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Abstract

This study critically examined the effectiveness of English medium instruction (EMI) policy within the context of Korean higher education, putting a special focus on its implementation strategy. The data for this study were mainly drawn from student opinion surveys and focus group interviews conducted by the CTL (Center for Teaching and Learning) at KU. The research teams also carried out supplementary interviews with both professors and students. The results indicate that, although the EMI policy seems to have produced, in general, positive outcomes (i.e., with the overall satisfaction level with EMI or its overall effectiveness in improving students' English proficiency), the compulsory enforcement of EMI without regard to students'/instructors' language proficiency, the lack of a much-needed support system and appropriate instructors to conduct EMI classes, and the unilateral implementation of EMI across academic disciplines have brought about a number of side effects. Based on these findings, the study recommends for future EMI policy implementation (1) a more flexible approach, considering students' language proficiency and career plans and the characteristics of various academic disciplines and (2) more thorough preparation to implement the

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EMI policy (i.e., examination of the human and financial resources available for the institution concerned). (HRK / Abstract übernommen) Currie, Jan, E-Mail: j.currie@murdoch.edu.au