

RESEARCH ARTICLE

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English as Medium of Instruction (EMI): What training is needed by the faculty members?

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ABSTRACT

The most frequent challenge stated as a barrier to the implementation of English Medium Instruction (EMI) is the lack of English proficiency among faculty members, who are typically not trained to linguistically structure their lectures before adopting EMI in a classroom context. Therefore, this study was aiming to determine the faculty members' perspectives on EMI, as well as the institutional policies regarding the plan for EMI implementation, and the type of training materials faculty members need the most. A mixed methods case study design was conducted at a private university on the Indonesian island of Sumatera using purposive sampling, with 67 faculty members from 11 departments responding to the questionnaire and 2 stakeholders being interviewed. The data was analyzed qualitatively yet employed quantitative calculations. The results indicated that (1) the majority of faculty members have positive attitudes toward EMI, (2) the stakeholders and the institution strongly support the implementation of EMI within the institution's policy, and (3) the language and communication use aspect is the most needed training material for EMI training. On the basis of this study's findings, it is strongly recommended that the EMI training for faculty members be conducted based on the needs of the faculty members for the success of EMI Program.

Keywords: English medium instruction; Higher Education; teachers' training; teachers' belief

INTRODUCTION

De Wit & Altbach (2021) may state that internationalization as a concept and strategic initiative is a relatively new, broad, and diverse phenomenon in higher education, impacted by a dynamic combination of political, economic, sociocultural, and academic rationalizations and decision-makers. Nonetheless, this interpretation is at odds with the agenda of internationalization in Indonesian education, which has been accelerated and implemented for quite some time, particularly at the tertiary level. The Indonesian government even established the National Education Strategic Plan and the Higher Education Long-Term Strategic (HELTS) as the foundation for internationalization for 2003-2010. Following the HELTS strategic framework, one of the government's regulations enacted to support the objective of increasing Indonesia's global competitiveness was the establishment of World-Class Universities. But in the implementation, the Indonesian government's international commitment was viewed as weak in comparison to neighboring ASEAN countries such as Singapore, Malaysia, and even Vietnam (Logli, 2016).

Indonesian higher education is insular and lacks progress, and considered appears to be in the early stages of identifying internationalization patterns (Murdowo, 2018; Rosser, 2019). Despite the fact that the goals of establishing a World-Class University and a knowledge-based society have been discussed since the early 2000s, the actions taken to date have not yielded an impressive result (Dewi, 2018; Fuadi et al., 2021; Kyrychenko, 2018; Sutrisno, 2019). Based on the data provided on the official website of the Indonesian higher

education database (see <https://pddikti.kemdikbud.go.id/>), there are 4533 Higher Education Institutions in Indonesia with 41,121 study programs and 9,603,368 students. Nevertheless, in 2021 there are only a total of 13,468 foreign students are registered in the top 10 higher education with the highest number of foreign students (see <https://dikti.kemdikbud.go.id/kabar-dikti/kampus-kita/its-raih-mahasiswa-mancanegara-tertinggi-di-indonesia/>). The top one university which has foreign students, Sepuluh Nopember Institute of Technology, which has a total number of students 20,799 (see <https://www.its.ac.id/>) only has 1793 foreign students or only around 8%. The internationalization of higher education itself results in individual, institutional, and even national transformations since academic and disciplinary cultures are scrutinized and/or reappropriated within the evolvable framework of global culture (Conceição, 2020). Therefore, in order for universities to report global competitiveness in the implementation

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of the quality of the education process, the university must undergo transformation to achieve world-class status. At a time when internationalization has become a mantra in the discourse of higher education institutions, English Medium Instruction (EMI) is one of the most prominent instruments in university language policy for achieving internationalization-related goals (Lasagabaster, 2022). As the result, there is a growing number of colleges the world over offering English Medium Instruction courses as a course option and making this program calculated as a propitious program in achieving internationalization and a world-class university goal.

Many prior studies tried to analyze the progress implementation of EMI-based courses and announced the impact and the shortage of the running program. EMI program, which is also acknowledged as Academic content instruction in English or also commonly mentioned as Content Language Integrated Learning (CLIL) is rapidly becoming a growing practice in many countries where English is a second or foreign language. The first countries known to have been practicing EMI by using the term English-Language-Taught Degree Programs (ELTDP) are the European countries. It was reported in 2002 that in 19 European Countries with 821 responding institutions, 246 institutions were offering ELTDP. The countries with institutions offering ELTDPs were topped by Finland, followed by the Czech Republic, Iceland, Germany, and the Netherlands (Maiworm & Wächter, 2002). In the next 5 years, in 2007, by covering 27 European countries, it was reported that 401 out of 851 responding institutions were offering ELTDP. At this time, the table of countries with institutions offering English-taught programs was topped by Finland, followed by Cyprus, the Netherlands, Slovakia, Norway, and Sweden (Wächter & Maiworm, 2007). These two five-year gap result shows no very dramatic deviation. Finland was likewise the leader, followed by the Czech Republic and Iceland. Then the latest survey in 2014 covered 28 European countries with 817 out of 3042 institutions providing ELTDP. the highest number of programs was found in the Netherlands, followed by Germany, Sweden, France, and Denmark (Wächter & Maiworm, 2014). From these three-year surveys, it can be assumed that the number of Institutions providing ELTDP in Europe was growing rapidly twice. Starting with 246 in 2002, 401 in 2007, and 851 in 2014.

A comparable tendency toward EMI in East Asia now also has ample documentation. Some countries such as Japan, Korea, China, Sri Lanka, Bangladesh, Malaysia, Philippines, Thailand, and Vietnam are recently reported to have an increasing number of EMI courses (As et al., 2020; Aizawa & Rose, 2019; Akter & Mitul, 2020; Jayathilake et al., 2021; Kim et al., 2021; Lin & Lei, 2021; Rahman et al., 2021). Many of the same interrelated reasons are said to be driving the trend toward EMI in all of these Asian nation countries. But the strongest reason is that English is increasing predominance

in academic publishing, a desire to internationalize Higher Education Institutions, and providing increased numbers and concern about university graduates' English language proficiency as they face globally competitive employment. Some prior studies also reported negative and positive responses to the practice of the EMI because of the goods and shortcomings of the implementation. But even when it came to a negative result, it is still believed that EMI practice will improve after ameliorating. British Council (2022) recently reported that the rapid rise of EMI in Indonesia appears to be occurring without any coordination, planning, or monitoring. At the macro level of government, ministerial pronouncements may have encouraged HEIs to implement EMI, but there is no formal policy and the legal status of EMI is uncertain. Because of this condition, many researchers in Indonesia are also trying to portray the real situation implementation of EMI in Indonesia. Many have reported the implementation of EMI in every level of education but mostly the results come from the tertiary level. The result of the research itself can be classified into two sides of perceptions where some have a positive attitude (Ernawati et al., 2021; Muttaqin & Chuang, 2022), and another one has a negative attitude (Fitriati & Rata, 2020) toward EMI implementation.

This ongoing evolution of EMI finally poses universities with several issues and topics for discussion. Studies have reported that the challenge most commonly cited for EMI implementation is the lack of English skills of faculty members and administrative staff and it makes the students likely to complain about their EMI class. Kirkpatrick (2017), for instance, overviewing EMI in the Asia area and concludes that, in the majority of cases, the implementation of EMI has occurred without proper planning or preparation for both teachers and students. The limited English language skills of faculty members and staff are also reported to negatively impact not only the quality of education but also the international student experience (Sandström & Neghina, 2017). In the Asian region, under the auspices of the British Council, a global survey was conducted to determine the current situation. Respondents to the questionnaire indicated that there are several challenges facing the implementation of EMI programs namely an extent of clarity in EMI policies, the readiness of faculty members and students to teach and learn through EMI programs, the use of first languages in EMI-designated programs, and the potential threat that these programs pose to local languages and cultures (Dearden, 2014).

The pressure to provide subjects in English raises the issue of whether sufficient faculty members can instruct their subject content in English. Typically, EMI faculty members are not trained to linguistically scaffold their lectures so that EMI students can effectively navigate subject-specific vocabulary, technical terms, and specialized discourse and are therefore forced to come to terms with the challenges as

they teach through English on a daily basis. (Dang et al., 2021; O'Dowd, 2018). Some findings in Indonesia also reflect that the faculty members lack a clear understanding of EMI practice in a number of critical areas, such as the selection of learning resources, ways to conduct students' learning assessments in EMI classrooms, as well as pedagogical implications, such as how to confront code-switching and how to incorporate ICT into EMI learning materials (Simbolon et al., 2020). In short, all university policies promote EMI and encourage the faculty members to participate; however, given that language proficiency is one of the barriers. Therefore, language courses or training for faculty members is a priority. (Dang, et al. 2021; Mancho-Barés & Arnó-Macià, 2017). So, it can be said that the design of a more comprehensive faculty member training plan offering accreditation to enter EMI and supporting effective implementation by means of in-service courses is urgently needed for the universities that are or are willing to implement EMI.

It is unfortunate that much less research has been conducted and written about the faculty members' needs for EMI training (Martinez & Fernandes, 2020). Hence, by examining the faculty members' beliefs on EMI alongside institutional policies towards EMI implementation, this study was aiming to answer these two research questions:

1. What is the faculty members' belief on EMI alongside institutional policies towards the future plan of EMI implementation?
2. What kind of material is needed the most by the faculty members for EMI training before implementing EMI in the classroom setting?

In short, this study is aiming to report on the rationale for the development of an EMI faculty member training course specially constructed to fit the needs of Indonesian lecturers in order to help faculty members to cope with the challenges of EMI based on their personal beliefs and wants. It is also expected that the result can contribute to further developing EMI-ESP faculty member collaboration where the training course design for the EMI faculty members is made based on the faculty members' belief and need analysis. The proposed course design is based on three focuses i.e language and communication use, pedagogy and materials, and classroom interaction (multilingualism and multiculturalism). This article is organized with a summary of a survey conducted at the university that has not yet implemented EMI to determine the faculty members' readiness to teach English as the medium of instruction. The researcher then would present the key findings of the survey, discuss them, and relate them to other studies in this field. The final section contains recommendations for how institutions that have never implemented EMI should design EMI training for the faculty member in the future implementation of EMI.

LITERATURE REVIEW

Faculty members' belief in EMI

Personal beliefs and experiences as students in the training program and later as instructors are considered to influence the faculty members' perception of instructional practices and classroom behaviors. Therefore, by borrowing Borg's (2003) term of teacher cognition which refers to the unobservable cognitive dimension of teaching –what teachers know, believe, and think, it can be assumed that there is strong evidence to suggest that teachers' experiences as learners can shape their cognitions about teaching and learning that continue to have an impact on them throughout their careers; there is also evidence to suggest that while professional preparation does shape teachers' cognitions, programs that disregard trainee teachers' prior beliefs may be less effective at influencing these; and research has also shown that teachers' experiences as learners can affect how they perceive teaching and learning (Borg, 2003). Furthermore, research has supported the claim that English Foreign Language (EFL) teachers' cognition can be very influential in shaping their instructional practices, thereby affecting the learning outcomes of the students (Chen & Abdullah, 2022). Taking the important part of beliefs to the teachers' cognition, so it is also necessary to consider the faculty members' belief of the EMI training course design. In short, by selecting a specific instructional method that meets students' needs and promotes high-quality learning, by following their cognition, faculty members can serve better as the intermediaries in the transfer of knowledge between students and language which then at the same time, teachers should act as students to expand their knowledge. So that is why the faculty members' belief is one of the considerations in the exploration of EMI faculty members' training needs

Faculty members' training focus in EMI

The areas of EMI training and professional development, including, but not limited to, language challenges, have been identified by some prior research as requiring consideration. Instructional competence appeared to play a larger role in the success of EMI implementation. Therefore, Several EMI training requirements, such as interactional competence and other pedagogical skills, are also found to help faculty members to communicate effectively in the EMI classroom. Additionally, the faculty members appeared willing to develop pedagogical and interactional abilities (e.g., foster classroom participation and communication) and their perspective regarding the topics that should be taught in EMI training courses are also important to be considered (Ulfah et al., 2021). In short, it is felt that pedagogical and language assistance, as well as opportunities for faculty members to share knowledge and experience with peers and receive

feedback on practice, should be incorporated into the EMI training courses (Beaumont, 2020; Fenton-Smith et al., 2017; Macaro et al., 2019). Thus, by reviewing the related prior studies, in this research, the researcher would then focus on 3 skills that would be analyzed to the EMI faculty member training needs namely Language, Pedagogy, and Classroom communication.

Language use

Reported to be the most important skill for teaching in the EMI classroom, language usage training, should focus not only on linguistics and grammatical material but also on its application in communication. Prior research has revealed that, in order to incorporate classroom communication and management, the faculty members need not just training aimed at the development of speaking and pronunciation skills, but indeed training on linguistic aspects related to the course's specific vocabulary. Even studies found that the faculty member frequently ran out of words to condense the information shown on the class material, thus most of the results found that the faculty member resorted to practicing the code-switching strategies in EMI class (Maíz-Arévalo & Orduna-Nocito 2021; Özerk 2020; Piquer-Píriz & Castellano-Risco 2021; Sarkar et al. 2021). In short, the concept of language skills comprises two subdimensions namely verbal and non-verbal. The former refers to the use of a particular linguistics code, written or spoken. The latter to the conscious or unconscious use of kinesics and proxemics to convey meaning in a communicative act.

Pedagogy and materials

A number of studies suggest that a focus on improving EMI faculty members' English language proficiency must be integrated with enhancing their pedagogical competence. This is because teaching subjects in English is far more than simply translating class material into a second or foreign language, and lecturers cannot be expected to figure out the skills of teaching through English intuitively. In addition, the absence of faculty members to create course materials due to a lack of competence also contributed to the closure. Therefore, it is a must for the faculty members to have multiple forms of professional knowledge, including topic content knowledge or subject knowledge, general pedagogical information, understanding of the learners and their characteristics, and pedagogical content knowledge (pedagogical knowledge to teach specific disciplines) in EMI class (Briggs et al., 2018; Dang, et al., 2021; Dang & Vu, 2020; Piquer-Píriz & Castellano-Risco, 2021). However, even in locations where EMI programs are well established such as in Europe with comprehensive English language training for teachers, training on pedagogy for EMI educators is still limited and/or lacking rigor (O'Dowd, 2018)

Classroom interaction (multilingualism and multiculturalism)

In classroom interaction, there are two main contexts that work as the main point namely multiculturalism and multilingualism. As EMI classes mostly interest many international students joining the university, Zare-ee & Hejazi (2017) found out that EMI implementation can bring cultural justifications in some contexts such as how EMI facilitates communication of cultural ideas, events, and values so it leads to positive cultural understanding. And for the students, the EMI classroom interaction can also improve the learners' behavior in intercultural encounters and it also helps students to understand their own culture in the light of other cultures in the context of multilingualism, the faculty members need to be able to deal with students' mixed linguistic since they have different mother language.

METHOD

This study is a case study with mixed method approach. Mixed Method Case Study Research itself has been known and used to aid an understanding of complex phenomena where the researcher spent much time in the field gathering data from multiple perspectives or, in the latter case, where quantitative and qualitative data are deliberately combined to maximize understanding research issues (Cook & Kamalodeen, 2020). Therefore, this study was aiming to dig into the faculty members' beliefs on EMI alongside institutional policies towards the future plan of EMI implementation and their specific needs on EMI training before the policy was implemented for the teaching and learning process, so the researcher would analyze the data and discuss the findings qualitatively, yet employed quantitative calculations to highlight the facts presented and to provide more in-depth results.

Study Group

A case study with mixed method approach was conducted in one private university in Indonesia located in the South of Sumatera Island named Indo Global Mandiri University. The university would be used as the site of the study resulting from using purposive sampling. This university was selected as the site of the study because firstly, most of the research and the implementation of EMI in Indonesia is centralized in Java Island, where the capital city of Indonesia and where most of the top state and private higher education are located (QS, 2019). So, in order to do more even distribution to the quality improvement in Sumatera Island, the university on this island was chosen. Second, this university hasn't implemented any policy related to EMI but has a big plan to do it in near the future based on the strategic and operational plans of the university. 67 faculty members out of 113 active faculty members from 11 departments were willing

to share their beliefs and needs related to English Medium Instruction through the questionnaire. 2 stakeholders who were responsible for taking the policy on the university namely the vice-rector of planning and cooperation and the vice-rector of academic and students' affair, were also interviewed to see the other point of view related to the plan of EMI implementation policy near future in Indo Global Mandiri University (UIGM).

Data Collection Tools and Procedure

In collecting the data, the researcher use triangulation on the instrument by using three different kinds of instruments namely a questionnaire, an interview, and a document review. For the first and second parts of the questionnaire used, the questions are adapted from Volchenkova & Kravtsova (2021). The first part of the questionnaire consists of 9 open-ended questions. Questions 1 – 5 are asking participants' personal information related to their educational background and questions 6 – 9 are asking about the participants' teaching experience in EMI. The second part of the questionnaire is 20 Likert scale questions with a range of answers i.e strongly agree, partly agree, partly disagree, and strongly disagree. For the second part of the questionnaire, there are 20 questions given with questions 1 – 4 exploring the information about the reasons why the faculty members are willing to teach in EMI and their motivation for developing the EMI course. Questions 5 – 9 are asking about the faculty members' proficiency readiness in implementing EMI in the class. And Questions 10 – 20 are digging into the information about the faculty member's expectations on the possible benefits of EMI and how EMI is implemented in their university. These first and second parts of the questionnaire are trying to answer research question 1 namely the teachers' belief in EMI. For the third part of the questionnaire, there are 5 main questions adapted from (Beltrán-Palanques, 2021). These 5 main questions are digging into the information related to the training needs of the faculty member. But each of the main questions has more details questions. The first main question is asking about how important EMI faculty member training is for the participant. And for the other four, the questions are focussing on four main aspects of training i.e Communication and language use, Pedagogy, Material Design, and Multilingualism and Multiculturalism. Each of the aspects has a different total number of questions. The communication and language use aspect has 8 detailed questions, the pedagogy aspect has 4 detailed questions, material design has 5 details questions, and multilingualism and multiculturalism have 5 detailed questions. The participants are provided with 4 different levels of answers i.e very important, quite important, somewhat important, and not very Important. Before the questionnaire was given to the participant, the questionnaire has been validated with face and content validity by the expert, and the

reliability test showed a score of 0.917 which is considered to have strongly reliable.

In providing more information and support on the implementation of EMI training, more data were also collected by having an interview with two stakeholders. The purpose of this interview is to allow the researcher to enter into the stakeholders' perspectives related to the implementation of EMI in the university. It is assumed that the perspective of the stakeholders is meaningful, knowable, and able to be made explicit. But unfortunately, due to the schedule of the two interviewees who hold on to the position of vice-rectors of the universities, the interview was conducted in terms of written open-ended questions because of the scheduling problem. The researcher was holding on to the belief of not conducting the coercive interviewing session with the stakeholders, so the two stakeholders were given 10 open-ended questions adapted from Rahman et al (2021) and the answer was sent back through the researchers' email. The questions written on the interview sheet were provided in the Indonesian language in order to make it clear and easy for the interviewees. The last instrument is the document review. The review was done on any documents that related to English-used policy in the university. The analysis started with the strategic and operational plan of the university and rector decree to any related document in faculty or study program documentation.

Data Analysis

First, the descriptive statistics data of the participants' education, teaching experience, and also EMI experience will be provided by analyzing the answer to the first part of the questionnaire given. Then, to answer the first research question, i.e the teachers' belief of the EMI implementation, the data from part 2 of the questionnaire would be analyzed statistically with the assistance of the statistic program of SPSS. The data would also be supported by the open-ended questions given in part one of the questionnaires. The result of the teachers' beliefs itself is categorized based on Volchenkova & Kravtsova (2021) which divided the score into Positive and Negative categories. The highest score gained is 80 or a mean score of 4 and the lowest score is 20 or 1 of the mean score, so the participants who resulted in 20 – 40 total score or 1-2.9 mean score are categorized as negative, meanwhile the participants who resulted in 41 – 80 for a total score of 3-4 for mean score are categorized into Positive category. For the second research question, descriptive analysis was also done for the third part of the questionnaire. The result would be in the form of a percentage of which aspects are needed the most for the EMI training. The result of the open-ended questions given to the stakeholder and also the document analysis from the university would also be described qualitatively to support the data presented for research question number 2.

FINDINGS

Building upon the participants' responses to questions 1 - 5 in the first section of the questionnaire, the faculty members' demographics is presented below

Regarding questions 6 -9 which dig the information about the faculty members' experience in teaching by using EMI, it is calculated that 3 out of 67 faculty members, or only 4.47% of the faculty member reported that they had experience in teaching with EMI. The first faculty member, Participant 2 (P2), reported having 33 years of teaching experience in higher education and 18 years of it are experience teaching by using EMI in Malaysia and in the United Kingdom. The second faculty member, Participant 50 (P50), reported having 33 years of teaching experience in higher education and 10 years of it are experience teaching by using EMI in Malaysia. The last faculty member, Participant 56 (P56), reported having 14 years of teaching experience in higher education and 13 years of it are experience teaching by using EMI in Malaysia. Those three faculty members also shared the same feeling of happiness and excitement when they teach by using EMI

Faculty members' belief

In order to answer research question number 1 about the faculty members' belief towards the future plan of EMI implementation, the result of the data was calculated from the second part of the question. The result of data analyses is presented in Table 2 and Table 3

In accordance to Volchenkova & Kravtsova (2021) classification of scores which divide the category of beliefs into

Table 1: Participants' Demography

	Value	N	Percentage
Department	Economy	18	26.9
	Engineering	16	23.9
	Computer Science	20	29.9
	Government Science and Culture	13	19.3
Academic Position	Faculty Members	7	10.4
	Assistant Professor	56	83.6
	Associate Professor	3	4.5
	Professor	1	1.5
Education Background	EMI University	8	12
	Indonesian University	59	88
Teaching Experience	1 - 5 Years	24	35.8
	6 - 10 Years	17	25.4
	11 - 15 Years	5	7.5
	16 - 20 Years	8	11.9
	Exceed 20 Years	13	19.4

Table 2: Faculty Members' Belief Statistical Analysis Result

N	Valid	67
	Missing	0
Mean of Total Score		61.36
Std. Deviation		9.429
Minimum		31
Maximum		79

Table 3: Faculty Members' Belief Category Frequency

Category	Frequency	Percent
Negative	2	3.0
Positive	65	97.0
Total	67	100.0

positive and negative, the scoring would be evaluated with total score of 20 to 40 or mean score 1 to 2.9 categorized as negative, while 41 to 80 total score or 3 to 4 mean score categorized as positive. As shown in the table above, the total number of participants classified as having negative beliefs is only 2, or 3% and in contrast, a total of 67 participants, or roughly 97%, are classified as having positive beliefs. In addition, the calculation of the mean score for all participants was 61.36, which also gave more proof to the category of positive beliefs category regarding the future implementation of EMI policy in the university.

Stakeholders' Support

The support for EMI implementation was also confirmed by the results of the interviews with two of the most influential stakeholders in the academic setting and international collaboration at the university. A number of statements from stakeholders demonstrate how big the support will be given and will influence the success of EMI Training and Implementation in the university. The first point to get is that the stakeholders are fully aware how important English and how EMI can be the way to promote internationalization in the university.

"English as medium instruction is urgently needed to be implemented on campus in accordance with the internationalization program in 2023, it is necessary to immediately carry out conversations in English, we have done some introduction into it by some programs such English corners, English club, English day for all academics by optimizing human resources who already have skills as tutors on campus" – Stakeholder 1

"It is in line with our campus internationalization program" – Stakeholder 2

It is also found that both stakeholders are fully aware that EMI will have numerous effects on students, the university,

and even the nation as a whole. First, as for the alumnae of the university, bigger opportunities in job vacancies will be had by graduates by mastering English.

“English proficiency will open up new opportunities for job seekers or fresh graduates. By this more opportunities, it will be easy for *them to compete and give them more networks in this era*” - Stakeholder 1

“*Because English is an international language, and its development is so fast in the socio-economic field. it is undeniably needed in the working life so that is why English language skills have become a necessity for our graduates*” - Stakeholder 2

Second, EMI is believed to give more positive impact for the university and the human resources especially the faculty members

“I believe that the Implementation of EMI in our campus will improve the abilities and competencies of the UIGM academic community” - Stakeholder 1

“Many cooperations projects have done by our campus for internationalization and EMI is one of our plans for the upcoming years and we do really wish it will be success in the implementation” – Stakeholder 2

Last, how EMI is also believed by the stakeholders that EMI is related to how as a country, Indonesia specifically will be more ready to prepare the society in for 4.0 Disruptive era

“English is very important for teaching in higher education. It is also important to advance the information technology, learning resources, textbooks, and journals. So, it is very necessary to integrate English in teaching so that our country becomes more advanced in Science and Knowledge” – Stakeholder 1

“By Implementing EMI, our graduates who then become part of the society can compete in the global world and get more international income which will then increase state income” – Stakeholder 2

Document Review

With the help of the Head of General Administration bureau, the result of the document review of the study site found that the campus has some policies related to English proficiency of the faculty members. Under the campus foundation organization decree about the provision of TOEFL/IELTS/TOEIC allowances for faculty members within the campus foundation, it is mentioned that the campus will give allowance for around 750.000 IDR each month for the faculty members under some requirement of:

1. Faculty members who own valid certificate of
 - TOEFL ITP, with the score not less than 550 issued by IIEF (ETS), or
 - IELTS, with the score not less than 6.5 issued by British Council /IDP/Cambridge, or
 - TOEIC, with the score not less than 750 issued by ETS
2. Faculty Members of English Departments who own valid certificate of
 - TOEFL ITP, with the score not less than 600 issued by IIEF (ETS), or
 - IELTS, with the score not less than 7.5 issued by British Council /IDP/Cambridge, or
 - TOEIC, with the score not less than 850 issued by ETS

Moreover, for the student’s academic preparation, the campus has promoted English as International Communication or TOEIC-based class in 2 years (Year 2 and 3) or 4 semesters (3,4,5,6) sequentially and even the campus had a special cooperation with the third professional parties for conducting the TOEIC-based class.

EMI Training for Faculty member

In order to answer research question number 2, which concerns the training needs for faculty members before EMI implementation, the data gained from the participants’ answers to questionnaire part 3 is presented in three parts. The first insight that can be drawn from the first question is how crucial EMI training is for faculty members. The collected information is displayed as follows.

Based on the table above, it can be concluded that the highest answer chosen by the faculty member is very important, with a total number of 43 faculty members or 64.2% of the total participants. By adding the result of the participants who also chose quite important i.e 21 participants or 31.3%, it means that the cumulative percentage of the faculty members who considered the importance of training is around 95.5%. this result is also supported by the means score for this first question which resulting a score of 3.60

The next data that can be derived from questions 2 through 5 in part 3 is about the four aspects of the training that are

Table 4: EMI Training Category

	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Not Important	0	0	0
Somewhat Important	3	4.5	4.5
Quite Important	21	31.3	35.8
Very Important	43	64.2	100.0
Total	67	100.0	

deemed by the faculty members to be the most significant and worthy to be taught in EMI training. The result of the data is presented as follows

On the basis of the data obtained from questions 2 through 5 listed in the table, it can be concluded that language and communication use have the highest mean value, with a score of 3.58. In this aspect, there are 42 faculty members or roughly 62.7% chose very important as the answer. The next aspect found to have significant effects on the participants, based on the mean value is Material Design. This aspect ranked second in terms of the number of participants who deemed it to be very important. It gets a total of 38 faculty members or 56.7% of the participant choose it as a very important aspect and get a total mean score of 3.51. The mean values for the other two factors, pedagogy and multilingualism and multiculturalism, are considered not significantly different from each other, resulting in 3.43 and 3.39 respectively. The number of participants who choose these two aspects to be very important is lower than for the previous two and the number of participants for the multilingualism and multiculturalism aspects is reported to be the lowest of all. Despite the fact that one participant believes the pedagogy aspect is not important at all.

Language and Communication use

The language and communication aspect, the most important aspect of EMI training based on the previous data, contains eight detailed questions that explore the faculty members' perspectives on the importance of the eight sub-materials to be given in EMI training. The following are the results of the data analysis:

In the presented data above, it is plainly obvious that the eight sub-materials of language and communication use that were evaluated by faculty members based on their training needs in EMI have a range of results. Grammar (3.55), diction (3.58), and paralanguage resources (3.58) get the three largest mean values, according to the calculations. In addition, the greatest number of participants also consider these three

sub-materials to be in the category of "very important", totaling 41 participants or 61.2%. Meanwhile, other sequential average scores from high to low were obtained for kinesthetic resources, interactional strategies, specialized language related to the field, discourse strategies to organize and structure a speech, and proxemics. In addition to receiving the lowest mean score of 3.43, one participant also deems the sub-material of proxemics to be "not important" and only half of the participants (50.7%) considered it in the "very important" category.

Pedagogy

The pedagogy aspect consists of four sub-material questions that are measured by the faculty members; the resulting measurement data is as follows:

From the table presented above, it can be concluded that techniques to promote interaction in the classroom are the most important sub-material in pedagogy, with a mean score of 3.60 and selected by 42 participants (or 62.7%) as "very important" category. Sequentially the mean values of the other 3 choices are occupied by Teaching practice sessions, Ways of providing students with support for language learning, and Ways of providing students with support for content learning with the Mean values sequentially at 3.58, 3.54, and 3.42.

Material Design

The sub-material that was asked to the participants on the material design aspect consist of 5 questions. The answers from the participants are presented as follows

The outcomes for the material design aspect are essentially identical. Although Multimedia / digital design material received the highest mean score of 3.49 and was selected by 38 participants (or 56.7%) as very important material, the other four sub-materials received about the same number of votes in the very important category. 35 individuals, or 52.2%, ranked the task, assignment, activity design, and exam design as very important, and 34 individuals, or 50.7%, ranked the design of

Table 9: Multilingualism and Multiculturalism Sub-material Category

<i>Sub-Material</i>	<i>Frequency</i>				<i>Mean</i>	<i>Std. Deviation</i>
	<i>Very Important</i>	<i>Quite Important</i>	<i>Somewhat Important</i>	<i>Not Important</i>		
Deal with students' mixed linguistic and/or cultural backgrounds in the classroom	27 (40.3%)	34 (50.7%)	6 (9%)	0 (0%)	3.31	.633
Use of multiple languages in the classroom	21 (31.3%)	31 (46.3%)	13 (19.4%)	2 (3%)	3.06	.795
Promote intercultural and global perspectives in the content of the course	29 (43.3%)	32 (47.8%)	6 (9%)	0 (0%)	3.34	.641
Develop students' professional skills for globalised contexts	34 (50.7%)	29 (43.3%)	4 (6%)	0 (0%)	3.45	.610
Make students aware of the role of English in professional contexts	38 (56.7%)	27 (40.3%)	2 (3%)	0 (0%)	3.54	.559

the course syllabus and course materials as very important. In addition, it is also found that the Exam design material got the lowest mean score of 3.40.

Multilingualism and Multiculturalism

Five subtopic questions on Multilingualism and Multiculturalism were provided to the participants and the result was obtained as followed

Based on the results of the data analysis presented in the table, it can be concluded that the sub-material considered to be the most important in the multilingualism and multiculturalism aspect is how to make students aware of the role of English in professional contexts. This sub-material was calculated to get the highest total mean value of 3.54 and a total of 38 participants or 56.7% chose it as a very important material.

DISCUSSION

As indicated in the introduction section, internationalization has become the hegemony of various countries where English is a second or foreign language. EMI has become the means for higher education to implement internationalization programs in order to become world-class universities. This hegemony of EMI is also found in the study cite of this research. It is found that the EMI program is fully supported by the stakeholders and institutional policies. Both of the policymakers related to the academic and cooperation area believed that EMI will be so useful at least to three parties namely the students, the university, and the country. First, after students graduate from the EMI university, the stakeholders believed that they will be accustomed to and master English well and it will make them easy to obtain employment, particularly abroad. Second, the stakeholders believe that EMI will improve the abilities and competencies of the campus academic community such as the international publication of the faculty members and the success of the international cooperation between campus and third parties from abroad. And last how EMI is also believed by the stakeholders that it is related to how as a country, Indonesia specifically will be more ready to prepare the society for the 4.0 Disruptive era. This perspective is also in line with the report from English First (2022) that mentions English is by far the most prevalent language for cross-border information communication, making it essential for gaining access to knowledge and experience, forming partnerships, and growing into new markets. it is discovered that robust and consistent relationships between English and a variety of indicators of commerce, innovation, human capital development, and competitiveness. Organizations with English proficiency are able to attract a more varied talent pool and draw ideas and data from a wider variety of sources. Individuals who speak English are better able to engage with overseas partners and within their own organizations. Furthermore, The United

Nations Conference of Trade and Development in 2020 even claimed that there is a consistent relationship between English proficiency and GDP, income per capita, and a variety of other economic indicators during the last decade (United Nations, 2020)

The claim from the stakeholders of the site study is also supported by the policy of the institution which supports the faculty members and students in enhancing English proficiency in order to the success of EMI Implementation. First, the institution officially is rewarding allowance to the faculty members of the university who can improve their English proficiency to the standard set by the campus This practical policy taken by the university can be considered to be implemented by adopting Skinners' reinforcement theory of motivation or well known as a reward and punishment policy. The positive reinforcement given by the university refers to the process of adding a pleasant stimulus to strengthen behavior and increase the likelihood of the faculty member to English (Leeder, 2022) it is believed that the reward given can give more motivation to the faculty members in improving their English and can solve one of the obstacles of the EMI implementation in faculty members' side. In short, the best way has been given by the institution policy for the faculty members in order to give the positive reinforcement

The next good result of the study that can support the implementation of the EMI and the success of the training is that most of the faculty members are categorized to have positive beliefs toward EMI implementation. A total number of 65 out of 67 or 97% of the participants have a positive belief in the EMI Implementation and only 2 or 3% of the participants have a negative belief towards EMI. In addition, compared to the result of the participants' demography, it is also found that some of the faculty members graduated from EMI University. These two results are expected to give more good impact on the training and EMI Implementation as it is said by Borg (2003) that there is evidence to suggest that while professional preparation does shape teachers' cognitions, programs that disregard trainee teachers' prior beliefs may be less effective at influencing these and research has also shown that teachers' experiences as learners can affect how they perceive teaching and learning.

The results of the third part of the questionnaire provide clear responses to the second research question, which concerns the training needs demanded by faculty members for EMI implementation. According to the findings, it is abundantly obvious that the great majority of faculty members consider that language and communication use is the most essential materials to acquire. But this does not imply that faculty members in Indonesia do not value the other three factors. This is assumed to be the situation because the other three materials can be attained by faculty members in other authorized training and they are acknowledged

to be faculty members' responsibility. Article 29 of the Regulation of Indonesian Ministry of Education and Culture Number 03 of 2020 stipulates that faculty members in Indonesia must possess academic qualifications and educator competencies (pedagogical, personality, professional, and social competencies), be physically and mentally healthy and be able to organize education so as to meet the learning outcomes of graduates. Even the government, in coordination with numerous universities, has equipped faculty members with Instructional Techniques Training and Applied Approach Training (AA). Therefore, a faculty member must already possess three skills, including pedagogy, material design, and multilingualism and multiculturalism.

In short, language and communication use material must be the priority consideration in the course design of EMI faculty members' training. In addition, the faculty members also choose to emphasize practical material of English such as grammar, diction, or paralinguistic resources such as tone of voice, intonation, stress, pauses, etc. Yet this does not preclude the addition of other detailed material such as Specialized language related to the field, Discourse strategies to organize and structure a speech, Interactional strategies to, for example, check understanding/comprehension, Kinesthetics resources such as the use of gestures to explain, and Proxemics (how to manage personal space in the classroom).

CONCLUSION AND SUGGESTION

It can be concluded that the implementation of EMI in higher education institutions is a crucial program for achieving Indonesia's internationalization program which is established by the National Education Strategic Plan and the Higher Education Long-Term Strategic (HELTS). The Indonesian government's commitment to the internationalization effort must not be as weak as before and it must make more real support to the implementation. Moreover, the implementation of EMI is believed to give a lot of benefits not only to the nation in general but also to each of the students/graduates and the college itself. Therefore, all parties involved in the implementation of EMI must be attentive in preparing and managing EMI in higher education. The supports from the government, stakeholders, faculty members and students are so important and critical to the success of this program.

It could be concluded in response to research question 1 that attempts to assess institutional policies toward the future plan of EMI implementation together with faculty members' beliefs on EMI that, first, the lecturer's belief in the implementation of EMI demonstrated positive results. In accordance with the theoretical framework, the positive beliefs will be resulting on the training program and later as instructors are considered to influence the faculty members' perception of instructional practices and classroom behaviors. So by this result, it can be assumed that the positive beliefs of

faculty members will be an indication that the implementation of EMI in the study site will go well. In short, it can be said that by having this positive beliefs on EMI in general and the EMI training in specific, the implementation of EMI in the universities which has the faculty members with positive belief can be projected to be successful. Second, as the result of the study also shows that the support from the stakeholder and university policy is also much more important in order to keep the program run and make all the parties run the EMI program well especially to the faculty members. The use of reward policy adopting from Skinner reinforcement theory is also effective to make the faculty members to be motivated especially in learning English through the EMI Training.

Concerning to the training needs of the faculty member for the EMI implementation, the result shows that the course design of the training should focus more on Language and communication use since this aspect is chosen the most by the participant. All the materials of Language and communication should also be accommodated on the training especially to the top 3 sub material chosen namely grammar, diction, and Paralinguistic resources such as tone of voice, intonation, stress, pauses, etc. But it does not mean that other aspect materials can not be included on the training. The each of the top materials of the other aspects must also be accommodated in training such as Techniques to promote interaction in the classroom for pedagogy aspect, multimedia/digital design for material design aspect, and the material of Make students aware of the role of English in professional contexts for Multilingualism and Multiculturalism aspect. This top sub-material from each of the aspect can be considered to be the base line of making the course design of EMI Training for the faculty members.

LIMITATION

This study includes limitations with respect to the study site, the number of participants, and the data collection procedure. First, this study is constrained by the fact that the study cited employs only one private university on the Indonesian island of Sumatera. Therefore, the study's findings may not fully suitable to other higher education institutions who wish to implement the same EMI training program, but still it can be generalized and used by the basic knowledge program for other higher education. Second, faculty members' participation in the study did not achieve 100 percent. Given that the training is intended for all faculty members, it is preferable for future researchers to collect 100 percent of the data from the participants. Second, Due to a schedule conflict, the last interview session was canceled and replaced with open-ended written questions. It is crucial for future researchers to conduct in-depth semi-structured interviews with both stakeholders and faculty members so that the data will be richer and the investigation will be more in-depth.

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