

The state of English as
Medium of Instruction
(EMI) in Higher Education
Institution in Indonesia

The researchers



Martin Lamb
University of Leeds



**Nilawati
Hadisantosa**

Atma Jaya Catholic
University

**Kuchah
Kuchah**

University of Leeds

**Dana
Waskita**

Bandung Institute
of Technology

**Nur Fauzan
Ahmad**

Diponegoro
University

01. Introduction

- Increased adoption of English as a Medium of Instruction (EMI) in Indonesia
- Rising concerns despite having support from the government
 - Concern to understand the extent of EMI
 - Find out whether it is being implemented in effective ways
 - How it might be supported to optimize educational achievement
- This report was commissioned by the British Council to address these issues.

02. Background

Definition for EMI:

The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English.

(Macaro, 2018, p.19)

EMI in the East Asia Region

Despite concerns about educational benefits and social inclusivity, there was “a general trend towards rapid expansion of EMI” and an expectation that it would continue to grow.

Dearden's (2015) well-cited survey of 60 countries worldwide

03. Research Methodology

Instruments:

- Online questionnaire for institutional managers
- Online questionnaire for lecturers engaged in EMI
- Case studies for 3 HE institutions with class observations, lecturer interviews and student focus groups
- Other data

Sampling:

Type of Institution	<i>Negeri</i>	<i>Swasta</i>	Total
Universities and institutes	38 (11)	11 (3)	49 (14)
Faith-based institutions	10 (2)	19 (5)	29 (7)
Polytechnics	27 (3)	5 (0)	32 (3)
TOTALS	75 (16) = 21%	35 (8) = 23%	110 (24) = 22%

Table 1 – Summary of institution types (with number of responses in brackets)

Responses

24 responses were received from university managers, representing 22% of those samples.

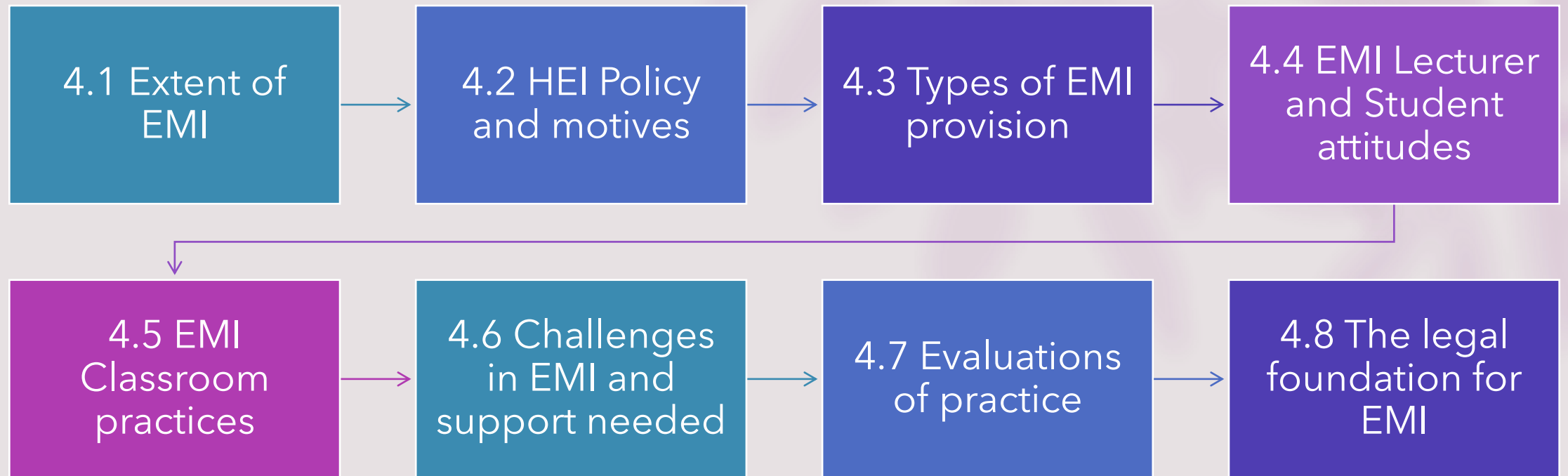
19
institutions
in Java

3 institutions
in Sumatera

1 institution
in Sulawesi

1 institution
in Bali

04. Results



05. Summary of Findings

What is the current ambition for EMI in Higher Education Institutions and how is this supported through national policy, local policies and implementation strategies?

EMI is a very recent development, there is no official policy, and the legal position is questionable.

05. Summary of Findings

Who and/or what are the driving forces behind the implementation of EMI in HEIs in Indonesia?

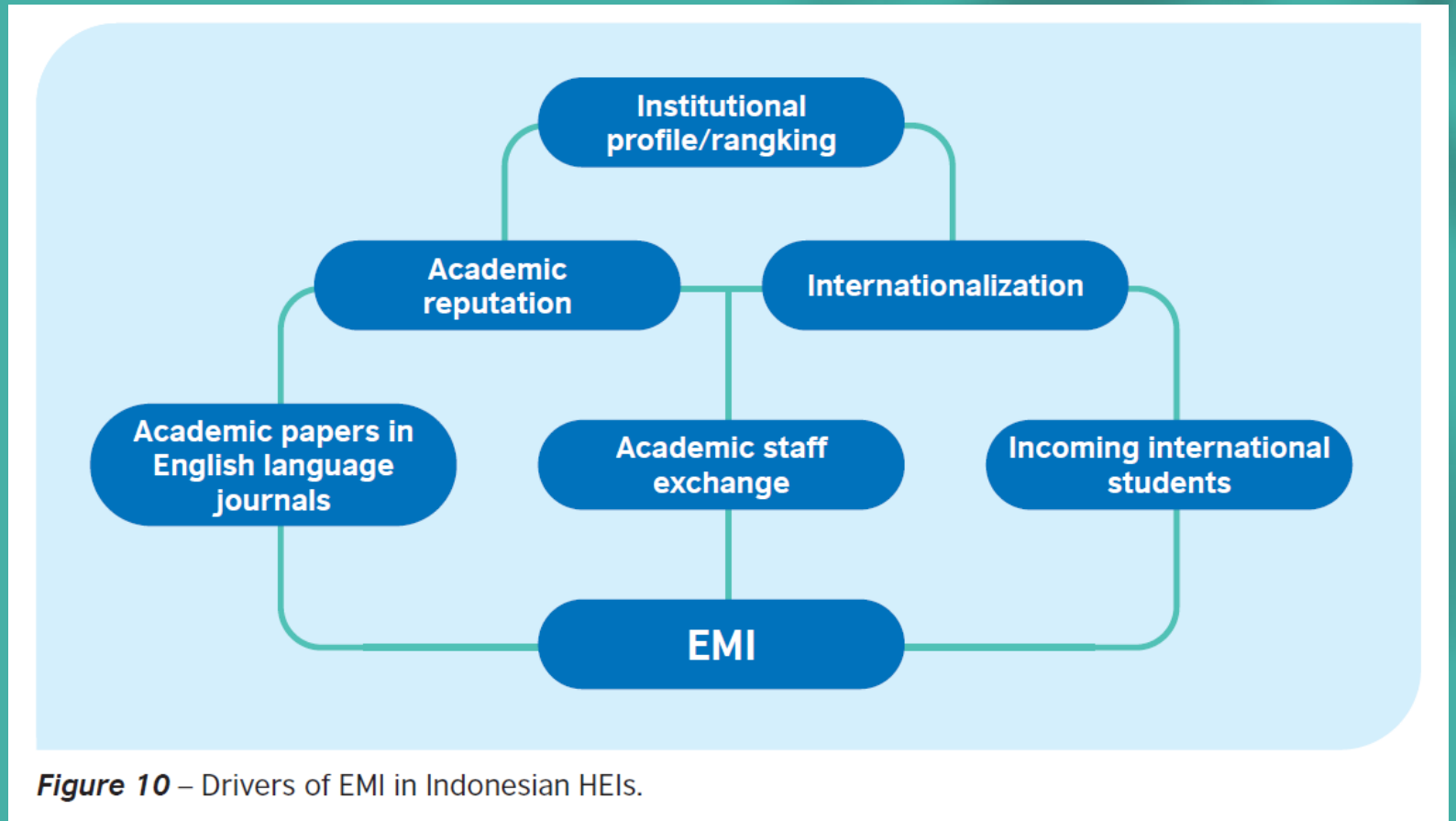


Figure 10 – Drivers of EMI in Indonesian HEIs.

05. Summary of Findings

What are the strategies, approaches and forms of EMI currently being implemented in HEIs in Indonesia?

EMI is not a uniform 'method' but a cover term for a very diverse range of practices.

05. Summary of Findings

What is working well and what is not working well? What are the key challenges and opportunities?

Overall, we found a high level of enthusiasm for EMI, the respondents still exuded positivity about EMI, only if the conditions were right: not a big class, good students' academic English competence, good quality specialist training for lecturers.

06. Implications / Recommendations

- The Ministry of Education gives consideration to the creation of a quasi-official body with responsibility for monitoring and advising on the implementations of EMI programmes in HEIs.

06. Implications / Recommendations

- HEIs should be encouraged to publish their policy on medium of instruction, providing a clear rationale for use of English, stating the learning goals explicitly and giving information about how those goals are assessed.

06. Implications / Recommendations

- Students entering EMI programmes should have a minimum level of proficiency in English, as certified by a reputable English language test.
- The Ministry should support the development of an English language test for Indonesian high-schools and HEIs which can be aligned with international standards such as the Common European Framework of Reference (CEFR)

06. Implications / Recommendations

- HEIs which want to implement EMI need to re-think their English teaching strategy.
- We recommend close collaboration between the university language centres and faculties, with discipline-specific instruction offered to students who are engaged in EMI course.

06. Implications / Recommendations

- HEIs must recognize that EMI also requires investment in staff training, specifically in teaching methodology and in appropriate educational technology.

06. Implications / Recommendations

- There is a danger that EMI could exacerbate socio-economic differences in Indonesian society; HEIs should counter this by not allowing special entry to EMI programmes on the basis of English skills alone, and by making English skills training freely available for undergraduates.

06. Implications / Recommendations

- EMI should not be, namely, a short-term profit-making enterprise.
- In Indonesia, where English is learned outside formal institutions as much as within them, there is an even greater risk of class exclusion (Lamb, 2011)

THANK YOU

<https://www.britishcouncil.id/en/programmes/education/emi-higher-education-institutions>