



Lecturers' Perceptions on the Benefits and Challenges of English as a Medium of Instructions (EMI) Program: North Bali Context

Persepsi Dosen mengenai Manfaat dan Tantangan Program *English as a Medium of Instructions (EMI): Konteks Bali Utara*

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Abstract

EMI program is an innovative program that has gained high popularity in the countries where English is a second or foreign language. This is due to the benefits that the program offers; to the students, the lecturers and the institutions. However, the program also brings up some challenges that have to be settled by all that involve. This study investigates the lecturers' perception on the benefits and challenges of EMI Program in a public university in North Bali, Indonesia. The data were collected by distributing questionnaires to the lecturers who taught in EMI classes. Data triangulation was conducted by doing a semi-structured interview with three lecturers. The study findings revealed that the most of the lecturers agreed on the benefits of EMI classes in increasing the exposures of the lecturers and students to English and opportunity in using it and improving the English skills of both the lecturers and students, as well as the students' content learning. Regarding the institutions' profile and internationalization, most of the lecturers agreed that EMI classes give contribution to them. In addition, most of the lecturers also perceived that EMI classes increase the lecturers' and students' career and study prospect. In terms of the challenges of the EMI program, most of the lecturers mostly agreed that the lecturers' and students' language abilities, students' participation, EMI pedagogy, which includes the effective teaching strategies were challenges that they faced in the program implementation. However, regarding learning resources and technology used in EMI classes, most of them disagreed with the statements; meaning that they did not encounter difficulty in accessing resources and integrating the needed technology in their EMI classes.

Keywords: *EMI, lecturer's perception, benefit, challenge*

Abstrak

Program EMI adalah program inovatif yang sangat populer di negara-negara di mana bahasa Inggris merupakan bahasa kedua atau bahasa asing. Hal ini disebabkan oleh manfaat yang ditawarkan program ini kepada mahasiswa, dosen, dan institusi. Namun, program ini juga memiliki beberapa tantangan yang harus diatasi oleh semua pihak yang terlibat. Penelitian ini bertujuan untuk menginvestigasi persepsi dosen mengenai manfaat dan tantangan Program EMI yang dilaksanakan di sebuah universitas negeri di Bali Utara, Indonesia. Data dikumpulkan dengan menyebarkan kuesioner kepada para dosen pengajar kelas EMI. Triangulasi data dilakukan dengan wawancara semi-struktural dengan tiga orang dosen. Temuan dalam penelitian ini menunjukkan bahwa sebagian besar dosen setuju dengan manfaat kelas EMI dalam meningkatkan paparan bahasa Inggris bagi dosen dan mahasiswa, serta pembelajaran konten bagi mahasiswa. Mengenai profil institusi dan internasionalisasi, sebagian besar dosen setuju bahwa kelas EMI memberikan kontribusi pada hal tersebut. Selain itu, sebagian besar dosen juga menyadari bahwa kelas EMI meningkatkan prospek karier dan studi bagi dosen dan mahasiswa. Mengenai tantangan program EMI, sebagian besar dosen setuju bahwa kemampuan bahasa dosen dan mahasiswa, partisipasi mahasiswa, pedagogi EMI yang meliputi strategi pengajaran yang efektif merupakan tantangan yang mereka hadapi dalam implementasi program ini. Namun, mengenai sumber daya pembelajaran dan teknologi yang digunakan dalam kelas EMI, sebagian besar dari mereka tidak setuju dengan pernyataan tersebut, yang berarti mereka tidak mengalami kesulitan dalam mengakses sumber daya dan mengintegrasikan teknologi yang dibutuhkan dalam kelas EMI mereka.

Kata kunci: EMI, persepsi dosen, manfaat, tantangan

INTRODUCTION

EMI (English as Medium of Instructions) is a bilingual program in which subject matters are taught in English, which is not the students' first language (Macaro et al., 2018; Rose et al., 2020; Thompson & Mckinley, 2018). Compared to other similar approaches of content and English language integration, EMI has been used to refer to the practice of language and content integration in tertiary education (Thompson & Mckinley, 2018) or for adults (Urmeneta, 2019). In EMI approach, English is not taken as a subject matter, but as the means of learning. Therefore, EMI teachers are content specialists whose main job is to facilitate subject matter learning through English (Richards & Pun, 2021). EMI program which first developed and implemented in Europe in 1990s has gained much popularity since then, especially in Europe and Asia (Macaro et al., 2018; Tamtam et al., 2012; Zare-ee & Hejazi, 2017). This increasing popularity is due to the motives of its implementation. Among all, the role of English as the most widely spoken international language is one prominent cause. The mastery of English is a key to global communication, relations and access to information. Its role in education around the world is also strengthened by the fact that lots of information, reliable books and other resources, as well as other types of publication are in English (Ibrahim, 2001; Köksal & Tercan, 2019; Owu-Ewie & Eshun, 2015; Tang, 2020). Hence, EMI provides opportunity for students to access and understand materials which are not available in their first language (Alhamami, 2021; Phuong & Nguyen, 2019; Probyn, 2005; Zare-ee & Gholami, 2013). The fact that English is an international language also means that if the students have proficient skills in it, their chance for employability and career improvement is widely open (Köksal & Tercan, 2019; Phuong & Nguyen, 2019). In addition, students' and lecturers'

opportunities to improve their academic or professional career is also supported by teaching or studying in EMI class, as it can provide chances for them to attend programs such as student or lecturer mobility, conferences, or workshops everywhere in the world (Köksal & Tercan, 2019; Phuong & Nguyen, 2019). For the institutions, the existence of EMI class will bring bigger opportunity for them to accept international students, collaborate with many more institutions, create borderless education setting, and raise their profile and reputation (Köksal & Tercan, 2019; Zare-ee & Hejazi, 2017). The popularity and the benefits that EMI has to offer also make some big universities in Indonesia implement it in some of their programs (Ibrahim, 2001). This is also the case in one public university in North Bali, Indonesia where this study is conducted. The university, beginning in the first semester of the academic year of 2021/2022, has conducted EMI program in its undergraduate programs, starting from the freshmen year students. It has established International Class Initiation, where all subjects, excluding the ones included in locally-based subjects, are given in English, which is a foreign language in this country. Not all students are enrolled in this program. Only selected students are enrolled, screened by conducting English Proficiency Test. The lecturers are non-English lecturers. They are the lecturers whose majors are the subject matters given in the curriculum of the study programs. This study investigates the lecturers' perception on the benefits and challenges of the program. As this program is a new innovative program in the institution, the study will be of benefit to gain reflection on the program itself and to deal with its shortcomings.

Literature Review

English as Medium of Instruction

Some experts have given different definitions on EMI. Dearden (2014) defines it as the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English. This definition implies that the term EMI is used to refer to the teaching of subject matter using English is all educational levels: elementary, secondary and tertiary education. Another definition is proposed by Urmeneta (2019), who states that EMI refers to any programs which use English as medium of instruction, but restricted to the ones addressed to adults. Programs for adults may include undergraduate and postgraduate programs. She further explains another type similar to this program, that is Integrating Content and Language in Higher Education or ICLSE, which by some people are also said as CLIL in tertiary education, and are equated with EMI. CLIL itself is an umbrella term which became popular in Europe in 1990s that refers to any kind of educational program in which a second or a foreign language is used to teach subject matters other than the language to learners with developing competence in that language. Macaro et al., (2018) defines EMI as a term used ubiquitously geographically and, usually but not exclusively, applied to higher education. EMI in this study refers to the definition given by Urmeneta (2019) which means that EMI in this study refers to the program in which English is used to teach subject matters, other than English to university students in countries whose first language is not English.

Regarding its implementation, Ibrahim (2001) classified the dimensions into two: 1) the participants that involve, namely teachers and students, both of which determine the success of the program, thus need to be linguistically equipped, and 2) the cope of use, namely the course, language skills, and tasks. He further explained that EMI programs in the beginning stage do not have to embrace all subjects. There are some subjects that will be best taught in the first language of the students. These subjects are subjects which are locally-based, like social studies, history, religions, etc,

and reflective and creative subjects, like literature and arts for example. While there are subjects which can use English in the instructions. These subjects are the ones often considered “international” or “universal” subjects, like science, technology, business, etc. At its beginning stage, EMI can be implemented in such subjects. In terms of language skills, he argued that EMI classes can start with receptive skills first, that are listening and reading, then gradually cover productive skills, namely speaking and writing. In addition, in terms of setting, he suggested that it should be avoided to force low semester students for EMI class.

The Benefits and Challenges of EMI Program

Leask in de Diezmas and Barrera (2021) state several benefits of EMI, namely attracting international students, increasing graduates employability, the expansion of international research networks and the university’s international reputation, improving foreign language proficiency and development of intercultural competences. This is in line with what have been mentioned by Lamb et al (2021) in a research report entitled *The State of English as a Medium of Instruction in Higher Education Institutions in Indonesia*, that motives of EMI are to prepare students for the global labour market, improve the international profile of the HEI, improve the students’ English, provide for international students, part of collaboration with international HEI, improve the students’ subject learning, improve the national profile of the HEI, develop staff careers, boost recruitment of home students, and demand by government. Alhamami (2021); Macaro et al., (2018); Sahan (2021) argue that the benefits that EMI program brings have become motives for tertiary education to implement EMI in their institutions. The benefits include EMI contribution to globalization and internationalization of tertiary educational institutions, student and faculty mobility program, research publications in international journals, read materials in English and attend international conferences, seminar, or workshops. Additionally, EMI program contributes also to helping students to become more independent and self-regulated in learning from materials online and enrolment in some program available online offered by any educational institutions (Alhamami, 2021). Köksal and Tercan (2019) state that the aims of EMI implementation in universities are to increase the chances for students and teachers’ mobility, create borderless education setting by building collaboration or joint programs with universities overseas, and increase opportunity of having international students and lecturers or faculties. In addition, Richards and Pun (2021) also listed some reasons of implementing EMI; for students: improve their English learning, promote their competitiveness as they will be English proficient workforce, improve their global literacy, and intercultural skills, and for the institution: raise the ranking, improve the institution’s prestige and competitiveness, and attract international students.

Besides benefits, EMI program also brings challenges, both for the students and the teachers. Vu and Burns (2014) in their research found that there are four challenges faced by lecturers of EMI classes, namely: their language abilities, students’ language abilities and learning styles, pedagogical issues, and resources. Lecturers’ language abilities refer to the lecturers’ abilities in writing materials and teaching in English. Students’ language abilities refer to the students’ diverse language (English) abilities. The ones with particularly low abilities may cause difficulties for the lecturers to teach. The students’ learning styles refer to whether the students are able to be interactive, confident, and active. Pedagogical issues refer to the lecturers’ teaching methods or strategies. Resources refer to reference materials, teaching equipment, internet access and electricity. These are essential parts for successful conduct of EMI. In addition,

Kaplan and Baldauf in Oktaviani (2019) successful implementation of EMI programs also requires adequate resources and funding. Funding will be essential for lecturers' incentive and facilities improvement, and lack of resources and facilities might have exerted pressures for teachers in doing their jobs. By Oktaviani (2019), students' low English proficiency and inadequate resources are also said to be two of the challenges of EMI programs. In addition, de Diezmas and Barrera (2021) also state that there are negative consequences of teaching in a foreign for lecturers, namely decrease in their degree of detail and depth of their explanations, a reduction in their communicative skills to paraphrase and to make message clear, a significant reduction in the vocabulary they use. Consequently, EMI lectures feel stressed and tense, need to concentrate harder during the classes, and experience feeling of insecurity and disempowerment. Sah and Karki (2020), based on their research results regarding EMI implementation in Himalayan schools argue that EMI brings about some challenges to students, teachers and policy makers. They argue that EMI policy may decrease the academic achievement of the students or their Grade Point Average (GPA) and inequalities among minoritized students. Furthermore, Pun and Thomas (2020) state that many challenges in EMI implementation rooted from language inadequacies of both teachers and students, and from their research results, found that the teachers often switch to the students' L1 to compensate their or their students' low English Proficiency.

Empirical Studies on EMI Program

Astiani and Widagsa (2021) in their study on teachers' beliefs on the implementation of EMI in STEM (Science, Technology, Engineering, and Mathematics) education in one school in Indonesia found that for the two teachers who were the subjects of the study, using English as a medium of instruction in class encourages students to feel interested in studying and feel more comfortable using English, the class interaction becomes more interactive and fun, and that it boosts students' confidence in learning mathematics and science. Regarding the barriers that they encountered in class, it was found that the challenge was there were unfamiliar new vocabulary in English that the students did not understand, and how to fit the approach in interactive way to facilitate good learning experience to students. Alhamami (2021) in his research on EMI in computing undergraduate programs, which investigated the effects of the implementation of EMI policy in undergraduate science program in public universities revealed that the teachers had positive attitudes towards EMI policy and most of them believed that the students' English proficiency, no matter what the level is, did not limit the students' participation in class. However, Siegel (2020) on the other hand, found that students' comprehension, learning and satisfaction may be negatively affected when EMI teachers and students have different level of English proficiency.

Research Question

The research question formulated in this study is as follows:
What is the perception of lecturers teaching in EMI classes on the benefits and challenges of EMI program?

METHODS OF THE STUDY

Research Design

This study was survey research which aims to investigate the perceptions of EMI lecturers on the benefits and challenges of the program. A close-ended

questionnaire is used to collect data, and data triangulation was done by conducting semi-structured interview with a few lecturers.

Participants

This study was conducted in tertiary educational institution. It was done in a public university in North Bali, Indonesia. This university has a policy of establishing international class starting in 2021. The international class started in the freshmen year. It applies bilingual program where the subjects, excluding the “locally based” subjects, like the Indonesian language, religious education, Pancasila (The Five Pillars) are taught using English as medium of instruction. English for Indonesian people is considered as a foreign language.

The participants of this study are 30 lecturers who teach subjects which use English a medium of instructions in the international classes. They are from all the faculties in the university, excluding the lectures from the language faculty. They are excluded as in this faculty the international class is implemented in its English Language Education Study Program. Three lecturers were then interviewed for data triangulation. While the number may appear limited, the decision was made based on the principle of data saturation. It was found out that their responses were consistently similar, indicating agreement on the topic. Therefore, further interviews were deemed unnecessary.

The Instruments

The instrument used to collect data in this study is a 5-point Likert scale questionnaire. The questionnaire consists of three sections. Section 1 has the demographic data of the respondents, such as their email addresses, their study programs, and their gender. Section 2 has the statements on the benefits of EMI program, which are further divided into three clusters. Cluster 1 is on the learning and skill improvement for lecturers and students, with seven statements, cluster 2 is on the institution’s profile and internationalization, with four statements, and cluster 3 has is on the employability, career and study prospect for lecturers and students, with also four statements. Section 3 presents the challenges of the EMI program. It is further divided into three clusters, cluster 1 is about the lecturers’ language abilities, with five statements, cluster 2 is about the students’ language abilities and participation in class, with 6 statements, cluster 3 is about EMI pedagogy, with five statements, and cluster 4 is about inadequate resources and facilities, with five statements. So, the total number of the statements is 33. The items are developed based on scholars’ and experts’ statements or research results on the benefits and challenges of EMI implementation. Some relevant statements are chosen and developed as statements for the questionnaire. Two experts were involved in judging the content validity of the questionnaire. Based on the Gregory formula used to measure the construct validity, the score is 1. This means that the questionnaire was valid to be used in the study. The participants’ responses on the questionnaire were analysed by counting the percentage. Data triangulation was conducted by conducting semi-structured interview with three lecturers regarding their perceptions on the benefits and challenges of EMI program. The analysis of the interview data involved transcribing the recorded data and carefully reviewing them. Particular attention was given to the responses given by the participants in relation to the interview questions. Each response was carefully examined and documented to ensure accurate representation. This way, the similarities, differences, and any noteworthy points expressed by the participants were identified.

RESULTS AND DISCUSSION

Results

Lecturers' Perception on the Benefits of EMI Program

Table 1. Learning and Skill Improvement for Lecturers and Students

No	Statements	Response				
		SA (%)	A (%)	N (%)	D (%)	SD (%)
1	Teaching in EMI class improves my English skills	40.6	53.1	3.1	3.1	-
2	Studying in EMI class improves students' English skills	40.6	53.1	3.1	3.1	-
3	Teaching EMI Classes improves my confidence in using English	40.6	46.9	12.5	-	-
4	Studying in EMI Classes improves students' confidence in using English	31.3	50	18.8	-	-
5	Teaching in EMI Classes gives me more exposures and opportunity in using English	43.8	53.1	3.1	-	-
6	Studying in EMI Classes gives students more exposures and opportunity in using English	40.6	53.1	6.3	-	-
7	Studying in EMI classes improves students' subject learning	21.9	46.9	15.6	15.6	-

Table 1 presents that a majority of EMI lecturers agree that teaching in EMI classes improves their and the students' English skills. More specifically, 53.1% said they agree and 40.6% said they strongly agree. However, a small percentage of lecturers disagree with this statement and strongly disagree with this statement. In addition, most of the lecturers also perceived that teaching and studying in EMI classes gives them and the students more exposures and opportunities in using English and increased their confidence. For the last statement, that studying in EMI classes improves students' subject learning, most of the lecturers agreed on this, even though 15.6% chose neutral option.

That most lecturers agreed that EMI classes helped them improving their English skills is supported by the statements of the lecturers during the interview.

"... when I looked back when I was study overseas, then back to Indonesia, I do not have any opportunity to talk in English anymore because I work here just using Indonesian language. So, that is true when I was joined in international class in Faculty of Educational Sciences, I am really happy to have this opportunity" (L1)

"Yes, I think EMI classes improve students' and lecturers' English skills because it gives us chance to speak in English more." (L3)

The lecturers also agreed that EMI classes helped their students to improve their English skills. This is confirmed by their statements during the interview.

"At the first time, some students might feel shy to talk in English, but when we already step on the third session, they were able to talk in English even though they mixed their language used English and Indonesia, or even sometimes they checked Google Translate, it is okay, because they have the opportunity and this is a new challenge for them." (L1)

“... I always tell my students that it is okay to make mistakes when we speak in English, we do not have to worry if we make mistakes in English, and I think it is helpful to improve students’ motivation in speaking English.” (L2)

Regarding students’ confidence in using English, the statements of the lecturers below indicate that they agreed that EMI classes helped to improve it.

“.... at the first time, some students will feel shy when speak in English because it is not their first language, but after they keep practicing, from the third session I can see some of them started to open their microphone, raised their hand in the zoom meeting, and after that they started to talk, even they faced some difficulties, they will try their best to speak in English.” (L1)

In terms of the students’ exposures to English and opportunity to use it, the lecturers agreed that EMI classes provided opportunity for this, as confirmed by their statements during the interview.

“... they will make the presentation in English, they will present in English, they will do the task, and examination in English too. So, they have so many times to meet English speakers.” (L1)

“Yes, they have many opportunities to train their English skills. Because I use English around 90% in my class, so they have to push themselves to speak in English.” (L2)

The lecturers’ statements in the interview above confirm that they mostly agree on the statements of the benefits of EMI program on the learning and English skills for both lecturers and students.

Table 2. Institution’s Profile and Internationalization

No	Statements	Response				
		SA (%)	A (%)	N (%)	D (%)	SD (%)
1	Existence of EMI class increases the chance of having international students	34.4	56.3	9.4	-	-
2	Existence of EMI class increases the university academic reputation	37.5	53.1	9.4	-	-
3	Existence of EMI class increases the university international reputation	34.4	53.1	12.5	-	-
4	Existence of EMI class increases the university’s chance to collaborate with more partners	25	71.9	-	3.1	-

Referring to table 2, most lecturers perceived positively on the benefits of EMI classes on institution’s profile and internationalization. For the first statement, 56.3% lecturers and 34.4% lecturers agreed. Only 9.4% chose neutral option. Most lecturers also agreed that existence of EMI class increases the university academic reputation, increases the university international reputation, and increases the university’s chance to collaborate with more partners. Interestingly, there is 3.1 % of the lecturers that disagreed with the last statement. The lecturers’ positive answers on the statements

under institution's profile and internationalization also were shown in their responses during the interview.

"Yes, of course. Because some of the partners from other universities asking about the class in English, but maybe it need more time to make the international class ready to accept the students from abroad, because we need to prepare many things before we take the opportunity to arrange international classes. But this is a good chance for our faculty to invite international students to join our class." (L1)

Regarding the academic and international reputation of the institutions, most of the lecturers agreed with that EMI program in their international class will help with that. It also confirmed in their statements in the interview.

"I think so, because (international reputation) will come if we spend many times to make everything better. So, if this program running well, I think, yes, one day we will have an international reputation. We will have a good quality also a good reputation." (L2).

"...for the international reputation, I think yes, but we will be able to achieve that not only from these EMI classes, but we also need to do many things to be able to achieve that. I think EMI classes is one way to achieve that reputation." (L3)

With regard to the last statement, that is about the potential of EMI classes to increase the university's chance to collaborate with others, most of lecturers agree and that is confirmed by one lecturer's statement in the interview

"...we will have many partners join this program, and also many partners ask to join the international class from our university. The collaboration already come when we prepare the international program for them." (L2)

To conclude, the data from the survey and the interview revealed that the lecturers agreed on the benefits of EMI program in terms of the institution's profile and internationalization.

Table 3. Employability, Career and Study Prospect for Lecturers and Students

No	Statements	Response				
		SA (%)	A (%)	N (%)	D (%)	SD (%)
1	Studying in EMI will increase students' employability after they graduate	34.4	43.8	15.6	6.3	-
2	Studying in EMI will increase students' chance to continue their study	18.8	59.4	15.6	6.3	-
3	Teaching EMI Classes can improve my career (e.g., to participate in faculty mobility)	25	56.3	18.8	-	-
4	Teaching EMI Classes can improve my prospect to continue my study or participate in more academic programs	21.9	62.5	12.5	3.1	

Table 3 shows the lecturers' perception on the benefits of EMI on employability, career and study prospect for both lecturers and students. For the first statement, most lecturers agreed that studying in EMI classes will increase students'

employability after they graduate; 34.4% lecturers agreed and 43.8% agreed. However, a small percentage of them, 6.3%, disagreed with this statement. Most lectures also perceived that they agreed with the statement that studying in EMI classes increase the student’s chance to continue their study. Regarding whether teaching EMI classes can improve their career, over than half of them agreed, and 25% strongly agreed. On the statement that teaching EMI classes can improve their prospect to continue their study or participate in more academic programs, 62.5% agreed, and 21.9% strongly agreed. However, a small percentage of the lecturers chose neutral (12.5%) and disagree (3.1%). The results of the interview indicate the same perception.

“... some graduated students from our faculty, faculty of educational sciences got many opportunities to joined in international plus school, and they ask for active speakers in English, with this international class, they will receive study result card, and they will put their international class result in their final report. So, it will be easy for the international plus schools to assess our students’ English skills.” (L1)

“Yes, I think, study abroad is a good chance for them when they have good skills in English. Many scholarships of studying abroad offering to our students, but our students are afraid. I think the class is good for the students to raise their opportunity to study abroad, and they will have a good chance to learn many things abroad.” (L2)

In terms of the benefits of EMI on lecturers’ career and study prospects or other academic programs, the lecturers’ statements in the interview indicate their agreement.

“Maybe yes, maybe we have good opportunity to go abroad. Actually, in primary teacher educational program, I think only three of us that can speak in English well. So, if there are any events that require English language, we have big chance to speak in English.” (L2)

One lecturer added that teaching in EMI can improve the lecturers’ opportunity to join in more academic programs, but there are also other things need to be prepared.

“Maybe. But I think not only from this international class program, we also need to join some research in the international reputable university because when we want to continue our career, it requires more portfolio about international publication in international reputable journals.” (L1)

The Challenges of EMI Class as Perceived by Lecturers

Table 4. Lecturers’ Language Abilities

No	Statements	Response				
		SA (%)	A (%)	N (%)	D (%)	SD (%)
1	To explain materials in English is a challenge for me	34.4	50	6.3	6.3	3.1
2	To answer questions in English is a challenge for me	34.4	43.8	9.4	9.4	3.1
3	To write materials in English (media, syllabus, slides, etc) is a challenge for me	31.3	50	9.4	6.3	3.1

4	To conduct assessment in English is a challenge for me	25	53.1	9.4	9.4	3.1
5	I feel that my accents or language errors make it difficult for students to understand the materials	25	50	15.6	9.4	-

Most lecturers agreed about the challenges in EMI classes caused by lecturers' language abilities. For the first statement; that to explain materials in English is a challenge for them, 50% lecturers agreed and 34.4% lecturers strongly agreed. There are also even numbers of lecturers chose neutral and disagree. For the second statement, that to answer questions (from the students) in English is a challenge for the lecturers, 43.8% agreed, 34.4% strongly agreed. The percentage is also similar for statement no. 3, half of the lecturers agreed that to write materials in English is a challenge for them, 31.3 strongly agreed, whole 9.4% chose neutral and 6.3% disagreed. In terms of conducting assessment in English, 53.1% agreed and 25% strongly agreed. There are also 9.4% lecturers chose neutral, and 9.4% other disagreed. On the last statement, half of the lecturers perceived that their accents or language errors may make it difficult for students to understand the materials, 25% strongly agreed, while 15.6% other neutral and 9.4% disagreed.

The lecturers' responses in the interview indicate similar answers.

"... I teach Perkembangan Peserta Didik (Learner Development) subject, this subject is very related with psychological theories and I need to transfer the theories in a specific English sentence. Because if I only give the students about the explanation of these theories from the book, it will be difficult for them to understand it. I have to give a specific example that close to their reality." (L1)

"Yes, because I need to do translation just like in a bilingual class. when I answered the questions from the students in English, and they showed their confused expression, so I have to give examples in English. Sometime, I also need to mix my language using Balinese language to make students more understand about that theory." (L2)

For writing materials in English, the lecturers face different degree of difficulty depending on the materials written.

"For materials like Power Point, or modules it is not a challenge for me, because there are a lot of books related with psychological theory, because some books of educational psychology are written in English. But, for the syllabus, it is hard for me to write in English, because I have to translate some terms that are written in Bahasa Indonesia into English." (L1)

"Yes, me too. I think my writing skill in English is not good, usually I ask for help from some people. When write a module in English, we have to write in a good grammar, that is the challenge for me." (L2)

For assessment in class, the difficulty that they may face in writing it in English lead them to choose the type of assessment they think they can handle.

"Yes, it is a challenge for me. That is why in my class I only use observation and interview for the assessment. Because we only have online classes, so it is difficult for us to make questionnaire to do the assessment." (L1)

The difficulty that they faced due to their language ability also led them to translate the explanation given into Indonesian language or type it in the chat box.

“Maybe, sometime my grammatical errors will make students feel difficult, and sometime when I try to explain about something or some theories to the students, and they think it difficult, I will explain it in Bahasa Indonesia and also I will type in the chat box.” (L2)

Table 5. Students’ Language Abilities and Participation in Class

No	Statements	Response				
		SA (%)	A (%)	N (%)	D (%)	SD (%)
1	I feel that some students find difficulty in understanding the materials as they have low English proficiency	31.3	43.8	18.8	6.3	-
2	I feel that some students find difficulty in responding to questions as they have low English proficiency	34.4	43.8	15.6	6.3	-
3	I feel that some students find difficulty in participating in discussion as they have low English proficiency	28.1	50	9.4	12.5	-
4	I feel that some students find difficulty in expressing their ideas in English as they have low English proficiency	31.3	46.9	12.5	9.4	-
5	I feel that some students are less active as they have low English proficiency	25	46.9	21.9	6.3	-
6	I feel that some students are less confident in class as they have low English proficiency	18.8	56.3	18.8	6.3	-

Regarding challenges in EMI classes due to the students’ language abilities, most of the lectures agreed. For the first statement, 43.8% lecturers agreed that they felt that some students find difficulty in understanding the materials as they have low English proficiency, 31.3% agreed, 18.8% were neutral, and 6.3% disagreed. For the second statement, almost half of the lecturers agreed, one third of the lecturers strongly agreed, 12.5 % of the lecturers were neutral, and a small percentage disagreed. For the third statement, more than half of the lecturers agreed, 28.1% strongly agreed, 9.4% were neutral, and 12.5% disagreed. For statement 4, half of the lecturers agreed, close to one third strongly agreed, and the rest were divided to neutral and disagree. For the fifth statement, half of the lecturers agreed, 25% of them strongly agreed, 21.9% were neutral, and 6.3% disagreed. For the sixth statement, more than half of the lecturers agreed, 18.8% of them strongly agreed, 18.8% were neutral, and 6.3% disagreed. The following statements from two lecturers indicate similar opinion.

“I think when the students did not have good skills in English, they will insecure, and worry to speak in English, they are afraid to make mistakes in English. I always tell them that we are not native speakers we do not have to worry if we make mistakes. We learn English together, maybe use 80% of English this semester, 90% English for the next semester, etc.” (L2)

“All of those statements are totally right. I think not all of the students have difficulties in English, but most of them have those problems because their English ability is not too good, I found that some students are afraid to ask or answer questions in English, and they might feel confused with the materials.” (L3)

Table 6. EMI Pedagogy

No	Statements	Response				
		SA (%)	A (%)	N (%)	D (%)	SD (%)
1	I find it challenging to find an effective teaching strategy in EMI class	25	56.3	9.4	9.4	-
2	I need to change teaching strategies a few times in EMI Class	25	56.3	9.4	9.4	-
3	Teaching strategies in regular and EMI class are different	21.9	53.1	9.4	15.6	-
4	Teaching EMI classes require me to use more technology	18.8	50	9.4	21.9	-
5	I am able to integrate technology sufficiently in EMI classes	9.4	78.1	9.4	3.1	-

As shown in Table 6, the great proportion of agreement went to the statement I am able to integrate technology sufficiently in EMI classes, as much as 78.1%. For other statements, most of the answers of the lecturers are of agree and strongly agree. This means that most of them agree on the statements that they needed to find teaching appropriate strategies in teaching EMI. In terms of the use of technology, most of them perceived that teaching EMI require them to use more technology and they were able to integrate technology sufficiently in their classes. The lectures' responses during the interview revealed that the teaching strategies that they meant were mostly related to the fact that they and the students had to use English in class. So, it was more to how to make the students understand the materials and explanation that they give.

“Yes, of course I find some challenges. Because this is international class plus online class, so it is very difficult for us to stimulate the students to be more active to speak and participating in our class. that is why I just use breakout room for the students to do discussion, and I will join the breakout room one by one, after they discussed, they will present the result of their discussion in the main room.” (L1)

In terms of the use of technology, the lecturers explained that they managed to cope with the needs, as indicated by one response from one lecturer below.

“I can cope with the technology I need in EMI class.” (L3)

Table 7. Inadequate resources and facilities

No	Statements	Response				
		SA (%)	A (%)	N (%)	D (%)	SD (%)
1	I feel that there is lack of learning resources I can use to teach or develop materials	9.4	31.3	6.3	53.1	-

2	It takes a long time for me to access resources I need to teach or develop materials	6.3	31.3	6.3	56.3	-
3	I feel EMI classes need better classroom facilities than the existing ones	21.9	40.6	18.8	18.8	-
4	I feel EMI classes should use more technology than the present conditions (e-learning, websites, application, etc)	15.6	50	18.8	15.6	-
5	I feel that I do not have the technology that I need to teach in EMI classes	6.3	15.6	12.5	65.6	-

Regarding the challenges on inadequate resources and facilities, the responses of the lecturers are quite different from the precious aspects. Most of the lecturers disagreed with the statements, except statement no. 3 and 4. Most of the lecturers (53.1%) did not perceive that there is lack of learning resources to use to teach and develop materials. More than half of the lecturers (56.3%) also did not perceive that it took a long time for them to access the resources they needed to teach or develop materials. For the statement that says that they feel that EMI classes need better classroom facilities than the existing ones, 40.6% of the lecturers agreed, 18.8% strongly agreed, and there are equal number of lecturers answered were neutral and disagreed. Half of the lecturers also perceived that they EMI classes should use more technology, and as most of them disagreed with the last statement which says that they feel that they do not have the technology that they need. It can be concluded from the responses that the lecturers have sufficient learning resources to access and they could access them easily and they have the technology that they need in teaching in EMI classes.

“I usually use general book of psychology to find the definition of some theories, and also I try to find a book that related with the material.” (L1)

“I think to find learning resources and technology are not a problem for me, because I can find them on the internet. It is easy for me to find resources for teaching. But, the main point is still the same like before, we have to try hard to make our students understand our materials in English.” (L3)

Regarding classroom facilities, most of them did perceive that EMI classes need better facilities than the existing regular classes, but the lecturer from the Sports and Health Faculty answered differently. He did not think that EMI classes should have better facilities, as all the sports facilities owned by the institution are sufficient and good.

“... as we know we are teaching international class, that is why we need better facilities so we will be able to invite our students to practice in our laboratory regarding our topics, so when they are ask to teach for international school, they will be ready.” (L2)

“I think EMI classes do not need better facilities, because most of the time we mostly learn outdoors, and all the facilities are good already.” (L3)

Discussion

EMI program has gained its popularity in universities around the world. However, the implementation is not unproblematic. The program offers many benefits, but also impose many challenges to be solved by all participants involved in the

implementation, be them the students, lecturers, and university managers or policy makers (Köksal & Tercan, 2019; Phuong & Nguyen, 2019; Vu & Burns, 2014).

Regarding benefits, the findings of this study are in line with the findings of some previous studies. The lecturers' perception that teaching in EMI have provided them and the students with more opportunity in using English and helped improved their English skills are in line with the research results by Oktaviani (2019); Köksal & Tercan (2019); Phuong and Nguyen (2019); Alhamami (2021). As English is the language mostly used in class, it is given more opportunity and exposures to it increased. Consequently, the lecturers felt that their and the students' English skills improved since teaching and studying in EMI classes.

In terms of institution's profile and internationalization, the findings of this study support the research by Macaro et al. (2018), which revealed that many teachers and students around the world believed that EMI is essential constituent for internationalization process. They also are in line with the study findings of Simbolon (2018) which revealed that the stake holders of the program believed that EMI is an instrumental program towards the university's internationalization.

In terms of the benefits of EMI to improve lecturers' and students' employability, career and study prospects, the findings of this study revealed that the lecturers agreed on all of them. This support the research findings of Tang (2020) who explained that the lecturers in Thailand perceived that EMI classes will open the opportunity for students to work and study abroad, and assist the institutions for internationalization, so that can be competitive in international world. This also support the study result of Macaro et al., (2018) that many lecturers believed that EMI program will lead to improved English abilities and therefore bigger job opportunity.

Regarding challenges of EMI classes due to lecturers' and students' language barriers, the findings of this research are in line with the findings of Erliana (2018), Vu and Burns (2014), Zare-ee and Hejazi (2017), de Diezmas and Barrera, (2021) and Tang (2020). In terms of lecturer's language abilities, most lecturers perceived that they found difficulty in explaining materials, answering questions from the students, developing or writing materials and developing assessments in English. In terms of students' language abilities and participation in class, the lecturers also perceived that the students experienced difficulty in understanding the materials and contributing in discussion.

In terms of EMI Pedagogy, which includes teaching strategies, Vu and Burns (2014) in their research findings on EMI implementation in universities in Vietnam state that the students' English abilities required more efforts and resources from the lecturers to adapt their teaching materials and activities. This is in line with the findings of this research. The lecturers mostly agreed that it was a challenge for them to find effective teaching strategies in teaching, and the interview with a few of them revealed that the strategies that the lecturers thought about are much related to the language barriers that both sides had. They as much as possible tried to cope with the language difficulties. In doing so, they tried to translate or code switch. Vu and Burns (2014) discussed about the strategy of code switching as a part of EMI pedagogy in their study, that code switching can provide efficient and pedagogical usage (Barnard & McLellan, 2013; Cook, 2010 in Vu and Burns (2014). L1 is seen as beneficial to cope with the students' low English proficiency. The findings of the study by de Diezmas and Barrera (2021) also came with recommendation on providing trainings for the lecturers on the dimensions of content, language, methodology; to be able to deliver materials in a foreign language effectively and successfully.

Regarding inadequate resources and facilities, the findings of this study revealed that most of the lecturers felt that they had adequate resources to access in developing materials and it did not take long time for them to access. The internet has provided everything that the lecturers needed. This is the opposite of the findings by Vu and Burns (2014) that in their study, the lecturers perceived lack of resources in their EMI classes. Regarding facilities, the results of this study support Vu and Burns' findings, that the lecturers believed that EMI classes needed better facilities, something that the institution needed to support more, although particularly in this study, one lecturer from sports and health faculty stated that facilities provided by his institution, i.e., the sport facilities are adequate. The main challenge that he faced in class was the language barrier.

CONCLUSION

This study attempted to investigate lecturers' perception on the benefits and challenges of EMI class in one of public university in Bali, Indonesia. The study findings revealed that the most of the lecturers agreed on the benefits of EMI classes on the teachers' and students' English skill improvements and the students' content learning. Regarding the institutions' profile and internationalization, most of the lecturers agreed that EMI classes give contribution to them. In addition, most of the lecturers also perceived that EMI classes increase the lecturers' and students' career and study prospect. In terms of the challenges of the EMI program, most of the lecturers mostly agreed that the lecturers' and students' language abilities, students' participation, EMI pedagogy, which includes the effective teaching strategies were challenges that they faced in the program implementation. However, regarding learning resources and technology used in EMI classes, most of them disagreed with the statements; meaning that they did not encounter difficulty in accessing resources and integrating the needed technology in their EMI classes. This study acknowledges a few limitations that should be taken into account when interpreting the findings. Firstly, the research was conducted in one single institution. Secondly, the sample size of the participants was limited. As a result, caution should be exercised when extending the conclusions to a larger population. A larger sample size could be involved in future studies to enhance the robustness of the results. Future researches should also explore the strategy used by the teachers in coping with the challenges or difficulties they encountered in teaching in EMI classes, particularly due to language barriers.

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