Lecturers English-medium Instruction Skill at Tertiary Vocational Education

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Abstract: English-medium Instruction (EMI) is a teaching activity for core subjects in English. In this case, the lecturers of Core subjects in a study program will deliver the subject using English. EMI focuses on transferring knowledge related to core competencies of study programs in English. In contrast, English Language Teaching (ELT) is teaching English as a subject to enable the students to communicate using English. This study investigates how need the lecturers at the Politeknik Negeri Batam have English training to build their EMI ability. This is qualitative descriptive research. The data is taken using a questionnaire to lecturers from different study programs at Politeknik Negeri Batam. The result shows that EMI training is needed to improve the fluency of the lecturers in teaching using English as well as develop their skills in creating and preparing teaching materials in English.

1 INTRODUCTION

English has become a lingua franca of the Association of South-East Asian Nations (ASEAN), a strategic regional organization for the economy andsocial stability (Walkinshaw, Fenton-Smith, & Humphreys, 2017), where Indonesia is one of the members. On the other side, the English skill of Indonesian Higher Education (HE) graduates are relatively uncompetitive (Dewi, 2017; Simbolon, 2018). Hence, there is an urgent need for contributionto addressing English support for Indonesian HEgraduates during their university years.

Teaching a subject in English becomes more popular nowadays as more and more university open their scope to have a dual degree or international program. Thus, the lecturers of core subjects for this program have to be able to deliver their subjects in English.

Teaching subjects with EMI is challenging for some lecturers because most of them are not familiarwith this situation. In addition, most of them are passive speakers of English itself. They have a good understanding to read, writing, and listening to English materials but they are not fluent to speak in English.

Carrió-Pastor (2020a) questioned the use of certain forms of discourse that can give expected impacts to the listener in EMI research. In her study on the prepared speech of EMI teachers' recorded-videos, it was found that pragmatic strategies like using mitigation markers and boosters were less dominant in comparison to terminologies of the learning topics. She suggested that EMI teachers should pay attention to pragmatic competence and strategies which enable the teachers to go beyond explaining knowledge and subjects, for instance, finding ways for softening their discourses for avoiding the impression of a direct command from the students. Moving to some earlier studies, Dyer &Keller-Cohen (2000) investigated the use of a narrative of personal experience to construct professional identities through recurring institutionalroles in the lecture spoken discourse.

Meanwhile, engineering lectures in Malaysia seem to give more emphasis on informing students on things related to the course material. Besides, lecturers in the UK worked in industries before having to the university positions, whilst in Malaysia people come to academia from their early career.

The above-mentioned studies confirm that EMI lectures are an important channel to understand English discourse strategies and how the EMI

lecturers position themselves and construct their identities through language use. However, none of these studies benefits from the Indonesian HE setting.

Current studies on EMI in Indonesian HE tends to ignore the EMI lecturers' English use when teaching. For example, Dewi (2017)and Simbolon's (2018) studies are undoubtedly important in providing insight into EMI implementation in

Indonesia. By using a qualitative-quantitative-method, the former study unpacks that English lecturers at Indonesian tertiary education believe that EMI implementation faces several challenges ranging from the lack of students' English proficiency to a broader social attitude and sentimentto the English language. The latter study identified several issues surrounding EMI implementation at a vocational-based university in Indonesia by doing interviews and a Focus Group with the university lecturers and stakeholders. Simbolon (2018) highlights the lack of English skills of the students andlimited guidance for EMI implementation as the keyfinding of the study. Yet, to what extent the aforementioned beliefs, attitudes, sentiments, and perceptions are exemplified by the EMI lecturers through their English use in classrooms are still absent. Hence, our project will go through analyzing the actual discourse strategies of English in EMI lectures.

On the other hand, English-Medium of Instruction (EMI) has undergone a rapid growth globally in all levels of education, from primary school to university level (tertiary education), and teaching English to academic subjects like mathematics, geography and others have been more common in private education than in government-funded or public education (Dearden, 2015). Amongthe common motivations behind EMI implementation are the internationalization of universities by makingEnglish the language in the classroom instead of the local language (Moncada-Comas & Block, 2019) and responding to government policy like the Bologna Process in the European context (Carrió-Pastor, 2020b).

For the Indonesian context, this condition is ironic given that thorough research on what is happening in EMI classrooms have not yet touched tertiary education in Indonesia. It has been true that English has been taught from primary level to tertiary education in the Indonesian context. Still, the level ofEnglish of Indonesian higher education graduates is relatively low (Kirkpatrick, 2012). Our project is one of the important efforts for

understanding what is happening in EMI lectures and supporting a successful transition to EMI for both students and lecturers of Indonesian government-owned tertiary education which has a specific focus on generating ready-to-work diploma graduates.

Although English has been taught at a higher education level in Indonesia, it seems that English Language Teaching (ELT) classroom alone seems tobe far from enough because it merely focuses on the students' proficiency and communicative competence in English. Meanwhile, EMI provides anopportunity for the students to use English more authentically (Galloway, Kriukow, & Numajiri, 2017). EMI can function as giving the polytechnic students more access and exposure to the English language, besides ELT, while getting knowledge to their specific educational fields. Moreover, from the lecturer's competence perspective, an English Language lecturer can potentially inform and assess the students' English competence based on languageteaching knowledge, whilst EMI teacher focuses on assessing knowledge of content-specific subjects delivered in English. In other words, EMI is not to substitute ELT but ELT to some extent inspires the development of EMI (Galloway et al., 2017). Hence,EMI implementation is important since both EMI and ELT can be mutually valuable for polytechnic students in Indonesia to increase the competitiveness of Indonesian higher education graduates in the global marketplace.

Apart from having academic impacts, this projectwill also be a valuable input for HE policy in Indonesia. On the one hand, the Indonesian government has struggled for encouraging the academic community to employ EMI as an importantaspect for preparing the students to be employed at multinational workplaces. The Ministry of HE and Research of the Republic of Indonesia has stated that the use of English for students and academic staff is very important to enhance the global competitiveness of Indonesian tertiary education (Dewi, 2017). Furthermore, Dewi (2017) argues that the Indonesiangovernment has announced the implementation of English and Indonesian curriculum to all universities in Indonesia in 2016, and it should be supported accordingly.

Moreover, from the lecturer's competence perspective, an English Language lecturer can potentially inform and assess the students' English competence based on language teaching knowledge, whilst EMI teacher focuses on

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2 FORMULATION OF THE PROBLEM

This research is aimed to investigate the current condition of lecturers' English knowledge and competency. The discussion will include:

1. How long do the lecturers teach at the tertiary education level?
2. What is their English proficiency level?
3. How long have they use English in teaching?
4. What are their weaknesses in delivering the subject in English?
5. What teaching with EMI skills do they need to improve?

3 RESEARCH PURPOSES

This project will be a worthy contribution to The professional development of lecturers as this research is going to provide professional development program design in EMI. Our findings are oriented to be the main input of English-Medium Instruction (EMI) policy or program design for Indonesian polytechnics, specifically Politeknik Negeri Batam.

4 LITERATURE REVIEW

Many current studies have been devoted to analyzing EMI discourse strategies in the HE context. For example, Carrió-Pastor (2020a) questioned the use of certain forms of discourse which can give expected impacts to the listener in EMI research. In her study on the prepared speech of EMI teachers' recorded videos, it was found that pragmatic strategies like using mitigation markers and boosters were less dominant in comparison to terminologies of the learning topics. She suggested that EMI teachers should pay attention to pragmatic

competence and strategies which enable the teachers to go beyond explaining knowledge and subjects, for instance, finding ways for softening their discourses for avoiding the impression of a direct command from the students.

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Dewi (2017) and Simbolon (2018) studies are undoubtedly important in providing insight into EMI implementation in Indonesia. By using a qualitative-quantitative-method, the former study unpacks that English lecturers at Indonesian tertiary education believe that EMI implementation faces several challenges ranging from the lack of students' English proficiency to a broader social attitude and sentiment to the English language. The latter study identified several issues surrounding EMI implementation at a vocational-based university in Indonesia by doing interviews and a Focus Group with the university lecturers and stakeholders. Simbolon (2018) highlights the lack of English skills of the students and limited guidance for EMI implementation as the key finding of the study. Yet, to what extent the aforementioned beliefs, attitudes, sentiments, and perceptions are exemplified by the EMI lecturers through their English use in classrooms are still absent. Hence, our project will go through analyzing the actual discourse strategies of English in EMI lectures.

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Some other previous studies about EMI at the tertiary education level are:

1. Ibrahim (2001). His study is about The Implementation of EMI (English Medium Instruction) in Indonesian Universities: Its Opportunities, its Threats, its Problems, andits Possible Solutions. The result is that total/full immersion is not the right method for language-incompetent students, the writer believes that both a bridging program and a partial EMI program are necessary at least at the initial stage of EMI implementation.

2. Arkin (2013) studies about English-medium Instruction in Higher Education: A CaseStudy in a Turkish University Context. Theresults are the efforts of the content instructor such as reduced speech rate and higher use of content redundancy end to students' problems in following the lecture and comprehending the content. In addition,a significant disadvantage is gathered when the students answered a parallel set of questions in English.

3. Emrije (2015). He investigates English as a Medium of Instruction in University Education. Procedia - Social and BehavioralSciences. He finds that the use of EMI in higher education provides some crucial differences in English language proficiency.

4. Corrigan (2015) researches English For the Medium of Instruction (EFMI) at a University in Hong Kong. He claims that institutions need to develop their language and teaching pedagogy for new lecturerswho use ESL. In addition, a pre-service teacher education is also important for the fulfillment of aspiration at university in Hong Kong.

5. Kuncoro (2015) studies Students' perceptions of English as a medium of instruction in the English class of English education study program at IAIN Palangka Raya. He figure out that most students agreewith all question items that ask about English as a teaching language that is applied in learning activities in English class classes at IAIN Palangka Raya English Education Study Program. Thus, English asa teaching language needs to be applied by English lecturers in teaching English courses at IAIN Palangkaraya English Education Study Program.

6. Macaro and Akincioglu and Dearden (2016) investigate English Medium Instruction in Universities: A Collaborative Experiment in Turkey. They find that the whole suggests that collaboration of "collaborating pairs" of teachers using a "collaborative planning tool" can be highly beneficial and we provide case studies of both successful and less successful aspects of the intervention.

7. Syakira (2020) investigates English asMedium of Instruction at Physics International Class Program: A Study of Students' Perception which focuses on students' perception of English language usage as the medium of instruction (EMI) in the teaching ad learning process at Physics International Class Program (ICP), State University of Makassar. The result shows that EMI in ICP can improve the English ability of several students especially in writing, reading, and vocabulary while some other students are having difficulties learning activities.

8. Ozer (2020) examines Lecturers' experiences with English-medium instruction in a state university in Turkey: Practices and challenges. He identifies that most of the respondents want to have an EMI support system set up in the institution. They agree to propose to be facilitated with 'teaching practices among content lecturers', 'challenges and constraints which content lecturers face' and 'training coursesfor content lecturers'.

9. Navas (2020) research about questions in EMI undergraduate lectures in a Sri Lankan University: Why are they important?. The result shows that most of the lecturers ask rhetorical questions. This can imply meaningful interactional episodes of dialogic nature. He enlightens that lecturers should be trained to ask non-rhetorical questions which can build interaction to achieve the EMI goals.

10. Simbolon (2021) investigates EnglishMedium Instruction (EMI) practice: Higher education

internationalization in Indonesia. She finds that the main reason for EMI practice in most Indonesian universities is to address current competition among global universities. Higher educationinternationalization is indicated in using theEnglish language in two main types of EMIclasses: 'Bilingual Class' and 'International Class'.

11. Yuan (2021) explores Promoting English-as-a-medium-of-instruction (EMI) Teacher Development in Higher Education:What Can Language Specialists Do and Become? He discovers that language specialists can take on a new role as EMI teacher educators. They can also teach withEMI. The language specialist can have professional development in the following ways: (1) initiating classroom change through awareness-raising; (2) integrating content and language in specific disciplines through collaboration; (3) attending to EMI teachers' social and affective needs; and (4) advocating the professional status of EMI teachers.

5 RESEARCH METHOD

5.1 Research Object

This research is committed at Politeknik Negeri Batam. The object of this research is the lecturers who are interested in Teaching with EMI. Initially, we offered an EMI training program for all lecturers, respectively more than 300 targeted respondents. However, only 27 lecturers are participating in this research. They are from different academic backgrounds and teaching experiences. These 27 participants are then also become our respondents to give data through questionnaire regarded to their skill in lecturing using EMI.

5.2 Data Collection

The data for this research is collected using a questionnaire filling out by the 27 respondents regarding their experiences and opinions related to their English competency and needs to use EMI in their teaching.

5.3 Data Analysis Method

This is qualitative and descriptive research. The collected data from respondents about their teachingexperiences and opinions is qualitatively

analyzed tomap their needs of English training for teaching with EMI. The analysis brings out the description of the teaching experiences, the English usage, the weaknesses and strengths for teaching with EMI, as well as the improvement skills for the lecturers.

6 DISCUSSION

6.1 Teaching Experiences

The following pie chart presents information about the duration of respondents teaching experiences.

Figure 1: Respondents' teaching experiences.

It can be seen that more than a half of the respondents have teaching experiences within 2 - <5 years (52%). There is almost one-third of the respondents with 5 years-<10 years teaching experience (30%). Meanwhile, there are only 18% of them with teaching experiences of above ten years.

It implies that the motivation to develop lecturers' professional skills in EMI is dominated by them who are young lecturers with teaching experiences of less than 10 years.

Simbolon (2021) states that EMI can bring for a better global competition of the university. It means, the more the lecturers use EMI in their teaching, the more the chance of the university to compete internationally.

6.2 English Proficiency

The following pie chart presents information about the English proficiency of the respondents.
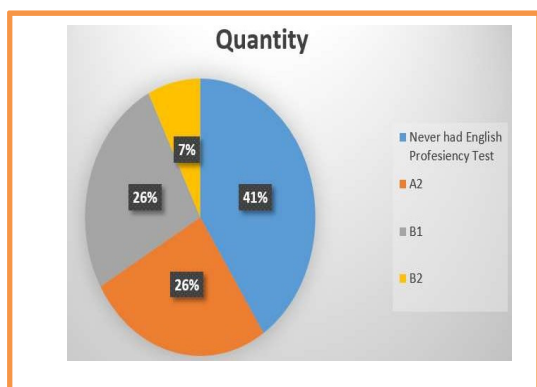
Figure 2: The English Proficiency of the respondents

Figure 3: The respondents' English skills that need tobe improved.

The above pie chart shows that 41% of the respondents are never had got an English proficiency test. There are more than half of the participants with A2 and B1 proficiency levels. Both A2 and B1 are in the same portion, 26% each. There are only 7% of the respondents who are in B2 proficiency level.

It implies that there are almost 60% of the participants who get interested in EMI have tested their English level. This is good for them as they know well their position of English capability and it will help and ease them to improve.

The 41% of the respondents who have not had any English proficiency test cannot be determined as those who are in the lower level of English because there is a possibility that they are better. Therefore, their improvement scenario cannot be directly pictured.

Looking at the data presented by the pie chart, this research has the same result as Emerije (2015) that EMI at higher education has crucial in English Language proficiency. The above data shows that there are only 7% of the participants are at the B2 level.

6.3 English Skills to Be Improved

The following pie chart presents information about the weaknesses of the respondents in using English.
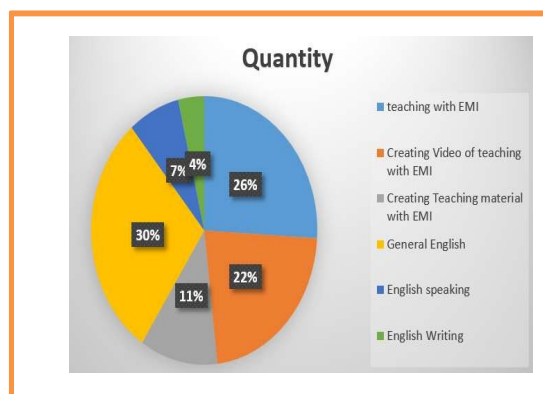
It can be seen that more than half of the participants have difficulties in using English for their teaching. It is noticeably 56% of them confirm that they need to improve their skill in teaching. There are 30% want to master English for being able to create teaching video and 26% to teach in English. The next skill that gets a big portion is mastering general English (22%). Meanwhile, creating teaching material in English gets 11% proportion. The lowest portion is the skills of English speaking (7%) and English Writing(4%).

Most respondents need to improve their teaching ability using English. This shows agreement with the result of a previous study done by Ozer (2020) and Navas (2020) who claims that the teachers should be trained. Arkin (2013) also claims that training such as a bridging program is need.

6.4 Teaching Experience with EMI

All respondents confirmed that none of them have EMI in their teaching. They teach using Bahasa Indonesia. However, they have been familiar with using reference books written in English for the subject taught. They are also familiar with using technical English vocabulary in their teaching.

It implies that all participant has appliedsmall portion of EMI in their teaching. They just need to develop this practice.

For this case, training or bridging class as suggested by Ozer (2020), Navas (2020), and Arkin (2013) is a positive program that will help the teachers for their teaching with EMI.

6.5 The Needs in EMI

When the respondents are asked about specific

skills in EMI to be the topic for their training, all participants agree to have the following topics:

1. CHARACTERISTICS OF GOOD PRESENTATION

This topic will include the following sub-topics:

(1) Like and dislike presentation

(2) Increasing confidence,

(3) The dangers of PowerPoint and presentation slides.

2. PREPARING A SCRIPT

This topic will train the participant on how to write the script for their presentation (teaching). They will be taught what to prepare before they teach in English or create a video of their teaching. This script will help those who are not familiar and have less experience in teaching using English. The script will help them in making more grammatical errors.

3. PREPARING YOUR SLIDES

This topic will include the following sub-topics:

(1) Ensure each slide has a purpose

(2) Limit yourself to one idea per slide

(3) Avoid too much text and complete sentences

(4) Help audiences with low-level English

(5) Illustrate part of a process rather than the entire process

(6) Ensure that everything your write on your slides is 100% grammatically correct

(7) Modify your script based on the slides

(8) Modify an existing presentation that someone else has created

4. PRONUNCIATION AND INTONATION

Tips and tricks on how to set the task for the audience

5. ANSWERING THE QUESTIONS

6. USEFUL PHRASES

(1) Preliminaries and introductions

(2) Outlining agenda

(3) Moving from slide to slide and topic to topic

(4) Emphasizing, qualifying, and explaining

(5) Describing slides and diagrams

(6) Dealing with problems

(7) Asking and answering questions

(8) Ending the presentation/demo

7 CONCLUSION

From the description given above, it can be concluded that:

1. Lecturers who are interested in teaching with EMI are mostly young lecturers with less than 10 years of teaching experience.

2. There are more than half of the respondents have been in A2 and B1 level of English proficiency.

3. There are more than half of the respondents want to improve their English ability for teaching and creating teaching videos with EMI.

4. The participants have applied a small portion of teaching with EMI, that is by using book references written in English and certain technical vocabulary in English even though they teach in Bahasa Indonesia.

5. Specific skills which are suggested by the respondents are about the characteristic of presentation, preparing a script, preparing slides, pronunciation, and intonation, answering questions.

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