Second Language Learning and Teaching

Carol Griffiths *Editor*

The Practice of English as a Medium of Instruction (EMI) Around the World

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Second Language Learning and Teaching

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ISSN 2193-7648 ISSN 2193-7656 (electronic)
Second Language Learning and Teaching
ISBN 978-3-031-30612-9 ISBN 978-3-031-30613-6 (eBook)
https://doi.org/10.1007/978-3-031-30613-6

This Springer imprint is published by the registered company Springer Nature Switzerland AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Foreword

Growth in English Medium Instruction (EMI) in higher education around the globe is exponential (Galloway, 2023). The internationalisation of higher education has become synonymous with the Englishisation of higher education. English as a global language is invariably linked to internationalisation and modernisation agendas and universities achieving high rankings. I am delighted to write this forward for this volume exploring the growing phenomenon of EMI. Despite being a global phenomenon, EMI is highly context-specific. Both the driving forces behind, and approaches to, EMI policy implementation vary around the world (see Curle et al., 2020; Galloway et al., 2017 for overviews). This valuable contribution to the field illuminates this in various settings, including Sub-Saharan Africa, the Middle East, North Africa, Northern and Central Europe, Southern and Western Europe, Central Asia, Southeast Asia, Latin America, East Asia, South Asia, and the Nordic/Baltic region.

Growth of EMI was initially seen in Europe; however, recent years have seen significant growth in top-down EMI policy initiatives further afield in different socio-historic, cultural, and educational contexts. In many newer, and emerging, EMI contexts, EMI is often conceptualised as a pedagogical approach or a way to improve English proficiency (Galloway et al., 2017). This is not explicitly stated in policies, or curriculum guidelines (when they exist). This differentiates EMI, by definition at least, from CLIL (Content and Language Integrated Learning), which has an explicitly stated aim of teaching both content and English. Authors in this volume highlight the differing reasons behind this policy, as well as terminological issues. The chapters also highlight the distinct approaches, as well as context-specific challenges to successful and sustainable policy implementation. This "learn English through English" ideology, prevalent in many contexts in the book, purports a belief/myth that simply switching to teaching university degree subjects through the medium of English will magically improve students' English proficiency, even in programs where entrance requirements are ambiguous and no academic and language support is provided. There is a belief that EMI is a magical solution and that upon graduation, students will be skilled in both their subject area and in the English language. This, in turn, is seen as being advantageous for the development and competitiveness of the

nation. This English-only ideology, or myth in learning English through English, is also often shared by the students. In some contexts, students cite English proficiency goals as their main reason for enrolling (Galloway et al., 2017; Galloway and Sahan, 2021). This, of course, has implications for the goals of the program and the wider curriculum, including language and academic support.

The chapters in this volume explore these top-down and bottom-up initiatives in varied EMI contexts showcasing the context-specific nature of EMI, as well as the need for context-specific research. For some institutions, and countries, EMI is seen as an important way to attract international students and generate income. In multilingual settings, English may be perceived as a neutral lingua franca. Some institutions see the need for English to remain competitive in university rankings. Some subject areas and teachers may adopt EMI due to the availability of teaching materials (Galloway & Rose, 2022; Jiang et al., 2019; Lasagabaster, 2022). Most academic outputs are published in English and, therefore, there is an expectation that academics should engage with, and publish in, English. There are certainly many perceived benefits of EMI (see Galloway et al., 2017). At the national level, EMI is perceived as meeting the need for an "internationalised" English-speaking workforce with graduates competent in both their respective disciplines and the English (i.e., ESP) language; at the institutional level, it is perceived as meeting the need for a more "internationalised" education, and at the individual level, it meets the students' desire to enhance their skills. Research, however, remains scarce on whether EMI programs are, in fact, meeting these needs at the macro (national), meso (institutional), and micro (student) levels (see McKinley & Galloway, 2022, on EMI practices at these three levels in different international contexts). It is also not so straightforward to differentiate between national, institutional, and individual needs. As noted, driving forces vary across the globe and interpretations and conceptualisations of EMI also vary. Students may enrol to improve their English, while content professors may see the goal of the program as being the acquisition of subject knowledge (Galloway et al., 2017). This has also resulted in differing "models" of EMI (see Richards & Pun, 2021) as well as different models of providing academic and language support. All authors in this volume provide an in-depth overview of their respective contexts, providing readers with key insights into the various EMI settings. The empirical studies also respond to calls for more research to explore this growing global phenomenon.

EMI provision continues to outpace research, yet EMI is certainly a flourishing field of study, now with its own journals, special issues in leading journals, full-length books, and research networks (See ELINET: Education, Language and Internationalisation Network elinet.org.uk; and Oxford EMI Research Group: www.emi.network). This growing body of research reports on a number of challenges to EMI policy implementation (see Curle et al., 2020 for an overview). Once again, they are context-specific but include reports of a lack of academic and language support classes, collaboration between content and language teachers, and overall teacher training, both for the EMI content practitioner and for the ELT practitioner who increasingly find themselves teaching English for Specific Purposes (ESP) courses for EMI students (Galloway & Rose, 2022). The chapters in this book respond to the need to address the continued top-down implementation of EMI policy that lacks an

evidence base. This is even more pressing given the links between EMI and English language proficiency goals in certain contexts, particularly given the lack of research into English proficiency gains, as well as how to support students to successfully study through the medium of English. The authors all use the same instrument in their studies allowing readers to draw comparisons across these contexts.

Authors in each chapter also discuss the implications of their studies, offering suggestions for further research, teaching practice, teacher training, and policy implementation. With the continued globalisation of the English language and the role of English as the world's dominant lingua Franca, EMI is a trend that will likely continue to grow in the foreseeable future. I believe that this book will help teachers, both those delivering content and those working on language support programs, to understand the needs of various stakeholders and the background of EMI policy in their respective contexts. The inclusion of empirical research will also be of interest to students, researchers, policymakers, and curriculum developers. The chapters provide a wealth of information for those considering how to address the challenges that EMI presents and for those wishing to conduct research in this growing field. The research design of each study and data analysis is also described in detail to facilitate replication studies and add to the growing evidence based on the reasons behind, approaches to, and attitudes towards, EMI policy across the globe.

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Nicola Galloway is Publications Lead, Senior Lecturer and Program Director in Education (TESOL) at the University of Glasgow. She has extensive experience researching EMI and consulting for the British Council and The University of Tokyo in the subject area. She has authored seven books, including two on EMI (edited volume and an upcoming textbook), and has published EMI research in British Council reports, The Higher Education Journal, the EAP Journal and The ELT Journal. She has developed three MOOCs on EMI (two in Japan and one in Indonesia) and coordinates an international EMI network (www.elinet.org.uk).

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Carol Griffiths has been a teacher, manager, and teacher trainer of ELT for many years. She has taught in many places around the world, including New Zealand, Indonesia, Japan, China, North Korea, Turkey, and the UK. She is currently working as Professor for Girne American University in the Turkish Republic of North Cyprus. She has presented at numerous conferences and published widely, including *The Strategy Factor in Successful Language Learning*. Language learning strategies, intake, EMI, ELF, burnout, individual differences, and using literature to teach language are her major areas of research interest.

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Abbreviations

CBI	Content-based instruction
CLIL	Content and language integrated learning
EMI	English as a medium of instruction
L+	Additional language
L1	First language
NES	Native-English-speaker/speaking
NNES	Non-native-English-speaker/speaking
TL	Target language

EMI in South-East Asia

Fenty Lidya Siregar, Robbie Lee Sabnani, and Thuy Dinh

Abstract İn Southeast Asia, EMİ has been increasingly popular. The study reported in this chapter focused on the Indonesian Higher Education context to investigate EMI students' and lecturers' perceptions and practices. It was found that policies at their institutions explicitly and implicitly reflect the compulsory use of English, the challenges in teaching and learning using EMI in both online and face-to-face contexts and the strategies to overcome those challenges which are diverse and context-specific. The results highlight the need for professional development on EMI to equip teachers with approaches to teaching effectively in English.

1 Introduction

The use of English as a medium of instruction is surging in Southeast Asia, in both outer and expanding circle countries. In the outer circle countries such as Singapore, Malaysia and the Philippines, EMI and local languages have both gained high importance in policies and curricula from the early years to higher education. In the expanding circle countries (Kachru, 1985), for example, Vietnam, Cambodia and Indonesia, EMI has been implemented in a rising number of universities and institutions. This shows that the benefits that EMI brings to teachers and students in the region are better acknowledged and are appealing to much research in the present time.

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C. Griffiths (ed.), *The Practice of English as a Medium of Instruction (EMI) Around the World*, Second Language Learning and Teaching,
https://doi.org/10.1007/978-3-031-30613-6_8

The study in this chapter is based in the context of Indonesia where one of the authors is living and working. Indonesia, like some other expanding circle countries, has witnessed a growing popularity of EMI across tertiary sectors. There are, however, only a few studies conducted to investigate the pros and cons and perceptions of EMI among staff and students. So far. the latest studies by Dewi (2017), Lamb et al. (2021) and Bolton et al. (2022) highlight a complexity around the teaching quality of EMI, the representation of EMI in polices and the variations in how EMI is perceived among teaching staff and students. These studies suggest that more research needs to be done given the limited studies in the growing climate of EMI.

1.1 Literature Review

This section provides an overview of the key developments in South East Asian countries' EMI policies and curricula over recent decades.

1.1.1 EMI in Outer Circle Countries

Previous studies in outer circle countries highlight the dual importance of both EMI and local languages in the policies and curricula across subjects from early years to higher education. For example, in Malaysia, with Malaysia's Education Act of 1996, English was used as the medium of instruction (MoI) for Math and Science from 2003 for Primary 1 and Secondary 1 students, though in 2009, Bahasa Malaysia was adopted as the MoI for Mathematics and Science. Currently, English remains as the MoI for Mathematics and Science at Institutes of Higher Learning, and most private universities have adopted EMI (Low & Ao, 2018). In the case of Brunei, the 1984 Education System of Brunei introduced a Malay-English bilingual policy, recognising the prominence of English and its importance for communication on the global stage. A new education system introduced in 2009 further underscored the importance of English for the development of twenty-first century engaged learners, with the instruction of Mathematics and Science in English from Primary 1 onwards (Low & Ao, 2018). In the Philippines, English has been used as the MoI alongside the national language Filipino since 1974. Under this Bilingual Education Policy (BEP), English was used as the MoI for Mathematics and Science while Filipino was used as the MoI for other subjects (Gonzalez, 1997). The policy has been replaced with the Mother-Tongue Based Multilingual Education (MTB-MLE) which highlights the mother tongue as MoI from the first grade until the third grade while Filipino and English can be used as the MoI from the fourth grade onward (Dumanig & Symaco, 2022). As can be seen, in Malaysia, Brunei and Philippines, the role of English is recognised as important as that of the mother tongue and English is the means of instruction in key subjects such as Maths and Science.

Another emerging theme from previous studies is the development of EMI corresponds with the role of English as a lingua franca in the region and contributes to

the improved language proficiency of students. For example, in Singapore, English has been chosen for its importance as the Lingua Franca in the country and for the promotion of meritocracy, as well as for its substantive economic benefits in interaction with countries in the international arena (Rubdy, 2001). It has been used as the MoI in schools from primary schools right through to the higher education levels since the implementation of its bilingual policy in 1987. Such use of EMI in the country has indeed contributed to the development of its students' high language proficiency, which Bolton (2008) suggests, may not be as apparent yet in other Asian contexts. In fact, Bolton (2008) suggest that Singapore's language policy on the use of English for instruction at all levels of education has contributed significantly to its overall high English standard in Asia.

The examples above demonstrate that despite variations in policies in these countries across time, the implementation of EMI has been emphasised. EMI has been introduced early in the education system and exists alongside the mother tongues and contributed to the overall bilingual proficiency of students.

1.1.2 EMI in Expanding Circle Countries

In the expanding circle countries, even though EMI may not have been implemented yet in the majority of primary schools, it has become increasingly popular across tertiary education settings. The use of EMI in the various educational contexts for a range of learners has fuelled numerous discussions around possible challenges and the effectiveness of the implementation across schools and institutions of higher learning. For example, in the context of Thailand, despite a variation in views regarding the variety of English to be used in classes, the study identified limitations in instructors' knowledge for EMI teaching and a need for professional development for educators in EMI (Baker & Hüttner, 2017). Baker and Hüttner (2017) also found that the policy of using EMI was not always overt, in other words, it still appeared to be largely unofficial across institutions and subject to individual teachers/schools' interpretation and implementation.

In Vietnam, the government's National Foreign Languages 2020 project and their Higher Education Reform Agenda have encouraged the use of EMI to increase the success of their international exchanges, revenue from education, and the quality and prestige of educational programs. The intention to promote EMI was to provide a well-qualified, bilingual workforce for Vietnam's rapidly developing economy (Nguyen et al., 2017). While research by Tran et al. (2021) reveals an optimistic impact of EMI on students' proficiency in a number of universities across the country, the studies by Nguyen et al. (2017) reflect that the implementation of EMI in individual institutions appears uneven despite the accentuated presence of EMI at the macro-level.

Recently, Sahan et al. (2022) conducted a large-scale study that surveyed stakeholders in 17 universities in Thailand and Vietnam to gain an insight into their norms, practices, and beliefs about EMI and L1 use in EMI classrooms. The study involved 1377 students, and a total of 231 teachers teaching English for academic purposes

(EAP) or 148 content courses. They also interviewed 35 students, 31 EAP teachers, and 28 content teachers and obtained data from 14 focus groups with teachers and students at seven universities in Vietnam. They found that students' L1 was used in EMI classrooms in Thailand and Vietnam. The student participants preferred teachers with native accents and experience in overseas teaching and English-only instruction for their courses. The findings suggest a need to balance views towards native-speakerism, policies and recruitment practices with bilingual instruction or L1 use in EMI classes to support learning. The suggestion is in line with what Kirkpatrick (2017) argues about the use of English as a medium of instruction in Southeast Asia: to ensure the success of EMI implementation in SE Asian universities, it should be planned and prepared and not be adopted without considering other languages in the contexts. He also proposes that when implementing EMI policies and programs, universities should consider the use of English as a lingua franca as well as create policies which encourage bi/multilingual practice (Kirkpatrick, 2017). In line with that proposal, to assist students in EMI classes, lecturers may adopt teaching strategies such as code-switching, slow utterances, repetition, and meaning negotiation (Cook, 2008; Lo & Macaro, 2012). Moreover, professional development programs are crucial to ensure and enhance the quality of EMI (Lamb et al., 2021; Macaro, 2018; O'Dowd, 2018).

In Indonesia, which is the context of this current study, the role of EMI, similar to other expanding circle countries, has become more important. However, despite its significance, there appear to be only a limited number of studies. Of the few studies, former research reveals diverse perceptions regarding the use of EMI, a variation in policies and varying emphases of the role of EMI across institutions. For instance, Dewi (2017) found that the participants' perceptions of EMI at higher education institutions in Indonesia are complex since not only do they underscore linguistic issues but also larger social concerns including "national identity and sentiment towards English as an instructional language originating in the West" (p. 241).

In 2021 the British Council and the Indonesian Ministry of Education and Culture which were represented by researchers from different universities in Indonesia conducted one of the largest studies on EMI in Indonesia. The research, which involved approximately 300 decision makers and faculty members from over 100 universities around Indonesia, revealed that EMI is growing across a number of prestigious higher educational institutions (HEIs). The research also identified a number of poor practices of EMI due to students' limited English proficiency, lecturers' lack of understanding of how to adapt their teaching for EMI as well as the absence of any explicit policy statement related to EMI implementation and assessment. Based on the findings, the researchers proposed that:

> HEIs should be explicit about their MOI policy, and offer a clear rationale for their use of English or other languages as medium of instruction…Lecturers and students need explicit information about whether any particular course is designed to promote language skills as well as subject knowledge; whether subject knowledge goals are equivalent to those on

> Indonesian-medium courses; and how the objectives are assessed in a valid and reliable way. (p. 68)

Recently Bolton et al. (2022) examined the practice of EMI in Indonesian higher institutions in two linked studies. The first study investigated the EMI perception of students at a private university using a mixed method approach. The second study researched EMI practice and perception of 17 educators from different institutions. The former found that the students at this university did not have any difficulty in coping with EMI due to their high levels of English proficiency. However, most of them still supported the use of code-switching. The latter showed that when using EMI, teachers did engage in some code switching. The study also suggests that senior faculty had more problems when using EMI than their younger colleagues.

Regarding the language policy foundation of adopting EMI, the study revealed that the institutions involved used Section 12, paragraph 37 of Law No.12 of 2012 as their legal justification which stated that the use of foreign languages as "a medium of instruction" is allowed. However, Law No. 24 of 2009 on the National Flag, Language, Symbol and Anthem (Republik Indonesia, 2009), and Presidential Decree No. 63 of 2019 on the Use of Bahasa Indonesia (Republik Indonesia, 2019) state that Bahasa Indonesia should be used as the medium of instruction in all educational institutions. Articles 29 and 35 of Law No. 24 of 2009 on the National Flag, Language, Symbol and Anthem (Republik Indonesia, 2009) state that foreign languages can be used as a medium of instruction as a means to support students' learning. In other words, the emphasis is still on the use of Indonesian as the medium of instruction.

These studies and policies have highlighted both the opportunities and the challenges of EMİ in İndonesia and demonstrated a significant potential for further research and improvement. Together with studies by Kirkpatrick (2017), Cook (2008), Lo and Macaro (2012), Lamb et al. (2021), Macaro (2018) and O'Dowd (2018), studies and policies in Indonesia have emphasized the importance of improving the quality of EMI and the need to understand teachers' current practice and perception. This study, therefore, was conducted to respond to that need in research in EMI in the country.

2 The Study

This qualitative study investigated participants' practices and perceptions with respect to EMI. There were 12 participants: six Indonesian lecturers and six Indonesian students who use EMI to teach or study.

Prior to the data collection, the researchers sought for ethical approval to conduct the study. Once the approval was gained, a pre-interview survey of four questions and a number of demographic questions were distributed to a number of Indonesian lecturers on a variety of social media platforms and to selected students. The lecturers who completed the survey and indicated their willingness to participate in the interview were then contacted. The semi-structured interviews were conducted online on

Zoom and each interview lasted for about 30–40 min. Thirteen people completed the survey and six of them were willing to be interviewed. Five of the interviewees were female and one of them was male. After the lecturer interviews, the interviews with the selected six students were conducted. All participants were allowed to use both Indonesian and English when answering the survey and interview. The majority of them chose to respond to the survey and interview questions in English. All recorded data were transcribed and thematically coded. For responses in Indonesian, they were translated by one of the researchers who is an Indonesian. To ensure participants' confidentiality, pseudonyms were used. The ones who only completed the survey were labelled SP followed by a number (e.g., SP1). The tables below provide information on the lecturer participants and student participants (Tables 1 and 2):

Table 1 Lecturers' demographic data

Pseudonym	Work	Education	Gender	Experience of using EMI	Courses
Rina	full-time	Master's degree from a university in US	Female	More than 10 years	American Culture, Learning Styles and Strategies, Lesson Planning, Grammar, Indonesian
Tina	part-time	Master's degree from a university in Indonesia	Female	More than 10 years	Business English, Indonesian
Rosa	full-time	Master's degree from a university in US	Female	5–10 years	Pedagogy courses for pre-service English students
Budi	part-time	Master's degree from universities in New Zealand and Switzerland	Male	5–10 years	Management
Santi	full-time	Master's degree from a university in Indonesia	Female	5–10 years	Calculus
Nina	full-time	Master's degree from a university in UK	Female	5–10 years	Mathematics

Table 2 Students' demographic data

Pseudonym	Gender	Major	Semester
Lukman	Male	Computer Science	4
Yudi	Male	English Literature	4
Asri	Female	English Literature	6
Aya	Female	Accounting	4
Ingrit	Female	English Language Education	8
Anisa	Female	English Language Education	8

3 Results and Discussion

3.1 Reasons for Working in the EMI Environment (Lecturers)

3.1.1 Gaining a Higher Salary

Three lecturers who completed the survey highlighted that they were motivated to work in an EMI environment because of a high salary. Interestingly, no interviewed lecturers mentioned that particular reason. They tended to highlight that the advantage of developing their English when asked about their motivation of working in an EMI environment.

> *Not only am I benefited from working with students with diverse background (native language etc.), professionally I am more confident as [a] teacher and [I] get paid higher. (SP1)*

> *I've gained much confidence to communicate with other lecturers overseas and have more options for giving references to students as they're getting used to reading resources in English, and get a better salary. (SP2)*

This finding is in line with a previous study in Vietnam in which the lecturers who taught in EMI were paid four times higher than their colleagues who taught in Vietnamese (Le, 2020). In other words, teachers who teach with EMI are appreciated more than those who teach their subject in the local language. This reward might also be offered to encourage teachers to teach in an EMI context. The study by Bolton et al. (2022) suggests that students who studied in EMI programs typically are from middle-class and upper-class backgrounds suggesting that the programs can pay their teachers for their expertise more than non-EMI teachers. One possible reason was the students who joined the EMI program paid a bigger tuition fee than other students.

4 Advantages for Working in an EMI Environment (Lecturers)

4.1 Developing Teachers' and Students' English Competence

All lecturers who were interviewed stated that the benefit of working in an EMI environment is that they can develop their English competence. For the English lecturers, they also believed that it was related to their field and they could also expose students more to English:

> *I am teaching pre-service English teachers and it's more beneficial for us (me and the pre-service teachers) to practice using English in an academic setting. This will promote our English proficiency and prepare the pre-service teachers to use English in teaching and make them ready to be global citizens. (Rosa)*

For non-English subject lecturers, both the interviewed lecturers and those who only completed the survey believed that they benefited from EMI because the environment allowed them to maintain and improve their English competence. One of the teachers mentioned that.

> *We are pushed to communicate mainly in English. Consequently, we improve our skills in using English both in writing and oral.*

Another lecturer said that she can communicate with many people from different parts of the world using English as a lingua franca and help her students to use English in an academic context. Despite the teachers' belief that working in EMI environment can improve their English, it is worth remembering that when English is used "for instructional purposes" only, there is no adequate focus on language in EMI unless some courses are specifically prepared for explicit language learning to optimise the conditions for incidental language acquisition (Pecorari & Malmström, 2018, p. 509).

5 Perceived Difficulties (Lecturers)

5.1 Lecturers' English Proficiency

One of the perceived difficulties is the lecturers' English proficiency in the subject that they are teaching. Two teachers, Nina and Santi, revealed that they were still struggling with the terminologies of their subjects at present. Nina shared that.

> *that's my struggling still in the specific mathematical terms.*

Santi acknowledged that as mathematics terms have different meanings, she found it hard to explain those terms to students. For Santi, it was understandable as she did

not learn Maths in English before. The data indicates that the challenge lies in the teachers' difficulties in using English in their fields.

The lecturers shared that outside of class, they generally used Bahasa Indonesia more frequently in communication with students. Code-switching and the use of Bahasa Indonesia in informal conversations and social media communication (for example, through WhatsApp messaging applications) with students could also be the approach adopted by teachers to help contend with the stress and manage challenges in using English.

The lecturers interviewed generally had a positive view towards the use of English in their classes, both for language lessons as well as for the teaching of technical subjects. In addition to enhancing students' use of English, they themselves leveraged the benefits of in-class speaking practice to improve their own command of the language.

On the converse, those who were limited by their linguistic skills were less confident about using English exclusively in their classes and used a range of multimodal activities to engage students. They were also more inclined to use a blend of English and Bahasa Indonesia for instruction.

> *Because of my limitations (in English), I have to repeat many conversations, even though I know they understand what I mean, but in terms of vocabulary, or explaining terms, I need to actually improve my ability to have more variety of techniques, vocabulary. Even though I try to compensate… to conduct conversations in English, sometimes listening to songs, or discussing videos, but of course, I have limitations in conducting the course in English fully. (Budi)*

> *If they (students) still do not get the instructions, I will use bilingual mode to ensure that they understand my explanations. I think that my challenge is in explaining in an English medium instruction environment. (Nina)*

Lecturers' belief in the value of EMI for their student's growth and their own professional development is in alignment with the "active promoters" of EMI identified by Macaro (2018). Their strong learner-centred focus and efforts to ensure students' understanding were evident across all the interviews. In this connection, some used a blend of English and Bahasa Indonesia, and code-switched between the two languages with the objectives of improving comprehension of content, conveying information about course practicalities as well as clarifying assessment requirements.

> *It helps students better understand the instructions for their assignment… Code-switching is important to ensure students' understanding. (Tina)*

> *Actually, the students sometimes need more practice, some of them feel shy… Giving encouragement. Giving them time to think so that they could use more English… (this) creates a positive atmosphere of class for students so that students feel relaxed in using English as a medium of instruction. (Rina)*

Kaur (2020) identified similar motivations for code-switching in her EMI classroom study, highlighting that despite overall highly positive attitudes towards EMI, students and teachers still had a preference for mixing English with their first language. While this manner of code-switching could possibly be a resource in classes where the L1

is a shared language, it would be much less easily implemented in classes where students have a range of different L1s, for example, in classes with other international students.

In more formal contexts such as email communication, there was a greater variation in the preferred language and mode of interaction. The range spanned from a small number who mainly used English in response to students' queries, to most of them who used English for certain aspects (for example openings, greetings, closings and other standard phrases in English, and other parts of the message in Bahasa Indonesia—for example responding to students' specific questions on course material), to one participant who corresponded with students mainly in Bahasa Indonesia in written communication.

5.1.1 The Teaching Context

Another difficulty pertained to the teaching contexts, which despite the teachers' familiarity with the range of modes for lessons, posed some issues with respect to EMI instruction.

While the covid-era has brought along with it some changes for teaching and learning such as the requirement for social distancing and mask-wearing in class, as well as the move towards a greater percentage of online and remote learning, they shared that they had already been conducting a range of offline, online and blended lessons prior to the pandemic and were comfortable with the various modes. For example, Budi shared he had already been conducting both face-to-face and hybrid classes,

> *Before the pandemic, we had 100% offline classes, and also hybrid classes, so it's not strange for me to teach on the online platform. (Budi)*

Others, such as Tina, too had been availing of online collaborative meeting software to conduct virtual lessons with their students and were comfortable with both online and offline lessons. Generally, they have not had issues with adjusting to the new normal or have been required to make major changes in terms of their lesson preparation and classroom delivery.

All lecturers articulated their respective universities' expectations for the use of English as a medium of instruction. In this connection, instructional materials such as textbooks and PowerPoint slides are all in English.

Four out of the six lecturers elaborated on their institutions' processes with respect to monitoring their use of English in online and offline classes by reporting officers. In face-to-face classes, their supervisors could visit classes and observe lessons to monitor the use of English as a medium of instruction. Similarly, online lessons were recorded for supervisors to review and monitor EMI usage as well.

> *The language we need to use is English. That's the policy…Some of the programs have dual degrees (with overseas partner universities). We have to push ourselves and motivate students to use English as they have to take courses from those institutions. (Rosa)*

In this [university] all lecturers are required to speak in English. Especially when we deliver class. (Santi)

While the other two lecturers did not explicitly make reference to recording and observation of their lessons, these part-time/adjunct faculty members were clearly aware and able to convey the university's expectations with respect to the use of English as the medium of instruction in their classes.

What I know is that the class is conducted in English, everyone in the class should communicate in English. (Budi)

Lecturers are cognizant of non-Indonesian students in class and try to communicate as much as possible in English. For example, by chunking information presented to enhance comprehension of the texts, using simple English sentences to convey meaning, and frequently checking for understanding.

If they don't understand, I would code-switch at the end. First I would try speaking slower (in English), and using the vocabulary that they understand…I would chunk the instructions to make it clear and easy to understand for my students before I finally use Indonesian. (Tina)

However, all six raised the issue of it being more difficult to assess students' engagement in lessons or comprehension of content in online classes. To clarify, Budi noticed that in face-to-face classes, teachers could walk around and gain a clearer understanding of what students were struggling with and clarify misconceptions where necessary. In the online platform, nonetheless, it was less easy to ascertain if students had trouble following lessons or required additional clarification by the teacher. This led to the use of more English in some classes, on the teachers' belief that students could google or use the online dictionary quickly. In this connection, Rina shared that she routinely used a blend of English and Bahasa Indonesia in her face-to-face classes. Conversely, in her online classes, she used a greater percentage of English as the medium of instruction – this she rationalised, was largely attributed to her students as highly visual learners, who were able to avail of resources to translate content and instructions delivered in English to their L1. On the other hand, more frequent code-switching for fear that some students could otherwise be too shy to ask questions, as in the case of Santi's classes.

5.1.2 Enhancing Students' Comprehension

The third challenge was in enhancing students' comprehension. The use of Bahasa Indonesia and consequently, code-switching between Bahasa Indonesia and English appears to have been largely learner-dependent, varying according to students' level of comfort and proficiency with English. In classes where students indicate that they do not understand aspects of the lesson, Bahasa Indonesia is used for conveying instructions and explaining content for example, with teachers encouraging students to converse in English:

I try to answer them in English. If they say to me they don't understand, I will try to explain it Bahasa and switch it to English. What we do is we try to encourage and reinforce the students to speak English more and more often. (Santi)

On the other hand, English is promoted in teacher-facilitated classes and small group oral activities and presentations to create avenues for speaking practice, and for the honing of students' pronunciation skills. It can be seen in the following excerpt:

Probably certain topics or skills, For speaking, we use more English, so that they can practice. (Tina)

I will actually translate their questions into English and encourage them to reply again or maybe re-asking the questions using English. (Nina)

If students answer in Bahasa, I will give him/her time to think in English and I paraphrase in English and check if it is correct. (Rina)

The conscious choice to use Bahasa Indonesia could be seen as a means to create a warm conducive environment in class to promote discussions. In scaffolding students' speaking, the teachers strategically raised their awareness to heighten their grasp of the various subject areas. These actions depict the teachers' efforts to involve students in constructing knowledge, as Sabnani and Goh (2022) underscore as important in engaging them in actively thinking about their gaps in knowledge to develop their capacities for self-regulation of learning.

6 Recommendations for Addressing Difficulties (Lecturers)

6.1 Disciplinary Support, Professional Development on Effective Language-Supportive Pedagogies and Support in Terms of Glossaries, or Study Aids

To tackle these challenges, the teacher participants recommended a range of strategies that they have employed and hoped to improve as well as key areas that they believed to be crucial for better teaching and learning of EMI in their contexts.

First and foremost, the teachers contended that professional development (PD) on effective teaching approaches were in dire need. All participants acknowledged the lack of specialised PD sessions in their own departments and expressed a keen interest in partaking in more PDs organised by both their institutions and other education organisations. Santi, for instance, shared that her expectation to attend both internal and external PD sessions has not been fulfilled for her institutions have not organised those PDs yet and external PD sessions run by RELO or Coursera require timely information and do not always address specific needs of specific subjects. Other participants including Nina, Budi and Rosa expressed similar concerns and suggested issues such as how to teach their subjects effectively, when and how to code-switch effectively in an EMI classroom, how to enhance students' confidence

in using English and improve their own confidence in using and teaching English in their fields. It is evident that PDs are critical and the content of PDs should be specific to subjects and practical.

Another recommendation made by the teacher participants was disciplinary support in terms of both pedagogies and resources. In terms of the pedagogies, as demonstrated above, teachers needed pedagogical support to improve their teaching skills. In terms of resources, glossaries and teaching aids were proposed. As evident in the interviews, one of the strategies commonly implemented by the teachers to ensure students' comprehension of complicated concepts is using visuals, videos, discipline-specific bilingual dictionaries, and problem-solving tasks. From the interviews, it can be inferred that the departments could develop a collection of resources that are accessible and relevant to different subjects.

A common recommendation made by all participants was various strategies to encourage students to use English. According to some teachers such as Rosa and Budi, due to less proficient English, some students tended to switch to their mother tongue to ask questions or respond. What the teachers did was repeating the questions in English and constantly encouraging students to use English. They also reminded students of the benefits of using English for proficiency improvement and for future career opportunities and performance. Even though code-switching did occur on an occasional basis, the teachers agreed that using as much English as possible or ideally full English is the goal; hence, they constantly encouraged students to use English and overcome the shyness to express themselves as much as they can.

As can be seen, to cope with different challenges in EMI classes such as students' lack of confidence in using English and a lack in resources and PD training, three main recommendations were made. They include a diversity of strategies to encourage students to use English, teaching aid resources and internal and external PDs specific to their subjects. These recommendations highlight teachers' aspiration for a better teaching and learning of EMI.

7 Reasons for Studying in an EMI Environment (Students)

7.1 Developing English Skills

The results of the interviews revealed that student participants' main motivation for enrolling in an EMI program is to develop their English skills besides their knowledge of the focus of their major. The findings are in line with the previous studies (Galloway & Ruegg, 2020; Galloway et al., 2017; Sahan et al., 2022). Some of the participants mentioned that their parents support their choice of studying in an EMI environment. This was in regards to the many potential benefits of English language competence for their academic work.

8 Advantages of Studying in this Environment (Students)

8.1 Future Employability

All student participants of this study perceived that by developing English competence through getting immersed in an EMI program, they get a better future employability especially in foreign companies which use English as their workplace language. In other words, English was seen as an important tool for students to be internationally competitive when getting jobs. This was especially so in contexts where English was used as the main medium of communication. The finding is similar to that found in the study by Bolton et al. (2022) who highlights that the participants were also instrumentally motivated to learn in an EMI context for having a good future career.

8.1.1 Access to Information for Homework and Projects, Getting Along with Classmates from Different Cultural and Linguistic Backgrounds

Another benefit of studying an EMI program was that the students felt that they could get a lot of information in English for their homework and projects. Also, they could meet students from different cultural and linguistic backgrounds. In this connection, English could be used as a common language (lingua franca).

9 Difficulties Experienced in this Environment (Students)

9.1 Command of English

One of the difficulties experienced by students was their relatively lower command of English, which impacted their learning in the EMI environment. Their lack of proficiency in the language often left them too shy to volunteer responses, so they remained silent in class, even if they had questions for the teacher about various aspects of the lesson. Their participation in class and group discussions was also limited by their grammar and vocabulary knowledge.

9.2 Comprehension of Lessons

Students' limitations in English affected their understanding of the content imparted during lessons. For example, the use of technical terms in English has to be translated and explained to students to facilitate their understanding of concepts taught and the application.

9.3 Perceptions About the Use of English

One of the students interviewed articulated the issue of feeling that they were being judged by other students when speaking in English. This could possibly result in students not being keen to converse in English in class as well as out of class, to avoid criticism. In this connection, students generally appeared to be less inclined to provide and receive feedback from their classmates on their English-speaking skills.

10 Recommendations for Addressing the Difficulties (Students)

The student participants in recognising the challenges made numerous recommendations in regard to improving their English proficiency and engaging with the classes better. Those recommendations can be categorised into four main aspects: study aids, tactful code switching in and outside of class, teacher proficiency and opportunities to be exposed to English.

All participants suggested that study aids including dictionaries both bilingual and monolingual, mainly online dictionaries, were crucial in EMI classes. According to them, accessing online dictionaries could help them understand the instructions, terminologies and materials better. According to Lukman, for example, dictionaries were frequently used when she encountered any problems in understanding English in class. Yudi also shared that dictionaries, specifically Oxford Learners Dictionary, were a useful resource. Other study aids were also recommended by the students including glossaries and multimedia resources such as videos. These recommendations are similar to those made by the teachers. This emphasises the need for multimodal resources to support the teaching of EMI.

The students also recommended the effective use of code-switching could help build rapport and enhance the understanding of difficult terms. For instance, Lukman made it clear that the use of Indonesian was sometimes very beneficial for example in "relaxing the tension" and "breaking the ice". What is interesting about the findings is the students' positive attitude towards the use of Indonesian in their EMI classes, despite the fact that sometimes the percentage of use could be 50%. To them, the switch to the mother tongue by the teachers had a specific pedagogical purpose, especially regarding difficult jargon. The code-switching also was dependent on the subjects. For example, Asri shared that in subjects that are loaded such as semantics or syntax, or Liksa who was taking the accounting class, using the local language was useful and more frequent. A similar practice of code-switching was also present in the study by Bolton et al. (2022). More than 60% of their student participants did code-switch. The finding indicates that although they have a positive attitude toward EMI, they also still support the use of Indonesian to complement the process of their learning.

Another point made by the student participants is teachers' proficiency. In the interviews, all participants suggested that teachers' competence in the language, in terms of pronunciation, fluency, grammar and vocabulary, is important. They highlighted that teachers are their models of English users and have a significant impact on their motivation to use English in and outside of class.

With regard to improving their own confidence and proficiency in English, students also recommended a greater exposure to English via a range of contexts and forums. Some suggestions are English cafes, English clubs, and online English speaking groups. When being asked which skill they would like to improve, most participants selected speaking so the suggested activities, as they explained, could help them be exposed to natural English use and encourage them to use English in a less academic context.

As can be seen from the findings, the recommendations made by the students are relatively consistent with those by the teachers. It is evident that a diversity of teaching strategies and teaching resources is beneficial for the effective delivery of EMI.

11 Implications

There are a few possibilities of how this specific focus on EMI in Southeast Asia can be manifested in both professional development (PD) and instruction. It is evident from the findings that PD activities are important and critically needed as teachers could have a forum to exchange ideas and gain more strategies to teach their specific subjects effectively. Therefore, it would be helpful for institutions to organise more training and workshops at the department, institution and cross-institution levels, focusing specifically on the teaching of EMI of different subjects. The institutions, for example, can also collaborate with English language development organisations such as RELO so that their teacher can participate and obtain benefits from RELO's EMI course.

In terms of instruction, exposure to English both in and out of class helps boost students' confidence in using English and readiness for the workplace in the future. For lecturers, it means their encouragement, guidance for students on where to find useful resources and how to practise English beyond the classrooms and their creation of a friendly and supportive English using environment need to be in place. Furthermore, because students do find discipline-specific terminologies difficult and lecturers find the teaching and explaining of those terminologies plus grammar challenging, using multimodal resources is useful and needs to be incorporated. For example, teachers could use a visual image or a video to demonstrate a concept and develop students' understanding of the content in which the concept is used. Overall, these strategies could build both teachers' and students' confidence in using English in specific contexts.

The study also provides relevant implications for learners in an EMI environment. As shown in the findings, a lack of confidence, English proficiency and familiarity

with discipline-specific jargons presents the main hindrances for students. Henceforth, it is crucial that they themselves use a range of resources including academic and non-academic to support their learning, such as bilingual dictionaries, videos, music, and divergent readings materials to build their macro and micro skills and join English speaking clubs to enhance the exposure to English as much as they can. The use of various resources and active participation in extracurricular activities will help students enhance the comprehension of their unit content and communicate more confidently in and out of class.

12 Suggestions for Further Research

As EMI is growing in the Southeast Asian region, especially with the requirement of the new *Kampus Merdeka* policy in which HEIs have to form a number of international collaborative agreements, more research on EMI is needed to enrich the literature and provide significant implications for policies and practice. We agree with the previous EMI researchers that it is important to examine bilingual instruction or L1 use in EMI classes (Sahan et al., 2022; Sahan & Rose, 2021).

13 Conclusions

The study provided insights into the practices of the six lecturers teaching different subjects as well as their perceptions regarding EMI. The interviews with the lecturers indicate an unevenness in terms of implementation of EMI policies with respect to requirements for teachers' language proficiency, professional development and the use of English in and outside of class. They also demonstrate flexible implementation of EMI in online and face-to-face contexts, a range of challenges in teaching complicated concepts and terminologies and diverse teaching strategies to overcome the challenges.

The interviews with students highlighted their motivation for studying in an EMI environment, namely to develop their English competencies and in this connection, enhance their employability in future. They described their difficulties with communication in English and elaborated on several strategies employed to contend with the issues. These included the use of print and digital resources such as dictionaries, as well as code switching with teachers and peers to improve comprehension. The students conveyed the significance of language skills and the importance of leveraging opportunities for more speaking practice during lessons as well as in less formal contexts with their classmates and friends.

Acknowledgements We would like to thank Universitas Kristen Maranatha for supporting this research project.

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