



Students' and Lecturers' Experience in English Medium Instruction (EMI) Classrooms: A Qualitative Study in Social Science Programs

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Abstract

English has been adopted as a medium of instruction in international classes at Universitas Negeri Padang (UNP) for around six years now. However, research examining its use is very rare. This study then aims to investigate the experience of lecturers and university students using English medium instruction in international classes at UNP seen from six aspects. The study focused on undergraduate social science programs in four faculties. Nine lecturers and eight students were chosen through purposive sampling technique to participate. Semi-structured interviews were carried out to obtain data for this descriptive qualitative study. Data were analysed using thematic analysis. Generally, the result reveals that (1) the teaching and learning are conducted bilingually; (2) lecturers use the same method while teaching in the EMI and non-EMI classes & focus on the content not the language; (3) both students and lecturers have difficulty in using English to interact; (4) the use of English has, to some extent, developed the participants' English skills; (5) there is lack of support to improve the English skills of both participants, thus (6) trainings on how to enhance the English skills of both lecturers and students are necessary.

Keywords: *English Medium Instruction, Lecturers, Students, Experience*

INTRODUCTION

English has frequently been used as a medium of instruction (known as EMI) in higher education, especially in non-Anglophone countries. In China, Japan, and Korea, for instance, the use of English as a medium of instruction was officially launched around the 2000s not only to enhance graduates' competence to compete in global market but also to attract international students pursuing their study in those countries (Macaro, 2017). Similarly, it occurs in some countries in Arabs (Belhiah, et.al., 2015) and Europe as an attempt to internasionalize higher education (Wächter, 2008).

In Indonesia, there is no particular policy regarding EMI yet (Dewi, 2017). In fact, Lasagabaster (2022) argues that EMI is rarely implemented as a result of a policy. Unlike other countries in Europe and Asia, English medium instruction in higher education in Indonesia is mostly and only implemented in international class. The initiation of international classes in universities in Indonesia is an attempt of the government to prepare qualified graduates whose able to compete globally and to

internationalize the institution (Dewi, 2017). This initiation was positively welcomed by universities in Indonesia which then commence international classes including Universitas Negeri Padang (UNP).

International classes at Universitas Negeri Padang have been initiated since 2017 and in just four years, the number of study programs conducting international classes has almost doubled from the initial 15 to 28 study programs (Sarah, 2023). International classes in Indonesia are not only open to foreign students, but also local students (Dewi, 2017) and this is also the case at UNP. Guidelines and protocols of teaching and learning in international classes at UNP are regulated by the Regulation of Rector No.07 of 2018. These regulations encompass references for conducting lectures in English. Not only lectures, structured assignments, presentations, as well as evaluations such as projects, must use English.

As a medium in an EMI class, English is not thoroughly used in the teaching and learning process. It is unusual to use full English in an EMI class (Rose, 2021) because the focus is on the subject or content mastery (Brown & Bradford, 2016) not the language. Henceforth, the role of subject or content specialist is crucial to enable students acquire subject knowledge, one of which is from the language (Brown & Bradford, 2016). In some cases, a subject teacher collaborate with a language teacher to teach in EMI class, but this is very rare.

Even though EMI has been implemented for a long time in various universities, research in this field is relatively new (Macaro, 2017), including in Indonesia (Bolton, et.al., 2023). Research in this field emerged in the 21st century (e.g. Wilkinson, 2013; Pun & Thomas, 2020; Doiz & Lasagabaster, 2020). A literature study that systematically reviews EMI (Macaro et.al., 2017) discovers that studies in this field are very diverse and highly context-dependent. Some examples of studies in the field of EMI discuss the challenges of using English in EMI classes (e.g. Doiz & Lasagabaster, 2020) the challenges of EMI in general (e.g. Wilkinson, 2013 and Pun & Thomas, 2020), interventions (e.g. Cots, 2013), teachers' perceptions (e.g. Jensen and Thogersen, 2011, and Dewi, 2017) and students' perceptions (e.g. Belhiah, et.al., 2015).

At Universitas Negeri Padang, there was only one research related to this topic conducted by Aslina & Syafei (2022) concentrating on the obstacles experienced by students from Primary Teacher Education study program in 2019 in using English in international classes. In fact, UNP has run the international classes for more than six years since 2018. Given this lack of study and empirical void, it is then necessary to investigate English Medium Instruction (EMI) in international classes at UNP to understand the users' experience and what could be improved. The investigation focuses not only on students but also lecturers who are at the forefront in ensuring the succeed of teaching and learning. Moreover, Kirkpatrick (2014) states that universities in Asia need to pay more attention to EMI policy, thus it can be accurately applied according to linguistic situations and circumstances of the institution. Therefore, as a new study carried out at UNP, users' experience (i.e. teacher and student) is initially explored.

Research Question

The research question formulated in this study are:

1. How is the experience of lecturers' teaching in EMI classroom?
2. How is the experience of students' studying in EMI classroom?

METHODS OF THE STUDY

Research Design

This study used descriptive qualitative to explore the experience of both students and lecturers in EMI classrooms. A semi-structured interview was carried out to collect data. The semi-structured interview was adopted for it does not tightly control the participants to investigate their experience and could control the interview course (Dörnyei, 2007); therefore, it likely facilitates fruitful and well-organised information from the participants. Accordingly, a semi-structured interview requires pre-arranged protocol, which are asked not necessarily with the exact sequence to each interviewee (Cohen et al., 2018). It used the researchers' made interview protocol informed by literature and it was initially discussed among the researchers to ensure that it matches the focus of the study.

There are six focus of the interview protocol manifested in 18 questions for the lecturers. The questions were designed based on the research objectives to explore students' and lecturers' experience in the EMI classroom. They are (1) the use of English, (2) teaching method, (3) challenges, (4) impacts of EMI on English skill, (5) support, and (6) expectation towards EMI in international classroom. For the students' interview, the focus was similar to the teachers' except for the teaching method. In the interview, the participants' consent to be recorded was also initially confirmed. Ensuring the anonymity and respecting the privacy of all concerned, pseudonyms have been used for the participants' name.

Participants

The participants of this study were limited to those lecturers and students from undergraduate Social Science Program. Therefore, they were selected from four faculties at Universitas Negeri Padang, namely (1) Faculty of Social Science, (2) Faculty of Education, (3) Faculty of Economy and Business, and (4) Faculty of Hospitality and Tourism. Purposive sampling was applied to choose the participants.

The participants consist of nine lecturers teaching in international classes and eight students (one of which is foreign student from Cambodia) from the international classes enrolled in academic year 2020 to 2024 with the following details.

Table 1. Participants

No	Faculty	Total participant	
		Lecturer	Student
1	Faculty of Education	2	2
2	Faculty of Economy and Business	3	3
3	Faculty of Hospitality and Tourism	2	2
4	Faculty of Social Science	2	1
	Total	9	8

Data Analysis

The data was examined using thematic analysis, a method focused on identifying, analyzing, and reporting recurring patterns or themes within the data (Braun & Clarke, 2006, p.79). This approach was chosen due to its adaptability in organizing key elements from extensive datasets. The researcher adhered to Braun and Clarke's (2006) six-step process, which included (1) becoming familiar with the data, (2) generating codes, (3) identifying themes, (4) reviewing those themes, (5) defining and naming

them, and finally (6) compiling the report. To enhance the reliability and validity of the analysis, a colleague collaborated with the researcher to verify the findings.

RESULTS

Use of English

The interviews conducted with both students and lecturers result in diverse viewpoints regarding the use of English in the classroom. In general, the teaching and learning process was conducted bilingually. This may sound facilitating, but the use of two languages in this circumstance seems to add more work for the lecturers. All interviewed lecturers declare that they have to re-explain the lesson in Indonesian after explicating it in English. Some of them concerned that not all students might have thoroughly understood the material being taught given that it was only described in English. For example:

“...it can be concluded that the lesson is bilingual.” (Lecturer 2)

“The English skill of the Indonesian students was not so good. So, that's where the difficulty comes, because there are foreign students in the class. So, I tried to speak in English but then I'll end up working twice, explain it again in Indonesian.” (Lecturer 5)

“For now, we must be bilingual, because if we explain the concept full in English they [the students] will not understand.” (Lecturer 6)

“it turned out that the students in this class were different. There were only one or two students fluent in English, so I use 40% English, 60% Indonesian...” (Lecturer 7)

As from the student's interviews, it was found that the students were also not always use English to communicate, especially with peers, but were encouraged to use English when it comes to presentation, including the PPT slides; they must be written in English. Some of them testify that:

“for our English usage, the lecturer asked us to make Power Point in English, then present it in English. The Q&A at the end of the lecture was also in English. The lecturer didn't burden us too much if we couldn't do it. Generally, we still speak Indonesian in class because our English is still limited, but for the material and presentation, we use English.” (Student 3)

“About the discussion in the class, they always have the group to do the assignment or to do the presentation, so they all speak in English. Sometimes, they use Bahasa to me, because they want me to improve Bahasa as well...” (Student 6; foreign student)

“Communication may not be 100% English, only around 50% or 75% and presentations and all sorts must be in English, but not 100%.” (Student 8)

However, English was mainly used in eLearning, exam questions and tasks - though students were not obliged to answer the question fully in English. Lecturers and students stated that:

“Usually, I gave assignments in English, for E-Learning content, I do use English. Assignments are in English, and answers are also in English. However, for some projects, I gave them the freedom to use Indonesian or English.” (Lecturer 1)

“If it's like mid-term and final exam questions, they are usually written in English.” (Lecturer 9)

“The eLearning is full English.” (Lecturer 3, 6, and 7)

“If it's a test, the test is usually also in English, but our answers can be in Indonesian, still depending on the lecturer.” (Student 2)

“...the report in English, like identifying, identifying the types of cloth, how it burns, what if it burns...” (Student 3)

Based on the result presented above, it can be inferred that English is not yet used completely in the classroom by both lecturers and students. Limited English skill is the primary reason of this. Hence, its use is limited to presentation, PPT slides, eLearning, and exam questions.

Impacts of EMI to English Skills

The use of English as medium instruction in the international class indeed influences the English skill of both lecturers and students on different aspects. While the use of English in the class develops lecturers' speaking ability, it is not the case for the students. The majority of the students assert that it is their vocabulary that improves. The followings are the examples of testimony from both participants.

“Speaking. If I teach a class with foreign students, I have to speak a lot.” (Lecturer 1)

“Eeh speaking... because I rarely practice speaking. But when I have international classes I become more accustomed to speak in English.” (Lecturer 5)

“The most improved of the four skills is the speaking because we have to apply it when explaining the lesson.” (Lecturer 7)

“The influence that I felt was that there were many words that I didn't know before, so when studying, I kept looking for it and asking the lecturer for the meaning, so it increased my vocabulary knowledge.” (Student 2)

“After I joined that International class I get to know a lot of words provided by the lecturer, so I think it's um really improve my English.” (Student 6)

From the data above, both lecturers and students have a positive belief on the effect of EMI to their English skills. Even though the lecturers explicate the lesson using both English and Indonesian, this limited use of English still enhances their speaking skill. The students also believe that the tasks given by the lecturers, where they have to read texts or sources in English, improve their vocabulary knowledge. This belief emerges probably because of the absence of English use in daily life. Thus, even with limited use, the participants see it as a progress to develop their English capability.

Lecturers' Teaching Method

From the interview, it was discovered that all lecturers employed the same method when teaching the international class (EMI class) and non EMI class. The only difference is that in the international class, the lecturers have to re-explain the lesson in Indonesian after describing it in English. As this could take time, less material is covered in a meeting compared to non-EMI classes.

“Yes, the learning method is the same but there is more that I can do in the regular class, because we have more time and I don't have to explain twice.” (Lecturer 5)

“In terms of teaching model, it is no different with the regular class. As we know that UNP has long adopted Project-based Learning method. That's why, we use this same method to EMI and non EMI class.” (Lecturer 3, 4, 6, and 7)

“The method is the same. The only difference is the use of language.” (Lecturer 9)

When being asked about language integration in teaching, all interviewed lecturers affirm that subject content was the focus of their lesson and that language aspects get limited attention.

“I do not focus on the grammar, only the content. However, sometimes, I revise the students' pronunciation.” (Lecturer 1)

“I don't teach the tenses or grammar. Only some abbreviation in geography, because some words may mean different in geography context.” (Lecturer 2)

“I don't teach grammar because I do not have English background. I am afraid that if I correct the grammar, the students will be demotivated.” (Lecturer 5)

The assessment also focuses on the content and students' proficiency in English is just a bonus. The students only get little credit for their fluency in English, both written and spoken.

“Content is the focus of the assessment.” (Lecturer 9)

“For me, it's more about the content, because the course I teach is practical”. (Lecture 2)

“...in terms of substance, they are not optimal, let alone the language. Language ability is just a bonus.” (Lecture 7)

To conclude, teaching methodology employed by the lecturers in EMI and non EMI classrooms are just the same. The rationale behind this is the institution's adoption of Project-based Learning method for all types of class or lesson. So, the lecturers do not use any new method whilst teaching. The only difference is the English language use. However, English is not deliberately taught nor assessed. The assessment focus is on the subject content, not the language. The lecturers worry that including the language in the assessment scheme will only add more burden to their students.

Challenges of Using English in the Classroom

Regarding the challenges, it was discovered that the lecturers and students had almost similar difficulty to communicate in English. For English is not the native language, it was a challenge for the lecturers to prepare and explain the lesson. While for the students, they found it somewhat difficult to convey ideas in English and understand the lecturers' explanation. For example:

“Our biggest challenge is explaining the material in English. When explaining in Indonesian, we spend less time to prepare the lesson, but in English it takes longer.” (Lecturer 6)

“Well, the challenge is of course my own English abilities to explain the material.” (Lecturer 3)

“Well, it's hard, because it's not our mother tongue, and we don't use full English every day.” (Lecturer 4)

“So, I don't really express my opinion, sometimes I already have a thought in my head but because I can't speak English, I can't convey it.” (Student 1)

“The challenge might be, maybe during an exam. I want to explain in more detail, but I do not know the vocabulary.” (Student 4)

“Personally, it is difficult to catch the lecturers' explanation. Sometimes, I do not understand at all.” (Student 8)

Of the data script above, it is clear that both participants see their own ability as the cause of lack English use in the teaching and learning process. A few of them acknowledge that English is used only in the classroom but not outside. This indicates a need to create an English-friendly environment in the campus for both participants to hone their English and speaking ability in particular.

Support provided by the Institution

Support received by lecturers and students was notably different. Most of the interviewed lecturers stated that there used to be training for those teaching in international class. However, not all of them had the chance to participate in the training. The followings are some testimonies from the lecturers.

“As for me, I haven't received any support. But I heard stories from my colleagues, there were several lecturers being invited to take part in EMI training in Jakarta and I have never been invited.” (Lecturer 1)

“In 2017, there was a training for lecturers teaching in international class. But after that, I think there is no more training.” (Lecturer 4)

“I was with two other lecturers, we participated in EMI training in collaboration with British Council and Universitas Indonesia, maybe that's one form of support.” (Lecturer 5)

“In the past, there was like a lecturer training.” (Lecturer 9)

When lecturers had training (at least a few times in the past), support for students was even less. From eight students being interviewed, only one affirmed that there was a support in the form of tutoring program for students in the international class conducted for a month. There was lack of support received by students to improve their English skills to communicate in the class. The only support mentioned by two students being interviewed related to the information they obtain from the academics. Students in the international class had the privilege to be the first received information regarding international events. Some of them assert that:

“Until now, there has been no support like that, like training in English but we are always the first to be informed about international seminars or events.” (Student 2)

“Support like free training on English skill does not exist.” (Student 4)

“We haven't had any training yet, but for events, for example, international events or anything, any information related to improve our English, we were the first to be told.” (Student 7)

“There was not any support for students registered in academic year of 2022.” (Student 8)

Ultimately, the institution has afforded trainings on EMI to support lecturers' competence teaching in the international classes. Nevertheless, it was conducted occasionally and it seems to not involve all lecturers teaching in EMI classroom as most of them state that they never take part. Students, unfortunately, received no such support to help them develop their English prior to enroll in the EMI class.

Expectation towards EMI program

Among various expectations described by the lecturers and students to the use of English Medium Instruction (EMI) in international classes, there is one similar desire stated by both. Lecturers and students expect to have a regular training or coaching to enhance their English skills. They testify that:

“Maybe language training, like EMI training or program. For example, how to manage classes in English, how to communicate effectively, etc.” (Lecturer 2)

“I think if you really want to improve the ability of lecturers who teach in this international class, they should be quarantined and trained to improve their English.” (Lecturer 6)

“What is expected is... training assistance that is carried out regularly, so there is what is called, periodic upgrading. With a training program, we have a new nuance to hone English skills, in terms of methods, approaches. It is also important to be held such training.” (Lecturer 7)

“For support from the campus, for example, perhaps a workshop to support lecturers. A workshop about what this international class is about, also the materials are updated every semester.” (Lecturer 8)

“The support might be like having additional classes like English training.” (Student 4)

“So yes, more training for international classes, as well as programs related to the English language so that the learning is not only conducted formally in the class, but also informally through coaching.” (Student 7)

Aside from the training, it is crucial to note that a few lecturers mentioned the necessity to have standardized teaching materials. This is worth-considering not only to ensure that students receive the same input but also to save the time spent by the lecturers to prepare them. Hence, an effective lesson can be realized. For example:

“First, at least there are standardized teaching materials that are fully in English, which can be used by lecturers. So, we have the same perspective, references, and materials in teaching.” (Lecturer 4)

Another expectation comes from the students and relates to the use of English mentioned at the onset of this section. The students aspire that English is used more in the interaction in the classroom with peers and especially by the lecturers. Some examples of statement from the students are:

“I hope is that maybe all the lecturers should teach in English, so whether we want it or not, we have to learn English too.” (Student 1)

“Hopefully in the future, the lecturers will be more inclined to use English rather than Indonesian, so that we will get used to hearing and can imitate it.” (Student 2)

“I think um if International class provide fully English it's might be better, because um even though all of almost all my lecturers speak in English, but some of them um some of them still speak in Bahasa, so it's really hard for me to catch up such as coding and um economic and some stuff like that.” (Student 6; foreign student)

To conclude, there are at least three expectations identified from the interview. First, both students and lecturers have similar hope to have training or coaching to develop their English skills. Second, standardized teaching material should be provided to ease the teaching process. Last, students expect that more English is used in the interaction in the classroom, and particularly by the lecturers. The summary of the whole feedback from participants’ experience in EMI class can be seen in Table 1 below.

Table 2. Summary of the themes from participants’ experience in EMI classrooms

No	Aspects	Themes or Feedback	
		Lecturer	Students
1.	The use of English	<ul style="list-style-type: none"> a. Bilingual b. In PPT Slides c. In e-learning d. Exam questions 	<ul style="list-style-type: none"> a. Mostly Indonesian to communicate in the class b. PPT and presentation in English c. Assignments are in English, but in certain cases, it is in native language.
2.	Teaching method	<ul style="list-style-type: none"> a. Similar to non EMI classes b. Focus on the content but not really the language aspects c. Content not language is the primary concern of assessment 	-
3.	Challenges/ Difficulty	<ul style="list-style-type: none"> a. Explaining the material b. Preparing the material 	<ul style="list-style-type: none"> a. Conveying ideas (as in exam) b. Finding the correct term to convey ideas c. Understanding certain terms and lecturers’ explanation
4.	Impacts of EMI in English skills	<ul style="list-style-type: none"> a. Improving lecturers’ speaking skill b. Improving lecturers’ reading skill (to some extent) 	<ul style="list-style-type: none"> a. Improving students’ vocabulary b. Developing students’ reading ability
5.	Support	<ul style="list-style-type: none"> a. EMI training in collaboration with other parties b. EMI training from the institution 	<ul style="list-style-type: none"> a. They are the first to be informed about international events b. No support
6.	Expectation	<ul style="list-style-type: none"> a. Regular training to improve English skills 	<ul style="list-style-type: none"> a. Training or camp to develop English skills

b. Standardized teaching materials

b. More English is used in the classroom

DISCUSSION

This study concentrates on the experience of lecturers and students in EMI classroom seen from six aspects. In general, the teaching and learning process experienced by lecturers and students at Universitas Negeri Padang have reflected the typical EMI class. The teaching method that focuses on the content instead of the language has already in line with pedagogical approaches of EMI (Brown and Bradford, 2017). Brown and Bradford (2017) summarize that EMI aims to focus on the mastery of content rather than language. Teaching method was among the six aspects investigated. The method used by the teachers was no different with non EMI class except for the use of English. Given that EMI is merely used in international class across universities in Indonesia, English was undoubtedly used in learning. As the name suggests, English is used as a medium of instruction in an EMI class.

The use of English is one of the six aspects examined in this research. It is uncommon to always (and only) use English in an EMI class (Rose, 2021). This is also true in this research, where the teaching and learning process was found to be conducted bilingually. This condition is no different with EMI class situation at universities in Indonesia (e.g. Bolton, et.al., 2023) and in other countries (e.g. Jiang, Zang, & May, 2019). EMI is prominent in non Anglophone countries where English has a status as a second or foreign language. Therefore, the use of both English and mother tongue is more preferred (e.g. Belhiah & Elhami, 2015; Sahiruddin, Junining, & Prawoto, 2020) and advocated (Kirkpatrick, 2014). As a second or foreign language, English remains a challenge for teachers and students in this context. It is validated by many studies discussing linguistics issues in EMI implementation (e.g. Ibrahim, 2001; Vu & Burns, 2014; Mahboob, 2017).

Challenges of using English in EMI classroom is the third aspect investigated in this research. The result shows that though the students have studied English since middle school, it is still effortful for them to communicate in English, to convey ideas, and to comprehend the lecturers' explanation. It is logical provided that the subject content learned in the university is different with that studied at school. Moreover, despite curriculum changes, the teaching and learning of English subject in secondary education in Indonesia has not yet emphasized practices but the theory of English language (e.g. grammar) (Maya and Iskandar, 2020; Dewi et.al, 2020). Whereas, it is truism that practices is the major key to be able to communicate in a foreign language. As the academic challenges get more demanding in universities, some suggest universities to have students taking an English for Academic Purposes (EAP) course prior to attend the EMI program (e.g. Ibrahim, 2001; Kim, 2017). In an EMI class, students and educators will study not about "English" but use English as a medium. Therefore, initially studying English in an academic context is worth considering because being exposed directly to an EMI class where the lesson is specific to the students' major without any preparation may left the students miscomprehending the lesson.

Content lecturers in this study also found it burdensome to use English, particularly in preparing the lesson and explicating it in English. This result is similar to a research conducted by Vu and Burns (2014) about lecturers' difficulties in an EMI classroom in a Vietnamese university. For lecturer participants in this research, studying and lecturing in English require different skill set, let alone teaching a specific

subject in English. A combination of linguistics and pedagogical competence is needed (Shohamy, 2012).

The linguistics difficulty of lecturers and students discussed above likely relates to the fourth aspect scrutinized; support by the institution. There has been lack of support testified by the participants. The lecturers in this study pinpoint EMI trainings that were used to involve those teaching in the EMI class (international class). However, it was not regular and such program is no longer available. An almost similar assertion was also expressed by the students. There is no support from the institution yet to improve their English skill. Hence, while being asked about the participants' expectation towards the EMI program - which is the fifth aspect investigated - all of them robustly highlight a training program to improve their English skills. Some state that standardised teaching materials are required.

In a survey study carried out in Italian higher education, a similar condition found, where two-thirds of the participants stated that they receive no training for the EMI program or so called English Taught Programs (ETP) (Costa & Coleman, 2013). A possible reason mentioned in the study is the program has probably just begun and they deem that there is no need to conduct training, or in the worst case, the institutions cannot afford such training. Even with a training, there is no guarantee that ideal communicative competence can take place (e.g. Hu & Lei, 2013). Therefore, training on English skill should be the least a university should do to support EMI program. EMI training can assist content teachers to obtain language awareness and knowledge on ELT methodologies (Beaumont, 2020).

Despite a lack of support to enhance their English skills, interestingly, both lecturers and students perceived that EMI improves their English capability, to some extent. Both of them asserted that the use of English in tasks or assignments has developed their reading skill. Lecturers, in particular, stated that their speaking skill is also advanced. While the students reported an increase in their vocabulary. This result is similar to a mixed-method study conducted in six Vietnamese universities where students shows satisfaction in their reading skills in EMI course, followed by general vocabulary and listening skills (Tran, Burke, and O'Toole, 2021). Another study in a Turkish university found that more than two-thirds research participants (students) believed that EMI program has improved their reading skill (Cosgun and Hasirci, 2017). In Indonesian context, Sudana et. al. (2023) discovered that exposure to English in EMI classrooms influenced the English skills of teachers and students. Though English use was limited, support was insufficient, both students and lecturers still have positive perception on the impact of EMI to their English ability. This belief develops presumably due to the lack of daily use of English. Thus, even with limited use, the participants see it as a development.

CONCLUSION

This study aims to explore the experience of university students and lecturers in using English as medium of instruction in international classroom in four faculties at Universitas Negeri Padang. The results of this study support previous studies regarding users' experience in EMI classrooms. There are six aspects of experience investigated namely (1) the use of English, (2) teaching method, (3) challenges/difficulties, (4) impacts of EMI to English skills, (5) support provided by the institution, and (6) expectation toward EMI program.

The results disclose that (1) the typical teaching and learning in the international class has already in accordance to the common practice of EMI class that are conducted bilingually; (2) the EMI and non-EMI classes were taught using the same method that

is adopted by the institution (i.e. project-based learning) and the lecturers focus on the content not the language; (3) both students and lecturers find it challenging to use full English to interact; (4) yet, the use of English has, to some extent, developed the participants' English skills; (5) there is lack of support to improve the English skills of both participants, thus (6) trainings on how to enhance the English skills of both lecturers and students are needed.

This study has touched various aspects of lecturers' and students' experience in EMI class. However, their experience was self-reported, explored merely through interviews. Future studies need to verify this by direct observation or employ other research methods and designs. In addition, future studies may need to look at the stakeholders point of view so that the gaps or needs stated by students and lecturers found in this recent study can be addressed.

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