



# English as a Medium of Instruction: A Survey on Lecturers' Attitudes

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**Abstract.** This study aims to investigate the lecturers' attitudes towards English as a medium of instruction in UKI Toraja. This research is a quantitative method with a survey design. In order to achieve the aim of this study, the researchers constructed a closed-ended questionnaire, which was distributed as an online survey to the representative lecturers (24 respondents) at the UKI Toraja. The quantitative data from closed-ended questionnaire were analyzed through percentage and frequency. Then, the writer ranked the respondents' responses based on the level of very positive, somewhat positive, somewhat negative, and very negative. This study confirms that the younger lecturers and lecturers with a higher teaching load in English are more positive towards the increase in English as a medium of instruction. This study is limited on EMI: lecturers' attitude. Therefore, the next researchers need to elaborate the implementation and the impact of EMI in a higher education.

**Keywords:** English as a Medium of Instruction · Survey · Lecturers' Attitudes

## 1 Introduction

The publication of scientific papers in the form of articles using English is increasing. Likewise, the use of English in learning as a medium of instruction is increasingly trending. In many countries where English as a foreign and second language, there has been a shift towards English-Medium Instruction (EMI) in higher education [1, 2]. High quality of learning material references provided in High impact Journal (e.g.: scopus, WoS and other indexed journals). Lecturers mostly refer to reputable journals as a source of learning materials for students. Of course, this is a challenge for students who have low English proficiency [3]. They must have gone through various ways and efforts to be able to understand the subject matter. However, on the other hand, they can gradually learn English and at the same time understand the teaching material well [4, 5]. In addition, lecturers are increasingly opening up insights about scientific updates from various researchers in various parts of the world. Thus, there will be more and more equitable distribution of science.

There are several advantages of applying EMI in the curriculum in higher education in addition to those already mentioned earlier. The first thing that can be seen is accreditation. The accreditation assessment of a higher education institution lies in the

academic field, namely the implementation of EMI in the curriculum. If the accreditation is superior and EMI is applied then foreign students will also be more interested in studying at universities that implement EMI. Lecture standards that apply EMI can be equated with the internationalization process of universities so that it will make it easier for foreign students to study at these universities [6]. Then, with the existence of EMI, collaborative research nationally and even internationally can be realized [7]. From the aspect of community service, of course, students and lecturers from abroad can also collaborate with local universities that implement EMI.

Some researchers have elaborated on EMI. Ideologies in language related to EMI implementation [8], bilingual class-EMI case [9], implementation of EMI in a higher education [10], the use of English and Asian languages in higher education in Australasia (a prediction) [11], the strategies applied by students towards EMI [12], the perspective of lecturers on EMI in a higher education [13], implementation of EMI in Bangladesh higher education [14], a review of EMI in Thai higher education (a review) [7]. In this present study, the researcher come across with the lecturers' attitudes towards English as a medium of instruction in UKI Toraja.

Universitas Kristen Indonesia Toraja as one of the private Universities in Indonesia continues to strive to improve the quality of one of them in the field of tri-dharma of higher education. In the academic field, especially the need for mastery of foreign languages, namely English, is increasing and urgent. The awareness of lecturers to continue to improve the quality of learning in terms of communication and interaction in the classroom using English is growing. Various efforts have been made ranging from autodidactic learning to learn English and even making intensive course programs for the sake of mastering English. Lecturers from the English language education study program are assisted by students who have good English skills to take part in helping non-English lecturers in the program. There was indeed a development for the participants but it was not too optimal due to lack of focus and the absence of sustainability of the program.

These efforts arose out of an academic need for presentations at international conferences that required presenters to speak English. They generally convey challenges regarding the delivery of scientific papers in English, including difficulties when having a dialogue with the audience regarding the presentation of their topics. In addition, before presenting scientific papers, they must prepare English writings that must certainly be understood by everyone. That is, not just translating or writing in English but in accordance with the rules of good and correct English writing rules. In the field of teaching, UKI Toraja lecturers began to be motivated to use references to English-based scientific papers as teaching materials. The advancement of science is the main reason so it is indeed important to follow the development of science through reliable sources and updates sourced from one of them is an internationally reputed journal. The need for up-to-date material is also triggered by the increasing open access to international journals and students can freely access it for study so that lecturers must be better prepared for these conditions. In addition, the programs of the student creativity unit are also growing, especially in the academic field which allows them to communicate using English and even write scientific papers in English. Based on the background above, this study aims to investigate the lecturers' attitudes towards English as a medium of instruction in UKI Toraja.

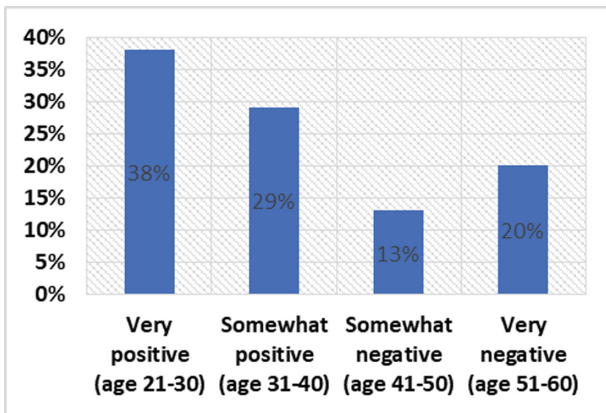
## 2 Methods

This research is a quantitative method with a survey design [15]. In order to achieve the aim of this study about the attitudes of the lecturers at the UKI Toraja towards the issues outlined above, the researchers constructed a closed-ended questionnaire [16], which was distributed as an online survey to the representative lecturers (24 respondents) at the UKI Toraja. In the survey, lecturers were asked to take a position on 15 statements, developed from [17], that stem from the themes outlined below: Theme 1: Increased use of English in higher education impedes knowledge dissemination to the public, Theme 2: Teaching through English results in reduced learning for the students, Theme 3: Increased use of English in higher education threatens Indonesian as an academic language, and Theme 4: An increased amount of English-medium teaching leads to higher academic standards and improved competitive capacities internationally. Themes 1 to 3 suggest a negative attitude towards the increased use of English in higher education, while Theme 4 suggests a positive attitude towards this. The quantitative data from closed-ended questionnaire were analyzed through percentage and frequency [18]. Then, the writer ranked the respondents' responses based on the level of very positive, somewhat positive, somewhat negative, and very negative.

## 3 Results and Discussion

### The Lecturers' Attitudes Towards English as a Medium of Instruction in UKI Toraja

This section describes the findings of data on the lecturers' attitude towards the increase in English as a medium of instruction: distribution across age groups and Teaching Load in English (TLiE). Here is the elaboration of the data that begins by describing the distribution across age groups:



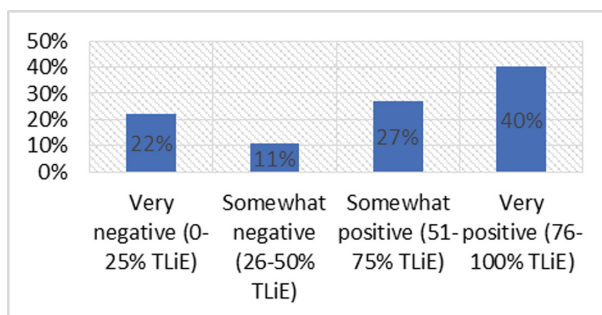
**Fig. 1.** Responses to statements on attitudes towards English as medium of instruction; distribution across age groups. All four themes have been combined

The data in Fig. 1 shows the attitude towards the increase in English as a medium of instruction based on the age dimension. Of the 24 respondents, 38% were very positive towards the increase in English as a medium of instruction and they were lecturers aged 21–30 years. 29% are somewhat positive towards the increase in English as a medium of instruction, and they are lecturers between the ages of 31–40 years, 13% somewhat negative towards the increase in English as a medium of instruction and they are lecturers between the ages of 41–50 years, and as many as 20% are very negative towards the increase in English as a medium of instruction and they are lecturers between the ages of 51–60 years.

The finding suggests that there is a correlation between age and attitudes towards the increasing use of EMI (English as a Medium of Instruction). Figure 1 indicates that younger respondents tend to have a more positive attitude towards the growing use of English as a medium of instruction. The researchers hypothesize that this trend might be influenced by differences in the respondents' backgrounds, such as their comfort level in using English, and their views on the role of English both locally (in UKI Toraja) and globally as an international language.

Based on this finding, the researchers speculate that as time goes on, the attitude towards English is likely to become increasingly positive at the university. This is because the older, more skeptical lecturers are gradually being replaced by younger lecturers who are more positive about the use of English as a medium of instruction. However, the researchers acknowledge that it is also possible for lecturers to become more skeptical with time. If this is the case, the current pattern observed in Fig. 1, where younger respondents are more positive, may remain relatively stable over time.

Therefore, the finding suggests that there is a generational difference in attitudes towards the increasing use of English as a medium of instruction. Younger respondents are more likely to have a positive attitude, potentially due to their background and views on the role of English. The researchers anticipate that this trend may lead to a more positive attitude towards English at the university as younger lecturers replace the older ones, but they also acknowledge the possibility that lecturers may become more skeptical with time.



**Fig. 2.** Responses to statements on attitudes towards English as a medium of instruction; distribution across teaching load in English. All four themes have been combined

The data in Fig. 2 shows the attitude towards the increase in English as a medium of instruction based on teaching load in English. Of the total 24 respondents, 40% were very positive attitudes towards English as a medium of instruction and they were lecturers with TLiE 76–100%, 27% somewhat positive attitudes towards English as a medium of instruction and they were lecturers with TLiE 51–75%, 11% somewhat negative attitudes towards English as a medium of instruction and they were lecturers with TLiE 26–50%, and 22% very negative attitudes towards English as a medium of instruction and they were lecturers with TLiE 0–25%.

The finding highlighted by Fig. 2 suggests that there is a correlation between the extent to which teaching is conducted in English and attitudes towards the increased use of English as a medium of instruction (EMI). According to the figure, respondents whose teaching is exclusively or almost exclusively conducted in English are far more likely to have a positive attitude towards the increased use of English. This indicates that individuals who have a higher proportion of their teaching load in English are more inclined to view the growing use of English positively.

On the other hand, respondents with a lower teaching load in English are less likely to exhibit a positive attitude towards the increased use of English. This implies that individuals who teach fewer classes or subjects in English are less likely to hold a favorable perception of English as a medium of instruction.

The finding suggests that the level of exposure and engagement with English as a medium of instruction directly influences attitudes towards its increased use. Those who teach predominantly in English may have more experience and familiarity with the language, leading them to develop a more positive attitude towards its use. In contrast, individuals with limited English teaching responsibilities may not have as much exposure or experience, which could contribute to a more cautious or less positive attitude.

It is important to note that this finding does not imply causation. Other factors, such as personal beliefs, language proficiency, and pedagogical preferences, may also contribute to the observed correlation. However, the data suggests that the extent of teaching in English plays a role in shaping attitudes towards the increased use of English as a medium of instruction.

This study confirms that the younger lecturers and lecturers with a higher teaching load in English are more positive towards the increase in English as a medium of instruction. This study is limited on EMI: lecturers' attitude. This study highlights the previous ones, ideologies in language related to EMI implementation [8], bilingual class-EMI case [9], implementation of EMI in a higher education [10], the use of English and Asian languages in higher education in Australasia (a prediction) [11], the strategies applied by students towards EMI [12], the perspective of lecturers on EMI in a higher education [13], implementation of EMI in Bangladesh higher education [14], a review of EMI in Thai higher education (a review) [7].

## 4 Conclusion

The result shows that the younger lecturers and lecturers with a higher teaching load in English are more positive towards the increase in English as a medium of instruction. This study is limited on EMI: lecturers' attitude. Therefore, the next researchers need to elaborate the implementation and the impact of EMI in a higher education.

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