THE USE OF ENGLISH MEDIUM INSTRUCTION ON EFL STUDENTS AT TERTIARY EDUCATION LEVEL

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Abstract
English Medium Instruction (EMI) was used in many education levels. Although L2 learners study English since primary education, some of them still cannot communicate and write well in English. It is probably caused by lack of self-esteem, motivation, comprehensible input, and interaction. This study aimed to investigate the use of English medium instruction on EFL students at tertiary education level. This study employed a quantitative method. The participants of this study were 45 undergraduate students at Khon Kaen University, Thailand. A survey questionnaire regarding the use of English medium instruction with a five points likert scale is assigned to obtain the data. The result of this study revealed that there are some subjects that use English as medium of instruction. Furthermore, the students state that they got exposure in English in several ways such as read textbook, watch YouTube, and write power point in English. The results also showed that the students’ English ability significantly improve regarding the use of English as medium of instruction.

Keywords: EFL Students, English Medium Instruction, Students' English Improvement, Students' English Exposure.

Introduction
The developing requirement for English as a key toward global communication, relation, and information is noticeable in tertiary education around the world. This phenomenon happens either in countries where English is spoken as a second language (ESL) such as India, Philippines, Singapore Malaysia, etc. or English as a foreign language (EFL) like Holland, Germany, Hungary, Thailand, and Indonesia (Ibrahim, 2001). Thus, there are a number of universities adopt English as a medium of instruction as using English medium instruction (EMI) gives learner more exposure to the language (Barnard, 2014).
English-medium instruction (EMI) refers to “the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English”. (Macaro et al., 2018). EMI in higher education has grown rapidly over the past two decades or so due to the increasing dominance of English and the intensifying internationalization of higher education. For example, surveyed English-medium instruction in 54 countries around the world and revealed an accelerating expansion of English-medium courses and programs in higher education on a global scale. (Dearden, 2016)

Nowadays, there are many subjects are taught using English at tertiary education. Therefore, there arose an urgent need to analyse one of the frequently used approaches to language learning—English Medium Instruction (EMI) whose specifics could possibly be employed by the countries with the low English competence. EMI is understood as a teaching and learning strategy that involves “focus on non-language subject matter, and focus on language in term of both communication and cognition”. (Tamtam et al., 2012)

In general term, EMI implies as reference to a classroom setting where the English language is used as means of communication between instructor and learners. Specifically, EMI refers to instructional settings where the use of English is linked to a language learning goal. EMI refers to using English to teach content subject and the other EMI refers to teaching English as a subject. This study is limited to teaching subject through English. EMI, utilizing English to show content subjects, can be a superior method for taking care of students' language issue than showing English as a subject, since it permits students more openness to the language (comprehensible input) and greater chance to utilize it (comprehensible output). The implementation of EMI could be full/total or partial immersion. In full drenching classes the educator will in general be a local speaker of the subsequent language utilized. In learning subjects through English medium instruction, the students’ need some aspects such as motivation, comprehensible input, output, interaction, and practice. Ibrahim stated that the students and teachers have positive attitude toward EMI. English is progressively fundamental for social, scholarly, and proficient purposes that would invigorate the two understudies and educators to work on their proficiency in the language. Having only motivation is not enough for studying English while a learner needs input.

There were several researches related to language instruction. Most of the study of EMI focus on the higher level of education (Walkinshaw et al., 2017). Also, the study about the implementation of EMI in Asia-Pacific Higher education and a study done about challenges in using EMI that investigated a new EMI undergraduate program in Vietnam (Paulsrud & Toth, 2019). In another study carried out in the Republic of Korea, the introduction of a language support course appeared to assist students
in preparing for their EMI classes, as the facilitative environment of the course structure enabled students to develop confidence and confront anxiety about completing academic tasks via English (Chang et al., 2017). More recently, we carried out a quantitative EMI study that examined the content knowledge of 146 Japanese L1 EMI students majoring in international business at a Japanese university (Rose & McKinley, 2018).

Those studies focus on the higher education because as the upper education in this globalization era, the aim of EMI is to prepare an international career for the students (Çağatay, 2018). The use of EMI is synonymous with the upper education such as senior high schools and universities because of the need for international language on doing the study and the need of English skills for locating info within the Internet; reading actual info from skilled fields in books, scientific papers; communication with foreign colleagues in conferences, forums, etc., that principally use English in apply. Another study revealed that self-efficacy was a statistically significant predictor of success in EMI, alongside preparatory performance and L2 ability and how importance of language support courses, both before and during EMI study, in promoting student self-efficacy and for ensuring a greater chance of academic success. Positive self-beliefs appear related to student effort and perseverance in EMI preparation (Thompson et al., 2022).

The use of EMI also make a different point of view among the teachers. They agree that instruction in English can promote learners to be more successful in terms of both their academic or social environments and their business lives after university. Besides, the lecturers have no concerns related to EMI in higher education such as the resources provided in English. The lecturers think that through EMI, learners could make use of their fields of study more since they could access to all the resources in English. They believe that learners are not proficient enough to learn subject matters in English. Hence, they support the idea that lecturing in Turkish provides deeper and clearer understanding in terms of the content of the lesson. In addition, they think that EMI would contribute to their English proficiency levels as well as their fields of study (Başıbek et al., 2014).

The use of EMI was found in many primary schools in many countries such as Indonesia. Along the use of EMI in learning in primary school, some challenges faced by the teachers in using EMI. The literature identifies four major EMI challenges facing teachers, including teachers’ language abilities, students’ proficiency, appropriate methods, and inadequate resources (Vu & Burns, 2014). This issue is important to be studied since it has been a dilemma for students and teachers on using EMI. It also mentioned that the English language used as a medium of instruction in early grades has some understudied issues (Sengsouliya et al., 2021). Moreover, the study about EMI in primary schools is still limited in Indonesia. Since the lower level of education
(primary school) also adopts EMI, the writers believes that EMI implementation in primary school should be studied because there will be some issues inside the implementation of EMI in primary schools. Finding the perceptions of the stakeholders were so important to see the implementation of EMI. So, this study focused on the teachers’ and students’ perceptions about using EMI. Researching teachers' and students’ perceptions are essential because their views may negate those of other key stakeholders (Pun & Thomas, 2020). Therefore, the concerns about them should be taken seriously. To fill the gap, the authors would like to debate a number of the perception featured of the use of EMI by the early grade of education. By studying the perception of the teachers and students in EMI in a private primary school, the writers believe it could contribute information about the use of EMI in early grade so that the use of EMI will be used much well in the days ahead.

The reason for this study were to research the students’ exposure and the students’ English improvement regarding using English as a medium instruction in higher education;

1. How are the students’ undergraduate exposure toward English medium instruction?
2. Is there any students’ development in English by using English medium instruction?

Method

The participants of this study were 45 undergraduate students of Faculty of Engineering and Faculty of Technology, Khon Kaen University. The participants have some subjects which using English as medium of instruction.

The participants were given questionnaire about English medium instruction (EMI). The questionnaire contains statement asking the students’ exposure and development in English regarding studying subjects using English as a medium of instruction. There are 18 positive item of questionnaire statement:

1. There were six items of questionnaire related to the students’ exposure in English.

Table 1. Students’ exposure in English.

| Questionnaire Item | Statement                          |
|-------------------|-----------------------------------|
| 1                 | I discuss courses with my friend using English. |
| 3                 | I read English textbook.          |
| 5                 | I use written English in my power point. |
| 7                 | I speak English in my presentation. |
| 9                 | I write my assignment in English.  |
| 11                | I watch English YouTube related to my courses. |
2. There are six items of questionnaire related to the students’ exposure in Thai.

Table 2. Students’ exposure in Thai

| Questionnaire Item | Statement                                                   |
|--------------------|-------------------------------------------------------------|
| 2                  | I discuss courses with my friend using Thai.                |
| 4                  | I read Thai textbook.                                       |
| 6                  | I use written Thai in my power point.                       |
| 8                  | I speak Thai in my presentation.                            |
| 10                 | I write my assignment in Thai.                              |
| 12                 | I watch Thai YouTube related to my courses.                 |

3. And there are six items of questionnaire related to the students’ English development regarding using English as a medium of instruction.

Table 3. Students’ English Development

| Questionnaire Item | Statement                                                   |
|--------------------|-------------------------------------------------------------|
| 13                 | My speaking improves when courses using English.            |
| 14                 | My listening improves when courses using English.           |
| 15                 | My reading improves when courses using English.             |
| 16                 | My writing improve when courses using English.              |
| 17                 | My vocabularies improve when courses using English.         |
| 18                 | My pronunciation improve when courses using English.        |

The data were analyzed quantitatively. This quantitative analysis employed statistical calculation. The steps to undertake quantitative analysis were as follows:

1. The data obtained from the student questionnaires was classified according to the following procedure:

Table 4: Likert scale of Questionnaire

| POSITIVE STATEMENT | Score |
|--------------------|-------|
| Strongly Agree (SA)| 5     |
| Agree (A)          | 4     |
| Neutral (N)        | 3     |
| Disagree (D)       | 2     |
| Strongly Disagree (SD)| 1    |

There were 18 positive items of questionnaire statement. If a student answered all of the items with strongly agree, he/she would get 90 points, while if a student answered all of the items with strongly disagree, he/she would get 18 points.

2. The students’ score were calculated.

3. The scores were interpreted by using the following classification:
Table 5: The interpretation of the scores of attitude classification

| Percentage  | Category   |
|-------------|------------|
| 81% - 100%  | Very strong|
| 61% - 80%   | Strong     |
| 41% - 60%   | Enough     |
| 21% - 40%   | Low        |
| 0% - 20%    | Very low   |

Results

The result of the students’ exposure in English found that the students discuss courses with their friend using English 53.78%, the students read English textbook 71.11%, the students use written English in their power point 67.56%, the students speak English in their presentation 60.00%, the students write their assignment in English 56.44%, and the students watch English YouTube related to their subject 69.33.

THE STUDENTS' EXPOSURE IN ENGLISH

![Figure 1. Students’ Exposure in English](image)

THE STUDENTS' EXPOSURE IN THAI

![Figure 2. Students’ Exposure in Thai](image)
The result of the students’ exposure in Thai found that the students discuss courses with their friend using Thai 91.11%, the students read Thai textbook 75.11%, the students use written Thai in their power point 82.22%, the students speak English in their presentation 87.11%, the students write their assignment in Thai 84.44%, and the students watch Thai YouTube related to their subject 76.89%.

This result found the students’ speaking ability 71.11%, listening ability 72.89%, reading ability 75.11%, writing ability 72.89%, vocabulary ability 77.78%, and pronunciation 76.44%. Those students’ attitude categorized agree and interpreted as strong.

Discussion
Comparing the students’ exposure in English and in Thai, the students have more exposure in Thai than in English. However, the students read English textbook, watching English YouTube, and using written-English on power point categorized agree and interpreted as strong. While speaking English in presentation, writing assignment in English, and discuss subject using English categorized neutral and interpreted as enough.

Conclusion
This study found that in studying subjects, the students are agree to have exposure on reading textbook, followed by watching YouTube, and writing English in power point. While the students’ English ability significantly improve regarding using English as medium of instruction.

This study was limited to a small participants. Further study should have a large participants from other background. Future researcher also may involve other instrument.
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