THE USE OF ENGLISH MEDIUM INSTRUCTION ON EFL STUDENTS AT TERTIARY EDUCATION LEVEL

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Abstract

Nowadays, English Medium Instruction (EMI) was used in many education levels. Although L2 learners study English since primary education, some of them still cannot communicate and write well in English. It is probably caused by lack of self-esteem, motivation, comprehensible input, and interaction. This study aimed to investigate the use of English medium instruction on EFL students at tertiary education level. This study employed a quantitative method. The participants of this study were 45 undergraduate students at Khon Kaen University, Thailand. A survey questionnaire regarding the use of English medium instruction with a five points likert scale is assigned to obtain the data. The result of this study revealed that there are some subjects that use English as medium of instruction. Furthermore, the students stated that they got exposure in English in several ways such as read textbook, watch YouTube, and write power point in English. The results also showed that the students' English ability significantly improve regarding the use of English as medium of instruction.

Keywords: *EFL Students, English Medium Instruction, Students' English Improvement, Students' English Exposure.*

Introduction

The developing requirement for English as a key toward global communication, relation, and information is noticeable in tertiary education around the world. This phenomenon happens either in countries where English is spoken as a second language (ESL) such as India, Philippines, Singapore Malaysia, etc. or English as a foreign language (EFL) like Holland, Germany, Hungary, Thailand, and Indonesia (Ibrahim, 2001). Thus, there are a number of universities adopt English as a medium of instruction as using English medium instruction (EMI) gives learner more exposure to the language (Barnard, 2014).

English-medium instruction (EMI) refers to "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions

where the first language (L1) of the majority of the population is not English".(Macaro et al., 2018). EMI in higher education has grown rapidly over the past two decades or so due to the increasing dominance of English and the intensifying internationalization of higher education. For example, a survey of English-medium instruction in 54 countries around the world revealed that an accelerating expansion of English-medium courses and programs in higher education on a global scale. (Dearden, 2016)

Nowadays, there are many subjects are taught using English at tertiary education. As a result, there was an urgent need to investigate one of the most common methods of language learning—English Medium Instruction (EMI), whose particulars may be utilized by nations with low English proficiency.It is believed that EMI is a method of teaching and learning that involves "focus on non-language subject matter and focus on language in term of both communication and cognition".(Tamtam et al., 2012).

In general term, EMI implies as a reference to a classroom setting in which both the instructor and the students communicate using English.Specifically, EMI refers to instructional settings where the use of English is linked to a language learning goal. EMI refers to using English to teach content subject and the other EMI refers to teaching English as a subject. This study is limited to teaching subject through English. EMI, utilizing English to show content subjects, can be a superior method for taking care of students' language issue than showing English as a subject, since it permits students more openness to the language (comprehensible input) and greater chance to utilize it (comprehensible output). The implementation of EMI could be full/total or partial immersion. In full drenching classes, the educator will in general be a local speaker of the subsequent language utilized (Sardi et al., 2022). Within learning subjects through English medium instruction, the students' need some aspects such as motivation, comprehensible input, output, interaction, and practice. Ibrahim (2001) stated that the students and teachers have positive attitude toward EMI. English is progressively fundamental for social, scholarly, and proficient purposes that would invigorate the two understudies and educators to work on their proficiency in the language. Having only motivation is not enough for studying English while a learner needs input.

There were several researches related to language instruction. Most of the study of EMI focus on the higher level of education (Walkinshaw et al., 2017). Also, the study about the implementation of EMI in Asia-Pacific Higher education and a study done about challenges in using EMI that investigated a new EMI undergraduate program in Vietnam (Paulsrud & Toth, 2019). In another study carried out in the Republic of Korea, the introduction of a language support course appeared to assist students in preparing for their EMI classes, as the facilitative environment of the course structure enabled students to develop confidence and confront anxiety about completing academic tasks via English (Chang et al., 2017). More recently, we carried out a quantitative EMI study that examined the content knowledge of 146 Japanese L1 EMI students majoring in international business at a Japanese university (Rose & McKinley, 2018).

Nirma Paris, Pratiwi Samad, Farida Abdul Rauf. (2022). The Use of English Medium Instruction on EFL Students at Tertiary Education Level

Inspiring: English Education Journal Vol. 5 No. 2 (September 2022) pp. 94-102 ISSN 2721-2130

Those studies focus on the higher education because as the upper education in this globalization era, the aim of EMI is to prepare an international career for the students (Çağatay, 2018). Due to the requirement for international language proficiency when conducting research and English proficiency when locating information on the Internet, the use of EMI is synonymous with higher education, including senior high schools and universities;reading actual information in books and scientific papers from experts;participation in conferences, forums, etc., with colleagues from other countries,that mostly use English in their work. Another study revealed that, along with preparatory performance and L2 ability, self-efficacy was a statistically significant predictor of EMI success. This is similar to the distinct types of diction used (Sardi et al., 2017). It also revealed the significance of language support courses, both before and during EMI study, in promoting student self-efficacy and ensuring a greater chance of academic success. Positive self-beliefs appear related to student effort and perseverance in EMI preparation (Thompson et al., 2022).

Teachers' perspectives also shift as a result of the use of EMI. They agree that teaching English can assist students in achieving success in their academic and social environments (Ermawati et al., 2021), as well as in their careers after graduation. In addition, the lecturers are unconcerned about EMI in higher education, such as the English-language resources. The lecturers believe that because students have access to all English-language resources through EMI, they will be able to better utilize their fields of study. They think that students lack the English language skills necessary to learn subjects. As a result, they back the idea that teaching in Turkish helps students better comprehend the lesson's material. In addition, they think that EMI would contribute to their English proficiency levels as well as their fields of study. (Başıbek et al., 2014)

The use of EMI was found in many schools in many countries. Along the use of EMI in learning, some challenges faced by the teachers in using EMI. The literature identifies four major EMI challenges facing teachers, including teachers' language abilities, students' proficiency, appropriate methods, and inadequate resources (Vu & Burns, 2014). This issue is important to be studied since it has been a dilemma for students and teachers on using EMI. It also mentioned that the English language used as a medium of instruction has some understudied issues (Sengsouliya et al., 2021). Finding the perceptions of the students are so important to see the implementation of EMI. So, this study focused on the students' perceptions about using EMI. Researching students' perceptions are essential because their views may negate those of other key stakeholders (Pun & Thomas, 2020). Subsequently, the worries about them ought to be viewed in a serious way.The authors would like to debate a few of the perceptions about the use of EMI to fill the void. By studying the perception of the students, the writers believe it could contribute information about the use of EMI in higher education level so that the use of EMI will be used much well in the days ahead.

The reason for this study were to research the students' exposure and the students' English improvement regarding using English as a medium instruction in higher education;

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1. How are the students' undergraduate exposure toward English medium instruction?
2. Is there any students' development in English by using English medium instruction?

Method

The participants of this study were 45 undergraduate students of Faculty of Engineering and Faculty of Technology, Khon Kaen University. The participants were chosen as they have some subjects which using English as medium of instruction.

The participants were given questionnaire about English medium instruction (EMI). The questionnaire contains statement asking the students' exposure and development in English regarding studying subjects using English as a medium of instruction. There are 18 positive item of questionnaire statement:

1. There were six items of questionnaire related to the students' exposure in English.

Table 1. Students' exposure in English.

Questionnaire Item	Statement
1	I discuss courses with my friend using English.
3	I read English textbook.
5	I use written English in my power point.
7	I speak English in my presentation.
9	I write my assignment in English.
11	I watch English YouTube related to my courses.

2. There are six items of questionnaire related to the students' exposure in Thai.

Table 2. Students' exposure in Thai

Questionnaire Item	Statement
2	I discuss courses with my friend using Thai.
4	I read Thai textbook.
6	I use written Thai in my power point.
8	I speak Thai in my presentation.
10	I write my assignment in Thai.
12	I watch Thai YouTube related to my courses.

3. And there are six items of questionnaire related to the students' English development regarding using English as a medium of instruction.

Table 3. Students' English Development

Questionnaire Item	Statement
13	My speaking improves when courses using English.
14	My listening improves when courses using English.
15	My reading improves when courses using English.
16	My writing improve when courses using English.

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17	My vocabularies improve when courses using English.
18	My pronunciation improve when courses using English.

The data were analyzed quantitatively. This quantitative analysis employed statistical calculation. The steps to undertake quantitative analysis were as follows:

1. The data obtained from the student questionnaires was classified according to the following procedure:

Table 4: Likert scale of Questionnaire

POSITIVE STATEMENT	
Category	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

There were 18 positive items of questionnaire statement. If a student answered all of the items with strongly agree, he/she would get 90 points, while if a student answered all of the items with strongly disagree, he/she would get 18 points.

2. The students' score were calculated.
3. The scores were interpreted by using the following classification:

Table 5: The interpretation of the scores of attitude classification

Percentage	Category
81% - 100 %	Very strong
61% - 80%	Strong
41% - 60 %	Enough
21% - 40%	Low
0% - 20%	Very low

Results

Figure 1. Students' Exposure in English

Nirma Paris, Pratiwi Samad, Farida Abdul Rauf. (2022). The Use of English Medium Instruction on EFL Students at Tertiary Education Level

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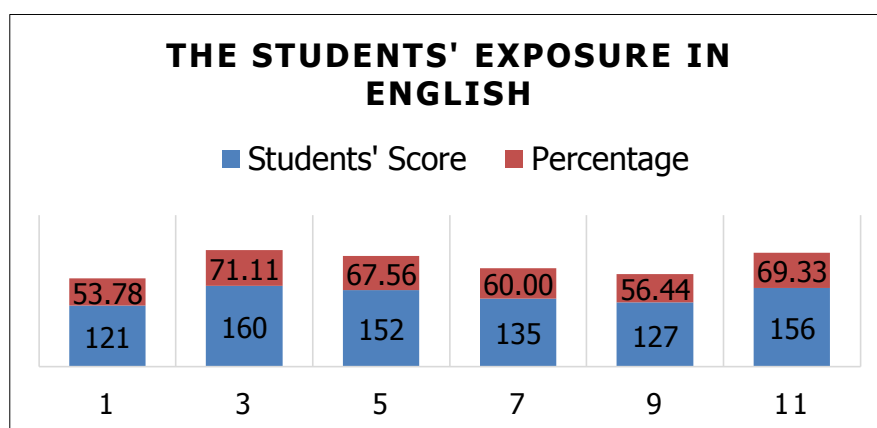
The result of the students' exposure in English found that the students discuss courses with their friend using English 53.78%, the students read English textbook 71.11%, the students use written English in their power point 67.56%, the students speak English in their presentation 60.00%, the students write their assignment in English 56.44%, and the students watch English YouTube related to their subject 69.33.

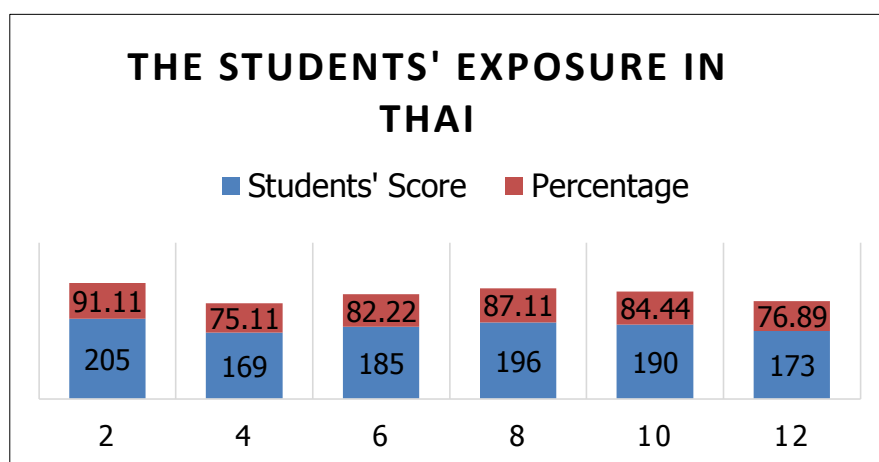**THE STUDENTS' EXPOSURE IN THAI**

Figure 2. Students' Exposure in Thai

The result of the students' exposure in Thai found that the students discuss courses with their friend using Thai 91.11%, the students read Thai textbook 75.11%, the students use written Thai in their power point 82.22%, the students speak English in their presentation 87.11%, the students write their assignment in Thai 84.44%, and the students watch Thai YouTube related to their subject 76.89%.

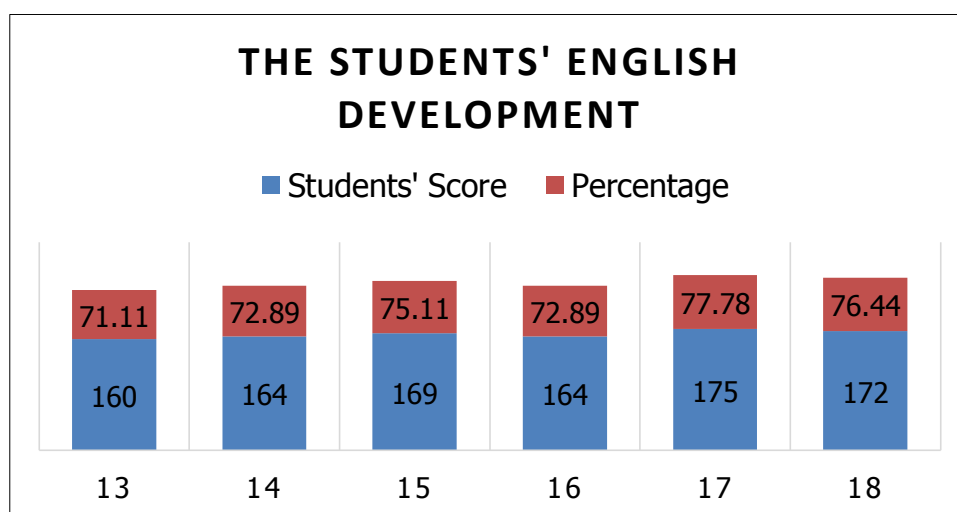**THE STUDENTS' ENGLISH DEVELOPMENT**

Figure 3. Students' English Development

This result found the students' speaking ability 71.11%, listening ability 72.89%, reading ability 75.11%, writing ability 72.89%, vocabulary ability 77.78%,

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and pronunciation 76.44%. Those students' attitude categorized agree and interpreted as strong.

Discussion

Comparing the students' exposure in English and in Thai, the students have more exposure in Thai than in English. As proven form the list of percentages that students' exposure in Thai range of language achieves more than 80%. Therefore, however, the students read English textbook, watching English YouTube, and using written-English on power point categorized agree and interpreted as strong. While speaking English in presentation, writing assignment in English, and discuss subject using English categorized neutral and interpreted as enough.

By comprehending the context of EMI in teaching, the instructional arrangements must be made in good management to invent a convenient condition in order that the students' self-efficacy can support them to learn their foreign language better. At the case of the students' exposure in English, the result of this study shows that 53,78 percentage became the lowest scoring of students' efforts in discussing their English. In the same case regarding to speaking accomplishment, it also was found by Mark's result in clearly outlined that a lack of exposure to and support for an English environment seems apparently difficult to gain the students' interest to their studies (Mark, 2018). Besides, students with their high anxiety to learn speaking mostly caused by the teachers' instruction of teaching that focused only on writing and grammar (Bushro & Fatimah, 2022).

In the evidence of students' English development, the writer found that almost the entirely English components accomplished the prevalent percentage after courses in English. The Thai learners are better to pay more attention in sharpening their English concerning the ability to pronounce mostly influenced by their accent. In further findings, Sriudomkij and Sopirac (2013) described that the factor causing the Thai errors' in speaking revealed from their problems in pronouncing the words especially in English consonant. Furthermore, the result related to Thai language development, and their exposure of English was categorized in strong measurement. Then, to prevent the misunderstood linked up to their English improvement, they agree to have a concern in enhancing their skills of speaking, listening, reading, writing, vocabulary, and pronunciation.

Conclusion

This study found that in studying subjects, the students are agree to have exposure on reading textbook, followed by watching YouTube, and writing English in power point. While the students' English ability significantly improve regarding using English as medium of instruction.

This study was limited to a small participants. Further study should have a large participants from other background. Future researcher also may involve other instrument.

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Nirma Paris, Pratiwi Samad, Farida Abdul Rauf. (2022). The Use of English Medium Instruction on EFL Students at Tertiary Education Level

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Vol. 5 No. 2 (September 2022) pp. 94-102
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