Universities are responding to globalization pressures. English has become a global academic lingua franca (cf. Jenkins, 2018). Therefore, in recent years, English-Medium Instruction (hereinafter EMI) programs have rapidly developed at universities where English is a foreign language (Brown, 2015; Macaro, Curle, Pun, An, & Dearden, 2018). For the EMI programs to be successful, the need for Faculty Development (hereinafter FD) has begun to be recognized. A European group researched EMI programs in much of the world and found that instructors who are non-native English users tend to focus on content and neglect linguistic accuracy, while students often have insufficient English proficiency. Moreover, they could not find a program with FD for EMI at any university they investigated (Doiz, Lasagabaster, & Sierra, 2013, pp. 216-219).

Horie (2017) reported that regular university faculty members in Japan lack support for EMI classes. Beyond improving their English language proficiency, they need to develop suitable pedagogical skills to facilitate multicultural classroom interactions. Until the pandemic, Japan’s education ministry was promoting EMI to greatly increase foreign students in Japan by lowering the language barrier. Japan needs more international workers, and companies especially want foreigners who get used to the culture and graduate from Japanese universities. The ministry was also trying to raise the global rankings of Japanese universities through their internationalization and publishing more highly cited research in English. To accomplish this, Japanese faculty and students would have to get more involved with EMI. In a Japanese language paper, Ikeda & Belarga (2018) frankly explained the EMI curriculum and international exchanges as partly a response to global competition for higher university rankings. They connected EMI to internationalizing the faculty members as well as cultivating students as human resources in a multicultural world.

The Kansai University Division of International Affairs has a curriculum for foreign exchange students, half the time studying Japanese and the other half content classes taught in English. Regular Japanese students in most divisions with relatively high English proficiency may also take a limited number of the classes for credit. Global FD for EMI started at Kansai University in 2015 with a seminar on Content and Language Integrated Learning. Then, in 2016 the International Education Support Office was opened. They conduct workshops for skills such as presenting or discussing faculty members’ research in English. The Office also inaugurated individual faculty consultations. They were looking for a professor with high competence in various disciplines as well as English. The author was invited to be the one
in this unique role. Submitting reports on each session, the author has complete data. The author translated documents from Japanese such as the flyer that indicated what the university was offering faculty members, then compared the stated goals of the program with data on what faculty members said they actually needed.

Clients were suggested to take three one-hour sessions, but the number of sessions could be more or less. Among 16 total faculty members from various departments, the following took one or more of the types of support offered in the flyer. Of the 16, eight planned to teach regular or international classes in English. 13 sought to make competent international conference presentations. And 13 explicitly wanted to raise their English level for academic discussions. For others it might have been implicit. However, another seven requests to the author were for types of support not explicitly offered in the flyer, mostly to check their written English in a syllabus, abstract, or paper.
Some clients were determined to use their foreign language skills to teach in English and engage in international activities, while others were evidently responding to pressure from their departments. Some had studied abroad and their English was rusty from lack of daily use, so their fluency improved rapidly. Others were fluent in everyday conversation but could not discuss their own field in academic English. The author encouraged them all to consider teaching and presenting in English, because even if their comprehension and fluency were limited, actually doing it would provide the best practice to become ready to discuss their academic field in English.
There were unique requests, such as how to moderate a conference colloquium. Clients brought up study abroad programs for their students, taking a Sabbatical abroad, or global educational issues beyond their own specialization. Some were concerned about cultural differences and pedagogical issues in teaching international students. Some examples of writings that clients brought to check were abstracts for a journal article or international conference presentation proposal. In one case, a paper for a prominent linguistics journal was receiving many editorial demands for elaboration, but the author could help with revisions, and the paper was finally published.

There is a need for improving academic papers and other writings, not just correcting the English but making papers more publishable. If a university offered that service, there would be a great demand, but it would take a corresponding budget allocation. In this example, the university administration is responding to societal forces of globalization. Measures of educational quality also affect the domestic reputation and global rankings of the university. These issues lack forums for discussion but are on the minds of academics. University faculties have some autonomy, but the President’s office urges them to offer more regular courses taught in English. Then the departments place pressure on faculty members. Individuals can resist, go along reluctantly, or lead the way as early adopters. In any case, it can make a difference in their career and their university’s reputation. Groups in Japan tend to be insular, so reforms are needed in the institutional culture. Coordination of departments and faculty members could be furthered by incentives such as offering services that enhance faculty accomplishments.
In conclusion, Global FD needs to go beyond improving foreign language proficiency. For international classes and academic communication, faculty members may need constructivist pedagogy and to be more expressive. Not just improving PowerPoint slides but engaging directly with audiences; and being active not just inside the campus gates but connecting with the global academic world.
References


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The author in the FD office with Iranian lecturer Nooshin Goharimehr

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