



A STUDY OF UNIVERSITIES STUDENTS' PERSPECTIVE ON THE USE OF ENGLISH
AS A MEDIUM OF INSTRUCTION (EMI) IN THE CLASSROOM

GEORGINA P'NG SYN HUEY

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF ENGLISH EDUCATION
FACULTY OF ARTS & SOCIAL SCIENCES
UNIVERSITI TUNKU ABDUL RAHMAN
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GEORGINA P'NG SYN HUEY

APPROVAL FORM

This research paper attached hereto, entitled “Universities students’ perspective on the use of English as a Medium of Instruction (EMI) in the classroom” prepared and submitted by Georgina P’ng Syn Huey in partial fulfillment of the requirements for the Bachelor of Arts (HONS) English Education is hereby accepted.

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Supervisor

Supervisor’s name: Nurullashkeen binti Mohd Anis

Date: 29th April 2021

ABSTRACT

English as one of the global or international language has been used for business, technology, and education. In Malaysia, English has been used as the language of instruction mainly in the higher education. This study aims to investigate the universities students' perception on the use of English as the medium of instruction (EMI) in the classroom and to find out the challenges that the universities students' encounter in using English as the medium of instruction (EMI) in the classroom. This research is conducted using mixed-method. The questionnaire and the interview results indicate that there are various perceptions of the students regarding EMI, in addition to difficulties linked with using EMI. The targeted population of this research is the universities undergraduate students from University Tunku Abdul Rahman (UTAR).

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Date: 11th Dec 2020

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LIST OF ABBREVIATIONS

| | |
|------|------------------------------------|
| BM | Bahasa Malaysia |
| ESL | English as a Second Language |
| EFL | English as a Foreign Language |
| EMI | English as a Medium of Instruction |
| FAS | Faculty of Arts and Social Science |
| MUET | Malaysian University English Test |
| L1 | First language |
| L2 | Second language |
| SLA | Second language acquisition |
| UTAR | University Tunku Abdul Rahman |

CHAPTER I

INTRODUCTION

1.1 Background of study

English, which is known as lingua franca, is the most widespread language in the world. The language is widely used for the purpose of communication, business, education and so on. According to Dearden (2014), a fast moving worldwide shift can be observed in non-native English speaking countries, from English being taught as a foreign language (EFL) to English being used as a medium of instruction (EMI) for academic subjects. English as a medium of instruction (EMI) is defined as the use of English language in the teaching learning process (Rahmadani, 2016). In other words, EMI does not only refer English as the content of the subject, but it also refers to the language of instruction of that subject. Dearden (2014) asserts that EMI is implemented in some countries where their first language is not English and it is used across all the education level including universities, secondary school and even primary schools. This further emphasizes the importance of English language in the global world and education context. Hu (2019) states that in countries where English is a foreign language, EMI is not a new phenomenon to the students. This is because EMI was started since the British colonial era (Macaro, 2018; as cited in Hu, 2019). On the other hand, Simpson (2019) claims that EMI is referred as a situation in which the learners who consider English as an additional language, receive their education in English. Hence, besides getting knowledge about the subject being taught, EMI is seen to help students increase their English proficiency.

According to Ida, Hugh and Olivia (2019), over the last few decades, English has established itself as a global language and it is used to conduct lessons in higher education. The rapid growth of EMI is due to the universities' intention to attract more international students, to enhance the competitiveness of domestic students in the global markets and to raise the

universities' ranking (Rashid et al., 2017; as cited in Dearden and Macaro 2016). Although many countries have implemented the use of EMI for education, some countries do not support EMI. This can be observed in a study conducted by Dearden (2014) on the current situation of EMI in a few particular countries such as Japan, Hong Kong, Netherlands and Malaysia. Based on her study, it was found that certain countries rejected EMI due to political reasons, protection of national identity and freedom to study in home language.

Researchers have different views on the use of English as a medium of instruction (EMI). Some of them support the application of EMI while others show their concern towards EMI. According to Dickson (1996), it is important that English is used as the target language in the process of language learning in the classroom. This is mainly because students will have more exposure to the target language and they will receive more comprehensible input. Besides, it provides a source of modeling for the students in their language production (Dickson, 1996). Through modeling, students are able to use the target language in the classroom and they will become more familiar with the foreign language. In addition, EMI is used to perform various communicative activities in the classroom such as listening, speaking, reading and writing (Ibrahim, 2004; as cited in Rahmadani 2016). This provides more opportunities for the students and teachers to practise English through the four fundamental skills (listening, speaking, reading and writing) in various circumstances such as during lectures, discussions and presentations. Hence, EMI, as a source of comprehensible input, is said to be contributing to the success of acquiring the language (Ibrahim, 2004; as cited in Rahmadani, 2016).

On the other hand, in contrast to the positive views of EMI, Marsh (2006) claims that the adoption of EMI has negative effect, which is the widespread of school wastage. He explains that in some countries that are very poor and considers English as a foreign language; the use of EMI in schools is directly linked to educational failure since the attempt to learn through English results in confusion, distress, and high dropout rates. In addition, Barnard

(2014) claims that EMI creates problems to the students as they face obstacle in understanding the instruction in a foreign language. This is because the teachers' linguistic ability and competence do not necessarily guarantee the effectiveness in transmitting and delivering the content as well as the key concepts to the students. In other words, some teachers' linguistic competence and English proficiency are very low and they are not skillful enough. As a consequence, students often encounter difficulties in understanding the teacher's explanation and completing the task using English. Dearden (2014) further asserts that many countries are lack of linguistically qualified teachers, which brings issues to the use of EMI. For instance, teachers who are linguistically competent are very hard to be found and employed in certain countries to teach English to the students, especially the countries with low income. Hence, this becomes a barrier towards students' learning as they are unable to learn and receive the knowledge efficiently from teachers with high English proficiency.

In Malaysia, EMI is not a new phenomenon as it has been spreading rapidly across the countries' education systems. English is taught as a compulsory subject since primary school and the language is mandated in the curriculum as a required subject at all educational levels (Harison and Wahiza, 2018). The students are exposed to EMI and it is commonly used in universities, secondary schools as well as primary schools. However, due to the Malaysian ESL (English as a Second Language) setting, students often have limited opportunities to use and interact in English. This brings into the question whether Malaysian students are impelled by more pragmatic reasons to learn English in schools (Ida, Hugh and Olivia 2019). Therefore, the purpose of this study is to investigate the universities students' perspective on the use of English as a medium of instruction (EMI) in the classroom. These particular students are targeted not only to express their opinions and attitudes towards using English as a medium instruction (EMI) in their classroom, but also to comment on the challenges they encounter on using English as a medium of instruction (EMI) in their learning process.

1.2 Problem statement

According to Barnard (2014), working solely in English, many students might think and worry that their own languages such as Chinese, Malay and Tamil become inadequate to transmit the knowledge in this 21st century. In fact, many books as well as articles that are published in languages other than English are gradually decreasing. Andrew (2017) asserts that there are two serious issues aroused from the use of EMI in tertiary education settings. The first issue is that most of the course programs offered by the universities are only in English-medium. The second issue is the learners' poor academic achievement in English-medium courses despite the growing interest and the government encouragement on EMI in the education context. The argument is supported by Harison and Wahiza (2018) who state that English language is made as a compulsory subject at all educational levels, however, many past studies have reported that Malaysian learners are continuously facing difficulties in learning English. In relation to this, Rahmadani (2016) claims that the teachers and learners who have a low level of low proficiency will cause the teaching-learning process become ineffective. For instance, a teacher who has a poor English reading comprehension is most likely to have a poor understanding on a particular subject, as a result, the students might get the wrong transmission of information from the teachers. In addition, although there are many previous studies on the use of English as a medium of instruction (EMI) in the classroom, most of the studies focus on its effects and less attention is given to the experience of students. Hence, due to the issues above, this proposed research seeks to examine the students' perspective on the use of English as the medium of instruction (EMI), specifically the universities' students in Malaysia.

1.3 Research objectives

This research investigates the use of EMI from the students' perspective in the context of higher education in Malaysia. Therefore, the objectives of this research are to:

1. examine the universities students' perception on the use of English as a medium of instruction (EMI) in the classroom.
2. find out the challenges that the universities students' encounter in using English as the medium of instruction (EMI) in the classroom.

1.4 Research questions

This study attempts to answer the following questions:

1. What are the universities students' perception on the use of English as a medium of instruction (EMI) in the classroom?
2. What are the challenges that the universities students' encounter in using English as a medium of instruction (EMI) in the classroom?

1.5 Significance of study

It is expected that the findings of this study will be able to share information to English teachers about the students' perspective on the use of EMI in the classroom. The result of the study can also be considered significant to the teachers because they can get to know the student's difficulties along their learning process through the use of EMI. Besides, this study can be used as a reference for the teachers' teaching career as it might be helpful in their teaching process in the future. Moreover, this study provides some additional information to those who are interested in investigating the same area of study and it might be beneficial for them in conducting their study. Lastly, it is anticipated that the research findings will lead to the improvement of EMI practices among university lecturers and benefits the students in learning English as the goal of EMI is to increase learners' language proficiency.

1.6 Limitations

There may be some possible limitations in this study. Firstly, due to the time limits to finish this study, it was impossible for the researcher to collect data from other universities. This study was limited to only one public university in Malaysia. The findings therefore cannot be generalized to all higher educational institutions in the country. Nevertheless, other institutions with similar contexts should benefit from the research findings and gain insights presented in this study. Secondly, pilot study was unable to be carried out in this research due to time constraints. The validity and reliability of the data collected in this study might be affected. Thirdly, the sample size of this study was too small, so, research based on the same study but with a larger sample size are needed to generate more precise results. Last but not least, there was a lack of previous studies on this topic. Studies on EMI in Malaysia were very limited and insufficient as compared to the studies of this particular topic from other countries. Hence, there is a need for more research and further development in this particular area of study in Malaysia.

CHAPTER II

LITERATURE REVIEW

In this chapter, the literature related to EMI is reviewed. The chapter consists of theoretical framework and previous studies. The chapter begins with the discussion of theoretical framework used in this study which are related to EMI including language acquisition and learning theories as well as comprehensible input hypothesis. It continues with a discussion of previous studies which are reviewed and grouped mainly into three topics: the background of English education in Malaysia, the use of EMI and the problems of EMI.

2.1 Theoretical framework

2.1.1 Language acquisition and learning theories

There are several factors that could influence the learning of a second language such as the age of the learner, the motivation of the learner, and the attitude of the learner. According to Andrew (2017), the influenced of the assumptions that second language acquisition is similar to first language acquisition results in many theories supporting the rationale for English-medium instruction as a means for learning a second language (L2). These beliefs are supported by the natural occurrence in the process of language learning, whereby learning takes place automatically through the exposure to the target language. There are many theories proposed regarding the second language acquisition (SLA). One of the major language theorists, Stephen Krashen, has contributed to the understanding of language learning process by distinguishing language learning from language acquisition. According to Krashen (1981), language learning which takes places consciously, is the knowledge about the language. These knowledge includes linguistic features such as vocabulary, sentence structure, grammar and so on (Yule, 1985; as cited in Castello, 2015). On the other hand, language acquisition which is a subconscious process, occurs through a natural environment where the focus is on the meaning (Krashen, 1981). This means that the learners are not consciously aware of the grammatical rules of the language. Lightbown and Spada (2011, as cited in Castello, 2015) assert that acquisition occurs during the formative years of an individuals' life and the language is acquired from people who speak it fluently as the person grows up.

2.1.2 Comprehensible input hypothesis

Krashen's Monitor Model of language acquisition consists of five hypotheses about how language is acquired, namely, the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis and the affective filter hypothesis. However,

the input hypothesis is the most important and influential hypothesis in Krashen's Monitor Model as Krashen (1985) states that language is best acquired when the learners are exposed to the comprehensible second language input. According to Krashen (1985), comprehensible input is referred as the language input that one is receiving is slightly beyond his or her current level of competence. Based on this hypothesis, comprehensible input is seen to have a significant effect on the learners' English teaching of listening and speaking as well as on the learners' communicative skill (Wu, 2010). In addition, the input hypothesis explains that "silent period" occurs where one is acquiring the language, but does not yet actively produce any language (Bahrani, 2011; as cited in Friedrichsen, 2020). In other words, "silent period" is a period of time where the learner is unwilling or does not attempt to speak. According to Krashen (1985), the silent period is a crucial part of language learning and it is necessary in acquiring the language. This is mainly because it is a part of language learning process that every learner has to go through, regardless of age. Hence, it is vital that learners need to use the language through observing and listening in order to produce the language learned.

2.2 Previous studies

2.2.1 The background of English education in Malaysia

In Malaysia, English is taught as a subject in both primary and secondary schools. The language is considered as the second most important language in Malaysia after the national language which is Bahasa Malaysia. According to Tan, Ain, Chan and Zalina (2016), before the independence, English was taught and used in English medium schools. However, after the independence, there was a huge change on the language policy in Malaysia. Bahasa Malaysia (BM) was declared as the official language and the medium of instruction in schools for the purpose of nation building whereas English language became the second most important language (Tan, Ain, Chun and Zalina, 2016). As a result, over the decades, BM was considered

as L1(first language) in Malaysia and Malaysians were generally proficient in only that particular language. Harison and Wahiza (2018) assert that despite of the changes of language policy and the medium of instruction in school, English subject continued to be valued in the education system in Malaysia since it was included in the educational curriculum at all educational level of the country. However, there was an exception in the primary national school, a unique situation exists in the education system whereby vernacular languages such as Mandarin and Tamil were used as the medium of instruction (Tan, Ain, Chan and Zalina, 2016).

According to Nazri (2013), the impact of the implementation of BM as the sole medium of instruction in national schools is that English was merely taught as a subject. When students' rarely have the opportunity to practise communicating in L2, the students' learning will be interfered due to the excessive use of L1 (Manty and Shah, 2017). Consequently, it was observed that there was a huge declined in the students' English competency as well as the increased of unemployment rates among university students in the country (Nazri, 2013). Such scenario had raised concern in the Malaysian context and the government had come to a realization of the importance of English language in the Malaysia education system. In order to increase the quality of English education as well as the English competency among Malaysian students, Manty and Shah (2017) claimed that English was made as a compulsory subject to pass in the national public examination in secondary school and it was made as a prerequisite to enter Malaysian universities by the government. In 2003, a new language policy was also introduced in which primary and secondary school were permitted to use English as the medium of instruction for both science and mathematics subject. The implementation of EMI was the Prime Ministers' response to the students' need of English to access knowledge in science and technology as well as due to the high unemployment rates among graduates (Murad, Mary, Kamila and Holst, 2018). In addition, in the university level, the government

mandated Malaysian University English Test (MUET) as the entry or graduation requirement (Harison and Wahiza, 2018). In order to be qualified for graduation, students were required to sit for the test. Countless attempts can be taken until the students' have achieved the minimum requirement on the test. Therefore, the implementation of EMI further suggests the importance and emphasis of English language in the education context of Malaysia.

2.2.2 The use of EMI

Earlier studies have been conducted to investigate the reasons why teachers teach through EMI. The study of Dearden and Macaro (2016) aims to explore the teachers' attitudes towards English medium instruction in higher education. Semi-structured interview was conducted with a total of 25 teachers, and based on findings of the study, one of the reasons that the teachers teach through EMI is because besides being the international language of the subject, English is used in the text books, articles and teaching materials. According to Naisbitt and Aburdene (1990; as cited in Ibrahim, 2001), English is served widely in the world such as it is used in the field of health, electronics, and technologies; in fact, the language is widely used in the writing of technical and scientific periodicals in the world. Marsh (2006) states that English, as the language of communication, is holding its' first position as a lingua franca in this era of globalization. It's role as the first language in the world is evident during the period of 1995-2005, in which the worldwide educational systems have shown major interest in using EMI. Ibrahim (2001) states that many universities wish to adopt EMI because of its huge opportunities that they may benefit and receive from using the language. In accordance with this, Simbolon (2018) asserts that in Indonesia, many universities attempt to make their universities become international universities and in order to achieve the plan, English was made as the language of instruction. This clearly shows the position of English as a worldwide instructional language in the educational systems as it is widely used not only in countries

where English is a second language (ESL), but also in countries where English is a foreign language (EFL).

Another research was conducted by Rahmadani (2016) that aimed to know the students' expectation of teachers conducting lesson using EMI in the classroom in Indonesia. The research was done in four senior high schools using cluster random sampling and questionnaires consisted of 10 items were distributed to the students. Based on the result of his research, most of students agreed with the dominant of using EMI in the classroom. The reasons were, through using EMI, the students will be able to increase their English skills, to have more motivation and confidence to learn and speak English, to understand the textbook or article in English better as well as to appreciate international culture. Floris (2014) supported the findings of the study by claiming that education decision-makers opted EMI because they believed that through using English to teach subject courses, students' motivation in learning English will be increased, and hence their academic knowledge and language proficiency will be improved.

In addition, previous studies have also investigated the reason of the growth of EMI. Dearden (2014) claims that the major drivers in implementing EMI is to internationalise the education field in their country, specifically in the context of higher education. Internationalising a university is seen as a way to attract foreign students. According to Harison and Wahiza (2018), in order to achieve internationalisation, many non-English speaking countries have promoted English language and proficiency in their countries, including Malaysia. The implementation of EMI in many universities further reveals the importance of English and its role in the context of education. Besides internationalisation, Dearden and Macaro (2016) also state that globalization is another key factor of the growth of EMI in higher education around the world. Gardt and H'uppauf (2004; as cited in Coleman, 2006) further supported the statement by claiming that the spread of English is inseparable from globalization. This is mainly because in today's information age, English language is essential for people to

communicate with one another and to access information in the language. According to Simbolon (2018), globalization has triggered the use of English for communication in many international contexts due to the fact that majority of the information stored in electronic systems are in English. This further suggests the role of English language which is becoming increasingly vital in the era of globalization.

In Malaysia, although Bahasa Malaysia is the national language, English language continues to be a medium of instruction in higher education institutions. According to Barnard (2014), public universities mandated the use of the English language in Science and related subjects and the government encouraged private universities to introduce EMI programs as well. Since English holds a significant status at the global level, English has been made a mandatory subject at the primary, secondary and tertiary institutions in Malaysia. Previous study has been conducted on the use of EMI from the students' perspective in Malaysia. For example, based on the study conducted by Murad, Mary, Kamila and Holst (2018), there was a highly positive attitude showed by the universities students towards the use of EMI for their courses. The findings also indicate that the students prefer EMI class because they wanted to improve their English standard so that they will be able to do better readings and research. Thus, EMI is seen as a positive factor in encouraging the students to use and practise EMI outside the classroom.

2.2.3 The problems of EMI

According to Owu-Ewie and Eshun (2015), in order to eliminate communication gap, EMI is facilitated in the countries where English is not their first language through supporting the bilingual education systems. However, it is observed that some teachers do not follow the EMI policy issued by government and this has created problems for EMI. The successful introduction of EMI in the education of some developing countries becomes a challenge as

there is a gap between the policies and practice. The statement is supported by Jiang, Zhang and May (2019) who assert that the primary cause for the inconsistency between policy and practice is due to the teachers' language ability. Previous study found that all the professors' communicative command of English was very low despite that they had received their training and completed EMI coursework in overseas universities (Hu et al, 2014; as cited in Hu, 2019). One of the EMI professors interviewed pointed out that although they were able to use English textbook to teach the students, they had problem in delivering the instructional content competently to the students due to their difficulty in using oral authentic English. Ibrahim (2001) claims that language issues such as pauses, hesitations and pronunciation inaccuracies that occur during the teachers' teaching process will hinder the students' understanding of the content and instruction. This is because if a teacher is unable to speak English fluently and accurately, he or she might have difficulties in performing the lecture. As a result, the students will not be able to receive the knowledge successfully as they face barrier in learning the language.

Besides the teachers' language ability, the students' English proficiency is also a major problem in using EMI in the classroom. Simpson (2019) states that students' low-level of English ability is often linked to their insufficient exposure to the language. In other words, the students' opportunities to practise the language outside the classroom are very limited. This has a major impact on the students' understanding on the teachers' instructions and explanations. For instance, a study was conducted by Murad, Mary, Kamila and Holst (2018) in Malaysia to examine the effects of EMI on students' learning experiences. The study indicates that majority of the learners prefer mixing English and L1 in the teaching-learning process instead of only using only English as the medium of instruction in the classroom. This is due to the reason that the students have limited prior exposure to English. Nonetheless, the

result of the study also reveals that the combination of both English and L1 would lead to the learners' feelings of confusion and frustration.

Moreover, there appears a lower quality of knowledge transfer as learners face challenges in using EMI. Due to the problem of low proficiency, the teaching and learning processes may become ineffective and inefficient for both the teachers and students. According to Ibrahim (2001), teachers' poor reading comprehension of English textbooks may cause them to have a lack of understanding or even a misunderstanding, this in turn may result a wrong transmission of information to the students. Moreover, students' inadequate communicative competence in English results in their inability to understand the instructional content delivered through EMI. To overcome the problem, Floris (2014) suggests that teachers should use both English and L1 during the lesson. They should code switch frequently so that the students' understanding of the concepts will be facilitated. As an illustration, a study conducted by Hu (2019) showed that due to the challenges in using EMI as well as the professors and the students' inadequate communicative competence in English, various coping language practices was adopted such as English was switched to Chinese when explaining difficult materials. Although there were assumptions that mixed-mode teaching may become a transition to full EMI program, some language theorists opposed the view. For instance, Johnson (1997, as cited in Simpson, 2018) argues that a mixing of the language is counterproductive because it is self-perpetuating substitutes for second language (L2) acquisition. This is aligned with the study conducted by Hu (2019) as the study reveals that the professors and the students who used coping strategies, involving code switching, admitted that they experienced negative outcomes on the teaching and learning of subject content as well as the English language.

Apart from that, Dearden and Macaro (2016) claim that another major concern of EMI is the effect that it might have on the home language (L1). Based on a study, some students were afraid that they might lose their home language as they were learning their terminology

in English. They expressed their wish on learning the terminology of their subject in both languages which comprised of English and their home language (Dearden, Akincioglu and Macaro, 2016). The reason is mainly because the students want to protect their national identity as well as to have freedom studying in their home language. According to Dearden (2014), the effect of EMI on home language might be a sequel to the lost of home language in academic context due to its only use for every day communication. For instance, in Israel, it was found that EMI is considered as a sensitive issue in the country (Dearden, 2014). Therefore, due to these particular reasons and concerns on EMI, EMI is being rejected and resisted by some countries in the education context.

CHAPTER III

METHODOLOGY

This chapter will focus on the methodology of the research. It will discuss the method used to conduct the study and explain the reasons why the particular research design has been used in the study. The chapter begins with the description of the overall research design. In the second section, population and sample are explained. In the third section, the instruments are introduced. The fourth section presents how the data is collected. As for the last section, it offers an analysis of the data collected.

3.1 Research design

This study employs both quantitative and qualitative method, which is also known as mixed-method approach. Whilst quantitative data relies on structured and close-ended, survey questionnaires to seek answers for research questions, qualitative data comprises of open-ended, semi-structured questionnaires to conduct the interview. In order to obtain a reliable data, these data collection techniques were used to answer the research questions with sufficient evidence and convincement. Creswell (2014) claims that that one of the advantages of using mixed

method is that the researcher will have a better understanding on the research problems or questions through comparing different data drawn from the quantitative and qualitative research. Hence, the adoption of a mixed-method design has been chosen so that the researcher would gain an insight into the phenomenon under the investigation of the research of the study.

3.2 Population and sample

The participants of this research were the undergraduate students from University of Tunku Abdul Rahman (UTAR), Kampar. The sample of this study was composed of 81 students from the total population of undergraduate students, with a mixture of both male and female. These targeted students were mainly from Faculty of Arts and Social Science (FAS) and they were taking courses including Public Relation, Advertising, Psychology, English Education and English Language. Besides, they experienced EMI in the classroom. Simple random sampling was used as the sampling technique in this research. In simple random sampling, each sample has an equal probability to be chosen. According to Horton (2019), a sample chosen randomly helps to reduce any potential bias in collecting the data.

3.3 Instrumentation

As mentioned earlier, there are two data collection methods applied in this study including survey and individual interviews. Both survey questionnaire and a semi-structured interview were utilized as the instruments in this study.

3.3.1 Survey questionnaire

The questionnaire survey was developed based upon earlier studies from Tarhan (2003), investigating students, teachers and parents' perception regarding EMI at secondary education. The initial version of the questionnaire consisted of three versions which were the students' version, the teachers' version and the parents' version. However, only the student version of the questionnaire was adopted into this study. A total of 20 items were extracted from the

questionnaire and adapted into this study. The questionnaire in this research was divided mainly into three parts. For part 1, students were instructed to complete their background information. For part 2 and part 3, students were asked to choose a scale ranging from 1-4 that reflects the extent they agree with the following variants: strongly disagree (1), disagree (2), agree (3), strongly agree (4).

3.3.2 Semi-structured interview

Semi-structured interview with open-ended questions was used as a secondary instrument to elicit in-depth responses from the participants. The purpose of conducting the interview was to gain a more profound understanding on the issue and to probe into specific questions of research interest. A major advantage of using this approach is that it reduces the subjectivity and bias of the research. The questions of the interview were designed to explore the students' challenges in using EMI in the classroom. Some general questions can be found in the interview too, but they are for elaboration and clarification purpose. In addition, there were certain reasons why open-ended questions was used in the interview. The researcher did not choose structured interview with closed-ended questions because it is irrelevant in obtaining an in-depth data. On the other hand, an unstructured interview is highly impractical to be used while comparing across data sources. Therefore, semi-structured interview with open-ended questions was chosen to conduct this research.

3.4 Data collection

For data collection, two different sets of procedures were applied for both the survey and the interviews. These will be further explained and discussed below.

3.4.1 Survey

The quantitative research employs a survey research design to gather information. Questions that have been used in other studies were covered in this study. The questionnaire survey was prepared based upon earlier studies developed from Tarhan (2003). There were a total of 20 items extracted from the questionnaire and adapted into this study. The survey comprised of open-ended questions and it was divided into three parts. The first part included the participants' demographic information. The second part consisted of the questions on the universities students' opinions on English language learning. In the third part, the first main research question on universities students' perception on using EMI in the classroom was addressed in the study. Likert scale was used to provide the respondents with multiple choices and to give the researcher a more accurate measure of the liberal feedback. Additionally, the researcher would have a chance to look at the collected data from various perspectives. In the survey questionnaire, the respondents were given four options, ranging from 1 (strongly disagree) to 4 (strongly agree). The reason why 4 points likert scale is specifically chosen is because the researcher desires to collect a specific and accurate response. The survey questionnaire was sent to the 100 participants through Microsoft Teams and they were asked to complete the questionnaire given. It was stated that their participation was voluntary and their answers would be used only for academic purpose. The participants' background information has been kept confidential out of respect for their privacy.

3.4.3 Interview

As for the qualitative research, a semi-structure interview was utilized to understand the students' issue related to the research problem. In this type of interview, the questions are listed systematically and direct answers are required from the interviewee. The interview questions' designed in the study require the students' complete response related to the

challenges of using EMI in the classroom. In this research, the researcher randomly selected 6 participants to be interviewed. The interview was conducted online through Microsoft teams. For consistency and reliability of the result in this research, each student was asked the same questions. Some advantages of using interview include its adaptability, flexibility, and direct response given from interviewee. The interviewer has some control over the process despite that discussion and negotiation are allowed for the interviewee in the process of interviewing (Nunan,1992). This allows more in-depth information to be collected from the conversation of the interview. While interviewing, the researcher listened carefully to the participant's responses. With consent from the participants, the interview sessions were recorded for the purpose of supporting the researchers' data obtained.

3.5 Data analysis

3.5.1 Quantitative data analysis

The researcher used descriptive analysis to analyse the quantitative data. According to Cresswell (2012), descriptive statistics summarizes the overall trends in the data, provides an understanding on the variation of scores as well as gives an insight into the score which appears to be the highest. The data was analysed using statistics and calculations of values based on numbers including frequencies, mean values and standard deviations. In this research, to collect the data from the questionnaire answered by the participants, there were a few steps taken by the researcher. Firstly, the questionnaire is prepared by the researcher. Secondly, the questionnaires are given to the respondents. Thirdly, the responses are collected. Then, results of responses are calculated. Next, the data is analysed obtained using SPSS program and it is summarized.

3.5.2 Qualitative data analysis

To collect the qualitative data, interview transcripts were analysed using the six phases of thematic analysis suggested by Braun and Clarke (2016). Firstly, in order to familiarize with the data, the researcher read the transcript that was initially transcribed from the audio carefully. Next, initial codes were generated to develop themes using Vivo coding. Then, patterns or themes in the codes were identified across the different interviews by finding similarities between the answers of the participants. After that, the themes that have been identified previously were reviewed. Later, each of the themes was named and defined accordingly. Lastly, the result is produced and presented in the research.

CHAPTER IV

FINDINGS

This chapter discusses the findings obtained from both the survey and interviews data in order to answer the research questions of this study. The findings are mainly organized into four main sections. The first section illustrates the demographic information of participants collected in the study. The second section examines the universities students' opinions on English language learning. The third section continues with the findings of the students' perception on the use of EMI in the classroom. The last section explores the challenges that the universities students encounter in using EMI in the classroom.

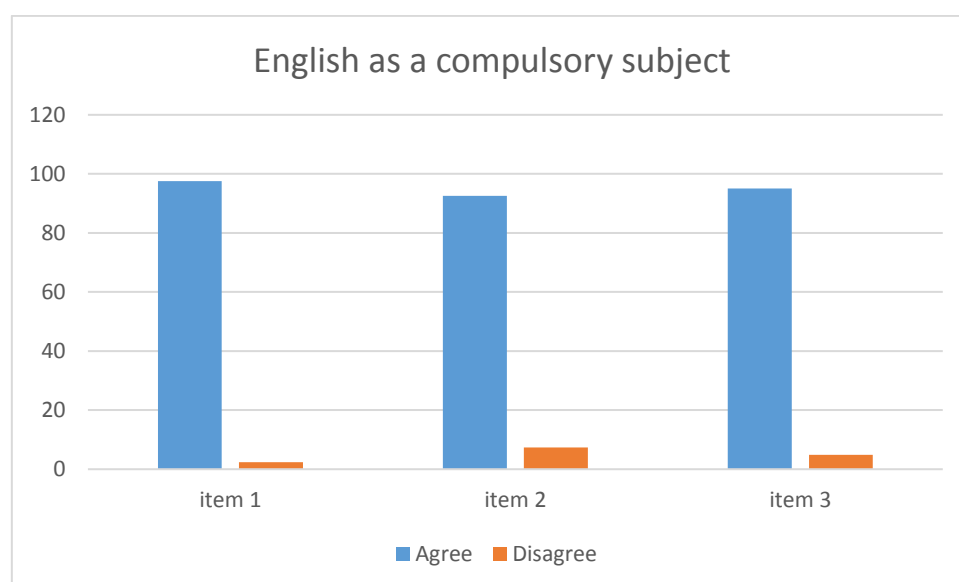
4.1. Demographic information of participants

This section describes the demographic information of the participants collected in the study. The demographic information includes the age, gender, degree course, mother tongue and the English language proficiency of the students. The participants in this study who are students, mostly age between 22 to 24 years old (56.8%) and the female participants occupy more than half (75.3%) in the survey research. The percentage of the students who are taking

English Education as their major course in degree is 43.2%, followed by Public Relation (21%), English Language (17.3%), Psychology (10%) and Advertising (6.2%). Most of the students' mother tongue are Mandarin (65.4%), followed by Tamil (17.3%), English (12.3%) and other languages (4.9%). In terms of language proficiency, majority of the students (45.7%) rate their English proficiency as average, 43.2% of students rate it as good, 9.9% of students rate it as very good whereas only 1.2% student rate it as bad. None of the participants rate their English proficiency as very bad (0%).

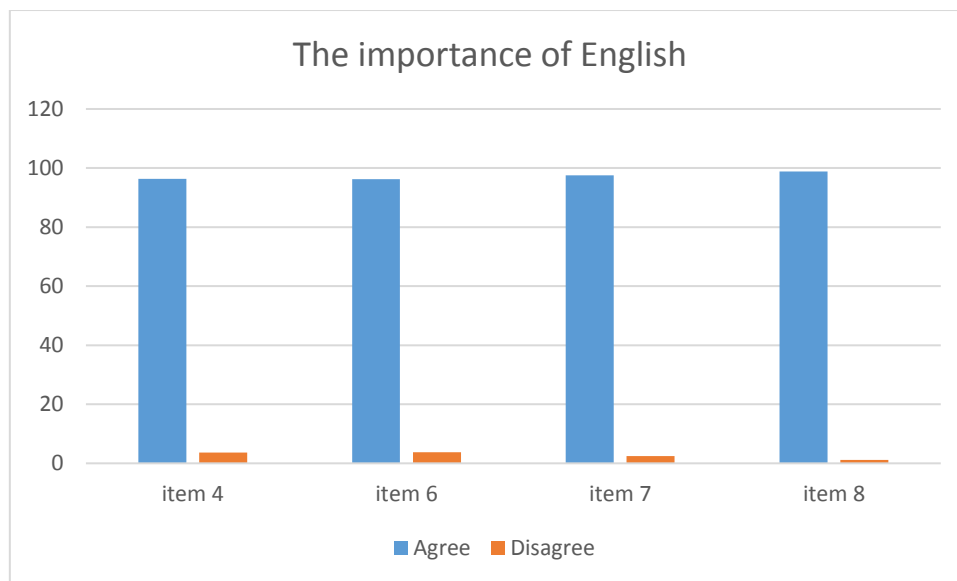
4.2 Universities students' opinions on English language learning

4.2.1 English as a compulsory subject



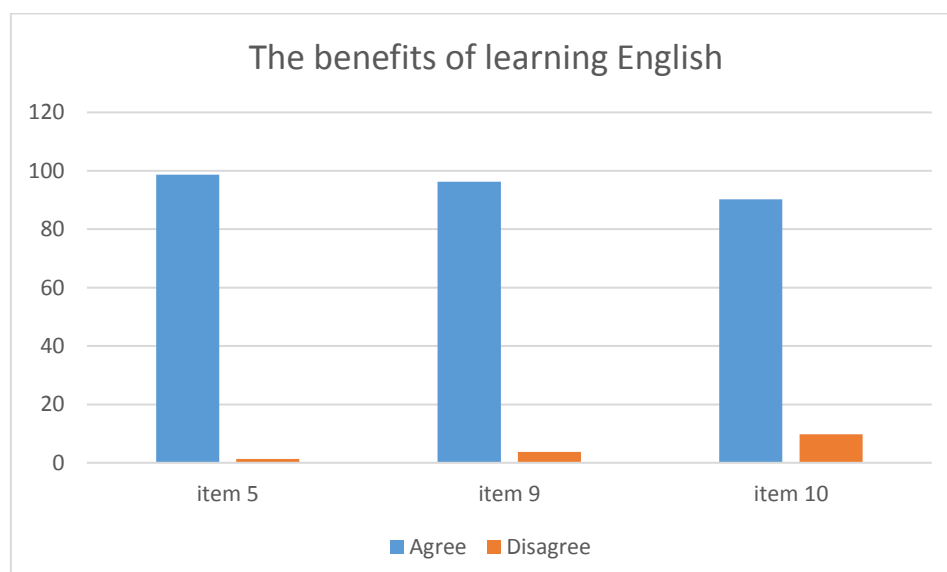
According to the result of the survey data, majority of the participants agree that English is a compulsory subject that should be taught to the students in school. For instance, item 1 indicates that 97.6% (n=79) of students agree that English should be taught as a compulsory subject since primary school, however, in item 2, it shows that 92.6% (n=75) of students believe that besides English, other languages should also be compulsory in secondary school. Besides, item 3 suggests that 95.1% (n=77) of students think that English should be taught as a compulsory subject in universities.

4.2.2 The importance of English



The students show a high level of support in which English is an important language. This can be proven in item 4 which shows there are 96.3% (n=78) of students who believe everyone needs to learn English in our country and item 6, whereby 96.2% (n=78) of students want to learn and master English. Furthermore, in item 7, 97.5% (n=79) of students think that English is an important language. In item 8, 98.8% (n=80) students think that English is necessary for them.

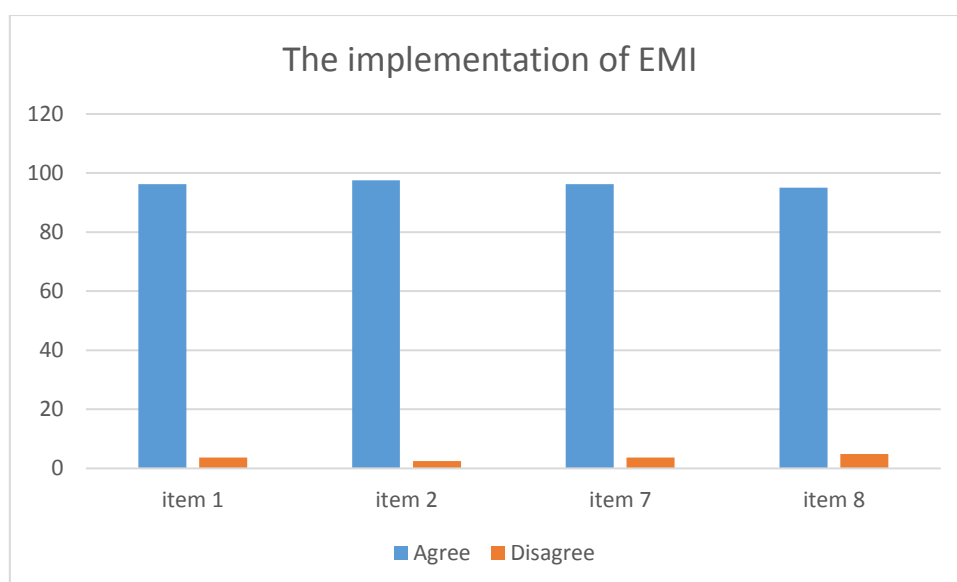
4.2.3 The benefits of learning English



The survey data displays that most of the students believe that learning English brings advantages to them. As an illustration, item 5 reveals 98.7% (n=80) of students believe having English knowledge will benefit them in the future. Item 9 also indicates there are as much as 96.3% (n=78) of students think that the spread of English will have a positive effect in our country. In item 10, 90.2% (n=73) of students agree that knowing English is a mark of prestige in society whereas 9.9% (n=8) of students opposed the statement.

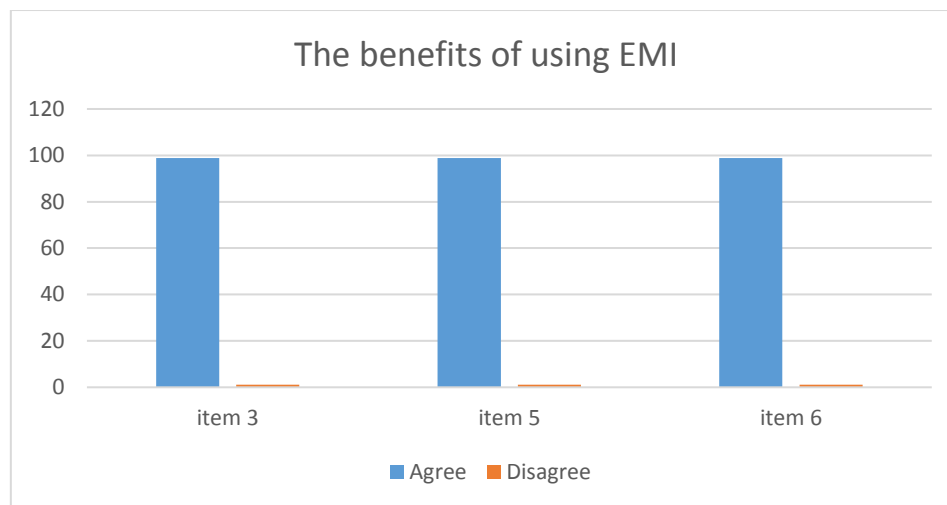
4.3 Universities students' perception on the use of EMI in the classroom

4.3.1 The implementation of EMI



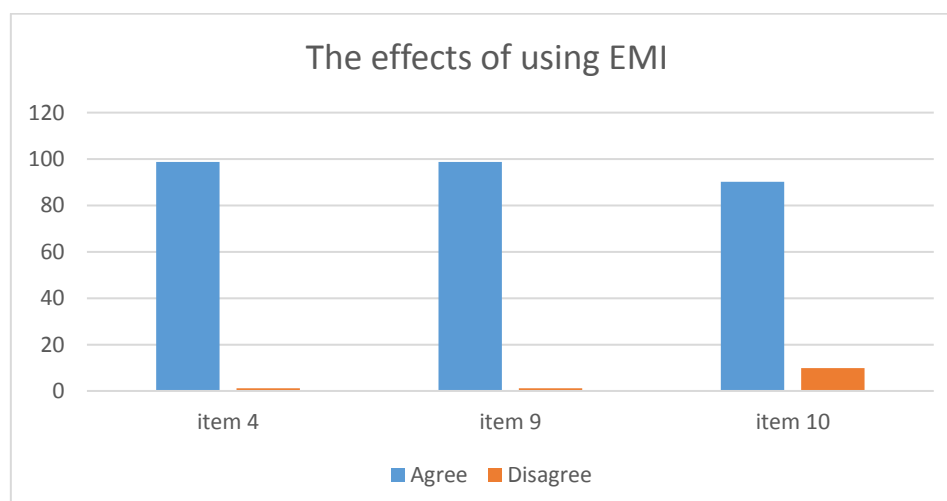
Many students show strong support on the implementation of EMI. In item 1, 96.3% (n=78) of students agree that EMI should be implemented since primary school whereas in item 2, there are 97.5% (n=79) of students who believe that EMI is necessary in universities. Nonetheless, many students also show their concern on the success of the implementation of EMI. For example, item 7 illustrates 96.3% (n=78) of students think that the success of the implementation of EMI is related to the teachers' English competency. On the other hand, in item 8, 95.1% (n=77) of students think that their own background knowledge affects the success of the implementation of EMI.

4.3.2 The benefits of using EMI



There is a high level of percentage of students who show their support on the benefits of using EMI according to the result of the survey data. Surprisingly, item 3, item 5 and item 6 share a similar percentage of students supporting the benefits of using EMI. Item 3 suggests that 98.8% (n=80) of students agree that EMI improves the learners' English language competency while item 5 shows 98.8% (n=80) of students support the statement that EMI is an effective method to teach English to the students. Similar to the findings above, item 6 indicates 98.8% (n=80) agree that EMI increases students' achievement in English-related subjects.

4.3.3 The effects of using EMI



Based on the result of the survey data, it can be seen that the students agree there are several effects of EMI. For instance, item 4 indicates 98.8% (n=80) of students agree that EMI is very useful in the classroom. Similar to item 4, there are as much as 98.8% (n=80) of students agree that EMI does not prevent them from using their mother tongue in item 9. In addition, item 10 illustrates 90.2% (n=73) of students think that EMI will not result in cultural corruption, despite English being an international language.

4.4 Universities students' challenges in using English as the medium of instruction (EMI) in the classroom

4.4.1 Difficulty in comprehending the lecture

In relation to the challenges of using EMI in the classroom, the most widely discussed topic among the participants is the difficulty in comprehending the lecture. However, the difficulties somehow differed among the interviewed participants. They asserted:

“But there are certain lecturers I don't really understand their English. It's like they use key words to explain and then they stuck for a while and as a listener I can't really get what the lecturer wants.”

“I think the lecturer... when you hear from her English, I can't really... like the lecturer doesn't know how to use like subjects, and then verbs, and then objects. So the lecturer can start the sentence from verb and then object, then only subject. So when I listen I cannot get what the lecturer wants.”

Although the two participants did not directly mention the lecturer's English proficiency as their difficulty in learning through EMI, their responses indicated that their inability to understand the lecture was somehow related to the lecturer's low English competency. As a consequence, the students were unable to perceive the lesson and they failed to learn the language effectively. Another interviewee stated:

“The lecturer... the lecturer speaks very fast. I cannot get what... what does she says and the... the lecturer notes are very hard for me. So if she speaks so fast, it will be very hard for me to understand.”

The response given by the participant reveals that speech pace is another issue which hinders the student from comprehending the lecture. Moreover, the student added that she has difficulty in understanding the lecture notes. Hence, it becomes a challenge as she has to cope with the lecturer's fast speaking rate, and at the same time, trying to perceive the tough lecture notes during the lesson.

4.4.2 Lack of exposure to English language

Another theme that can be found in accordance to the students' challenges in using EMI is the student's lack of exposure to English language. The interviewed participants pointed out that the lack of exposure is mainly due to the rarely used of English language.

“because it's not frequently used for the medium of instruction or the daily use of conversation. It's just used during the classes in primary schools or secondary schools.”

“In primary and secondary, we don't really have the chance to speak English as much as in university.”

The findings above indicated that the student's opportunity to practise speaking using the language is very low because English is mainly used only in school, not outside the classroom. In addition, the students seldom use English in primary and secondary school compared to in universities. This is due to the fact that most of the students receive their language of instruction in Mandarin as they are mainly from Chinese primary and secondary schools. As a result, the students face challenges in using English when they enter universities since they have to adapt the medium of instruction, which is English. Some of the challenges are demonstrated as below:

“From the aspects of receiving English language, I am okay with it, but when you ask me to produce the English language myself, it would kind of be very hard for me.”

“I don't have any problem listening teachers to explain anything in English because I am okay with it to listen to English, but my problem... the only problem for me is to speak English.”

The responses given by the participants above support the fact that the students have very low exposure to the use and practice of English language. Therefore, this results in the students having little or no confidence in speaking English as well as encountering problems in producing the language.

4.4.3 Student's low level of English proficiency

Student's English level of proficiency emerged as a theme in relation to the student's challenges in using EMI in the classroom. According to some students, low English language skills and abilities could be one of the challenges in using EMI. When being asked about why students have low English proficiency, one participant explained that the student's background knowledge is one of the factors which causes them to have low level of English proficiency. Another participant stated that for those students whose native language is not English, they might face challenges in learning through EMI as their level of English proficiency would be lower compared to those students whose native language is English.

Additionally, student's willingness to learn English become a challenge in using EMI. According to a participant, besides teacher's English proficiency, the student's ability and their motivation in learning English will affect their success in learning the language. In this case, those with low ability and motivation in learning English face more challenges in learning through EMI. The comment given by the participant is as followed:

“It's all depends like the student's willingness to learn it and notice the form of using English in daily or even in a formal setting, so they can explore it themselves. So based on the ability, the student's ability as well I could say.”

As can be seen that from the participants' responses, it can be drawn out that the student's low English proficiency hinders the use of EMI effectively in the classroom. Their low English proficiency is mainly related to their background knowledge, native language and willingness in learning English.

CHAPTER V

DISCUSSION & CONCLUSION

This chapter gives a brief overview on the basis of results and findings. It discusses the findings of this study to provide a brief explanation and to answer the two research questions proposed in this study. It then continues with the conclusions and suggestions given in this study. Both conclusion and suggestions are drawn based on the results on the findings and discussions of the data.

5.1 Discussion

5.1.1 Research question 1: What are the universities students' perception on the use of English as a medium of instruction (EMI) in the classroom?

The findings confirmed by the questionnaire results are in accordance with the interview results. Appertaining to the universities student's perceptions on the use of EMI in the classroom, most of the participants interviewed show positive view towards EMI as they described it as "good opportunity", "appropriate" and "convenient". It is seen that the students are in favor of using EMI in the classroom. Besides, they believe that EMI should be implemented across all educational level, including primary, secondary and tertiary education. Similar to the findings from Dearden (2014), majority of the participants are in favor of using EMI and they encourage the use of EMI in all schools. In the context of Malaysia, EMI was introduced to produce students who are proficient in more than one language in the multicultural country (Dearden, 2014). The students in this study also support the use of EMI as they believe that there is a need for them to learn English. The participants interviewed acknowledged the importance of English language as they described it as "globalized language", "international language" and "lingua franca". In relation to this, Barnard (2014) asserted that EMI should be given more emphasized so that the students would be able to meet

the challenges and opportunities in the global market. This is mainly because English is a global language for people to communicate with one another and it is widely used in the workplace. The findings obtained are similar with a study conducted by Ibrahim (2001) which indicates that one of the reasons that the students are motivated to learn through EMI is due to the important role of English. Hence, due to the fact that English is undoubtedly vital in this era of globalization, students would certainly feel stimulated to learn through EMI in the classroom in order to improve their English language proficiency.

Another perception would be on the benefits of using EMI in the classroom. Based on the findings, it was found that the students had received several benefits from using EMI. All the participants highlighted the biggest benefit that they have derived from using EMI is the improvement in their English language proficiency. Specifically, the participants claimed that the language skill that they have improved the most is their speaking. The findings are consistent with the study done by Tarhan (2004), in which he pointed out that EMI enhances the student's English skills as it provides a context for language use. To exemplify, students are exposed to the language when they use English, as a medium, to perform various classroom-related communicative activities such as listening, speaking, reading and writing activities. Likewise, another research conducted by Dearden, Akincioglu, & Macaro (2016) reveals that 59% of students think that EMI is beneficial as it helps them to instill their confidence in speaking, resulting them to develop a feeling of success and well-educated. In connection to this, Ibrahim (2014) mentioned that EMI is a source of comprehensible output that supports second language acquisition. This is because through discussions, presentations and tests, students will be given the opportunities to speak and use the language in the classroom. Hence, EMI is said to be an effective tool for the students to learn English and to acquire the language successfully.

5.1.2 Research question 2: What are the challenges that the universities students' encounter in using English as a medium of instruction (EMI) in the classroom?

Regarding the challenges of using EMI, although the results from the questionnaire demonstrate that the students think EMI would bring positive effects, some participants interviewed criticized that EMI was difficult and challenging. This could be attributed to the language of instruction that the participant used during their primary and secondary school years. Correspondingly, Floris (2014) asserted that those students who come from non-English medium institutions are most likely to feel unfamiliar with the concepts learned, as they have to experience the sudden change of the medium of instruction in learning. Based on the interview findings, the participants interviewed claimed that they face difficulties in understanding the lesson, mainly due to the teacher's and their own low English proficiency. Likewise, the findings from Dearden, Akincioglu, & Macaro (2016) revealed that the students expressed their frustration on learning through EMI due to their teacher's low level of English proficiency. In relation to this, Hu (2019) found out that many teacher's English competence was perceived as deficient despite the fact that they had received proper training and completed their studies in overseas. The statement is supported by Barnard (2014) who claims that since English is a second language for many teachers, their linguistic competence to deliver the lesson through the medium becomes a major concern as the ability to read and write in a second language does not necessarily transfer to effectively explaining key concepts to the students. On the other hand, the students' low proficiency is mainly because they learn English only for the purpose of passing exams, as a consequence, their English proficiency and knowledge are insufficient to deal with the use of EMI in the classroom (Floris, 2014).

Additionally, to overcome the challenges, the participants interviewed added that several improvements could be made on the use of EMI. Such improvements include the use of visual aids as well as code-switching to facilitate the students, especially those with lower

English proficiency, in the teaching-learning process. Similar to many previous studies, many teachers explain they would adopt various strategies to cope with the student's challenge in learning through EMI in the classroom. As an illustration, in order to facilitate the students' understanding of the concepts, a study done by Floris (2014) shows that some teachers code switch frequently whereas others use charts and pictures to explain difficult terms. Nevertheless, Hu (2019) argued that the coping strategies bring negative outcomes on teaching and learning even though they would aid students in their learning. This is because the meaning construction and transmission through code switching does not necessarily develop student's listening and speaking skills (Jiang, Zhang and May, 2019). Therefore, it might result in poor English speaking skills of students as their opportunities to practise using the language in an EMI classroom are very limited.

5.2 Conclusion

Based on the results of the study, it can be concluded that the students have positive perceptions towards the use of EMI in the classroom in general. They agree and support the use of EMI as they recognize the importance of English. They also believe there are many benefits on learning through EMI, and the biggest benefit would be the enhancement on their English language proficiency. However, the findings also suggest that the major obstacle of learning through EMI in universities is the teacher's low English competency. Thus, schools should hire teachers that are competent enough to teach the students by ensuring the teachers hired do not only have a degree in the specialized field, but also the pedagogic competence to teach students at tertiary level.

Besides, institutional support might be necessary for long-term success in the context of using EMI in the classroom or else, the implementation of EMI may be ineffective if the students have limited English proficiency. Hence, to deal with the issue, it is essential that the

schools enhance the quality of English language teaching. This could be achieved through increasing the number of English teaching hours in class as well as encouraging teachers to take English courses and to attend international conferences. Most importantly, the students should improve their English by learning the language themselves rather than relying on the teachers alone.

5.3 Recommendations

This study is to gain insights into universities students' perspective on the use of EMI in the classroom. It provides various views of students on EMI which could be taken up in future research studies. After conducting this research, the researcher perceives the need to provide some suggestions that would be useful for future researcher in conducting the same area of study. Firstly, it is suggested that the research would be carried out with larger samples by combining different approaches such as questionnaire, interview and observation. This is because it would help the researcher to gain a better understanding of the data as well as to more insightful research data. Besides, further research can also be done on the teacher's perception on using EMI in the classroom and the ways to apply EMI effectively. Such research could potentially assist teachers in the teaching process through EMI and contribute to the success of the implementation of EMI in the classroom.

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APPENDIX

Appendix 1: Survey questionnaire result

Table 1: Universities students' opinions on English language learning

| Items | Strongly disagree | Disagree | Agree | Strongly agree | M | S.D |
|---|-------------------|-------------|---------------|----------------|------|------|
| 1. English should be taught as a compulsory subject since primary school. | 1 (1.2%) | 1 (1.2%) | 11 (13.6%) | 68 (84%) | 3.80 | 0.51 |
| 2. At secondary education, languages other than English should be compulsory too. | 0 (0%) | 6 (7.4%) | 37 (45.7%) | 38 (46.9%) | 3.40 | 0.63 |
| 3. English as a foreign language should be taught in universities as a compulsory subject. | 1 (1.2%) | 3 (3.7%) | 20 (24.7%) | 57 (70.4%) | 3.64 | 0.62 |
| 4. I believe everyone needs to learn English in our country. | 1 (1.2%) | 2 (2.5%) | 11 (13.6%) | 67 (82.7%) | 3.78 | 0.55 |
| 5. I believe having English knowledge will benefit me in the future. | 1 (1.2%) | 0 (0%) | 7 (8.6%) | 73 (90.1%) | 3.88 | 0.43 |
| 6. I want to learn and master English very well. | 1 (1.2%) | 2 (2.5%) | 13 (16%) | 65 (80.2%) | 3.75 | 0.56 |
| 7. I think English is an important language. | 1 (1.2%) | 1 (1.2%) | 9 (11.1%) | 70 (86.4%) | 3.83 | 0.49 |
| 8. I think English is necessary for me. | 1 (1.2%) | 0 (0%) | 8 (9.9%) | 72 (88.9%) | 3.86 | 0.44 |
| 9. I think the spread of English in our country will have a positive effect on our country. | 1 (1.2%) | 2 (2.5%) | 11 (13.6%) | 67 (82.7%) | 3.78 | 0.55 |
| 10. Knowing English is a mark of prestige in society. | 3 (3.7%) | 5 (6.2%) | 25 (30.9%) | 48 (59.3%) | 3.46 | 0.78 |

Table 2: Universities students' perception on the use of English as a medium of instruction (EMI) in the classroom

| Items | Strongly disagree | Disagree | Agree | Strongly agree | M | S.D |
|---|-------------------|-------------|---------------|----------------|------|------|
| 1. English as a medium of instruction (EMI) should be implemented since primary school. | 1 (1.2%) | 2 (2.5%) | 23 (28.4%) | 55 (67.9%) | 3.63 | 0.60 |

| | | | | | | |
|--|-------------|-------------|---------------|---------------|------|------|
| 2. English as a medium of instruction (EMI) is necessary at tertiary education level (university). | 1 (1.2%) | 1 (1.2%) | 18 (22.2%) | 61 (75.3%) | 3.72 | 0.55 |
| 3. English as a medium of instruction (EMI) improves the English language competence of learners as they learn to use the language. | 1 (1.2%) | 0 (0%) | 19 (23.5%) | 61 (75.3%) | 3.73 | 0.52 |
| 4. English as a medium of instruction (EMI) is very useful in the classroom. | 1 (1.2%) | 0 (0%) | 23 (28.4%) | 57 (70.4%) | 3.68 | 0.54 |
| 5. English as a medium of instruction (EMI) is an effective method to teach English to the students. | 1 (1.2%) | 0 (0%) | 23 (28.4%) | 57 (70.4%) | 3.68 | 0.54 |
| 6. English as a medium of instruction (EMI) increases students' achievement in English-related subjects. | 1 (1.2%) | 0 (0%) | 18 (22.2%) | 62 (76.5%) | 3.74 | 0.52 |
| 7. If teachers have strong competence in English, students' learning of English will be facilitated. | 1 (1.2%) | 2 (2.5%) | 16 (19.8%) | 62 (76.5%) | 3.72 | 0.58 |
| 8. If students have a firmer background knowledge in English, their success in English language will be higher. | 2 (2.5%) | 2 (2.5%) | 14 (17.3%) | 63 (77.8%) | 3.70 | 0.64 |
| 9. Although the courses offered in universities are in English, English as a medium of instruction (EMI) does not prevent the students from using their mother tongue. | 1 (1.2%) | 0 (0%) | 26 (32.1%) | 54 (66.7%) | 3.64 | 0.55 |
| 10. Although English is an international language, English as a medium of instruction (EMI) will not result in cultural corruption. | 1 (1.2%) | 7 (8.6%) | 19 (23.5%) | 54 (66.7%) | 3.56 | 0.71 |

Appendix 2: Interview transcript

Interviewee 1

Interviewer: Hi. Before we begin our interview today, I would like to clarify a few things and briefly introduce myself. First of all, my name is Georgina. The purpose of conducting this interview is to examine the challenges that the universities students encounter in using EMI in the classroom. For your information, this whole conversation will be recorded for research and analysis purpose, but fret not, your personal information will not be disclosed to others. So if you are all clear, can we begin now?

Interviewee: *Yes, sure.*

Interviewer: Do you think English should be taught to students since primary education?

Interviewee: *Yes, I do.*

Interviewer: Why do you think so?

Interviewee: *Because English is used as a globalized language so I think it's important that they start learning at a young age.*

Interviewer: So you think that students should learn English since primary school is it?

Interviewee: Yes.

Interviewer: How do you feel about studying your courses using English in your university?

Interviewee: *I think it's a good opportunity because we get introduced to different terms and vocabularies that would be useful for us in the future.*

Interviewer: So you enjoy?

Interviewee: *Yes.*

Interviewer: Do you understand when your lecturer explains the lesson in English?

Interviewee: *Yes.*

Interviewer: So you do not have any doubts or anything that you are unclear or uncertain?

Interviewee: *No, I don't.*

Interviewer: Do you agree with the opinion that English should be used as the medium of instruction in the classroom?

Interviewee: *Yes, I do.*

Interviewer: Can you explain?

Interviewee: *English used as an instruction of teaching, right?*

Interviewer: Yes.

Interviewee: *Okay. Like I mentioned earlier, English is a globalized language. So I feel that it is important that... your English do not have to be good, but I feel like it's important that*

everyone has the basic level of English to be able to communicate and then... yea... it's important.

Interviewer: Okay. So you think that it is because it's a globalized language so we use need to use as a language of instruction?

Interviewee: *Yea. I believe that it will help students in the future if they know how to use the language.*

Interviewer: In universities, do you think English is suitable to be used as the medium of instruction in teaching and learning?

Interviewee: *Yea. I believe so because at the university level, I believe that everyone should be proficient enough as it is one of the requirement to enter the university to have like a certain... a decent grade for your English, so yea.*

Interviewer: So if use other language, do you think that it is suitable?

Interviewee: *Other languages... ermmm..*

Interviewer: Like Bahasa Malaysia...

Interviewee: *I think it's not as good... because other than Malaysia, other countries do not use Bahasa Malaysia. So if we were to teach in Bahasa Malaysia, the terms used would be different and it tough for students to adapt once they go out of Malaysia... or like even in the workforce, people communicate mostly through English, I would say.*

Interviewer: So you mean that English can be used like not only in the school but also in the workforce, so you think that it's suitable?

Interviewee: *Yes.*

Interviewer: So which means everyone can also use the language?

Interviewee: *Yea.*

Interviewer: Do you think that EMI helps to improve your English language proficiency? If yes, in which area has it improved the most: speaking, listening, reading, writing?

Interviewee: *Yes, I do think that it helps. I would say overall it does help because you will need to have a certain level of understanding especially when it is used in class like you have to present in English, you have to write in English and you have to listen to understand what the teacher is saying. So yes, I do think that it helps in all over.*

Interviewer: So which area has it improved the most like do you think that your speaking or listening or reading or writing skills has improved the most? Which area?

Interviewee: *Which area... let's see ah... I would say writing.*

Interviewer: How EMI helps to improve your writing?

Interviewee: *Because when the teacher uses English to teach, we learn new words, so when we learn those words we have to write it down in different vocabularies, different phrases. So I think that... because speaking... when we speak we do not have to speak in proper grammar, so I think that through writing, it helps me significantly in the sense where I can write better.*

Interviewer: So you think that your writing has improved more than other areas?

Interviewee: *Yes.*

Interviewer: Do you think that students' success in English learning is related to the teachers' English proficiency?

Interviewee: *Yes, definitely.*

Interviewer: Can you provide your reason for it?

Interviewee: *I feel that if a teacher is not competent like for example, if an English teacher that do not speak proper grammar, so if she were to mark students' work, she may not mark it accordingly... or like when explaining, she does not explain well enough using the correct vocabulary, students may not be able to understand her properly.*

Interviewer: So you think that it's actually related to the teachers' English proficiency?

Interviewee: *Yes.*

Interviewer: Then do you think that is it related to the students' own background knowledge in English? Like maybe if their mother tongue is English, then they might do better?

Interviewee: *Yea, definitely.*

Interviewer: So you think that it's actually both? Students' knowledge and the teacher's proficiency?

Interviewee: *Yea, yea.*

Interviewer: Do you face any difficulties when the lecturer explains the lessons in English?

Interviewee: *No, I don't.*

Interviewer: So you think that your English is good, so you don't have any problems in understanding the lesson is it?

Interviewee: *Yea.*

Interviewer: In your opinion, are there any benefits derived from using EMI in the classroom?

Interviewee: *Yea. I think it helps students to build the confidence... let's say in speaking, when they have to speak in English to do their presentation or role play or any form of task that is related to English, I think it builds their confidence and it helps them to improve from there.*

Interviewer: Lastly, what is your hope or suggestion on this issue? Like what is the improvement that can be done by the university in implementing EMI in the classroom?

Interviewee: *I would say that to help students, especially weaker students who English is not as proficient. I think the teacher can use code-switching where they both use English and LI to help students understand more difficult terms or even like visual aids that students can see and help to comprehend the subject better.*

Interviewer: Just now you mention code switching right? Can you explain more on this?

Interviewee: *For example, if a teacher were to explain like a really scientific term or like a really tough word, other than using the word... for example like comprehension... for example like students who first time using the word comprehension, they may not understand what does it mean, so maybe can use it like say it in BM or say it Mandarin where students can relate more to the language itself and understand the word, the term better.*

Interviewer: Thank you so much for your feedback and I hope you enjoy your day.

Interview 2

Interviewer: Hi. Before we begin our interview today, I would like to clarify a few things and briefly introduce myself. First of all, my name is Georgina. The purpose of conducting his interview is to examine the challenges that the universities students encounter in using EMI in the classroom. For your information, this whole conversation will be recorded for research and analysis purpose, but fret not, your personal information will not be disclosed to others. So are you clear?

Interviewee: *Yes.*

Interviewer: Then shall we begin?

Interviewee: *Okay.*

Interviewer: Do you think English should be taught to students since primary education?

Interviewee: *Yes.*

Interviewer: Can you explain why?

Interviewee: *Because I think that it is important to learn English like from the beginning even from kindergarten, primary and secondary so that students can keep up and to be used in the future.*

Interviewer: So you think that students should learn English... actually it's not since primary education, but from kindergarten, they should actually start to learn English already is it?

Interviewee: *Ya.*

Interviewer: How do you feel about studying your courses using English in your university?

Interviewee: *I think it is a good choice because English is now an international language so you can use in your future job application and also for international purposes.*

Interviewer: So you enjoy studying your courses using English in your university?

Interviewee: *Yes.*

Interviewer: Do you understand when your lecturer explains the lesson in English?

Interviewee: *Yes.*

Interviewer: So you do not have any problems or doubts?

Interviewee: *No, not really.*

Interviewer: Do you agree with the opinion that English should be used as the medium of instruction in the classroom?

Interviewee: *Yes, I agree.*

Interviewer: Can you further explain?

Interviewee: *Because in Malaysia, we have many many races that we use different different language. So since young we have been learning the same language which is English and also Malay, so I think English is a good language that everyone can understand at the same time.*

Interviewer: So you think besides English, is there any other languages like maybe Bahasa Malaysia, do you think that we can use this language in the universities as the language of instruction?

Interviewee: *I think Malay language can be a second choice because there might be some international students and also some people that do not really understand Bahasa Malaysia.*

Interviewer: So you prefer English more than Bahasa Malaysia?

Interviewee: *Yes.*

Interviewer: In universities, do you think English is suitable to be used as the medium of instruction in teaching and learning?

Interviewee: *Yes, I think it is suitable.*

Interviewer: Why do you think so?

Interviewee: *I think it's appropriate so that everyone can understand at the same time.*

Interviewer: So which mean you actually think that English is suitable because all the students can understand this language despite of the races?

Interviewee: *Yes, like even for the international students.*

Interviewer: Do you think that EMI helps to improve your English language proficiency? If yes, in which area has it improved the most: speaking, listening, reading, writing?

Interviewee: *I think it improves in my speaking skills because in primary and secondary, we don't really have the chance to speak English as much as in university.*

Interviewer: So in your primary and secondary education, you do not focus more on speaking using English is it?

Interviewee: *Ya, no. Mostly it's just writing and exams like that.*

Interviewer: So when it comes to universities, your English speaking has improved more compared to when you were learning in primary and secondary school?

Interviewee: *Yes, because we have presentations... the chance to speak every time.*

Interviewer: Do you think that students' success in English learning is related to the teachers' English proficiency?

Interviewee: *Yes, I think yes.*

Interviewer: Can you further elaborate?

Interviewee: *I think the higher proficiency level the teacher has, the more they can provide to the students so students can improve as well.*

Interviewer: Then besides the teachers' English proficiency, do you think that is there any other factor that can affect the students' success in English learning like do you think that students' background knowledge is also a factor?

Interviewee: *Ya. It is based on students' background knowledge also... whether if that is their first language or second language and also the friends around them so they can speak English and practise at the same time.*

Interviewer: So other than teachers' English proficiency, like just now you mentioned, the students' English background and also they communicate with their friends in English... all these factors can affect the students' success in learning English is it?

Interviewee: *Yes.*

Interviewer: Do you face any difficulties when the lecturer explains the lessons in English?

Interviewee: *No, not really.*

Interviewer: Why do you say no? Like do you think that your English is maybe good enough and you can actually the teachers' instruction?

Interviewee: *I think it's because the teacher will always talk in the proficiency level same to ours so that we can understand better and also the teacher will use different different explanations and also to the Malaysian context so the students can understand better.*

Interviewer: So like you mentioned just now, like the vocabs the teacher use is like... the words that the students can understand so it's not very difficult is it?

Interviewee: *Ya. It's not very difficult.*

Interviewer: In your opinion, are there any benefits derived from using EMI in the classroom?

Interviewee: *I think that it is a good way to improve in our English so that we can use it in our future jobs and also other purposes.*

Interviewer: So you mean your future jobs might require you to have good English comprehension?

Interviewee: *Ya, because English now is like an international language where everyone can use the same language so it is important for us to know the basic and also to understand.*

Interviewer: Lastly, what is your hope or suggestion on this issue? Like what is the improvement that can be done by the university in implementing EMI in the classroom?

Interviewee: *I think universities can put a request for students to only speak English in the classroom so that everyone can improve in their speaking skills as well.*

Interviewer: So you mean to request students to focus and use only English to speak with their friends and teachers?

Interviewee: *Ya. To improve... to increase the opportunity in using English.*

Interviewer: Then how about other languages? Do you think they should only focus English in classroom or they can talk in other languages also?

Interviewee: *They can use other languages also but the main focus is on English.*

Interviewer: Thank you for your feedback and I wish you have a good day.

Interviewee 3

Interviewer: Hi. Before we begin our interview today, I would like to clarify a few things and briefly introduce myself. First of all, my name is Georgina. The purpose of conducting his interview is to examine the challenges that the universities students encounter in using EMI in the classroom. For your information, this whole conversation will be recorded for research and analysis purpose, but fret not, your personal information will not be disclosed to others. So if you are ready, we will start now.

Interviewee: *Ya, sure.*

Interviewer: Do you think English should be taught to students since primary education?

Interviewee: *Absolutely yes. It's because... I would say English is a lingua franca where it is an international language for each and everyone of us to communicate or exchange idea. Yea... so I think it should be.*

Interviewer: So you think that because English is an international language, so students should be taught English since primary school?

Interviewee: *Yes.*

Interviewer: How do you feel about studying your courses using English in your university?

Interviewee: *I would say it's logical and reasonable and I am comfortable with using or listening to that during... I mean in uni because we need English language to communicate with each other.*

Interviewer: Can you explain why you said that it's reasonable and logical?

Interviewee: *Because everyone... even though English... some of us to us might not be our first language, but it is at least a second or third language. So it is through English that all of us can know each other well because all of us came from different races. So in uni, it is through English that we can converse with other friends of other ethnic groups.*

Interviewer: Do you understand when your lecturer explains the lesson in English?

Interviewee: *I think most of the lecturers I can understand, but there are certain lecturers I don't really understand their English. It's like they use key words to explain and then they stuck for a while and as a listener I can't really get what the lecturer wants, but I think the rest like most of it I think can converse well in English.*

Interviewer: So which means like those you don't really understand it's not because of their English proficiency, it's actually the way they explain the lesson... like the way they teach, how they explain?

Interviewee: *Ya. I think so. I think the lecturer... when you hear from her English, I can't really... like the lecturer doesn't know how to use like subjects, and then verbs, and then objects. So the lecturer can start the sentence from verb and then object, then only subject. So when I listen I cannot get what the lecturer wants.*

Interviewer: So which means you can't really understand because of their English proficiency?

Interviewee: *Yes. Ya.*

Interviewer: Do you agree with the opinion that English should be used as the medium of instruction in the classroom?

Interviewee: *I would say yes because I think everyone should comprehend or master well in English so that... so that we can make it as a diversity to know others even though we are from different races or anything... so yea.*

Interviewer: So it's mainly use for the purpose of communication?

Interviewee: *Yea.*

Interviewer: In universities, do you think English is suitable to be used as the medium of instruction in teaching and learning?

Interviewee: *I would say yes because... because like for me as a Chinese... like even though English is not my first language, but then if we are in universities or anywhere we go, we can use English to know others rather than just speaking to my Chinese friends or groups like that... so yea, I think it should... it can.*

Interviewer: How about other languages like Bahasa Malaysia, do you think it's suitable to be used as the medium of instruction in universities?

Interviewee: *I mean no offense. Even though Bahasa Malaysia is our national language in our country, but if you want to say to make it as an official language in universities especially, I don't think it's suitable it's because... because in universities, we need to... we need to meet different kinds of people, not just to our peers, but lecturers or even other guests from anywhere. They might not know Malay... Bahasa Malaysia. So it's through English... maybe this speaker is from English speaking country, so when they come to our university to communicate with us... so I think it's through English then we only able to receive the information.*

Interviewer: To sum up what you have said, you think that English is an international language, so it's suitable because everyone can understand the language... so it can be used in uni?

Interviewee: *Yes.*

Interviewer: Do you think that EMI helps to improve your English language proficiency? If yes, in which area has it improved the most: speaking, listening, reading, writing?

Interviewee: *I would say... it does improve my English proficiency level from EMI it's because... I would say especially when it comes to speaking because in university, we need to*

present ourselves through presentation skills or what. So if we... we as a presenter, when we want to prepare our speech, it's through listening the instruction from English, which is our instructor, the lecturer, they tell us what we should do and then only from there we process the information, then lastly only we can only produce... produce the output... through our English. So I think the presentation... when it comes to presentation, we are able to share our thoughts and ideas though that... so yea.

Interviewer: So it is through presentation that helps to improve your English speaking skills?

Interviewee: *Yes.*

Interviewer: Actually from what you have said, you think that the university focuses more on speaking because there are more like presentations and stuff and all these require students to speak?

Interviewee: *Ya.*

Interviewer: Do you think that students' success in English learning is related to the teachers' English proficiency?

Interviewee: *I would say... I would say partially agree because... because firstly why I said partially agree it's because when... as an educator, when you want to teach English to your students, it is your job as a role model to... not to say hundred percent you must be perfect in speaking English language, but at least you show the fundamental skills in transmitting the English knowledge to your students, and then... and then the students, the learners itself, they don't just rely... they don't just heavily depending on the teachers. They need to improve their English proficiency level by themselves as well. So, yea... I think.... yea... that is my thoughts.*

Interviewer: So you mean that half of it is related to the teachers' English, and then the other half is related to the students' attitude and their motivation to learn English?

Interviewee: *Yes, yes.*

Interviewer: This means that you actually think both of these can affect the students' success in learning English?

Interviewee: *Yes.*

Interviewer: It's not like one way, it's two ways is it?

Interviewee: *Yesssss, yes. That's ya, that's correct.*

Interviewer: Do you face any difficulties when the lecturer explains the lessons in English?

Interviewee: *You mean like it's how effective for me is it?*

Interviewer: Like do you face any difficulties... like do you understand what they are saying or the content of the lesson... or the instruction?

Interviewee: *I would say... for now... I... I would say I understand their instruction from the lecturers when they want to like... for example, if they want to explain a certain theory or a simple one like assignment briefing, they... they did explain thoroughly to us... and yea... as an undergraduate, I also can understand their language, but if I... I still have any doubts, I*

personally will approach them again like... like sir or miss, can I get clarification or what does it mean is this is this... so yea.

Interviewer: So when you face difficulties like if you have something that you don't understand, you will ask the lecturer for help... you won't just keep quiet is it?

Interviewee: *Yea... personally I won't la... but then it depends on the subject. If I don't really like the subject, I won't like go and further enquiry on... on the concept from the lecturer, but if I really am interested in this area, then I would certainly go and ask them like... like miss or sir, why is it like this like this, then they will explain to me.*

Interviewer: So you will actually depend on the situation?

Interviewee: *Yes.*

Interviewer: In your opinion, are there any benefits derived from using EMI in the classroom?

Interviewee: *Sorry. Are there any benefits for me through EMI is it?*

Interviewer: Are there any benefits derived from using EMI in the classroom?

Interviewee: *I would say... the benefit... I mean there's a lot of benefits, but one of it for me is... I think it builds my confidence because through EMI in university... like back to the presentation skills, we are constantly doing this as a habit whenever we want to... we want to converse with anyone out of... I mean beyond our university compound, then it gives us this sense of self-confidence to speak in English like that.*

Interviewer: This is the biggest benefit that you have received is it?

Interviewee: *Yes.*

Interviewer: Then other than confidence, is there any other benefits?

Interviewee: *I think it builds my vocabulary as well because there are lecturers... they have this... they have this advance vocabs from their mouth to utter out. For example, when we learn something, the lecturer will tell diction used. Actually diction used which means the words used... so like the simple thing... the simple word, the lecturer they can use advance vocabs too teach us. So, from there, I will be able to... okay... when the lecturer say "diction", I don't know what does that mean, so I go on to the google and then I search what does diction means, then... then I only know owhhh... what is the meaning like that. So, it helps my vocabs skills like that.*

Interviewer: So other than confidence, it helps to build your vocabs?

Interviewee: *Yes.*

Interviewer: Lastly, what is your hope or suggestion on this issue? For example, what is the improvement that can be done by the university in implementing EMI in the classroom?

Interviewee: *What suggestion... I would say... I think so far... so far is not an issue because I think most of the universities they still speak... they use EMI, but I think what can be improved may be... maybe it's... I think the university can have more... you know like for example, they can like have this event called debating session, so from there, we can utilize the English*

language skills to... to share our personal thoughts... I mean through this debate session. So I think the uni can plan more like debating issue on what we are facing right now.

Interviewer: You mean you hope that the universities can have more English-related activities like the one you mentioned, debating?

Interviewee: *Yes, yes.*

Interviewer: Okay. Thank you for your feedback and I wish you have a good day.

Interview 4

Interviewer: Hi. Before we begin our interview today, I would like to clarify a few things and briefly introduce myself. First of all, my name is Georgina. The purpose of conducting his interview is to examine the challenges that the universities students encounter in using EMI in the classroom. For your information, this whole conversation will be recorded for research and analysis purpose, but fret not, your personal information will not be disclosed to others. So if you are all clear, we will start now.

Interviewee: *Sure.*

Interviewer: Do you think English should be taught to students since primary education?

Interviewee: *Yes, of course. It should be teach since primary because... from what I noticed because like since I am Chinese medium primary school, so it might be very hard for me to absorb the use of English when I am entering for my tertiary level study.*

Interviewer: So it's because your native language is Mandarin, so you think it's very hard to learn English?

Interviewee: *Ya, of course, because it's not frequently used for the medium of instruction or the daily use of conversation. It's just used during the classes in primary schools or secondary schools.*

Interviewer: How do you feel about studying your courses using English in your university?

Interviewee: *At first, it might be difficult and challenging for me because I need to switch the use of Chinese to English, so basically in the beginning of the lecture, I will be more quiet than usual and after I have get used to using English in the classroom, I think it's fine.*

Interviewer: Then do you enjoy using the language?

Interviewee: *Ya, of course, because English language is very important for us to use during our tertiary level... as... it is a... very important medium for us to discuss something like assignment or even listen to the lecture in the university or with our friends.*

Interviewer: Just now you said that you need to switch the language right?

Interviewee: *Yes.*

Interviewer: Then do you think that the process of switching is very hard like maybe because you need to refer to the dictionary or what?

Interviewee: *Basically yes, and I tend to use it very often at the beginning because switching is not an easy job for me because sometimes I might direct translate some of the Chinese words to English when I am talking to my Indian friends or even different friends from different races. So I tend to look on my phone or even search online for the meaning of those English words.*

Interviewer: Do you understand when the lecturer explains the lesson in English?

Interviewee: *For that, of course I understand, but it's just a problem where I tend to speak the English language myself.*

Interviewer: So which means you can understand the lecturer's explanations, but maybe you need to do some revision like find the meaning of the word?

Interviewee: *Ya. From the aspects of receiving English language, I am okay with it, but when you ask me to produce the English language myself, it would kind of be very hard for me.*

Interviewer: Do you agree with the opinion that English should be used as the medium of instruction in the classroom?

Interviewee: *I think I agree for using the English in the instruction purpose, but maybe it depends on the level of students. Like for primary school, maybe they will have to use a simple instruction whether... actually the instruction...the medium of instruction could be based on the level of proficiency of the students.*

Interviewer: You mean that if the student's level is low, you can give simple instructions, but if their level of proficiency is high, maybe you can give like... the instruction difficulty you can increase it?

Interviewee: *Yes.*

Interviewer: In universities, do you think English is suitable to be used as the medium of instruction in teaching and learning?

Interviewee: *I think using English as an instruction in university level is totally fine because everyone... every students are expected to use English when they are having their tertiary education in university, so I think it's completely fine, and it is also quite convenient for all of us from different races or even the lecturer also some of them might be... might be from overseas, so I think this medium is very relevant and convenient for the use in universities.*

Interviewer: Then how about if we use other languages like Bahasa Malaysia in universities? Do you think that it is suitable?

Interviewee: *For me I think... if you ask me to use Bahasa Malaysia in university is kind of hard now because it's been a long time since my last... since my SPM, I haven't used any Bahasa Malaysia except for any formal event that I force to use it, so I don't think Bahasa Malaysia can be used as a medium. There's an exception where if you are the student from government university, so I think maybe they will use the medium, but for the private, I don't think they will use Bahasa as the formal language in university.*

Interviewer: So if you are asked to choose between English and Bahasa Malaysia, you prefer to use English more in uni?

Interviewee: *Ya, of course. I prefer English.*

Interviewer: Do you think that EMI helps to improve your English language proficiency? If yes, in which area has it improved the most: speaking, listening, reading, writing?

Interviewee: *I think it... it influence me in the aspect of speaking as well as writing. So in writing, I may adapt some of the... some of the writing style of how teacher giving instruction and how the way.. like how the way they produce an English sentences like for example la... since we are having a... since we are taking the English teaching course right, so maybe I will just copy their way of giving instruction when I am composing a lesson plan. So I think ya, it quite effective for me in terms of writing as well as speaking.*

Interviewer: If compared to listening and reading skills, you think your speaking and writing have improved the most?

Interviewee: *Ya, but the most... the most skills that I improved is the speaking skills I can say.*

Interviewer: How is it improved?

Interviewee: *I think maybe in terms of the... interaction that I have between my lecturers and my friends, because during the lecturer, I may ask questions, I may have to force myself to use English to ask questions to the lecturer to get the answer for assignment or even some of the points that I don't understand throughout the lecture, and for friends, I think it is the most effective because when you are talking to your friends, your friends will have to like... sometimes if you happen to make some of the mistakes, your friends will directly correct it... and they will not like... very... finding any excuses or anything, they will just willing to correct the use of English. So I think it is quite effective.*

Interviewer: Do you think that students' success in English learning is related to the teachers' English proficiency?

Interviewee: *I think the... student's success in English not totally depends on the teacher's proficiency because... for example right... for example I... from what I experienced in my primary school because my teacher... the English teacher that taught me... she is using a Chinese medium to teach me English. So if were to say that teacher's proficiency could... could influence the... improvement of student's in terms of English, I don't think so because the acquisition of English is based on our own ability to absorb it and to use it in our daily conversation, not depends on anyone or teacher's proficiency.*

Interviewer: So you mean it's related to the students like English background knowledge, their attitude and maybe their motivation to learn English?

Interviewee: *Ya. It is... it could be part of that also because if the students are being spoon feeding by the teacher on the use of English, I don't think they will learn it naturally in their daily use in terms of the English language, but it's all depends like... I can say that it's all depends like the student's willingness to learn it and notice the form of using English in daily or even in a formal setting, so they can explore it themselves. So based on the ability, the student's ability as well I could say.*

Interviewer: Do you face any difficulties when the lecturer explains the lessons in English?

Interviewee: *I think there is... I don't have any problem listening teachers to explain anything in English because I am okay with it to listen to English, but my problem... the only problem for me is to speak English.*

Interviewer: You mean you can actually understand... you don't have problems in understanding but when it comes to speaking, you have some issue?

Interviewee: *Yes.*

Interviewer: Like in terms of what? What are the examples of issue when it comes to speaking?

Interviewee: *Like in terms of the speaking issue, the most... the most issue that happened even now also when I am talking to you, I tend to like... pause for a bit when I am thinking the use... the word... the word itself. So when I cannot think, I will find like... I will sound very trembling and sometimes I will be like stop for a very long time. Only once I can find the word from online medium, I will only... I will only utter the word. If not... if you give me some time, it will use up some time for me to process those words in a conversation?*

Interviewer: So your issue is translating?

Interviewee: *Yes.*

Interviewer: In your opinion, are there any benefits derived from using EMI in the classroom?

Interviewee: *Of course there are a lot of benefits in using English as the instruction because first, it could influence the... it could make the students themselves to aware of the proper usage of English and secondly, at the same time, they can also adapt some of the speaking technique as well as the listening technique where they grab the gist of the lecture and they know how to apply those speaking technique when they are convert... when they are having any conversation with their friends or even lecturer.*

Interviewer: Just now you mentioned about the speaking technique right?

Interviewee: *Yes.*

Interviewer: Can you give some further explanations about the speaking technique? Like how can the students benefit?

Interviewee: *Okay. So for example...I will give an example where I experienced it during my foundation time. When giving a speech, there's one lecturer called Mr. Abel. He taught us about the public speaking, so when he gives his lecture, he will tend to use some of the opening speech or some of the technique to grab the student's attention. So when I was asked to perform a open speech, I still remember the topic is about "Benefits of coffee". So when I am preparing for the speech myself, I will have to force myself to think of the technique that he used before and apply it to my own speech so that I can deliver the speech effectively.*

Interviewer: So the speaking technique is related to how you use the English language?

Interviewee: *Yes.*

Interviewer: Lastly, what is your hope or suggestion on this issue? Like what is the improvement that can be done by the university in implementing EMI in the classroom?

Interviewee: *I think when using EMI in the classroom, teacher should have like... incorporate their teaching along with some of the... visual elements or any graphic presentations to show the students when they are having their lecture so that the students itself they are not suffering in understanding the... language or instruction given. If let's say the... teacher has a... slightly... different slang like foreign slang for students to listen to them, so I think teacher they should put some effort in providing some of the visual elements to assist the... English... instruction in the classroom.*

Interviewer: What you mean is that to use visual aids accompanied with the English language when explaining to the students so that the students can have a better understanding?

Interviewee: *Yes.*

Interviewer: Thank you for your feedback and I wish you have a good day.

Interview 5

Interviewer: Hi. Before we begin our interview today, I would like to clarify a few things and briefly introduce myself. First of all, my name is Georgina. The purpose of conducting his interview is to examine the challenges that the universities students encounter in using EMI in the classroom. For your information, this whole conversation will be recorded for research and analysis purpose, but fret not, your personal information will not be disclosed to others. So if you are all clear, we will begin now.

Interviewee: *Yes, clear.*

Interviewer: Do you think English should be taught to students since primary education?

Interviewee: *Yes. I think it should be taught because English is known as an international language and... if you have taught them since primary school, they wouldn't have a problem as they go to secondary and university.*

Interviewer: So you think it's necessary and very important to teach students English since primary school?

Interviewee: *Yes. It is important because as a young child, it would be easier to adapt to the language, and as you grow up, it would be easier to practise. Let's say once you grow older that time you want to practise it would be difficult for them.*

Interviewer: It's like to facilitate them?

Interviewee: *Yes. It's to facilitate their upbringing as well because you will be using English everywhere whether in university or you... in contact with people from other countries, you will still use English as a medium.*

Interviewer: How do you feel about studying your courses using English in your university?

Interviewee: *I think it's good. I feel it's really... good because in universities, it's not just gonna be Malaysian students, there are gonna be international students as well. So if there's one thing that... binds us all together is... or we can understand each other is because we speak*

the common language which is English. So we can use English in universities, that means everyone can understand you and... it's easier... to communicate.

Interviewer: From what you have said, English is a language that binds people from all races together?

Interviewee: *yes. It makes communication easier.*

Interviewer: Do you understand when your lecturer explains the lesson in English?

Interviewee: *Yes, I do.*

Interviewer: So you do not have any problems in understanding?

Interviewee: *No, because since young, I had been trained to speak English and I can understand so I have no problem with the language.*

Interviewer: Do you agree with the opinion that English should be used as the medium of instruction in the classroom?

Interviewee: *Yes, I agree.*

Interviewer: Can you explain why?

Interviewee: *Like I said, it will be easier. Let's say... there's an Indian student and there's a Chinese student and there's one language that both of them can understand will be English. So no matter what ethnicity you are from or what nationality you are, if there's one language that we all can understand and is easy that is taught from young is English. So it can be understood from people around the world, around the globe no matter who you are.*

Interviewer: In universities, do you think English is suitable to be used as the medium of instruction in teaching and learning?

Interviewee: *Yes.*

Interviewer: Can you further elaborate?

Interviewee: *You mean English as a medium meaning the... whatever they explain they will be using English correct?*

Interviewer: Yes. In the classes in the universities.

Interviewee: *Yes, it is. Like I said it links to my previous point, meaning like a university there are gonna be students even from international students, students from different backgrounds. So if they come... to the university and they can communicate with another person mean is in English. For example, for me if I have... I have a classmate from China and all that, I can't speak Chinese, but if there's one language that both of us can speak is English. So it makes it easier if you want to communicate for assignment purposes or group discussions, we use that.*

Interviewer: So you mean that English is suitable to be used when you discuss with your friends during assignment?

Interviewee: *Yes. It's like a... mode of communication or even it's easier for... the lecturer to give... their instructions in English because they can't be giving specifically in Chinese. Let's say the student is from China, but they tend to something that is... in English where both... let's*

say Indian from India will understand and Chinese from China will also understand. So, it's a mode of communication.

Interviewer: Other languages like Chinese or Bahasa Malaysia are not that suitable, but English can be used in global, is that what you mean?

Interviewee: *Yes, exactly. Like what you said, for example, Bahasa Malaysia, there are international students who don't understand Bahasa Malaysia. So if we are actually using Bahasa Malaysia as a... a mode of instruction in universities, then the universities will lack international students. It's going to be only Malaysian students. It will not be... student-friendly.*

Interviewer: Do you think that EMI helps to improve your English language proficiency? If yes, in which area has it improved the most: speaking, listening, reading, writing?

Interviewee: *It helps in speaking because even if you... you have... let's say you have a basic command of the language also, just a basic of asking how is it, how it works and all, but just communicating with people and...seeing how they speak and all, and when you talk to them, it improves. It's a two-way communication.*

Interviewee: So it helps to improve your English language proficiency in speaking is it?

Interviewee: *Yes, exactly.*

Interviewer: In what way? Like how does it improve?

Interviewee: *It a bit... in a way, it widens your vocabulary. So let's say... take me for an example, let's say I am a person who does not know English, I only know very limited words. I am from a foreign country, but I come to a university where everything is in English and let's say you have no choice, but you have to speak English, and when you see people talking, you learn from them. You learn that this word can be used in this situation and all that. So in a way, it widens your vocabulary/ That's number one and number two is it strengthens your.... your confidence as well to speak the language. You have people to practise and communicate.*

Interviewer: Then do you think that your other like listening, reading or writing... do they improve also?

Interviewee: *I think... I feel that listening will include because you need to listen then only you can speak, but if you ask me out of these four which is the highest, I would say speaking. So second will be listening, and third will be... writing, and then the fourth will only be reading.*

Interviewer: Do you think that students' success in English learning is related to the teachers' English proficiency?

Interviewee: *Not I... not exactly.*

Interviewer: Can you further elaborate?

Interviewee: *So I... if I get your question right, you are trying to said that... the student's success in learning the language... is depending on the lecturer's teaching is it?*

Interviewer: Yes. Like how while the lecturer English competency

Interviewee: *Owh... owh... okay. That sense yes, I will agree because let's say if... the lecturer doesn't speak proper English or there's a poor command, there are tendencies for the*

instruction to be mislead, meaning that there will be a miscommunication if you... do not convey a proper message. So if you do not convey a proper message, that means students will not receive it well. There will be... not a full...how to say... they will not gain full experience of the education.

Interviewer: You mean the teachers need to have a good English proficiency so that the students can receive the instructions?

Interviewee: *Yes.*

Interviewer: Do you face any difficulties when the lecturer explains the lessons in English?

Interviewee: *No, I don't.*

Interviewer: Can you tell me why?

Interviewee: *Because... I have learned English in primary school and up to primary to secondary, we all communicate in English and even in my house, we communicate in English and school...we do speak in mother tongue, but mostly we have been learned... we learn to speak in English since young. So when we come to university, it's not a problem for me to apprehend what the lecturer is saying. It's a bit easier for me.*

Interviewer: So can I say that you actually have a good understanding in English?

Interviewee: *Yes.*

Interviewer: In your opinion, are there any benefits derived from using EMI in the classroom?

Interviewee: *Yes. It produces graduates that are... competent in a global skill. They will be able to... travel to overseas and they will be able to present their points and their expressions in a... when they compose the manner because communication is one of the soft skills that have been needed today in the current world, so while you are being competent in the language, you will be in demand.*

Interviewer: Can you explain or give me example on what you mentioned just now, the global skills?

Interviewee: *So let's say if... you are going to work in overseas, you are going for let's say a teaching job in overseas and you cannot command well in English, you will not be taken for a job if you cannot communicate well. Not only in a teaching job, let's say you are going for an engineering job and everything, because overseas mainly use English, or not even Western countries, any countries you go to, let's say you don't know their language, there's one language that you can talk is English. So if you go there and if you can't talk yourself in English properly, they will not be able to understand you and your job opportunities may be lost and... people will not understand how you speak, so you will end up like bouncing back to your country. So that is what I meant by global skills. Even in Malaysia, let's say you want to go to an international school or you want to work in a multinational company, you need to be competent in the language because you are gonna... connect with people around the world and what is the language that people know around the world is English.*

Interviewer: From what you have said, do you mean that English is used as a skill?

Interviewee: *Yes.*

Interviewer: Lastly, what is your hope or suggestion on this issue? For example, what is the improvement that can be done by the university in implementing EMI in the classroom?

Interviewee: *I think they should make it compulsory to... have the mode of... mode of instruction as English in universities because after... right after the university, they are going to go into the working world or they are gonna expand their horizons there, they are gonna widen their horizons there. So... it will be better if they can learn how to understand the instructions in English in university itself and communicate among their classmates when they are comfortable. So when they go out in the working world, they will be... better. So the university is like a practice stage. Once they go out, they will produce the language they have been used. So it must be made compulsory in universities that students are... the instructions are in English.*

Interviewer: So you said compulsory right? So can I understand that right now it is not compulsory yet?

Interviewee: *I think in some universities are compulsory where some is not.*

Interviewer: In Malaysia?

Interviewee: *Malaysia I would say the private universities and the semi-government universities they are in English, the mode of instruction whilst the government universities... they are certain in Bahasa Malaysia, our national language.*

Interviewer: Which means like both private and government need to use English as a medium of instruction?

Interviewer: *Yes, exactly.*

Interviewee: Thank you for your feedback and I wish you have a good day.

Interview 6

Interviewer: Hi. Before we begin our interview today, I would like to clarify a few things and briefly introduce myself. First of all, my name is Georgina. The purpose of conducting his interview is to examine the challenges that the universities students encounter in using EMI in the classroom. For your information, this whole conversation will be recorded for research and analysis purpose, but fret not, your personal information will not be disclosed to others. So if you are all clear, we shall begin.

Interviewee: *Yes.*

Interviewer: Do you think English should be taught to students since primary education?

Interviewee: *Yes, I think so because English is... is very basic language for... Malaysian people. So... it should be start... it should be start in an early stage.*

Interviewer: How do you feel about studying your courses using English in your university?

Interviewee: *It's kind of... sorry let me think about it. Please give me a few minutes.*

Interviewer: Okay, sure.

Interviewee: *Okay. So... in Malaysia, English is a very basic language right? So in university it can be used among different races and religions since different people... different races have different languages right? So if we just use English as our medium of English... I mean for the communication, it will be useful and everyone can know... everyone will know it what are you talking about even though you are a Indian... even though you are an Indian or you are a Chinese, I can know what are you saying.*

Interviewer: Then do you think it is easy or comfortable for you to learn in your university using English?

Interviewee: *For me... it is... how to say... is comfortable and but is not so easy because... I am from China, when the first time to... to come to Malaysia, I got some problems when I heard some English accent, I mean the Malaysia accent. At first time, I am not so get used... I failed to get used to it, but I... but for now, I can understand all these Malaysia's English accent.*

Interviewer: So you mean in the beginning, due to our Malaysia's English accent, you can't really understand our English is it?

Interviewee: *Yes, true.*

Interviewer: But now you have get used to it and you can slowly understand?

Interviewee: *Yes.*

Interviewer: Do you understand when your lecturer explains the lesson in English?

Interviewee: *For me... 90%.*

Interviewer: Why not 100%?

Interviewee: *Because sometimes from lecturer... their instructions are... they give the instructions too fast. I cannot...you know catch their language speed, their speaking speed... too fast. So 90%.*

Interviewer: You mean the way they speak is too fast so you cannot really understand the lesson?

Interviewee: *Yes.*

Interviewer: If they speak slower, you can understand better?

Interviewee: *Ya. If they speak slower, I... may be 100%.*

Interviewer: Do you agree with the opinion that English should be used as the medium of instruction in the classroom?

Interviewee: *Did you mean the... if... if English in this... in the English class... I mean if the student is not native speaker, so English will be their second language right? Then I think English will be very very important to their... how to say... to their instruction language.*

Interviewer: So what you mean is that English is our first language, so it is important for us to learn more on the language, so it should be used as the language of instruction?

Interviewee: *Yes.*

Interviewer: In universities, do you think English is suitable to be used as the medium of instruction in teaching and learning?

Interviewee: *Of course yes, because in universities level... I mean everyone should master this language. So... without doubt to be used the instruction language.*

Interviewer: Then do you think that other language is suitable?

Interviewee: *I think it depends on the environment and the language environment. If we... when it comes to Malaysia, it is multicultural environment right and multilingual... multilingual environment. So English can be understand for different races so if we talk about Malaysia, the I think English should be the... it's very simple for the university level.*

Interviewer: So this is the most suitable language compared to other languages?

Interviewee: *Yes. For me, yes, but if we use Chinese or the Malay as the medium of instruction right... but they... for me I am a foreigner right... I cannot... I don't understand what you are talking about if you say Malay. So English will be the number one choice.*

Interviewer: Do you think that EMI helps to improve your English language proficiency? If yes, in which area has it improved the most: speaking, listening, reading, writing?

Interviewee: *For your first question, yes. So second area in which area I think speaking, listening are the two areas that I... improve a lot.*

Interviewer: Can you explain how it improves?

Interviewee: *Because English... how to say... we use it every day for communication right and for the... class. The teacher, the lecturer gives us the knowledges by using the language... by using this language every day. So I heard a lot and I speak a lot because we have to do the presentations and we have to communicate with our... groupmates and the lecturers, tutors, so we do this... we practise these two skills every day. Actually is four skills... improve, but for me, speaking and listening improve the lot.*

Interviewer: Do you think that students' success in English learning is related to the teachers' English proficiency?

Interviewee: *Of course yes. For example... like pronunciation right, so if the teacher's proficiency is not so good in... pronunciation, then how their students... how his or her students will be... have a good pronunciation for the particular vocabulary. So the answer is definitely yes.*

Interviewer: So you mean if the teacher has a good proficiency, then the students' success in learning the language will be higher?

Interviewee: *Yes.*

Interviewer: Do you face any difficulties when the lecturer explains the lessons in English?

Interviewee: *Yes.*

Interviewer: What are the difficulties?

Interviewee: *Well... like in... let me think about it, sorry. I remember I took one subject which is... Phonetics, yes phonetics. The lecturer... the lecturer speaks very fast. I cannot get what... what does she says and the... the lecturer notes are very hard for me. So if she speaks so fast, it will be very hard for me to understand with... with the accent.*

Interviewer: You have difficulty in understanding the speed and the accent of the lecturer?

Interviewee: *Yes.*

Interviewer: So all these affect your understanding of the lecture?

Interviewee: *Ya.*

Interviewer: In your opinion, are there any benefits derived from using EMI in the classroom?

Interviewee: *Benefits... I think as what you said just now, it can improve my speaking and listening.*

Interviewer: It improves your skills?

Interviewee: *Ya. It improves my skills, the four skills.*

Interviewer: Lastly, what is your hope or suggestion on this issue? Like what is the improvement that can be done by the university in implementing EMI in the classroom?

Interviewee: *Well... any improvement... ya... I just come out with one improvement that can be... applied. Maybe like after class, without doubt, every lecturer delivers their content by using the English right, but after class, especially the Chinese student, they... they always ask... ask the teacher questions by using their own languages or the Malay... Malay... for the Malays use Malay to ask questions. So I think it's not so good for us, especially the students. So the improvement is... like we have to... how to say... to call for even more English after class.*

Interviewer: You mean to use more often English is it? Like don't just use in class, but must also use after class.

Interviewee: *Ya, after class. It's very important and for the daily communication. Ya, we have to use English.*

Interviewer: Thank you for your feedback and I wish you have a good day.