the teacher and student competency for English medium classes.

Supporting program for teachers

Learning goal and target audience

The target audience for the teacher-support program is teaching staff who are to design, involve in developing their own course in English, online classes, and to manage online classes. Learning goal is to acquire and improve the minimum level of strategies and knowledge which are required to design, develop and implement online English- medium instruction. [Table 4] summarizes some features of 9 lessons, key words for each lesson, and main teaching methods adopted for teaching faculties' EMT.

Table 4. EMT support program for teaching faculty

titles	key words	characteristic	teaching method
1. Introduction : What is it to do online class in English?	Learning Goals, Required Competency, Required Key Factors for English medium Teaching	To help have a clear, big picture for effective English medium teaching by offering needed teacher competency	lecture
2. How to convey information in the class : Verbal Expression	verbal expressions for effective message-conveying: stressing key notes, question prompting	To provide strategies needed by contrasting bad case vs. good case: effective message- delivery	simulation lecture
3. How to convey information in the class : Non-verbal Expression	non-verbal English, its significance and consequences	To provide strategies needed by contrasting bad case vs. good case: effective message- delivery	simulation lecture
4. Effective signals and increasing motivation	Class organization and signaling words & expression	Self analysis on my EM Class, Checking for EM organization	lecture case analysis
5. Effective teaching	Strategies of Social Presence, motivation in online class	Self analysis on my EM Class, checking for effective teaching behaviors through bad cases	lecture case method debriefing
6. critical factors of increasing student involvement (1)	strategies of encouraging to involve in the class activities	samples and practices to help involve in class activities	lecture with example
7. critical factors of increasing student involvement (2)		case analysis for learner's involvement, and plus/minus	case analysis
8. Suggestions for effective online classroom management	characteristics of online learning environment, online learners	learning through the same learning activities that learners do	quiz thinking time
9. Effective design for online classroom management	Design for online class, Online evaluation	samples and practices to help involve in class activities	case method lecture

Lessons for the lecture based on good cases and bad cases which were selected from real online classes and teacher-student expect to gain ideas through real cases.

As for online class, it handles actual cased such as good cases and bad cases, which reflect practical insights to teacher-students.

Lesson are designed i) to give chances to self-analysis on teacher-students' own English classes based on example-cases and fill in the check box to consider, ii) to experience online learners' solitary and self-directed learning patterns and classroom activities first and then brief the insights, then finally reflect to their actual class, iii) to experience how online motivation to involve in the online activities and learning tasks through real tasks, iv) to monitor themselves the progress and practices through log-data, which help learners keep their learning records and reflect into their learning strategies.

Supporting program for students

Learning goal and target audience

The target audience is online learners and students who presently plan and are going to take their major subject course in English in KH Cyber University. The learning goal is to acquire the minimum level of knowledge, strategies and confidence which are required for English-medium classes.

Lessons are designed i) to provide practical guidelines and tips through samples and examples from real online classes, ii) to inquisitively explorer more effective and efficiently ways of involving in and expressing themselves for the English-medium online classes, iii) to acquire knowledge of real expressions which are actually used in online English-medium classes, iv) to gain practical insights to involve in the online discussion, bulletin board, threaded messages, and Q&A) to be motivated to actively involved in online activities and reports through genre-based English writing knowledge (see Table 5).

Table 5. EMT support program for online learners

titles	key words	characteristic	teaching method
1. Introduction : What is a class in English?	My major class in English and its features & benefits the critical success factors	inquisitive briefing on English medium class and characteristics to provide some practical guideline focusing on course, its menu	lecture with actual course/ program
2. Enjoy my e-class in english : interacting with my professor	How to interact with teachers Q & A, bulletin board: When you are asking /inquiring/confirming	to provide general, academic expressions to interact with profs how to ask questions, inquiry on class management	lecture based on samples and examples
3.enjoy my e-class in English : interacting with my classmates	how to interact with peers Discussion or Team Project	what to say through Q&A, online discussion, bulletin board posting and threads	
4. Key factors in describing, speaking in English class	speaking fluently not correctly key expressions	self-introduction, ice-breaking in English Supresegmentals and English practice	online practice-simulation
5. key factors in reading english texts	to improve your English-Reading skills text-structure	online reading text structure scanning reading, skimming reading	lecture, online practice
6. Key factors in submitting your documents	to handle tasks to improve your English-Writing skills	effective English report writing formal English & genre-based writing	Do it yourself (sample task)

Conclusion and Discussion

The present study has developed a brief but practical support program for online teachers preparing or implementing English medium instruction, and for online learners taking EMT in an attempt of developing educational supportive program based on the solid analysis of needs and demand from both side of supply and demand of English medium instruction. The study expects to provide a paragon or a brief initiative guideline for online universities, and also a reference for their improvement in quality and quantity in terms of what guidelines are supposed to be prepared. Besides from the perspective of promoting cross border education of online, development of Online support program for English medium instruction is likely to provide qualitative improvement through a continuous formative research, and also to provide practical guidelines based on experiential implications of learning and teaching in online field of education.

However, since this brief and compact program provides fundamental level of guidelines and principles, it requires further study to meet the detailed level of strategies and instruction process. And thus, authorities of higher education need to widen and upgrade their interest level from quantitative expansion up to qualitative aspects such as how English medium instruction is effective, and how it would be improved. Based on profound investigation on characteristics and features of online learning space and online learners, it is necessary to develop English medium courses or programs and to provide systematic supports.

To do this, it is admirable to further research on designing, developing, implementing, and evaluating English medium instructional program and its learning strategies, and provide prototypes for better and various contents. On the basis of different field or various domain of subjects, more detailed and elaborated English medium instructional support programs for both teachers and learners are demanded. As for support programs, it is needed to consider learners' level of current state of preparation to English medium class, and to provide practical and substantial support to learners' language and learning ability.

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