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Content Learning through Language: Translingual Practices in a Graduate-level Teacher Preparation EMI Course in South Korea

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Abstract. A shift in the global teacher education landscape has led to an increase in the number of teacher candidates from all over the world seeking out degree-granting programs in non-Western, Asia-Pacific countries, including South Korea. While teacher education programs in Asia-Pacific countries are accepting more teacher candidates from abroad, few studies have examined teacher education practices and their effectiveness in this context and whether they prepare teachers to deal with the diversifying student population worldwide. While many higher education institutions in Asia-Pacific countries use English as a medium of instruction (EMI) in response to the increasing number of students from abroad, research contends that high-quality learning opportunities for these students are limited. This study explored alternative approaches to facilitating teacher candidates' acquisition of content knowledge and promoting fluid stances in languaging. The purpose of this study was to examine international teacher candidates' content learning and languaging experiences in a graduate-level multicultural education course that employed EMI and translingual practices. Data collection consisted of two questionnaires, and individual in-depth interviews in the 2021 fall semester (September to December). Study results report the impact of EMI and translingual practices on prospective teachers' content and language acquisition, as well as their evolving perceptions of bilingualism and multicultural education. Implications for research and teacher education practice are discussed.

Keywords: international teacher education; asian lingua franca; English-medium instruction; translingual practice; translanguaging

1. Introduction

The acceleration of globalization has increased students' higher education mobility. The number of students receiving education outside the countries of their citizenship has quadrupled since 1990. According to a OECD report quoting UNESCO Institute for Statistics data, the number of students seeking education abroad reached 5.6 million in 2018 (OECD, 2020). While countries such as the United States (US), United Kingdom (UK), and Canada are commonly known as leading destinations for students desiring to study abroad and achieve an international education, in the last two decades, Asia-Pacific countries have started establishing policies and programs to invite more international students.

A number of global events (e.g., the economic slowdown in China and the election of Donald Trump) stimulated the third wave of international student mobility – the US and UK are no longer the most desirable destination countries (Choudaha, 2017). Instead, students, particularly from China, seek alternative destinations for higher education – destinations that offer economic incentives and more welcoming immigration policies than the US and UK (Choudaha, 2017). South Korea (Korea hereafter), an Asia-Pacific country, has promoted scholarships and programs, such as the Study Korea Project and the Brain Korea 21 Program, to attract more students from abroad (Kim et al., 2014). These global trends have contributed to a drastic increase in the number of international students studying for degrees in Korea.

The majority of investigations concerning international education and education mobility was done in English-speaking and so-called Western countries, such as the US, UK, Canada, Australia, and New Zealand. Many international education contexts and student experiences in non-English-speaking countries remain unexamined, despite the increasing demand for education in Asia-Pacific countries, such as China, Singapore, Japan, and Korea. This study intended to gain insight into the experiences of international graduate students in a teacher education course at a university in Korea that uses English as a medium of instruction (EMI), and translingual practices.

2. Background

2.1 English as a Lingua Franca

English as a lingua franca (ELF) in academic settings gained attention when the internationalization of higher education and global mobility became common practices. ELF refers to the contemporary use of English as a 'contact language between people from different first languages' (Jenkins, 2014, p. 2). ELF makes it possible for international students to study abroad, and has accelerated the internationalization of higher education through increased student and faculty mobility (Murata, 2019). ELF communication facilitates transcultural and translingual settings in higher education institutions; it promotes the use of English beyond the traditional Anglophone or Western country settings (the US, UK, Canada, Australia, etc.). While society is experiencing global migration and changes to education mobility, it is crucial to examine ELF communication in non-traditional or non-English-speaking countries.

ELF developed as a popular area of research in the last two decades, in an attempt to understand the global phenomenon. Although ELF research in Asian contexts is increasing, the reality is that the majority of research has taken place in European contexts, rather than the Asian context, even though ELF is largely spoken in Asian international education contexts (Cheng, 2012; Sung, 2016). While about 2,300 languages are spoken in over 40 countries in Asia, there are over 800 million ELF speakers (Bolton, 2008). Notably, English was adopted as the sole working language of the Association of South East Asian Nations (ASEAN), which highlights the importance of English as an Asian lingua franca (Kirkpatrick, 2007; Sung, 2016). With the increasing attention and emphasis on English as an Asian lingua franca, scholars emphasize that ELF should be viewed as independent of native language norms and that ELF speakers should be acknowledged as legitimate users of English (Jenkins, 2014).

This study examined the notion of ELF as an lingua franca in Asia by exploring Chinese graduate-level prospective teachers studying in Korea. As the common contact language between the Chinese international students and the Korean professor proceed to the classroom in English, ELF functions as an Asian lingua franca. The Korean professor in this study implemented EMI, in addition to translanguaging practices, which invites valuable insights into understanding the language dynamics in Asian education settings involving students from multiple countries.

2.2 English as Medium of Instruction

EMI can be defined as 'the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English' (Dearden, 2014, p. 4). The spread of EMI implementation promotes the internationalization of higher education institutions (Tsou & Kao, 2017). Thus, non-English-speaking countries greatly improve their global competitiveness by offering courses and programs for non-language subjects, using EMI (Tsou & Kao, 2017). For instance, Reilly (2019) states that EMI could be perceived positively, and English language learners (ELLs) view improved English skills as a valuable resource. Also, ELLs and school staff displayed positive attitudes towards and perceptions of EMI courses, because EMI could enhance their competitiveness in the globalized education market. In another study, Lin and Lei (2021) report that EMI classes could significantly predict ELLs' academic outcomes, and promote their English proficiency.

Although studies have explored the pros and cons of EMI implementation, courses with EMI have been reported to face difficulties and challenges. Specifically, some scholars argue that ELLs with EMI courses struggle to understand lectures with EMI, which could prevent students from benefiting from the EMI lecture (Macaro et al., 2018; Reilly, 2019; Tong et al., 2020). For example, Dalton-Puffer (2011) states that presenting the course content in English might hinder students' comprehension of EMI lectures and cause their course instructors to water down content; thus, it could undermine students' mastery of the subject content. In addition, research regarding students' self-assessments of their English proficiency has found that students may indicate a lack of

confidence, which could be a barrier to effective content learning (Macaro et al., 2018; Tong et al., 2020).

Kim et al. (2014) found that Korean ELLs encountered language challenges during EMI courses. The findings indicate that insufficient English proficiency of Korean ELLs presented the greatest hindrance to their content learning and lecture comprehension. Moreover, research on students' and lecturers' beliefs and perceptions about EMI found that students tend to find it easier to learn content in their mother tongue (L1) than in a second language, such as English (Lei & Hu, 2014). For instance, Lei and Hu (2014) report that Chinese students found it easier to understand and learn content in Chinese than in English. Therefore, there is a need to rethink and reevaluate the EMI program at the university level, and to reconsider language policy and content objectives (Lei & Hu, 2014).

Studies on the effectiveness of EMI implementation have addressed various challenges facing EMI programs in higher education, such as curriculum adjustment and the need for assistance with faculty development. These challenges can increase the emotional and psychological pressure on students and faculty (He & Chiang, 2016; Kim et al., 2014). Given these challenges, this study focused on a graduate-level classroom where English functioned as a *lingua franca* and medium of instruction, but which had a fluid stance on languaging and translingual practices.

2.3 Translingual Practices

Translingual practices, translingual orientation, and translanguaging are emerging as alternative language ideologies in an effort to move away from a monolingual ideology and orientation. In this paper, we use the term translingual practice to refer to practices of flexibly drawing on linguistic resources from multiple, unified language systems that are appropriate to the context and interlocutors involved in the interaction (Anderson & Lightfoot, 2018; Canagarajah, 2013). In particular, this study focused on multicultural education content, to shift students' orientation from monolingualism to multilingualism through a translingual approach.

Attempts have been made in Asian countries to implement translingual approaches in language classrooms. For instance, Tsai (2020) examined Chinese English as a foreign language (EFL) writers' use of Google translate as a tool of translingual practices. The results of data analysis show that, if EFL writers outline papers in students' L1 and then used Google Translate, they could construct a more complex and lengthy paper, with greater use of higher-order vocabulary and expressions. A few studies echo these findings and state that AI-based translation tools help to reflect students' true knowledge, eliminate barriers to advancing students' content knowledge, and improve students' English proficiency – contrary to common beliefs that translation tools are ineffective in language learning (Kol et al., 2018; Lee, 2014).

Anderson and Lightfoot's (2018) research on translingual practices in English lessons in India contends that these practices are approached in a monolingual

stance described as 'guilty multilingualism' (Coleman, 2017). The study also states that national and state-level policies in India discourage instructors from incorporating languages other than English, such as students' L1, in English language classrooms. Due to policy restrictions and societal norms, many teachers hold and operate under monolingual ideologies. Durairajan (2017) recommends explicitly promoting and encouraging translingual practices in teacher education, to reflect the multilingual and translingual norms of the current global society.

In this study, translingual practices were emphasized and highlighted in a graduate-level teacher education course through explicit explanations, the design of course syllabi, and instructional practices. Through these approaches, the study aimed to explore changes in the reflection and perceptions of prospective teachers after they had participated in a teacher education course that had implemented EMI and translingual practices.

3. Research Methodology

3.1 Research Setting

According to the Ministry of Education in Korea (2021), 153,695 international students were studying in Korean universities at the time. Overall, degree-seeking students from abroad numbered 120,018, and non-degree-seeking students from abroad numbered 32,263. However, due to COVID-19, this number has decreased slightly since. Of the diverse student population, most international students were from China, with 67,348 registered students, which made up 44.2 percent of the total international student population. Vietnamese students were the second majority of international students in Korean higher education. Various graduate programs at local private universities in Korea have benefitted from the enrolment of international students, who study in Korea to obtain job promotions (Lee et al., 2021).

The current study was conducted at a private university located in the southwest region of Korea. Southwest University (pseudonym) had several programs that catered for a diversity of international students from China, Uzbekistan, Vietnam, and other countries. Southwest University did not require students to submit official language test scores, such as TOPIK (Test of Proficiency in Korean) or TOEFL scores. Instead, the university provided basic Korean language classes, so that international students could understand lectures and keep up with the coursework. As a result, only a handful of international students submit their Korean language test scores upon enrolment in a graduate program. Since some international graduate students experience difficulty understanding Korean professors' lectures, the university decided to provide an interpretation service. Each class has an interpreter student who can translate the professor's lecture into Chinese.

This study recruited ten graduate-level Chinese teacher candidates who were enrolled for an education course with students from other countries. These students were teacher candidates who intended to become university lecturers or high school teachers after completing their respective programs. Teacher candidates in this course ranged in age from 20 to 30 years, and their time in the

graduate program ranged from being in their first semester to being fourth semester Master's students. There were four male and six female teacher candidates.

3.2 Data Collection

The data were collected in the spring semester of 2021 – from March to June in Korea. At the start of the semester, students completed consent forms. Ten teacher candidates who were enrolled in this graduate-level multicultural education course, provided by the general education department, participated in this study. Online questionnaires were distributed at the beginning of the semester (March) and the end of the semester (June). Sample questions were as follows: (1) List your first language (L1) and other languages as your second language, if you consider any (e.g., Mandarin Chinese, English). (2) How often does your professor incorporate your first language (L1) through a student translator in the classroom? (3) For what purpose(s) do you use Chinese when you are studying for this class? (4) How much did you know about multicultural education at the beginning of this semester? (5) To what extent do you agree with the idea: 'Foreign language education should be thought of as bilingual education.'

From the ten participants, six interview participants were selected through criterion-based sampling. Three participants who had indicated in the questionnaire that they had former study-abroad experience, and three participants who had indicated they had no former study-abroad experience, were selected. Structured one-on-one individual interviews lasting 40–60 minutes were conducted by the research assistant of this study with these six participants after they had completed the end-of-semester questionnaire. All interviews were conducted virtually via Zoom, in Chinese, and were video-recorded. Table 1 shows detailed information about the interview participants.

Table 1: Interview participants

Pseudonyms of teacher candidates	Gender	Status in the graduate program	Previous study-abroad experience
Bao	Female	1st semester	Yes
Yin	Male	3rd semester	Yes
Huan	Male	3rd semester	Yes
Tao	Male	2nd semester	No
Jie	Female	1st semester	No
Wei	Female	1st semester	No

3.3 Data Analysis

An online questionnaire was developed based on previous studies (Fang & Liu, 2020; Kuteeva, 2020; Yuan & Yang, 2020). The questionnaire was finalized with a total of 30 items. Specifically, the items elicited information on the following: (a)

The participants' personal background information, (b) The use of L1 in the multicultural education course in an EMI setting, (c) The use of English, (d) Course reflection, and (d) Perceptions and experiences of translanguaging. SPSS 26.0 was used to carry out descriptive statistics for quantitative data analysis.

Qualitative interview data were transcribed and analyzed in four phases of thematic analysis, as proposed by Vaismoradi and colleagues (2016). Transcripts were read carefully, and initial inductive open coding was done in the initial phase. Next, initial codes and notes were compared, labeled, organized, and constructed. In the third phase, general categories and themes were generated, to analyze the data deductively. General categories include (a) Everyday language use, (b) Study-abroad experience, (c) Advantages of using Chinese, (d) Advantages of using ELF, (e) EMI course experience, (f) Change in perspectives, (g) Views of multicultural education, and (h) Misconceptions. The final phase of data analysis developed a storyline, which improved the interpretation of the themes.

4. Results: Descriptive Analysis of Quantitative Data

Ten graduate students majoring in education participated in this research. The questionnaire was designed to understand prospective teachers' content learning through languaging, specifically, as it integrated with translingual practices in an EMI course. All the participating graduate students were Chinese, and they had been learning English as a foreign language for less than ten years. Table 2 lists participating students' background information.

Table 2: Students' background information

Gender	Male students – 6 (60%) Female students – 4 (40%)
Age	20–25 years – 5 (50%) 25–30 years – 5 (50%)
Previous study-abroad experience	Yes – 4 (40%) No – 6 (60%)
Type of English courses taken previously	General English – 9 (90%) Reading – 9 (90%) General writing – 6 (60%) English academic writing – 2 (20%) English for academic purposes – 2 (20%) English for specific purposes – 2 (20%) Conversation – 4 (40%) Listening – 8 (80%) Grammar – 8 (80%) Other – 2 (20%)

The questionnaire consisted of 12 questions, and enquired about native language usage, English usage, content knowledge, and attitudes toward bilingualism. Table 3 presents descriptive statistics from the questionnaire results.

Table 3: Descriptive statistics for questionnaire

Questions	Always (80–100%)	Often (60–80%)	Sometimes (40–60%)	Seldom (20–40%)	Rarely (1–20%)	Never (0%)
Native language(L1) usage						
1. How often does your professor incorporate your first language (L1) through a student translator in the classroom?	40%	50%	10%	0%	0%	0%
2. How often do you use Chinese during the group activities?	10%	40%	20%	30%	0%	0%
3. How often does your professor allow you to use Chinese in your classroom?	10%	50%	30%	10%	0%	0%
English usage						
1. How much do you use English in your daily life?	0%	0%	20%	50%	20%	10%
2. How much do you utilize (this includes speaking, writing, reading, thinking through, or translating) English in this class?	0%	10%	40%	30%	20%	0%

Question	Not at all confident	Slightly confident	Somewhat confident	Fairly confident	Completely confident
English usage					
3. How confident did you feel about your English proficiency level at the beginning of the semester (March 2021)?	10%	30%	50%	10%	0%
4. How confident do you feel about your English proficiency level now (June 2021)?	0%	20%	50%	30%	0%
Content knowledge					
Question	Not at all confident	Slightly confident	Somewhat confident	Fairly confident	Completely confident
1. How much did you know about	10%	40%	30%	20%	0%

multicultural education at the beginning of this semester (March 2021)?					
2. How much do you know about multicultural education now (June 2021)?	0%	10%	0%	80%	10%
Attitude towards Bilingualism					
Question	Totally agree	Slightly agree	Netural	Slightly disagree	Totally disagree
1. To what extent do you agree with the idea that 'foreign language education should be thought of as bilingual education'?	0%	10%	0%	50%	40%
2. To what extent do you agree with the idea that 'I am bilingual'?	20%	20%	20%	30%	10%
3. When studying English in Korea, I want to learn and use translanguaging.	0%	0%	0%	40%	60%

With regard to native language usage, half the students indicated that the professor often incorporated their L1 (Chinese) during the course, and a student interpreter provided support (often: 50%, always: 40%). In addition, most students expressed that using their L1 to learn the course content effectively was a positive experience (often: 50%, sometimes: 30%). Specifically, when the professor provided advice and explanation in their L1 (Chinese), students' reflection on the content learning experience was improved. Students also believed that using their native language, Chinese, during the course was necessary to help them to understand complex concepts and cultural items (100%), understand new vocabulary (90%), comprehend course texts (80%), and interpret what they had read before the lesson (often: 40%, always: 10%).

About half the students indicated that they seldom used English for communication purposes in daily life (seldom: 50%, sometimes: 20%, rarely: 20%). Students also reported not using English frequently during the lessons (sometimes: 40%, seldom: 30%, rarely: 20%). However, students were positive about the course improving their confidence in English. Some students indicated that they had not been confident about their English ability at the beginning of the semester (slightly confident: 30%, not at all confident: 10%); however, they were more confident at the end of that semester, after taking the course (confident: 30%).

In students' responses on content knowledge and learning, most of them admitted that they had had limited knowledge about multicultural education at the beginning of the semester (slightly understand: 40%, moderately understand:

30%, not at all understand: 10%). However, after taking the course, almost all of them indicated having a better understanding of multicultural education at the end of the semester (understand the content: 80%, completely understand the content: 10%).

Concerning students' attitudes towards bilingualism and people who are bilingual, almost all the students agreed with the statement that 'foreign language education should be thought of as bilingual education' (agree: 50%, strongly agree: 40%). Also, students' attitudes regarding using translingual practices while studying English were positive overall (strongly agree: 60%, agree: 40%). Some of them believed that they were bilingual because they could use English and Chinese simultaneously (bilingual: 30%, moderately bilingual: 10%). However, others believed they were not completely bilingual, due to their limited English proficiency (not at all bilingual: 20%, slightly bilingual: 20%).

5. Findings: Qualitative Analysis of Interview Data

A few important themes emerged from the qualitative data analysis process with six interview participants: Bao, Yin, Huan, Tao, Jie, and Wei. One important theme was the participants' positive feedback regarding the implementation of ELF and EMI in the multicultural education course. Second, promoting L1 and translingual practices contributed to students' content learning while also complementing their understanding of translanguaging and translingualism. Lastly, participants' perceptions of study abroad and multicultural education reflected their social norms regarding what diversity of languages and cultures constitutes.

5.1 Advantages of ELF and EMI Experiences

Participants found the EMI setting convenient and helpful for learning the content and using ELF to communicate easily. One of the advantages of ELF was the convenience of communicating without confusion, especially with the professor. Using ELF was more effective in class, because they could communicate their questions to the professor clearly, instead of having the interpreter student repeat the question and answer in Chinese.

Participants also mentioned how ELF allowed them to gain more confidence and comfort in using English. The EMI approach improved many participants' English proficiency and confidence, especially those who perceived themselves as not being proficient English speakers. For instance, Tao admits to his discomfort with using English because of his proficiency level. However, he acknowledges the contribution EMI made for him to acquire English.

Tao: To me, using English is very uncomfortable... It's because I lack English proficiency. And because the professor speaks English well and because I listen to it continuously, it was helpful to develop sensitivity to English. (Interview, NSA P1, p. 3)

Although Tao also mentions that his English proficiency had not improved, because he is not intentionally learning English, he finds himself responding more sensitively to English. He had responded to the first questionnaire – the one administered at the beginning of the semester – in Chinese, while he used English to respond to the second questionnaire, administered at the end of the semester.

This shows his increased level of comfort in using English from the beginning of the semester. Through the EMI approach and the course activities, participants felt more comfortable and confident, and experienced an improvement in their English proficiency.

Many participants recognize the advantage of learning through EMI, especially for learning the course content. Consistent with using ELF to communicate with the professor and clarify the concepts learned in class, Yin describes how EMI was used in the process of learning.

Yin: When I learned the content, I learned it via English. If there is a major term that you do not understand, I need to study this major term again through Chinese literature. (Interview_SA P2, p.5)

Yin describes how he mainly learned the course content through English, instead of translating everything into Chinese. The EMI setting was also effective when the class was discussing technical concepts and terms. Bao and Yin were the two participants who, specifically, illustrated their extensive study-abroad experience using ELF with references to teaching Chinese through a Confucius Academy in Zambia and Thailand respectively. They expressed their confidence in using English because of their past study-abroad experience and now found it easier to communicate course content in class through ELF.

Because most of the course material was either in English or Korean, the students were more comfortable with the EMI setting and ELF. In a transnational classroom where neither Chinese nor Korean is the best language to use, ELF effectively bridges the communication gap between the instructor and the students. The EMI approach in the classroom also helped students to learn the course content more efficiently, while providing an opportunity for them to become more comfortable and confident about using English.

5.2 Utilizing L1 and Translingual Practices

Another central theme that emerged in the interviews concerns L1 use and translingual practices regarding the multicultural education content. The course provided an encouraging environment for students to apply translingual practices and build L1 (Chinese Mandarin) repertoire. All the participants discussed the advantages of using their L1 and translanguaging to learn the course content. Huan explains how communicating in Chinese, instead of English, reduced his anxiety and helped him feel at ease.

Huan: When I use English, I think a lot about whether it is appropriate to express it like this. With Chinese, I am only concerned about conveying the meaning accurately, but with English, I am more concerned with the appropriateness of speech... When communicating or expressing using your mother tongue, you can express your thoughts accurately. And I felt more comfortable. (Interview_SA P3, p. 2)

Huan explained that conveying meaning in English was more difficult and disconcerting than doing it in Chinese. Using Chinese in class made students feel more comfortable, and the process was more practical for communicating with accuracy. All participants mentioned the efficiency of using Chinese, especially during small group discussions in class.

Participants also explained their processes of learning the course content through more than one language resource. Such translingual practices were helpful to learn difficult course concepts and to confirm their understanding of the advanced, graduate-level content. Jie illustrated how she used English when Chinese translation was not a viable option, while also using Chinese to read English literature.

Jie: The professor mainly lectures in Korean and English, so I tried to understand myself. If not, I listened to the Chinese explanation of the interpreter again. If the professor sends us Korean materials, there are often... no corresponding expression translated into Chinese... Then I will find the major term in English. At that time, I learned through English. Whenever I read English materials, I always translate them into Chinese and read them. (Interview_NSA P2, p. 5)

By using her Chinese and English linguistic repertoire, Jie fully understood the course content and made an appropriate decision to use different language resources interchangeably.

Participants also found translingual practices helpful to understand the media resources provided in class. The Chinese subtitles helped eliminate the language barrier the same way it did with the multimodal presentations students were asked to give in class. Students demonstrated their ability to code-switch and apply translingual practices through visuals and various linguistic resources to convey meaning.

Although translingual practices were used beyond students' perceptions, there were misconceptions regarding translanguaging, bilingualism, and foreign language acquisition. Despite their agreement to participate in language teaching and learning through bilingual education and translanguaging, some participants believed translingual practices are limited to code-switching and translation—a tool for language learning, instead of a stance of being. For instance, Bao said that she did not use translanguaging to learn the course content, because she is confident in her English language skills (Interview_SA P1, p. 6). Bao's misconception of translanguaging stems from the idea that the act of translation equates to translanguaging. Thus, she believed that translanguaging is unnecessary for learning course content.

This misconception and the transitional bilingual method were prevalent when participants described their perspectives on translanguaging and bilingual education. When asked about the EMI approach and translingual practices in the multicultural education classroom, Wei elaborated on her perspective of seeing these practices as the transitional method.

Wei: My English is not very good... I can understand easily if I take the class through an interpreter... However, since most of us are first-semester students... our English is not good, so it is more convenient to use Chinese in class. Later, in the 3rd and 4th semesters, when our English skills improve, it would be better to use Chinese moderately in class and focus on English. (Interview_NSA P3, p. 4)

Most participants understood translanguaging and bilingual education to be methods to help students feel comfortable in a multicultural education setting. A few participants emphasized the importance of total immersion in order to master a foreign language. Because the EMI and translanguaging classroom setting was not designed to entirely immerse students in English, the students believed they were not learning the language, but were, instead, learning the content while acquiring a few complex vocabulary words. Learning and studying in a setting where more than one language is used and promoted was a new environment for many students, which may have caused such misconceptions.

5.3 Perceptions on Diversity and Multicultural Education

The final theme that emerged from interview data was students' shifting perceptions on diversity and multicultural education. The multicultural education course affected the participants who had no previous study-abroad experience to a greater extent than the participants who had reported having study-abroad experience. For instance, Bao mentioned that the course had not influenced her perspectives significantly, while Yin stated that the only thing he learned was to incorporate more than one language in the classroom. These teacher candidates also reported teaching experience abroad in Thailand and Zambia respectively, and expressed their interest in learning the course content, not a language – neither Korean nor English. Another participant, Huan, had spent extensive time in South Korea learning Korean. Huan's definition of multicultural students and multicultural education was broader than Bao and Yin's viewpoint.

Huan: In my opinion, multicultural education is people from diverse cultural backgrounds studying in the same environment. It is not a multilingual background, but a diverse cultural background. People don't have diverse cultural backgrounds because of the variety of languages they use, but because people grew up in diverse cultures, various languages appeared. (Interview_SA P3, p. 4)

Huan demonstrates a broad view of multicultural students – beyond the boundaries of national origins. Later in the interview, he acknowledges that he is also a multicultural student, living in South Korea. When he was asked about teaching students at an international school in China, mainly Chinese Americans, Huan envisioned interacting with students in different ways, culturally, based on a particular student's home background (Interview_SA P3, p. 5).

Huan and the other two participants with study-abroad experience explicitly referred to the importance of teaching and learning the Chinese language in China, regardless of students' linguistic backgrounds. Their monolingual orientation is reflected in their interview responses, which was a distinctive theme that did not appear in the interview data of participants with no study-abroad experience.

Participants who reported having no study-abroad experience were Tao, Jie, and Wei. All three of them reported that the course had changed their perspectives significantly and had expanded their views on multicultural education. For example, Wei explained how she used to conceptualize multiculturalism as one person experiencing multiple cultures, but had learned that her understanding

was incorrect. Wei learned that multicultural education means teaching students from diverse cultures, races, and national origins. Wei also described her plans to incorporate visuals, other languages, and paintings from other cultures in her future classroom to accommodate students from a variety of backgrounds (Interview_NSA P3, p. 4).

Another participant, Tao, also elaborated on how the course helped him to distinguish between comparative education and multicultural education. The course taught him that multicultural students might carry diverse perspectives and views, beyond the so-called 'culture' boundaries.

Tao: At the beginning of the semester, I thought multicultural education was similar to comparative education... I learned that multicultural education is about effectively teaching students born in another country ... when a child born in America returns to China, they might have American perspectives or ways of thinking. As they study in China, we can teach them to also hold Chinese perspectives and the process of fostering people who can have both American and Chinese perspectives is multicultural education. (Interview_NSA P1, p. 6)

In Tao's explanation, he highlighted how multicultural education does not assimilate students into the mainstream culture but, rather, promotes pluralism. Compared to the three participants with prior study-abroad experience, Tao exhibited a less monocultural and monolingual orientation. Instead, he advocated for embracing multiple cultures and perspectives, and pluralism as part of practicing multicultural education.

6. Discussion

This study aimed to explore the experiences of prospective teachers studying abroad in a graduate-level EMI course in Korea. Descriptive analysis of the questionnaires conducted at the beginning and end of the semester, in addition to qualitative analysis of findings of interview data, suggest a few implications. First, the EMI approach, integrated with translingual practices, yielded positive experiences, including better overall confidence about English and higher efficiency in content learning. Although participants reported in the questionnaire and the interviews that there were limited opportunities to improve their English, many of them gained more confidence about their English proficiency. Many participants answered the final questionnaire in English instead of Chinese, which demonstrates their increased comfort level about using English. These results are consistent with previous studies, which found that EMI with a translingual approach could positively impact ELLs' confidence regarding English proficiency (Fang & Liu, 2020; Kuteeva, 2020). Also, this finding implies that integrating translanguaging in EMI courses could reduce ELLs' language anxiety and increase ELLs' confidence about languaging (Fang & Liu, 2020; Kuteeva, 2020).

Second, EMI and ELF experiences in a multicultural education course contributed to changing prospective teachers' perceptions and orientations about bilingualism and multicultural education. In the interviews, participants reported having an in-depth understanding of multicultural education. A few participants even expressed specific plans to accommodate linguistically and culturally diverse students in the future. Questionnaire responses also indicate that participants

experienced a change of perceptions toward bilingual education and translanguaging. The experience of integrating EMI with translingual practices encouraged prospective teachers to be more open-minded about translanguaging and to realize the effectiveness of translingual practices for learning content. These results align with previous studies, which had found that EMI could enhance ELLs' content knowledge and academic achievement (Graham et al., 2018). In addition, studies report that EMI could enhance students' content knowledge and language learning simultaneously (Graham et al., 2018).

Third, a single course was not enough to transform prospective teachers' monolingual orientation or uproot the influence of colonialism. Interview participants were initially selected on the basis of observing different experiences in those who had studied abroad in the past and those who had not. However, interview data indicates that students reported on their previous study-abroad experiences differently, depending on the length of their stay and the primary language used in the particular country. Furthermore, participants did not believe their English proficiency had improved, because many of them considered that an English immersion experience is the only way to acquire another language. In particular, participants who had studied abroad in an English-immersion setting expressed strong opinions about a full immersion experience to learn English, and believed that translanguaging is meant as a transitional program. These results are consistent with studies that had found that EMI faces limitations and challenges (Graham et al., 2018). Furthermore, other studies report on the pros and cons of EMI implementation in higher education settings. This point indicates that EMI implementation could have a variable impact on ELLs' language proficiency, previous academic achievement, etc. (Macaro et al., 2018; Tong et al., 2020).

7. Conclusion

This study promotes the translanguaging of Chinese students who are studying abroad to advance their language acquisition and knowledge of content. The findings of this study have implications for research and teacher education practices. In terms of research, further investigation to examine the long-term effect of EMI and translingual practices will benefit our understanding of translanguaging and international education in Asia-Pacific countries. In addition, future research needs to analyze prospective teachers' monolingual orientation, and its impact on the global education landscape. Regarding practice, it is crucial to develop a comprehensive curriculum for international teacher education, to promote translingual practices and bi/multilingual education. Furthermore, teacher education programs need to encourage teacher candidates to engage in critical reflection, to examine their language orientations and ideologies, in order to meet global society's expectations. Lastly, it is recommended that universities provide an intensive professional development opportunity for EMI faculty, so that they can apply EMI with translingual practice. Some faculty may believe that content teaching is their job, not language teaching. However, this study shows that teaching content and English simultaneously is the best approach to preparing prospective teachers in teacher education

programs. The quality of EMI faculty is key to successful translingual-integrated teacher preparation programs worldwide.

8. References

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