

English as a Medium of Instruction (EMI) in Learning Practice: Perspectives and Strategies of Educators

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Abstract

In Indonesian education, English as a medium of instruction (EMI) is gaining recognition as an approach that uses English as the main language of instruction in schools and universities. EMI is designed to help students improve their English language skills while studying various subjects. This approach has been favored in countries where English is not the mother tongue, offering many advantages, such as preparing students for global communication, improving access to English academic resources, and increasing the competitiveness of educational institutions. However, EMI also provides challenges related to teachers' skills, pedagogical knowledge, and the effectiveness of EMI learning strategies. This study aims to explore the perspectives of 37 educators in Jakarta through descriptive qualitative research on EMI. The educators strongly believe that EMI is an efficient tool to improve students' English proficiency and their understanding of the subject matter. To support the implementation of EMI, this study recommends additional training in EMI, fostering collaboration between experienced and new teachers, and implementing innovative teaching methods. The study concluded that the successful implementation of EMI in the Indonesian educational context depends on the collective commitment of educators, students, educational institutions, and authorities. Continuous support, evaluation, and emotional support for educators and learners are crucial to ensure the effectiveness of EMI in a better education landscape.

Keywords: EMI, Medium, Instruction, Perspective, Strategy

INTRODUCTION

English as a Medium of Instruction (EMI) is an educational concept where English is used as the medium of instruction in educational institutions, such as schools or universities. This means that the subject is taught in English, rather than in the mother tongue of the student or learner. EMI aims to help students develop their English language skills while learning a wider range of subject matter (A. Ahmed & Alharbi, 2023). The concept of EMI is becoming popular in the context of international education, especially in countries where English is not the mother tongue. EMI allows students to gain a better understanding of the English language and gain expertise in the academic subjects taught (Han, 2023). The utilisation EMI in learning practices has become an increasingly common phenomenon in educational institutions around the world. EMI is used in various educational contexts, including universities, high schools, and even primary schools. This is due to the development of globalisation and the increasing mobility of students and lecturers in different countries. EMI has many potential benefits, such as preparing students for global communication, improving access to academic literature in English, and

increasing the competitiveness of educational institutions (Polyakova et al., 2022). However, the implementation of EMI also poses a number of challenges, including the sufficient understanding and skills of English language acquisition teachers, as well as how effective EMI learning strategies are.

One important concern is the guidelines and training for teachers responsible for implementing the EMI programme. This suggests that the absence of specific guidelines and adequate training may result in variations in the implementation of EMI, which depends on individual teachers' abilities and their limited preparation. This emphasises the need for schools to provide curricula and activities that support the success of the EMI programme. Teachers are expected to plan and implement EMI-based learning effectively, and parents are encouraged to actively participate in EMI-based learning (Qomariah et al., 2022). Such policies play an important role in shaping the linguistic landscape and education system in the territory. It emphasizes the need to carefully reassess and modify such policies to better suit the language proficiency of students and the complexity of the subjects they study. As such, it recognizes that a uniform approach to EMI may not be suitable for all students. Therefore, these adjustments could have a profound effect on English in Hong Kong, affecting how English is taught, learnt and used in various educational and communication contexts (Melati & Arief, 2018). Strategies to improve teachers' use of EMI are illustrated with pedagogic content knowledge, teaching principles, teaching practices in EMI, the language of EMI, and the role of collaboration between subject teachers and English teachers (Richards & Pun, 2022). Based on the conceptualization of EMI, an effective instructional design should pay attention to students' prior knowledge, their cognitive level, and allow students to be engaged and motivated in their learning (A. Ahmed & Alharbi, 2023). There are mixed and complex findings related to learning outcomes and EMI effects. When students engage in a learning environment where they use a particular language, such as English, as the language of instruction (EMI), they are anticipated to achieve two types of language improvement. Students are expected to improve their language skills that are directly relevant to their field of study or academic discipline. This means they should be proficient in using specialized vocabulary, terminology and language conventions related to their field of study. For example, if a student is studying science, they should improve their ability to understand and use scientific terminology and language that is specific to their chosen scientific field.

The previous research findings also state that, despite the diversity in their contexts and experiences, EMI teachers face similar challenges when implementing EMI teaching methods, the pedagogical dilemmas they face can be categorized into two main areas. These two main areas are: Lack of English Proficiency: EMI teachers may face obstacles in understanding, speaking, or teaching in English. Lack of English language skills can be a hindrance in carrying out EMI teaching methods effectively. Inadequate Pedagogical Knowledge: EMI teachers may have limited knowledge of teaching techniques and pedagogy in general. They may not fully understand how to implement effective teaching strategies, regardless of their English proficiency (Prabjandee & Nilpirom, 2022). Another study found that resistance to EMI also exists among many students and teachers, and some studies show that EMI causes educational inequality, as it tends to favor some elite institutions and individuals more than others who can access better resources to become winners in this English language race (Guo et al., 2022). Meanwhile, the practice of EMI in Indonesian universities has a main purpose, which is to cope with competition among global universities. There are two main types of EMI classes used in Indonesian universities, namely 'Bilingual Classes' and 'International Classes' (Simbolon, 2017). This indicates that English is used as the language of instruction in these classes. This reflects the internationalization of higher education in Indonesia. There are two main types of EMI classes used in Indonesian universities, namely 'Bilingual Classes' and 'International

Classes'. This shows that English is used as the language of instruction in these classes. The study notes that there is limited understanding of the implications of EMI practices in Indonesian universities, especially in terms of the relevance of EMI practices to students and lecturers involved in the program (Simbolon, 2021).

Highlighting the above background and issues, this study aims to explore the perspectives and strategies of educators who teach academic subjects in English as a foreign or second language to at least some learners and/or teachers. The research highlights the importance of developing teacher professional development programs to equip EMI teachers with the theoretical foundations and practical applications of EMI pedagogy. It also emphasizes the need to improve teachers' English language proficiency and develop their pedagogical skills in designing and practicing EMI. This research contributes to the understanding of language acquisition and use from theoretical and practical perspectives, which can help EMI lecturers and policy makers to improve and support EMI learning situations.

METHOD

The research design used is qualitative with a judgment sampling method with the population being 37 English language teachers involved in teaching using EMI, and the sampling technique used is a non-probability sampling technique with a judgement sampling approach. Judgment sampling is sampling with certain criteria, while the sample criteria used include teachers with various backgrounds and EMI experience. The research instrument used surveys and semi-structured interviews to obtain teachers' perspectives and learning strategies. Furthermore, the Data Collection procedure from the survey by creating a questionnaire that covers aspects of teachers' perceptions, challenges, and strategies related to EMI. Meanwhile, the questionnaire was distributed to teachers through online media. As for data analysis through the use of descriptive statistics to analyze survey data, and interview analysis through thematic coding (Clarke & Braun, 2017) to identify patterns, themes, and interrelationships in the interview data. Findings and conclusions are made by presenting the findings based on the data analysis and formulating conclusions that reflect the perspectives and strategies used by English language teachers in the context of EMI.

FINDINGS AND DISCUSSION

Findings

The respondents in the study are mostly teachers who teach in Jakarta. Most of them have been teaching for more than 10 years, with around 59.5% of respondents having more than a decade of teaching experience. In terms of teaching materials, the majority of respondents (around 62.2%) teach in English. However, there is also a small proportion who teach languages other than English (about 16.2%) and there are also those who teach both (about 21.6%). More than half of the respondents (56.8%) teach at the higher education level, indicating a focus on higher education among the respondents.

Table 1. Respondent profiles

Category	Number
Number of Educators	37
Teaching in Jakarta (%)	86%
Teaching in Higher Education (%)	56.8%
Teaching for More than 10 Years (%)	59.5%
Teaching materials (%)	
English	62.2%

Besides English	16.2%
Both	21.6%

The investigation of educators' perspectives on English as a Medium of Instruction (EMI) in learning practices began by exploring perspectives on the use of English as a Medium of Instruction (EMI) in learning practices, and the result as follows:

Apakah Anda saat ini menggunakan English as a Medium of Instruction (EMI) dalam pengajaran?
 37 jawaban

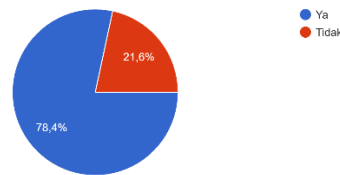


Figure 1. Using of EMI in learning Practice

The results show that 78.4% of respondents stated that they use English as a Medium of Instruction (EMI) in teaching. This conclusion illustrates the beginning of the research and provides preliminary data on how many educators use English as a medium of instruction in learning practices. The next investigation was about how often the teachers use English as a Medium of Instruction (EMI) method in teaching and 40.5% stated in every lesson using EMI, and the result as follows:

Seberapa sering Anda menggunakan metode English as a Medium of Instruction (EMI) dalam pengajaran?
 37 jawaban

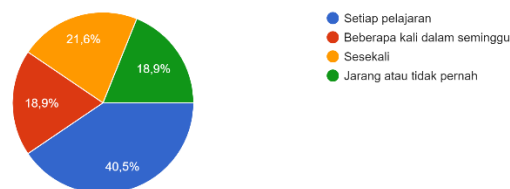


Figure 2. The respondents use EMI in each of their lessons

The survey results show that about 40.5% of the respondents use EMI in each of their lessons. This indicates that a number of teachers have a preference for using English as the language of instruction in their learning practices. However, it should be noted that not all teachers use EMI with the same frequency. There are variations in the use of this method among the respondents. The next survey is about an important question in the context of research on the use of English as a medium of instruction. A teacher's decision to teach using English can have a significant impact on the learning process and student understanding. By asking how confident teachers are in using English, we aim to explore their perspectives on their confidence in adopting this method, and the result as follow:

Seberapa yakin Anda mengajar menggunakan bahasa Inggris? (skala 1-5, dengan 1= Tidak Yakin, 5= Sangat Yakin) 1- sangat tidak yakin 2- tidak yakin 3- netral 4- yakin 5- sangat yakin
 37 jawaban

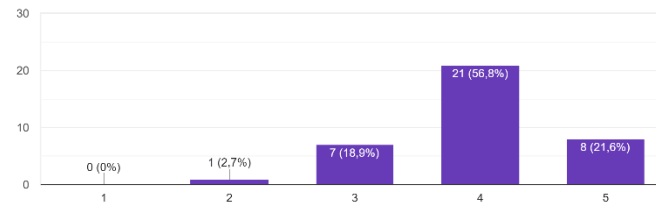


Figure 3. Teachers' confidence in teaching using English

The conclusion that can be drawn is that the majority of respondents (around 78.4%) feel quite confident or even very confident in using English as a medium of instruction in their teaching practice. This indicates that most respondents feel comfortable and confident in applying this method in their teaching. It may also reflect an adequate level of support and preparation for the use of English as a medium of instruction in their educational setting. Teachers' level of confidence in using English can affect the effectiveness of learning. If teachers feel confident, they may be more effective in transmitting subject matter and communicating with students. Teachers' confidence levels can also be related to school policies regarding the use of English. If teachers feel confident, they may be more likely to follow policies that encourage the use of English. The results of this question can assist schools or educational institutions in assessing whether there is a need to provide additional support or training to teachers who may feel less confident in using English. This question provides insight into the level of readiness and confidence of teachers in adopting English as the language of instruction. It can help identify factors that support or hinder the use of English in teaching. Teachers' level of confidence reflects the context of teaching in a particular environment. This information is useful for understanding the dynamics and challenges that may be faced in the use of English in learning.

Teachers' confidence level is an important factor that can shape students' overall educational experience, affecting their achievement in the classroom, their attitude towards learning, as well as the emotional and social aspects of their development. Therefore, it is important for teachers to consider and improve their confidence level in teaching students effectively (Channawar, 2023). Teacher confidence in teaching can have an impact on students' academic achievement. Teachers who are confident in their teaching may be better able to deliver material effectively, provide clear guidance, and provide support to students to achieve better results.

Furthermore, surveys on the question of the effectiveness of the EMI (English as a Medium of Instruction) method in improving students' English language acquisition are important in research or surveys that focus on the use of EMI in education. And the answers are as follows:

Apakah Anda merasa metode EMI efektif dalam meningkatkan penguasaan bahasa Inggris siswa?
37 jawaban

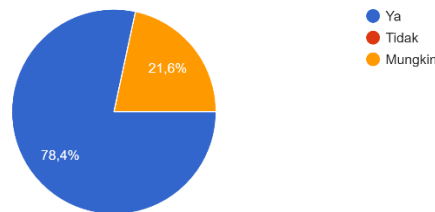


Figure 4. Effectiveness of the EMI method in improving students' mastery of English

This question helps in evaluating the impact of using EMI on students' learning. It makes it possible to understand whether the use of EMI effectively improves students' English language acquisition. Most respondents, around 78.4%, believe that the English as a Medium of Instruction (EMI) method is effective in improving students' mastery of English. However, there was a small proportion of respondents who expressed doubts by stating that it might be. This conclusion indicates that EMI may be considered an effective approach in improving students' English acquisition in the context of this survey, but also highlights the need to dig deeper to understand the reasons behind the different views. As such, these results provide an initial insight into respondents' views regarding the effectiveness of the EMI method in English language learning and may be the basis for further research to understand the reasons behind such views as well as the impact of using EMI in teaching.

The next survey asked to what extent teachers agreed that EMI helps students understand the subject matter better. This question helps in evaluating the extent to which the EMI method is effective in improving students' understanding of the subject matter. It provides a perspective on the impact of EMI on the learning process, as well as exploring teachers' views on the effectiveness of the methods they use. Teachers are key stakeholders in education, and their views can provide valuable insights.

Pada skala 1 hingga 5, sejauh mana Anda setuju bahwa EMI membantu siswa memahami materi pelajaran dengan lebih baik? 1- sangat tidak setuju 2- tidak setuju 3- netral 4- setuju 5- sangat setuju
37 jawaban

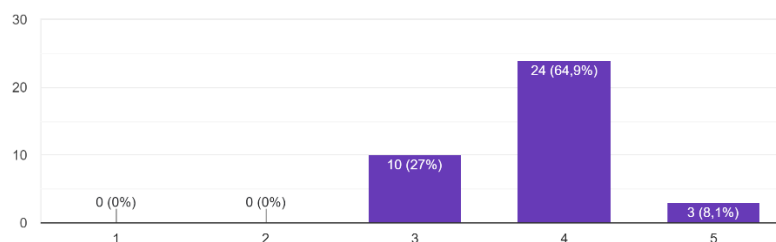


Figure 5. Effectiveness of the EMI method in improving students' understanding of the subject matter

Most respondents, around 73% (64.9% who agreed and 8.1% who strongly agreed), had a positive view regarding the effectiveness of English as a Medium of Instruction (EMI) in helping students understand the subject matter better. However, there is a small proportion of respondents who are neutral in their views. This indicates that the majority of respondents see EMI as an effective approach in improving students' understanding of the subject matter, but also highlights the need to understand the views of the neutrals to gain a more complete understanding of the impact of EMI in the educational context under study. These conclusions

provide a preliminary picture of respondents' views on the effectiveness of EMI in learning, but also point to the need to go deeper in analyzing the reasons behind the diverse views. In assessing the quality of education, it is important to understand whether teaching methods such as EMI contribute to better student understanding. It is important to note that there were around 27% of respondents who expressed neutral views. While it does not specify whether they agree or disagree, this neutral view can also be considered as a result that can provide insight into the respondents' level of certainty or experience in using the EMI method. The mostly positive respondents indicate that there is strong support for the use of EMI in the context of this survey, and this could be a good basis to further explore the effectiveness of using the method as well as to look for potential improvements.

Furthermore, the teachers' perspective explored in the survey is about how EMI (English as a Medium of Instruction) can affect students' confidence in communicating in English, and the result as follows:



Figure 6. how EMI (English as a Medium of Instruction) can affect students' confidence in communicating in En

Most respondents, around 73%, believe that English as a Medium of Instruction (EMI) can increase students' confidence in communicating in English. However, there were a number of respondents who answered 'maybe', which may indicate doubt or the need to better understand the effect of EMI on students' confidence. This conclusion reflects a positive majority view in relation to the impact of EMI on students' self-confidence, but also highlights the need for further analysis to understand the different perspectives held by a subset of respondents. This conclusion provides a preliminary picture of respondents' views regarding the impact of EMI on students' self-confidence and the potential for further research to understand more deeply the factors that influence such views. Teachers may have a view on how the use of EMI affects classroom interaction, student participation, and comfort level in speaking English. This is an important aspect in assessing the impact of the EMI method on students' confidence.

The survey went on to ask whether additional training in the use of English as a Medium of Instruction (EMI) could be essential to help you become more effective in teaching English, and the result as follows:

Sebagai seorang guru/dosen/instruktur, apakah Anda percaya bahwa pelatihan tambahan dalam penggunaan EMI dapat membantu Anda menjadi lebih efektif dalam mengajar bahasa Inggris?

37 jawaban

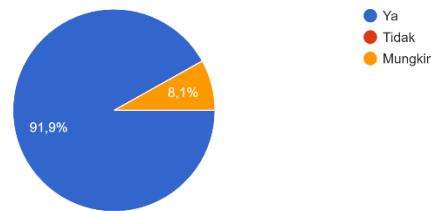


Figure 7. Additional training in the use of English as a Medium of Instruction (EMI) for educators

If 91.9% of people said that additional training in the use of English as a Medium of Instruction (EMI) is important, it shows a very high consensus on its importance in teaching English. However, there were some people (8.1%) who said that it may not always be necessary in all situations. The reasons may vary, such as an already high level of confidence in speaking English, strong experience in teaching in English, or limited use of English in their teaching context. In a study reported that EMI training can help teachers better understand the needs and readiness levels of your students in understanding the material taught in English. This will make it possible to adapt teaching approaches more effectively. EMI training can help teachers to better understand the needs and readiness levels of your students in understanding the material taught in English. This will make it possible to adapt teaching approaches more effectively. For EMI professional development, especially to improve the English language proficiency of teachers as well as their students, learning places a premium on the quantity and quality of the linguistic environment and the learner's experience with the target language input (Han, 2023). In conclusion, additional training in the use of EMI can greatly help to be more effective in teaching English, especially if teaching in an English-speaking context or teaching students who use English as the language of instruction in learning.

In the full context of this study, it was concluded that the perspectives of most educators in Jakarta use English as the Medium of Instruction in teaching, feel quite confident in doing so, and a number of teachers also use EMI consistently. These results reflect the relevance and acceptance of EMI in learning practices in Jakarta's educational environment. Thus, this understanding can help schools or educational institutions in designing better support and policies regarding the use of English in teaching.

Discussion

Teachers recognize the importance of EMI in educational contexts, and their suggestions reflect the need for strong support, training and collaboration to make EMI a success in English language learning and other subjects. Based on teachers' responses to English as a Medium of Instruction (EMI), here are some strategies that can be implemented to support the use of EMI in educational contexts:

- Provision of intensive training in English language skills for teachers who teach in English and non-English subjects. This will help teachers improve their English language competence.
- Encourage the development of learning materials appropriate to the use of EMI. Teachers need to have access to relevant and varied teaching materials in English.
- Encourage collaboration between teachers who already have experience in using EMI and those who are just starting out. Mentoring can help new teachers overcome challenges in teaching EMI.

- Organize regular webinars and trainings that focus on the application of EMI in different types of subject matter. This will help teachers understand and apply EMI in the context of their lessons.
- Encourage the use of innovative teaching methods that can increase the effectiveness of EMI. Teachers should plan engaging and interactive lessons in English.
- Provide additional resources, such as language assistance center, study groups, or English libraries, to assist students in understanding and overcoming language barriers.
- Conduct periodic evaluations of the effectiveness of EMI teaching and take corrective action where necessary. This may include assessment of student outcomes and feedback from them
- Encourage a shared commitment between lecturers, students, and educational institutions to use English in the classroom and institutional environment.
- Ensure that schools or educational institutions have policies that support the use of EMI and provide adequate support for teachers, and work with relevant educational institutions, organizations, and external parties that can provide support in the use of EMI.

These strategies can create an educational environment that supports the effective use of EMI, ensuring that teachers and students can make good use of EMI in the learning of English and other subject matter. However, it is important to remember that the implementation of EMI may vary depending on the policies and practices of each educational institution (Sahan et al., 2021; Macaro, 2019). Therefore, it is important to ensure that the strategies adopted are in line with the EMI standards applicable in the educational institution. Also, EMI policies may vary across countries and educational institutions (Walkinshaw et al., 2017; Baker & Hüttner, 2019), so it is crucial to communicate and coordinate with the authorities to ensure that the strategies are in line with the applicable standards and guidelines.

CONCLUSION

The understanding of EMI among educators and educational institutions in Jakarta seems to have improved. However, there are issues related to students' different abilities, which requires teachers to occasionally use Indonesian in learning. This shows the importance of having a flexible approach in the use of EMI, especially when students need additional help in understanding the material. It is important to note that the implementation of EMI requires thorough preparation in terms of English language skills for both teachers and students. Therefore, an ongoing training approach is needed to ensure that all parties involved in the EMI learning process have adequate English language skills. In addition, collaborative efforts, improvements in the use of educational technology, emotional support, as well as school policies that support EMI are important factors in ensuring the successful implementation of EMI. Overall, this study highlights the importance of a shared commitment between all parties involved to create an educational environment that supports the effective use of EMI in education in Jakarta. Another possible recommendation is to establish a framework for continuous professional development in EMI. This can take the form of regular workshops, seminars, and conferences that focus on refining EMI teaching skills, keeping up to date with best practices, and addressing emerging challenges. Collaborate with linguists, curriculum developers, and EMI practitioners to facilitate these professional development opportunities.

Some important suggestions and inputs that can be given from this study are continuous support in the form of training and awareness on the use of English as a Medium of Instruction (EMI) needs to be actively promoted in educational institutions. The use of educational technology should also be increased to enhance the effectiveness of EMI. In addition, it is important to conduct periodic evaluations to measure the effectiveness of EMI teaching and assessment of student outcomes. Emotional support for students and teachers who may face

difficulties in teaching or learning in English should also be considered. Schools and educational institutions should have policies that support the use of EMI, including the development of policies that support EMI, training for teachers, and appropriate assessment. Finally, coordination with the authorities, including the Ministry of Education and Culture, is important to ensure that the strategies and policies adopted are in line with the EMI standards applicable. Overall, a joint effort between teachers, students, educational institutions, and authorities will help realize a more effective use of EMI in education. In conclusion, this study has several limitations that need to be considered in interpreting its findings. Firstly, potential sample selection bias may affect the generalizability of the results, especially if participants tend to come from similar types of institutions or teaching backgrounds. Secondly, this study focused on the views of educators from one region only, so the results may not be directly applicable to other regions in Indonesia that have different educational contexts. Thirdly, the use of descriptive qualitative research methods may limit in-depth understanding or capturing certain nuances related to EMI. Fourth, limitations in exploring students' perspectives may reduce the completeness of the picture, as their experiences and views play an important role in the success of EMI. Fifth, potential biases in providing information by participants may result in results that tend to reflect social expectations rather than actual views.

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