

## Student Perceptions on EMI: Learning Effectiveness, Challenges and Pedagogical Support with Translanguaging and Multimodal Teaching Strategies

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### Abstract

Driven by globalization and Taiwan's bilingual policy, English-Medium Instruction (EMI) has been increasingly implemented across higher education in Taiwan, making its effectiveness, challenges and coping strategies growing areas of research focus. This study explores the perceptions of 40 first-year students enrolled in an EMI professional course at a technical university in southern Taiwan. Using a mixed-method approach, 40 Likert-scale items assessed perceived learning effectiveness in academic content and language learning, while two open-ended questions elicited insights into challenges and benefits. The quantitative results revealed generally positive attitudes with most students' agreement that EMI increased their interest in learning, enhanced their motivation to improve English proficiency, and would benefit their future academic or career development. Instructional strategies such as videos, visual aids (e.g., diagrams, images), and project-based learning activities were rated as especially effective. However, key challenges included difficulty comprehending English-only instruction and expressing ideas fluently. Students recommended incorporating first-language (L1) explanations—translanguaging—to clarify complex content and reduce cognitive overload. They also emphasized the usefulness of group discussions and multimodal input. The findings suggest that integrating EMI with selective L1 support and multimodal strategies can enhance learning outcomes and student confidence.

### Keywords

English-Medium Instruction (EMI), bilingual policy, translanguaging, multimodal strategies, student perceptions.